GENRE, ACADEMIC WRITING AND E-LEARNING:
AN INTEGRATED TERTIARY LEVEL
TAIWAN-BASED STUDY

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Abstract

The research reported here has two main focus points: online learning and the teaching of academic writing to learners of English as an additional language. At its core is a study involving an intensive genre-centered writing course conducted in a tertiary educational institution in Taiwan and delivered in three modes – face-to-face, fully online and blended. That study, preceded by a pilot study conducted in New Zealand, involved a writing course that focused on cognitive genres (e.g. *argument*) that have been identified as being fundamental to academic writing. It included model texts (constructed in segments with accompanying discussion of their language and structure) and writing exercises. Analysis of post-course questionnaires and focus group discussions revealed a high level of satisfaction with the course. Analysis of pre-test and post-test writing tasks in terms of a wide range of criteria provided evidence of improvement in the writing of course participants in a range of areas. Although those involved in blended and face-to-face modes were most positive about the advantages of the course, it was not necessarily always the case that they outperformed online group members in terms of improvement in writing.

Also included are two questionnaire-based surveys of samples of teachers of English in tertiary level educational institutions in Taiwan. The first investigated attitudes and practices in relation to the integration of instructional technology into teaching. Although the vast majority of survey participants believed that it was important to incorporate instructional technology into their teaching, this was not necessarily reflected in their more specific beliefs and practices. Very few reported having spent more than a few hours attending instructional technology-related workshops, more than half indicated that very little or none of the interaction in their language classes was computer-mediated, only approximately one third reported having used a learning platform in the six weeks prior to the survey, and over one third reported that they had never used a learning platform. The second questionnaire-based survey investigated attitudes and practices in relation to the teaching and assessment of writing. Although survey participants were familiar with process-centered approaches to the

teaching of writing, they appeared to be much less familiar with genre-centered approaches. Using model texts as a way of introducing, demonstrating and explaining language in use seemed to be the exception rather than the rule. Additionally, although they reported spending a considerable amount of time grading and commenting on their students' writing, most of them indicated that they did not design grading criteria that related specifically to course content, and many of the sample comments on student writing that they provided were of a type that is unlikely to help students to improve their writing.

Overall, the study provides evidence that a genre-centered academic writing course can be associated with a high level of student satisfaction and can lead to demonstrable improvement in student writing. However, it also demonstrates that teachers of English at tertiary level in Taiwan are generally unfamiliar with this sort of approach and that many of them are not yet ready to provide their students with options in terms of delivery modes.

Keywords: genre; academic writing; eLearning; genre-centered academic writing instruction

Dedication

I would like to dedicate this thesis to the Lord for His blessings and abundant support.

Acknowledgements

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Chapter 1

Introduction to the research

1.1   Introducing the research

I began the research project reported in this thesis with a primary interest in instructional technology.[1] I ended it with a primary interest in pedagogy. At the outset, my main interest was in how instructional technology could assist in the teaching and learning of English as a second/foreign language and, in particular, in the teaching and learning of academic writing. As the research progressed, it became clear to me that the most significant questions were pedagogic ones, and that those questions that related to the use of instructional technology (which I now prefer to refer to as 'educational technology')[2] were subsidiary ones. Nevertheless, they remain important. Instructional technology cannot be ignored. Employers and students expect teaching staff to be technologically literate, and those who are unable or unwilling to keep up to date with advances in instructional technology are likely to suffer as a result, particularly in countries such as Taiwan where information technology is fundamental to the economy, and where the expectation is that instructional technology will be integrated into all teaching courses. Thus, although the primary aim of this research project is to investigate the potential of a genre-centered approach to the teaching of academic writing in a context (Taiwan) in which process-centred approaches predominate, there are a number of subsidiary aims that relate to the use of instructional technology and to attitudes towards its use (see *1.4* below).

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[1] I use the first person pronoun at various points in this thesis for two reasons. First, the early sections include reflections on those very personal experiences which provided the motivation for the research. Secondly, I believe that it is important to remind readers from time to time of my 'insider' status in some areas of the research, something that necessarily impacts on the conclusions reached.

[2] The terms 'instructional technology' and 'educational technology' are often used interchangeably. For Dempsey and Reiser (2007), a more appropriate term is 'instructional design and technology' in that it clearly indicates that what is involved is both "the analysis of learning and performance problems" and "the design, development, implementation, evaluation and management of . . . processes and resources intended to improve learning and performance . . . [that] employ instructional media to accomplish . . . goals" (p.7). Whilst I accept the point that Dempsey and Reiser make, I use the term 'instructional technology' in this thesis, largely because it is more familiar.

1.2 Becoming involved in instructional technology

I began teaching English at Wenzao Ursuline College of Languages (Wenzao) in Taiwan in 1990, at a time when the Taiwanese economy, heavily reliant on information technology, was very strong. Interest in instructional technology was beginning to have a major impact on the education system worldwide. As Graddol (2006, pp. 78-79) observes, "[in] the 1990s technology was expected to solve the world's educational problems" and "[virtual] universities became the flavour of the day" with both academic institutions and commercial enterprises investing heavily in them. However, "[nearly] all the ventures collapsed or were folded quietly back into parent organisations". Perhaps most important was the fact that many of those involved "failed to listen to experienced voices that warned that good quality online distance education may actually be more expensive than face-to-face education". Even so, "as conventional institutions learn how to benefit from eLearning . . . so eLearning is providing a significant strand in world education at all levels" but "the success of eLearning depends . . . less on marketing hype, and more on learning how traditional pedagogical values can be adapted in the new context".

Throughout Asia, interest in instructional technology has not diminished since the disappointments associated with the virtual university concept emerged. Thus, for example, in 2004, 22% of the papers delivered at the *International Conference on Tertiary/College English Teaching* in Hong Kong were directly related to technology-based teaching; in 2006, instructional technology was central to 77% of the papers.[3] This is, perhaps, not surprising in view of the pervasiveness of information technology in many parts of Asia. In Taiwan, approximately 75% of families had home-based access to the Internet in 2008 and almost 70% had broadband connection. Of a total population (including infants) of approximately 23 million, just under 16 million (approximately 71%) have been online (TWNIC, 2009, p. 27, p. 107, p. 110).

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[3] In 1989, the Taiwan Ministry of Education and the National Science Council of Taiwan planned an International Conference on Computers in Education (ICCE). In 1991, 18 papers were published in the Conference; in 2009, 40 papers were published in the Conference Proceedings (ICCE, 2009, iii, xxxvii-xli). In each case, almost a quarter of the almost 300 submissuions were from Taiwan. In 1989, the conference focused on computer-centered issues (e.g. the design of authoring systems); by 2002, the focus had moved to pedagogy and practice (where it has remained).

The beginning of my language teaching career coincided with the early stages of interest in the interface between information technology and education. As my teaching took place in a college whose primary focus is on language education, I inevitably became involved in the interface between information technology and language education. In the early years of my involvement in teaching English at Wenzao, the college had an extensive network of language laboratories and an audiovisual library for students. The college now provides staff and students with access to almost every technology-based educational innovation that is available in the marketplace and with extensive opportunities to learn about their use. Traditional classroom spaces have been replaced by rooms fully equipped with E-platform facilities. In such a context, it was inevitable that I should develop an interest in instructional technology.

In 2002, E-course (a widely-used course management system in Taiwan with similar functions to those of Blackboard, WebCT) was introduced at Wenzao. Not only were there course introduction and course content design facilities but also a bulletin board, a chat room, and facilities for test and assignment management and record keeping. In the same year, The *Audiovisual Instruction Center* (established in 1977) set up a *Teachers' Workshop Unit* whose role was to assist teaching staff in coming to terms with a wide range of software, including (among many others) *Word, PowerPoint* (traditional and interactive), *Power Director, Multimedia Content Generator, Adobe Acrobat, Producer, Captivate* and *FrontPage*. The expectation was that teachers would not only learn computer-related skills but would also learn how to make use of them as a teaching and learning resource. Throughout 2002-2003, 30 courses (totalling 100 hours) were offered to 470 staff members. There was considerable enthusiasm for these courses at the beginning. However, as staff members became aware that these courses could offer little more than an introduction to software packages and that they would need to commit many further hours of their own time to becoming proficient in the use of them, many became less enthusiastic.

In an attempt to ensure involvement, starting from 2004, the *Audiovisual Instruction Center* (renamed the *Instructional Media Center* in 2004, *Information*

and Instructional Media Center in 2005 and the *Center for Faculty Development* in 2006)[4] implemented a three phase program associated with which were participation certificates (Wenzao Ursuline College of Languages, 2006, p. 1).

In the first phase (2004-2005), further workshops were provided, the focus being on teaching applications. Those teachers who had used E-course were invited to share their experiences with others. Throughout this phase, in which 599 teaching staff participated, six sessions (taking place over 44 hours) were provided. These sessions focused on basic technology concepts, teaching applications, the E-course platform and its functions, *Word Processing, Interactive PowerPoint* and *Multimedia Content Generator*. The content of all of the sessions was recorded as digitalized documents so that every staff member could log in to the on-campus website. A college-wide survey conducted at the same time revealed that although most teaching staff could make use of some basic technology tools and applications (such as *Email* and *Word*) in their teaching, there were many others (such as *Interactive PowerPoint, Photo Impact* and digital recording) that were largely neglected. The top three problems reported by teachers who participated in the survey were: the fact that the speed of change made it difficult to keep up to date; uncertainty about the effectiveness of using technologies in teaching; and the fact that heavy teaching and research workloads made it difficult to find time to develop competence in the area of instructional technology. Several of the teaching staff observed that they were still unfamiliar with *E-course* and simply lacked the time to develop the relevant skills. So far as interests were concerned, the most popular choices for further training were: applications of multimedia technology; web-based course design and production; and teaching methodologies. In 2005, to promote E-course, a competition was held. Of the 64 entrants, 5 were awarded a certificate for the production of an outstanding E-course and 20 for the production of an excellent E-course. In each case, the websites were made available to all teaching staff. In 2006, it was decided that all teaching staff should prepare supplementary online resources for at least one of their courses. In the same year, the quality of that resource was included in annual teaching self-evaluations and a faculty E-learning Passport became part of the official

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[4] The changes in nomenclature are indicative of changes in attitudes.

documentation required of teaching staff. Meanwhile, training programs continued to be offered, the focus being mainly on software packages (e.g. *Movie Maker* and *Power Director*), digital technologies (e.g. *Sound Forge, Producer, Captivate and Multimedia Content Generator*), and website design (e.g. *FrontPage* and *Dreamweaver*).

The second phase of the program (2006-2007) involved the identification of 'seed teachers' who would lead the development of blended courses (partly face-to-face and partly online) and would, in exchange for a series of in-depth online workshops, guarantee to use a wide range of multimedia-based resources in their teaching and make the E-course materials they developed available as a supplementary resource for others to use.

The third phase (2008-2009) emphasized campus-wide E-course implementation. All teaching staff members were expected to develop and implement E-courses, the intention being that these courses would be transformed into fully online courses with official Ministry of Education accreditation, thus increasing the number of potential learners.

The transformation of what was initially an *Audiovisual Center* (1977) into an *Instructional Media Center* (2004), an *Information and Instruction Media Center* (2005) and, finally, a *Center for Faculty Development* (2006) is indicative of some of the changes that have taken place. The mission of that Center is instructional excellence and its three aims are to assist teachers with (a) teaching innovations; (b) instructional technology, and (c) the implementation of on-site action research. Nevertheless, it is clear that the primary emphasis to date has been on technology and its application rather than on pedagogies associated with teaching and learning or on the relevance of learning style preferences to teaching approaches. Furthermore, although I was one of those who became deeply involved in the developments to which reference has been made, I became increasingly aware that many others did not share my enthusiasm. In fact, looking back, I realize that the cost involved, in terms of time and effort, has been a heavy one. Of instructional technology application, Ross and Schulz (1999, p. 124) observe that "the first year of development is often more time consuming than are

subsequent years . . . [and] the educator will begin to develop a rich, interactive, and powerful teaching tool that may be used by many classes over the years". The reality is, however, that keeping up to date, creating and maintaining course websites and teaching in the modern technology-equipped classrooms is always time-consuming and there is always a cost involved. Time spent on one area is time lost on another. The danger is that technology will become the master rather than the servant of pedagogy.

1.3 Developing an interest in the teaching of writing

Wenzao Ursuline College of Languages was established by the Sisters of the Roman Union of the Order of St. Ursula in 1966 in Kaohsiung (the location of Taiwan's largest port) as a foreign language institute for young women, its mission being to provide a whole-person language and liberal arts curriculum. Since 1980, it has also accepted men as students. It offers both day time and evening courses and it currently has a 5-year Junior College (incorporating the first two years of a Bachelor's degree), a 2-year College (equivalent to the last 2 years of Bachelor's degree level study) and a 4-year College (4 years of Bachelor's degree level study). It now also offers Master's degree programs. All students are required to study at least two foreign languages, one being English.

The Taiwanese education system has been subject to major changes since Wenzao was first established. One of these relates to the role of English. Since 2005, English has been introduced at Grade 3 of elementary schooling (Ministry of Education (Taiwan), 2004; Oladejo, 2006, p. 150). In addition to studying English as part of their regular schooling, many students take English courses at what are generally referred to as 'cram schools'. Such is the interest in learning English that 80% of respondents to a public opinion poll conducted in 2006 indicated that they hoped that the Taiwanese government would designate English the second official language (Graddol, 2006, p. 89). Thus in Taiwan, in common with many other countries throughout the world, English has come to be seen as a basic educational requirement for everyone (Maurais & Morris, 2003). The democratization of education has led to increasing numbers of students attending tertiary institutions in Taiwan. At the same time, language education has become increasingly commodified, with the emphasis moving from "language as a mark

of authenticity and belonging" to language as "an acquirable technical skill and marketable commodity" (Heller, 2002, p.47), something that has had an impact on the expectations of learners. In summing up the views of a sample of senior educational managers in Taiwan in relation to the teaching and learning of English, Her (2007, p. 51) observes that there was a feeling that "the increased influence of Western culture, the increased availability of consumer goods, and the increased availability of information (through the World Wide Web) have led to a situation in which students generally expect more instant gratification than they did in the past [and are] . . . more likely to focus on fluency rather than accuracy". She also observes that "[although] a focus on fluency rather than accuracy might seem to be one that would appeal to 'information age' students, such a focus can also be demotivating in writing classes where students, in monitoring their language, may become aware of the limitations of their grammatical repertoire" (p.87).

In a context where many Taiwanese students want to pursue advanced studies through the medium of English in Asia or go on to study in countries in which English is the primary medium of instruction, writing skills can be critical. Furthermore, as Lindemann (2001, p. 4) observes, "the ability to write well . . . creates economic power". This is one of the reasons why I developed a particular interest in writing skills development. Another reason is simply that I became increasingly aware during my years as a teacher of English that the majority of students appeared to find writing the most difficult skill to acquire. Indeed, Chen and Johnson (2004, pp. 136-137), in reporting on a project conducted by the Educational Testing Service (ETS), note that there are clear indications that Taiwanese students have difficulty in developing writing skills. The TOEFL was administered to 3,000 students from 20 universities across Taiwan in September 2000. The average score achieved was 496. However, 32.2% of the students scored below 410 and, as Chen and Johnson note, "[information] released by the Educational Testing Service . . . indicates that a score between 410 and 489 normally shows that the test taker's listening and reading comprehension skills are satisfactory but that writing ability is insufficient to attend academic courses in English" (pp. 136-137). Since 2005, the English Testing Service (ETS) has adopted the new TOEFL internet-based test (iBT), including writing, as one of the test components. More recent test data (January 2008 – December 2008) shows

Taiwanese candidates, with a mean score of 73 (out of 120), as ranking 18th in Asia (ETS, 2009). Evidence such as this indicates a need to change the focus of English teaching in Taiwan.

In many educational institutions throughout Asia, including Wenzao, a wide range of writing courses is offered. It is, however, extremely difficult to classify these courses into types. In some of them, considerable emphasis is placed on grammatical accuracy (with grammar sometimes being taught in a decontextualized way); in others, there is greater emphasis on *compositional processes* (such as prewriting, drafting, editing and publishing). In some cases, the focus appears to be more on getting students to write than on teaching them how to write, something that can result in a lack of retention (Gao & Lehman, 2003, p. 384). Although many writing courses are offered, in my experience, few language teachers volunteer to teach these courses. This may be partly because of the heavy investment of time and energy involved and partly because some of them lack appropriate training. As Her (2007, p. 266) observes, many of the tertiary level teachers of English in Taiwan who took part in a questionnaire-based survey that she conducted lacked specific qualifications in the teaching of English and even fewer of them had been exposed, during training, to a teaching practicum. Such was the difficulty at Wenzao of encouraging teachers of English to volunteer for writing courses that it became necessary to introduce a departmental policy requiring all of them to teach at least one such course each year.

Since the early 1990s, there has been growing interest in genre-centered writing courses in which the primary focus is on the overall organization of writing in different genres, the *cognitive processes* (e.g. logical sequence and comparison and contrast) that underlie various kinds of textual relationships (e.g. *Means-Purpose*), and the role these cognitive processes and textual relationships play in writing in a range of genres (e.g. *explaining, arguing, classifying*) and text-types (e.g. *instruction manuals*)[5]. Although genre-centered writing courses are now very popular, particularly in primary schools in the UK, Australia and New Zealand, they have only recently begun to have an impact on the teaching of writing to

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[5] Note that 'genre' and 'text type' are used in a variety of different ways in the research literature (see *Chapter 2).*

adult learners in Asia (see, for example, Kim and Kim, (2005); Hayashi (2005); Lin (2006); Wu, Lee, Jih & Chuo (2006); Hsu (2006); Gao (2007) and Cheng (2008)). Conscious of the difficulties that so many of my students experience in the area of writing, and aware of the fact that genre-centered approaches to writing had already had a major impact in Australia and New Zealand, I decided to investigate these approaches as part of my doctoral research and to apply to study in a university based in one of these two countries. It seemed to me that genre-centered writing courses had the potential to provide students with more focused feedback on their writing. This was, I believed, important in view of the fact that I had heard so many teachers complaining about the amount of time it took to comment on students' writing and had observed that many teachers seemed to focus primarily on mechanical aspects of writing (e.g. spelling and punctuation) and sentence level grammar in responding to students' scripts. Where they did attend to macro-level aspects of writing, the focus seemed often to be on the construction of paragraphs rather than complete texts. In addition, I had often heard teachers commenting on the fact that students appeared to make little progress in writing in spite of the effort that they (the teachers) put into providing writing courses and commenting on students' scripts. Furthermore, I had observed that students often seemed to have considerable difficulty in responding to their teachers' comments on their writing, an observation that is supported by the research of, for example, Shine (2008), Sommers (1982), Zamal (1985), Zeng (2006) and Zhang (1995). It also seemed to me that, in addition to the more commonly discussed aspects of genre-centered writing courses (e.g. overall discourse organization), they had the potential to make form-focused instruction more immediately relevant and more interesting and, in addition, to facilitate relevant and effective feedback. These interests, combined with an enduring interest in instructional technology, led to the specification of the overall aims of the research and the formulation of specific research questions that are outlined below.

1.4   Overall aims of the research

The primary aims of this research project are to:

- critically review selected literature on process-centred and genre-centered approaches to the teaching of writing, and the application of instructional technology;

- explore the attitudes and approaches to computer-assisted and computer-mediated teaching of a sample of teachers of English in tertiary institutions in Taiwan;

- explore the attitudes and practices of a sample of teachers of English at tertiary level in Taiwan in relation to the teaching and assessment of writing;

- explore the responses of a sample of intermediate level students of English in Taiwan to a genre-centered writing course delivered in three different modes (face-to-face; fully online; blended);

- analyze the performance in a criterion-referenced writing pre-test and post-test of students following the genre-centered writing course referred to above;

- determine whether there is any relationship between the learning style preferences of students attending the course referred to above and (a) their preference for a particular course mode, and (b) their pre-test and post-test performance.

A subsidiary aim was to:

- determine whether explicit teaching of grammar and grammatical meanings (in this case, conditionals) leads to greater improvement in their use in the case of a sample of New Zealand-based students following a genre-centered writing course.

1.5   Research questions and research methods

In relation to the overall aims of the research, the following research questions were developed and associated with particular research methods.

Research question 1:

What does selected literature on process-centred and genre-centered writing instruction indicate about the origins, uses and advantages and disadvantages of each?

Research question 2:

Does selected literature on factors affecting teachers' use of instructional technology provide any indicators that are of relevance to the current study?

In connection with these research questions, critical reviews of selected literature were conducted (*Chapter 2 and Chapter 3, section 3.2*).

Research questions 3 & 4:

What are the attitudes of a sample of teachers of English in tertiary institutions in Taiwan towards the use of computer-related technologies in their teaching of English and how do they use these technologies in their teaching?

What are the views of a sample of teachers of English at tertiary level in Taiwan in relation to different approaches to the teaching of writing and how do they teach and assess writing and provide feedback on it?

In connection with these research questions, two questionnaire-based surveys were conducted. Self-completion questionnaires were designed, trialed and then distributed to two samples of tertiary level teachers of English in Taiwan. Responses were then analyzed using Microsoft Excel and Statistical Package for the Social Sciences (SPSS). Details of the design, trialing and distribution of the questionnaires, together with the approach to data analysis and findings are provided in *Chapters 3* and *4*. Also included in *Chapter 3* is a review of selected

literature on factors that affect teachers' attitudes towards and the use of instructional technology. It was decided to locate this literature review in *Chapter 3* rather than *Chapter 2* so that the overall genre focus of *Chapter 2* could be maintained.

Research questions 5 & 6:

> *In terms of attitudes and performance, how do groups of intermediate level students of English at tertiary level respond to a genre-centered writing course delivered in three different modes (face-to-face; fully online; blended)?*

> *Is there any significant relationship between students' learning style preferences (as indicated in responses to a Paragon Learning Style Inventory (PLSI)) and their learning mode preferences (face-to-face; fully online; blended)?*

Based on a recently published genre-centered academic writing textbook, a two week intensive writing course was developed in three modes (face-to-face; fully online; blended). Also developed were a questionnaire relating to student perceptions of the course and two pre-tests and two post-tests, one pair focusing on writing in different genres, the other pair on the use of conditionals. Criterion-referenced assessment criteria relating to the writing tests were developed. Participants were also asked to complete a 52 item Paragon Learning Style Inventory (PLSI) which was translated into Chinese for use in Taiwan[6].

A trial involving 18 students divided into four groups was then conducted in New Zealand. One group was taught in face-to-face mode; one in fully online mode; two in blended mode. One of the blended mode groups was given explicit instruction in the use of conditionals, the other was not. As part of the trial, a sample of participants was asked to take part in focus group discussion. Following

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[6] This document was translated by me with the assistance of Sher, Hsiang-Jen (Teresa).

this trial, the research instruments were revised. Relevant to this trial was also the following subsidiary research question:

> *Does teaching grammar and grammatical meanings in context (in this case, conditionals) lead to greater improvement in their use in the case of a sample of students following a genre-centered writing course?*

The study was then conducted in Taiwan with three groups of students following three different modes. This time, there was only one blended mode group (which had the same instruction on the use of conditionals as the other two groups) and the pre-test and post-test focusing on the use of conditionals was not used. Once again, a sample of participants was asked to participate in focus group discussion.

Details of the design of the research instruments and of the studies conducted along with findings and discussion are provided in *Chapters 5* and *6*.

Chapter 7 summarizes the research as a whole, discusses its perceived limitations and contribution, and includes suggestions for future research.

Chapter 2

Critical review of selected literature on genre and approaches to the teaching of academic writing

2.1 Introduction

I provide here a critical review of selected literature on genre and on the teaching of writing. I begin by addressing some terminological issues (*2.2*) and then focus on literature in the area of what are referred to here as 'social genres' (*2.3*) and 'cognitive genres' (*2.4*). This is followed by a discussion of process-centered approaches (*2.5*), the concept of 'post-process' approaches (*2.6*) and genre-centered approaches (*2.7 & 2.8*). The chapter ends with some observations on feedback (*2.9*) and a final note that highlights some of the issues raised (*2.10*).

2.2 Genre and text-type: A note on terminology

The word '*genre*' is derived from French (originally Latin) and means *kind* or *class*. It has been widely used in rhetoric, literary theory, media theory, and more recently linguistics (Chandler, 1997, p. 1). The terms 'genre' and 'text-type' have sometimes been used interchangeably (Stubbs, 1996, p. 11). However, constructs that are largely socially defined (e.g. *novels, academic articles*) and constructs that are largely defined in terms of communicative or rhetorical functions (e.g. *arguments, explanations*) have sometimes been referred to as 'genres' and sometimes as 'text-types'. Biber (1989, pp. 5-6) uses 'genre' to refer to socially defined categories of text (e.g. poems, novels, lectures) and 'text type' to refer to communicative/rhetorical functions (e.g. explaining, arguing). Derewianka (1994) and Crombie and Johnson (2004, p. 144), on the other hand, use 'genre' to refer to communicative/rhetorical functions and 'text type' to refer to socially defined categories of text.

Houia-Roberts (2003a, pp. 66-67) observes that genre is a concept whose origin can be traced back to the work of Aristotle (384-322 B.C.), being originally used

to classify texts into categories (novels, plays or biographies) with reference to socio-cultural and/or linguistic/structural factors. However, she notes:

> More recently . . . the term 'genre' has often been restricted to classifications . . . [of] overall discourse function (e.g. narration, exposition), with the term 'text-type' being reserved for classifications . . . [of] overall socio-cultural function (e.g. novel, poem).

Bruce (2003, pp. 4-5), makes a distinction between what he refers to as 'social genres' and 'cognitive genres', the former being "similar in type to the category of *text genre* proposed by Pilegaard and Frandsen (1996)" which refers to socially recognised constructs such as personal letters, novels and academic articles. Cognitive genres, on the other hand, are compared by Bruce to what Pilegaard and Frandsen (1996) label *text type* (e.g. narrative, expository, descriptive, argumentative or instructional text types) (see Pilegaard & Frandsen, 1996. p. 3). Thus, a specific social genre exhibit features of more than one cognitive genre.

My focus here is largely on research on genre that has been conducted since the second half of the 20th century within the context of linguistics and applied linguistics. My particular interest is, however, in the area of cognitive genre which, as indicated below (*2.4*), draws upon ways of organizing experience that are cognitively embedded and that have general cross-disciplinary relevance. Literature reviews that include other approaches to genre and text-type and include the period prior to the second half of the 20th century are provided by Houia-Roberts (2003b) and Bruce (2003). Houia-Roberts (2003b, p. 20 ff.) includes reference to research that has focused on literature, folklore and conversational interaction. Bruce (2003, p. 16 ff.) includes extensive reference to genre-centered studies conducted in the classical period (from the 5th century B.C.), the Middle Ages and the Renaissance.

2.3   Studies focusing primarily on social genres

Most studies that relate to genre, particularly early studies, focus primarily on social genres. Thus, for example, Olrik (1921) analyzed folktales in terms of plot, character and episodes, and Propp (1928) proposed "a *grammar* of folktales in

which the character and sequence of events were used as characteristics to identify the genre". In the 1930s, the linguists belonging to the Prague School examined social genres in terms of relationships among form, function and context. In the 1960s, Dundes (1964) employed factors such as function, belief and overall content structure in analyzing folktales (Bruce, 2003, pp. 31-32).

In addition, more factors in relation to linguistic aspects were involved in analysis of genre by researchers such as Ben-Amos (1976) and Oring (1986). While Ben-Amos describes folklore as "a combination of formal features, thematic domains and potential social usages in particular contexts", Oring, drawing on the work of the linguistic anthropologist Malinowski (1923), focuses on the *context of situation* and *context of culture*, the first being further developed by Firth ([1957]/1968).

In North America, approaches to the study of composition have tended to be socially focused. Thus, for example, Miller (1984, p. 165) notes that "genres can serve . . . as keys to understanding how to participate in the actions of the community", and Berkenkotter and Hucken (1995, p. 4) define genres as "dynamic rhetorical forms that are developed from actors' responses to recurrent situations that serve to stabilise experience and give it coherence and meaning", noting that they "change over time in response to their users' socio-cognitive needs".

Two main approaches to the study of genre, each of which focuses largely (but not exclusively) on social genres, will be the primary focus of attention here. The first is primarily associated with research conducted within the context of the systemic functional approach to linguistics. The second relates particularly to studies involving English for specific purposes. Both of these approaches have been extremely influential in the teaching of writing.

Context of situation and context of culture were initially defined by Malinowski (1923, p. 305). They are critical to approaches to genre that can be related to systemic functional linguistics, as is the work of Firth ([1957]/1968, p. 177) who defined what he referred to as 'context of situation' in terms of the verbal and

non-verbal actions of participants, relevant objects and events (verbal and non-verbal) and the effects of verbal actions. In developing this context-based approach, Halliday (1978; 1985) develops the concept of 'register', a concept that he analyzes in terms of 'field' (the type of social action in which participants are involved), 'tenor' (the status and roles of participants, including the relationships among them), and 'mode' (the language channel (spoken/written) and the functions served by and achieved by the language (e.g. to persuade or to teach)). He argues that each of these three (field, tenor, mode) has an impact on meaning and textual structure (pp. 110-111).

Context of culture is considered to be fundamental to genre, which has been variously defined. For Martin (1984, p.25), genre is "a staged, goal oriented, purposeful activity in which speakers engage as members of our culture". For Eggins (1994), genre is more abstract than register. The former is recognizable even where the situational context is unknown (p.32), and the latter is "relevant to a particular situation of use of a genre". Different genres are associated with different steps or stages (p.34), which make up the overall 'schematic structure' of a text (p. 38). For Hasan (1985/1989, pp. 64-65), a distinction can be made between the 'generic structure potential' of a genre (the range of possible structures associated with the genre) and its actual 'generic structure' (the structures that actually occur, being a subset of the potential structures). This generic structure includes 'obligatory elements' (steps or stages that are necessary for a text to be assigned to a particular genre) and may also include 'optional elements'. Obligatory elements impact directly on semantic structure but only indirectly on lexico-grammatical structure since "meanings have variant realization" (p. 113).

Some of those working on genre within the context of a systemic-functional approach believe that there is a specific and unavoidable relationship between genre, register and language (see, for example, Macken et al, 1989, pp. 5 & 18); others believe that the relationship is more open to variation (see, for example, Eggins & Martin, 1997, p. 236).

A number of analysts have used genre as a social concept to identify and classify the type of language that is said to be associated with English for specific purposes, particularly with English used in a range of professional and academic contexts. One of the most prominent among these is Swales (1990) who defines genre as "a class of communicative events, the members of which share the same communicative or rhetorical purpose" (p. 58). Swales notes that genres are subject to constraints and that exemplars or instances of a particular genre vary in terms of their prototypicality (pp. 45-57). Although, according to Swales, "shared communicative purpose rather than similarities of form" is "the primary determinant of a genre" (p.46), "language plays a significant and indispensable role" (p. 45). For Swales (1990, pp. 24-27), genres are inextricably associated with what he refers to as 'discourse communities', that is, with groups or networks of people who have a broadly agreed set of common public goals and mechanisms for communication among its members.

Swales' concept of discourse community has been challenged on a number of grounds. One aspect of that challenge relates to the extent to which such a community can be regarded as stable. In fact, it is now more usual for reference to be made to the concept of a 'community of practice' (Wenger, 1998). Participation in such a community of practice relates to one or more of the modes of "engagement, imagination and alignment" (p.182) taking place within an "historical and social context that gives structure and meaning to what we do" (p. 47). In fact, the concept of a community of practice can be seen to have its origins in 17th century England, where the emergence of *The Royal Society* led to the search for a 'new rhetoric', an approach to communicating scientific findings that was not grounded in the extravagances that had become associated with traditional rhetoric (Sprat, [1667]/1958, p. 113), and, in particular, to John Locke's call for the community of scientific scholars to adopt a direct style of communication (Locke, [1690]/1975, p. 504).

According to Swales (1990, pp. 61-67), genres may differ in a number of ways, including the degree of complexity of their rhetorical purpose and the extent to which they exhibit universal or language specific tendencies. In exercising genre skills, reference is made both to 'content schemata', that is, prior knowledge of

the world (including linguistic experiences) and 'formal schemata', that is, the formal patterning that relates to knowledge of prior texts. He notes, however, that it may be difficult to maintain a distinction between content schemata and formal schemata because "the nature of genres is that they coalesce *what* is sayable with *when* and *how* it is sayable" (p. 88). In examining texts in terms of content and linguistic encoding, Swales refers to 'rhetorical moves' and 'steps' and to the linguistic structures to which they are said to relate. Thus, for example, Swales (1981) proposes a four move structure for the introductory section of research articles which consists of: establishing the research field; summarizing previous research; preparing for the research to be presented; and introducing the research to be presented. In a later work, however, Swales (1990, p. 141) revises this model, proposing a three move structure for creating research space that involves: establishing a territory; establishing a niche; and occupying the niche. This three phase patterning is then discussed in terms of the linguistic elements that may occur within the framework. Among the other researchers who explore genres in terms of moves and steps are Bhatia (1993), Connor and Mauranen (1999), Crookes (1986), Dudley-Evans (1986; 1989; 1994) and Hopkins and Dudley-Evans (1988).

Within the context of approaches to genre that relate to English for specific purposes, the focus is generally on a small number of genres and, furthermore, is often confined to sections of texts belonging to these genres (e.g. the introductions of research articles or their methods sections). The organizational structuring identified – the steps and stages – relate to texts of very specific types within particular subject areas rather than to schemata and linguistic features that are more widely applicable. As Bhatia (1998, pp. 26-27) observes, with reference to his comparison of textbooks in different subject areas (linguistics and law), lectures in different disciplines (humanities and social sciences with law lectures) and case studies in business and law:

> We need the sophistication and subtleties of ESP but at the same time we need to master the power of generalizations across disciplinary boundaries. . . . However, in order to deal with the complexity of generic patterns so commonly intertwined in academic discourse across disciplines,

one needs a system of linguistic analysis which is powerful enough to account for the intricacies of academic genres across disciplines.

Approaches to genre that are cognitive in orientation can be applied in a cross-disciplinary way.

2.4   Towards a focus on cognitive genres

For the origins of cognitive approaches to genre, we need to look to the 18th century and to the work of Adam Smith, who not only focused in his approach to the 'new rhetoric' on socially defined categories of discourse (e.g. poetry) but also identified what he saw as three primary discourse purposes (*instruction, persuasion* and *entertainment*) (Howell, 1971, pp. 555-6). These three discourse purposes were extended to four (*enlightening the understanding, pleasing the imagination, moving the passions* and *influencing the will*) by Campbell ([1776]/1963, p. 1). In the work of Alexander Bain ([1871]/1996) in the 19th century, we see a fundamental move towards a cognitive orientation. As Conley (1990, p. 252) observes, "Bain's notion of rhetoric … [is] a direct extension of his psychological work" involving "provoking and combining associations according to the mental laws uncovered by psychology". For Bain, the classification of texts in relation to their rhetorical functions (*narration, exposition, description*, and *persuasion or argumentation*) was of critical importance, these rhetorical functions being seen in terms of different ways of associating ideas and their impact on discourse structuring (Bain, [1871]/1996).

Classificatory systems such as those of Bain have had a profound impact on the teaching of writing. They are often integrated with cultural and social perspectives in composition-centered studies associated in particular with North American universities. These studies are often presented as a continuation of the 'new rhetoric' that began with the work of the Royal Society. In these largely North American studies, genres are often described in social terms as, for example, "socially constructed communicative models for the solution of communicative problems" (Luckmann, 1992, p. 226). Considerable importance is attached to ways in which meanings are shaped in relation to complex social systems

(Bakhtin, 1986; Bazerman, 1994; Hyland, 2002). Nevertheless, there is also a focus on "the conventionalised and highly intricate ways" in which "rhetorical resources, such as narration" are marshalled (Miller, 1994, p. 75).

The work of linguists operating within the context of tagmemic linguistics has combined social and cognitive orientation. Thus, for example, with reference to texts written in a number of Philippine languages, Longacre (1968) identifies a number of genres, including *narrative* (recounting a story), *procedural* (prescribing the steps of an activity), *hortatory* (attempting to influence conduct) and *epistolary* (letters). Genres may, according to Longacre, be defined in relation to function, chronological orientation, tense/aspect, and the presence or absence of explicit temporal and/or spatial settings. Thus, for example, he associated the procedural genre with chronological sequence in projected time. Also, according to Longacre, genres may be associated with functional segments. Thus, he associated the *narrative* genre he identified in a number of Philippine languages with the following functional segments: *title, aperture, episode, dénouement, anti-dénouement, closure* and *finis*. He associated the epistolary genre with: *salutation, report, enquiry, petition, closure* (farewell remarks, instruction, summary) and *finis* (formulaic closing phrase). Functional segments were said to be obligatory or optional, some being recursive (potentially occurring more than once). Nuclear elements were identified as being those whose presence or absence allows a discourse to be assigned to a particular variety of a genre. Thus, for example, Longacre identified four types of narrative (*episodic, mono-climactic, diclimactic* and *compound*). An episodic narrative would involve a string of episodes that leads to a dénouement.

Although Longacre (1968) was referring specifically to discourses in a number of Philippine languages, he later observed (Longacre, 1972) that there were similarities between a pattern that is typical of mono-climactic narratives in the Philippines, mono-climactic oral narratives in Mexico and New Guinea, and a narrative discourse pattern identified by Labov (1972, p. 369) as being typical of oral narratives narrated by black English speakers in inner city New York. There are, furthermore, close similarities between the narrative patterns identified by Labov (1972, pp. 104-106) and a 'conventional superstructure' (overall discourse

pattern) that van Dijk (1980, pp. 112-115) believed to have wide cross-cultural applicability, that is, *setting, complication, evaluation, resolution* and *coda* or *moral*. In fact, van Dijk has identified another conventional superstructure as being associated with a range of genres. This is *introduction – problem – solution – evaluation – conclusion* (pp. 110-111). This conventional superstructure is made up of metacategories that are strikingly similar to metacategories included in a rhetorical pattern identified by Hoey (1983) as being non-genre specific. This rhetorical pattern, labeled *PSn* (Problem – Solution) has two obligatory elements (*problem* and *solution/response* (to problem)) and two optional elements (*situation* and *evaluation* (of solution)).

Other non-genre specific rhetorical patterns identified by Hoey are the *General – Particular* pattern and the *Matching* pattern. The *General – Particular* pattern may be made up of (a) a *preview* followed by *details*, (b) a *generalization* with *examples*, or (c) a *topic*, with *restriction* (further specification of the topic) and *illustration* of the topic. The *Matching* pattern involves segments that relate to one another in terms of *similarities* or *differences*. Examples of texts conforming to the Problem – Solution and General – Particular (Topic – Restriction – Illustration) patterns are provided by Crombie (1985a, p. 58 ff.). What is most pedagogically relevant so far as these non-genre specific structures are concerned is the fact that, as van Dijk (1980, pp. 110-111) observes, the metacategories of which they are made up can be assigned to more specific functions within the context of particular genres so that, for example, *introduction* may be further categorized as *setting* in the context of the narrative genre.

Another aspect of discourse that can be described independently of genre, but one that nevertheless impacts on genre, is what Hoey refers to as 'discourse organization', that is, the network of relationships that occurs in a text. These relationships, referred to here as 'semantic relations' (also variously referred to in the literature as 'discourse relations', 'semantico-pragmatic relations', 'inter-propositional relations', 'clause relations' and 'rhetorical relations'), are relationships of meaning that hold *between* propositions or groups of propositions. They have been discussed and classified in a variety of different ways (see Whaanga, 2006, pp. 85-197 for an overview). With reference to these relations, it

has been argued that "there is a finite number of ways of combining clauses in inter-clausal relations in the deep structure, and . . . these encode into the surface grammar of sentences and paragraph units" (Longacre, 1972, p. 52). Semantic relations, which are fundamental to textual coherence, may be implicit or explicit. They may be "recovered by inferencing" or they may be "indicated textually by, for example, the occurrence of a word such as 'because'" (Crombie, 1987, p. 7, note 1). Where they are indicated textually, this indication may be more or less specific. Thus, for example, whereas 'but' signals the presence of some form of contrastive relation, 'although' signals the presence of a contrastive relation of a particular kind (one involving concession). The signaling and encoding of semantic relations can take a wide variety of different forms.

In classifying relations into types, Crombie (1987, p. 2) refers to the relevance of the three perceptual strategies identified by David Hume (1739-40/1911) in *A Treatise of Human Nature*: *resemblance* (similarity and difference), *cause and effect* and *spatial and temporal contiguity,* strategies that are also referred to by Hobbs (1990, pp. 101-102) and Kehler (2002, p. 4). With reference to these perceptual strategies, Crombie (1987, pp. 2-3; p. 79 ff.) goes on to propose that there are three primary simple genres (which she refers to as 'stylistic modes') and three primary mixed genres, each of these being characterized by the preponderance of semantic relations belonging to particular categories (see *Figure 2.1*). Thus, for example, the *associative genre* has a preponderance of relations of the associative type, whereas the *logico-deductive genre* has a preponderance of relations involving cause and effect. Within each of these modes, there may be a range of types.

Simple genres

```
         Simple genres
        /     |      \
       /      |       \
Associative  Logico-  Tempero-
             deductive contigual
```

Mixed genres

```
          Mixed genres
        /      |       \
       /       |        \
Logico-      Logico-    Tempero-
contigual    associative associative
```

Logico-contigual	Logico-associative	Tempero-associative
(logico-deductive and tempero-contigual)	(logico-deductive and associative)	(tempero-contigual and associative)
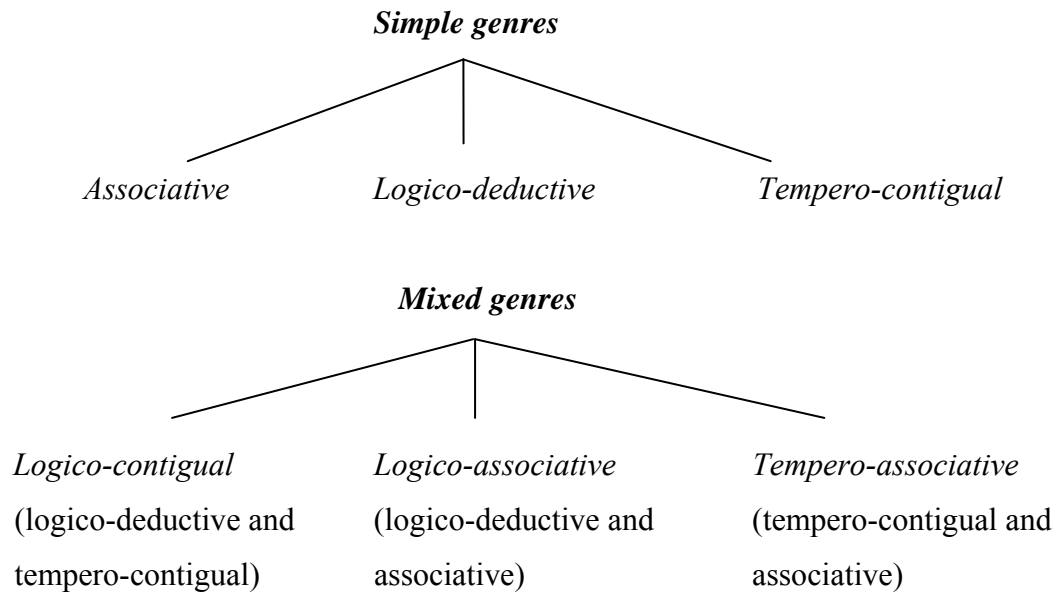
Figure 2.1: *Simple and mixed genres according to Crombie (1987, p. 3)*

On the basis of corpus-centered research involving the London Oslo Bergen and the London Lund Corpora, Biber (1989, pp. 29 & 31; pp. 38-39) identifies eight 'text types' (referred to in this thesis as 'cognitive genres') in terms of communicative purposes. Of these, he found that four typically occurred in academic prose texts:

- *scientific exposition* (informational, elaborated in reference, technical and abstract);
- *learned exposition* (similar to scientific exposition but considerably less abstract and technical)*;*
- *involved persuasion* (argumentative and persuasive); and
- *general narrative exposition* (combining narrative forms with information elaboration)*.*

On the basis of an analysis of the needs of students learning academic writing, Quinn (1993, pp. 34-35) presents a taxonomy based on "family resemblances":

- *reports* (involving descriptions of a process, cause and effect and time, place and reason);

- *explanations* (involving scientific or technical classification)*;*

- *recounts* (which can be personal and/or academic in nature); and

- *discussions* (comparing and contrasting objects, proposals, propositions, hypotheses and/or historical cause and effect).

As Bruce (2003, p. 112) observes, there are some similarities between the two taxonomies referred to above. With reference to these taxonomies, Bruce identifies four 'Rhetorical Types' which he associates with academic writing in English (*report, explanation, recount* and *discussion*), noting that each involves "a particular way of representing knowledge" and that they "are [usually] used in combination to create texts in socially driven ways" (p. 203). Drawing on a corpus of 20 academic journals, he identified 71 instances of these rhetorical types and analyzed them in terms of *gestalt structure, overall discourse patterning* (referring to the rhetorical patterns identified by Hoey (1983) – see above) and *internal discourse patterning.* In connection with the last of these, Bruce refers specifically to the semantic relational discourse organization referred to by Hoey (1983) and draws upon the taxonomy of semantic relations provided by Crombie (1985b; 1987).

Table 2.1: *Crombie's (1987) general semantic relations*

Cognitive processes and inter-propositional relations			
Cognitive processes	**Associative (comparison/contrast)**	**Logico-deductive (cause and effect)**	**Tempero-contigual (time and space)**
Inter-propositional relations	Simple Contrast; Comparative Similarity (Simple comparison); Statement-Affirmation; Statement-Exception; Statement-Example; Statement-Denial; Denial-Correction; Concession-Contraexpectation; Supplementary Alternation; Contrastive Alternation; Paraphrase; Amplification	Condition-Consequence; Means-Purpose; Reason-Result; Means-Result; Grounds-Conclusion	Chronological Sequence; Temporal Overlap; Bonding

In terms of overall discourse structuring, Bruce (2003, p. 14) found that the first two Rhetorical Types (*report* and *explanation*) were particularly associated with Hoey's *General-Particular* pattern (the *Preview-Details* type), that the third (*recount*) was particularly associated with Hoey's *Problem-Solution* pattern[7], and that the last (*discussion*) was particularly associated with a combination of Hoey's *General-Particular* (the *Generalization-Examples* type) and *Matching* patterns. In terms of internal discourse patterning, he found that the semantic relations particularly associated with each of the Rhetorical Types were as indicated below[8]:

Report:	Amplification; Reason-Result; Concession-Contraexpectation; Condition-Consequence; Grounds-Conclusion; Simple Contrast; Comparative Similarity
Explanation:	Amplification; Means-Result; Means-Purpose; Concession-Contraexpectation
Recount:	Amplification; Reason-Result; Means-Result; Means-Purpose; Concession-Contraexpectation; Grounds-Conclusion
Discussion:	Amplification; Reason-Result; Means-Result; Means-Purpose; Concession-Contraexpectation; Chronological Sequence; Grounds-Conclusion

On the basis of these relational preponderances, it would appear that all four conform largely to the logico-deductive genre identified by Crombie (1987, p. 4), something that is not surprising in view of their association with written academic discourse. However, all of them also include aspects of the associative genre, and the last, *discussion* (also marked by a preponderance of *Chronological Sequence*), includes aspects of the tempero-contigual genre.[9]

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[7] In Bruce (2003, p. 14), there is an error in that *recount* is associated with General-Particular. It is clear from other parts of the thesis that his intention was to associate it with Problem-Solution (see, for example, p. 234; pp. 240-241).

[8] The relation of Bonding, which was also found to be prevalent in all cases, was omitted from the classification because it was regarded as being too common to represent a distinguishing characteristic.

[9] It is important to note here that any relation may occur in texts belonging to any rhetorical type, the emphasis here being on those relations which typically occur most frequently in texts associated with particular rhetorical types.

The approach adopted by Bruce (2003) involves the identification of Rhetorical Types associated with academic writing, that is, prototypical representations of particular genres. As such, it potentially offers a very useful starting point for the teaching of academic writing. Furthermore, since "[a] prototypical theory of categorisation allows for the inclusion of such cases [less typical cases] within the umbrella of the one single genre", it can also be extended to include less typical representations of cognitive genres (Paltridge, 1997, p. 55). Additionally, it can be combined with an approach based on social genres. After all, cognitive categories are represented linguistically in socially prescribed ways in the achievement of social purposes (Hyland, 2003b, p. 166).

A particularly useful aspect of the approach adopted by Bruce (2003) is that it clearly distinguishes between social genres (e.g. novel) and cognitive genres (e.g. recount), and the cognitive processes (associative; logico-deductive; tempero-contigual) called upon in realizing cognitive genres through semantic relations. In doing so, it alerts us to the types of problem involved in classificatory frameworks, such as that of Hedge (1988), in which each of the following is referred to as a 'text type': static descriptions, process descriptions, narratives, cause and effect, discussions, compare and contrast, classifications, definitions, and reviews. As indicated in *Chapter 4* (footnote 44), this type of confused classification appears to be reflected in some writing textbooks such as, for example, Oshima and Hogue (1991).

2.5   Process-centered approaches to the teaching of writing

In the early 20th century, particularly in the 1940s and 1950s, the emphasis within linguistic structuralism on systems and rules operating at clause and sentence level meant that educationalists tended to pay little attention to function. So far as the structuring of texts was concerned, what Nystrand, Greene and Wiemelt (1993, p. 275) refer to as a 'unique school genre', the five paragraph essay (with an introduction, a conclusion and three central paragraphs), tended to be recommended "regardless of writer purpose or argument". The primary emphasis was often on the product or outcome of writing. Teachers tended to assign writing tasks, collect finished or partially finished products, grade them, and then return

them to students. I used the words 'tended' and 'often' in the previous three sentences to signal that this is an over-simplification.

This 'product theory', or what is now often referred to as 'current-traditional rhetoric' (a term first used by Fogarty (1959) and subsequently popularized by Young (1978, p. 31)), is described by Miller (1991, p. 110) as having been created at the same time as process theory "to help explain process as a theory pitted against old practices''. In the words of Pullman (1999), ''the reified expression current-traditional rhetoric does little more than create a daemon for the sake of expelling it'' (p. 23). What was involved was, according to Matsuda (2003, p. 71), the discursive creation of "a caricature against which the process movement developed". The reality was more complex. Thus for example, at the beginning of the 20th century, Leonard (1914; 1917) adopted a developmental approach to writing, and in the 1950s, Mills (1953) made reference to writing as process.

The shift towards an emphasis on compositional processes is often traced back to a work by Janet Emig which was first published in 1971, that is, *The Composing Process of Twelfth Graders*. In fact, however, it has been noted by Nystrand (2006) that the origins of process-centered approaches to writing are detectable much earlier. They are, in fact, detectable in a number of studies in the area of writing that were reviewed in the early 1960s by Braddock, Lloyd-Jones and Schoer (1963), studies that had a considerable influence on the establishment of composition and rhetoric courses in United States universities, particularly courses designed for first year undergraduates.

Even so, these studies would almost certainly have had less impact than they eventually did if it had not been for an Anglo-American conference on student composition held at Dartmouth in New England in 1966. That conference aimed to improve the teaching of English through collaboration among scholars in different countries, particularly the USA, the UK and Canada. It led to the publication of *Growth through English: A report based on the Dartmouth seminar* by John Dixon in 1967. In that book, Dixon elaborated on the general direction of thinking of those who attended the conference, stressing, in particular, the belief that language is learned *through the experience of using it*. This simple

observation was to have a major impact on the ways in which English was taught in schools and colleges. So far as writing is concerned, it led to a reduction of emphasis on mechanical aspects of writing (such as punctuation) and sentence level grammar and an increased emphasis on attempts to replicate the processes thought to be involved in writing. All of this was part of a more general shift in educational philosophy, a shift towards learner-centered education, which inevitably, over time, has had an impact on the teaching of second/foreign languages.

Process-centered approaches to writing were originally employed in the context of the first language writing classroom (Caudery, 1995, ¶1; Gao, 2007, ¶8) and were often, particularly in the early stages, integrated with the development of topics in the context of the conventionalized five paragraph structure referred to earlier (Matsuda, 2003, p. 67). Although feedback from both teacher and peers generally played, and continues to play, a critical role (Susser, 1994, pp. 35-36), that role was/is not intended to be one that inhibits creativity (Ferris, 2003; Zamel, 1987). Hyland (2003a, p. 20) has observed that one advantage of process-centered approaches to the teaching of writing is that they redirected attention from mechanical grammar practice and the teacher-centered classroom to "more equal, respectful and interactive relationships in settings that value reflection and negotiation". Teachers thus came to be seen as facilitators of the processes involved in writing rather than largely as judges of the final written product.

At the heart of process-centered approaches to the teaching of writing is the perception of writing as problem solving (Flower & Hayes, 1981, p. 370; Hayes & Flower, 1980, p. 3) or, in the words of Odell, as "a process of discovery, a process of exploring . . . of creating, testing, and refining hypotheses" (1980, p. 140), in which the teacher does not dominate but provides, along with a student's peers, feedback and a sense of audience (Tangpermpoon, 2008, p. 5).

Particularly in the late 1970s and 1980s, emphasis was placed on the students' search for an authentic voice amidst the "messy, organic, recursive form of discovery, growth, and personal expression" that constitutes writing (Tobin, 2001, p.4). Indeed, process-centered approaches to writing have often been associated

with what has been called 'free writing' by Elbow (1973), that is, with a process of self-discovery, "an exercise in bringing together the process of producing words and putting them down on the page" (p. 6). The absence of externally motivated editing during this self-discovery process could, it was often claimed, reduce or remove the familiar phenomenon of writer's block. For Elbow, free writing is easier because it empowers students by helping them with "the root psychological or existential difficulty" involved in "wondering, worrying, crossing out, having second, third, and fourth thoughts" (1998, p. 14).

An important aspect of the writing process was considered to be its recursive, non-linear, developmental, exploratory, and generative nature. Thus, Raimes (1985, p. 229) argues that although "a writer's product . . . is presented in lines, . . . the process . . . is not linear at all . . . [but] recursive". Zamel (1983, p. 165) views writing as a "non-linear, exploratory and generative process whereby writers discover and reformulate meaning". Silva notes the complexity and interactivity of writing (1990, p. 15), and Flower and Hayes argue that because writing involves "juggling a number of simultaneous constraints", it also involves "cognitive strain", an effective strategy for reducing this cognitive strain being planning, since effective planning decreases "the number of demands being made on conscious attention" (1980, pp. 31-32). Within the context of process-centered approaches, writing has generally been seen as an activity requiring an encouraging, positive, and cooperative environment, one in which there should be minimal interference (Emig, 1983; Gould, 1980; Odell, 1980; Raimes, 1983, 1985; Zamel, 1983).

Typically, the writing process has come to be conceptualized as involving a number of stages (between which writers may move back and forth): *prewriting* (involving ideas gathering and planning)*, drafting* (composing a rough draft)*, revising* (typically involving rereading the draft, sharing it with others and making changes based on feedback)*, editing* (typically correcting mechanical errors) and *publishing* (producing a final version and sharing it with others), the focus therefore being primarily on "the discovery of meaning" (O'Brien, 2004, p. 6). It has sometimes been claimed that the processes involved are "cognitive or internal" (Atkinson, 2003, p. 10), involving "cognitive moves" that range "from

the highly conscious and intentional to the unconscious and automatic" (Bereiter, 1980, p. 78), and that they are grounded in cognitive psychology (Grabe & Kaplan, 1996, p. 84). However, both North (1987) and Susser (1993) have argued that there is no theoretical justification for such claims, and Susser has observed that what is generally conceived of as a process is actually a set of pedagogical practices (p. 33). Furthermore, although it has also been claimed that process-centered approaches represent "the most successful . . . pedagogical reform in the teaching of writing" (Matsuda, 2003, p. 69), Hyland maintains that "there is actually little hard evidence that process-writing techniques lead to significantly better writing" (2002, p. 29).

It is important to recognize that although reference is sometimes made to the process approach, as if it were some sort of unitary phenomenon (see Hairston (1982)), this is, in many ways, as much of a myth as is the notion that 'current-traditional rhetoric' is some sort of unitary phenomenon. There are, as has been pointed out by, among others, Bizzell (1986) and Faigley (1986), a multiplicity of approaches that claim to be process-oriented. As Tobin (1994, p.4) observes, "a misleading image of unity and coherence" has often been presented in the context of process pedagogy. The same is true of what is often now referred to as 'post-process' pedagogy, which as Matsuda (2003, p. 65) argues, is actually no more than "a heuristic for expanding the scope of the field of second language writing" and "needs to be understood not as the rejection of process but as the recognition of the multiplicity of L2 writing theories and pedagogies".

In order to fully understand the drivers of what is sometimes now referred to as 'post-process' pedagogies, it is important to consider them in the wider context of the teaching of language generally and also to bear in mind the overall educational climate in which process-centered approaches to writing emerged and thrived and the ways in which that climate has changed over time.

Many of those who attended the Dartmouth conference seem to have been ready to accept pockets of research that purported to demonstrate that specific instruction in language could be positively harmful (see, for example, Harris, 1962). Of course, it has since been revealed that much of the research that claimed

that the teaching of grammar was either pointless or positively harmful was based on the teaching of decontextualized traditional, Latin-based grammar. Nevertheless, research of this type eventually led to a situation in which specific language instruction was largely removed from the first language curriculum. So far as second/foreign language teaching is concerned, the broader context was one in which a move away from a focus on sentence grammar towards a focus on 'communicative competencies' and 'communicative language teaching' was initially often interpreted in an extreme way that involved a rejection of specific language instruction (see, for example, discussion of this in Beretta, 1998, p. 233; Celce-Murcia, Dornyei, & Thurrell, 1997, p. 143; Ellis, 1994, p. 623; Ioup, 1984, p. 350; Johnson, 2004; Swaine, 1985; Thornbury, 1998).

However, although attempts to remove even implicit instruction in language from the second language curriculum were resisted, there was initially much less resistance where the teaching of first language was concerned. The situation has now changed, with a vociferous rejection in many countries of what is often referred to as the 'whole language' movement' (Adams, 1991; Goodman, 1967; McGuinness, 1985; Smith, 1971), and with attempts to introduce what is now commonly referred to as 'language awareness' into the first language classroom (something that is particularly evident in Australia, New Zealand and the UK). Thus, for example, the New Zealand English Curriculum (MoE, 1994) reintroduced the teaching of grammar into New Zealand classrooms in the early 1990s, and in England, the National Literacy Strategy (NLS) (DfEE, 1998) included a focus on systemic-functional grammar. At the same time, there has been increasing criticism of exclusively process-centered approaches to the teaching of writing in both L1 and L2 contexts, criticism that involves a rejection of the "inherent liberal individualism" of these approaches (Hyland, 2003a, p. 17).

Before exploring some of these criticisms, it is important to acknowledge that, as Crowley (1998, p. 211) points out, "current-traditional rhetoric continued to thrive after the advent of process pedagogy, while tenets of process, as soon as they began to appear in the late 1960s, were quickly appropriated by current-traditional rhetoric". Nevertheless, by the 1980s, process-centered approaches had come to "dominate the professional literature on the teaching of writing'' (Applebee, 1986,

p.97) and had begun to ''serve as a kind of disciplinary shibboleth'' (Tobin, 1994, p. 7). So far as L2 classrooms are concerned, Johns (1990, p.26) has observed that "[the] influence of . . . process approaches . . . cannot be exaggerated", adding that generally "teachers prepare students to write through invention and other prewriting activities . . . , encourage several drafts of a paper, require paper revision at the macro levels, generally through group work . . . and delay the student fixation with and correction of sentence-level errors until the final editing stage". Even so, as Matsuda (2003) notes, "process pedagogy was by no means wholeheartedly embraced by all L2 writing teachers" and "some proponents of L2 writing process pedagogy lamented that the textbooks did not necessarily incorporate process pedagogy in substantial ways" (p. 78).

Criticism of process-centered approaches has tended to focus on one or more of the following issues: **(a)** the fact that the needs of L1 and L2 writers and the processes involved in L1 and L2 writing may be different; **(b)** the lack of a socially-oriented perspective; and **(c)** the lack of explicit guidance and instruction in specific aspects of writing, including discourse organization and linguistic selection and an associated failure to prepare writers for the demands of writing in academic contexts. Each of these is discussed below.

Echoing claims made by Zamel (1983) and Cambourne (1988), Pennington and So (1993, p. 58) have claimed that "the pattern of the writing process of an individual [is] similar when composing in an L1 and an L2". There are, however, researchers who have argued that the processes involved in L1 and L2 writing are not the same (see, for example, Arndt, 1987; Wolff, 2000). Whatever similarities there may be, there is a significant level of support for the proposition that there is at least one fundamental difference that relates to "the constraints imposed by imperfect knowledge of the language code involved" in the case of novice L2 writers (Caudery, 1995, ¶41). Thus Wolff (2000, p. 107) believes that "L2 processing is different from L1 processing" in ways that indicate the need for "a specific methodological approach which is different from the L1 approach". Ferris (2003) argues that novice writers need assistance with the logical organization of ideas and with error correction, and, in particular, Badger and White (2000, p. 15) have stressed that novice L2 writers need specific assistance in the area of lexical

and grammatical development. Clearly, inadequate knowledge of the L2 may have a negative impact on a novice writer's ability to benefit from a process-centered approach, an approach which was developed initially with novice L1 writers in mind (Silva, 1993, p. 669; Susser, 1994, p. 39).

Process-centered approaches to the teaching of writing have also been criticized for the lack of a social perspective, for paying little attention to "the ways meanings are socially constructed", how social function affects communication (Hyland, 2003a, pp. 18 & 25). According to Hyland, the emphasis on individual expression in process-centered writing courses "leaves students innocent of the valued ways of acting and being in society . . . fail[ing] to introduce [them] to the cultural and linguistic resources necessary for them to engage critically with texts" (p. 20).

Associated with the criticisms above are criticisms that relate directly to the lack of explicit instruction that can be associated with process-centered approaches. As Edwards-Groves (2004, ¶16) indicates, explicit instruction involves the explicit specification of learning goals and the principles guiding teaching and learning. Since learners cannot be exposed in classroom settings to the types of learning context encountered outside of the classroom (except in an indirect way), it is the responsibility of teachers to make learning goals and methods as explicit as possible, particularly in the case of adult learners, so that they understand what to study, how to study it, and what to achieve (Rozimela, 2004, p. 609; Hyland, 2007, p. 152). On the basis of an analysis of more than 350 publications dealing with explicit instruction in the case of learners of English as a foreign language, Adams and Engelmann (1996) conclude that explicit instruction is effective in relation to student achievement of basic skills and concepts and that it does not undermine students' self-esteem or their ability to express themselves. If explicit instruction proves beneficial in other areas, there is no reason to suppose that it will not do so in the case of writing.

In treating language learning largely as "an individualized phenomenon" and in under-valuing formal instruction in textual form, Knapp and Watkins (2005, pp. 8 & 14) argue that process-centered approaches to the teaching of writing may

result in students failing to develop an adequate understanding of contextualized language knowledge. In the absence of adequate lexical, grammatical and text construction skills (Hinkel, 2004, p. 7), and with "no recognizable discourse structure to speak of" (Atkins & Ramanathan, 1995, p. 564), learners are likely to be evaluated negatively in academic and employment contexts (Shine, 2008, p. 564), where they are ultimately judged "on their control of language and text construction" (Hinkel, 2004, p. 124). As Horowitz (1986, p.453) observes, learners have the right to be made aware of the ways in which their writing is likely to be evaluated, something that can be particularly important for those involved in higher education.

In academic and professional settings, it is not only accuracy, but the ability to complete writing assignments in a timely manner that may be critical. However, Tangpermpoon (2008, p. 5) notes, in the context of process-centered writing courses, that students may spend a very long period of time completing a single piece of writing, a piece of writing which may, because of inadequate linguistic assistance, be seriously flawed. Reporting on a study of process-centered writing conducted in Hong Kong, Tsui (1996) also refers to problems associated with the length of time students spent on a single piece of writing and to the large number of errors in the final product (p. 111).

There have been many studies of the problems that both L1 and L2 students have in academic writing (see, for example, Leki, 2001, pp. 20-25). In the case of L2 writers, Grabe (2001, pp. 42-44) associates many of these problems with previous writing experience which has focused on success and security rather than challenge, noting that without sufficient practice in the types of writing required in academic settings, students cannot develop the writing skills they need (p. 44). Furthermore, it has been argued that cultural differences need to be taken into account in the teaching of writing. Thus, although native English speakers educated in Western educational contexts may be able to accommodate themselves readily to active and creative approaches in which individualism is valued, Chinese students, for example, may be more comfortable in contexts in which they are presented with specific knowledge that they are able to recall as required (Reid, 2001, p. 145). Whatever the context, many of those who are

opposed to primarily process-centered writing courses argue that students should be guided from the very beginning rather than being left to explore by themselves.

2.6   The concept of 'post-process' approaches

Although criticism of process-centered approaches is to be found at least as early as the mid-1980s (see, for example, Bizzell (1986) and Faigley (1986)), the use of the term 'post-process' with reference to writing instruction may have its origins in an article in the 1990s by Trimbur (1994). Matsuda (2003) argues that "[while] the term post-process can be useful as a heuristic for expanding the scope of the field of second language writing, the uncritical adoption of this and other keywords can have serious consequences because they often oversimplify the historical complexity of the intellectual developments they describe" (p. 65). He argues that a useful definition of 'post-process' would be one that involves "the rejection of the dominance of process at the expense of other aspects of writing and writing instruction" (pp. 78-79), noting that "the notion of post-process needs to be understood not as the rejection of process but as the recognition of the multiplicity of L2 writing theories and pedagogies" (p. 65). This is consistent with an earlier observation by Faigley (1986, p. 537) that "[if] process theory and pedagogy have up to now been unproblematically accepted, [there is] . . . a danger that [they] could be unproblematically rejected". What have been referred to as 'post-process' approaches have been described by Trimbur (1994) as involving a shift from cognitive to social orientation. However, this is an over-simplification in that **(a)** the cognitive basis of process-centered approaches has been challenged by both North (1987) and Susser (1993) (see *2.5* above), and **(b)** genre-centered approaches, which have had a considerable impact, are by no means exclusively social in orientation. Thus, for Atkinson (2003, p. 10), the notion of 'post-process' can be seen as "an appropriate basis on which to investigate the complex activity of L2 writing in its full range of sociocognitive situatedness, dynamism, diversity, and implications".

2.7   Genre-centered approaches to the teaching of writing

As Matsuda (2003, p. 73) has observed, "the post-process movement does not represent a unified theoretical front". Thus, for example, although genre-centered approaches to the teaching of writing have had a profound impact in many largely

L1 contexts and some L2 contexts and could, in fact, be said to represent "the main institutionalized alternative to process pedagogy currently on offer" (Atkinson, 2003, p. 11), there can be considerable differences among these approaches, differences that are not always fully acknowledged. Thus, for example, in an article entitled 'Genre Pedagogy: Language, Literacy and L2 Writing Instruction', Hyland (2007) introduces the concept of genre in a way that highlights what has been referred to in *2.2* above as 'social genre': "We know immediately, for example, whether a text is a recipe, a joke, or a love letter and can respond to it immediately and even construct a similar one if we need to" (p. 150). Although he acknowledges the role played by what he refers to as 'elemental genres' (referred to in *2.2* above as 'cognitive genres') in genre-centered pedagogy (p. 153), he fails to distinguish clearly between 'cognitive genre' and 'social genre', simply claiming that "[because] this conception of genre [the conception of genre associated with systemic-functional linguistics] has emerged within a linguistic framework, genres tend to be characterized as broad rhetorical patterns such as narratives, recounts, arguments, and expositions" (p. 153). This is unfortunate in that it risks giving the impression that writing courses centering of cognitive genres are more similar to those centering on social genres than is actually the case.

Examination of texts associated by Bruce (2003) with each of the rhetorical types he identifies (see *2.4* above) reveals that the one he labels 'report' typically involves description and classification and the one he labels 'discussion' typically involves argument and persuasion. When we remember this, it becomes clear that the cognitive genres he associates with academic writing are very similar to most of the cognitive genres identified by Crombie and Johnson (2009a) as being particularly relevant to the teaching of academic writing at tertiary level, and by both Derewianka (1994) and Knapp and Watkins (1994) as being particularly relevant to the teaching of writing to young learners. In the case of Crombie and Johnson (2009a) these are: *describing and classifying, explaining, recounting, arguing* and *instructing*[10]. In the case of Derewianka (1994), they are: *information report* (involving documenting, organizing and storing factual information on a

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[10] They also included 'blended texts'; that combine cognitive genres.

topic) (p. 51), *explanation* (providing an account of how something works or the reasons for phenomena) (p. 60)*, recount* (unfolding a sequence of events over time) (pp. 14-15), *narrative* (involving a sequence of actions intended to entertain, interest, teach or inform) (p. 40), *exposition/argument* (involving taking a position on some issue and justifying it) (p. 75) and *instruction* (outlining the procedures involved in accomplishing something (p. 27). The genres focused on by Knapp and Watkins (2005, p. 27) are: *describing* (through the *process* of ordering things into technical or commonsense frameworks of meaning), *explaining* (through the *process* of sequencing phenomena in temporal and/or causal relationships), *narrating* (through the *process* of sequencing people and events in time and space), *arguing* (through the *process* of expanding a proposition to persuade readers to accept a point of view) and *instructing* (through the *process* of logically sequencing actions or behaviors).

For each of these writers, these cognitive genres are typically associated with structural elements and linguistic features. Thus, for example, *recount* is associated by Derewianka (1990, p. 15) structurally with orientation in the form of background information about participants and circumstances and with a series of events sequenced chronologically, and linguistically with action verbs, simple past tense, and signals of sequence and overlap (e.g. 'then'; 'at the same time'). Houia-Roberts (2003b, pp. 68-69) observes that some of these language characteristics appear to be consequences of an overall orientation towards chronological sequence and temporal overlap (i.e. action verbs and linking items to do with time), whereas others (e.g. use of simple past tense) appear to be consequences of the relationship between the temporal positioning of the narrator in relation to that of the events. She also notes that the actual choices that can be made relate to a number of factors, including the nature of the semantic relationships involved. Thus, for example, Houia-Roberts observes that where past perfect occurs, past simple is predictable in the immediate environment (e.g. *He had just . . . , when she . . .*), and where events are not presented in the order in which they actually occurred, there are linguistic consequences (e.g. *She . . . after having ...*). According to Houia-Roberts (p. 69), "what Derewianka observes in relation to specific language features should be regarded as typically true of

writing done by students in primary school settings rather than inevitably true [of writing in general]".

Houia-Roberts (2003b) also comments on the links between cognitive genres and language to which Knapp and Watkins refer. Thus, for example, with reference to the fact that they associate connectives such as *therefore, however, also, such as, first* and *second* with arguing, she makes the following observation (p. 73):

> [Although] it is almost certainly true that sequential conjunctions (e.g. 'first', 'second'), additive conjunctions (e.g. 'also'), adversative conjunctions (e.g. 'however'), illustrative conjunctions (e.g. 'such as') and conclusive conjunctions (e.g. 'therefore') will commonly occur in the process of *arguing*, it seems equally likely that they will occur in the process of *explaining, narrating* and *instructing*.

An important aspect of Derewianka's (1994) approach to the teaching of writing to young learners through a focus on cognitive genres is the fact that she presents a scaffolding methodology associated with a four-part curriculum cycle: *preparation* (background information); *modeling* (presentation of a model text); *joint construction* (joint creation of a text), and *independent construction* (pp. 13-14).

It was largely as a result of dissatisfaction with process-centered approaches to the teaching of writing that schools, initially elementary schools, in Australia, New Zealand and the UK began to introduce genre-centered approaches, with the recommendations of Derewianka (1994) and Knapp and Watkins (1994) being widely adopted (and/or adapted). Central to Derewianka's work is the belief that students who have an explicit knowledge of how language functions in different situations, and who know what language resources are available to them are able to make informed choices in writing. Citing Halliday (1994), she notes that language is a resource for making meaning and refers to two critical language functions, *the experiential function* (using language to represent our understanding of the world around us) and *the interpersonal function* (using language to create relationships with others), observing that these functions are supported by a third

function, *the textual function*, a function that is necessary for the creation of texts that are cohesive and coherent (Derewianka, 2003, pp. 139). She further observes that because "meaning accumulates and evolves over a stretch of text" (p. 135), focusing on "the creation of meaning at the level of the whole text" helps students to "become aware of how the grammar is creating particular meanings relevant to the genre in question" (p. 140).

According to Lemke (1994, p. 11), genre-centered approaches to writing instruction teach learners "to dissect a text into its component parts, and to construct a text from its component parts, emphasizing an explicit understanding of the parts, their relations to one another, and the functions of parts and the whole in their contexts". As Paltridge (2001, p. 6) notes, this allows for the incorporation of "discourse and contextual aspects of language use that are often underattended to in courses based only on the lower-level organizational units of language, such as structures, functions, or vocabulary".

With reference to research relating to a genre-centered writing workshop involving 48 participants in Singapore, Kay and Dudley-Evans (1998) report that "[the] genre-centered approach is empowering and enabling . . . [as] a tool [that helps] students to enter a particular discourse community and discover how writers organize texts" (p. 310). According to them (pp. 310-311), model texts can reduce students' writing anxiety and help them to develop the confidence needed to become effective writers. Furthermore, as Reppen (2002, p. 322) observes, a genre-centered approach to writing instruction can help students to "better understand how to make a piece of writing more effective and appropriate to the communicative purpose". In the view of both Devitt (2004) and Paltridge (2004), awareness of genres not only helps students to cope with writing in academic contexts but also has application in later work contexts. Devitt (2004, p. 198) adds that this type of awareness, which involves understanding "the intricate connection between contexts and forms" can be applied to reading as well as to writing.

Landa (1993), in an article relating to a genre-centered writing course for advanced learners of German, makes the following three points, all of which are

relevant to the studies reported in *Chapters 5* and *6* here: **(a)** "if we accept the tenet that form and content are interrelated, we must realize that good form leads to meaningful content"; **(b)** "genre writing provides students with a clear set of rules against which they can be graded"; and **(c)** "adherence to a given format allows students to work within their language competency" in that "[within] a clearly defined framework, the student can express him/herself to the best of his or her abilities" (p. 50). All of this leads to what Hammond and Mackin-Horarick (1999, p. 530), Bradford-Watts (2003a, ¶11, 2003b, ¶21) and Hyland (2004, p.14) refer to as an increase in 'cultural capital'. However, in that it has also been claimed that "explicit teaching is unnecessary", that, in fact, explicit teaching of generic features may actually do harm (Freedman, 1993, p. 226), and that "students may misapply what they learn" (Devitt, 2004, p. 193), it is important to refer here directly to empirically-grounded studies of genre-centered writing instruction. It is also important to note, however, that it is not always clear from the accounts of these studies whether the focus is primarily on cognitive genres, social genres or a combination of the two.

2.8   Research involving genre-centered teaching courses

Reporting on post-course evaluation of a sophomore composition course in Japan that combined aspects of process-centered and genre-centered approaches, Hayashi (2005, p. 111) observes that students reacted positively not only to the process-related aspects of the course but also to the genre-related aspects. Kongpetch (2006) notes that focusing on sentence and paragraph levels in the context of writing instruction leaves students with difficulties in creating complete texts. For her, a genre-centered approach provides a practical way of including text level instruction. She conducted a qualitative, ethnographic case study in which she investigated the impact on 42 Thai university students of a genre-centered approach to a university writing course in which the focus was on exposition and, in particular, involved (a) generalized participants, (b) a variety of processes, (c) present tense, (d) passives, (e) technical terms, and (f) causal conjunctions (pp. 10-13). On the basis of an analysis of students' diary entries and written drafts as well as informal discussion, she concluded that the course was effective, particularly in relation to the independent writing stage where there was evidence of improvement in all of the areas covered (pp. 21-23). Lin (2006) also

found, with reference to a third year university writing course involving Japanese university students, that use of model texts and explicit instruction in grammar was effective in that students were able to adapt the features of learned genres (narratives, recounts, information reports, instructions, explanations and expository texts) for their own communicative purposes and transfer their learning to other contexts (such as writing graduation essays). Thus, "most students [were] able to produce original and coherent texts close to the model texts for each unit", and to make use of what had been highlighted in class (e.g. textual organization and grammar features). Furthermore, students gained "more confidence and security in their own abilities to produce independent writing than [they did in] their previous writing courses" (pp. 80-81). It is, however, important to note that the claims made by Lin (2006) were based on informal feedback only.

Mustafa (1995) conducted research at Jordan University of Science and Technology (JUST) with undergraduate students at intermediate level in English who were required to take two English language courses – one of which was geared towards writing term papers and giving oral presentations. To determine the impact of specific instruction in English on the conventions associated with the writing of term papers (some of which were written in English and some in Arabic), Mustafa analyzed a sample of these papers (50 written in Arabic and 40 in English), administered a questionnaire to 265 students, conducted structured interviews with 150 of them, and interviewed 8 professors from a variety of discipline areas (5 who required term papers to be written in Arabic and 3 who required them to be written in English). With some slight differences, all of the professors associated the same conventions (very similar to those taught in the English language course) with the writing of term papers (p. 251). Analysis of questionnaire responses revealed that "receiving formal instruction . . . [had] played a major role in raising . . . awareness of its basic conventions" i.e., "the basic conventions of the term paper" (pp. 252 & 253). So far as applying the conventions is concerned, whereas 12% found this to be very difficult when writing in English, only 4% found it to be very difficult when writing in Arabic (p. 253). Analysis of term papers revealed that the conventions were not applied uniformly by the students and that the extent to which they were penalized for this varied (pp. 253-254). Nevertheless, 42% of those who usually got good

evaluations for their term papers had attended the course in which the conventions were taught as opposed to 23% of those who did not (p.253). Mustafa concluded that "formal instruction through a special course on writing term papers plays an important role in raising students' awareness of the conventions and the macrostructure of this genre" and that this awareness "can help students in writing . . . term papers . . . and consequently improve their academic achievement". However, the author also concluded that "it is necessary that co-ordination between EAP [English for Academic Purposes] teachers and other subject teachers should include an agenda for agreeing on the features of the genres required from students and the criteria set for their evaluation" (pp. 254-255).

Lin (2009) conducted a genre-centered study (over an 8 week period) involving 30 fourth grade students who were learning English in an elementary school in Taiwan. The students were divided into two groups (an experimental group and a control group). Members of both groups took a pre-test and a post-test involving summary writing and story writing. The experimental group was provided with structural guidelines on writing summaries of narratives they had read and writing their own stories; the control group was not provided with this instruction. Analysis of pre-test and post-test writing indicated that there were significant differences between the two groups in terms of improvement in performance, with members of the experimental group outperforming members of the control group in terms of "content . . . organization . . . text length and . . . language use" (p.81).

Using both qualitative and quantitative methods, Hsu (2006) conducted a study of the responses of 24 Taiwanese undergraduate English major students to a research writing course in which they were introduced to Swales' concept of 'move' (Swales, 1990) and to generic and linguistic features of a number of different genres. She concluded that although knowledge about genres provides a valuable guide to overall textual organization and content development, problems are encountered if language features are not given adequate attention (pp. 84-85). She argues that in "moving from the conceptualization level to the linguistic control level, there must be phases . . . [that make reference to] grammar and syntax" (p. 87). Nevertheless, whereas, in questionnaire responses, students were very

positive about aspects of genre such as content and organization that had been included in the course, their response to the inclusion of references to syntax was generally negative. In a later piece of research, Hsu (2008) introduced 48 Taiwanese university English major students to a genre-centered approach involving business letters. In this case, she found not only that the students benefited from discussion of communicative purpose and modeling of generic structure (which had "an immediate effect in the light of the thinking and composing process" (p. 124)), but also that they were able to use the formulaic phrases and collocations to which they had been introduced (p. 118). She concluded that teachers should focus not only on generic structure but also on the grammatical needs of learners in the context of genre-centered instruction (pp.118-119).

In relation to the importance of teaching about overall genre patterning, Hsu's findings are consistent with those of Mustafa (1995, p.254) who reports, with reference to research involving university students in the USA, that "formal instruction . . . [in terms of macrostructure] [plays] an important role in raising students' awareness of genre".

Cheng (2008) has reported on a study of the impact of explicit instruction in the narrative genre on a group of 26 English major freshmen in Taiwan. Students were provided with model texts (a short story, a news report and a recount) and took part in a range of learning activities that were related to discourse and language features. Cheng reports that the learners involved in the study appeared to benefit from the approach adopted even though they were exposed to it for only four weeks (eight hours). She concludes that even a limited exposure to genre-centered writing instruction can lead, in the case of novice writers with limited language proficiency, to overall improvement in the quality of their narrative texts and increased awareness of the interaction between text-type and language functions (p. 173). She also observes, however, that limited proficiency was an inhibiting factor. For this reason, she suggests giving priority to classroom activities that focus on the interaction between discourse function and linguistic knowledge (p. 183).

Wu, Lee, Jih and Chuo (2006) conducted a study in Taiwan in which junior college students were given a one semester writing course focusing on four genres (*narrative, explanation, argument* and *personal recount*) and involving the curriculum cycle recommended by Derewianka (1990): *preparation, modeling, joint construction,* and *independent construction* of a text. Although the course was intended to focus on semantic relations, cohesion and textual macropatterning, the writing of individual paragraphs appears to have been prioritized (p. 149). With reference to this study, Wu *et al.* observe that comparison of responses to pre- and post-course questionnaires indicated that the course helped students to develop their understanding of paragraph organization and their control of sentence structures and also led to an overall increase in confidence (p. 150). Similarly, Pan (2002), who conducted a study in a senior high school in Taiwan that combined aspects of process-centered instruction and genre-centered instruction (focusing on the provision of structure guidelines), reports that there was improvement in both the content and the organization of the students' writing overall and that, in particular, there was evidence of increased awareness of generic conventions and textual structuring.

The research of Henry and Roseberry (1998), conducted in Brunei, is particularly interesting in that it involved two groups of first year university students (16 in each), one following a genre-centered EAP writing course, the other following a non-genre-centered EAP writing course (6 hours of instruction over a three week period in each case). In comparing the 150-200 word texts (involving expository tourist information) written at the beginning and end of the course, they report that the experimental group (following a genre-centered approach) outperformed the control group (following a non-genre-centered approach) in terms of the inclusion of obligatory moves, topic, topic-shift and connectivity and demonstrated a better understanding of both rhetorical structure and linguistic features (pp. 154-155).

Rozimela (2004) conducted a genre-centered study focusing on argumentative writing and involving 35 students in their second year of study at a university in Indonesia. The course involved discussion of model texts and joint and individual construction of texts. Analysis of student texts written before, during and at the end of the two and a half month course indicated "an enhanced understanding

of . . . schematic structure", greater development of "the Argument elements" of texts, and "improved uses of certain grammatical features that had been dealt with in class" (p. 615).

Although some online resources such as E-course and Blackboard were included in the courses referred to by Hsu (2006, 2008), Lin (2006), and Hayashi (2005) (see above), research on genre-centered approaches to writing has not thus far explored in any detail students' responses to different presentation modes (such as face-to-face, fully online, and blended).

2.9   Some observations on feedback

Much of the research that relates to teacher feedback on student writing focuses primarily on the provision of feedback in an L1 (first language) context; some of it, however, explores feedback in an L2 (second/foreign language) context. The focus here is on the latter. It is important, in this respect, to bear in mind, as Zhang (1995) has observed, that "the L2 student and the L1 student may enter the writing process with distinctly different conceptualizations and priorities" (p. 218). Thus, although Zhang found that almost 94% of the 81 L2 students involved in his study preferred teacher feedback to peer feedback, he noted that this did not reflect the findings of those who focused on L1 learners. Similarly, although in a study of 8 L2 (ESL) students' responses to feedback, Connor and Asenavage (1994, p. 266) found that considerably more attention was paid to teacher feedback than to peer feedback in revisions (with only 5% of peer feedback being taken into account)[11], the situation may have been very different had L1 students been included in the study.

In general, there is agreement that L2 students value teacher feedback on writing. Thus, for example, in a study involving 155 immigrant students involved in a composition course, Ferris (1995, p.47) found that over 90% regarded teacher feedback as helpful in relation to the revision process. Nevertheless, they experienced difficulty in interpreting some of that feedback, sometimes finding it difficult to decipher teachers' handwriting or to know how to respond to questions relating to content and to symbols signaling the presence of grammatical errors.

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[11] The percentage may have been higher had peer feedback not been exclusively oral.

This reinforces the findings of Zamal (1985) who observed, with reference to a study involving 6 L2 students, that the quality of teachers' feedback was variable. In some cases, comments made by teachers were "confusing, arbitrary, and inaccessible", taking the form of "abstract and vague prescriptions and directives" (p. 79). As a result, students did not know how to respond to them (p. 91). It is no doubt for this reason that Ferris (1997), in a study of the first and revised drafts of 47 L2 students, found that responses to teachers' comments were selective, with more specific comments leading to more revision than more general ones (pp. 330 & 333).

Research involving a writing course designed for first year university students led Shine (2008) to similar conclusions. In relation to feedback, she focused on 9 students and 3 teachers. She found that there was considerable confusion among the students about some of the written feedback from their teachers. Thus, although the students generally attempted to take account of the feedback provided in revising their writing, they tended to focus heavily on direct feedback and sometimes used avoidance strategies in cases where they found it difficult to interpret comments. Furthermore, there were occasions where one of the students "had tried to improve the relevant section and in doing so had made more changes than the instructor's feedback suggested and more mistakes" (p. 202). The teachers sometimes failed to notice the attempts students had made to respond to their feedback, underestimated the efforts made overall and expressed frustration about the quality of revisions (p. 242), resisting requests for further feedback and stressing the need for the students to take responsibility for their own learning (p. 241). It may be, at least in part, because they tend to focus on feedback that makes sense to them, often feedback that relates to surface errors, that students may express a preference for feedback that focuses on correction (Leki, 1991, p. 209). It may also be partly for this reason that there is a tendency to equate error-free writing with good writing (Zamel, 1985, p. 91; Leki, 1991, p. 205), particularly in view of the fact that, as Zamel (1985, p. 93) has observed, students may receive positive feedback on second drafts even where they have ignored comments that are not grammatically-centered.

Issues relating to feedback on writing are, as Hyland (1998) notes, extremely complex. Although a lack of positive feedback may be destructive, so too may be positive feedback that is not in an area valued by the student or that is perceived as being "insincere, unhelpful [or] even condescending" (p. 280). Furthermore, the fact that a student has made revisions in line with a teacher's suggestions does not necessarily mean that s/he has understood why these revisions are considered necessary by the teacher (pp. 263-264). Even potentially useful feedback that is understood and could lead to effective revision may not do so where, for example, revisions are so extensive that they make "usable feedback points on . . . drafts obsolete" (p. 273).

An interesting study involving feedback on student writing in a Taiwanese context was conducted by Wu (2003) who explored the views of 94 high school students and 4 teachers. Both teachers and students agreed that the teachers focused on organization and structure when teaching writing. However, whereas the teachers indicated that they focused equally on organization, structure, content and grammar when responding to students' writing, the students indicated that they believed that their teachers focused primarily on grammar in responding to their writing.

It has been noted that L2 student writers would appear, in general, to place a higher value on teacher feedback than they do on peer feedback. It has also been observed, in the context of research involving peer response groups, that students from collectivist cultures may be more likely than others to devalue peer comments, relying heavily on the teacher as a source of authoritative comment (Nelson & Murphy, 1993, pp. 135-136). Even so, Jacobs, Curtis, Braine and Huang (1998), in a study of 44 Hong Kong-based and 77 Taiwan-based students of English, found that "students learning a second language who are familiar with process approaches to writing . . . value peer feedback", sometimes believing it to be less threatening than teacher feedback (pp. 312-313). Nevertheless, Liu (1998, p. 237) and Tsui and Ng (2000, p. 166) have observed considerable uncertainty among some students about the accuracy of peer feedback. An exception to this is a study by Jacobs and Zhang (1989) involving 18 third-year English major university students in Thailand. In this case, it was observed that there was a

"relatively small amount of miscorrection" (p. 9). Furthermore, with reference to a larger study involving 81 university students (reported in the same article), Jacobs and Zhang (1989) observed that although "peer feedback [did] not affect the rhetorical or informational aspects of L2 writing to any significant degree, it [did] improve the grammatical accuracy in a no less efficient fashion than teacher feedback" (p. 18). It may be, of course, that this was the case precisely because the students involved were at an advanced stage of English language education.

Although Tsui and Ng (2000), on the basis of a study involving 27 secondary school students in Hong Kong, noted that while some students were more open to taking the comments of peers into account when revising their writing than others, there was a general reluctance to make suggestions for major changes and a paucity of text-level comments (pp. 381-382). Mangelsdorf (1992), who conducted a study involving 40 ESL students, concluded not only that over half were positive about peer reviewing but also that "almost all of [those] with totally negative views came from cultures that stress teacher-centered classrooms" (p. 280). It is important therefore for teachers to bear in mind Zhang's (1995, p. 218) observation that the perceived value of peer feedback on writing may be very different in the case of L1 and L2 students and that, therefore, teachers should be careful not to "[fall] back on a borrowed paradigm to legitimize their practices".

Witbeck (1976, p. 322) has observed that affective factors can have an impact on peer reviewing, and Amores (1997, p. 519) has noted that some students feel uncomfortable about commenting on the writing of their peers, being particularly reluctant to comment in a way that might threaten their self image. Nelson and Carson (1998), on the basis of a study involving three Chinese and two Spanish students, observed that the Chinese students tended to be more reluctant to comment on the writing of others than did the Spanish students (pp. 126-127). A further factor, as observed by Huang (1994, pp. 287-289) and Amores (1997, p. 217) is proficiency, with less proficient students generally being less prepared to comment on the writing of others and more prepared to concede to the expectations of others than more proficient ones.

Mendonca and Johnson (1994, p. 746), who found that peer review was not exclusively focused on local issues, note that it can help students to "reconceptualize their ideas in light of their peers' reactions". However, Stanley (1992, pp. 226 & 229) has noted, in the context of a study involving 15 university freshmen, that the absence of peer review training can impact negatively on the quantity and specificity of peer comments, and Berg (1999, p. 30) has observed, on the basis of an holistic rating procedure applied to the writing of 46 students of English (all of whom had received comments on drafts from peers – some trained in reviewing, some not), that reviewing by trained peers can have a positive impact on the quality of students' writing.

So far as Taiwan-based studies are concerned, whereas one found students to be generally negative about peer review (Min, 2003), others have found them to be largely positive (Huang, 2004; Kao, 1993; Lee, 2009). Even so, Min (2003, p. 91) found that in the case of six English major students, less than 40% of peer comments were accommodated in later drafts. Nevertheless, with reference to a study involving 38 senior high school students, Huang (2004), found that the students welcomed peer review, particularly valuing comments on lexical selection, but being less positive about grammatical comments. The students observed that peer reviewing increased their interest and confidence in writing and that reading the writing of others increased their sensitivity to language use. Wu (2007) conducted a study involving 25 undergraduate students who were divided into high participation and low participation groups on the basis of frequency of peer interaction. In the case of high participation groups, students' revisions of their drafts focused on both local and global issues; in the case of low participation groups, students' textual revisions were largely focused on local issues.

Peer review training has been found to have a positive impact on peer reviewing in Taiwan. On the basis of interviews with 16 students from a group of 60 who were attending a process-centered writing course involving peer review training in their second year of study at a university in Northern Taiwan, Chuang (2005) concluded that the attitude to peer review (both oral and written) was very positive but that there were a number of challenges involved, including "giving

good comments" (p. 70). Min (2005, 2006, 2008) examined the impact of peer review training in her writing courses. She concluded that the provision of appropriate peer review training led to "significantly more comments", to "more relevant and specific comments on global issues" (Min, 2005, p. 293) and to increased emphasis on ideas development and textual organization (as opposed to "fixing grammatical problems" (Min, 2008, p. 301). Furthermore, in one of her studies, peer review training led to many more revisions being made on the basis of peer review – from 68% to 90% (Min, 2006, p. 129).

Lee (2009) conducted a study involving 43 senior high school students who, in the context of a 13 week writing course, were given a peer review evaluation sheet and encouraged to comment on the writing of their peers in three phases, the first focusing on spelling, vocabulary, punctuation and formatting, the second on grammar and sentence structure and the third on organization and content. Not surprisingly, the students felt that the three phase process was a waste of time and paper and that overall comments should precede more detailed ones. Also unsurprising was the fact that students' textual revisions were more likely to incorporate changes relating to mechanical aspects of language followed by grammatical ones, with organizational ones coming in third position. Nor is it surprising that the students lacked confidence in their ability to detect errors. In a second part of the same study, Lee encouraged the students to comment on all aspects of texts in the same phase and to select their own review partners. In this case, the students had more confidence in the suggestions made and took account of more of them in revising their texts. Overall, 75% of the students reported believing that the peer review process was of assistance to them in their writing and that they had confidence in their peers' comments on mechanical aspects of language, textual organization and content (p. 91).

Research on feedback on writing has often been predicated on the assumption that approaches to the teaching of writing will necessarily be process-centered, an assumption that underlies some other more specific assumptions such as, for example, the assumption that teachers of writing who draw attention to language-specific issues in early drafts of student texts do so in a global rather than functionally-specific way. This assumption is, no doubt, often well founded. The

problem is, however, that the conclusions that researchers draw, and the advice they give about whether, when, and how to provide language-specific feedback may have little relevance to contexts in which teachers focus, prior to student writing, on language that has a particular function in the context of a specific genre or text-type. In such cases, feedback on early drafts that is language-specific is likely to be functionally-targeted rather than global.

2.10   A closing note

Several things have emerged strongly from this literature review. First, neither in terms of chronology nor in terms of theoretical orientation can a clear and absolute distinction be made between writing instruction that focuses on 'current-traditional rhetoric' and writing instruction that focuses on 'process', or between either of these and writing instruction that focuses on 'genre'. Secondly, because each of these broad frameworks (current-traditional rhetoric, process-centered and genre-centered) can be associated with a range of different approaches, it is important that researchers specify clearly the precise nature of the approach adopted in particular instances so that there is no danger that their conclusions will be over-generalized. A similar point can be made in connection with research relating to feedback on writing. Much of that research appears to be predicated on the assumption that approaches to the teaching of writing will necessarily be primarily process-centered. However, As Hyland (2007, p. 161) observes, "as far as possible, teachers engaged in genre-centered writing courses try to ensure that assessment tasks are only administered when learners are ready and likely to succeed" and that student writing is assessed "against clear and agreed upon performance criteria" that are "based on the primary traits of [a] particular genre".

Finally, it is important to bear in mind, as Houia-Roberts (2003a, p. 65) has observed, that "[if] we are to assist learners, we need a clear understanding of the nature of the tasks required of them and what is required in order to perform these tasks". Bhatia (1999, p. 25) notes that genre practice is similar to playing a game in that both game players and novice writers need to familiarize themselves with rules and conventions in order to behave appropriately. Academic discourse involves "peculiar ways of knowing, selecting, evaluating, reporting, concluding, and arguing" (Bartholomae, 1986, p. 4). We need therefore to prepare students to

"gradually enter the community of 'knowers'". It does not follow from this that Spellmeyer's (1989, p. 274) insistence on the importance of "retaining their own voice" is underestimated. As Hammond and Macken-Horanik (1999, p. 5) assert:

> Systematic discussion of language choices in text construction and the development of metalanguage – that is, of functional ways of talking and thinking about language – facilitates critical analysis. It helps students see written texts as constructs that can be discussed in quite precise and explicit ways and that can therefore be analysed, compared, criticised, deconstructed, and reconstructed.

Chapter 3

Instructional Technology:

A questionnaire-based survey of a sample of teachers of English in tertiary institutions in Taiwan

3.1 Introduction

At the core of this thesis is a genre-centered course involving the teaching of writing to students of English in a tertiary institution in Taiwan. That course was made available to students in three different modes – face-to-face, computer assisted (or blended)[12] and computer-mediated[13]. As part of the study, students were asked about their preference in terms of mode of delivery. However, a critical factor in whether students are to be provided with options in terms of delivery modes is the competences of teaching staff in relation to these modes and their attitudes towards them. For this reason, a questionnaire-based survey involving a sample of teachers (107) of English in tertiary institutions in Taiwan was conducted. That survey related to the use of instructional technologies in teaching English and attitudes towards, and beliefs about their use. Following a review of selected literature on factors affecting teachers' use of instructional technologies (*3.2*), details of the questionnaire-based survey are reported (*3.3*), followed by the data (*3.4*), a discussion of the data (3.5) and a closing note (*3.5*).

3.2 A review of selected literature on factors affecting teachers' use of instructional technology

3.2.1 A note on terminology

The Association for Educational Communications and Technology (AECT) distinguishes between the terms 'instructional technology' and 'educational technology', noting that the former was used in the past in a way that focused on delivery media rather than on the improvement of educational performance through the use of these media. Although the two terms are now often used

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[12] Involving a combination of face-to-face and computer-based teaching
[13] With no face-to-face component

interchangeably, AECT prefers the term 'educational technology' which it defines as "the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources" (Richey, 2008, p. 24). Although my own preference is also for the term 'educational technology', I used the term 'instructional technology' in the questionnaire reported in this chapter largely because it is a term that is more familiar within the Taiwanese context. I have therefore, for the sake of consistency, also used it throughout this thesis.

3.2.2   Overview

There are many factors that can have an impact on teachers' willingness and ability to integrate instructional technology into their teaching and many factors that can have an impact on the extent to which the use of instructional technology results in positive outcomes for learners. Among the factors that impact on teachers' willingness and ability to integrate instructional technology into their teaching are teachers' attitudes towards technology generally (Woodrow, 1991). Others include the educational backgrounds and general computer literacy of teachers and students, institutional commitment (including the provision of appropriate training, adequate technical support, time for preparation and recognition of teachers' efforts), availability and suitability of training and of appropriate hardware and software and the extent to which technical support is made available (Chittleborough, Hubber & Calnin, 2008; Daugherty & Funke, 1998; Depoe, 2001; Ely, 1995; Huang, 2003). Among those that impact on the extent to which the use of instructional technology results in positive outcomes for learners are the presence or absence of appropriate incentives, appropriate feedback prior to testing and examinations and, above all, the quality of the learning modules (Daugherty & Funke, 1998, ¶6; Seyoum, 2008, p. 148).

So far as Internet-based computer assisted language learning (CALL) is concerned, it has been argued that the advantages so far as students are concerned can include, in addition to time and place independence, the presence of a wealth of authentic text-based materials, access to current and global information and immediate feedback (Brandl, 2002; Kasper, 1998; Warschauer, 1997; Warshcauer & Healey, 1998). Where CALL includes computer-mediated communication (CMC)

between teachers and students and among students, it has the potential to maximize opportunities for the creation of collaborative language learning environments in which students can "learn language, learn about language, and learn 'through' language" (Warschauer, 1997, p. 471) in a way that is firmly grounded in that socio-cultural perspective whose importance was emphasized by Vygotsky (1962; 1978). Thus, for example, it has been argued that where email correspondence precedes oral discussion, it can enhance creative thinking and increase the "quality of the arguments" (Kroonenberg, 1994/1995, pp. 26-27). It can also enable learners to participate more actively than may otherwise be the case, particularly in distance learning contexts (Warschauer, 1996; 1997). All of these potential advantages can, however, be obviated if the course materials are inappropriate in relation to students' current competencies, particularly if they are too demanding, something that can be a primary determinant of student withdrawal in distance learning contexts (Seyoum, 2008, p. 152). Furthermore, as Sproull and Kiesler (1991) and Weisband (1992) have observed, there is the potential for information overload and for online discussion to have a negative rather than positive impact on some learners.

So far as the current study is concerned, a critical aspect of CALL is the fact that it has the potential to enhance text-based learning, facilitating the storage, retrieval and transmission of information and providing a context in which consultation among students and between teachers and students can take place on an ongoing basis, one that makes it possible for students to edit and revise texts with relative ease and for teachers to respond quickly and efficiently to students' queries about their writing and to the writing itself (Warschauer, 1997, p. 472).

3.2.3 Factors that impact on teachers' willingness and ability to integrate instructional technology into their teaching

A study by Collis and Peters (2000) involving 550 teachers who used the Internet, email and videoconferencing in daily communication revealed that although most of them appeared to appreciate the potential value of these technologies as aids to teaching and learning, 58 (over 10%) of them made no use of them in their classrooms.

There are many factors that can have an impact on teachers' willingness and ability to integrate instructional technology into their teaching. Among these is familiarity. As Loyd and Gressard (1984, p.67) have observed, "familiarity with computers and the ability to use them effectively will be of critical importance to success". Lack of familiarity with the hardware and software that is available is one of three critical barriers to success identified by Roberts and Ferris (1994). The other two are inadequate time and avoidance of risk. Nyirongo (2009), who conducted a survey of 53 faculty members of a university in a developing country, found that even though computers and wireless network were accessible, "a very small proportion . . . [had] integrated technology in the classroom" (p. 100). The barriers to use that he identified included several that have also been identified in many other studies. These are "lack of knowledge and skills to use the technologies . . . lack of infrastructure to support the technologies, [and] lack of technical, pedagogical and administrative support". Another factor that he identifies, one that is less widely referred to in the literature, is lack of involvement in decision-making that relates to the use of these technologies (pp. 99-107).

A further critical factor is attitude and belief (Chen 2002, p. 194; Office of Technology Assessment (U.S.), 1995; Yildirim & Kiraz, 1999). Attitudes impact on learning and achievement (Simonson, 1995). Woodrow notes that those teachers who make the most effective use of computer applications are generally those with the most positive attitudes towards computer-related technologies (1991, pp. 170 & 182). Hermans, Tondeur, van Braak, and Valcke (2008, p. 1506) have observed that "teacher beliefs seem to be at least as important as technology-related teacher characteristics such as computer experience, general computer attitudes and gender". Huang (2003) conducted a survey involving 332 high school teachers of English in Taiwan. Although other factors were involved, she identified a positive attitude and a willingness to experiment as the two most critical determinants of whether they became involved in using technology in their teaching (p. 28). The most critical inhibiting factors that she identified were: (1) inadequate time for preparation, (2) insufficient capacity in relation to materials design, (3) lack of appropriate training and guidance, and (4) non-availability of appropriate teaching software packages (p. 77). So far as students were concerned,

involvement with instructional technology in their learning was associated with the following advantages: (1) exposure to authentic materials and information, (2) increase in motivation to learn, (3) a higher level of student-student interaction and use of the target language, (4) a secure and dynamic learning environment, (5) no restrictions in relation to space and time, and (6) availability of multiple resources.

Although Huang (2003) found that a positive attitude and a willingness to experiment were fundamental to the implementation of instructional technology in teaching, it is evident that familiarity or lack of familiarity can have an impact on attitude and willingness to experiment. Teachers who are familiar with, and have previous experience of using technology are more likely to have positive attitudes towards it and therefore to use it with confidence in the classroom (Egbert, Paulus & Nakamichi, 2002, pp. 113 & 122; Suh, 2004, p. 1046). Equally, those who have experienced technical difficulties in using technology tend to resist its use in the classroom, particularly where their "real needs" are not "evaluated and addressed" (Jaeglin, 1998, p. 132). For example, Darus and Luin (2008) have reported that recognition of the potential advantages of using Information and Communication Technologies (ICT) in their teaching does not provide some teachers with sufficient motivation to attempt to overcome the barriers to implementation posed by inadequate training and guidelines, lack of confidence and feelings of incompetence.

Chang (2003) and Tseng (2008) have both conducted studies involving the use of instructional technology by Taiwanese teachers. Chang (2003) found that although most of the 90 Taiwanese teachers (from primary/elementary and junior and senior high schools) involved in a study she conducted were frequent computer users who had positive attitudes towards using the Internet in teaching English (p. 48), they seldom actually did so (p. 53). The major barriers that were reported were uncertainty about how to integrate the Internet appropriately into their teaching (p. 42) and lack of time to do so (p. 47). On the other hand, Tseng (2008), who ran a 36-hour in-service computer-assisted language learning teacher development course at the English Language Training Center at National Taiwan Normal University, found that four of these teachers (on whom the study focused)

not only had positive beliefs about Computer-Assisted Language Learning (CALL) but that these positive beliefs were evident in their practice as reflected in the design of a CALL lesson plan and their reflections on that plan (p.201). Even so, it is, I believe, important to note that there may be a fundamental difference between designing a lesson plan during a course and putting that lesson plan (and others) into practice in a classroom context, particularly in contexts where teachers are not convinced of the need to do so on an ongoing basis.

The issue of need is a critical one. If teachers are to incorporate instructional technology effectively into their teaching, they must be willing to change. However, Zhao and Cziko (2001, ¶6) observe that teachers' willingness (or unwillingness) to change is related to their perception of whether or not these changes actually solve pedagogic problems. Thus, although teachers may require instruction in the use of technology and technology-based resources, that instruction is considerably more likely to lead to the development of positive attitudes if it accords with their pedagogic aims and objectives (Abbey, 1997). As Lucas (2005, pp. 117-118) observes:

> A faculty member will most likely not use an instructional technology, and therefore will not invest the time, effort, or energy in creating, mastering, and implementing that technology, unless the faculty member believes that the technology . . . will benefit the teaching and learning process. Only . . . [with] an established intrinsic belief in the value of instructional technology, will he or she begin to deal with the extrinsic barriers associated with instructional technology incorporation.

It is for this reason that Ertmer (1999) has argued that understanding how to make the most effective use of technology in enhancing, improving, and assessing student learning is much more important than user proficiency in the operation of technology (p. 59), observing later that teacher confidence depends on the provision of "the types of technology use that can support their most immediate needs" (Ertmer, 2005, p. 36). Dawes and Selwyn (1999) have noted that addressing the real needs of teachers includes providing for the necessary technology-related knowledge, skills and understanding and also training in the

appropriate use of these technologies in terms of how to use them effectively in teaching and also when to do so (p. 302).

Although many educational administrators have stressed the importance of technology and have encouraged faculty members to participate in as many technology-related professional development courses as possible, the results have not always been as positive as they may have wished. For example, the U.S. Congress Office of Technology Assessment (1995), while noting that teacher time is the single most important factor in the integration of technologies into teaching in schools, indicates that another important factor in the effective use of instructional technologies relates to pedagogy. It is for these reasons that Kenny (2003, p. 18) argues that "[if] staff development . . . simply addresses training in the mechanics of online tools . . . [it] is insufficient to produce satisfactory online learning activities". In Kenny's view, professional development should center on "how online tools might add value to . . . courses and how to best structure the course materials [so as to make the courses] meaningful" (p. 18).

Pedagogy is, of course, the central issue so far as the majority of teachers are concerned. It is pedagogy that is the major determinant of the choices they make in relation to the use of technology in their teaching. Since delivery modes and interactional procedures rely heavily on the nature and quality of course design (Zhao, Pugh, Sheldon, & Byers, 2002, p. 492), it is the interaction of content, pedagogy, and technology that really matters (Mishra & Koehler, 2006, pp. 1046-1047). This is particularly true in view of the fact that instructors, teaching materials and curricula can play an even more important role in technology-enhanced classrooms than they may do in other contexts (Wu, 2008, p. 55).

With specific reference to a study involving the use by 20 teachers of Computer Assisted Language Learning (CALL), Egbert et al. (2002, p. 122) observe that although lack of time, support, and resources are major inhibiting factors in relation to the use of CALL activities in some classrooms (p. 119), what is really needed is "more *contextualized instruction* directly related to the teaching environments in which language teachers will be practicing" (p. 22) (emphasis added). After all, as Al-Jarf (2005, p. 167) notes, the use of technology in

language teaching "does not guarantee students' success in skills acquisition or higher levels of achievement".

3.2.4   Uses of instructional technology in language learning contexts

It is not only *whether* teachers use instructional technology that is of interest so far as the present study is concerned but also *which* instructional technologies they use, *how often* they use them and *what they use them for*.

Riel and Becker (2000) surveyed a sample of 4,083 teachers of grades 4-12 in the U.S.A. in terms of computer use in the classroom. They categorized participants in the study into four groups in relation to professional involvement beyond the classroom. The two most professionally active groups were classified as 'teacher leaders' and 'teacher professionals'.[14] They found that members of these two groups could be further subdivided in terms of whether they were highly active computer users or medium to low computer users. Those in the first category were most likely to use instructional technologies for communication, information gathering and presentations; those in the second category were more likely to use them for skills-oriented purposes and collaboratively-oriented purposes (p. 30).

Where teachers do use instructional technologies in the context of teaching and learning, they do not necessarily use them in creative ways. Thus, for example, the U.S. Congress Office of Technology Assessment (1995) found that many teachers used instructional technologies in traditional ways, such as to support basic skills drilling (p. 103). This finding is supported by the more recent research of Judson (2006) who conducted a study in the U.S.A. involving 32 primary/elementary and secondary school teachers. He concluded that these teachers most often used computers "to carry out traditional routine [activities]", although they were sometimes also used "to carry out constructivist

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[14] Riel and Becker (2000) categorized the teachers in their study in terms of two extremes. At one end of the continuum were 'teacher leaders', at the other end were 'private practice teachers'. Teacher leaders were defined as teachers who were "actively engaged with their peers both at their own school and beyond their school" and "were engaged in mentoring other teachers, presenting at workshops, university teaching or publishing." Between these two extremes were 'teacher professionals' (closest to 'teacher leaders' and 'interactive teachers' (closest to 'private practice teachers' (p. 9)).

convictions",[15] that is, in the context of activity-based socially-centered learning (p. 590).

Choy, Wong and Gao (2008), who conducted a study in Singapore that involved 108 pre-service teachers, note that the participants in their study reported that although the information and communication technology (ICT) course provided for them was adequate in terms of the provision of technology-related knowledge and skills, and although they were able to make use of what they had learned as a presentation tool, they were unable to use it for its intended purpose – to promote collaborative learning. The reasons they gave were lack of time and inability to embed it adequately into their professional teaching repertoire (p. 11).

A study by Harris (2000) that involved 133 classroom teachers from 12 different departments in a Chicago public high school revealed that although the majority of these teachers (with the exception of those who had been involved in teaching for over 31 years) used computer technologies in preparing teaching materials, a considerably smaller number used them for instructional purposes in the classroom. Among the reasons given were lack of appropriate classroom-based equipment, lack of time and inadequate training, support and follow up.

Instructional technology can be used in ways that stress individual learning (e.g. quizzes) or collaborative learning. Using instructional technology in the context of collaborative learning may, however, be resisted by teachers who operate in examination-driven contexts even where they acknowledge that it can be enriching (Lim & Chai, 2008, pp. 824-825). This can be equally true in the case of students. Lee and Huang (2003) conducted a study involving a small sample (13) of senior high school students in central Taiwan who took part in an intensive English summer vacation course in which Advanced Joint English Telecommunication (AJET)[16] was used as the course platform. Not only was there

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[15] Piaget (1977) argues that individuals construct new knowledge through processes involving *assimilation* (involving incorporating new experiences into an existing framework) and *accommodation* (involving reframing mental representations in relation to new experiences). Constructivism is often associated with pedagogies that emphasize learning by doing and by interacting with othes.

[16] AJET was established in 1998 to provide students with a virtual English language learning and communication environment (Lee and Huang, 2003, p. 15).

resistance from the students to becoming actively engaged with AJET unless they could be convinced that the activities were required for examination purposes but there was also resistance to online testing, which they regarded as being unfair. In such a context, one in which there were also found to be problems relating to network stability, equipment availability and technical support, there were few rewards for the heavy demands made on teachers (in terms of course design, website management, online learning supervision and feedback).

3.2.5   A note

Bray (1999, ¶1) and Sandholtz and Reilly (2004, p. 488) have indicated that simply increasing the number of computers available to teachers, providing training in their use and ensuring that there is appropriate infrastructure and network access is not, in itself, adequate to ensure teachers' successful use of computer technology. This is something that also emphasized by Conceicao (2006, p. 11) in his review of literature on faculty planning, design, and delivery of online instruction. In view of the many problems that are experienced by some teachers in integrating instructional technology into their teaching repertoires, Skeele and Daly (1997) have argued that a democratic paradigm for the 21st century is to provide learners, both students and teachers, with experiences of using technology as a tool for the development of personal growth as well as professional productivity. This could be an effective way of encouraging the development of confidence and creativity, both of which are considered by Sherry (1996, ¶21) to be fundamental to effective teaching and learning.

3.3   Introducing the questionnaire-based survey

3.3.1   Overall aim

The overall aim of the survey reported here was to investigate how and why a sample of teachers of English in colleges and universities in Taiwan use instructional[17] technology in their teaching.

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[17] Although my preference is for the term 'educational technology', the term 'instructional technology' is used here because it is a term familiar to teachers in Taiwan and was therefore used in the questionnaire.

3.3.2 The questionnaire

The questionnaire used in this survey was made available in two versions, one in English (intended for native speakers of English), the other in Chinese (see *Appendices A.1 and A.2)*. It has three parts and involves Yes-No questions (39), multiple choice questions (62) and open-ended questions (4). The content of these questions was determined by a combination of: (a) a review of selected research on instructional technology (training, attitudes and use) and (b) personal experience of using and learning to use instructional technology in teaching English in a tertiary institution in Taiwan. The questionnaire is divided into three parts (see below):

- *Part one*: Background information;
- *Part two*: Integrating instructional technology into teaching – attitudes and beliefs;
- *Part three*: Integrating instructional technology into teaching – practices and reasons.

Part three ends with an invitation to participants to add any comments they choose.

3.3.3 Trialing the questionnaire

The first draft of the English version of the questionnaire was piloted by two teachers of English at tertiary level in Taiwan who were asked to attempt to complete it and to comment on any issues that arose. Some slight changes were made in response to their comments and suggestions as follows:

- the original version was printed on B5 sized paper with stapled pages; the revised version was produced as an A4 sized booklet (in order to provide a more easily readable and more professionally acceptable document);
- a Chinese version was prepared (in order to reduce the potential difficulties that non-native speakers might have with aspects of the English version and to reduce the time it might take non-native speakers to read and respond to the English version).

Although one of the teachers who trialed the questionnaire suggested translating the names of computer software packages (e.g. *Hot Potatoes*) and equipment (e.g. web camera) into Chinese, it was decided not to do so because these names would be known to those who were familiar with the software/equipment and failure to recognize the names in English would indicate lack of familiarity.

It was also suggested by one of the teachers involved in piloting the questionnaire that consideration could be given to reducing its length in order to ensure as high a response rate as possible. After careful consideration, it was decided not to do this for two reasons: (a) the time taken to complete the questionnaire by those who piloted it (15 minutes in one case; 20 minutes in the other) was not considered to be excessive; and (b) any slight rise in the response rate resulting from the production of a slightly shorter questionnaire would be accompanied by a loss of data that could be of interest.

When the Chinese version of the questionnaire was produced, it was trialed by the same two teachers who had no objections to it (except for some typographical errors which were subsequently corrected).

3.3.4   Ethical considerations

A requirement of the University of Waikato is that all research involving human subjects should be vetted by the appropriate Research Ethics Committee. Consequently, the questionnaire, along with the proposed covering letter was submitted for approval. In accordance with recommendations included in Cohen, Manion, and Morrison (2000, p. 259), the cover sheet (see *Appendix A.1*) indicated:

- the overall aim of the questionnaire (to investigate how and why teachers of English in colleges and universities in Taiwan use instructional technology in their teaching);
- the amount of time estimated for questionnaire completion (15-20 minutes);
- guarantee of anonymity of respondents and confidentiality of individual responses;

- the fact that participation was entirely voluntary and that participants need not answer all of the questions;
- the way in which findings would be reported (in summary format and in such a manner that no individual participant or institution could be identified).

Members of the appropriate Research Ethics Committee reviewed and approved the documentation provided.

3.3.5   Distribution and collection of the questionnaire

The questionnaire was distributed to 150 full-time and part-time teachers of English from colleges and universities in Taiwan. There were two approaches to sampling. First, the questionnaire (in an envelope containing a pen and a self-addressed reply envelope) was given personally by the researcher to teachers of English in Taiwanese tertiary institutions known to her (sample of convenience). Secondly, these teachers were asked to pass further copies to other teachers of English in tertiary institutions in Taiwan whom they thought might be willing to respond (snowball sampling). A total of 150 questionnaire booklets were distributed. Among these, 107 (71%) responded. Each completed or partially completed questionnaire was then coded with a number for convenience of data entry and analysis.

After the collection was completed, an e-mail 'thank you' letter was sent to the teachers who helped with questionnaire distribution.

3.4   Data analysis

Statistical Package for the Social Sciences (SPSS) was used for data entry and analysis purposes. Responses were entered into an SPSS database and descriptive analysis was employed. The results[18] are illustrated in figures or tables with accompanying commentary.

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[18] Some of the comments throughout the chapter are translations and others have been slightly reworded in order to make the meaning more immediately evident.

3.4.1 Background information

Information (Questions 1~6) about the respondents that relates to gender, age ranges, employment types, highest degree, years of teaching and teaching position is summarized in *Table 3.1*.

Table 3.1: *Background information about participants*

Categories	Variables	No. (107)	%
Gender	Male	28	26%
	Female	78	73%
	No response	1	1%
Age	25-30	14	13%
	31-40	46	43%
	41-50	31	29%
	51 or above	15	14%
	No response	1	1%
Employment	Full-time tenured	68	64%
	Full-time contract	20	19%
	Part-time teacher	18	17%
	No response	1	1%
Highest degree	BA	1	1%
	MA	74	69%
	PhD	20	19%
	EdD	11	10%
	No response	1	1%
Years of teaching English	1 - 5 years	32	30%
	6 - 10 years	28	26%
	11 - 20 years	33	31%
	21~ 30 years	9	8%
	More than 31 years	4	4%
	No response	1	1%
Position	Lecturer	73	68%
	Assistant professor	16	15%
	Associate professor	13	12%
	Professor	4	4%
	No response	1	1%

Question 7a asked the amount of time participants spent on average per week on a variety of activities. The responses are indicated in *Table 3.2*.

Table 3.2: *Average time spent on different activities each week[19]*

Categories	Total	Average (hour/week)	hour/week	No.	Percentage
English teaching	1,539	**15**	1-10	22	**21%**
			11-15	29	**27%**
			16-20	47	**44%**
			21-30	6	**6%**
			31 +	1	**1%**
			No response	2	**2%**
Research work	426	**8**	0	5	**5%**
			1-10	37	**35%**
			11-15	4	**4%**
			16-20	6	**6%**
			31+	1	**1%**
			No response	54	**51%**
Preparation of teaching	1,138	**12**	1-10	58	**55%**
			11-15	8	**8%**
			16-20	18	**17%**
			21-30	5	**5%**
			31+	4	**4%**
			No response	1	**13%**
Grading	781	**8**	1-10	79	**75%**
			11-15	12	**11%**
			16-20	4	**4%**
			21-30	1	**1%**
			31+	1	**1%**
			No response	10	**9%**
Attending meetings	186	**3**	0	1	**1%**
			1-10	54	**51%**
			21-30	1	**1%**
			No response	51	**48%**
Administration	405	**10**	0	5	**5%**
			1-10	24	**22%**
			11-15	2	**2%**
			16-20	3	**3%**
			21-30	4	**4%**
			31+	3	**3%**
			No response	66	**62%**

Question 7b referred to the percentage of teaching, grading and preparation time spent online. The responses are indicated in *Table 3.3*.

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[19] [19] It is not uncommon for readers to be cautious about the reliability of survey results.

Table 3.3: Percentage of teaching, grading and preparation time spent online

	0%-10%		11%-40%		41%-70%		71%-90%		91%-100%		No response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Teaching	46	**43**	30	**28**	14	**13**	9	**8**	3	**3**	5	**5**
Grading	60	**56**	23	**22**	8	**8**	2	**2**	2	**2**	12	**11**
Preparing	23	**22**	31	**29**	26	**24**	18	**17**	6	**6**	3	**3**
Total %		**40**		**26**		**19**		**9**		**3.7**		**6.3**

Question 8 asked about the course types participants taught. They were invited to select more than one item if appropriate.

Table 3.4: Course types taught by participants[20]

	General language courses	Professional courses	Other[21]
No.	98	72	3
Percentage of respondents	**92%**	**67%**	**3%**

Question 9 referred to the contexts in which participants were teaching. They were invited to select more than one item if necessary. There was a total of 195 entries.

Table 3.5: Types of institution in which participants taught[22]

	5-year junior college	2-year college	4-year college	General university	University of technology
No.	50	28	64	30	23
Percentage of respondents	**47%**	**26%**	**60%**	**28%**	**22%**

Questions *10a~10h* referred to instructional technology training. Crosstabs analysis was employed. Of the 107 participants, one did not respond. The total number of entries was 106.

Question 10a asked whether participants had attended professional development workshop(s) involving the integration of instructional technology into their teaching (see *Figure 3.1*).

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[20] Some respondents selected more than one category.
[21] The names of courses provided by the 3 who chose "other" category were 1) Research paper, 2) Latin, and 3) phonetics and composition.
[22] Some respondents may select more than one category.
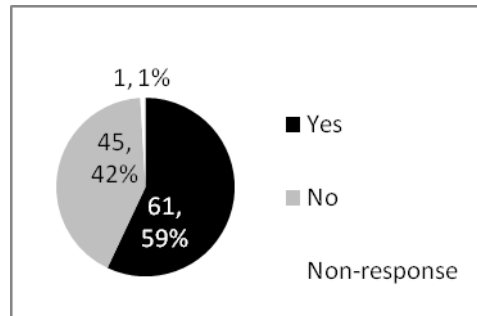
Figure 3.1: *Involvement in instructional technology-related workshop(s)*

Question 10b asked about the amount of instructional technology-related training participants had received. As shown in *Table 3*.6 (which presents data relating to Questions *10a and 10b*), only 11 of the respondents had had more than 31 hours of training and only 5 of the 61 respondents indicated that they had had more than 101 hours of training.

Table 3.6: *Involvement in instructional technology-related workshops (with approximate number of hours)*

Have you attended any professional development workshop(s) about integrating instructional technology into your teaching?	How many hours of training have you already received in integrating instructional technology?					
	Count					
	1~10 hours	11~30 hours	31~50 hours	51~100 hours	> 101 hours	Total
Yes	26	23	4	2	5	61

Question 10c asked about the location of informational technology-related training. The responses are indicated in *Table 3.7*.

Table 3.7: *Location of informational technology-related training*

Have you attended any professional development workshop(s) about integrating instructional technology into your teaching?	Where did you do the training?			
	on campus	off campus	both	Total
Yes	38	5	18	61

Question 10d asked whether participants who had undergone training had had to pay for it. The responses are indicated in *Table 3.8*.

Table 3.8: *Whether participants were required to pay for technology-related training workshops*

Have you attended any professional development workshops about integrating instructional technology into your teaching?	Did you have to pay for the training?			
	Yes	No	Yes and No	Total
Yes	4	54	3	61

Question 10e asked how the participants evaluated the instructional technology workshop(s) they had attended (see *Table 3.9*).

Table 3.9: *Evaluation of instructional technology-related training workshop(s) attended*

Options	No.	Percentage
Very useful	20	**19%**
Useful	47	**44%**
A little useful	32	**30%**
Not useful at all	1	**1%**
No response	7	**7%**

Question 10f asked whether participants would welcome further workshop(s) on integrating instructional technology into their teaching (see *Figure 3.2*).
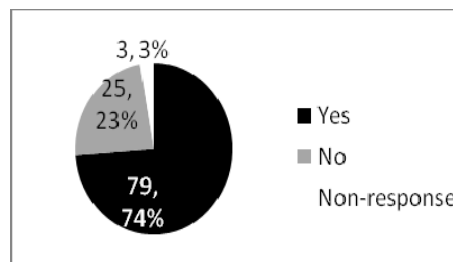
Figure 3.2: *Would further instructional technology workshops be welcomed?*

Question 10g (an open-ended question) asked what topics participants would be interested in if they had further training. There were 67 responses and 80 entries. *Table 3.10* summarizes the responses.

Table 3.10: Instructional technology-related training preferences for the future

Design/Application-focused responses (27)	
14 responses	Approaches to online course design: webpage design, etc.
7 responses	Approaches to online assessment
6 responses	Software applications: Hot Potatoes, FrontPage, Movie Maker, PowerPoint, Webcam, online video, news report, graphics, video recording/editing
Pedagogically-focused responses (53)	
27 responses	IT and pedagogy: online interaction, increase of online teaching/learning effectiveness, flexible learning, mobile learning, management of online interaction, search of online materials, communication between teachers and students, cross culture interaction (via instant message), participation and involvement
16 responses	Teaching empowerment: demonstration and sharing, teaching effectiveness, practical skills and application, reduction of teaching workload, innovative ideas
6 responses	Language skills and culture: writing, reading, oral communication, text communication, language and culture
4 responses	Distance learning: research, theory and practice

Question 10h was also an open-ended question asking those who had indicated that they would not be interested in receiving further IT-related training to provide reasons for their response. Twenty-two (22) participants responded to this question, supplying 24 entries (see *Table 3.11*).

Table 3.11: Reasons for lack of interest by some participants in further IT-related training

8 responses	Lack of time
7 responses	Not necessary: already adequately competent
7 responses	Not useful, not interested or inadequate time
2 responses	Support from institution inadequate in terms of training and resources

3.4.2 Integrating instructional technology into teaching: Attitudes and beliefs

The first question in this section asked whether participants thought that it was important to integrate instructional technology into their teaching. Responses (103) and comments (17) are included in *Table 3.12*.

Table 3.12: *Perceptions of importance (or otherwise) of integrating technology into teaching*

Do you think that it is important to integrate instructional technology into your teaching?			
Yes	**No**	**I don't know**	**No response**
84 **(79%)**	7 **(7%)**	12 **(11%)**	4 **(4%)**
Comment relating to trend			
• *To integrate instructional technology in teaching appears to be a present and future trend.*			
Comments relating to relevance of context			
• *Some may need it, but some may not.* • *I experience problems in relation to student motivation.* • *Although the students are attracted to technology, teachers may not be.* • *It can be important so long as it is applied well.* • *It may be interesting for students but it may, at the same time, reduce their willingness to read books.* • *It depends on the equipment supplied by the institution.* • *It depends on what equipment can be supplied.* • *It depends on the course.* • *It's good to motivate learning, but it depends of the characteristics of the course.* • *Yes and No. It depends on the characteristics of the course.* • *It depends on learners and subjects.* • *It should not replace the role of teachers but functions as supplementary tool and a valuable tool if well applied.* • *It should certainly be used, but in most cases can be done without.*			
Comments referring to greater importance of face-to-face teaching			
• *Face-to-face interaction and learning should be more important than using technology in teaching.*			
Comments relating to teacher choice			
• *Teachers' decisions should be respected.* • *If one does not think it is necessary, one's opinion should be respected. People should not be forced. After all, being able to use IT is not equal to being professional or advanced or superior.*			

Question 2a referred to the type of course (fully online, etc.) that participants thought was generally best for their students (see *Figure 3.3)*.
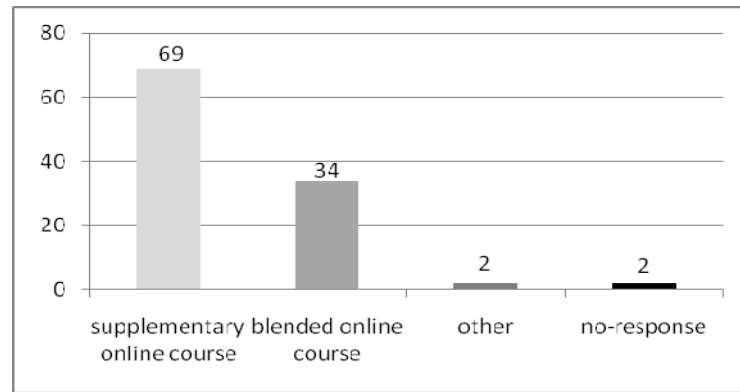
Figure 3.3: Types of course (e.g. fully online) considered best for students

Comments from 10 of the respondents (13 entries) are included in *Table 3.13*.

Table 3.13: Comments provided by participants concerning the best type of course for students

Comment emphasizing the advantages of online teaching
• It is good that certain hard-to-obtain materials are nowadays readily available online.
Comments expressing reservations about aspects of online teaching
• My students are teenagers (full-time students) and they still need actual peer interaction instead of virtual interaction.
• I am afraid that going fully online in a big class (50+ students) would quickly end up with only few students working and the rest simply copying.
• Students are not motivated enough, generally speaking, for really independent study.
• I think blended is good too, but my school did not support this & I think it's still hard for all the students to participate.
Comments relating to course type
• I think this depends on the type of course; for some courses, the 'supplementary' arrangement might be best.
• It depends on the course traits. There are advantages and disadvantages.
• It depends. Students, subjects and educational system are factors.
• Equipment should be appropriate for the purpose.
• Lack of online equipment in the classroom.
Comment expressing uncertainty
• I have not asked students opinions about this question.
Comments expressing preference for face-to-face teaching
• Technology cannot replace real teaching.
• It is good to teach face-to-face only.

Question 2b asked participants who teach blended courses to indicate what proportion of such courses they believed should involve instructional technology (in terms of what they believe is generally best for their students). The responses are indicated in *Figure 3.4.*
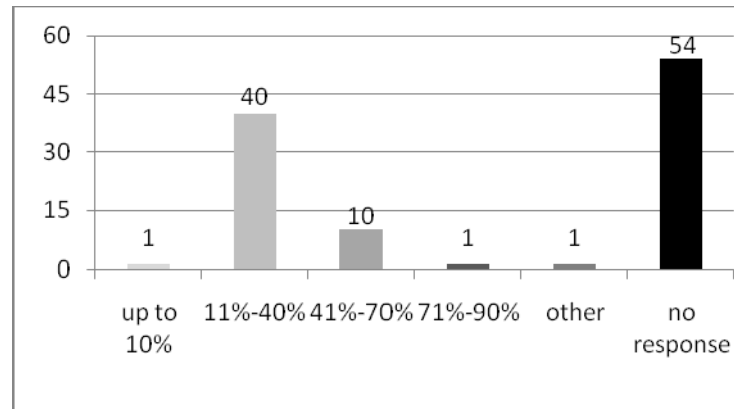
Figure 3.4: *Preferred percentage of technology-related teaching in blended courses*

Two comments were included, both indicating that the proportion could be adjusted in relation to course traits.

Question 3 asked what kind of learning mode participants thought their students preferred. The responses are indicated in *Figure 3.5*.
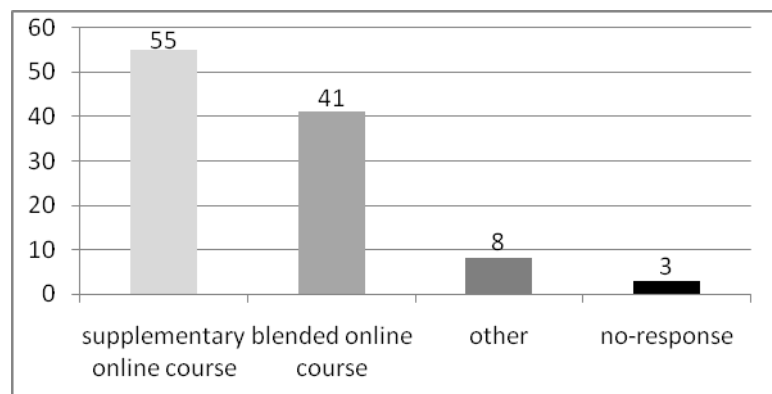
Figure 3.5: *Teachers' beliefs in relation to student learning mode preferences[23]*

There were 15 comments associated with this question (see summary in *Table 3.14*).

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[23] The comments supplied by the 8 who ticked the "other" category referred to uncertainty about students' preference, and the relevance of contextual factors (e.g. course type, learner characteristics and subject).

Table 3.14: *Comments relating to the kind of learning mode participants thought their students preferred*

Responses relating to uncertainty	
8 responses	This is an issue that has not been discussed.
Responses relating to student needs	
3 responses	Students may not have their own computer resources and/or may not be able to afford the cost of going online.
Responses relating to lack of immediate interaction	
2 responses	Students report missing live contact with the teacher.
Responses relating to context	
2 responses	Depends on learners, subjects and educational system.

Question 4 asked what teachers preferred when planning lessons: to use existing online materials, to create their own materials, or a combination of both. There were 103 responses as indicated in *Figure 3.6.*
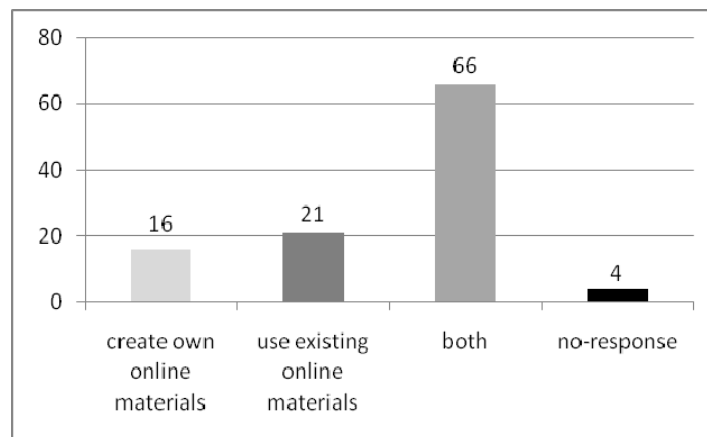
Figure 3.6: *Preferences in relation to materials design and use*

Six (6) comments were recorded in relation to *Question 4* (see summary in *Table 3.15*).

Table 3.15: *Summarized comments relating to teachers' preferences of materials design and use*

Responses related to "using both"	
2 responses	Compiling and adjusting portions of existing online materials can be useful.
Responses related to "using existing online materials"	
2 responses	It is better to use existing online materials because it saves time and compensates for lack of knowledge, skills and experience in designing online materials.
Responses related to "creating your own online materials"	
2 responses	Due to the absence of really good online materials to suit the course content, it is time-saving and/or convenient to create my own materials.

Question 5 asked participants whether they believed that fully online materials could ever replace face-to-face or blended materials for students learning English. Responses are recorded in *Figure 3.7* below.
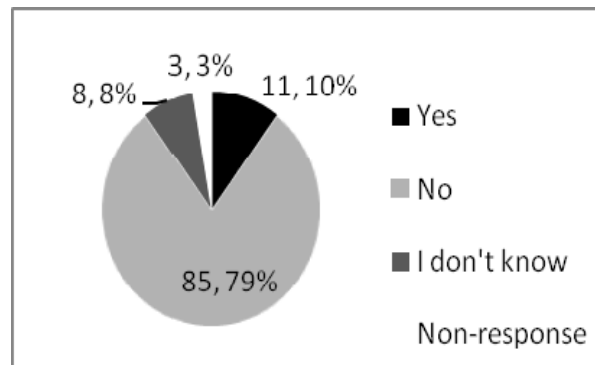
Figure 3.7: *Could fully online materials ever replace face-to-face or blended materials for learners of English?*

Comments were made by 21 respondents (see *Table 3.16*).[24]

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[24] Note that some of these comments appear to indicate some confusion about the nature and purpose of online learning.

Table 3.16: Comments relating to whether fully online materials can ever replace face-to-face or blended materials for students who are learning English

Comments indicating the belief that fully online mode can never replace face to face or blended mode	
12 responses (5 indicative ones)	• Can a machine ever replace a human? Teachers are always the best teaching machines. • It is necessary for teenagers to develop peer interaction. • In language courses, for example, a certain amount of face-to-face interaction should not be ignored. • It is important to have the teacher as a guide in online teaching. • Online courses cannot help puzzled students immediately.
Comments indicating the belief that fully online mode can replace face to face or blended mode under certain conditions	
8 responses (3 indicative ones)	• Total online learning can be done in higher education and for adult learners on condition that students are very independent, mature, and self-disciplined. • Success of online course mode depends on how the materials are designed and presented as well as learners' attitude, motivation, and language proficiency. • For listening and grammar but not writing or speaking – perhaps oral and pronunciation skills need face to face teaching.
Comment indicating the belief that fully online mode <u>can</u> replace face to face or blended mode	
1 response	• Excellently designed course plus appropriate man power could replace bad teaching.

Question 6 asked participants to indicate what they thought were the five most important advantages for their students in being able to access online materials (from 7 options). There were 105 responses and 475 selections.

Table 3.17: Respondents' beliefs in relation to the most important advantages for students of being able to access online materials

Statements	No.	Rank
They can access the materials at times convenient to them, at their own pace and from different locations.	95	1
They can revise what they have done in class.	91	2
They can catch up when they miss class.	91	2
They can do as much repetitive practice as they want.	85	4
They can experience autonomous learning.	55	5
They can get immediate feedback when they do exercises.	55	5
Other	3	7

There were 3 entries under "other" as follows:

- having interaction with native speakers or EFL learners;
- offering shy students a chance to express themselves; and
- submitting assignments conveniently as well as keeping a learning log.

Question 7 asked whether respondents agreed or disagreed with nine statements. Responses are indicated in *Table 3.18*.

Table 3.18: Respondents' opinions about online materials and about copyright

Statements	Agree	Dis-agree	No response
a. Producing my own online materials takes too much time.	94 **88%**	8 **8%**	5 **5%**
b. Commercially produced online materials are better than the ones I can produce.	43 **40%**	52 **49%**	12 **11%**
c. I worry in case my online materials include language errors.	63 **59%**	38 **36%**	6 **6%**
d. Online materials are often better than the materials in textbooks.	11 **10%**	91 **85%**	5 **5%**
e. Producing good online materials requires technical skills that I don't have.	76 **71%**	24 **22%**	7 **7%**
f. Making my own online materials gives me a sense of satisfaction.	78 **73%**	21 **20%**	8 **8%**
g. Teachers should own the copyright for the materials they produce online.	90 **84%**	13 **12%**	4 **4%**
h. Copyright for the materials teachers produce online should be jointly owned by them and the institution they work for.	29 **27%**	68 **64%**	10 **9%**
i. Copyright for the materials teachers produce online should be owned by the institution they work for.	4 **4%**	92 **86%**	11 **10%**

Question 8a asked whether participants thought that participating in a *synchronous* forum was a good way for learners to improve their language performance in terms of listening, speaking, reading and writing. *Question 8b* asked whether participants thought that participating in an *asynchronous* forum was a good way for learners to improve their language performance in terms of listening, speaking, reading and writing. The results are indicated in *Figures 3.8 ~ 3.11* below (synchronous) and *Figures 3.12 ~ 3.15* below (asynchronous).
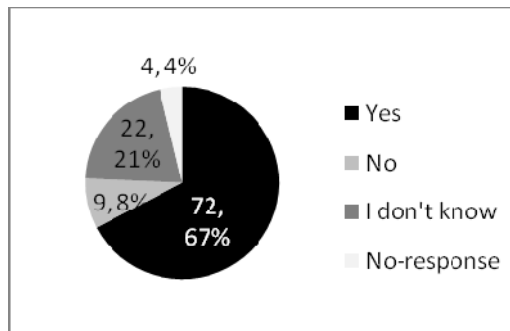
Figure 3.8: *Students improve their performance (listening) through participantion in synchronous forums*
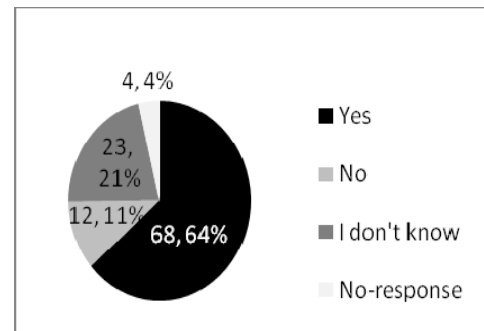
Figure 3.9: *Students improve their performance (speaking) through participation in synchronous forums*
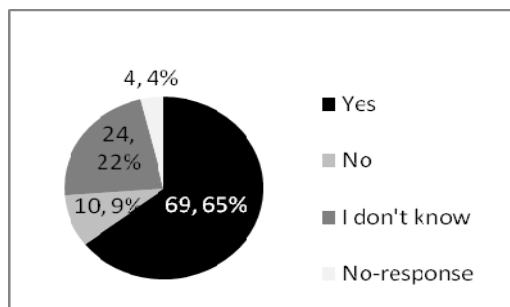
Figure 3.10: *Students improve their performance (reading) through participation in synchronous forums*
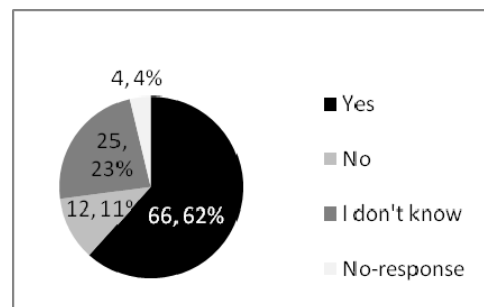
Figure 3.11: *Students improve their performance (writing) through participation in synchronous forums*
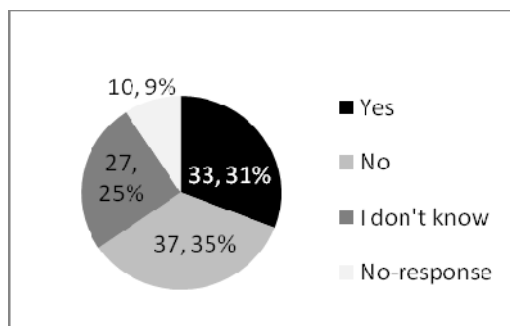
Figure 3.12: *Students improve their performance in listening through participation in asynchronous forums*
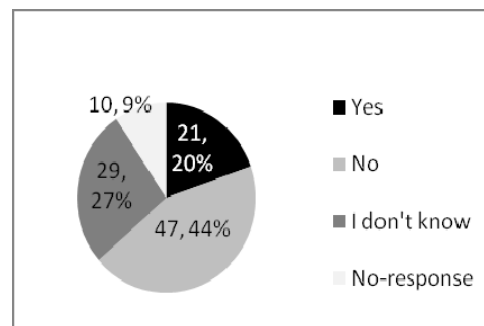
Figure 3.13: *Students improve their performance in speaking through participation in asynchronous forums*
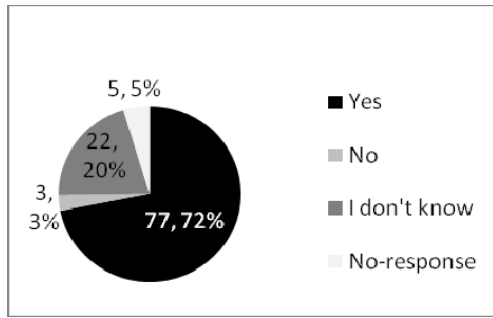
Figure 3.14: *Students improve their performance in reading through participation in asynchronous forums*
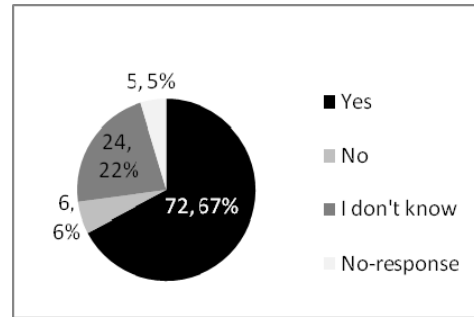
Figure 3.15: *Students improve their performance in writing through participation in asynchronous forums*

Note that the responses under the heading of 'speaking' and 'listening' in the figures above may indicate that some respondents may not have had access to audio forums.

Question 8c asked whether participants believed that in-class interaction is more or less effective in improving learners' language skills than participation in online synchronous/ asynchronous forums. Responses are reported in *Figure 3.16 ~ 3.19* below.
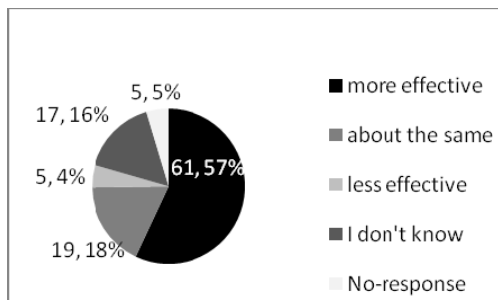
Figure 3.16: *In-class interaction more or less effective (listening) than participation in synchronous or asynchronous forums (listening)*
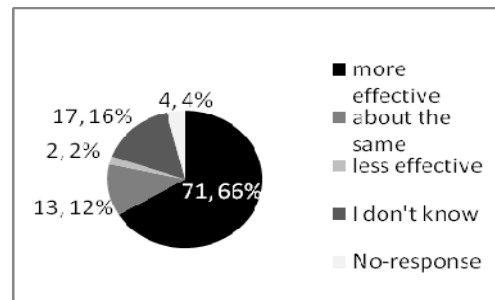
Figure 3.17: *In-class interaction more or less effective (speaking) than participation in synchronous or asynchronous forums (speaking)*
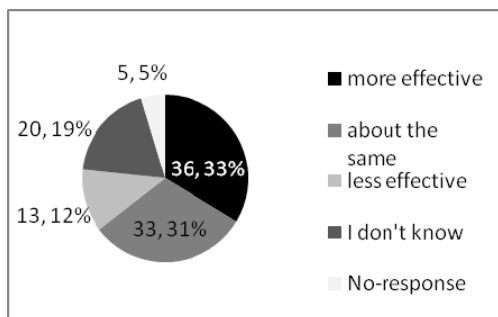
Figure 3.18: *In-class interaction more or less effective (reading) than participation in synchronous or asynchronous forums (reading)*
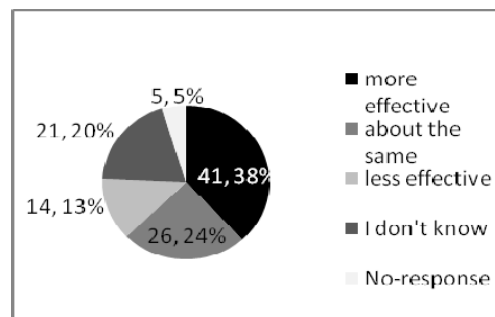
Figure 3.19: *In-class interaction more or less effective (writing) than participation in synchronous or asynchronous forums (writing)*

Question 9 asked whether participants believed that the quality of student-student and student-teacher interaction was better in face-to-face teaching than online teaching. Responses are recorded in *Figure 3.20.*
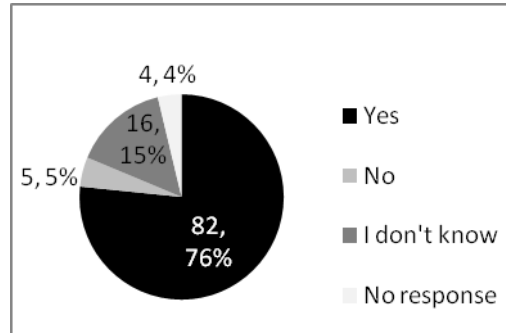
Figure 3.20 : *Is the quality of student-student and student-teacher interaction better in the case of face-to-face rather than online teaching?*

Question 10 asked whether using instructional technology in their teaching generally increased or decreased participants' workload. Responses are recorded in *Figure 3.21.*
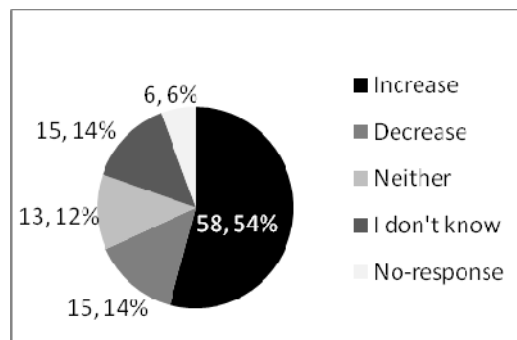
Figure 3.21: *Does using instructional technology in your teaching generally increase or decrease your teaching load?*

Question 11 related to participants' reasons of putting some of their course materials online. Respondents were given eight options (including "other") and asked to select the ***five*** most important reasons (see *Table 3.19*). There were 86 responses and 314 selections.

Table 3.19: *Most important reasons why participants put some of their course materials online*

Statements	Yes	Rank
Good for students' language development.	61	1
My institution insists that I do it.	55	2
Students prefer online materials.	45	3
My academic managers expect me to do it.	42	4
I enjoy putting materials online.	41	5
Other teachers can use and adapt the materials.	31	6
I want to keep up with what other teachers are doing around the world.	24	7
Other	15	8

The reasons provided by the 15 (14 entries) who selected the "other" category are summarized in *Table 3. 20*.

Table 3.20: *Other reasons for putting some course materials online*

Responses relating to convenience	
7 responses **(4 included)**	• Allows students access to notes and assignments anytime; • Convenient to use, reduces quantity of handout printing, easy for learners to learn; • It's easy to provide images and sound resources. • It's easy to renew, download, and capture online materials.
Responses relating to opportunities	
4 responses **(3 included)**	• Develops learner autonomy and independent learning; • It provides extra learning opportunities to those who want to have extra practice on their own. • Provides the opportunity to experience online learning (for teachers and students); makes use of the online resources and equipment supplied by the school.
Responses relating to cost-saving	
3 responses **(2 included)**	• Reduces the quantity of handout printing; • Saves resources (paper, printing)[25]; students can get the materials in advance.

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[25] The assumption here is, presumably, that students do not print out the materials. Where they do, it is cost transfer that is involved.

Questions 12 and *13* (open-ended questions) invited participants to describe their best and worst experience of integrating instructional technology into their teaching. Sixty-six (66) participants responded to *Question 12* (best experience) although:

- 4 indicated that they did not have any experience of integrating instructional technology into their teaching;
- 2 indicated they had no 'best experience';
- 3 gave reasons why they did not integrate instructional technology into their teaching (too little time; stressful/no support/a waste of money); and
- 1 simply stated that they lacked the necessary competence.

The remaining 56 responses (yielding 76 entries) are categorized into types (see *Table 3.21*).

Table 3.21: *Best experiences of integrating instructional technology into teaching*

Responses relating to benefits for staff	
14 responses	Variety, flexibility & interest of materials and practices
12 responses	Ease of storing, presenting, distributing, reusing, retrieving & adapting materials & information
7 responses	Ease of collection & grading of assignments & feedback
5 responses	Saving of time & energy
5 responses	No worries about making mistakes in writing on the board
4 responses	Increase in computer literacy & professional growth
1 response	Promotion & funding
Responses relating to benefits for students	
13 responses	Student enjoyment, engagement, autonomy, self-control
8 responses	Classes more active, interactive, collaborative & dynamic
6 responses	Increase in available resources
1 response	Facilitates extensive reading

In response to *Question 13* (worst experience), of the 67 respondents, 3 replied 'no experience', 3 reported that they did not really have a 'worst experience', and 2 simply responded by saying that integrating instructional technology into teaching was simply a waste of time. The remaining 59 responses (yielding 87 entries) are grouped into three categories (see *Table 3.22*).

Table 3.22: *Worst experiences of integrating instructional technology into teaching*

Responses relating to technology	
37 responses	Equipment/technical problems; System failure; Slow Net speed/problems with Net access; Uploading/downloading failure; Inadequate server space
Responses relating to pedagogic issues	
15 responses	Time consuming
1 response	Errors/problems relating to the program used
1 response	Exercises 'busy' but not meaningful for students
1 response	Difficult to attend appropriately to individual student needs
Responses relating to users	
12 responses	Student unfamiliarity with hardware/software; Lack of knowledge and skills
Responses relating to non-pedagogic but professional issues	
3 responses	Whole process increases workload
3 responses	Lack of adequate training
2 responses	A requirement of institutional administration
1 response	Copyright worry
1 response	Eye strain
Responses relating to management	
5 responses	Inadequately resourced and/or inappropriately organized classrooms; Inadequate support
Responses relating to students responses	
4 responses	Passive/unresponsive students
1 response	Students use non-existent technical problems as an excuse for late assignments

3.4.3 Integrating instructional technology into teaching: Practices and reasons

Question 1a asked whether participants used a platform provided by their institution (such as WebCT, Blackboard or E-course) in their teaching. Sixty-eight (68/ 64%) reported that they did. Thirty-seven (37/ 35%) reported that they did not. Two did not respond. Participants were also invited to specify the name of the platform used. There were 58 responses (as indicated below):

E-course[26] (45), Cyber University (3), E-campus (2), WebCT (2), Digital Warehouse (1), Teaching Stock (1), Clarity English (1), e.nknu.edu.tw (1), Classroom platform (1), Unknown (1) (assistant does work relating to the platform).

Question 1b asked those who did not use a platform in teaching to indicate the reason. They could select one or more reasons from a list of 12 (including "other"). Of the 37 respondents who had indicated they did not use a platform in teaching, 30 responded to this question. The 97 entries are indicated in *Table 3.23*.

Table 3.23: *Reasons for non-use of a platform (such as Blackboard) in teaching*

Reasons	No.	Rank
Unexpected technical problems can affect the atmosphere of learning.	14	1
There isn't enough technical support.	13	2
I can achieve the same outcomes for my students without using technology.	11	3
Some students don't have their own computer at home.	11	3
It disadvantages students with less highly developed computer skills.	9	4
The platform is too complicated and difficult to use.	7	5
Setting up the necessary equipment in class wastes teaching and learning time.	6	6
There isn't enough financial support.	6	6
Other[27].	6	6
The speed of Internet access is too slow in the classroom.	5	7
It costs too much money to prepare or edit online materials.	5	7
My institution does not have a platform.	4	8

Twelve (12) respondents added comments (either directly or in association with the selection of the "other" category) as indicated in *Table 3.24*. Note that some of the comments are difficult to interpret.

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[26] E-course, also known as "Wisdom Master", was developed by National Sun Yat-Sen University and is widely used in Taiwan.
[27] The 6 respondents who selected the "other" category focused on the fact that they had insufficient knowledge of the platform or insufficient time to learn how to use it (3), believed that it was unnecessary to use the platform (1), that use of the platform actually reduced the 'joy' of online learning (1), or that students already had too much work without the added work that would be involved if a platform was used.

Table 3.24: *Comments in relating to reasons for non-use of a platform in teaching*

5 responses	No experience in using a platform and/or don't know whether the institution has one
2 responses	Insufficient time to learn/lack of knowledge of how to use one
2 responses	No need
2 responses	Not popular
1 response	Students are already overloaded – E-courses add additional burden.

Question 1c asked participants to indicate whether they believed a number of statements to be true, untrue or partly true of the platform used by their institution. Responses are indicated in *Table 3.25*.

Table 3.25: *Respondents' beliefs in relation to the platform used by their institution*

	True	Not true	Partly true	No response
Includes multiple functions (e.g., presentation, discussion, test, assignment)	60	0	19	28
Ensures consistent quality of presentation of materials	48	5	27	27
Includes a variety of different ways of giving feedback	46	4	29	28
User-friendly and easy to access	44	10	27	26
Large capacity of database	38	15	26	28

Ten respondents added comments. One simply said "nil". The remaining 9 comments are included in *Table 3.26*.

Table 3.26: *Comments in relating to the platform used*

5 responses	Not enough experience to respond to this question
1 response	Server space needs enlarging
1 response	Grading system for E-course should be consistent with institution's grading system
1 response	Sound inadequate
1 response	Students and teachers are so busy that there is insufficient time for discussion, testing and assignments

Question 1d invited participants to list any aspects of the platform they disliked, providing reasons. Fifty-seven (57) participants responded to this question (with 75 entries) including 4 who reported that there was nothing they disliked, 6 who indicated that they were unable to answer due to lack of experience, and 1 who made a comment that does not answer the question directly.[28] The remaining 64 entries are presented in a number of categories in *Table 3.27*.

Table 3.27: Aspects of platforms used by institutions not liked by participants, with reasons

Responses relating to design	
30 responses	instability, inflexible interface, inconsistency of design among institutions, complicated functions, not user-friendly, lack of icons indicating updated information, insufficient functions, loss of features on conversion among modes, inappropriate translation for the English version, numerical grading only (lack of flexibility), lack of 'thread' function to link topics in discussion board, lack of built-in correction symbols, no automatic saving function, lack of compatibility with other software, too many links and choices
Responses relating to speed, technical problems	
10 responses	slow connection, limited space, break down of server, extra work required after break down
Responses relating to expenditure of time	
8 responses	lack of time to become familiar with the platform, updating, uploading, and transforming materials problematic, lack of tutor support
Responses relating to limited knowledge and skills	
5 responses	need to depend on colleagues' support, unable to make the most use of the platform, unfamiliarity with online learning
Responses relating to learners	
3 responses	lack of active learning, lack of sufficient English competence of learners, incorrect user email addresses
Responses relating to classroom arrangement/limited interaction	
3 responses	inappropriate design of the classroom, less interaction, insufficiency of light
Responses relating to physical, affective and cost factors	
3 responses	dislike, eye problem, unaffordable for Net access
Responses relating to inadequacy of computer labs	
2 responses	limited hours of opening, limited number of computer labs

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[28] This respondent noted, "I cannot handle online course independently. I rely on my colleagues for support. I am not aggressive nor active enough."

Question 2 asked participants whether they used authoring tools (such as *Hot Potatoes*) in addition to those built into in the platform they used. Only 14 of the 107 respondents selected "Yes", the remainder selecting "No'" (77) or not responding (16). *Table 3.28* lists the authoring tools to which reference was made.[29]

Table 3.28: *Authoring tools used (in addition to built-in ones)*

4 counts	*Hot Potatoes*
4 counts	*Word*
3 counts	*FrontPage*
2 counts	*PowerPoint*
2 counts	*Sound Forge*
1 count	*Dreamweaver*
1 count	*Flash*
1 count	*Captivate*
1 count	*Premier*

Participants who responded in the negative to *Question 2* were asked to give reasons. Thirty-nine (39) did, supplying 37 relevant entries (with 2 responses not related to the question). The 37 relevant responses are indicated in *Table 3.29*.

Table 3.29: *Respondents' reasons for not using authoring tools in addition to those built in to the platforms they use*

Reasons relating to lack of knowledge, skill, time	
28 responses	Don't know how to use them, unfamiliar with them; no time, no opportunity to learn
Reasons relating to adequacy of current function	
8 responses	Useful and valuable, convenient, time-saving, sufficient
Reason relating to lack of interest	
1 response	No interest

Question 3a asked participants what percentage of all of the interaction in their English courses was computer-mediated (as opposed to face-to-face). Of the 107 participants, 3 did not respond. Responses are indicated in *Table 3.30*.

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[29] In one case, the response was 'message board' (not an authoring tool).

Table 3.30: Percentage of computer-mediated interaction in respondents' English courses

	No.	Percentage
0 ~ 10%	63	59%
11 ~ 40%	26	24%
41 ~ 70%	9	8%
71 ~ 90%	5	5%
91 ~ 100%	1	1%
No response	3	3%

Question 3b asked participants to indicate what percentage of their students' homework time (apart from simply typing) involved computer use (including the use of MP3, IPOD, etc.). There were 103 responses (as indicated in *Table 3.31*).

Table 3.31: Percentage of homework time respondents judged that their students spent using computers (including MP3, IPOD, etc.) – apart from time spent simply typing

	No.	Percentage
0 ~ 10%	40	38%
11 ~ 40%	32	30%
41 ~ 70%	11	10%
71 ~ 90%	10	9%
91 ~ 100%	10	9%
No response	4	4%

Question 4a asked participants whether they believed that there was any point in putting all of their course materials online if they and their students were still expected to attend classes at regular weekly scheduled times. Four (4) participants did not respond; one (1) respondent made a comment that was not relevant to the question (and has therefore been excluded). Of the remaining responses, 57 (53%) were positive (there was a point in doing so) and 45 (42%) were negative (there was no point in doing so). Of the 57 positive responses, 47 included comments, yielding 50 entries. These are summarized in *Table 3.32* (where single comments have sometimes been separated into several different aspects). Thirty-two (32) of the 45 respondents who disagreed also gave their reasons. These (with the exception of one that simply indicated unfamiliarity with online materials) are summarized in *Table 3.33*.

*Table 3.32: Comments relating to reasons for believing that all materials **should be put online** even if teachers and students are still expected to attend classes at regular weekly scheduled times*

Responses relating to review, preview and sharing/posting information	
27 responses	can review and check learning records anytime and anywhere; no need to carry materials or handouts; convenient for teachers to adjust materials; reinforces understanding; convenience of learning and availability of immediate response; another channel to learn apart from classroom; increases opportunity for repeated practice; sharing of student work
Responses relating to learner autonomy	
8 responses	increases active participation in discussion; students become more independent learners; availability of uploading/downloading materials for personal need; learner support
Responses relating to saving printing/paper	
6 responses	reduces quantity of printing, reduces printing cost
Responses relating to catch-up	
4 responses	allows students to catch up with the missing classes
Responses relating to learning styles	
3 responses	suitability for slow learners; accommodation of learner differences
Responses relating to time-saving	
2 responses	saves class time, increases discussion in classroom

*Table 3.33: Comments relating to reasons for believing that all materials **should not be put online** even if teachers and students are still expected to attend classes at regular weekly scheduled times*

Responses relating to putting only partial/supplementary materials online	
16 responses	Outline materials, supplementary files, part of the materials, interactive work, class schedule, etc.
Responses indicating lack of necessity	
6 responses	Course characteristics, teaching methods etc. mean it is unnecessary.
Responses relating to time and workload	
4 responses	Time-consuming, too much work
Response relating to intellectual property	
1 response	Protection of intellectual property
Responses relating to potential non-attendance at class/lack of attention in class	
5 responses	Students might skip class; Can lead to less attention to work in class

Question 4b asked whether participants had any fully online distance courses in which there were no scheduled classes. Four (4) participants did not respond. The vast majority of respondents (93/ 87%) indicated that they did not, with only a few (10/ 9%) indicating that they did.

Question 4c asked those who offered fully online distance courses how they thought their students responded to them (by indicating whether they believed each of four statements to be true or otherwise). Although there were more than 10 responses, only those 10 respondents who indicated that they did offer fully online distance courses are included in *Table 3.34*[30].

Table 3.34: *How respondents who offer fully online distance courses believe their students respond to them*

	True	Not true	Partly true	No response
They like these courses, but they prefer face-to-face courses.	5	1	3	1
They prefer these courses to face-to-face courses.	1	4	4	1
They don't really like these courses.	1	5	2	2
They learn more than they do in face-to-face courses.	0	4	5	1

Six respondents added comments relating to *Question 4c*. These comments are listed below[31]:

- Students have different preferences;
- Depends on the age of the students;
- Relates to learning styles;
- Hard to compare because these courses are designed for those who live and work at a distance from the institution;
- A classroom-based survey[32] indicated that most students prefer face-to-face mode because they find it more motivating but a few still enjoy online learning;

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[30] It is interesting to note that only one of the respondents reported believing unconditionally that students preferred these courses to face-to-face courses and none reported believing unconditionally that their students learned more in these courses than they did in face-to-face courses.

[31] They have been translated from Chinese.

- I don't know.

Question 4d asked those who offer fully online courses to indicate whether a number of statements were true, untrue or partly true for them. Participants were also invited to add comments if they wished. There were 30 responses. However, only those respondents who had already indicated that they offered fully online distance courses are included in *Table 3.35*.

Table 3.35: *Agreement/disagreement with statements relating to fully online distance courses*

I like fully online courses because:	True	Not true	Partly true	No response
I can manage my time better.	6	0	4	0
I enjoy not having to teach regular classes.	3	0	6	1
I miss the face-to-face contact with students.	3	2	5	0

The two comments provided are included below[33]:

- Students have more opportunity for interaction if they're willing to communicate using IT but there are not so many active learners. There are differences that relate to the age of learners.
- I have no idea.

Question 5 asked participants whether they had used, or got their students to use, any of a list of items in the past six weeks. Responses are indicated in *Table 3.36*.

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[32] This survey appears to have been conducted by the respondent.
[33] They have been translated from Chinese.

Table 3.36: *Specific items/programs used in the past six weeks*

	Used in my *teaching*			Got *students* to use		
	Yes	No	NR[34]	Yes	No	NR
1. Word	80 74.8%	10	17	79 73.8%	13	15
2. PowerPoint	79 73.8%	11	17	62 58%	21	24
3. FrontPage	9 8.4%	41	57	3 2.8%	47	57
4. Excel	27 25.2%	32	48	9 8.4%	44	54
5. E-mail	74 69.15%	13	20	63 59.9%	19	25
6. Hot Potatoes	5 4.7%	45	57	1 0.9%	48	58
7. Power Director	6 5.6%	44	57	0 0%	49	58
8. MSN	14 13%	42	51	12 11.2%	46	49
9. Movie Maker	6 5.6%	44	57	5 4.7%	47	55
10. Web Camera	11 10.3%	42	54	8 7.5%	44	55
11. Platform (WebCT/Blackboard/ E-course)	39 36.4%	30	38	28 26.2%	36	43

Question 6 asked which of the eleven items listed in the preceding question would be appropriate for a specified range of teaching and learning activities. There were 10 ~ 11 no responses to the sub-questions. *Table 3.37* summarizes the responses in relation to **L** (listening); **S** (speaking); **R** (reading); **W** (writing); **V** (vocabulary); **G** (grammar); and **O** (other).

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[34] NR = No response.

Table 3.37: *Views about appropriate use of specific items for teaching/learning activities*

Items	L	S	R	W	V	G	O
1. Word[35]							
Response No.	*15*	*16*	*70*	*89*	*68*	*66*	*4*
NR[36]	11	10	10	10	10	10	10
2. PowerPoint							
Response No.	*36*	*45*	*74*	*59*	*53*	*48*	*1*
NR	10	10	10	10	10	10	10
3. FrontPage							
Response No.	*12*	*12*	*25*	*18*	*11*	*13*	*9*
NR	10	10	10	10	10	10	10
4. Excel							
Response No.	*9*	*2*	*3*	*15*	*9*	*4*	*14*
NR	10	10	10	10	10	10	10
5. E-mail							
Response No.	*9*	*9*	*58*	*77*	*23*	*23*	*6*
NR	10	10	10	10	10	10	10
6. Hot Potatoes							
Response No.	*6*	*12*	*20*	*15*	*15*	*15*	*13*
NR	11	11	11	11	11	11	11
7. Power Director							
Response No.	*10*	*10*	*8*	*6*	*2*	*3*	*13*
NR	11	11	11	11	11	11	11
8. MSN							
Response No.	*25*	*29*	*33*	*40*	*16*	*12*	*5*
NR	11	11	11	11	11	11	11
9. Movie Maker							
Response No.	*29*	*25*	*12*	*9*	*8*	*7*	*12*
NR	11	11	11	11	11	11	11
10. Web Camera							
Response No.	*28*	*31*	*5*	*4*	*5*	*4*	*9*
NR	11	11	11	11	11	11	11
11. Platform (WebCT/Blackboard/E-course)							
Response No.	*35*	*30*	*50*	*45*	*29*	*33*	*6*
NR	11	11	11	11	11	11	11

Fourteen (14) participants provided comments in response to the final question (which invited them to add any comments they wished). Some representative extracts are indicated (in translation) below:

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[35] Using *Word* for a listening activity seems odd. It may be, however, that *Word* is used in conjunction with audio to deliver a transcript.
[36] NR = No response

- *Machines can neither educate a musician nor educate a language expert.*

- *I am not sure of some of the software listed in the table.*

- *Those who have experienced total online teaching may have a better concept. Those who haven't may be confused and may not know its advantages.*

- *As instructional technology has not been perfectly developed, it is better not to push teachers to use it if they prefer not to. It's just like asking people to get to the USA from Taiwan by riding a bicycle alone.*

- *I have tried to answer the questions. Some terms are not understandable in that they might not be popularly used. I don't know so much about them and am unable to answer in some cases.*

- *In my opinion, e-learning applied to language learning is more difficult than other subjects, simply because if a student gets stuck with some problem, it may be impossible to find a solution by him/herself. For those who are less motivated, the internet often creates irresistible temptation (e.g. homework done by one student and copied by others) or plagiarism. There is still one more question that needs to be asked, something which emerged from my observation of some teachers' attitude towards e-courses: Is e-course designed to improve our teaching or decrease the teacher's workload? Teacher-guided activities cannot and will not change to self-study ones by some magic just because they are put on an e-platform. In my opinion, the future is in live (synchronous mode) on-line classes.*

- *It's a pity and I feel sorry that I do not have any online course teaching experience and cannot answer all the questions. Due to lack of equipment or assistance in schools, teachers may not be able to take advantage of e-learning.*

3.5   Discussion

3.5.1   Perceptions of the importance of integrating IT into English teaching

Of the 107 participants, all of whom were teaching English in a tertiary educational setting in Taiwan at the time the survey was conducted, only 7 (just under 7%) indicated that they did not consider it important to integrate instructional technology into their teaching, with 84 (79%) clearly indicating that

they did consider this to be important, and the remainder either signaling that they were unsure (12) or not responding (4). However, although a number of survey participants did not respond to a question about the comparative quality of student-student and student-teacher interaction in different contexts (4) or indicated that they were not in a position to make a judgment (16), of the remainder, 82 (76%) indicated that they believed that the quality of interaction was better in the case of face-to-face as opposed to online teaching.

It would appear that although most of the survey participants agreed that it is important to integrate instructional technology into their teaching, they did not believe that it could match, in terms of quality, face-to-face interactions among students and between teachers and students.

3.5.2 Involvement in IT-related teaching

When asked how much of their teaching, grading and preparation time they spent online, just under half (51/ 48%) either indicated that they spent *10% or less of their teaching time online* (43%) or did not respond at all (5%). Furthermore, although 82 (77%) of the survey participants indicated that they preferred to create their own online materials (16/ 15%) or use a combination of their own materials and existing online materials (66/ 62%) rather than simply use existing ones, 76 (71%) agreed with the statement that producing *good* online materials required technical skills that they did not have. In addition, 39 (36%) reported that they had no experience of, or no interest in authoring tools, and 37 (35%) that they had never used a platform provided by their institution (with 2 not responding). Of the IT-related resources used in teaching over the six weeks prior to the survey, the most popular were: *Word* (80/ 75%), *PowerPoint* (79/ 74%) and *E-mail* (74/ 69%). Only 39 (36%) reported having used a platform (e.g. *WebCT/Blackboard/E-course*) in their teaching in the six weeks prior to the survey (although 68/ 64% indicated that they had done so at some time). Less than a third of the participants considered that platforms were useful in the teaching and learning of vocabulary (29/ 27%) and grammar (33/ 31%). So far as language skills are concerned, less than half believed that platforms were useful in relation to the development of reading (50/ 47%) and writing (45/ 42%) skills, and approximately one third believed that they were useful in relation to the

development of listening (35/ 33%) and speaking (30/ 28%) skills. Furthermore, over half of survey participants (63/ 59%) indicated that 10% or less of the interaction in their English classes was computer-mediated, and over one third (40/ 38%) indicated that 10% or less of the time their students spent on homework involved the use of computers (including MP3, IPOD, etc.).

Although most of the survey participants agreed that it is important to integrate instructional technology into their teaching, far fewer of them appeared to be actively involved in online teaching, and the majority believed that they lacked the skills to create good online materials.

3.5.3   Issues relating to time

Time is clearly a critical factor in relation to integrating IT-related activities into their teaching so far as the participants in this survey are concerned. On the basis of involvement in the categories listed in *Question 7a* (which do not include, for example, attendance at staff development workshops), the average time spent on teaching and work-related activities was reported as being 56 hours per week, with an average of 15 hours per week being spent on teaching, an average of 12 hours per week being spent on teaching preparation, and an average of 8 hours per week being spent on grading students' work. It is therefore not difficult to appreciate the reasons why over a quarter of participants (28/ 26%) either failed to respond to a question asking whether they would be interested in IT-related training (3) or indicated that they would not (25), with 17 providing, in response to a later question, reasons that related to lack of time and/or interest and 7 indicating that they regarded themselves as being already adequately prepared in this area. In connection with this, it is interesting to note that although 82 (77%) indicated that they preferred to create their own materials (16/ 15%) or use a combination of existing materials and materials they created themselves (66/ 62%), almost all of them (94/ 88%) agreed with the following statement: *Producing my own materials takes too much time.* Furthermore, over half of the participants (58/ 54%) indicated that using instructional technology had increased their workload and only 15 (14%) that it had reduced their workload. Of the remainder, some may have had little or no experience of using IT in their

teaching.[37] Of the 10 participants who offered fully online distance courses that did not involve scheduled classes, 6 agreed and 4 partially agreed that it helped them to manage their time better.

So far as the participants in this survey are concerned, time is clearly an important inhibiting factor in relation to the extent to which they integrate instructional technology into their teaching.

3.5.4   Issues relating to IT-related training and support

Over half of the participants in the survey (61/ 57%) reported having attended professional development workshops relating to the integration of instructional technology into their teaching. However, only 34 (32%) reported having attended such workshops for 11 hours or more and only just over half (56/ 52%) indicated that these workshops had been made available by the institutions for which they worked. Oddly, however, although only 61 respondents reported having attended IT-related workshops, when asked to evaluate the workshops they had attended, only 7 of the total cohort failed to respond, with 67 (63%) reporting that they had found these workshops to be 'very useful' or 'useful' and 33 (31%) reporting that they had found them to be 'a little useful' or 'not useful at all'. This suggests *either* that more of the participants had actually attended IT-related workshops than reported having done so *or* that a number of participants were prepared to critique such workshops without actually having attended any. In connection with this, it is interesting to note that 29 (28%) indicated that they would not be interested in attending any such workshops in the future, the main reasons given relating to lack of time (8), waste of time (7) or the belief that their existing competence was adequate (7). Sixty-seven (67/ 63%) participants responded to an open-ended question asking which topics would be of particular interest to them in future IT-related workshops, with the number of topics listed being 80, of which 27 were categorized as being primarily technology-focused and 53 as being primarily pedagogically-focused. When asked to describe their worst experiences of using instructional technology in their teaching, the 59 who responded made a total of 54 references to technical problems of various types (see Table *3.22*

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[37] After all, 37 (35%) reported that they had never used a platform provided by their institution and 39 (36%) that they had no experience of, or no interest in, authoring tools other than those provided as part of a platform to which their institution subscribed.

(shading entries)). When invited to indicate any aspects of the platform used by their institution that they disliked, the 57 respondents made 40 references to perceived problems relating to design and/or connection speed and 5 references to problems relating to availability of appropriate teaching spaces.

In the case of participants in this survey, two inhibiting factors in relation to the integration of instructional technology into their teaching appear to be lack of adequate training (although 60% had had some training and lack of further training may have been the result, in some cases, of failure to take up training opportunities) and negative experiences relating to the reliability of technology and technology support.

3.5.5 Motivation

Participants were asked to indicate their five most important reasons for putting some of their course materials online (from a list of 8 options, including 'other'). The most popular selection was: *Good for students' language development* (selected by 71% (61) of the 86 respondents). The third most popular selection was: *Students prefer online materials* (selected by 45 (52%)). However, the second and fourth most popular selections (both relating to compliance) were: *My institution insists that I do it* (selected by 55 (64%)); *My academic managers expect me to do it* (selected by 42 (49%)). The next most popular option was*: I enjoy putting materials online* (selected by 41 (48%) of the 86 respondents). The two least popular selections apart from 'other' were: *Other teachers can use and adapt the materials* (selected by 31 (36%) of the 86 respondents) and *I want to keep up with what other teachers are doing around the world* (selected by 24 (28%) of the 86 respondents). When asked to indicate their best experience of using instructional technology in their teaching, the 57 respondents to this question made 48 references to benefits that accrued to them as teachers and 28 references to student benefits.

In deciding whether to put some of their course materials online, survey participants were most strongly motivated by their perceptions of the needs/interests of students, with motivations relating to compliance being almost

equally strong. However, in evaluating their best experiences of using instructional technology, they were most likely to refer to professional benefits.

3.5.6 Preferences in relation to learning mode

Only 11 (10%) of participants believed that fully online materials[38] could ever completely replace face-to-face or blended teaching modes. In terms of beliefs about what was best for students, there was a clear preference for online materials as a supplementary resource only (69/ 64%) or for blended mode courses (34/ 32%) (as opposed to fully online courses (0)). Furthermore, when asked whether they believed[39] their students preferred fully online courses, online materials as a supplementary resource or blended courses, none of the respondents selected the first of these options. Among the 53 participants (50%) who already taught blended courses, the majority (40/ 75%) had a preference for the online component occupying between 11% and 40% of the course time (as opposed to a higher proportion (12/ 12%) or a lower one (1/ 1%)). The main advantages for students in relation to being able to access online materials were perceived to be ease of access and individualized learning pace (95/ 90%), opportunities for revision (91/ 87%), catch up (91/ 87%) and repetitive practice (85/ 81%), with more than half of the participants also seeing advantages in relation to autonomous learning (55/ 52%) and immediate feedback (55/ 52%).

Among the survey participants, there was a general preference for blended mode courses (as opposed to fully online ones). The most commonly cited advantages for students in having online materials related to ease of access, individualized learning pace, revision, catch up, repetitive practice and autonomous learning.

3.5.7 Preferences in relation to using/adapting existing online materials and creating own materials

In terms of materials, 21 (20%) preferred to use existing online materials only, 66 (64%) preferred to combine existing online materials with those they created themselves, and only 16 (16%) preferred to use only online materials they created

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[38] It is important to note here that the fact that materials are fully online does **not** mean that there is no teacher/student and student/student interaction.

[39] This refers specifically to teacher beliefs in relation to student preferences and does not necessarily reflect actual student preferences.

themselves. So far as these respondents are concerned, the most significant barriers to the production of self-made online materials appear to be time (94/ 88%) and lack of appropriate skills (76/ 71%). For over half, there are also concerns about possible language errors (63/ 59%). However, almost three quarters (78/ 73%) indicated that they gained a sense of satisfaction from producing their own online materials although only 41 (48%) included the fact that they enjoyed doing so among the five most important reasons for putting materials online.

Although fewer than half (43/ 40%) believed that commercially produced online materials are better than those they produce themselves, only a small number (11/ 10%) believed that online materials are often better than those in textbooks. Interestingly, copyright appears to be an issue for the majority of participants, with only a very small number (4/ 4%) indicating that they believed that copyright for materials produced by teachers should rest with the institution for which they work.

Almost three quarters of the participants in this survey gained satisfaction from producing their own online materials, very few of them believed that commercially produced online materials were often better than those in textbooks, and less than half believed that they were better than those they produced themselves. Nevertheless, for many of them, lack of time, lack of appropriate skills, and concern about the possibility of language errors were inhibiting factors in relation to the creation of self-made online materials.

3.5.8 Language skills development and synchronous and asynchronous forums

When asked whether participation in synchronous and asynchronous forums[40] improved students' performance in listening, speaking, reading and writing skills, approximately one quarter either did not respond (average 6) or indicated that they could not do so (average 17). So far as the skills of *listening and speaking* are concerned, just under three quarters of those who did respond believed that

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[40] Unfortunately, the question did not indicate whether reference was being made to text-based or audio forums.

participation in *synchronous* forums benefited students (listening: 72/ 67%; speaking: 68/ 64%), with a considerably smaller number believing that participation in *asynchronous* forums benefited students (listening: 33/ 31%; speaking: 21/ 20%). So far as the skills of *reading and writing* are concerned, there was little perceived difference between participation in synchronous and asynchronous forums, with, however, a slightly higher number perceiving there to be advantages in participation in asynchronous forums in the case of reading (77/ 72% as opposed to 69/ 65%) and writing (72/ 67% as opposed to 66/ 62%).

Approximately two thirds of those participants who felt able to comment believed that participation in synchronous forums improved students' performance in all skill areas and that participation in asynchronous forums improved students' performance in reading and writing. However, far fewer believed that participation in asynchronous forums improved students' performance in listening and speaking.

3.6 A closing note

Some of these findings are in line with the findings of other studies. Thus, for example, many researchers have reported that time is a critical inhibiting factor in relation to teachers' use and development of online materials (see, for example, Chang (2003); Conceicao (2006); Harris (2000); Huang (2003); Office of Technology Assessment (US) (1995); Roberts and Ferris (1994)); some have referred to the interaction between inadequate time, insufficient capacity in relation to IT-related materials design, and lack of appropriate training (see, for example, Huang (2003, p. 77)); and others have stressed the need for a higher level of administrative and technical support (see, for example, Conceicao (2006); Darus and Lui (2008); Jaeglin (1998); Lee and Huang (2003); Nyirongo (2009); Office of Technology Assessment (US) (1995)) and/or a greater emphasis on pedagogy (see, for example, Choy, Wong and Gao (2008)). Furthermore, the views of the teachers involved in this survey support the contention that online learning can have advantages for students in terms of convenience and flexibility (see, for example, Choy, Wong and Gao (2008); Krause (2006); Lee and Huang (2008)).

Some of the findings of this survey are particularly relevant within the context of this thesis as a whole. Thus, for example, when considered in the light of Taiwan's reputation as one of the leading providers of computer technology and the fact that, overall, Taiwanese people are generally considered to be technically literate, it is perhaps surprising to note the disparity between the generally positive attitude of survey participants towards the use of computer-related technologies in their teaching and some of their more specific attitudes and practices. Of particular interest so far as this research project is concerned is the fact that almost half of the survey participants reported spending 10% or less of their teaching time online, the fact that over one third reported never having used a learning platform, the fact that only just over one third had used a learning platform in the six weeks prior to the survey (with even fewer having got their students to use one), and the fact that less than half of the participants reported believing that learning platforms were useful in the development of reading and writing skills. Participants' experiences in relation to technical difficulties is almost certainly one of the reasons for this (with over 40% of the reported worst experiences of using technology being related to system and equipment failure, inadequate server space or slow Internet speed and over 60% of the things they reported disliking about the platforms they used relating to instability, inflexibility or complexity). Other reasons appear to be lack of confidence in commercially produced online materials (with only 10% of survey participants believing that these materials are often better than the materials in textbooks), the time and technical skills required to produce online materials themselves (with almost 90% reporting that this takes too much time and over 70% reporting that it involves technical skills that they lack), concerns about the possibility of language errors (reported by over half of the participants) and, possibly, also copyright concerns (with over 80% reporting believing that teachers should own the copyright for the materials they produce). These are issues that need to be taken seriously by teaching institutions whose managers are keen that teaching staff should provide their students with greater access to e-learning opportunities. After all, several of the participants observed that teachers' judgments in relation to the usefulness or otherwise of information technology should be respected and one of the participants noted in a final comment that issues associated with e-learning are more complex in the case of language than they are in the case of other subjects. It seems to me to be of critical

importance that institutional managers should take the views of academic staff members seriously, particularly "[in] a climate in which a celebratory rhetoric heralds each new iteration of technologies as transforming the learning experience" (Goodfellow & Lea, 2007, p. 11).

Chapter 4

Teaching and assessing writing: A questionnaire-based survey of a sample of teachers of English in tertiary institutions in Taiwan

4.1   Introduction

In order to further contextualize the genre-centered study of academic writing that is at the core of this thesis, I conducted a questionnaire-based survey of a sample of tertiary level teachers of English in Taiwan in relation to attitudes and approaches to the teaching of writing and the provision of teacher feedback on that writing. I report here on the findings of that survey. I begin by providing information about the survey (*4.2*) and then present the respondent data (*4.3*), ending with a discussion of the survey findings (*4.4*) and a final note (*4.5*).

4.2   The questionnaire-based survey

4.2.1   Determination of the primary and subsidiary aims of the survey

The primary aim of the survey was to investigate the attitudes and practices of a sample of teachers of English at tertiary level in Taiwan in relation to the teaching of writing and the provision of feedback on writing. Because the survey was designed to provide some background relevant to the major study reported in this thesis (which focuses on a genre-centered approach to the teaching of writing), it was decided to include a number of genre-related questions. A subsidiary aim of the survey was to collect data about the professional background of respondents, data that could prove relevant to the analysis of their responses to other areas of the survey.

4.2.2   Determination of the survey approach to be adopted

In view of time constraints and the desirability of collecting data from as many potential respondents as possible, it was decided that a questionnaire-based survey would be preferable to an interview-based one. A decision to use email rather than surface mail as a distribution and collection method related to a number of factors, including cost, convenience and speed of delivery and receipt of questionnaires (see, for example, Carbonaro, Bainbridge, & Wolodko, 2002, p. 279). These were

important considerations in view of the fact that Taiwan had, at the time when the questionnaire was conducted (September – December 2008), 162 tertiary-level educational institutions (Ministry of Education, Taiwan, 2008). As discussed later, there were a few cases in which potential respondents were provided with a printed version of the questionnaire.

4.2.3   Target population and distribution

Based on geographical spread throughout Taiwan, 60 tertiary institutions were selected. The names and email addresses of teaching staff in departments of English and foreign language instruction in these institutions as recorded on institutional Internet sites were abstracted and a mailing list of 913 was established. It should be noted, however, that the existence of firewalls and email filtering systems, together with problems associated with, for example, imposed size limits on inboxes, meant that not all of the intended recipients received a copy of the questionnaire.

4.2.4   Contacting potential survey participants

The survey was conducted between September and December 2008. In September, potential participants were sent an email message in both English and Chinese inviting them to participate in the survey (see *Appendices B.1, B.2* and *B.3*). That message outlined the purpose of the study, provided an assurance that the identity of participants would not be revealed and included instructions about completing the questionnaire (which was included – in both Chinese and English versions – as an attachment). In October, a follow-up email was sent to remind those who had not responded. Questionnaires were attached to the reminders (see *Appendix B.4*). All outgoing and incoming mail was dated and participants were provided with a thank-you message as soon as their responses were received. During a visit to Taiwan in November 2008, I provided 150 potential participants (who had already been sent a questionnaire by email) with a printed version of the questionnaire. Among the 127 returned questionnaires (a 12% response rate), there were 21 printed versions and 106 online versions, with 72 Chinese versions and 55 English versions.

4.2.5 Recording and analyzing response data

Microsoft Excel was employed to record and analyze response data. The data deriving from the questions (all of which were closed but some of which invited comments and/ or reasons or examples) were recorded and summarized in tables or figures. Comments, reasons, examples and responses under the category "other" were listed and grouped into categories in terms of thematic content.

4.2.6 Ethical considerations

A requirement at the University of Waikato is that all research involving human subjects should be approved by the appropriate Research Ethics Committee. Consequently, the questionnaire, along with the proposed covering letter was submitted for approval. In accordance with recommendations included in Cohen, Manion, and Morrison (2000, p. 259), the cover sheet indicated:

- the overall aim of the questionnaire (to investigate perceptions and attitudes of teachers of English in colleges and universities in Taiwan in relation to teaching and assessing writing);
- the amount of time estimated for questionnaire completion (15-20 minutes);
- guarantee of anonymity of respondents and confidentiality of individual responses;
- the fact that participation was entirely voluntary and that participants need not answer all of the questions;
- the way in which findings would be reported (in summary format and in such a manner that no individual participant or institution could be identified).

Members of the Research Ethics Committee reviewed and approved the documentation provided.

4.2.7 Production and trialing of the draft questionnaire

The draft questionnaire and draft letters of introduction were produced in English and translated into Chinese. Both English and Chinese versions were initially produced in A4 sized printed format. The draft questionnaire was in two parts:

Part 1 (Background information) included 10 questions; *Part 2* (Teaching and assessing writing) included 27 questions. Although all of the questions were closed, 17 of them included an "other" option (which allowed for specification) and 10 of them invited comments, reasons or examples. There was, furthermore, an opportunity at the end of the questionnaire for respondents to add any comments they chose.

Five language teachers were invited to trial both versions of the questionnaire (in English and Chinese), answering the questions and providing comments. They were also asked to estimate the time it took them to complete the questionnaire (which was between 10 and 20 minutes in each case). Two typographical errors were identified and corrected, suggestions relating to the ordering of questions were accepted, some problematic aspects of the translation into Chinese were addressed and, in line with their suggestions, more space was provided for comments (except in the case of the online survey). The five trial participants were then invited to comment on the revised versions of the questionnaires. At this stage, no further revisions were suggested. The final revised versions of the questionnaire, in English and Chinese, are attached (see *Appendices B.1* and *B.2)*. Once the electronic versions of the questionnaires were prepared, the delivery function was tested by sending the questionnaire from a variety of computers to a range of personal email addresses.

4.3 Data analysis

4.3.1 Part 1: Background information

Responses to *Questions 1~ 6* and *Question 8* are summarized in *Table 4.1*.

Table 4.1: *Some background information about the participants*

Categories	Variables	No. (127)	%
Gender	Male	34	27%
	Female	92	72%
	NR[41]	1	1%
Position	Lecturer	72	57%
	Assistant professor	27	21%
	Associate professor	21	16%
	Professor	6	5%
	NR	1	1%
Age	25-30	15	12%
	31-40	33	26%
	41-50	49	38%
	51 or above	29	23%
	NR	1	1%
Employment status	Full-time tenured	94	74%
	Full-time contract	19	15%
	Part-time teacher	13	19%
	NR	1	1%
Native speaker of English?	Yes	20	16%
	No	107	84%
Qualifications in the teaching of languages or in the teaching of English in particular?	Yes	104	82%
	No	22	17%
	NR	1	1%
Currently teaching English writing courses?	Yes	113	89%
	No	14	11%

Question 7 asked those who indicated that they had a qualification relating to language teaching what that qualification was and where it was obtained. The responses are summarized in *Figures 4.1* and *4.2*.
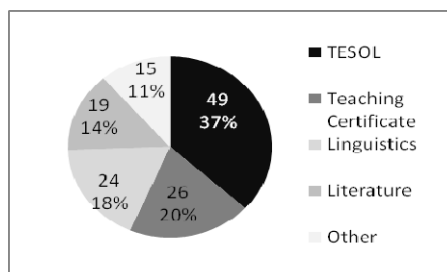
Figure 4.1: *Type of teaching qualification*

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[41] NR = no response
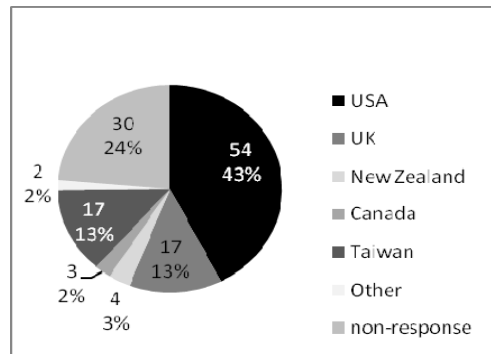
Figure 4.2: Where the qualification was obtained

Question 9 asked those who indicated that they were teaching writing courses how long they had done so. The responses are summarized in *Figure 4.3* below.
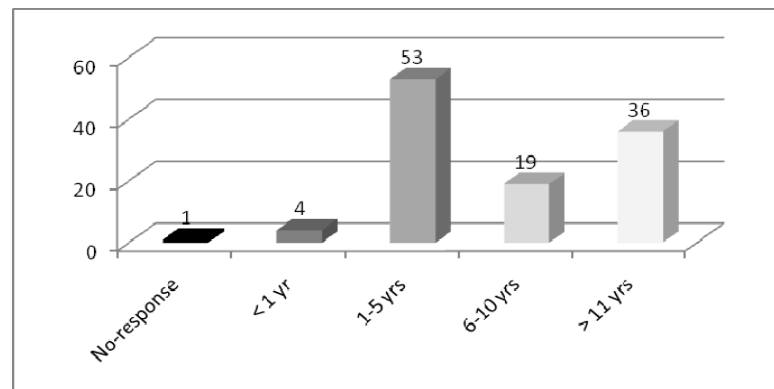
Figure 4.3: How long respondents had been teaching writing

Question 10 asked participants what type of English courses they taught. The responses are summarized in *Figure 4.4* below.
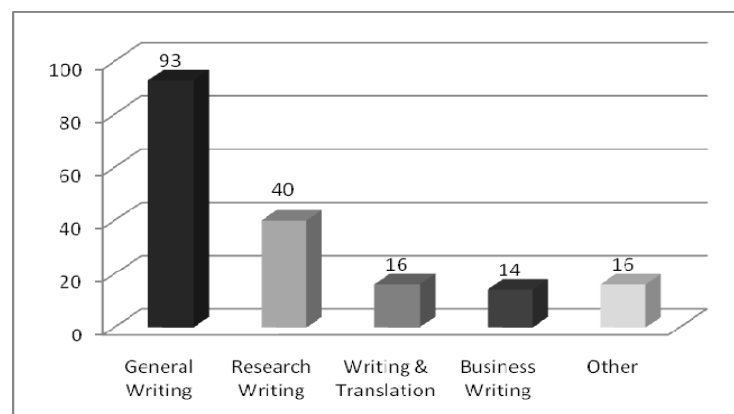
Figure 4.4: Types of English writing courses taught by respondents

Sixteen (16) respondents chose "other" in reply to this question, the specifications being as follows:

- literature and culture studies (1);
- literature and philosophy (1);
- creative writing (1);
- English newspapers (1);
- composition (2);
- reading and writing (2);
- grammar, writing, and translation (3); and
- academic/research writing (5).

4.3.2 Part 2: Teaching and assessing writing

Responses to *Questions 1-27* were collected from the 113 participants who taught English writing at the time of undertaking the questionnaire. The recorded data are shown in the following figures, in which percentages are calculated on the basis of 113 respondents.

Responses to *Questions 1-5* are summarized in *Figures 4.5 ~ 4.8* below, with *Figure 4.8* combining responses to *Questions 4* and *5*.
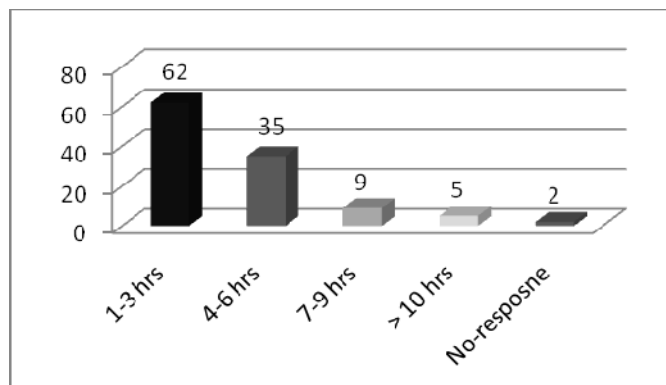
Figure 4.5: *Average hours of writing class per week*
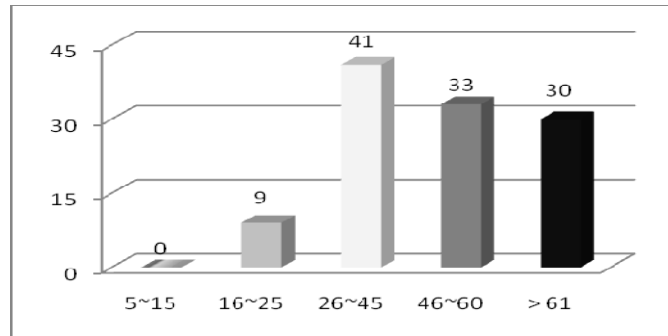
Figure 4.6: *Average number of students in writing classes*
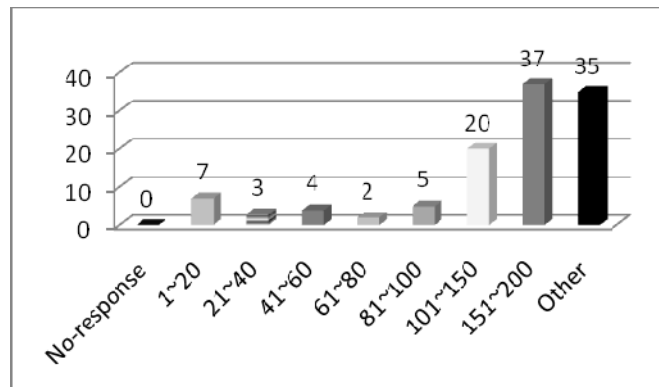
Figure 4.7: *Average number of writing assignments per respondent per semester*

In answer to *Question 3*, of the 35 who selected 'other', all indicated that they received an average of more than 200 writing assignments per semester, with 15 indicating that they received between 201 and 300, 8 indicting that they received between 301 and 400, 3 indicating that they received between 401 and 500, 6 indicating that they received more than 500, and 3 simply indicating indicating that the number was over 200.
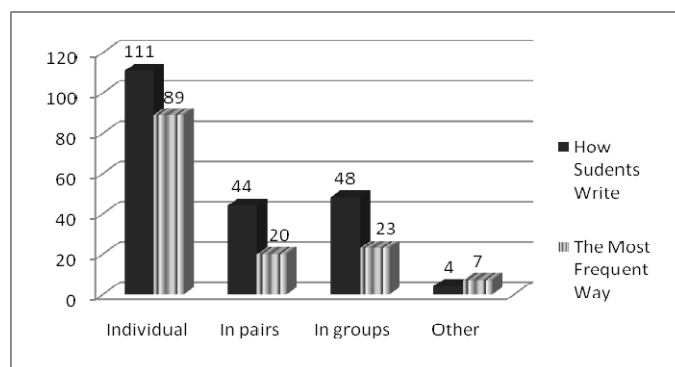
Figure 4.8: *Ways in which students write and the most frequent writing method*

In response to *Question 4* (see *Figure 4.8* above), four respondents selected "other". Two specified that peer review was used in the writing class; one noted that students did free writing on a blog; one indicated that group writing was done in culture studies and literature courses but that all writing courses also involve individual work.

In response to *Question 5,* which asked about the way which respondents' students wrote, seven respondents selected "other", with specifications as follows:

- lecture and discussion (2);
- peer review (2);
- prewriting and group discussion (1);
- group analysis of common mistakes (1); and
- depending on the amount of time in class (1).

None of these responses is consistent with the types of category listed (i.e. individually; in groups; in pairs).

Question 6 asked where students wrote for their courses. There were four options (including "other") and respondents could select as many as they wished. There were 113 responses, including 210 selections (see *Figure 4.9*).
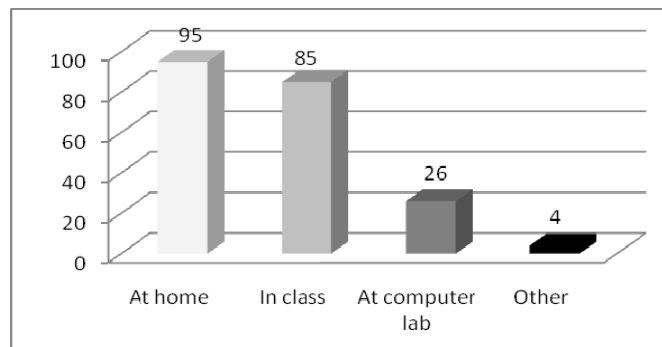
Figure 4.9: *Places where students write for writing courses*

Four respondents selected "other". Two indicated that students did not write in class and they did not know where they wrote; one indicated that students wrote in the library; one gave a response relating to time rather than location (i.e. in the examination period).

Question 7 was concerned with the ways in which students submitted writing assignments and provided participants with a range of options from which they could select as many as they wished. There were 113 responses and 206 selections (see *Figure 4.10* below):
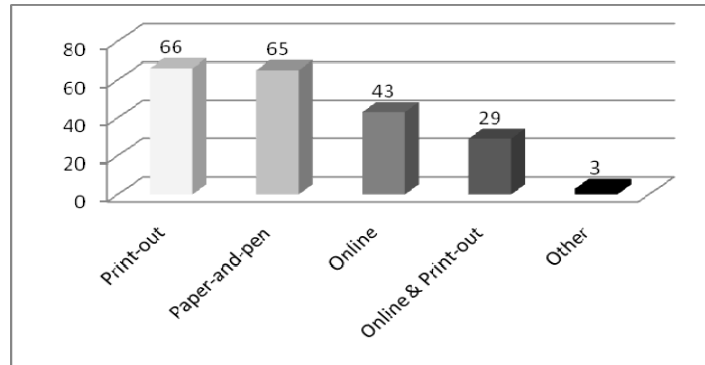
Figure 4.10: *Ways in which student writing is submitted*

Questions 8 and *9* asked about the types of writing covered in class and the types of writing that students engaged in most frequently. Responses to both of these questions are summarized in *Figure 4.11*.
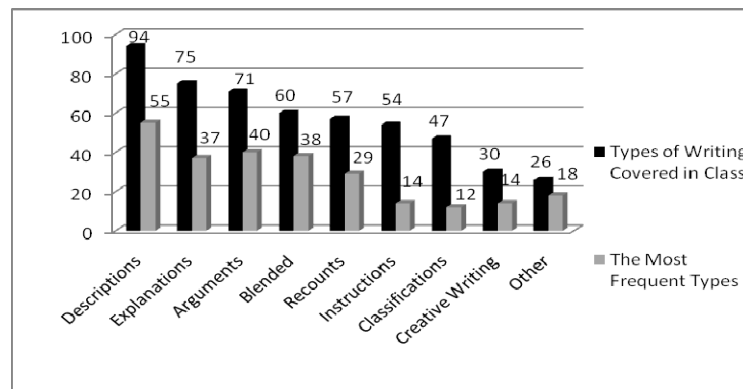
Figure 4.11: *Types of writing covered and the most frequent writing types*

Question 10 provided a list of writing categories and asked respondents to indicate (using a 5-point scale from 1 (poor) to 5 (very well)) how well they believed their students could write in each category. There were 113 responses and 904 selections. Numbers and mean scores for each category are recorded in *Table 4.2*. Thus, for example, respondents regard their students as performing better in recounts (with a mean of 3.3) than in arguments (with a mean of 2.5).

Table 4.2: *Respondents perceptions of students' ability in different types or writing*

Writing types	Entries	Mean
Instructions	84	*3.1*
Descriptions	101	*3.1*
Classifications	73	*2.7*
Arguments	89	*2.5*
Explanations	77	*2.9*
Recounts	84	***3.3***
Blended texts	82	*2.8*
Creative texts	58	*3.0*

There were 22 comments associated with this question. They are categorized in *Table 4.3* below.

Table 4.3: *Respondents' comments about students' ability in different types of writing*

Difficulty of responding because of the nature of courses	
7 responses	Focus is on certain types of writing only: main focus on paragraph writing; incomplete coverage of all types of writing; creative writing not included in the course.
Specifying areas of strength/improvement and weakness	
5 responses	Improvement in revised drafting; good at informal writing; good at interesting topics (e.g., describing and recounting texts) but poor at arguments and classifications.
Difficulty of responding in a general way	
3 responses	Some can write well, but some cannot.
Problems associated with writing skills	
2 responses	Lack of strategies in giving supporting ideas; writing anxiety.
Uncertainty in relation to categories included in the question	
2 responses	Meaning of recount unclear; uncertain about category of instruction and how to compare with native speakers' writing abilities.
General comments	
2 responses	Good ability in relation to a specific writing type could be transformed to other types of writing; L1 translation used in L2 writing;
Appearing to provide reasons for inability to provide detailed response	
1 response	Limited practice and teacher's teaching load.

Question 11 provided a list of possible writing class activities, and participants were asked to indicate which of these (selecting as many as they wished) they

introduced their students to in class. One participant did not answer this question. There were 112 responses and 2016 selections (see *Figure 4.12*).
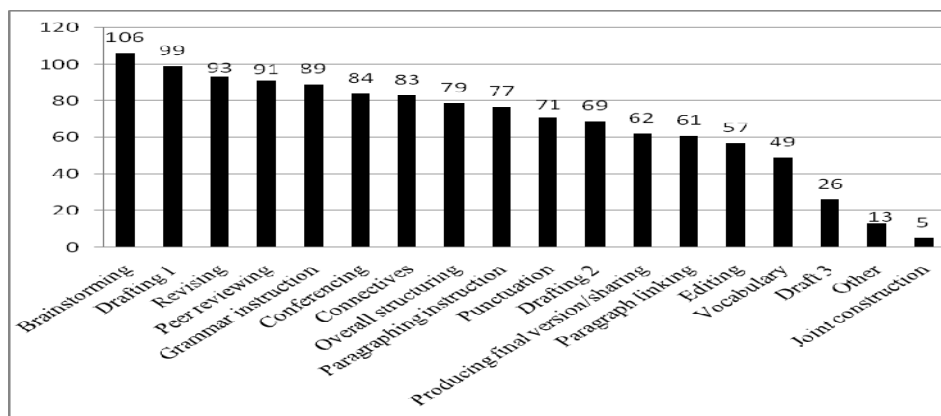
Figure 4.12: Writing class activities introduced to students

There were 13 responses under the category of "other". These, together with a query made by one of the respondents[42], are categorized in *Table 4.4*.

Table 4.4: Responses in relation to "other" of the writing class activities

Responses relating to activities	
7 responses	Format, language, unity and coherence; Pair/group writing; read-to-write; Explain text structure; Explain context/significance of questions; Produce text outline and construct a text collaboratively; Pre-writing; relevant writing skills; background on basic research; Read out/print out good/bad writing texts; English/Chinese texts - comparison in terms of style; clarify differences of formal and informal styles (e.g. colloquial expressions); use the right format in writing; explain the choice of words and usage; provide strategies for vocabulary use.
Responses relating to writing types	
4 responses	Cover letter/resumé/application essay writing; Reflective writing; Journal writing (2).
Responses relating to course materials	
2 responses	Add model texts/writing framework from academic writing textbooks; Adopt related language based topics covered in K-12 textbooks.
Response relating to uncertainty regarding the question	
1 response	What are the differences among Drafting 1,2 and 3?

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[42] The final entry in *Table 4.4*

Question 12 asked participants to indicate (using a 5-point scale from (always) to (never)) to what extent they discussed model texts before they asked students to write their own texts.
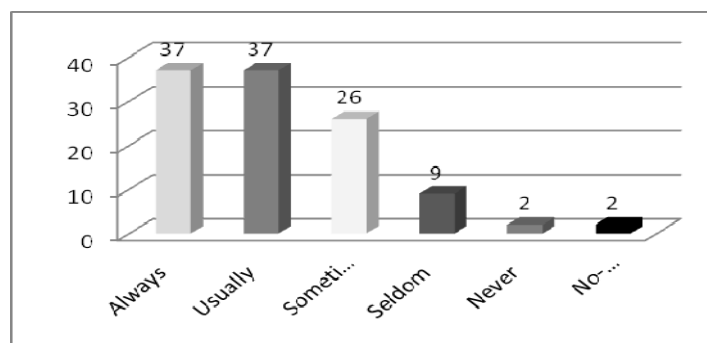
Figure 4.13: *Discussion of model texts before students start writing*

Thirty-three (33) comments were provided in relation to this question (see summary in *Table 4.5).*

Table 4.5: *Comments relating to discussion of model texts before students begin to write*

Responses relating to being positive about the usefulness of model texts	
15 responses	Overview of responses: Good, useful, correctly written texts can provide structures of different genres and paragraph types, can give students the opportunity to check or reconfirm understanding of writing types, and can provide ideas and relevant vocabulary.
Responses referring to reservations about the usefulness of model texts	
9 responses	Overview of responses: Can function as a guide to structure and discourse features but can lead to copying; Except for advanced learners, best to provide model texts only after the first draft has been submitted; Mixed feelings about multi-purpose models and the quality of texts in textbooks; Useful but creates additional workload and takes up time.
Responses relating to preferred teaching approaches	
7 responses	Overview of responses: Show a wide spectrum of thinking; Use pre-writing first followed by drafting, model text reading and analyzing; Present and analyze examples from previous students; Discuss good and bad models; Use teacher-made texts and real texts found by the teacher and advanced students.
Responses relating to affective factors	
2 responses	Need to be encouraging; Need to raise students' confidence.

Responses to *Question 13* (*Do you give any **grammar instruction** in your writing class?)* are recorded in *Figure 4.14* below.
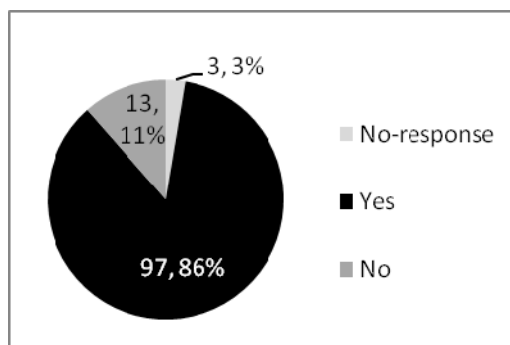
Figure 4.14: Grammar instruction given in writing class

Those (97) who answered "Yes" to the question above were then asked to specify when they gave grammar instruction in writing classes; those (13) who answered "No" were asked to indicate why they did not give grammar instruction.

Of the 97 respondents who answered "Yes", 88 specified the timing of grammar instruction (see *Table 4.6*). Of the 13 respondents who answered "No", 10 provided reasons (see *Table 4.7*).

Table 4.6: Responses relating to the timing of grammar instruction

Response type	Number	Percentage
When necessary	30	*34%*
After writing	29	*33%*
Before writing and after grading	**13**	*15%*
Before writing	**11**	*13%*
Every class	3	*3%*
During teacher-student conferencing	1	*1%*
After demonstrating model texts	**1**	*1%*
TOTAL NUMBER OF RESPONSES	88	*100%*

Where comments added in connection with the question above are considered to be particularly interesting, they are included below (translations from Chinese in square brackets).

- We often discuss the common grammatical errors found in students' essays. Sometimes I'll highlight the grammatical points in the textbook.

- [I give instruction in sentence structure and/ or draw attention to differences between English and Chinese when necessary];

- In the last stage, just before students start writing, I discuss certain sentence structures or I discuss common errors in groups or individually when I return students' papers.

- In the Grammar and Writing class, grammatical points are taught before students start writing. When students write, they should include the grammar points discussed in class. After grading, I give more grammatical instruction, especially in relation to common errors so that the students will perform better in their revision. Then, I give a grade for their final version of writing.

- Before they start writing their first draft and also after I grade their second draft.

- [When the topic involves specific grammar features which students are not familiar with, or when repeated errors appear in their writing, I give grammatical explanations.]

- Grammar instruction is given when it facilitates the expression of ideas in the genre being experimented with at the time. Grammar instruction is also given in comments on individual papers and on the board if common difficulties are identified.

- Each semester, I put aside perhaps 2-4 hours (it depends on the teaching content and syllabus) for grammar teaching based on the likelihood of occurrence in the genre I'll be teaching. Sometimes I use the students' errors in their own sentences to explain the correct grammar or word use.

Table 4.7: Reasons for not including grammar instruction in writing classes

Response type	Number	Percentage
Logical thinking/organization/creativity more important	3	**30%**
Grammar is not the focus of the course	3	**30%**
Lack of time	2	**20%**
Different levels of learners makes grammar instruction too difficult	1	**10%**
Learners can be directed to sources of grammar revision	1	**10%**
TOTAL NUMBER OF RESPONSES	10	**100%**

Question 14 asked participants to indicate how they introduced grammar features in their classes. They could select as many items as they wished from a list of ten. There were 113 responses, with 3 non-responses and 313 entries.

Table 4.8: *How grammar features are introduced into writing classes*

Statements	No.	Percentage of respondents
After each draft is submitted and graded, I give instruction based on the main grammatical errors detected to each student individually.	59	**52%**
At the editing stage, I give grammar instruction to the whole class based on common errors in students' drafts.	52	**46%**
I teach specific grammar points as part of my writing syllabus before getting students to start writing. I select them because they are likely to be directly relevant to the writing the students will do.	52	**46%**
I teach the grammar points that occur in the model texts (writing samples) that I introduce to students before they begin to write.	35	**31%**
Based on typical errors/problems, I prepare grammar exercises from different resource books for students to practice and discuss before they attempt any writing.	34	**30%**
I teach specific grammar points as part of my writing syllabus before getting students to start writing. I select them because they are relevant to the stage of language development the students have reached.	28	**25%**
I do not give any grammar instruction until students submit their final draft. Then I summarize and discuss typical errors.	23	**20%**
I design activities to encourage students to practice aspects of grammar but I do not actually teach the grammar.	16	**14%**
I give grammar instruction only when students raise questions in class.	9	**8%**
other	5	**4%**

The five respondents who selected the category "other" included the following specifications:

- On request of students;
- I use symbols (ww, wf, sp, etc.) to mark errors;

- A combination: "I do not give any grammar instruction until students submit their final draft. Then I summarize and discuss typical errors"; "After each draft is submitted and graded, I give instruction based on the main grammatical errors detected to each student individually". "Indication of errors provided to individual students followed by summarized presentation relating to errors in class";

- A combination: "At the editing stage, I give grammar instruction to the whole class based on common errors in students' drafts"; "I teach specific grammar points as part of my writing syllabus before getting students to start writing. I select them because they are likely to be directly relevant to the writing the students will do"; "Based on typical errors/problems, I prepare grammar exercises from different resource books for students to practice and discuss before they attempt any writing"; "After each draft is submitted and graded, I give instruction based on the main grammatical errors detected to each student individually";

- Grammar instruction is based on error codes (20 symbols relating to the principal grammatical and mechanical problems and 10 or so in relation to style, usage and diction) marked on drafts plus other comments.

Thirty-five (35) respondents claimed in response to this question that they taught the grammar points that occurred in model texts, which they introduced to students *before* students began to write. However only 11 of that 35 claimed, in response to the earlier question about the timing of grammar instruction, that they provided grammar instruction before students wrote (3), after demonstrating model texts (1) or before and after writing (7).

Question 15 asked participants to indicate how often (using a 5-point scale from (always) to (never)) they added comments when correcting students' writing. The responses are summarized in *Table 4.15* below.
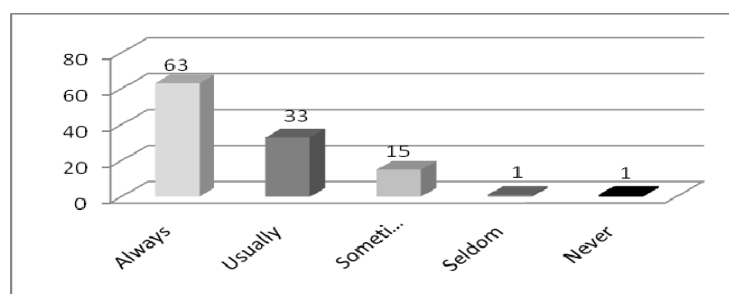
Figure 4.15: *How often do you add comments when correcting students' writing?*

Respondents were then asked to provide one or more examples of the type of comments they might add. There were 65 responses yielding 127 examples. Among these were some that included a number of separate comments and some that included a single comment in which reference was made to more than one aspect of a text. These were broken down into segments relating to different aspects of the text (e.g. grammar, vocabulary). The number of each type of category and percentage of respondents who referred to that category type were then recorded (see *Table 4.9*). Thus, for example, among the comments provided by the 65 respondents to this question were 8 references to grammar and 6% of the 127 examples made one or more references to grammar in the comments they supplied.

Table 4.9: *Sample comments provided by respondents – types and percentage who included each type*

Comment focus	Number	Percentage of responses
Compliments/praise +/- suggestions	29	**23%**
Structuring of the text as a whole	18	**14%**
Paragraph structuring	18	**14%**
Negative critism	13	**10%**
General comments	10	**8%**
Grammar	8	**6%**
Linking of ideas in the text	7	**6%**
Use of connecting words/phrases	5	**4%**
Ideas in the text	5	**4%**
Vocabulary	4	**3%**
Sentence structure	3	**2%**
Style	3	**2%**
Raising questions	3	**2%**
Punctuation	1	**1%**

Among the comments provided were many that had the function of providing praise/positive reinforcement – either general (e.g. *Well done!*) or relating to a specific aspect of the writing (e.g. *Good use of vocabulary.*). These comments were not designed to lead to any textual modifications. Examples are listed below:

- You are on the right track!
- Well done.
- Great ideas.
- Your ideas on the topic are original and well-stated.
- Good content.
- Clear arguments.
- Very interesting point of view.
- Good organization.
- Good conclusion.
- Good use of vocabulary.
- I enjoy reading your writing. You write with vivid description.

A number of the comments provided positive reinforcement but with one or more reservations/suggestions. For example:

- You offer a good argument with a solid thesis. However, you could use more examples to support your claim in paragraph three. For example, ….
- Good content but the sentence structure needs to be improved.
- This is a great piece, but you can make it even better if you can add more adjectives to describe what you see.

An almost equal number was negative in orientation. These comments were generally declarative. They did, however, include a few interrogatives. A few of the negative comments were very general in orientation (e.g. the first two examples listed below); most referred to specific aspects of the text (e.g. *Poor ending.*).

- This is NOT English!
- Incoherent, lots of grammatical errors.
- Fragment sentence.

- Run-on sentence.

- What do you mean by this?

- Meaning not clear.

- Not enough support for this idea.

- Topic sentence problems.

- Ideas irrelevant to the topic.

- Poor content.

- Poor organization.

- Too vague.

- This is not an introduction/conclusion.

- Poor ending.

- This is irrelevant to the previous section.

- There is no logical relationship between the sentences.

There were two examples (see below) of a 'hedged comment' (e.g. a comment that includes a recommendation accompanied by some indication that that recommendation is not necessarily to be followed).

- It would *probably* be better to add a few more descriptive words about this place (emphasis added).

- Is this paragraph in the best place? Note how it is related to the 3rd paragraph on p.2.

Many of the comments included directives. Some of these were specific, others more general. For example:

- Give an example to illustrate this idea.

- You need to support this sentence with an example, facts, or statistics.

- Give at least one supporting idea to your statement.

- Add more details.

- Supply missing information.

- You use an example in the place of your main point. You should try to find a general idea for the main point, and use what you have here as the sub-point.

- Use V-ing after 'preposition'.
- Use transitions to add clarity and organization.
- Give specific examples rather than broad general ones.

There were cases in which an indication (direct or indirect) of one or more ways in which the text might be improved were not accompanied by a specific directive to change the text:

- The conclusion should reiterate the argument and the main support for it, but not introduce new points.
- The sentence would sound better if you made the structure parallel, for example, ….
- Look at the time line indicating the relationship between past tense and past perfect tense.
- Please pay attention to how the transition words are used in the paragraph. "However" is used to connect contrasting ideas not similar ideas.

There were several examples of comments that asked students to focus on/pay attention to/be careful about specific aspects of grammar without indicating directly that there were specific problems in the text or the precise nature of these problems. For example:

- Please be careful about the use of passive voice/verb tenses/gerund, etc.

Question 16 asked how participants commented on their students' writing. There were five possible choices (including "other") from which they could select as many as they wished. There were 113 responses, with one non-response, and 317 entries.

Table 4.10: *Methods used by respondents in commenting on student writing*

Methods	No.	Percentage of responses
I write comments on the text.	92	**81%**
I use correction symbols.	74	**65%**
I correct errors on the texts.	71	**63%**
I underline mistakes.	70	**62%**
other	10	**9%**

Responses under the category "other" are summarized in *Table 4.11*.

Table 4.11: *Other ways of commenting on student writing*

Responses relating to the use of the computer	
5 responses	Use of comment box; Comments with "Track Change" and email attachment; Annotate; Online re-orientations; Computer built-in correction function
Responses relating to added comments	
4 responses	Statement of a specific grammatical mistake; General comment in addition to encouragement; final comment focusing on the content
Responses relating to in-class discussion	
2 responses	Discussion and suggestion in class; Collection of serious errors, typing, distribuation and discussion

Question 17 asked which aspects of student writing (from a list of nine possibilities, including "other") participants corrected or commented on. There were 113 responses with one non-response and 730 entries (see *Table 4.12*). The item with the highest number of entries was grammar (104, 14%).

Table 4.12: *Responses to the list of focus points in correcting or commenting on in student writing*

Ways of commenting	No.	Percentage of responses
grammar	104	**92%**
punctuation	96	**85%**
use of connecting words/phrases	96	**85%**
vocabulary	94	**83%**
structuring of the text as a whole	89	**79%**
paragraph structuring	85	**75%**
ideas in the text	83	**73%**
linking of ideas in the text	73	**65%**
Other	10	**9%**

Of the 10 respondents who chose the option "other", 8 provided comments. They are summarized as follows:

- Choice of vocabulary or expression;
- Revision of outline drawing with brainstorming software;
- Specification of logic and coherence of argument/ideas;
- The use of real-world examples;
- Explanation of grammar/offer of comments with suggestions;
- Adequacy, conciseness/level of formality of the writing;
- All formal elements needed for internalization (e.g., titles, font, typeface, spacing, indentation, justification, mechanical problems) followed by corrections;
- Sequence/language skill/spelling/organization/writing skills/format.

Responses to *Question 18 (How much time does it take on average to comment on a single piece of writing?)* are illustrated in *Table 4.13*.

Table 4.13: *Average time spent on commenting on a single piece of written work*

Average time	No.[43]	**Percentage**
< 15 min.	39	**35%**
16 ~ 30 min.	51	**45%**
31 ~ 45 min.	9	**8%**
46 ~ 60 min.	4	**4%**
> 60 min.	3	**3%**
other	13	**12%**

A summary of responses under the category "other" is provided in *Table 4.14*.

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[43] A total number of responses to this question is 119.

Table 4.14: *Average time spent on commenting on a single piece of written work – included in "other" category*

Responses indicating variation depending on type of writing	
5 responses	• For paragraphs, 15 minutes is enough, but more for essays; • For autobiography first draft, 20-30 minutes, less time for 2nd draft; • Research writing takes more time; • For freshman paragraphs/short essays, 15 minutes; for second year, 16-30 minutes; for advanced (more than 1000-word essays), around 30 minutes; • Really bad essays take much more time.
Responses indicating variation depending on length of writing	
3 responses	• For 300-word writing, 30 minutes; • For 150-word writing, 15 minutes; a 3-paragraph essay, an hour; • For paragraph writing, 10-20 minutes; essays will vary
Responses indicating time range	
2 responses	• 10-20 minutes; • For research writing, hours and hours
Responses relating to student writer's English proficiency	
2 responses	• Student English proficiency matters; • It depends on how many errors to be corrected.
Response indicating teacher's intention	
1 response	• Strive to comment on student writing so as to use the writing and comments for future use (e.g. teaching materials)

Question 19 asked whether participants always included each of a list of writing stages (brainstorming, drafting, reviewing, revising, editing, and publishing) in teaching writing. The responses are summarized in *Figure 4.16* below.
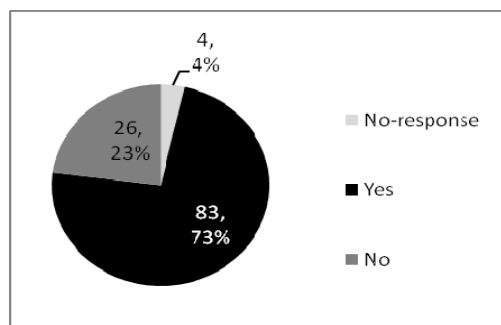
Figure 4.16: *Do you always include **brainstorming, drafting, reviewing, revising, editing and publishing** in your teaching of writing?*

Respondents (83/ 73%) who ticked "Yes" in response to *Question 19* were asked to give reason(s) for always including the specified stages in their teaching of writing. Thirty-six (36) did so. These responses are categorized (see *Table 4.15*).

Table 4.15: Reasons why some respondents always included brainstorming, drafting, reviewing, revising, editing and publishing in their teaching of writing

Reasons relating to:	No	Percentage of reasons
the fact that it is regarded as standard procedure in process-oriented approach and useful/valuable/correct way to proceed	34	**95%**
the fact that it is standard procedure but signaling some departure from it (don't include much reviewing; only share good writing with the class)	2	**5%**

Respondents (26/ 23%) who ticked "No" in response to *Question 19* were also asked to provide reasons for their response. There were 16 responses which are categorized broadly into types (see *Table 4.16*).

*Table 4.16: Reasons why some respondents did **not** always include brainstorming, drafting, reviewing, revising, editing and publishing in their teaching of writing*

Reasons relating to:	No	Percentage of reasons
use only some of the stages (e.g. excluding brainstorming, reviewing, publication)	5	**31%**
lack of time	4	**25%**
not always necessary	2	**13%**
only some stages necessary (e.g. drafting)	2	**13%**
merging of stages (e.g. reviewing, revising)	1	**6%**
not any of the stages	1	**6%**
depends on proficiency level	1	**6%**

Responses to *Question 20* (*Do you require students to submit their early draft(s) with the latest/final written work?*) are indicated in *Figure 4.17*.
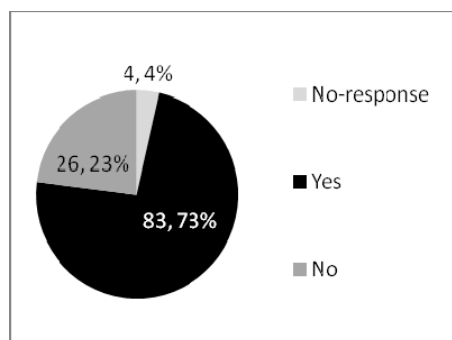
Figure 4.17: Do you require students to submit their early draft(s) with the latest/final written work?

Question 21 asked how participants graded their students' writing. There were 8 options (including "other"), of which any number could be selected. There were 113 responses with one non-response and 167 entries. The responses are summarized in *Table 4.17* below.

Table 4.17: How participants grade student writing

Statement	No.	Percentage
I give a letter grade (A+, A, A-, B+, B ….) for each draft.	41	**36%**
I give percentage mark (e.g. 56%….) for each draft.	31	**27%**
I design my own grading criteria and assign a specific number of marks to each of a number of criteria.	30	**27%**
I give a letter grade (A+, A, A-, B+, B ….) *but only for the final written assignment.*	19	**17%**
I give percentage mark (e.g. 56%….) *but only for the final written assignment.*	19	**17%**
I give a separate grade or mark for (a) the work as a whole and (b) aspects of language.	13	**12%**
other	8	**7%**
I use ready-made grading criteria (e.g. TOEFL scoring criteria).	6	**5%**

The specifications provided by the 8 respondents who selected the category "other" are:

- No score shown on student writing (1).
- A number grade for draft; add or reduce points (e.g. 1-10) to the revised text (2).
- A letter grade for draft; add or reduce points (e.g. 1-10) to the revised text (1).

- A letter grade with comments (1).
- A number score of 20 as the total, but no score shown on drafts unless requested (1).
- A variety of scoring depending on the focus of the writing stages (1).
- A range of percentages given to different writing stages (e.g. pre-writing, drafts and final papers) (1).

Thirty respondents selected the following response to *Question 21*:

I design my own grading criteria and assign a specific number of marks to each of a number of criteria.

Those who did so were asked (*Question 22*) to indicate which of a number of possibilities (15, including "other") were included in their grading criteria. Although the expectation was that there would be no more than 30 responses, there were, in fact, 50, of which 29 were supplied by the 30 'eligible' participants. Only these 29 responses are summarized in *Table 4.18* below.

Table 4.18: *Aspects included in respondents' own grading criteria*

Criteria	No.	Percentage of responses
grammar	27	**93%**
overall organization of the text	27	**93%**
ideas	24	**83%**
topic sentences	19	**66%**
vocabulary	19	**66%**
links between paragraphs	18	**62%**
paragraphing	17	**59%**
punctuation	16	**55%**
use of linking words and phrases	16	**55%**
overall impression	14	**48%**
suitability for purpose	12	**41%**
originality	11	**38%**
language specifically taught or revised in class	11	**38%**
sensitivity to audience (readers)	6	**21%**
other	3	**10%**

Although 5 (17%) participants ticked "other", the specifics they then provided could, in 2 out of the 5 cases, be classified as belonging to categories that were supplied. These were, therefore, reclassified. This left three that genuinely belonged to the "other category":

- readability and clarity;
- the necessity of distinguishing between local and global errors;
- the need, in the case of research writing, to include categories that related specifically to research writing.

Questions 23 and *24* related to respondents' beliefs about the use that students made of teacher corrections/ comments. There were 113 responses. They are summarized in *Table 4.19* below.

Table 4. 19: *How many of the **correction and comments** made by participants on early drafts of students' writing do they believe are **generally** included in later drafts?*

	Corrections made are used		Comments made are used	
	No.	**Percentage**	No.	**Percentage**
All	16	**14%**	9	**8%**
Most	62	**55%**	60	**53%**
A few	20	**18%**	35	**31%**
Very few	10	**9%**	7	**6%**
None	2	**2%**	2	**2%**
No-response	3	**3%**	2	**2%**

Question 25 asked whether participants believed that correcting and commenting on students writing was generally a good use of time. Responses are summarized in *Figure 4.18* below.
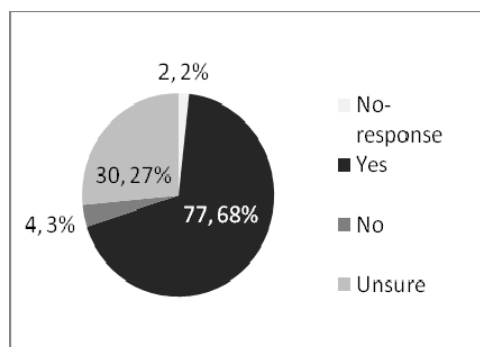
Figure 4.18: *Do you think that correcting and commenting on students' writing is generally a good use of your time?*

Respondents were asked to provide comments in connection with this question. There were 35 entries. Of these, 22 entries were from those who selected "Yes", 9 entries from those who selected "Not sure", 3 entries from those who selected "No", and 1 entry from a participant who failed to select a category. These comments are summarized in *Tables 4.20*.

Table 4.20: *Comments relating to the perceived general usefulness (or otherwise) of correcting and commenting on students' writing*

Type of comment	Number	Percentage overall (from a total of 31 commentators)	Examples
Usefulness depends on student proficiency and/or motivation	9	**29%**	*Careless and unmotivated students tend to ignore teacher comments.* *The key issue is language proficiency.*
Leads to student improvement through greater awareness	6	**19%**	*Identifying errors/mistakes draws students' attention to them.* *Negative comments raise awareness of the need to improve.*
Time consuming	4	**13%**	*It is time consuming.* *It takes too much time.*
Teacher-student conferencing is good as a replacement or supplement	4	**13%**	*Personal preference of teacher-student conference;* *The one-on-one conference is the only way to have much impact on writing, but how can a teacher do that with a class of over 30 students some of whom have no commitment?*
Increases student motivation	3	**10%**	*Positive comments increase student motivation;* *Knowing that teachers are interested helps students to do their best.*
Useful if done well/accompanied by explanation/leads to further interaction	3	**10%**	*Students appreciate teacher correction and comments with explanation;* *Good use of time for further interaction and text development;* *It is part of the job to do this well.*

Table 4.20 (continued): *Comments relating to the perceived general usefulness (or otherwise) of correcting and commenting on students' writing*

It is necessary	1	**3%**	*If the writing is not corrected, what is the purpose of writing?*
Helps students to focus even when not fully used	1	**3%**	*Although comments might not be fully used, they help students to think about their writing.*
Time consuming but a good use of time	1	**3%**	*Time consuming and tiring, but rewarding.* *Although it's time-consuming to correct and comment, students find it very useful and the improvement is significant.*
Corrections should be left till final draft	1	**3%**	*Comments: OK, but corrections: final draft only.*
General	1	**3%**	*Constantly reading poor papers has a negative impact on teachers' own quality of writing*

Question 26 asked which of a number of statements about online writing (11) participants agreed with. Responses are indicated in *Table 4.21* below.

Table 4.21: *Agreement (or otherwise) with statements about online writing*

Statements	Agree	Dis-agree	Not sure	No response
An online environment makes it easy for students to read a variety of texts on the same topic written by their peers.	75 **66%**	9 **8%**	21 **19%**	8 **7%**
Writing online offers a resource-rich environment.	69 **61%**	9 **8%**	26 **23%**	9 **8%**
Students are aware of readers if people can read their work.	65 **58%**	10 **9%**	30 **27%**	8 **7%**
Writing online highlights writing process because students can make changes as they go.	57 **50%**	13 **12%**	35 **31%**	8 **7%**
Students pay more attention to the layout of their writing when they write online.	47 **42%**	13 **12%**	45 **40%**	8 **7%**
It takes more time to assess online writing than paper writing.	45 **40%**	19 **17%**	40 **35%**	9 **8%**
Students tend to revise more in terms of content/organization when they write online.	34 **30%**	14 **12%**	57 **50%**	8 **7%**
Students spend more time writing online than with paper-and-pen.	29 **26%**	22 **19%**	53 **47%**	9 **8%**
Writing online reduces for some students the anxiety often associated with writing.	28 **25%**	27 **24%**	49 **43%**	9 **8%**
Online writing increases student writers' motivation.	27 **24%**	12 **11%**	66 **58%**	8 **7%**
Assessing online writing is more effective than paper writing.	26 **23%**	32 **28%**	45 **40%**	10 **9%**

Participants were also asked to add comments in relation to *Question 26* if they wished. Comments were made by 44 respondents. These have been divided into categories (see *Table 4.22* below).

Table 4.22: Comments in relation to online writing

Responses indicating lack of experience	
10 responses	• I have never taught composition online or in a computer lab; • I have never done so and could not give specific comments; • I have never used online writing, so most answers are uncertain; • I have never tried; • I don't do online writing; • I have little experience with 'writing online'; • I cannot I have little experience with 'writing online'; • answer this question because I haven't done so; • I have no opinion on online writing because I prefer print-out writing; • I am not very familiar with online writing; • No comment.
Responses expressing advantages of online writing	
8 responses	• Well-designed writing programs help students to practice writing and could become a teaching resource; • It's a very new and useful experience; • Online writing encourages students to write in a variety of ways; • It would be interesting for students to write online as an alternative and this would not cause too much work for teachers to prepare online lessons and mark writing online; • It helps students correct spelling mistakes and grammar errors; • Although I doubted the usefulness of online writing, I have experienced the speed of responses and the ways in which students are motivated to talk about their work; • It works well to have students write online; • Online writing helps students with length, control, organization and structure.
Responses expressing reservations	
7 responses	• I like students to do online writing, but I dislike grading their paper online (eye strain; time); • Some students like it but others do not; It requires training and skills (e.g., teacher and students) and an effective computer system is required; • I have tried MyAccess, but the topics are not really good; Some are too easy for students; We also have to be careful of plagiarism; • Most of the time I do grading of digital files and use the computer correction function; It is more efficient and probably safer. It is clean and students can read my comments clearly; I can write more and much more quickly though I might spend more time on the computer; Online writing might lead to plagiarism so those resources are not necessarily wholly positive; • Online writing is not necessarily helpful; It can be more resourceful and interesting, but inconvenient to grade; With paper writing, teachers can grade at any time;

Table 4.22 (continued): *Comments in relation to online writing*

	• More effective writing but more time-consuming for teachers to correct; • I've started using online tutorials (e.g., Paragraph Punch) offering students a lot of writing prompts but believed that they would respond better than they actually did.
Responses expressing disadvantages of online writing	
6 responses	• Writing online makes students pay less attention to spelling and sometimes it takes more time to type for those who are not quick at typing; • A waste of paper, electricity and bad for eyes; • Sometimes it may encourage plagiarism; • Writing online destroys students' abilities in spelling and handwriting; • Students want immediate response but dislike having their work (with mistakes) exposed online; • The convenience of online writing may actually have the negative result of making writing sloppier; The screen is too small to see the whole text.
Responses referring to unclear definition of online writing	
5 responses	• Unclear definition; • I assume the meaning of online writing is to write on line; • There is no definition of 'online writing' so I am not sure how to answer some of the questions; • I usually ask students to use computers to write and I am not sure if this is what you meant by writing online; • Uncertain of the term; I ask students to type their essays on computer, but I do not often complete their work in class.
Responses referring to teacher's workload and time as a disadvantage	
3 responses	• It takes more time to grade students' essays; • It is good for students to do extra writing practice, but it increases teachers' workload; • It is difficult to give comments and shift parts of student writing online, but it is easy to do so with paper writing; It is necessary to print papers for consultation which takes extra time and effort.
Responses referring to uncertainty about online writing practice	
3 responses	• It is suitable for advanced learners only; • Teachers do not teach online writing in the same way; • I have experience of online WIKI writing in groups but I could not tell what students were doing behind the screen.
Response relating to anxiety that is not affected by writing context	
1 response	• Students experience more anxiety in a formal composition than journal writing irrespective of whether they are writing online or on paper.
Response relating to students' computer literacy	
1response	• Online writing depends on students' computer literacy and typing speed and they are worried that other readers might read their writing.

Question 27 asked whether participants had ever asked their students to write online. The responses are summarized in *Figure 4.19* below.
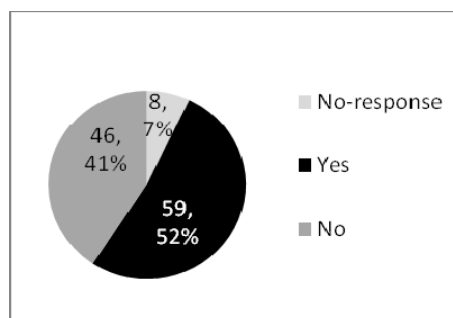
Figure 4.19: Have you ever asked your students to write online?

At the end of the questionnaire, participants were invited to give comments in relation to the survey. Of the 113 respondents, 23 gave comments. These have been categorized into types (see *Table 4.23*).

Table 4.23: Comments relating to the survey as a whole

Responses relating to the questionnaire itself	
11 responses	• Encouragement; willingness to offer further help/Interest in the research
Responses relating to online writing	
7 responses	• Requirement of the department; • Writing assignments submitted online only; • Exciting (e.g. work track/use of multimedia); • Difficulty of computer lab arrangement for online writing in school; • Student preference for writing on paper (easy to handle and share); • Uncertain about the definition of online writing (e.g. Is e-mail writing a kind of online writing?); • Completely disagree with writing online for the sake of eyesight.
Responses relating to writing courses	
3 responses	• Though reasonable to have multiple and practical writing training, the real issue is to make students interested in writing; • Due to the nature of the research writing course, student writing is submitted section by section and it is read from beginning to the end every time; • Writing is the most difficult and least satisfying skill to teach. Reasons: teachers'workload, large classes and the limited reading and writing students do and their lack of joy in wrtiing.
Responses relating to incomplete response	
2 responses	• I teach different courses with different methods, so some of the criteria cannot easily apply to more than one course; • Because the course I teach is translation and writing, I could not answer all of the questions.

4.4   Summary and discussion

4.4.1   The sample

Of the 127 Taiwanese teachers of English involved in the survey, 92 were female and 34 male. The majority (just over half) were employed as lecturers (72), the others as assistant professors (27), associate professors (21) and professors (6). Most (78/ 61%) were aged 41 or above, with only a few (15/ 12%) being 30 or younger. The majority (113/ 89%) had full-time teaching positions. A few (20/ 17%) were native speakers of English. Most (104/ 82%) said that they had qualifications in the teaching of English, qualifications gained, in many cases (at least 78/ 61%), from countries in which English is a primary language of communication (USA; UK; New Zealand; Canada). However, only 49 indicated that they had a qualification in TESOL (although 7 of those who selected 'other' and provided a specification appear to have a qualification in, or related to, language teaching and some of the 26 who indicated that they had a teaching certificate may have specialized in language teaching). Even so, it appears that *at least* 25% are not specifically trained to teach English language. The majority (113/ 89%) indicated that they were currently teaching one or more writing courses. Of these, almost half (55/ 49%) had been involved in teaching writing courses for six years or longer, and the majority (93/ 82%) were involved in general writing courses (as opposed to specific purposes ones).

The 127 teachers involved in the survey, of whom 113 indicated that they were currently teaching writing courses, appear to be reasonably representative sample of teachers of English in Taiwanese tertiary level institutions (although this is simply an impressionistic judgment).

4.4.2   The teaching of writing

Only just over half of the 113 respondents (52%) who were teaching writing courses at the time of the survey reported that they had ever asked their students to write online and only 50% (but 59% of those who had asked students to write online) agreed that online writing highlights the writing process because students can make changes as they go, with 31% indicating that they were uncertain. Furthermore, only 30% agreed that students tend to revise more in terms of content/organization when they write online (although a further 50% indicated

that they were not sure whether this was true). According to the respondents, most of the students wrote individually for writing courses, with group and pair writing being much less common. Almost all of the respondents included individual writing in their courses, approximately 21% included group writing and approximately 19% included pair writing.

Most of the respondents who were currently teaching writing reported that they included *grammar* (79%) in their teaching of writing, although fewer indicated that they included *punctuation* (63%) or *vocabulary* (43%). Most indicated that they included stages commonly associated with process-based approaches: *brainstorming* (94%); *production of a first* (88%), *second* (61%), *third* (23%) or *final draft* (55%); *revising* (82%), *peer reviewing* (81%), *editing* (50%). Almost three quarters (73%) indicated that they *always* included each of the following in their teaching of writing: *brainstorming, drafting, reviewing, revising, editing*, and *publishing*. Of those who indicated that they did not, the vast majority signaled that they nevertheless included some of them.

Fewer of the respondents reported that they included approaches that are more commonly associated with genre-centered teaching and/ or with teaching that is generally more language-focused: *connectives* (73%), *overall text structuring* (70%), *paragraphing* (68%), *paragraph linking* (54%), *joint construction of texts* (4%). Although over three quarters (80%) indicated that they taught students to write *descriptions,* fewer did so in the case of *explanations* (66%), *arguments* (63%), *blended texts* (53%), *recounts* (50%), *instructions* (48%) and *classifications* (42%). Overall, however, respondents considered that their students were better at writing *recounts*, *descriptions* and *instructions* than they were at writing (in descending order of competence) *explanations, blended texts, classifications* and *arguments*.

Seventy-four (74/ 65%) respondents claimed that they always or usually discussed model texts before asking students to write their own texts. However, the comments provided in connection with this (e.g. *Useful but creates additional workload and takes up time*) appear to indicate that the sense in which 'model texts' was understood differed in some important ways from the conceptualization

of model texts in genre-centered approaches to writing. In fact, a number of writing textbooks that are widely used throughout Asia introduce what they refer to as 'model texts' or 'model essays' in the context of an approach to the teaching of writing that appears to be influenced by some aspects of research on genre although neither the concept of 'model texts' that they employ nor the overall approach is consistently driven by concepts of social or cognitive genre or even some combination of the two.[44]

There are further complications surrounding responses involving model texts that relate to respondent inconsistencies. When asked a question about the timing of their teaching of grammar, 88 participants responded, with the majority of them indicating that they did so *when necessary* (30/ 34%) *or after writing* (29/ 33%), and considerably fewer indicating that they did so either *before writing* (11/ 13%) *or before writing and after grading* (13/ 15%). However, in response to a later question, 52 indicated that they taught specific grammar points *before* getting students to start writing, with 35 indicating that they taught the grammar points that occurred in model texts (which they introduced to students *before* students began to write). Cross checking of responses to both of these questions revealed that only 11 of these 35 had indicated earlier that they gave grammar instruction before students wrote (3), after demonstrating model texts (1) or before and after writing (7). These contradictions are open to a range of possible interpretations.

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[44] One example is a writing textbook by Oshima and Hogue (1991) in which model essays are introduced to demonstrate, for example, what are referred to as 'chronological processes', 'logical division', 'block organization', 'chain organization' or 'comparison and contrast'. There appears here to be a mixing of levels. Discourse relations are fused into a few overarching category types such as 'cause and effect' and are presented as the 'drivers' of text structure rather than as consequences of decisions that are functional in nature. The focus is not on meaning relations as such but on cohesive devices that may signal relations of particular types (e.g. 'effect', 'as a result of'). These cohesive devices (some of which do not occur in the 'model essays') are presented in groups, often with examples of their use that are not accompanied by any reference to, or explanation of their impact on other aspects of language. A typical example of this is a 'model essay' labeled 'chronological process' (Oshima & Hogue, 1991, p. 97) and entitled 'How a Solar Hot Water System Works' in which the emphasis is on chronological order. It is noted that "[chronological] process essays are not limited to describing technical processes", that "you can also use chronological order when you are writing instructions" and that "[a] third kind of writing that uses chronological order describes events over a period of time, such as biography, autobiography, or history". The section ends with the observation that students should use transition signals '[in] all types of chronological order essays" (p. 98). However, almost any type of writing can involve chronological order. Furthermore, the model essay is, in this case, actually an explanation that relies heavily on *Means-Purpose* (to which no reference is made either directly or indirectly). What this demonstrates is that the concept of model text, that is, a text in which whatever is being focused on occurs, is by no means necessarily the one that is intended in the context of genre-centered writing courses.

Nevertheless, it does appear to be the case that (a) the sense in which 'model texts' is used in this thesis is not necessarily the sense in which it is used by questionnaire respondents, and (b) associating specific grammatical features with particular genres and model texts is the exception rather than the rule so far as participants in this survey are concerned.

According to the participants in this survey, most of the writing done for writing courses is produced by students individually. Most of the participants demonstrated their familiarity with the processes (e.g. brainstorming) commonly associated with process-based approaches to writing instruction and most of them included them in their teaching. Although over three quarters of them indicated that they taught their students to write descriptions, fewer did so in the case of explanations and arguments, and only approximately half did so in the case of blended texts, recounts and instructions. Associating specific grammatical features with particular genres and model texts appears to be the exception rather than the rule.

4.4.3   Commenting on and grading student writing assignments

In all cases, there were *at least* 16 students in the writing classes taught by respondents, with over 90% of these classes having an average of between 26 and 60 students. Just over half of the participants (57/ 50%) indicated that their students produced, on average, between 101 and 200 writing assignments each semester, although the number was considerably higher in some cases. Although 39 (35%) indicated that they spent 15 minutes or less on average commenting on each piece of written work, the majority indicated that they spent longer than 15 minutes. In most cases (83/ 73%), respondents indicated that they required students to submit early drafts along with final versions of written work.

In most cases (72/ 63%), respondents indicated that they gave a letter grade or a percentage grade for each draft of a student's written work. However, approximately one third (38/ 34%) gave a letter or percentage grade only in the case of the final draft. Very few (13/ 12%) gave a separate grade or mark for the work as a whole and aspects of language. Only just over a quarter (30/ 27%)

indicated that they designed their own grading criteria (assigning a specific number of marks in relation to each of a number of criteria). Of those who did, 27 (93%) included *grammar* and *overall textual organization,* and 24 (83%) included *ideas*, with fewer including *topic sentences* and *vocabulary* (19/ 66%), *paragraphing* or *links between paragraphs* (17 / 59%; 18/ 62%), *punctuation* (16/ 55%) and *use of linking words and phrases* (16/ 55%). Less than half (11/ 38%) included *language specifically taught or revised in class*.

Most of the respondents (96/ 85%) indicated that they usually or always provided comments on student writing. When asked to indicate which aspects of student writing they commented on (9 options, including 'other'), respondents selections, in descending order of frequency were: *grammar* (104/ 92%), *punctuation* (96/ 85%), *use of connecting words/phrases* (96/ 85%), *vocabulary* (94/ 83%), *structuring of the text as a whole* (89/ 79%), *paragraph structuring* (85/ 75%), *ideas in the text* (83/ 73%), *linking of ideas in the text* (73/ 65%). Asked how they commented on student writing (5 options, including 'other'), the majority indicated that they wrote comments on the text (92/ 81%), used correction symbols (74/ 65%), corrected errors on the text (71/ 63%) or underlined mistakes (70/ 62%). Under 'other', 5 referred to the use of the comment box in *Word*. Just over half of the respondents provided examples (127 examples) of the types of comments they make on student writing. Of the sample comments provided, almost a quarter (29/ 23%) combined praise with one or more suggestions for improvement. In some cases, the suggestions were very general in nature (e.g. *Good content but the sentence structure needs to be improved*); in others, they were more specific (e.g. *You offer a good argument with a solid thesis. However, you could use more examples to support your claim in paragraph three).* Some of the comments provided praise/positive reinforcement unaccompanied by any suggestions for modification (e.g. *Well done; Good use of vocabulary*). There were, however, an almost equal number of negative comments. Some of these were very general (e.g. *Poor content; Poor organization; Incoherent – lots of grammatical errors; This is NOT English!*); others, though more specific, did not include any indication of how problems might be remedied (e.g. *There is no logical relationship between the sentences*). There were two examples of hedging that may have left students uncertain about whether a change was necessary (e.g.

It would *probably* be better to add a few more descriptive words about this place (emphasis added)). However, some of the comments were in the form of directives. In some cases, these directives were general ones (e.g. *Add more details*); in others, they were more specific (e.g. *Give an example to illustrate this idea*). In several cases, comments asked students to focus on/pay attention to/be careful about specific aspects of grammar without indicating the precise nature of these problems (e.g. *Please be careful about the use of passive voice/verb tenses/gerund,* etc.).

Asked about the extent to which their students used teacher responses to their writing, the majority indicated that they believed that students made use of all or most of their corrections (78/ 69%) and all or most of their comments (69/ 61%). However, over one quarter of respondents (32/ 29%) believed that their students made use of a few, very few or none of their corrections, and over one third (44/ 39%) believed the same of their comments. Although only 4 (3%) respondents indicated that they did not believe that correcting and commenting on student writing was a good use of their time, over one quarter (30/ 27%) were unsure whether it was or not.

Most of the respondents had a large number of students in their writing classes (over 90% with between 26 and 61) and most received between 100 and 200 plus writing assignments per semester and spent more than 15 minutes commenting on each of them. Most gave a letter or percentage grade for each draft of a student's work, with very few giving a separate grade or mark for the work as a whole and aspects of language, and with only just over one quarter designing their own grading criteria. The majority wrote comments on students' texts, used correction symbols, and/ or underlined mistakes or corrected errors on the text. Most of them always or usually commented on the following aspects of their students' writing (in descending order of frequency of mention): grammar, punctuation, use of connecting words and phrases, vocabulary, text structuring, paragraph structuring, the ideas and the links between them. Although many of the examples of comments provided by respondents contained specific advice about ways of improving the text, many did not, and some directed students' attention to a problem in a specific aspect of language (e.g. the use of verb

tenses) without indicating the nature of the problem. Most of the respondents believed that their students made use of all or most of their comments and corrections and believed that commenting on students' work was a good use of their time.

4.5   A closing note

Crowley (1998, p. 211) has pointed out that "current-traditional rhetoric continued to thrive after the advent of process pedagogy, while tenets of process . . . were quickly appropriated by current-traditional rhetoric". One of the things that emerges strongly from this study is the fact that although the participants appear to be generally familiar with the stages typically associated with process-centered approaches to the teaching of writing, this does not necessarily indicate, as Johns (1990, p.26) has argued, that so far as L2 classrooms are concerned, "[the] influence of . . . process approaches . . . cannot be exaggerated". The reality appears to be that the approaches adopted are eclectic ones, with aspects of process-centered pedagogy being combined in most cases with varying degrees of emphasis on mechanical aspects of writing (including punctuation), grammar, vocabulary, paragraphing and overall text structuring. This supports Matsuda's (2003, p. 78) contention that process pedagogy has by no means been wholeheartedly embraced by all L2 writing teachers. However, although it appears that model texts are always or usually discussed in class by over half of the survey participants, it does not appear to be the case that concepts of social or cognitive genre (or some combination of the two) and the writing pedagogies associated with them have thus far had much impact on the teaching practices of the participants. For example, very few of whom a) appear to focus on specific aspects of language before students write and b) design assessment criteria that relate to the specific writing tasks. Furthermore, although the majority of survey participants reported believing that correcting and commenting on their students' writing was important and that their students valued and responded to these corrections and comments (something that supports the findings of, for example, Connor & Asenavage (1994); Ferris (1995); Hyland & Hyland (2006); and Zhang (1995)), the examples of comments on student writing supplied by survey participants were, in some cases, potentially unhelpful and/ or confusing

(something that is in line with the findings of, for example, Connors & Lunsford (1993); Ferris (1995; 1997); Hyland (1998); Shine (2008); and Zamel (1985)).

Chapter 5

A genre-centered writing course in three modes: The New Zealand-based trial

5.1   Introduction

I report here on the findings of the New Zealand-based trial of a study involving a genre-centered writing course designed for intermediate learners of English. The course (focusing on instructing, explaining, arguing, classifying and describing, recounting, and combinations of these) was made available over a twelve day period (68 hours) to volunteers, some of whom were taught in face-to-face mode, some in an exclusively online mode (computer-mediated), and some in blended mode (combining face-to-face and online). All of the learners did two pre-tests and two post-tests (one involving a specific focus on the use of conditionals; the other involving a writing task), a learning styles questionnaire (Paragon Learning Style Inventory) and completed a questionnaire relating to their responses to the course. Some also participated in focus group discussion.

5.2   Purpose of study

The study aimed to collect information in relation to the following questions:

1. In terms of attitudes and performance, how do groups of intermediate level students of English at tertiary level respond to a genre-centered writing course delivered in three different modes (face-to-face; fully online; blended)?

2. Is there any significant relationship between students' learning style preferences (as indicated in responses to a Paragon Learning Style Inventory (PLSI)) and their learning mode preferences (face-to-face; fully online; blended)?

3. Does explicit teaching of grammar and grammatical meanings (in this case, conditionals) lead to greater improvement in their use in the case of a sample of students following a genre-centered writing course?

5.3   Participants

The participants were international students at the University of Waikato and the Waikato Institute of Technology in New Zealand. The course was advertised on both campuses and in a local newspaper. Although more than forty people signed up for the course, only 25 actually registered on the first day, and only 18 completed the course. There were 12 female and 6 male students. The age range was from 19 to 52, with the average age being 31. The primary age groups were 20 ~ 30 and 31 ~ 40. The participants came from a wide range of countries: Bangladesh (1), Cambodia (1), France (1), Germany (1), Indonesia (1), Korea (1), Malaysia (3), Pakistan (1), People's Republic of China (2), Republic of China (1), Russia (2), Sri Lanka (1), Thailand (1), and the Philippines (1). All participants were expected to work in assigned classrooms and computer laboratories for 68 hours over a 12 day period.

5.4   Instructors

Because the course involved three modes (with two different varieties in one of the modes), three instructors were involved. The three instructors included two native speakers of English (Instructors A and B) who are experienced language teachers and language teacher trainers, and one non-native English speaking instructor, who is also an experienced language teacher (Instructor C). Instructor A taught the face-to-face mode group (Group F), Instructor B taught the face-to-face component of the blended mode groups (Groups B1 & B2). Groups B1 and B2 had the same face-to-face instruction for one session (but in different time slots) each day. However, Group B1 had an additional face-to-face session each day in which the focus was on reinforcement of the use of conditionals in the model texts included in the materials. Instructor C worked as the website master, dealing with website content management, giving technical assistance as required, and communicating online with members of the fully online group (Group O) and the two blended mode groups (B1 & B2)[45].

5.5   Instruments

The instruments used in this study were: Paragon Learning Style Inventory (PLSI) (see *Appendix C.1*); pre- and post-tests (see *Appendix C.2*); a genre-centered

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[45] The three instructors were the supervisors of this research project (Instructors A & B) and the researcher (Instructor C). The approach to be followed was determined by the researcher.

writing course (see *Appendix C.3*); *Moodle Rooms* website (see *http://antonia.unlocklearning.net*); course questionnaire (see *Appendices C.4, C.5 and C.6*); criterion-referenced analysis sheet (see *Figures 5.1a and 5.1b*); and focus group discussion.

5.5.1 Paragon Learning Style Inventory (PLSI)

The 52-item Paragon Learning Style Inventory (PLSI) was employed in this study and administered at the beginning of the course. PLSI was developed by John Shindler and Yang in 1992 on the basis of Carl Jung's theories of personality from the 1940s and evolved through the research of Isabel Briggs-Myers (Shindler & Yang, 2004a). The reason for selecting Shindler and Yang's PLSI is that it has been used around the world by schools, business and individuals. The results can be self-scored and made immediately available in terms of four Jungian psychological/learning dimensions, representing a measure of personal cognitive and perceptual preferences. In terms of reliability, Shindler and Yang make the following observation on the official PLSI website at http://www.oswego.edu/plsi/plsinfo.htm (Shindler & Yang, 2004b, ¶2):

> While reliability is the primary concern of many instruments of this type, as much attention was given to construct validity when developing the PLSI. The factors or dimensions are not only very independent they reflect the proportions within the population. For example, the PLSI will obtain about 50-50 thinkers and feelers, and judgers and perceivers. This is not true of other instruments of this type.

A letter was written to ask for permission to use the PLSI in this study. Approval was granted by Dr. John Shindler who teaches at California State University and who designed the PLSI with Dr. Harrison Yang from State University of New York at Oswego. The primary aim of the PLSI survey was to investigate participants' learning styles (categorized into four dimensions and then distributed to 16 types).

According to Shindler and Yang (2004c), although every learner is unique, learners can be grouped according to shared preferences for particular learning

styles. The four main dimensions relevant here are: introversion/extroversion (I/E), sensation/intuition (S/N), thinking/feeling (T/F) and judgment/perception (J/P). Introversion and extroversion relate to orientation towards ideas and people. Introverts tend to be more inner-centered, whereas extroverts tend to be more people-centred. Sensation/intuition relate to how people make sense of ideas (e.g., by gathering information). Sensates have a tendency to perceive ideas in relation to physical reality, focusing on personal experience and details; intuitives, on the other hand, have a tendency to approach ideas in a holistic way, focusing on background and context. Judgment and perception relate to orientation towards the outer life. Judgers tend to feel comfortable making judgments and decisions about things on the basis of known facts, whereas perceivers are attuned to incoming information and open to a range of possible interpretations. Thinking and feeling are associated with orientation towards decision-making, thinkers preferring to make decisions on the basis of logic and ideas, feelers tending to base them on the ways in which they will impact on others.

The introversive/extroversive and sensing/intuition categories are definitional of the four academic types. Generally, **ES** type learners (action oriented realists) prefer to discover things inductively, responding well to practical tasks such as those involving working with their hands. They are active rather than passive learners, appreciating being involved in the process of learning rather than being provided with ready-made solutions. **IS** type learners (thoughtful realists) are insightful, realistic and persistent. They generally prefer to work independently, according to clear instructions and in relation to clearly specified outcomes. **EN** type learners (action oriented innovators) are good communicators who like to know the purpose of what they are doing and who enjoy creative problem solving, discussion, role-play, etc. They tend to react negatively to repetition and excessive detail. **IN** type learners (thoughtful innovators) tend to be creative and observant, being keen to know why and how before they begin to work and working according to their own style. They dislike tasks that they perceive as being pointless and irrelevant (Shindler, 2008, p. 11).

5.5.2 Pre- and post-tests

The pre- and post-tests involved (a) a writing task, and (b) a task involving the use of conditionals, the latter including multiple choice questions and questions involving the completion of missing sections in sentences. The test items were the same in the pre-test and post-test but the order of the items was different. In the writing test, participants were asked to write, on the basis of a question prompt, a 250-word text involving instruction, recount or argument. In order to ensure that the written texts were an adequate reflection of student competencies, there was no access to computers during the pre-tests and post-tests.

5.5.3 Course content

My original intention was to design all of the materials for the course from scratch myself. I decided not to do so for a number of reasons, one of the most critical of which was the limited time available for the research course as a whole.[46] I therefore decided to select existing materials and adapt them. The materials included on the course are adapted from a pre-publication version of a book (Crombie & Johnson, 2009a) focusing on cognitive genres (and focusing on the construction of complete texts) that was designed to teach academic writing to intermediate and advanced learners of English in Taiwan. It focuses on the overall organization of texts (discourse macro-patterning), their internal organization (discourse relations such as *Reason-Result* and their realization and signaling), and some characteristic language features in relation to cognitive genres (e.g. the use of conditionals in recounts). Five main cognitive genres are included. These are labeled *instruction, explanation, argument* (one-sided and two-sided), *description and classification* and *recount*. The last four of these were selected because they are consistent with:

- the taxonomy of text types (*reports, explanations, discussions* and *recounts*)[47] identified by Quinn (1993, pp. 34-35) on the basis of needs analysis as being the "elementary genres which go to make up . . . more

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[46] I was also concerned about the possibility of language errors – always an important consideration for non-native speakers (as is evidenced in the questionnaire responses reported in *Chapter 3*).

[47] 'Report' renamed as 'description and classification'; 'discussion' renamed as 'argument'.

complex, authentic text types" (p. 34) and proposed as a basis for instruction in English for Academic Purposes (EAP) (see *Chapter 2*), and

- the text-types identified by Biber (1989, pp. 29, 31 & 38) on the basis of corpus research as being most common in academic prose (*learned scientific exposition, learned exposition, involved persuasion* and *general narrative exposition*)[48] (see *Chapter 2*).

The first of the cognitive genres listed above (instruction) is included because the writers' experience in Taiwan indicated that it is a genre that is rarely taught in writing classes there. This would appear to be confirmed by the responses of participants to the survey reported in *Chapter 4*, over half of whom indicated that they did not include instruction in writing courses.

In addition to the cognitive genres to which reference has been made, there is a section dealing with *blended texts*, that is, with texts that combine more than one cognitive genre.[49]

A basic template for the overall structuring of texts (*topic, focus, detail, conclusion*) is provided (Crombie & Johnson, 2009a, p. 11) and is adapted in relation to each genre. Although this text template is intentionally kept as simple as possible, underlying the first three parts of the adapted templates (excluding the conclusion section) are, in each case, general metacategories for discourse organization outlined by Hoey (1983), metacategories that are not specific to particular social genres (see *Chapter 2*). Thus, for example, underlying the text template associated with *instruction* is the *General-Particular* (Preview-Details type) macropattern identified by Hoey (1983), the topic (goal) section providing a preview and the focus (+ materials and/ or equipment) and detail (+/- warning/s[50] + steps) sections providing the details. In some cases, the *Problem-Solution* macropattern identified by Hoey is also in evidence in the case of *instruction*. This is the case where topic and/ or detail sections identify a problem and the focus

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[48] As indicated in *Chapter 2*, there is a relationship between the four types identified by Quinn (1993) and the four identified by Biber (1989).

[49] Also included in the book – but not in the program – is one chapter dealing with a social genre (academic articles) and two chapters dealing specifically with (a) discourse relations and their encoding/ signaling and (b) discourse relations and links between paragraphs and topic sentences. A further chapter – dealing with summarizing, reviewing, quoting, referring and referencing was originally intended to be included in the program but there was no time to cover it.

[50] +/- = optional

section includes a response to that problem. The relationship between the text templates associated with the five cognitive genres and Hoey's macropatterns is outlined in *Appendix C.7.*

In terms of the internal structuring of texts, discourse relations [51] and their realization and signaling (see *Chapter 2*) play a central role. In the case of each genre, specific relations are in focus. Thus, for example, in the section dealing with instruction texts, the relations in focus are *Reason-Result, Means-Purpose* and *Temporal Sequence.* In the case of *Reason-Result*, the realization focus is on the combination of declarative (reason) and imperative or negative imperative (result):

> Camera lenses are very delicate and easily damaged (REASON); DO NOT clean your lens more often than is strictly necessary (RESULT).[52]

In the case of *Means-Purpose*, the focus is on the use of the infinitive in the purpose member with an imperative construction in the means member:

> To keep your camera lens clean (PURPOSE), always use your lens cover when you are not using your camera and always avoid touching the lens when you are taking photographs (MEANS).[53]

In the case of *Temporal Sequence,* the realization focus is on 'first', 'next', 'finally', etc. as sentence initial conjuncts:

> First, blow . . . Next, apply . . . Finally, dry . . .

By the time they have completed the course, the students have been introduced to most of the discourse relations commonly discussed by researchers (see *Chapter 2*) and a range of different ways of encoding and signaling them. In addition, they have focused on other aspects of language in context (e.g. the use of the present simple tense to refer to general truths (associated with *description and*

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[51] Note that these are also referred to in the literature as 'clause relations', 'semantic relations', 'semantic-pragmatic relations','pragmatic relations' and 'inter-propositional relations'.

[52] Note that this is a particular pragmatic variety of Reason-Result in which the result is an instruction.

[53] Note that, as in the case of the result member of the *Reason-Result* relation, there is an imperative in the means member of the *Means-Purpose* relation here (functioning as an instruction) so that there is an overall focus on the use of imperatives in instructions.

classification); the use of the present and/ or past continuous at the beginning of recounts and the use of various types of conditional construction in the context of past time (associated with *recount*)).

Also included in the course are 14 model texts. In many cases, the model texts are the same as those in Crombie and Johnson (2009a). However, the following changes were made:

- In the section on *preparing to write*, an example referring to types of animals was replaced by one referring to types of cheese;[54]
- In the section on *instructional texts*, a model text relating to recipes was added;
- In the section on *argument texts*, 5 of the model texts were removed[55];
- In the section on *description/classification texts,* a model text relating to computer viruses was removed,[56] a model text relating to internet use in Australia was replaced by one relating to internet use in New Zealand, and a model text relating to spending by international visitors to Australia was replaced by one relating to students' summer leisure activities in New Zealand[57].
- In the section on *recount texts*, a model text about a car accident was replaced by one that refers to the New Zealand lottery and a model text on the history of the internet was removed[58];
- In the section on *blended texts*, a model text on human brains being superior to electronic computers was removed.

The book that forms the basis for the course contains 40 text-based writing tasks and an answer guide. All of the tasks relating to the sections of the book that were used were retained except in the case of two writing tasks in the section dealing with *explanation texts* which were replaced by writing tasks referring to earthquakes and tsunamis. Two examples of the writing tasks included are provided below:

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[54] It was felt that this would be more appropriate and more interesting (in terms of the age of the learners).
[55] This related to the time available for the program.
[56] It was felt to be potentially too complex.
[57] It was felt that a New Zealand focus would be preferable because of the context.
[58] The second of these related to the limited time available for the program.

EXAMPLE 1

Here is the beginning of the text about personal computers. Your task is to provide different *argument* and *conclusion* sections. You need to think of different arguments for and against the proposition. Then you need to decide how to conclude your text.

EXAMPLE 2

Using the notes (which are not in any particular order) and the text template provided below, write a short text in response to the following question:

Why is it important not simply to dump old computers along with other household items?

In **arguing** the case against disposing of old computers in the same way as you would dispose of other household items, you will need to **describe and classify** the environmental hazards of old computers and the dangers associated with the personal and confidential information they may contain.

A more detailed outline of these two examples is provided in *Appendix C.3.*

Other changes that were made include the following:

- introductory context setting exercises and quizzes were added;
- a number of images were inserted to accompany the texts;
- tasks were presented in tables or charts instead of linear text;
- chapters were divided into sections;
- the language focus part of the instruction text section was extended;
- the answer key was adapted in line with the other changes made.

In genre-centered writing courses, joint construction of texts is often followed by individual text construction (see, for example, Derewianka, 1990). In the book on which the course is based, the joint construction phase is replaced by a gradual unfolding of model texts (in sections), with a discussion, in relation to the text template associated with each genre, of the principles guiding the construction of

each section.[59] Thus, the following section relating to *recount texts* (Crombie & Johnson, 2009a, p. 128) is typical:

Next, you need to write the **Focus** section of your recount. Here, you need to orient your readers by providing them with some general information about **WHEN** the accident happened, **WHERE** it happened and **WHO** was involved.

FOCUS: At 9.15a.m. on Wednesday 5 May, 2007 **(WHEN)**, I **(WHO)** witnessed an accident **(WHAT)** at the intersection of Grey Street and Church Avenue in Edinburgh **(WHERE)** in which a middle-aged woman driving a white BMW **(WHO)** knocked over an elderly man **(WHO)**.

Focus (General background information)	At 9.15a.m. on Wednesday 5 May, 2007, I witnessed an accident at the intersection of Grey Street and Church Avenue in Edinburgh in which a white BMW driven by a middle-aged woman knocked over an elderly man who was crossing the road at the traffic lights.	**WHAT** happened, **WHO** was involved**, WHEN** the events happened and **WHERE** they happened.

It was decided to retain this approach for two reasons. First, it ensured the type of consistency of presentation that is preferable in the case of studies of the type reported here. Secondly, attempting teacher-led joint construction in the case of those students in the blended and online modes would introduce an additional level of complexity into the study. Overall, the approach adopted:

- focuses on the construction of complete texts, highlighting the primary purposes of writing and the ways in which these affect the overall structure of texts and their internal composition;
- involves analysis and discussion of assignment tasks and examination questions that involve text construction;
- provides text templates relating to both mono-generic texts (i.e. texts that have a single overall communicative purpose) and multi-generic texts (i.e. texts that have more than one communicative purpose);

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[59] This approach was adopted because the authors believed that teachers who were not wholly familiar with the genres introduced might have difficulty with teacher-led joint construction (personal communication November 2008).

- includes a summary that highlights characteristic features of particular types of text in terms of overall structure and linguistic features at the end of each chapter;

- includes model texts (the majority of which are constructed and discussed in stages) and tasks (the majority of which involve text construction).

Thus, each of the following considerations was important in terms of my selection of the materials that underlie the course:

- They are very clearly based on a particular conceptualization of genre (cognitive genre);

- They include a range of model texts that are produced in sections, the function and content of each section being discussed as the text unfolds;

- They include a clear focus on discourse relations and their signaling and on other aspects of language;

- The genres in focus are largely based on genres that have been identified as being particularly associated with academic writing;

- They include a wide range of writing tasks accompanied by an answer guide.

The first of the factors listed above (a clear conceptualization of 'genre') was considered to be particularly important in view of the fact that the term 'genre' is used in a variety of different ways. Also, it is not always clear how those who have conducted research on genre-centered approaches to the teaching of writing are using the term or, indeed, precisely what was covered in the writing courses to which they refer.

The second of the factors listed above (the inclusion of model texts constructed, with linking commentary, in sections) was considered important for two main reasons. First, effective co-construction of texts (as recommended by, for example, Derewianka (1990)), relies on teachers being familiar with at least some of the literature on genre and, therefore, being in a position to guide learners in the creation of texts that include some of the prototypical characteristics of particular genres, in this case, particular cognitive genres (see, for example, Bruce (2003, pp. 5-6)). In this case, the teachers would be in a position to do so. However, it could

not be assumed that this would be equally true of the majority of teachers in Taiwan or elsewhere. If, therefore, the study conducted here was to be replicable, it would be necessary to confront this issue. Secondly, some of the course participants would not have face-to-face access to a teacher and, therefore, teacher-led co-construction of texts could be problematic.

The third of the factors listed above (a focus on discourse relations and their signaling and other specific aspects of the language of texts associated with particular genres) was also considered important for a number of reasons. It would be necessary to find a way of evaluating the effectiveness of the course that did not rely exclusively on the extent to which participants believed it to be effective. An important consideration would therefore be whether, and to what extent, participants were able, in creating their own texts, to make appropriate use of the language to which they had been introduced. This would be particularly important in view of the fact that participants would necessarily vary in terms of overall language proficiency and in terms of proficiency profiles (that is, in terms of their existing language competencies).

All except one of the cognitive genres in focus can be identified independently as being directly relevant to academic writing in two different sources (Biber, 1989; Quinn, 1993). This meant that it was likely that these materials would be of genuine usefulness to students wishing to focus on academic writing. Because they also relate to the genres focused on in books that are of direct pedagogic relevance (Derewianka, 1990; Knapp & Watkins, 1994), some aspects of this study could potentially be compared with studies based on the materials in these books (although there would necessarily be some major differences in view of the fact that they are intended for young learners, the majority of whom would be likely to be native speakers of English).

Finally, the fact that the book contains a wide range of tasks relating to text construction along with an answer guide (the fifth factor listed above) was an important consideration, particularly bearing in mind the time constraints that would necessarily apply. Although it was recognized from the outset that some of these tasks, as well as some of the model texts, might need to be adapted, the time

involved in doing so would be considerably less than would be the case if there was a need to start from scratch.

5.5.4 The learning platform and website appearance

The *Moodle* learning platform was selected for a number of reasons. It offers a paid subscription server space called *Moodle Rooms* that allows teachers to run five courses for a total number of 200 participants and offers online technical support on request. In addition, this learning platform was found to be both user-friendly and flexible. Thus, for example, it shows all the course contents on the main frame, with itemized topics (which can be made visible or hidden). For these reasons, and following a review of *Moodle* websites and a range of *Moodle*-based teaching courses, the decision was made to use *Moodle* as the platform for this study. As I had previous experience of working in Taiwan with *E-course*, a courseware management system which functions in a way that is similar to *WebCT* or *Blackboard*, and as these platforms are similar in many ways to *Moodle,* I believed that there would be unlikely to be any major problems in adjusting to a different platform.

Following familiarization with the *Moodle* platform, I decided how the materials used would be presented and organized in the case of the groups that would have access to the materials via *Moodle*. I also prepared a set of paper-based materials for the face-to-face mode instructor. These were the same as the materials available online. In addition, the face-to-face mode instructor (Instructor A) was provided with handouts and PowerPoint presentations which (a) included the model texts, and (b) summarized the main teaching points. The instructor involved in the blended mode (Instructor B) was provided with access to the online materials. Decisions relating to how she would explain and reinforce the teaching points were left to her. In the event, she found it necessary to prepare additional materials based on the original ones in order to avoid too much repetition. The online materials are provided in CD format as A*ppendix C.3*; the made available to Instructor A are provided in CD format as *Appendix C.3*.

Figures 5.1 ~ 5.4 indicate the appearance of the *Moodle* website at *http://antonia.unlocklearning.net*.
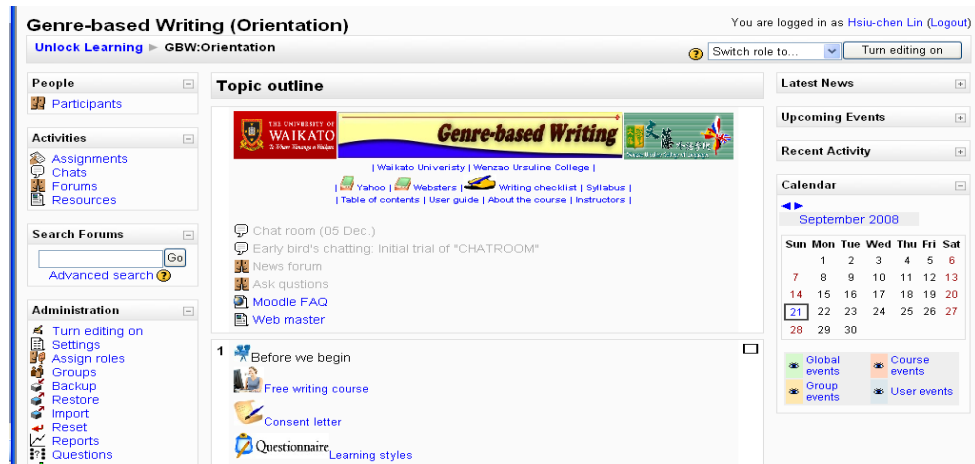
Figure 5.1: Orientation for groups of online and blended (B1 and B2) students to work on

Figure 5.2: Website for online group students to work on
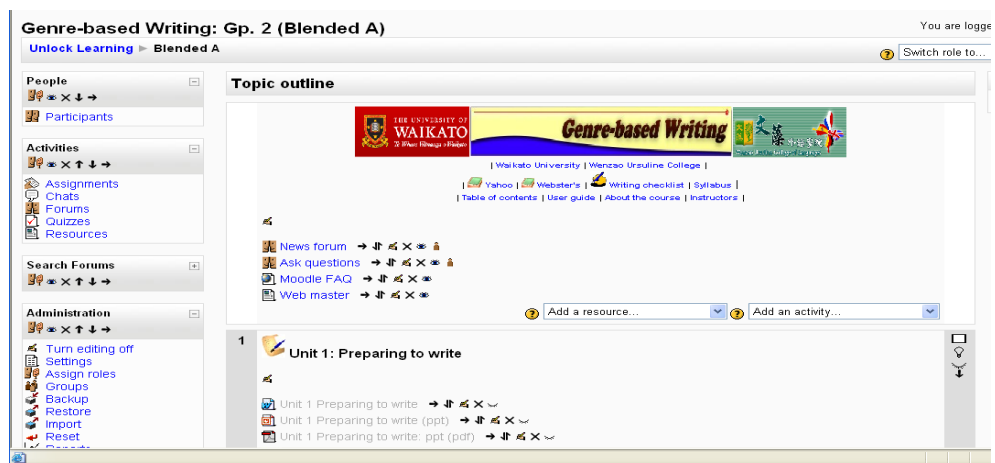
Figure 5.3: Website for blended (B1) group students to work on

Figure 5.4: *Website for blended (B2) group students to work on*

5.5.5 The grouping of participants

A decision was made to arrange course participants into four groups – an online mode group (Group O), a face-to-face mode group (Group F) and two blended mode groups (Group B1 and Group B2). Members of Group O would have access to the materials online. Members of Group F would have access to the same materials – but delivered through a combination of discussion and explanation (sometimes involving use of a whiteboard) supplemented by a series of handouts and, in the case of model texts, PowerPoint presentations. Members of Group B1 would have access to all of the online materials. Members of Group B2 would have access to all of the online materials *except for* those that discussed the use of conditionals in the model texts. In addition, members of Groups B1 and B2 would spend some time for each of 9 days[60] (working on different genres) face-to-face with an instructor.

Both Groups B1 and B2 would spend one hour each day with Instructor B, whose task would be to provide explanation and reinforcement of the online materials. However, Group B1 would spend an additional hour each day with the same instructor, whose task would be to provide explanation and reinforcement of the use of conditionals in the model texts and encourage discussion of them.

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[60] Although the program lasted for 12 days, the actual face-to-face session for Groups B1 and B2 lasted for 9 days.

The students in Groups O (online), B1 and B2 were given an initial session on use of the *Moodle* platform on the first day of the course.

5.5.6 Criterion-referenced analysis/grading of student writing

Lin (2006) advises that, so far as language is concerned, writing assessment should focus only on those language features that are highlighted during a course. However, much could be gained from being able to compare student scores that relate specifically to what was taught with student scores that relate to the more general criteria that are often applied in writing courses. Therefore, a two part criterion-referenced analysis/grading scheme was devised for use in relation to the pre- and post-test writing tasks. *Part A* related specifically to what was taught (see *Table 5.1a*); *Part B* was more general in nature (see *Table 5.1b*).

Table 5.1a: *Criterion-referenced analysis/grading scheme (Part A: specific to what was taught)*

Part A	Features	Points		Possible score		Actual score	
	Generic structure (steps, stages etc. – includes appropriate paragraphing within text segments)	Up to 10 points for overall structuring;	Up to 10 points for appropriate paragraphing and paragraph linkage within text segment	10	10		
	Semantic relations and their signaling (e.g. occurrence of Temporal Sequence in recount texts; Grounds-Conclusion in argument texts)	Up to 10 points for semantic relational occurrences	Up to 10 points for accurate and appropriate semantic relational signaling	10	10		
	Language characteristic of the genre used accurately and appropriately (e.g. imperative constructions in instruction texts)	Up to 10 points for selection of language that is appropriate to the genre (e.g. imperative constructions in instruction texts)		10			
TOTAL SCORE				50			

Table 5.1b: *Criterion-referenced analysis/grading scheme (Part B: general)*

Part B	Features	Points	Possible score	Actual score
	Overall impression	Up to 10 points	10	
	Length	Up to 10 points (remove 1 point for every 10 words short of 250)	10	
	Ideas & ideas development	Up to 10 points	10	
	Grammatical accuracy	Up to 10 points (delete 1 point for each grammatical error (maximum of 2 point deduction for same grammatical error occurring more than once))	10	
	Appropriate lexical selections	Up to 10 points (delete 1 point for each inappropriate lexical selection (maximum of 2 point deduction for same lexical selection error occurring more than once))	10	
	Punctuation	Up to 5 points (delete 1 point for each punctuation error)	5	
	Spelling	Up to 5 points (delete 1 point for each spelling error (maximum of 2 point deduction for same spelling selection error occurring more than once))	5	
TOTAL SCORE			60	

5.5.7 Course questionnaire

At the end of the course, a course response survey was conducted via a self-completion questionnaire. Three versions with color coding were prepared for participants in the different learning modes. The survey involved background information about the participants (e.g. gender, age, native language, nationality, online learning experience, etc.), students' opinions about various aspects of the course, preferred learning mode, willingness to participate in similar courses in the future, etc.). A section relating to their evaluation of the course website was included for online and blended mode students (see *Appendices C.4, C.5 and C.6*).

5.5.8 Focus groups

The day after the course ended, a focus group made up of the three instructors was held in order to determine their reactions to the course. As the students left for their term break immediately after the course, a focus group discussion involving students took place when the new semester began. This discussion provided the participants involved with an opportunity to discuss aspects of the course and their reactions to it in a relaxed and comfortable environment and was intended to provide more in-depth information than could be obtained from questionnaire completion.

5.6   Conduct of the study

This section presents further information about the running of the course.

5.6.1   Assignment to groups

All of the participants were assigned randomly to one of four groups – F (face-to-face), B1 (blended group 1), B2 (blended group 2) and O (online group). All of them, including those for whom there would be no face-to-face interaction with a teacher, were expected to work in assigned rooms for 68 hours over a 12-day period, from 23 November, 2007.

5.6.2   The organization of the course

On the morning of the first day of the course, there was a brief introduction in which the purpose of the study was explained and its stages outlined. An A4-sized envelope containing a letter outlining the aims of the research and a consent form was then distributed to students (see *Appendix C.8)*. When they had completed the consent form and returned it in the envelope provided, they were given a number to use (rather than their name) on all subsequent questionnaires, tests, exercises, etc. They were then given the 52-item Paragon Learning Style Inventory (PLSI), which they completed and returned in approximately 15 minutes. After a 10 minute break, the participants were given 30 minutes to complete the pre-test that focuses on the use of conditionals (which they returned in an envelope provided for the purpose). Next, the students were given instructions relating to the second pre-test, the one involving a writing task, a task that they were given 50 minutes to complete. Participants were asked not to consult dictionaries or other resources

or to talk to one another (and did not do so) while they were engaged on the writing task.

In the afternoon, students were given a course outline (see *Appendix C.9*) and then divided randomly into four groups. The face-to-face group students and Instructor A then went to a traditional classroom where the instructor focused on familiarizing the students with the course and the ways in which it would be conducted; the other groups (e.g. Blended 1, Blended 2 and Online) had a joint session with the researcher in a computer room during which they were provided with usernames and passwords and given an orientation relating to the use of *Moodle* (including the icons and their functions, chapter titles (to be made available as scheduled), daily tasks, how to communicate with the instructor (e.g. website messages), how to post/answer questions, how to submit writing tasks, and how to take the self-access online test. After that, an ice-breaking activity *"About me"* was introduced to encourage students to share online bio-data. This activity lasted for about 15-20 minutes and then the students were invited to view their partners' online introduction and provide comments. After that, the students started to practise using the tools online.

On the second day, Groups O, B1 and B2 were given access to the first part of the course (*Chapter 1 –* see *Appendix C.3*). Meanwhile, Instructor A worked with the face-to-face group students, using the printed materials and PowerPoint presentations she had been given. Group B1 and Group O students were located in a large computer room; Group B2 students were located in a smaller neighbouring computer room. Instructor C (also the researcher) was responsible for technical support. She was mainly located in the larger of the two computer rooms but moved between the two computer rooms, making herself available not only to assist with any technical problems but also to address (either online or face-to-face) any questions raised by the students that related to the online materials or tasks.

At the end of the day, everyone in Groups O, B1 and B2 was expected to have submitted the task responses they had done online and then to have checked the

online answer guide. Students in Group F were expected to have completed the same tasks, which were discussed in class.

Figure 5.5: *Lab used by Groups O and B1 (Lin, 2007)*

Figure 5.6: *Lab used by Group B2 (Lin, 2007)*

Figure 5.7: *Classroom used by Groups B1 & B2 (Lin, 2007)*

Figure 5.8: *Classroom used by Group F (Lin, 2007)*

On the following days, Group O students remained in the computer room throughout the day (with the exception of a morning break (30 minutes), an afternoon break (15 minutes) and a lunch break (75 minutes). Groups B1 and B2 remained in the computer room for most of the day, with the exception of morning and afternoon and lunch breaks and a period of one hour in a traditional classroom (the first session) working with Instructor B (for Groups B1 and B2) and one hour in the afternoon (the second session, for Group B1 only), joining Instructor B in a traditional classroom. During the first session, Instructor B, focused on explaining and answering questions about the online materials. During the second session, she focused on explaining the materials relating to conditionals on the site (which were not available to Group B2 students) and encouraging the B1 group students to practice using these conditionals in context. By the end of the day, all of the students were expected to have submitted their writing online so that it could be responded to by the instructors in the evening

and returned to the students the following morning. Although students in the face-to-face group (Group F) worked with Instructor A in a traditional classroom for most of the day, they came with her to a computer room for approximately one hour each day to type up their writing assignments. The tasks and writing assignments included in the course are available in *Appendix C.3*.

On the last day, all of the students gathered in the larger of the two computer rooms. An oral outline of the aims of the research was provided and students were encouraged to ask whatever questions they wished before they were thanked for their participation and given some final tasks to complete – a course questionnaire (10-15 minutes), and two post-tests – one relating to the use of conditionals (the same as the conditional-centered pre-test except that the ordering of the questions was changed), the other involving a writing task. Again, 30 minutes was made available for the first post-test, 50 minutes for the second post-test[61]. Once all the tasks had been completed, the students put their papers into the envelope provided and handed it in. Finally, the students were given a certificate of completion and provided with lunch.

5.7   Findings

5.7.1   Learning styles

The data from the Paragon Learning Style Inventory was analyzed using Excel. The following table shows the range of learning styles exhibited by the 18 participants in the course.

Table 5.2: Learning styles of participants from different learning modes[62]

Groups	Learning Styles			
Online (O)	INTP (1)	ISFJ (1)	ESFJ (1)	ENTJ (1)
Blended B1 (B1)	ISFP (1)	INFP (1)	ISTP (1)	ISFJ (1)
Blended B2 (B2)	ESFP (1)	INFJ (1)	ISTJ (1)	ESFJ (1)
F2F (F)	ISFJ (1)	ISFP (1)	ISTP (1)	ISTJ (3)

[61] Students were requested to select writing task in the same genre in the post-test as they had in the pre-test. One of the test writing tasks was changed because the topic appeared in the online course materials: How to clean a CD-ROM drive. This occurred in both the New Zealand-based study and the Taiwan-based study.

[62] Note that I = introversion, E= extroversion, S = sensation, N = intuition, T = thinking, F = feeling, J = judgment, and P = perception.

5.7.2 Pre- and post-test results

There were two pre-tests and two post-tests. One set involved the use of conditionals; the other involved a writing task. In both cases, the post-test questions were the same as those in the pre-test (but differently organized).

5.7. 2.1 Use of conditionals: Pre- and post-test results

The test that focused on the use of conditionals was included in order to determine whether those students who received information about, and specific face-to-face instruction in the use of conditionals in the model texts (B1 & F) performed better than those who received information about the use of conditionals in the model texts as part of the online course but were given no face-to-face instruction on them (O), and whether all of these participants performed better than those in the group (B2) whose members encountered conditionals in the model texts but were given no information about them and no instruction in their use. In the event, the mean overall performance of the participants in three of the groups (F, O, and B1) improved by the same amount although that of participants in the other group (B2), that is, the group whose members received no information about the use of conditionals in the model texts and no specific face-to-face instruction in their use, was slightly worse in the post-test than in the pre-test (see *Table 5.3*).

Table 5.3: *Performance in pre-test and post-test that focused on the use of conditionals*

Groups Pre-/Post-tests	Online (N = 4)		Blended 1 (N = 4)		Blended 2 (N = 4)		Face-to-Face (N = 6)	
	Pre	Post	*Pre*	Post	*Pre*	Post	*Pre*	Post
Student #1	*12*	14	*21*	26	*18*	12	*16*	10
Student #2	*22*	23	*25*	23	*15*	16	*15*	27
Student #3	*4*	10	*8*	11	*20*	18	*12*	17
Student #4	*17*	13	*16*	17	*21*	25	*20*	18
Student #5							*20*	22
Student #6							*16*	14
Total	**55**	**60**	**70**	**77**	**74**	**71**	**99**	**108**
Mean score	**14**	**15**	**18**	**19**	**19**	**18**	**17**	**18**

The sample size is too small to provide a basis for reaching any firm conclusions about the positive impact of specific instruction in the use of grammatical forms,

but the results suggest that it would be useful to pursue further research of this type[63].

5.7.2.2 Writing task: Pre- and post-test results

The results of the pre- and post-test writing tasks (applying Parts A and B of the criterion-referenced analysis sheet – see *Tables 5.1a and 5.1b* above) are indicated in *Tables 5.4a and 5.4b* below. Samples of pre-test and post-test writing are included as *Appendix C.10*. The scores for each student are included as *Appendix C.11*.

Note that the greatest overall improvement was made by two people: a) a member of Group B1 whose general score (using Part B of the analysis sheet only) improved from 30% (the lowest score recorded) to 48%, and whose specific score (using Part A of the analysis sheet only) rose from 22% (again the lowest score recorded) to 54% and b) a member of Group F whose general score (using Part B of the analysis sheet only) rose from 30% (the lowest score recorded) to 60%, and whose specific score (using Part A of the analysis sheet only) grew from 72% to 92%.

Table 5.4a: *Performance on pre- and post-test writing tasks (Part B: General)*

	Online (N = 4)			Blended 1 (N = 4)			Blended 2 (N = 4)			Face-to-Face (N = 6)		
	Pre	*Post*	**Diff.**	Pre	*Post*	**Diff.**	Pre	*Post*	**Diff.**	Pre	*Post*	**Diff.**
S #1	58	*58*	**0**	57	*63*	**+6**	50	*60*	**+10**	57	*53*	**-4**
S #2	67	*73*	**+6**	45	*50*	**+5**	60	*50*	**-10**	89	*97*	**+8**
S #3	40	*50*	**+10**	30	*48*	**+18**	52	*55*	**+3**	45	*65*	**+20**
S #4	65	*73*	**+8**	53	*59*	**+6**	82	*77.5*	**-4.5**	62	*70*	**+8**
S #5										45	*58*	**+13**
S #6										30	*60*	**+30**
M	57.5	*63.5*	**+6**	46	*55*	**+9**	61	*60.6*	**-0.4**	54.6	*67.1*	**+12.5**

Diff. = Difference; M = Mean score
All the figures indicate percentages.

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[63] Even so, it was not possible to include this aspect of the pilot in the study run in Taiwan as only two instructors were able to travel to Taiwan. The other one, though located in New Zealand, participated by responding to the written work of all of the Taiwan-based participants (of which she received electronic copies).

Table 5.4b: *Performance on pre- and post-test writing tasks (Part A: Specific)*

	Online (N = 4)			Blended 1 (N = 4)			Blended 2 (N = 4)			Face-to-Face (N = 6)		
	Pre	*Post*	**Diff.**	Pre	*Post*	**Diff.**	Pre	*Post*	**Diff.**	Pre	*Post*	**Diff.**
S #1	72	*90*	**+18**	66	78	**+12**	74	*76*	**+2**	82	*86*	**+4**
S #2	82	*88*	**+6**	46	76	**+30**	70	*74*	**+4**	64	*96*	**+32**
S #3	70	*80*	**+10**	22	54	**+32**	76	*88*	**+12**	74	*82*	**+8**
S #4	70	*80*	**+10**	44	70	**+26**	80	*98*	**+18**	76	*90*	**+14**
S #5										90	*96*	**+6**
S #6										72	*92*	**+20**
M	73.5	*64.5*	**+11**	44.5	*69.5*	**+25**	75	*84*	**+9**	76	*90*	**+14**

Diff. = Difference; M = Mean score
All the figures indicate percentages.

In terms of the application of Part B (general) of the analysis sheet only, the greatest improvement was in the face-to-face group (average gain +12.5%), followed by Group B1, the blended mode group with the most face-to-face input (average gain +9%) and the online group (average gain +6%). Group B2, the blended mode group with the least face-to-face input actually scored slightly lower on the post-test (average loss -0.4%).

In terms of the application of Part A (which relates to what was actually taught), the greatest improvement was in Group B1, the blended mode group with the most face-to-face input (average gain +25%), followed by the face-to-face group (average gain +14%), the online group (average gain +11%) and Group B2, the blended mode group with the least face-to-face input (average gain +9%). The performance of all members of all groups improved in the post-test.

In the case of Part B, the mean pre-test scores were considerably lower than they were for Part A, except in the case of Group B1 (with a mean pre-test score of 44.5% in Part A and 46% in Part B).

The findings relating to specific sections of Part A only of the criterion-referenced analysis/grading scheme, that is, the part that relates directly to what was taught, are outlined in *Figures 5.9 ~ 5.12* below.
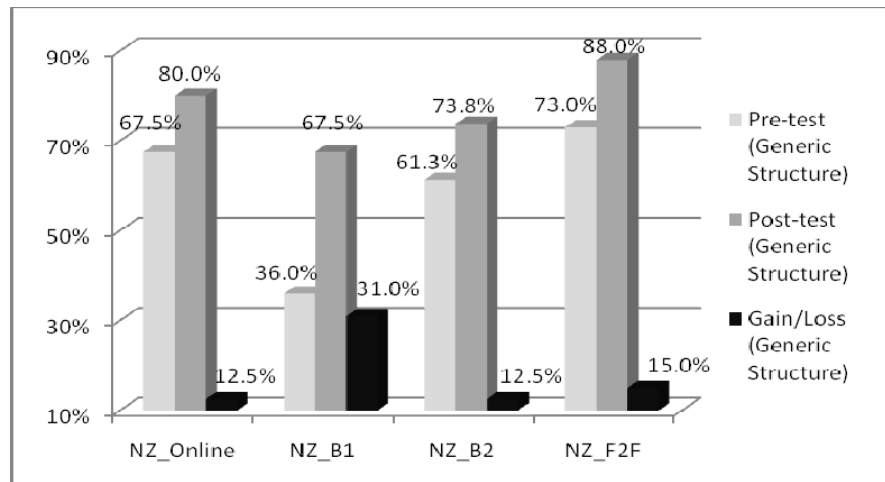
Figure 5.9: *Pre-test and post-test: Writing performance in terms of generic structure*
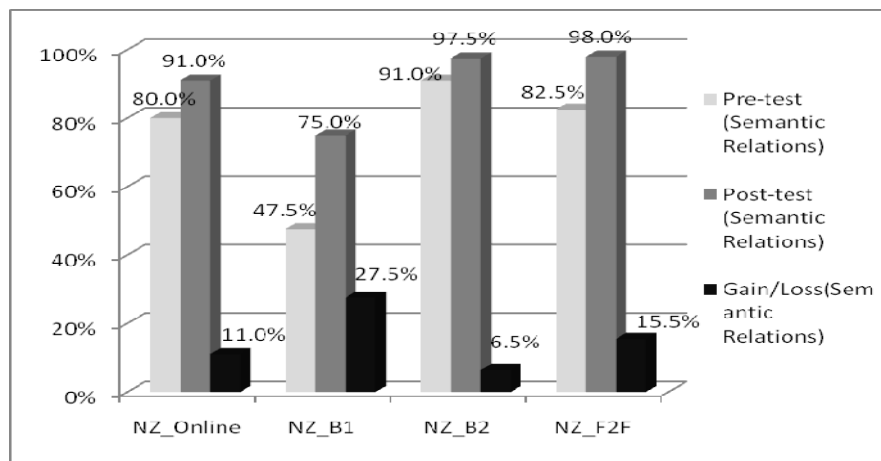
Figure 5.10: *Pre-test and post-test: Writing performance in terms of semantic relations*
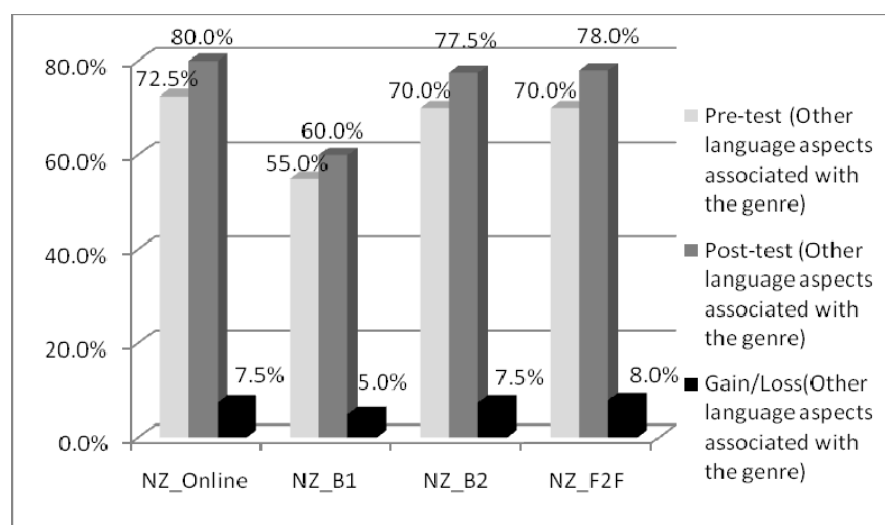
Figure 5.11: *Pre-test and post-test: Writing performance in terms of other language aspects associated with the genre*
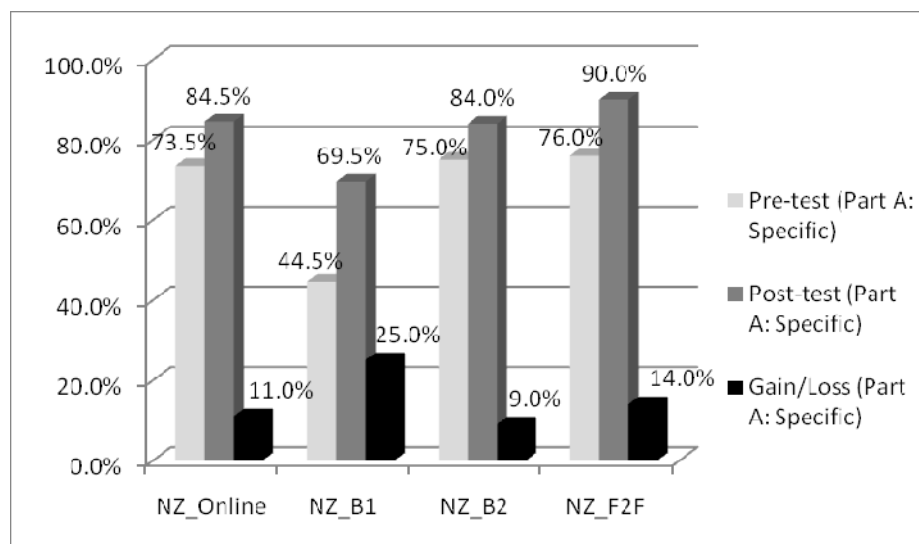
Figure 5.12: *Pre-test and post-test: Writing performance in terms of all three areas taught*

Group B1, the blended mode group with the most face-to-face interaction, had the lowest mean pre-test scores in all three areas but made the greatest improvement in two of these areas (generic structure and semantic relations) and the least improvement in the other one (other aspects of the language associated with the genres). Bearing in mind that that group spent one hour of each day in face-to-face mode focusing on the use of conditionals, their relatively poor performance (in terms of improvement compared to the other groups) in other aspects of the language taught may have been due to their perception (given the focus of half of their face-to-face sessions) that the use of conditionals was more important than other aspects of the language taught. Even so, the additional time spent on conditional use did not lead to any greater improvement in this area than was the case for Groups O and F.

5.7.3   Post-course questionnaire

Eighteen fully or partially completed questionnaires were collected and the responses were analyzed using Microsoft Excel. Only responses to some of the questions in the questionnaire are outlined below, the focus being on the instruction and instructional materials rather than the nature of the website[64]. In examining the tables below, readers should bear in mind that Group B2 was the

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[64] The questions omitted from consideration here are cues that were included for use in an article related to the content of this thesis but not strictly relevant to the thesis itself.

group whose members were *not* provided with materials relating to the use of conditionals in the model texts.

Table 5.5: *How much did you enjoy the course?*

Groups	I liked it a lot	I liked it	So-so	I did not like it at all
	N (%)	N (%)	N (%)	N (%)
Online (O)	2 (50%)	2 (50%)	0 (0%)	0 (0%)
Blended (B1)	4 (100%)	0 (0%)	0 (0%)	0 (0%)
Blended (B2)	1 (25%)	3 (75%)	0 (0%)	0 (0%)
Face-to-face (F)	5 (83%)	1 (17%)	0 (0%)	0 (0%)

Table 5.6: *How useful was the course in helping you to write texts?*

Groups	Very useful	Useful	Not very useful	Not useful at all
	N (%)	N (%)	N (%)	N (%)
Online (O)	1 (25%)	3 (75%)	0 (0%)	0 (0%)
Blended (B1)	4 (100%)	0 (0%)	0 (0%)	0 (0%)
Blended (B2)	2 (50%)	2 (50%)	0 (0%)	0 (0%)
Face-to-face (F)	5 (83%)	1 (17%)	0 (0%)	0 (0%)

Table 5.7: *How useful was the course in providing you with information about the language of the model texts?*

Groups	Very useful	Useful	Not very useful	Not useful at all
	N (%)	N (%)	N (%)	N (%)
Online (O)	3 (75%)	1 (25%)	0 (0%)	0 (0%)
Blended (B1)	2 (50%)	2 (50%)	0 (0%)	0 (0%)
Blended (B2)	1 (25%)	3 (75%)	0 (0%)	0 (0%)
Face-to-face (F)	4 (67%)	2 (33%)	0 (0%)	0 (0%)

Table 5.8: *How useful was the course in helping you to understand more about language (generally)?*

Groups	Very useful	Useful	Not very useful	Not useful at all
	N (%)	N (%)	N (%)	N (%)
Online (O)	1 (25%)	1 (25%)	2 (50%)	0 (0%)
Blended (B1)	3 (75%)	1 (25%)	0 (0%)	0 (0%)
Blended (B2)	2 (50%)	2 (50%)	0 (0%)	0 (0%)
Face-to-face (F)	3 (50%)	3 (50%)	0 (0%)	0 (0%)

Table 5.9: *How useful was the course in teaching you to use language accurately?*

Groups	Very useful	Useful	Not very useful	Not useful at all
	N (%)	N (%)	N (%)	N (%)
Online (O)	3 (75%)	0 (0%)	1 (25%)	0 (0%)
Blended (B1)	2 (50%)	2 (50%)	0 (0%)	0 (0%)
Blended (B2)	2 (50%)	2 (50%)	0 (0%)	0 (0%)
Face-to-face (F)	3 (50%)	3 (50%)	0 (0%)	0 (0%)

Table 5.10: *How useful was the course in helping you to write texts in each of the different genres? (face-to-face group)*

Genres	Very useful	Useful	Not very useful	Not useful at all	Blank
Instructions	3 (50%)	3 (50%)	0 (0%)	0 (0%)	0 (0%)
Explanations	4 (67%)	2 (33%)	0 (0%)	0 (0%)	0 (0%)
Arguments	4 (67%)	2 (33%)	0 (0%)	0 (0%)	0 (0%)
Descriptions/ Classifications	2 (33%)	3 (50%)	0 (0%)	0 (0%)	1 (17%)
Recounts	3 (50%)	3 (50%)	0 (0%)	0 (0%)	0 (0%)
Blended texts	2 (33%)	3 (50%)	0 (0%)	0 (0%)	1 (17%)

Table 5.11: *How useful was the course in helping you to write texts in each of the different genres? (online group)*

Genres	Very useful	Useful	Not very useful	Not useful at all	Blank
Instructions	2 (50%)	0 (0%)	2 (50%)	0 (0%)	0 (0%)
Explanations	2 (50%)	1 (25%)	1 (25%)	0 (0%)	0 (0%)
Arguments	3 (75%)	0 (0%)	1 (25%)	0 (0%)	0 (0%)
Descriptions/ Classifications	3 (75%)	1 (25%)	0 (0%)	0 (0%)	0 (0%)
Recounts	3 (75%)	1 (25%)	0 (0%)	0 (0%)	0 (0%)
Blended texts	3 (75%)	1 (25%)	0 (0%)	0 (0%)	0 (0%)

Table 5.12: *How useful was the face-to-face section in helping you to write texts in each of the different genres? (blended groups B1 and B2)*

Groups	Very useful		Useful		Not very useful		Not useful at all	
Genres	**B1**	**B2**	**B1**	**B2**	**B1**	**B2**	**B1**	**B2**
Instructions	3 (75%)	3 (75%)	1 (25%)	1 (25%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Explanations	2 (50%)	3 (75%)	2 (50%)	1 (25%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Arguments	3 (75%)	3 (75%)	1 (25%)	1 (25%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Descriptions/ Classifications	4 (100%)	3 (75%)	0 (0%)	1 (25%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Recounts	2 (50%)	4 (100%)	2 (50%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Blended texts	4 (100%)	2 (50%)	0 (0%)	2 (50%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Table 5.13: *How useful was the online section in helping you to write texts in each of the different genres? (blended groups B1 and B2)*

Groups	Very useful		Useful		Not very useful		Not useful at all	
Genres	**B1**	**B2**	**B1**	**B2**	**B1**	**B2**	**B1**	**B2**
Instructions	2 (50%)	3 (75%)	2 (50%)	1 (25%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Explanations	3 (75%)	2 (50%)	1 (25%)	2 (50%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Arguments	3 (75%)	2 (50%)	1 (25%)	1 (25%)	0 (0%)	1 (25%)	0 (0%)	0 (0%)
Descriptions/ Classifications	4 (100%)	2 (50%)	0 (0%)	2 (50%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Recounts	2 (50%)	3 (75%)	2 (50%)	1 (25%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Blended texts	4 (100%)	2 (50%)	0 (0%)	1 (25%)	0 (0%)	1 (25%)	0 (0%)	0 (0%)

Table 5.14: *How useful were the model texts that were included in the materials?*

Groups	Very useful	Useful	Not very useful	Not useful at all	Blank
	N (%)	**N (%)**	**N (%)**	**N (%)**	**N (%)**
Online (O)	2 (50%)	1 (25%)	0 (0%)	0 (0%)	1 (25%)
Blended (B1)	4 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Blended (B2)	2 (50%)	2 (50%)	0 (0%)	0 (0%)	0 (0%)
Face-to-face (F)	1 (17%)	5 (83%)	0 (0%)	0 (0%)	0 (0%)

Table 5.15: *How important was it to you that you could look at model texts while you wrote your own texts?*

Groups	Very important	Important	Not very important	Not important at all
	N (%)	N (%)	N (%)	N (%)
Online (O)	1 (25%)	3 (75%)	0 (0%)	0 (0%)
Blended (B1)	3 (75%)	1 (25%)	0 (0%)	0 (0%)
Blended (B2)	2 (50%)	1 (25%)	1 (25%)	0 (0%)
Face-to-face (F)	3 (50%)	3 (50%)	0 (0%)	0 (0%)

Table 5.16: *How often did you communicate online with other students while you were doing the course? (online and blended groups)*

Groups	Online	Blended B1	Blended B2
Every time you were online	0 (0%)	0 (0%)	0 (0%)
Most times when you were online	1 (25%)	0 (0%)	0 (0%)
Occasionally when you were online	3 (75%)	3 (75%)	2 (50%)
Never	0 (0%)	1 (25%)	2 (50%)

Table 5.17: *How useful did you find communicating online with other students?*

(online and blended groups)

Groups	Very useful	Useful	Not very useful	Not useful at all
	N (%)	N (%)	N (%)	N (%)
Online (O)	1 (25%)	2 (50%)	1 (25%)	0 (0%)
Blended (B1)	3 (75%)	1 (25%)	0 (0%)	0 (0%)
Blended (B2)	2 (50%)	2 (50%)	0 (0%)	0 (0%)

Table 5.18: *How often did you communicate online with your teacher while you were doing the course? (online and blended groups)*

Groups	Online	Blended B1	Blended B2
Every time you were online	1 (25%)	0 (0%)	0 (0%)
Most times when you were online	0 (0%)	1 (25%)	0 (0%)
Occasionally when you were online	2 (50%)	2 (50%)	4 (100%)
Never	1 (25%)	1 (25%)	0 (0%)

Table 5.19: *How useful did you find communicating online with your teacher? (online and blended groups)*

Groups	Very useful	Useful	Not very useful	Not useful at all
	N (%)	N (%)	N (%)	N (%)
Online (O)	2 (50%)	2 (50%)	0 (0%)	0 (0%)
Blended (B1)	1 (25%)	3 (75%)	0 (0%)	0 (0%)
Blended (B2)	0 (0%)	3 (75%)	1 (25%)	0 (0%)

Table 5.20: *Would you like to do another writing course of a similar type?*

Groups	Yes, I would very much like such a course.	Yes, that would be okay.	No.
	N (%)	N (%)	N (%)
Online (O)	4 (100%)		
Blended (B1)	3 (75%)	1 (25%)	
Blended (B2)	1 (25%)	2 (50%)	1 (25%)*
Face-to-face (F)	4 (67%)	2 (33%)	
*Comment was made by the student: I would like to have more interaction with the teacher (face to face).			

Table 5.21: *To which mode were you assigned? What is your preferred mode?*

Assigned mode	Preferred mode		
	Online	Blended	Face-to-Face
Online #1			✔
Online #2		✔	
Online #3		✔	✔
Online #4		✔	
Blended B1 #1			✔
Blended B1 #2		✔	
Blended B1 #3	✔	✔	✔
Blended B1 #4		✔	
Blended B2 #1			✔
Blended B2 #2			✔
Blended B2 #3		✔	
Blended B2 #4		✔	
Face-to-face #1			✔
Face-to-face #2			✔
Face-to-face #3		✔	
Face-to-face #4			✔
Face-to-face #5			✔
Face-to-face #6			✔

When asked if they would like to do a course of a similar type in the future, only one of the participants (who was in one of the blended mode groups) indicated that she would not[65]. Of the others, 5 indicated that they would like to do so, and 12 indicated that they would very much like to do so. Those who indicated that they would very much like to do so included all four participants in the online

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[65] This student indicated that the reason was that she would have preferred face-to-face mode rather than online mode.

group and four of the six participants in the face-to-face group. Furthermore, all of the course participants reported that they liked the course (6) or liked it a lot (12), with those who were involved in the face-to-face mode or the blended mode that included the most face-to-face instructional time being the most likely to indicate that they liked the course a lot (9 out of 10). All of the participants indicated that they believed that the course had been useful (6) or very useful (12) in helping them to write texts. Those involved in the face-to-face mode or the blended mode that included the most face-to-face instructional time were the most likely to indicate that the course had been very useful (9 out of 10). None of the course participants was given a choice in relation to which mode they attended. Asked about their preferred mode following completion of the course, one of the 18 participants selected all modes. Of the remaining 17, 9 selected face-to-face mode only, 7 selected blended mode only, and one selected both face-to-face mode and blended mode. Overall, then, questionnaire responses indicate that participants appreciated the value of this type of course, with those who had most face-to-face instruction tending to be most enthusiastic about it.

All of the course participants also indicated that the course was useful (8) or very useful (10) in providing information about the language of model texts. However, those in the face-to-face mode (4 out of 6) and the online mode (3 out of 4) were most likely to select 'very useful' in response to this question, with those in the blended mode groups being least likely to select 'very useful' (2 out of 4 in the case of B1; 1 out of 4 in the case of B2). When asked how useful the course was in helping them to understand more about language *generally*, only 2 of the 4 participants in the online group selected 'very useful' (1) or 'useful' (1), whereas all of the participants in the other groups selected one of these two categories, with the most positive responses coming from the blended group whose members received most face-to-face instruction. When asked how useful the course was in helping them to use language *accurately*, most of the online participants (3 out of 4) selected 'very useful' (with one selecting 'not very useful'), whereas the others were equally divided between 'useful' and 'very useful'.

Blended group participants were asked to rate the effectiveness of the different component types (online and face-to-face) in relation to overall effectiveness in

helping them to write texts. They were slightly more likely to select 'very useful' in relation to the face-to-face component of their course than they were in the case of the online component. So far as usefulness in writing texts in each of the different genres was concerned, all of the participants (in all modes) selected 'useful' or 'very useful' most of the time, with the exception of two of the participants in the face-to-face group (who made no selection in the case of descriptions/classifications and blended texts) and four of the students in the online group who selected 'not very useful' (in the case of instructions (2), in the case of explanations (1) and arguments (1)), and two of the participants in the online component of Group B2 who selected 'not very useful' (in the case of arguments (1) and blended texts (1)).

One of the participants did not indicate how useful they found the model texts. Of the remaining 17, 8 reported finding them 'useful' and 9 reported finding them 'very useful'. Of those in the face-to-face mode group, however, only one found them 'very useful' (as opposed to 'useful'). Asked how important to them it was to be able to look at model texts as they wrote their own texts, all but one indicated that it was 'important' (8) or 'very important' (9). Of those in the face-to-face group, only half selected 'very useful'.

The remaining questions were relevant only in the case of online and blended mode participants. Of the 12 participants in these groups, all but one communicated with other students when they were online either only 'occasionally' (8) or 'never' (3). However, they found communicating with other students online to be either 'very useful' (6) or 'useful' (5). Participants in the online and blended groups were also asked how often they communicated with their teacher when they were online. Only one participant reported doing so every time he/she was online and another reported doing so most times when they were online. In 2 cases, participants reported that they never did so, and 8 indicated that they did so only occasionally. Asked how useful they found communicating with their teacher while they were online, only 3 reported that it was very useful, with 8 reporting that it was useful and one that it was not very useful.

5.7.4 Comparing learning styles, learning mode preferences and test results

Student learning styles inventory profiles were examined in relation to student preferences (as indicated in questionnaire responses) in relation to learning mode (face-to-face; blended; fully online) and to pre-test and post-test results (see *Tables 5.22, 5.23* and *5.24* below). No significant relationships were found except for the fact that participants with I (introversion) in their learning styles profile outperformed those with E (extroversion). See also *Tables 5.23* and *5.24*.

Table 5.22: *Comparing the improvement in writing task performance in specific areas of students with I and E in their learning style profiles*

Part A	I (N=14)			E (N=4)		
	Pre-test	Post-Test	**Difference**	Pre-test	Post-Test	**Difference**
Specific (all 3 areas combined)	67%	82%	**+15%**	73%	83%	**+10%**
Generic Structure	60%	79%	**+19%**	66%	76%	**+10%**
Semantic Relations	74%	91%	**+17%**	82%	93%	**+11%**
Language Aspects	66%	73%	**+7%**	70%	80%	**+10%**

Table 5.23: *Learning style profiles, learning mode preferences and writing test results (Parts A & B combined))*

Learning style	Assigned mode	Preferred mode			Gain or loss between pre-test and post-test scores: General	Gain or loss between pre-test and post-test scores: General (AVERAGE)	Gain or loss between pre-test and post-test: total: Specific	Gain or loss between pre-test and post-test: Specific (AVERAGE)
		Online	*Blended*	*Face-to-Face*				
INTP	Online #1			✓	0%	+7%	+18%	+15%
ISFJ	Online #2		✓		+6%		+6%	
ESFJ	Online #3		✓	✓	+10%		+10%	
ENTJ	Online #4		✓		+8%		+10%	
ISFP	Blended B1 #1			✓	+6%		+12%	
INFP	Blended B1 #2		✓		+5%		+30%	
ISTP	Blended B1 #3	✓	✓	✓	+18%		+32%	
ISFJ	Blended B1 #4		✓		+6%		+26%	
ESFP	Blended B2 #1			✓	+10%		+2%	
INFJ	Blended B2 #2				-10%		+4%	
ISTJ	Blended B2 #3		✓		+3%		+12%	
ESFJ	Blended B2 #4		✓		-4.5		+18%	
ISFJ	Face-to-face #1			✓	-4%		+4%	
ISFP	Face-to-face #2			✓	+8%		+32%	
ISTP	Face-to-face #3		✓		+20%		+8%	
ISTJ	Face-to-face #4			✓	+8%		+14%	
ISTJ	Face-to-face #5			✓	+13%		+6%	
ISTJ	Face-to-face #6			✓	+30%		+20%	

Table 5.24: *Learning style profiles, learning mode preferences and test results (Part A)*

Learning style	Assigned mode	Preferred mode			Gain or loss between pre-test and post-test scores: Generic structures	Gain or loss between pre-test and post-test scores: Generic structure (*AVERAGE*)	Gain or loss between pre-test and post-test scores: Semantic relations structures	Gain or loss between pre-test and post-test scores: Semantic relations (*AVERAGE*)	Gain or loss between pre-test and post-test scores: Other language aspects associated with the genre	Gain or loss between pre-test and post-test scores: Other language aspects associated wit (*AVERAGE*)
		Online	Blended	Face-to-Face						
INTP	Online #1			✓	+30%	*+18%*	+10	*+15%*	+10%	*+7%*
ISFJ	Online #2		✓		+10%		+5%		0%	
ESFJ	Online #3		✓	✓	+10%		+10		+10%	
ENTJ	Online #4		✓		0%		+20		+10%	
ISFP	Blended B1 #1			✓	0%		+30%		0%	
INFP	Blended B1 #2		✓		+30%		+35%		+10%	
ISTP	Blended B1 #3	✓	✓	✓	+65%		+70%		+10%	
ISFJ	Blended B1 #4		✓		+30%		+30%		+10%	
ESFP	Blended B2 #1			✓	+10%		-10%		+10%	
INFJ	Blended B2 #2			✓	+10%		0%		0%	
ISTJ	Blended B2 #3		✓		+10%		+15%		+10%	
ESFJ	Blended B2 #4		✓		+20%		+20%		+10%	
ISFJ	Face-to-face #1			✓	+10%		0%		0%	
ISFP	Face-to-face #2			✓	+30%		+50%		0%	
ISTP	Face-to-face #3		✓		0%		+10%		+20%	
ISTJ	Face-to-face #4			✓	+20%		+10%		+10%	
ISTJ	Face-to-face #5			✓	+10%		+5%		0%	
ISTJ	Face-to-face #6			✓	+20%		+20%		+20%	

5.7.5   The focus group discussion: Students

In response to a letter inviting them to attend a focus group discussion, five of the students indicated that they would be able to do so. Before the discussion (which lasted for approximately one and a half hours) began, participants (one from Group O, two from Group B2, one from Group B1 and one from Group F) were thanked for their agreement to participate and were asked whether they agreed that an audio recording of the meeting would be made and notes taken so that none of the points they made would be missed. As they all agreed, the meeting began.

There were 16 focus questions. Each of these is introduced below and followed by an account of the main points in the discussion.

Question 1: *Which do you prefer, writing with a word processor or paper-and-pen?*

All of the participants agreed that writing with a word processor is straightforward and convenient and reference was made to the usefulness of built-in tools (such as grammar/spell checker, cut, copy, and paste) which were considered helpful in relation to the mechanical aspects of writing. Even so, some indicated that they often write on paper whenever ideas come up and then type on the computer later (although it was observed that this takes time). Some representative comments are included below.

> *I spend most of time working at the computer and I can write whatever I have in mind with [the] word processor. I feel comfortable with it.*

> *In the first year I wrote on paper but after a while, I felt more comfortable using word processor. . . . It normally takes time to write with paper-and-pen. It's smoother, but it is time consuming.*

> *Using the computer to write is convenient because I can delete what I don't like.*

In writing essay assignments, computer is very convenient for me because of the useful tools, such as grammar checker or spelling checker, making me aware of the vocabulary, spelling, and grammar although it is not always 100% right. If I write in paper, I don't really know what's wrong with my writing.

Question 2: *Depending on the group you were placed in, you may have done all of your writing using a computer or some of it on paper. How do you feel about that?*

One participant (who had been in Group F) observed that writing on paper seemed to be faster because she was less likely to check details as she wrote. Another participant (who had been in Group B2) said that she preferred to write on paper first and then type on the computer because she could not trust the computer totally. However, both she, and another participant who had been in the same group, later indicated that they had used a word processor for all of the writing they did during the course.

Question 3: *As an international student, what type of writing do you do (e.g. report writing)?*

Of the five participants, three were pursuing postgraduate research and two were doing a foundation studies course (prior to university entrance). For the first three, thesis writing was the most common form of writing. It was noted that this involved a range of genres. Thus, for example, a critical literature review might involve description, classification, recount and argument. The other two participants said that they were more likely to produce mono-generic texts, including recounts, descriptions, and arguments (one-sided and two-sided).

Question 4: *As an international student, what do you think is the most difficult aspect of writing?*

All of the participants indicated that they lacked confidence in writing largely because of the prevalence of grammatical errors which they found frustrating. However, one of the participants noted that there had been improvement.

> *At one time I did not have confidence in writing because of the grammatical errors . . . . It stop[ped] you from working on the computer. . . . I had basic grammar errors in a paragraph. It [was] frustrating. I did the proofreading, but I still did not notice the errors . . . . now I think that I've improved a bit because when I produce my writing, my tutor says that my writing has improved from the first [time] I started taking the writing.*

Question 5*: You know that this course was not really focusing on accuracy in all areas of grammar. What do you think about that?*

When the participants indicated that they needed further clarification, I explained that the course focused on particular aspects of language in relation to particular genres, whereas other writing courses they had participated in may have had a more general focus on accuracy in all areas of language. I then asked whether the fact that only certain types of error were focused on meant that they were less anxious about making errors generally.

All of the participants indicated that the approach taken in the course had helped them to write with greater confidence. Thus for example, one student made the following observation:

> *In the two-week class, I think my vocabulary is the same, but I think I feel more into it and I believe in myself. I can write things more confidently. It was very helpful for me.*

However, another participant noted that his supervisor expects him to develop critical thinking skills and a style that is appropriate for a thesis. He added that

this course had helped him in both respects to some extent and had increased his confidence in writing. He continued:

> *Sometimes it's difficult because we lack of knowledge to explain the same thing. As second language learners, we cannot write freely like the native [speakers] can do. If this course can focus more on that side, perhaps it'll be better.*

Later, he reflected that if he now has more confidence in writing, it is because he has, partly as a result of the course, an increased awareness of how he needs to approach the task and so he makes fewer mistakes.

Question 6: Have you ever had writing courses that are very different from this course and that did not include model texts?

One of the participants indicated that this course provided a totally new experience:

> *We have learned English for a long period of time. I started in year 11 starting the very basic level of English. From year 11 to year 16 our science education was in English, [and so it] gave us good confidence of writing scientific things, expressing ourselves in English, but generally, our English learning was not supported with this kind of model approach. It was mainly tenses, pair work, idioms, learning by heart things. . . . I was able to write composition at school, . . . This was perhaps the only proper English training I've ever had.*

Another participant noted that she had had very little exposure to writing classes as such and she had therefore found it difficult to improve her writing skills. She added that in one writing class she had attended in the past the focus was on the use of specific phrases rather than on complete texts.

For at least two of the others, however, the course did not represent a totally new experience. After noting that she had attended a course that included model texts

in the past, one of the participants added (with reference to the course all of the participants had taken):

> *This course focused on the whole thing, [and] sometimes the teacher used the words to describe the opposite side. It's more detail.*

Another student observed that the course was similar to an IELTS course she had taken in her country (also a two-week course). She added:

> *The model texts helped me to make an article, to move from one paragraph to another . . . a guideline; what to put in the first paragraph and the second paragraph. It becomes a smooth article.*

Question 7*: If you attended writing courses in the past, did they include brainstorming, drafting, revising, editing, and handing in written assignments?*

Two participants observed that brainstorming was not included in classes in school and one added that English writing classes had been 'very formal' with limited interaction. Another participant noted that although, in her home country, she had experienced no writing courses of a similar type at school (the focus having been on grammar and reading comprehension), she had attended an IELTS preparation course in her home country in which the students had been divided into groups to conduct brainstorming activities and in which they had been encouraged to write an introductory paragraph at the end of the class. She also added that they had handed in first, second and final drafts and noted that a similar approach characterized writing classes she attended as part of her foundation studies course in New Zealand[66].

Question 8*: In the course, we did not do much drafting. What do you think about that? Do you prefer to do lots of versions?*

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[66] Note that this participant had earlier referred to that course as having included model texts.

Only two of the participants responded to this question. One of them noted that rewriting is very important where the aim is to get a better mark but that it did not contribute a great deal to ideas development. The other respondent made the following observation:

> *If you repeat one, like the same essay, you can improve or make this essay more accurate, but if you write in different types of topics, maybe you can develop ideas about different kinds of things. Both are quite helpful, I think.*

Question 9: *In the course, we did not grade your writing but simply provided comments. What did you feel about that? Would you have liked to have been given a grade?*

All of the participants expressed the view that grading was not important. This may have been partly because this course was a voluntary one.

Question 10: *In writing courses you have attended in the past, your teachers will almost certainly have provided feedback. How did you react to that feedback? Did you really care about the comments your teachers made on your writing?*

Only two participants responded to this question. One said that it was very important for her to be given feedback. She added:

> *If I get 'well-done' in my writing, I'll feel it is not too bad, but if I see 'It's good work, but . . . ', I will feel so disappointed, yet it will help [me] to do better next time.*

The other respondent noted that she sometimes understood the comments but not always. She added:

> *If the comment is 'Extend a bit' and then a question mark . . . I have to think more of the scope and that begins to extend.*

Question 11: In writing courses you have attended in the past, did the teacher ever discuss common errors in class?

One participant responded to this question, observing that her research supervisor sometimes added a feedback section at the end of a piece of writing that referred to repeated errors.

Question 12: Did you ever disagree with or have doubts about the comments we made on your writing?

All of the participants shook their heads, indicating that this was not the case but none of them added anything at this point.

Question 13: It is often difficult for teachers to provide feedback on writing quickly. We tried to provide feedback on your writing on the morning of the day after you had written it. Did you find this helpful?

All of the participants nodded. One commented: "The speed was useful and [so was] the discussion about the same topic."

Question 14: The course lasted for only two weeks and you needed to submit writing tasks every day. This meant that there wasn't a lot of time for you to interact with the other students. What did you think about that?

One participant noted that she seldom provided comments online, feeling more comfortable discussing written work face to face with others in the same room.[67]

Another participant noted that the students often did writing tasks at different times and this meant that only one or two students might be available online to provide feedback at any particular point. He then made the following suggestion:

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[67] One of the instructors noted that in other online situations participants might not be in the same room or even in the same county.

Perhaps the timing of the course should be more time bound and there's some time frame for the course: time for . . . individual, . . . for interaction, . . . for yourself. Because at the moment we completed the assignment, we just looked at some of the comments regarding to the most important one. . . . We were physically there and we should follow some steps or structures. We could be there by 9 and finish everything by 11 and give comments by 12.

At this point, another participant observed that students should pay a fee for a course of this kind in order to ensure that they took it seriously and contributed to all of the activities.

Question 15: *Could you comment on the course – good things or things that could be improved?*

There were two responses to this question. Both are quoted below:

I think I need more references, more samples in explanation and description . . . for me, a one-to-one teaching is more effective, helpful . . . more improvement. I am not the one who can improve my English when I just listen to the teacher. . . . I don't think I can do well with the interaction with computer.

I think [the] face-to-face [session] should be longer than one hour because it was too short for discussion. Sometimes we had to draft a bit and we had to . . . [extend the discussion into] other class.

Question 16: *For the entire face-to-face course, you did not have the advantage of having things on the computer. Do you think that it would have been an advantage if you also had the computer course?*

The participant who had been in Group F made the following observation:

No. I think face-to-face is more efficient than computer because you can refer back to the Internet if you forget something, but in the face-to-face [class], you can absorb more things than learning with the computer.

5.7.6 The focus group discussion: Instructors

There was only one prompt question provided for the three instructors involved in this course.

Are there any comments you would like to make about your experiences on the course?

The instructor who taught the face-to-face group made the following points:

I felt rushed for most of the time (though I hope that the students weren't aware of it). It was really difficult to make sure that I covered all of the material that was available online to the other students. I often felt that I would really like to spend more time on specific things, particularly when I felt that the students would benefit, but I wanted to make sure that my class, in terms of course content timing, was running parallel to the others. Bearing in mind how much material needed to be covered, I was surprised that the online group seemed to be romping through the materials. If I was running a course like this as part of my everyday teaching activities, I'd love to have access to a course online so that I could direct students to read and think about parts of it and then bring them together to discuss what they'd read. That would save me from having to spend time presenting so much material (including the model texts), something that I found really exhausting. On the other hand, because reading speeds, proficiency, etc. vary, it would be hard to get the timing right. So far as commenting on student scripts is concerned, I found the criteria very useful.

The instructor who taught both blended mode groups said:

Overall, I found that when the students came to me, they were really switched off if I simply reviewed the material they had been doing online

all morning. I did this on Day 1 and realized very quickly that there was very little energy in the class and that the students really made no effort to engage with the material because they felt that they had already 'done' it. So, for subsequent days, I looked at the central features of the on-line materials and designed supplementary materials to reinforce the practice they had been doing online. This kind of materials preparation is very time consuming. I'm not sure that someone who was not deeply familiar with the discourse relations paradigm and the genre and text-type distinctions, and confident with text-grammar could do this day to day preparation under normal circumstances . . . . These materials would probably need to have been prepared in advance for the average classroom teacher since, I believe, it would involve, for many of these teachers, months of preparation. A lot of the materials I used were adapted from materials I had already partially developed for use in another context.

She concluded:

Overall, after an initial negative experience, I felt that the students were very committed to the classes. My impression is that the students' overall writing fluency improved. What might have taken them 10 minutes in the first few classes was taking maybe 3 or 4 minutes at the end. I'm not sure that their overall accuracy improved though. The top-down processing was better but the bottom up processing was still characterized by elementary mistakes (subject/verb agreement; incorrect part of speech, etc.). One thing that all of the students seemed to appreciate was the fast turn around on comments on their writing.

The instructor who was involved in the online sessions reflected as follows:

When participants were working in the computer rooms, I encouraged them to contact me by email or via the "chat room". However, only two of them used the second of these routes. Because one of the advantages of

online learning is flexibility, I did not always expect them to follow the scheduled time for activities. As long as they had completed the tasks for the day, I let them leave early if they chose to do so, which one or two occasionally did. Although peer reviewing and second drafting were intended to be included in the course, the fact that the students worked at their own pace made peer reviewing difficult (in that some students were still involved in writing tasks at times when others were ready to receive comments). Also, although participants were encouraged to maintain a learning log in Moodle Blog, these learning logs could not be accessed by the instructor. This problem was not resolved during the course.

5.8 Discussion

Overall, post-course questionnaire responses indicated that participants appreciated the value of this type of course, with those who had most face-to-face instruction tending to be most enthusiastic about it.[68] All of the course participants reported that they had found the course to be useful or very useful in helping them to write texts. However, when asked to rate the effectiveness of the different component types (online and face-to-face), blended mode group members were slightly more likely to select 'very useful' in relation to the face-to-face component of their course than they were in the case of the online component. Even so, there was no detectable relationship between the students' learning styles (as assessed in relation to the 52 item Paragon Learning Style Inventory) and either their learning mode preference (online, blended, face-to-face) or their scores in the writing post-test as compared with those in the writing pre-test.

One of the participants did not indicate how useful he found the model texts. Of the remaining 17, 8 reported finding them 'useful' and 9 'very useful'. Of those in the face-to-face mode group, however, only one found them 'very useful' (as opposed to 'useful'). Asked how important to them it was to be able to look at model texts as they wrote their own texts, all but one indicated that it was 'important' (8) or 'very important' (9). Of those in the face-to-face group, however, only half selected 'very useful'. Overall, this suggests that the model

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[68] It may be, however, that the students were anxious to please, particularly as some of them were also doing PhD research.

texts may have played a less significant role in the case of face-to-face instruction (where the teacher concerned has indicated that she may have spent more time explaining text construction than reviewing the model texts).

All of the questionnaire respondents indicated that they either liked the course or liked it a lot and would like, or very much like to do a similar course in the future (with one, however, indicating that this would be subject to her being included in a face-to-face group). When asked how useful the course was in helping them to use language *accurately*, most of the online participants (3 out of 4) selected 'very useful' (with one selecting 'not very useful'), whereas the others were equally divided between 'useful' and 'very useful'. In connection with these responses, it is relevant to note the overall improvement of all groups in those sections of Part A of the writing post-test that related specifically to language. It is also relevant to note that in the post-test involving the use of conditionals, the mean overall performance of the participants in three of the groups (F, O, and B1) improved by the same amount although that of participants in the other group (B2), that is, the group whose members received no information about the use of conditionals in the model texts and no specific face-to-face instruction in their use, was slightly worse in the post-test than in the pre-test. Even so, the additional time spent on conditional use did not lead to any greater improvement in this area in the case of members of Group B1 than was the case for Groups O and F. This suggests that introducing and explaining structures in context may be just as effective as focusing specifically on them once they have been introduced and explained.

All but one of the participants in the online and blended groups reported that they communicated with other students online either only 'occasionally' (8) or 'never' (3). Even so, the respondents found online communication with other students, when it did take place, to be either 'very useful' (6) or 'useful' (5). Given the intensive nature of the course, the participants may simply have lacked the time to engage frequently in online discussion with other participants. Some of them may have chosen not to do so because, given their location, they could engage in face-to-face discussion with other participants in their group whenever they chose. Also, the fact that the students progressed through the online materials at different

rates meant that not all of them were engaged on writing tasks at the same time, something that made it more difficult for them to communicate effectively with other students during the writing process.

Two participants indicated that they communicated with the teacher online every time they were online or on most occasions when they were online. The others indicated that they never did so (1) or that they did so only occasionally (8). Even so, the respondents found online communication with the teacher to be (except in the case of one respondent) either very useful (3) or useful (8). The participants may have communicated online with the teacher more frequently had they been more familiar with online courses in which this option was available to them and, therefore, more familiar with this mode of communication.

Little additional substantive information was yielded by the focus group discussion involving five of the course participants. However, it was clear from the responses to one of the questions that receiving feedback from their teachers very soon after completion of an assignment (the following morning) was considered more useful than receiving it later. Indeed, this may have been one of the factors that led to improved performance in the writing post-test as compared with performance in the writing pre-test. In connection with this, it is relevant to note that the teachers all agreed that commenting on student scripts in terms of criteria that related directly to the course content, though still time consuming, was much more straightforward than commenting on student scripts in the absence of specific criteria or in terms of more general criteria.

The focus group discussion involving the instructors revealed that, so far as the face-to-face group instructor was concerned, the fact that the course segments were scheduled on specific days had created difficulties in relation to her preference for proceeding at a pace that suited the students rather than at one that was pre-scheduled. It also revealed the amount of pressure she was under in attempting to introduce her students, in a variety of different ways, to materials that were readily available online to the others. So far as the blended mode instructor was concerned, a critical issue was her perception that students became

bored if she dealt exclusively with materials that they had already encountered online. For her, creating a clear pathway between the two modes was what really mattered. Another point that she made was that the course seemed to her to have been more effective in leading to an improvement in overall text structuring than in overall accuracy. In fact, comparison of pre-test and post-test writing tasks (see *Appendix C.11*) reveals that the blended mode groups made more progress in the area of generic structure and paragraphing (an overall gain of almost 22% over the two groups) than they did in the area of semantic relations and their signaling (an overall gain over the two groups of 17%) and other aspects of language that were included in the course (an overall gain over the two groups of just over 6%). The same pattern is detectable in the case of the online group, with the overall gain in each of these areas being 12.5%, 11% and 7.5% respectively. In the case of the face-to-face group, progress in the first two of these areas was similar (15%, 15.5% respectively) but more than in the third area (8%).

Overall, the students in all of the groups performed better in the post-test than in the pre-test relating to writing. However, in terms of the criteria in Part B of the assessment schedule (that is, that part that related to more general criteria), the overall average increase was just under 7%, whereas the overall average increase in terms of the criteria in Part A (that is, the part that related specifically to what was taught), the overall average increase was just under 15%. Although one of the blended groups, the group with the most face-to-face input, improved more than all of the other groups in terms of the Part A criteria (25%), that group had a lower pre-test score than the other groups. The average increase in Part A over the two blended mode groups combined was 17%, three percentage points greater than the average increase in Part A of the face-to-face group (at 14%) and 6 percentage points greater than the average increase in Part A of the online group (at 11%). This suggests that in the case of this genre-centered writing course, the blended mode was most effective, followed by the face-to-face mode and, finally, the online mode. Participants with I (introversion) in their learning styles profile outperformed those with E (extroversion). This may have had some impact on the order of groups in terms of improved performance because two of the four participants who had E in their learning style profiles were in Group O (the other

two being in Group B1). However, this was a pilot study only and the numbers are too small to provide a basis for any firm conclusions to be reached in respect of either the impact of learning style or learning mode on performance. Nevertheless, assessment of the pre-test and post-test writing tasks does suggest that the course was effective in terms of improvement in the areas that were focused on.

5.9   A closing note

Running a pilot study in New Zealand proved to be extremely useful. Much of what was learned from that study had a direct impact on the design of the Taiwan-based study. Furthermore, although the New Zealand-based study was initially intended simply as a pilot, it provided a valuable opportunity for comparison of findings.

Chapter 6

A genre-centered writing course in three modes:
The Taiwan-based study

6.1 Introduction

I report here on a Taiwan-based study involving a genre-centered writing course designed for intermediate EFL learners. The study was adapted in line with experience gained from conducting a trial study in New Zealand (reported in *Chapter 5*). The course, focusing on *instructing, arguing, classifying and describing*, and *recounting*, was made available over a ten-day period (50 hours) to voluntary participants, some of whom were taught in face-to-face mode, some in online mode, and some in blended mode (partially face-to-face and partially online). In this case, the Paragon Learning Style Inventory and the questionnaire relating to participant responses to the course were conducted in Chinese. As in the case of the pilot study, participants did a pre-test and a post-test (involving two writing tasks in this case). They did not, however, do a pre-test and post-test focusing on the use of conditionals. As in the case of the pilot study, participants completed a range of writing assignments (as scheduled in the writing course). In this study, these assignments were graded as well as commented on. The grades (and grading system) are reported here and compared with the grades awarded in the case of the pre-test and post-test writing tasks. At the end of the course, focus groups were formed to elicit further responses and reflections from the participants, and participants were also invited to share their reflections by email. The platform used in this study was different from the one used in the pilot study.

6.2 Background to the study

This study, conducted in Taiwan, aimed to explore the impact on participants of a genre-centered writing course delivered in three different modes: face-to-face mode, fully online mode and blended mode. The course was offered on a voluntary basis over a ten-day period (50 hours) early in 2009 to students (majoring in a variety of subjects) at a tertiary educational institution in Taiwan.

Most[69] of those who participated in the course (which was not credit bearing) had a score of between 180 and 240 in the College Students English Proficiency Test (CSEPT)[70]. This represents a very wide proficiency range, being roughly equivalent to anywhere between 3.5 and 5.5 in the IELTS test or between levels B1 (Threshold) and C1 (Effective Operational Proficiency) of the Council of Europe's Common Reference levels (Crombie & Johnson, 2009b, p. 12). Some of the differences between the pilot study (conducted in New Zealand late in 2007) and the main one were the result of the different circumstances that obtained in each case; others resulted directly from the experience gained in running the pilot. The differences that relate to the differing circumstances/contexts in which the pilot study and the main study were conducted are listed below:

1. As one of the three tutors involved in the pilot study (the one who ran both blended groups in the New Zealand-based pilot) was unable to be present in Taiwan for the main study, it was not possible to have four groups in Taiwan. There was, therefore, only one blended mode group. This meant that that aspect of the research that involved direct versus indirect introduction to contextualized use of conditionals was omitted from the main study. It also meant that the tutor who took responsibility for the fully online mode group also took responsibility in Taiwan for the blended mode group. The New Zealand-based tutor took on the task of commenting on and grading all of the assignments produced by participants during the course. As she graded using an adaptation of the criteria (designed to be applied more quickly) developed for the pre-test and post-test, comparisons could be made among all three (pre-test writing; post-test writing; assignment writing during the course).

2. The duration of the pilot study in New Zealand was 68 hours (see *Chapter 5, Section 5.1*). The Taiwan-based study was reduced to 50 hours because the course needed to be fitted into the break between the end of the first semester and the beginning of the Chinese New Year holidays. This meant that the course needed to be adapted, with sections dealing with

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[69] One did not take the test and a few scored slightly higher.

[70] CSEPT (College Students English Proficiency Test) is an English language proficiency test involving listening, reading, and grammar use with a total score of 360.

explanation and *blended* texts being removed along with a section dealing with *summarizing, referring, paraphrasing and referencing*. There were 12 model texts, 19 tasks and 6 quizzes in the Taiwan-based course (see *Appendices D.1 and D.11)*.

3. The courseware was changed from *Moodle Rooms* to X^{71} *e-Learning* in order to meet the requirements of the institution in which the course was conducted in Taiwan.

4. The consent letter, Paragon Learning Style Inventory and course questionnaires were made available in Chinese (see *Appendices D.2, D.3, D.4, D.5 and D.6)*.

The differences between the pilot study and the main study that were the result of experience gained in running the pilot study were:

1. Based on the grading criteria for the pre-test and post-test writing tasks, grading sheets for the assessment of in-course writing tasks were developed so that performance in in-class writing assignments could be compared with performance in pre-test and post-test writing tasks (see *Appendix D.7*).

2. To gain as full a picture as possible of the impact of the course on writing in different genres, participants undertook two writing tasks in the pre-test and post-test whereas they had undertaken only one in the pilot study (see *Appendices C.2 and D.8*).

3. The number of questions for the student focus group discussion was reduced to 9 so that participants would have longer to focus on issues of most immediate relevance to the study.

4. Participants were invited to email their reflections on the course to the researcher (see *Appendix D.9* for invitation) so that all of them, including those who did not participate in the focus group discussion, would have an opportunity to provide comments on the course.

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[71] *X* has been substituted here for the name of the institution where the study was run.

5. In the case of one of the in-class writing assignments, additional information in the form of a diagram representing the life cycles of butterflies and bees was provided.[72]

6.3 Information about the study

The same research questions guided the study as was the case in the pilot (see *Chapter 5, Section 5.2)* except for the omission of a question relating to the use of conditionals. The same instructors who were involved in the pilot (see *Chapter 5, Section 5.4*) were also involved in this case. However, only two of them (Instructors A & C) were able to be in Taiwan during the study. Instructor A worked with the face-to-face group; Instructor C worked with both the blended and online groups.[73] Instructor B (located in New Zealand for the duration of the study) participated by commenting on and grading all of the in-class writing assignments done during the course (of which she received electronic copies)[74]. The same research instruments were used in this study as was the case in the pilot except that **(a)** the pre-test and post-tests relating to conditionals were omitted; **(b)** the pre-test and post-test were extended to include two writing tasks, with 100 minutes being allocated for their completion[75]; **(c)** the course questionnaire and the 52-item Paragon Learning Style Inventory were made available in Chinese; **(d)** the content of the course was reduced (as indicated above and in *Chapter 5, Section 5.5.3*); **(e)** criterion-referenced analysis sheets were developed for use in the case of in-class writing assignments[76]; **(f)** a different platform (X^{77} e-Learning)[78] was used. *Figures 6.1 and 6.2* indicate the website appearance.

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[72] This was because the students in the pilot study had had difficulty in completing this assignment because of lack of background information.

[73] Instructor C (also the researcher) was located for most of the time in the computer room where she could provide technical assistance and respond to queries.

[74] The time difference between New Zealand and Taiwan meant that writing assignments could be returned to participants on the morning following the day in which they were completed.

[75] Instead of having participants write only one text in the pre- and post-tests (as in the New Zealand-based trial study), participants in the Taiwan-based study were asked to write, in response to prompts, two different texts (250 words each), each representing a different genre (instruction or recount *and* one-sided or two-sided argument text). Instruction was included because less than half of the participants in the survey report in *Chapter 4* indicated that they included it in their teaching of writing.

[76] Two criterion-referenced analysis sheets were used in the Taiwan-based study: one relating to the pre- and post tests; the other to the in-course writing assignments. The first was the same as that used in the New Zealand-based study (see *Chapter 5, Section 5.5.6*). The second was an adaptation of it that was designed to be applied more rapidly. It had a number of different versions, each one designed specifically for one of the genre types. These are included in *Appendix D.7: Criterion referenced analysis sheets for in-class writing assignments.*
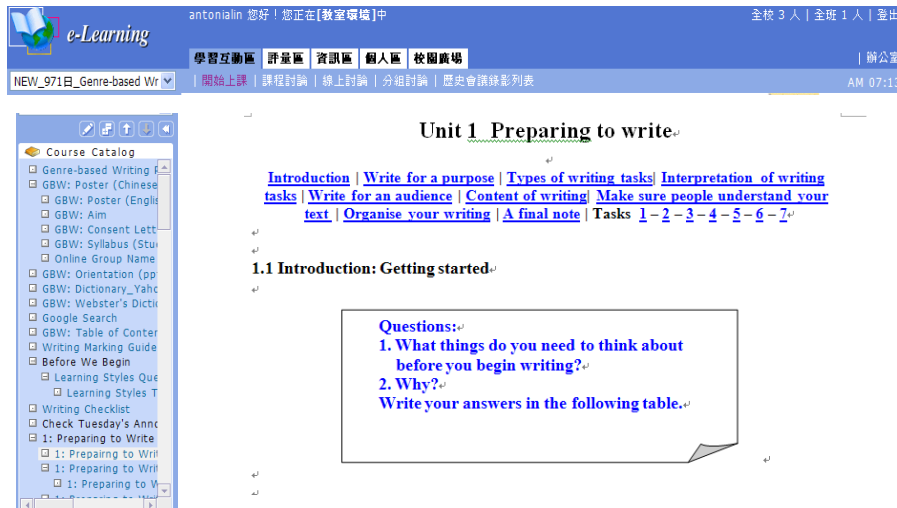
Figure 6.1: *The genre-centered writing course lesson page*

Figure 6.2: *Participants' forum discussion*

The participants were EFL students at a tertiary level educational institution in Taiwan. The course was run through the English department on a voluntary basis. Fifty-nine (59) students signed up for the course but only 30 registered on the first day and only 28 (25 female and 3 male students) completed it. The age range was

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[77] In the actual name of the platform, X is replaced by the name of the institution where the study was conducted.

[78] *X e-Learning* was selected as the platform for the Taiwan-based study because testing indicated that the speed at which *Moodle Rooms* ran in the institution where the Taiwan-based study was located was slow. Furthermore, *this platform* was familiar to the course participants and the institution could guarantee a higher level of technical support for that platform than it could for *Moodle Rooms*.

from 17 to 31. The participants came from different areas of the institution: five-year junior college (8); two-year college (6); four-year college (11); four-year evening college (3). All of them, including those assigned to the online group, were expected to work in assigned classrooms and computer rooms. The rooms used are illustrated below.

Figure 6.3: *Computer area for Group O (Lin, 2009)*

Figure 6.4: *Computer area for Group B (online session) (Lin, 2009)*

Figure 6.5: *Classroom for Group B (face-to-face session) (Lin, 2009)*

Figure 6.6: *Classroom for Group F (Lin, 2009)*

Participants worked on the course materials from 9 a.m. to 3 p.m. over a period of 10 days (12 January-23 January, 2009). The total time devoted to the course itself was 50 hours. Participants were divided into three groups, Online (O), Blended (B) and Face-to-face (F)[79]. There were 9 students in Group O, 10 in Group B, and 9 in Group F. The participants were placed in the groups in relation to year of study

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[79] Groups B and O were located in the separate wings of a computer room; participants from Group B had one hour in a traditional classroom each day.

and major subject so that they would be with those they were likely already to know.[80]

6.4   Findings

6.4.1   Learning styles

The data from the Paragon Learning Style Inventory were analyzed using Excel (see *Table 6.1*).[81]

Table 6.1: Learning styles of participants

Groups	Learning Styles					
Online (O)	ENFP (3)	ENFJ (2)	ISTJ (2)	ISFJ	INFJ	
Blended (B)	ENFP (2)	ENFJ	ISFP (2)	ESFJ	INFJ	ESTJ (3)
F2F (F)	ENFP	ENFJ	ISTJ	ESFJ	INFP	ESFP
	ENTP	ENTJ	ISTP			

Possible relationships between learning styles, learning mode preference (fully online, blended, face-to-face) and performance on the course are explored later in this chapter.

6.4.2   Writing: Pre- and post test results

The pre-test and post-test are included in *Appendix D.8.* The overall results of the pre- and post-test writing tasks (applying parts A & B of the criterion-referenced analysis sheet – see *Chapter 5, Section 5.5.6*) are indicated in *Tables 6.2a and 6.2b* below. Note that 3 of the participants completed only one of the pre-test tasks (task 1 in 2 cases; task 2 in the other). The pre-tests and post-tests were graded by two of the teachers (Instructor A and Instructor C) working together and spot checked by the other teacher (Instructor B) as had also been the case in the New Zealand-based pilot. The scores for each student are included as *Appendix D.10.* Samples of pre-test and post-test writing are also included as *Appendix D.12.*

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[80] Those in Groups O and F came from the two-year college, the four-year college, the five-year junior college, and the four-year evening college; those in Group B members all came from either the five-year college or the four-year college.

[81] Note that I = introversion, E = extroversion, S = sensation, N = intuition, T = thinking, F = feeling, J = judgment, and P = perception.

Table 6.2a: *Performance on pre- and post-test writing tasks (Part B: General)*

Writing tasks		Online (N = 9)			Blended 1 (N = 10)			Face-to-face (N = 9)		
		Pre	*Post*	**Diff.**	Pre	*Post*	**Diff.**	Pre	*Post*	**Diff.**
S #1	1	42	*68*	**26**	35	*42*	**7**	40	*65*	**25**
	2	40	*45*	**5**	32	*40*	**8**	57	*50*	**-7**
S #2	1	78	*62*	**-16**	52	*52*	**0**	NR	*NR*	**NR**
	2	72	*68*	**-4**	47	*58*	**11**	NR	*NR*	**NR**
S #3	1	52	*62*	**10**	43	*54*	**11**	NR	*63*	**63**
	2	58	*65*	**7**	50	*46*	**-4**	77	*65*	**-12**
S #4	1	68	*68*	**0**	53	*72*	**19**	65	*75*	**10**
	2	12	*68*	**56**	45	*37*	**-8**	63	*NR*	**-63**
S #5	1	55	*77*	**22**	38	*37*	**-1**	58	*55*	**-3**
	2	68	*52*	**-16**	42	*33*	**-9**	62	*57*	**-5**
S #6	1	NR	*NR*	**NR**	55	*55*	**0**	62	*73*	**11**
	2	NR	*NR*	**NR**	67	*70*	**3**	50	*55*	**5**
S #7	1	60	*68*	**8**	70	*60*	**-10**	68	*73*	**5**
	2	67	*77*	**10**	68	*77*	**9**	58	*72*	**14**
S #8	1	10	*53*	**43**	72	*72*	**0**	NR	*72*	**72**
	2	50	*52*	**2**	57	*58*	**1**	52	*58*	**6**
S #9	1	52	*58*	**6**	47	*65*	**18**	67	*50*	**-17**
	2	60	*63*	**3**	68	*62*	**-6**	52	*58*	**6**
S #10	1	42	*52*	**10**	53	*57*	**4**	70	*67*	**-3**
	2	38	*40*	**2**	38	*48*	**10**	65	*67*	**2**
Mean	1+2	**51**	*61*	**10**	**52**	**55**	**3**	**60**	*63*	**3**

Diff. = Difference; NR = No record
All the figures indicate percentages.

Table 6.2b: *Performance on pre- and post-test writing tasks (Part A: Specific)*

Writing tasks		Online (N = 9)			Blended 1 (N = 10)			Face-to-face (N = 9)		
		Pre	*Post*	**Diff.**	Pre	*Post*	**Diff.**	Pre	*Post*	**Diff.**
S #1	1	80	*96*	**16**	44	*48*	**4**	72	*92*	**20**
	2	40	*74*	**34**	16	*72*	**56**	64	*82*	**18**
S #2	1	66	*76*	**10**	60	*64*	**4**	NR	*NR*	**NR**
	2	72	*80*	**8**	60	*84*	**24**	NR	*NR*	**NR**
S #3	1	42	*68*	**26**	58	*58*	**0**	NR	*78*	**78**
	2	58	*96*	**38**	52	*64*	**12**	76	*82*	**6**
S #4	1	64	*78*	**14**	62	*82*	**20**	24	*94*	**70**
	2	6	*70*	**64**	58	*68*	**10**	40	*NR*	**-40**
S #5	1	80	*88*	**8**	50	*38*	**-12**	62	*94*	**32**
	2	72	*72*	**0**	28	*50*	**22**	44	*86*	**42**
S #6	1	NR	NR	NR	30	*64*	**34**	72	*68*	**-4**
	2	NR	NR	NR	66	*88*	**22**	78	*88*	**10**
S #7	1	60	*88*	**28**	50	*80*	**30**	74	*94*	**20**
	2	74	*76*	**2**	54	*80*	**26**	74	*84*	**10**
S #8	1	14	*8*	**64**	54	*96*	**42**	NR	*96*	**96**
	2	34	*68*	**34**	54	*72*	**18**	78	*72*	**-6**
S #9	1	60	*76*	**16**	44	*54*	**10**	76	*70*	**-6**
	2	64	*94*	**30**	42	*54*	**12**	54	*70*	**16**
S #10	1	56	*90*	**34**	44	*66*	**22**	32	*80*	**48**
	2	36	*40*	**4**	52	*80*	**28**	34	*70*	**36**
Mean	1+2	**54**	**78**	**24**	**49**	**68**	**19**	**61**	**82**	**21**

Diff. = Difference; NR = No record
All the figures indicate percentages.

When pre-tests and post-tests were graded in terms of Part B of the grading criteria (general criteria), the overall average increase was 10% in the case of the online mode group, and 3% in the case of both the blended mode group and the face-to-face group.[82]

When pre-tests and post-tests were graded in terms of Part A of the grading criteria (criteria specific to what was included in the course), the overall average increase was 24% in the case of the online mode group, 21% in the case of the face-to-face mode group and 19% in the case of the blended mode group.

[82] Note that where students did not attempt one of the pre-tests or one of the post-tests, their scores were removed before the overall calculations were done.

The findings relating to Part A (see *Table 5.1a*) of the criterion-referenced analysis sheet, that is, the part that related specifically to what was taught, are outlined in *Figures 6.7 ~ 6.12* below.
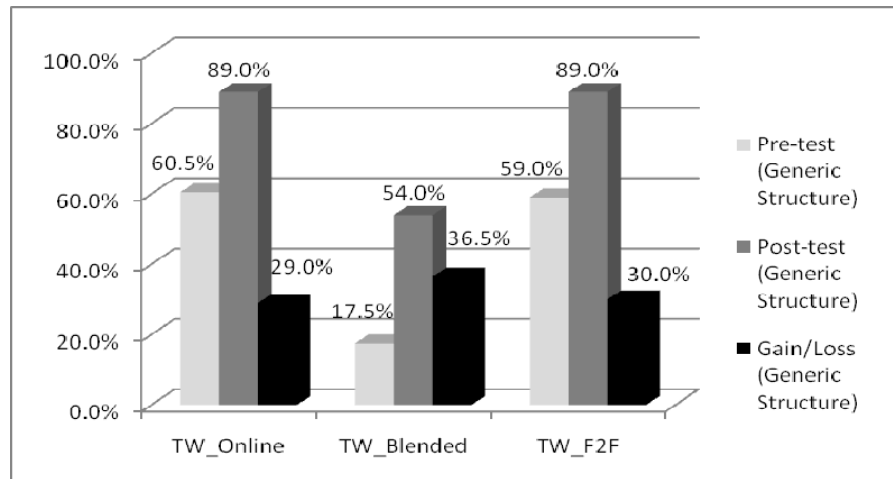
Figure 6.7: *Pre-test and post-test: Writing performance in terms of generic structure*
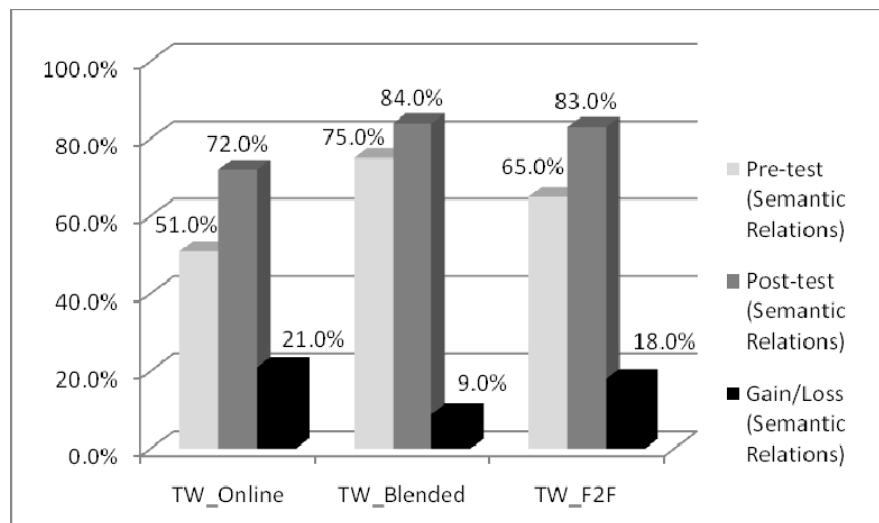
Figure 6.8: *Pre-test and post-test: Writing performance in terms of semantic relations*
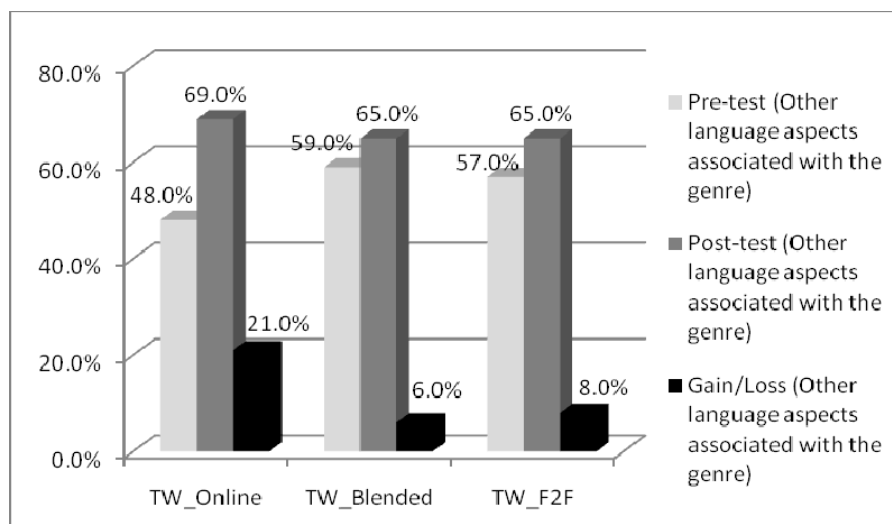
Figure 6.9: *Pre-rest and post-test: Writing performance in terms of other language aspects associated with the genre*
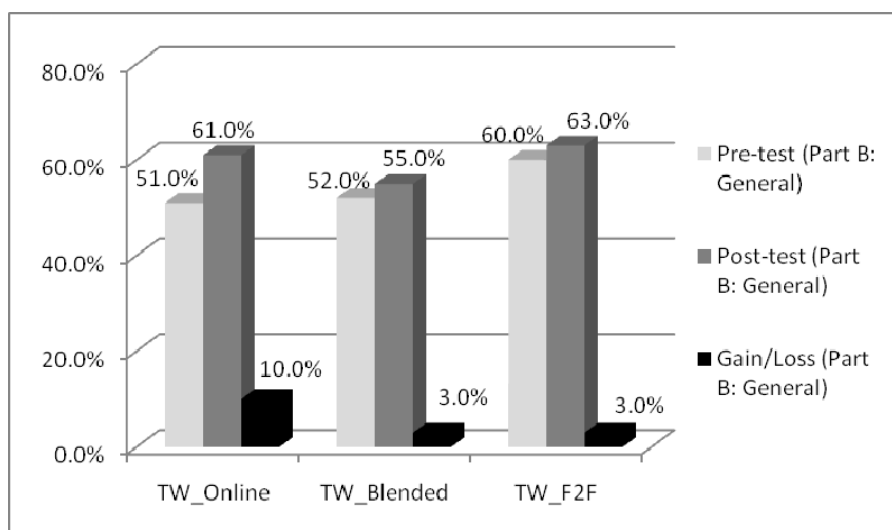
Figure 6.10: *Pre-test and post-test: Writing performance in terms of all three areas (generic structure, semantic relations and other language aspects associated with the genre)*

In *Table 6.3*, the results of tasks 1 and 2 (taken together) for each of the areas taught are presented in relation to mode.

Table 6.3: *Results of tasks 1 and 2 combined (pre-test and post-test) in relation to modes and the areas covered in the course*

| | Gain or loss | | | | | |
| | Online | | Blended | | Face-to-face | |
Part A (Specific)	Pre-test	*Post-test*	Pre-test	*Post-test*	Pre-test	*Post-test*
Increase in generic structure	60.5%	*89%*	17.5%	*54%*	59%	*89%*
TOTAL GAIN OR LOSS	**+29%**		**+36.5%**		**+30%**	
Increase in semantic relations	51%	*72%*	75%	*84%*	65%	*83%*
TOTAL GAIN OR LOSS	**+21%**		**+9%**		**+18%**	
Increase in other aspects of language associated with the genre	48%	*69%*	59%	*65%*	57%	*65%*
TOTAL GAIN OR LOSS	**+21%**		**+6%**		**+8%**	
Increase in all 3 areas	54%	*78%*	49%	*68%*	61%	*82%*
TOTAL GAIN OR LOSS	**+24%**		**+19%**		**+21%**	

In terms of overall performance in the areas covered in the course (in relation to average improvement in post-test scores over the pre-test scores), the online mode group (+24%) outperformed the face-to-face group (+21%) and the blended mode group (+19%). This is also the case for both semantic relations and other aspects of the language associated with the genre (where the rank order of the groups remains the same. However, in the case of generic structure, the increase is greatest in the case of the blended mode group (+36.5%) followed by the face-to-face group (+30%) and the online group (+29%).

6.4.3 Daily writing assignments compared with pre- and post-test writing results

So far as daily writing assignments are concerned, only the first draft was graded. This meant that there was no possibility that grades would be given for changes or corrections that course participants had made in the absence of a full understanding of the reasons for them. The full mark of each writing assignment was 25 points[83]; that for the pre-test and post-test writing tasks (applying Part A of

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[83] Only scores for in-class writing assignments that were equivalent to those included in the pre-test and post-test (i.e. recount, instruction and argument) are included here.

the assessment guidelines) was 50 points. The results below are based on a re-scaling of these to a score out of 100. *Figure 6.11* shows the group mean scores for **(a)** the first writing task in the pre-test (instruction or recount), **(b)** a combination of two in-class writing assignments involving instruction and recount **(c)** the second writing task in the pre-test (one-sided or two-sided argument); and **(d)** the in-class writing assignments involving argument.
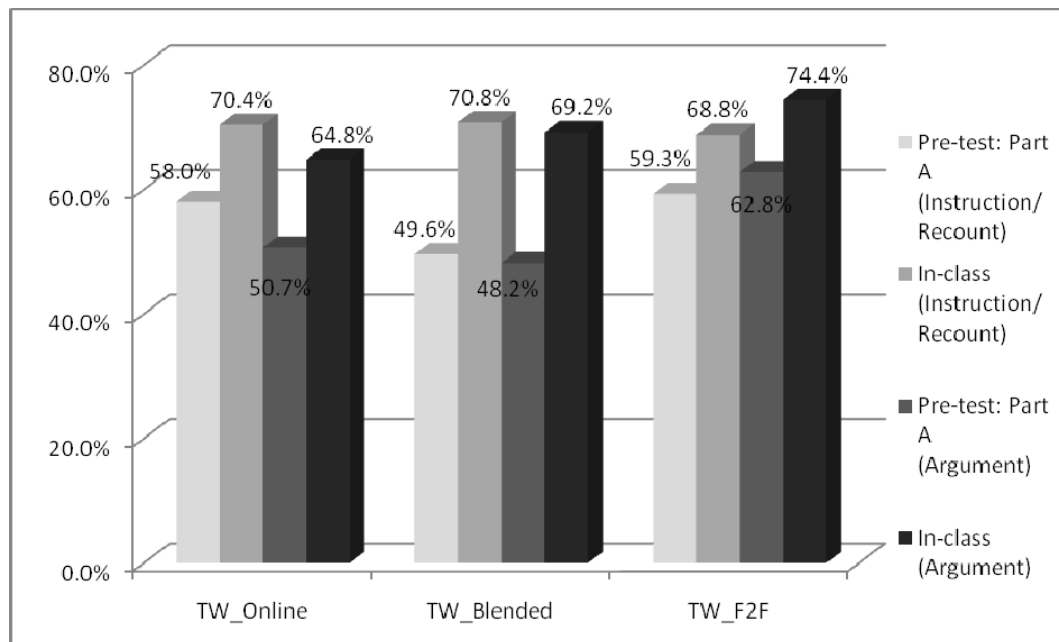
Figure 6.11: *Means of the pre-test writing tasks (Part A) and daily writing assignments*[84]

Figure 6.12 shows the group mean scores for **(a)** a combination of two in-class writing assignments involving instruction and recount, **(b)** the first writing task in the post-test – instruction or recount (applying Part A of the assessment guidelines), **(c)** the in-class writing assignments involving argument (one-sided and two-sided argument), and **(d)** the second writing task in the post-test – argument (applying Part A of the assessment guidelines). The scores have been scaled in the same way as were the scores in *Figure 6.11* above.

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[84] There were 3 non-submissions of in-class writing assignments, 2 from Group O (1 instruction text and 1 recount text) and one from Group F (1recount text). Only scores of submitted work were included in the calculation.
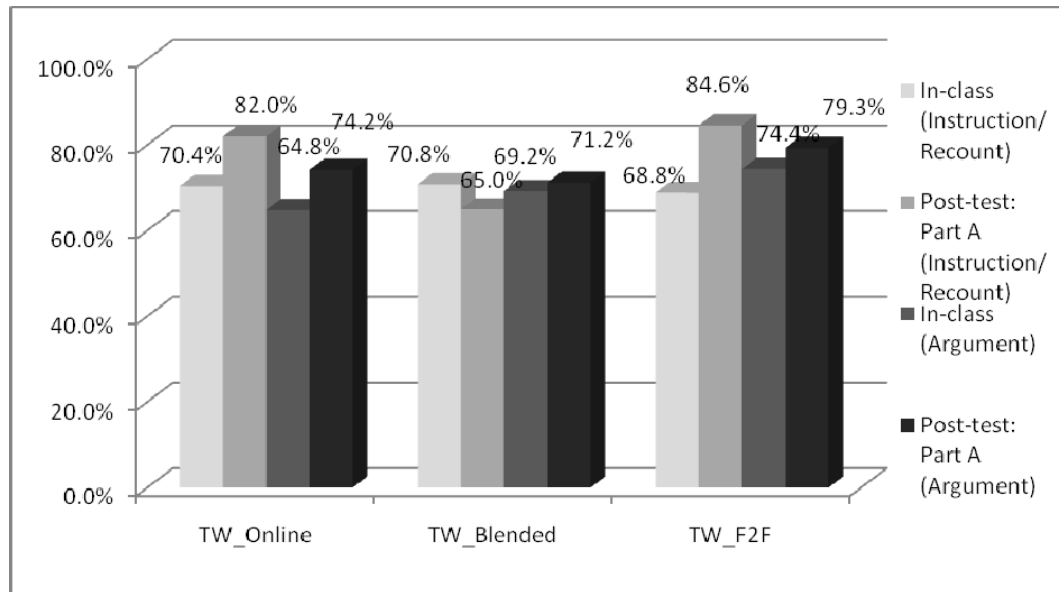
Figure 6.12: *Means of the daily writing assignments and the post-test writing tasks (Part A)*

The overall percentage improvement of all of the groups in **(a)** in-class assignments in the areas of instruction and recount combined and argument and **(b)** the post-test (Part A) as compared with the pre-test are indicated in *Table 6.4*.

Table 6.4: *Overall percentage improvement of all groups in in-class assignments and the post-test (applying Part A of the assessment guidelines) compared to the writing pre-test (applying Part A of the assessment guidelines)*[85]

	Online group			**Blended group**			**Face-to-face group**		
	Pre-test	**Assign-ments**	**Post-test**	**Pre-test**	**Assign-ments**	**Post-test**	**Pre-test**	**Assign-ments**	**Post-test**
Instruction/ recount	**58%**	**70.4%**	**82%**	**49.6%**	**70.8%**	**65%**	**59.3%**	**68.8%**	**84.6%**
Argument	**50.7%**	**64.8%**	**74.2%**	**48.2%**	**69.2%**	**71.2%**	**62.8%**	**74.4%**	**79.3%**
Instruction/ recount and argument combined	**54.3%**	**67.6%**	**78.1%**	**48.9%**	**70%**	**68.1%**	**61.1%**	**71.6%**	**81.7%**
Increase		**+13.3%**	**+10.5%**		**+21.1%**	**-1.9%**		**+10.5%**	**+10.3%**

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[85] Slight differences between figures in this table and figures in Table 6.3 relate to differences in the ways in which the calculations were done.

As indicated in *Table 6.4*, the students in each group (except the blended group in relation to generic structure and language aspects) perform better overall in both the assignments and the post-test than they do in the pre-test. In the case of the online group and the face-to-face group, the overall average post-test scores are higher than the overall average assignment scores, suggesting that the comments on the assignments and the longer processing time were productive. In the case of the blended group, however, the overall average post-test score is two percentage points lower than the overall average assignment score. Although the overall average score in the post-test was higher than it was in the assignments in the case of the argument genre, it was almost six percentage points lower in the case of instruction/ recount. This would seem to indicate that at least some of the members of this group had difficulty in relation to retention of what was learned in this area. More detailed analysis of their writing would be likely to reveal where the difficulties lie. One of the advantages of this type of approach to the teaching of writing is the fact that examination of scores in different areas can be helpful in revealing issues that need to be addressed in subsequent writing courses.

6.4.4   Post-course questionnaire findings

Twenty-eight (28) fully or partially completed questionnaires were collected and the responses were analyzed using Excel. Responses are indicated below.

Table 6.5: *How much did you enjoy the course?*

Groups	I liked it a lot	I liked it	So-so	I did not like it at all
	N (%)	N (%)	N (%)	N (%)
Online	3 (33%)	5 (56%)	1 (11%)	0 (0%)
Blended	7 (70%)	3 (30%)	0 (0%)	0 (0%)
Face-to-face	6 (67%)	2 (22%)	1 (11%)	0 (0%)

Table 6.6: *How useful was the course in helping you to write texts?*

Groups	Very useful	Useful	Not very useful	Not useful at all
	N (%)	N (%)	N (%)	N (%)
Online	2 (22%)	7 (78%)	0 (0%)	0 (0%)
Blended	8 (80%)	2 (20%)	0 (0%)	0 (0%)
Face-to-face	6 (67%)	3 (33%)	0 (0%)	0 (0%)

Table 6.7: *How useful was the course in providing you with information about the language of the model texts?*

Groups	Very useful	Useful	Not very useful	Not useful at all
	N (%)	N (%)	N (%)	N (%)
Online	3 (33%)	5 (56%)	1 (11%)	0 (0%)
Blended	7 (70%)	2 (20%)	1 (10%)	0 (0%)
Face-to-face	5 (56%)	4 (44%)	0 (0%)	0 (0%)

Table 6.8: *How useful was the course in helping you to understand more about language (generally)?*

Groups	Very useful	Useful	Not very useful	Not useful at all
	N (%)	N (%)	N (%)	N (%)
Online	3 (33%)	6 (67%)	0 (0%)	0 (0%)
Blended	8 (80%)	2 (20%)	0 (0%)	0 (0%)
Face-to-face	5 (56%)	4 (44%)	0 (0%)	0 (0%)

Table 6.9: *How useful was the course in teaching you to use language accurately?*

Groups	Very useful	Useful	Not very useful	Not useful at all
	N (%)	N (%)	N (%)	N (%)
Online	3 (33%)	6 (67%)	0 (0%)	0 (0%)
Blended	8 (80%)	2 (20%)	0 (0%)	0 (0%)
Face-to-face	7 (78%)	2 (22%)	0 (0%)	0 (0%)

Table 6.10: *How useful was the course in helping you to write texts in each of the different genres?* **(face-to-face group)**

Genres	Very useful N (%)	Useful N (%)	Not very useful N (%)	Not useful at all N (%)
Instructions	6 (67%)	3 (33%)	0 (0%)	0 (0%)
Arguments	5 (56%)	4 (44%)	0 (0%)	0 (0%)
Descriptions/ Classifications	6 (67%)	3 (33%)	0 (0%)	0 (0%)
Recounts	5 (56%)	4 (44%)	0 (0%)	0 (0%)

Table 6.11: *How useful was the course in helping you to write texts in each of the different genres?* **(online group)**

Genres	Very useful N (%)	Useful N (%)	Not very useful N (%)	Not useful at all N (%)
Instructions	3 (33%)	6 (67%)	0 (0%)	0 (0%)
Arguments	3 (33%)	6 (67%)	0 (0%)	0 (0%)
Descriptions/ Classifications	2 (22%)	5 (56%)	2 (22%)	0 (0%)
Recounts	2 (22%)	6 (67%)	1 (11%)	0 (0%)

Table 6.12: How useful was the **face-to-face** section in helping you to write texts in each of the different genres? (**blended group**)

Genres	Very useful N (%)	Useful N (%)	Not very useful N (%)	Not useful at all N (%)
Instructions	7 (70%)	3 (30%)	0 (0%)	0 (0%)
Arguments	7 (70%)	3 (30%)	0 (0%)	0 (0%)
Descriptions/ Classifications	6 (60%)	4 (40%)	0 (0%)	0 (0%)
Recounts	7 (70%)	3 (30%)	0 (0%)	0 (0%)

Table 6.13: How useful was the **online section** in helping you to write texts in each of the different genres? (**blended group**)

Genres	Very useful N (%)	Useful N (%)	Not very useful N (%)	Not useful at all N (%)
Instructions	8 (80%)	2 (20%)	0 (0%)	0 (0%)
Arguments	7 (70%)	3 (30%)	0 (0%)	0 (0%)
Descriptions/ Classifications	7 (70%)	3 (30%)	0 (0%)	0 (0%)
Recounts	7 (70%)	3 (30%)	0 (0%)	0 (0%)

Table 6.14: How useful were the model texts that were included in the materials?

Groups	Very useful N (%)	Useful N (%)	Not very useful N (%)	Not useful at all N (%)
Online	4 (44%)	5 (56%)	0 (0%)	0 (0%)
Blended	8 (80%)	2 (20%)	0 (0%)	0 (0%)
Face-to-face	7 (78%)	2 (22%)	0 (0%)	0 (0%)

Table 6.15: How often did you communicate online with other students while you were doing the course? (**online and blended groups**)

Groups	Online	Blended
Every time you were online	0 (0%)	0 (0%)
Most times when you were online	2 (22%)	0 (0%)
Occasionally when you were online	7 (78%)	10 (100%)
Never	0 (0%)	0 (0%)

Table 6.16: *How useful did you find communicating online with other students?*
(online and blended groups)

Groups	Very useful	Useful	Not very useful	Not useful at all
	N (%)	N (%)	N (%)	N (%)
Online	0 (0%)	5 (56%)	3 (33%)	1 (11%)
Blended	3 (30%)	5 (50%)	2 (20%)	0 (0%)

Table 6.17: *How often did you communicate online with your teacher while you were doing the course?* *(online and blended groups)*

Groups	Online	Blended
Every time you were online	3 (33%)	1 (10%)
Most times when you were online	0 (0%)	1 (10%)
Occasionally when you were online	6 (67%)	7 (70%)
Never	0 (0%)	1 (10%)

Table 6.18: *How useful did you find communicating online with your teacher?*
(online and blended groups)

Groups	Very useful	Useful	Not very useful	Not useful at all
	N (%)	N (%)	N (%)	N (%)
Online	2 (22%)	6 (67%)	1 (11%)	0 (0%)
Blended	5 (50%)	5 (50%)	0 (0%)	0 (0%)

Table 6.19: *Would you like to do another writing course of a similar type?*

Groups	Yes, I would very much like to do such a course.	Yes, that would be okay.	No.
	N (%)	N (%)	N (%)
Online	5 (56%)	1 (11%)	3 (33%)
Blended	8 (80%)	2 (20%)	0 (0%)
Face-to-face	7 (78%)	1 (11%)	1 (11%)
Comments made by students: 1. If it is blended or face to face, I am willing to do so (online group). 2. I prefer face-to-face group (online group). 3. The course is similar to other writing courses. I think I can accomplish the course by independent writing practice and asking for teacher's help (online group)[86]. 4. I hope that I can participate in other modes because it often takes me a lot of time in writing an essay. I also have difficulty in getting ideas of what to write (face-to-face group).		

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[86] This comment was made by the student who, in terms of response to the first question, appeared to enjoy the course least.

Table 6.20: *To which mode were you assigned? What is your preferred mode?*

Assigned mode[87]	Preferred mode		
	Online	**Blended**	**Face-to-Face**
Online S#1		✔	✔
Online S#2		✔	✔
Online S3		✔	✔
Online S#4		✔	✔
Online S#5	✔	✔	
Online S#6			
Online S#7	✔	✔	
Online S#8		✔	✔
Online S#9		✔	✔
Online S#10	✔	✔	
Blended S#11		✔	
Blended S#12		✔	
Blended S#13	✔		✔
Blended S#14		✔	✔
Blended S#15		✔	✔
Blended S#16		✔	
Blended S#17		✔	✔
Blended S#18		✔	✔
Blended S#19		✔	✔
Blended S#20		✔	✔
Face-to-face S#21		✔	✔
Face-to-face S#22			
Face-to-face S#23			✔
Face-to-face S #24			✔
Face-to-face S#25		✔	✔
Face-to-face S#26		✔	✔
Face-to-face S#27		✔	✔
Face-to-face S#28		✔	✔
Face-to-face S#29			✔
Face-to-face S#30			✔

6.4.5   Focus group: Instructors

There were no focus questions for this group. The instructors were simply asked to provide any comments they wished. The following points were raised by the instructor who taught the face-to-face group.

> *The students appear to speak fluently and listen well, but their problem is accuracy. For example, none of them seemed to know how tense/aspect combinations really function. Teaching things like that in context seemed to work well. They seemed to appreciate the opportunity to explore the*

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[87] S6 and S22 were enrolled but did not complete the program and therefore they were not included in the study.

relationship between context and language choice and between form and meaning.

At first, they seemed to be more interested in length when they were writing rather than in anything else. Also, they seemed initially to be quite happy to write about trivia but they were responsive when it was suggested to them that writing about things other than, for example, what they did last weekend, might be more useful/interesting.

Grading the pre-test and post-test in terms of the criteria that related to what was taught in the course was a relatively simple matter. With a bit of training, teachers might find that they could grade and comment on students' writing assignments (and so return them much faster) if they used this sort of approach rather than trying to comment on everything. One thing that did strike me though was the fact that the upper limit in each area (e.g. 10 for semantic relational signaling) actually masked some of the improvement. Some of the students who started with a high score (8 or 9) actually improved more than is indicated in their final score of 10. Another thing that struck me was that a lot of the students seemed able to produce longer texts in the post-test. I think this may have been because they have fewer problems in relation to organizing their ideas.

The instructor who was in charge of the online group and the blended group made the following comments.

Some of the students liked to play music while they were working. One or two of them commented that this was their way of relaxing. Some of the students consulted a wide range of web sites. In some cases (e.g. Yahoo dictionary, Webster's dictionary), the relevance of these sites is clear but I think there are two issues. First, it is very easy for students to transfer material from sites into their assignments (although it is often relatively straightforward to detect this and, in any case, they soon learned that this could result in assignments that didn't fulfil the criteria). Secondly, there is

always a temptation for students working online to explore sites that have nothing to do with the course.

When students are working online at their own pace, it can be difficult to detect problems as they arise and intervene with help in a timely way.

In the first few days of the first week, I posted messages (including reminders about assignments) and answered a number of questions online. When I realized that the students weren't interacting much online with one another, I decided to put them into consultation groups at specific times when they were doing writing tasks. This led to a bit more student-student interaction.

In general, students from the blended group seemed to be more involved than those in the online group.

The instructor who was involved in grading and commenting on in-class writing assignments made the following comments.

In the case of formative assessment, it's good to get assignments back to students as quickly as possible. The students really seemed to appreciate getting work back first thing in the morning the day after they had completed it. However, this put enormous strain on me and wouldn't have been possible if I had also been teaching on the course this time round and if I wasn't a native speaker, an experienced marker and someone who fully understood the concept of this approach to writing.

I understand from the face-to-face instructor that providing marks for assignments introduced a competitive element that wasn't present in the New Zealand pilot. I also understand that this element was in some cases quite 'unhealthy', leading at least one of the students to feel frustrated and depressed.

I found it really useful having the grading sheets and I stuck rigidly to them in my grading but I included things in my comments that weren't included in the course as such where I felt that it would be helpful to the students to do so.

I could tell from their writing that some of the students weren't fully engaged with the course and this led, in some cases, to the writing being based on topics that were somewhat inappropriate or somewhat banal in an academic context. This is always a danger with courses that aren't credit-bearing.

6.4.6   Focus group: Students

Ten students accepted an invitation to participate in a focus group discussion (approximately 90 minutes) at the end of the course. All agreed that the discussion could be audio recorded so that the points made could be more easily summarized later. A summary is provided below. Note that student comments have been translated from Chinese.

Focus question 1: *When you write, which do you prefer to use and why – a word processor or pen and paper?*

Most (7 out of 10) of the participants preferred using a word processor because of (a) the convenience of the spell check function, (b) the ability to present the work more professionally, and (c) the fact that work could be filed more conveniently.

Participants who preferred using pen-and-paper said that (a) not having to focus on using a computer was helpful, (b) they could draw diagrams easily in any way they liked, and (c) it was easier to generate ideas on paper.

Focus question 2: *Have any of your writing classes in the past included any of the following – brainstorming, planning, drafting, revising, editing, publishing and which was used most frequently?*

Of the list of activities, the ones students had encountered, in descending order, were: *revising* (7) [88] , *planning/drafting* (6), *peer-review* (5), *publishing* (4), *brainstorming* (1). Two participants said that they had sometimes been asked to write on the basis of a topic only (with no further guidance). In general, participants thought that *planning/drafting* was the most time-consuming of the activities listed.

One participant said that the text template provided in the genre-centered course saved a lot of time in planning what to write. He also said that he appreciated having written work returned so quickly and preferred the approach to grading and commenting because he could understand it easily.

Focus question 3: *Do you prefer peer feedback or teacher feedback? Why?*

In general, participants felt that their classmates tended to focus on vocabulary, spelling and grammar (rather than other aspects of text construction) and that their opinions could not necessarily be relied upon (because of their level of language proficiency). However, one of the participants did say that more advanced students could comment usefully on the work of less advanced ones and that this could help to reduce the teacher's workload. The following points were agreed on by at least six of the participants:

1) Teachers are more able to detect errors;
2) Teachers are more experienced in giving feedback on language (e.g. vocabulary, grammar), text construction (e.g. structure, organization), and content;
3) Teachers, especially native speakers, are more likely not only to know whether something is wrong but also how to put it right;
4) Teachers' corrections are more likely to be accurate.

One participant noted that peer review was useful in the following ways:

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[88] Seven participants had encountered this in writing courses.

> *It is easier to see other people's mistakes and it is good to see how other people outline their work and organize their ideas.*

Another student made the following suggestion:

> *Students could practice peer-review, but teacher feedback should follow. That way, students have a chance to practice reviewing the work of others but teachers can provide the final feedback.*

Focus question 4: *How do you usually deal with the feedback from your teacher?*

The following comments were made by participants:

> *I would ask the teacher if I felt puzzled so that I could get an immediate response.*

> *I would ask my classmates first and then ask the teacher if I was still unclear.*

> *I would take whatever is provided in the feedback seriously because I would not question the teacher's ability. However, I would be less likely to take peer review seriously.*

> *I used to be desperate for teacher feedback, especially for the feedback of native speaking teachers. The feedback I have received during this course shows a different way of writing the same thing - a better way - with the comments on the margin rather than deleting whole sentences.*

Most of the students (4 out of 6) claimed that they would save the teacher's comments in a file. Some of them said they would then use the file when comparing an original version with a revised one. One of the students said that he highlighted parts of the comments provided, especially things he needed to focus on, such as ways of expressing things in writing that were more formal than the

ways they were expressed in speech. He also said that he would save the file of teacher comments and print it out and pin it to a wall so that he would be reminded of things that were important. Another student used the online 'notebook' to save all of the teacher comment files so that she could review them whenever she wanted to.

Feedback was provided using the 'comment' function in Microsoft Word (with comments appearing in boxes on the right-hand side of student texts). The students liked this approach. Here are two observations that the students made about it:

> *It's better than the traditional approach. It shows mistakes clearly without making marks all over the text.*

> *Having the Word/comment box was good for me because I could see the original and the comment at the same time. The traditional pen-and-paper way of commenting is messy and difficult to understand.*

Focus question 5: *Can you think of two or three things about the genre-centered writing course that you particularly liked?*

The responses were categorized in terms of learning modes.

Online group:

> *Being someone who lacks self control and concentration, I would rather have been placed in a face-to-face group. I still learned a lot but I would have made more progress if I had been placed in face-to-face mode.*

> *The course is quite intensive with daily writing which is commented by a professional instructor, and this was the most important and the most helpful for me. There was limited interaction at the beginning of the online group. This gave me a feeling of isolation. After we were grouped to do the*

online writing tasks, we had a chance to get to know more about our classmates.

Blended group:

I learned a lot in the course because I had interaction with other students in person and also communicated with them online. I was able to ask questions and accomplish my daily work on time. The face-to-face session gave me a chance to practice my listening skills.

I can learn much more when facing the teacher, so if I had been placed in the face-to-face group, I would have learned much more. In fact, the course schedule was quite good for me because I didn't feel frustrated with the time schedule. The writing tasks are well balanced so that I could finish each one of them every day on time. The daily comments given by the teacher who marked our assignments were great. I read much more during these two weeks than I did in the whole semester. The course was intensive but it was good for my writing.

I liked the combination of individual work online and group interaction in the classroom. I was able to discuss things with other people, have interaction with people and see things in different ways.

It was great to work with different partners when we were in the face-to-face session. Such an arrangement is a good thing because we could make friends while learning how to write.

Face-to-face group:

It's good to have a foreign teacher in a small-sized class because we have plenty of time practicing our language skills – not only writing and reading but also listening and speaking.

The experience of having a foreign teacher was great because I had frequent interaction with her in class and I could also practice my listening skills. The course was very well organized and everything was done in sequence.

I can be distracted easily when I work on the computer, so I like working with the teacher in the classroom. What was taught in the class was really practical for my writing.

Two of the students made suggestions. These were: (a) that students could be grouped in terms of proficiency so as to reduce anxiety and optimize learning, and (b) that students could be given more freedom about the writing topics they could select.

Focus question 6: Can you think of two or three things about the genre-centered writing course that you didn't like?

Comments are categorized by group (only participants from two groups responded):

Online group:

I didn't know any recipes so I had to search online to write the instruction text. What bothers me is that it seems that I was not writing my own text but using the online resources.

I could not understand the description and classification lesson. I asked my classmate but neither of us knew how to write about the topic. I thought this was part of the research and so I did not go to the teacher for help. I just imitated the model text. The result was not satisfactory.

I want to keep practicing my writing in the future but I don't know who to go to for comments.

Face-to-face group:

Sometimes I felt tired when listening to repeated grammatical explanations.

I had some problem in understanding the lessons but I followed the model text and made use of the information provided to complete the writing task. The result was satisfactory.

I am a sensitive person and I felt hurt when the teacher did not look at me when talking to me at the very beginning. Later, I found it did not occur any more, so I felt all right. Also, I felt embarrassed because I had so many questions to ask. I was afraid that I might slow down the pace of the class and take up too much time. Another problem is that when we were dealing with complicated things, the teacher tended to give clear explanations but we got tired, especially when instructions were repeated.

Focus question 7: Can you think of any similarities and differences between the genre-centered writing course and any other writing courses that you have had in the past?

Responses have been categorized by group.

Online group:

Online learning is convenient for me because I can work at home. For instance, I used to have a writing map to build up ideas for writing. Now I have a very clear direction for writing. The model text allows me to spend less time on getting ideas and I can also make use of the text templates.

The different text templates are quite helpful to follow. The model texts are also useful in our own writing. They are also practical in helping us with structural principles for example.

In traditional classes I can ask questions and get an immediate response, but in the online group, I could hardly remember what mistakes or errors I made in my writing. Perhaps I could print out the comments so as to have a clear look.

Blended group:

In traditional classes I don't pay much attention but this intensive course was really unusual and I have gained something very valuable from it. If we have lessons like this in other courses, it will really help me to improve my writing ability. I feel that I have gained a lot from this kind of learning.

Face-to-face group:

The intensive type of the course helped me to concentrate and focus well. We had many ideas in the discussion and we had many supplementary resources too.

It's special to have a foreigner as the writing teacher. She had many different ways of saying 'good', giving me an opportunity to extend my vocabulary. She also gave us positive feedback on our work and this made me feel that I was doing well.

Focus question 8: *Did you ever want to stop attending the genre-centered writing course and, if so, why did you continue to attend?*

Online group:

I was really motivated to learn and I felt that if I tried hard I wouldn't miss anything and I could do really well so I never felt depressed at all and there was never a time when I wanted to give up. I am proud that I was self-disciplined during this course.

Because of my poor English, I felt depressed after taking the pre-test writing task. I didn't know if I could survive in this course. After consulting with the instructor, I decided to stay because I thought I had the motivation to learn how to write and I wanted to learn to be a good writer. When I realized that I was in the online group, I was a bit disappointed but I stayed because I have a friend in the group. I also realized the importance of subjects in the research and I didn't want to mess it up.

Blended group:

Having the chance to join this class was a great and unusual opportunity. I wanted to make good use of the vacation. The only frustration I had is that I had to go to bed early so that I wouldn't miss the class. Even so, I was still late for class from time to time. I'm not really self-disciplined.

Face-to-face group:

There were many times when I wanted to give up for personal reasons, such as job offers, but I stayed because I had made a promise to join this course and I realized the importance of subjects in a research study like this.

Focus question 9: *What would you change about the genre-centered writing course?*

There were two suggestions:

I would prefer having the afternoon session from 1:30 instead of 1:00 so that we could have enough time to take a nap.

I think the teacher should watch the online group more carefully and insist on good attendance, good time-keeping and more focus on the course materials.

6.4.7 Individual reflection

In this section, the comments sent by students via email are categorized and summarized below (with translations in square brackets).

Expectations of the course before attending it

The comments here focused on: gaining more writing practice (1); having the opportunity to be corrected (1); being able to write more quickly and with more detail (2); and improving writing and becoming more interested in it (1). One of the participants responded as follows:

> *Before I took this class, writing was a very difficult task for me. I can write it like how I write a diary in Chinese, but that is very informal. I do not know how I should write when I get different types of title. I think to write a good article should follow particular rules. What I used to learn in the class such as compound sentence, complex sentence, etc. do not help my writing a lot. I only knew the basic form of writing, that is, a basic article should include three parts – beginning, body and conclusion. I think what I expected from this class is that I want to learn more detail about writing. I think once I know exactly how to write, I will be more confident in writing.*

Difficulties encountered during the course (with some references to ways of resolving them)

Two of the participants referred to eye-strain associated with online learning, one referred to persistent tiredness. The other comments in this area all related to language difficulties. In two cases, reference was made to limited vocabulary and to the use made of online dictionaries. In one of these cases, specific reference was made to difficulty associated with the meanings of 'transition words'. Two referred to other types of language problem. One of them experienced problems with grammar generally, but "[asked instructors and] really learned a lot"; the other referred specifically to problems associated with prepositions and conditionals, noting that it was inconvenient to have to check a dictionary frequently. One referred to problems associated with the time it took to work out what content to include, noting that she spent much time searching through books

for appropriate material that would help with content; another referred to difficulties associated with both planning and drafting. For one participant, there were problems associated with the amount of reading involved:

> *At first, my English is very poor, so I can't read your file so quick. But when I finished the first day, I felt accomplished. All I can do is studying hard to solve my course.*

One participant referred to the fact that writing is more difficult than other skills:

> *Writing is always the most difficult part for me in learning English because I am not very organized and patient. During this course, I tried to force myself to pay attention to the strict structure of writing, and also, the encouragement from [the instructor] helped me a lot.*

Four participants commented on particular aspects of the course content:

> *My weakest one is classification and comparison. To write an essay in classification and comparison style requires sufficient information and strong organization on the issues that people are trying to bring them up. ... The only way to solve it is to practice and gather as much information as I can.*

> *Some types of writing were so difficult that I could not describe them even in Chinese. At that time, I discussed the solutions with classmates. For example, the life cycle of a butterfly (description and classification text) was really hard so I discussed with my classmates the way we could write.*

> *I think I encountered some difficulties in writing focus and conclusion. Because it is hard to see the difference between focus and conclusion – both of them are overviews – there is no definite way to discriminate them. Then, I gradually noticed that conclusion always includes some comments or advices, but focus doesn't. This is how I solved it.*

When I write "Recount" and "Instruction", I feel a little difficult. Although I know the "past tense", "past progressive" and so on, using it in the article is not very easy. You have to think more and use it in the correct place.

Making reference to external websites

Participants referred to the fact that they visited the following websites: Yahoo online dictionary (6), online dictionary (3), Google (2), YouTube (2), other unspecified websites (2), Thesaurus (1), and Wiki (1). Five of the participants gave their reasons for visiting these sites. These included: checking on spelling (1), finding synonyms to avoid repetition (1); checking on word meanings (1); and searching for ideas (2). In one case, the reason related to relaxation.

Listening to music while working online (with reasons)

Ten participants responded to the prompt that related to listening to music while online. Six said that they did not listen to music while online, four of them noting that they did not want to be distracted from their work. One of them observed that she *did* listen to music while online at home in order to relax. Four indicated that they listened to music while online during class. Two of them said that it helped them to concentrate; one said that it could be distracting on occasions; one observed that she listened to music only after she had completed her assignments.

Feelings about the group/mode to which participants were assigned

The comments made in relation to this topic (three from participants in Group O; 5 from participants in Group B; 6 from participants in Group F) are outlined in *Table 6.21*

Table 6.21: Comments relating to whether learning mode assignment was appropriate for participants[89]

Mode	Yes/No	Reasons
Online (3)	Yes (2)	(S1) I enjoy the learning environment in which nobody would bother me. If I had a question, I could ask the instructor on the Internet. (S4) Yes, I could learn by myself and use time freely.
	No (1)	(S2) I prefer a blended or face to face class.
Blended (5)	Yes (4)	(S11) Yes, it fits me just right. I think it's flexible enough for me and I can accomplish my assignments on time. It's quite perfect. (S15) Yes, it fits my learning style. Because sometimes I write so fast, I will have some free time to do other things; for example, I will review the lesson. (S16) Yes, I like the group I belonged to! On-line learning is an alternative way to study. … I think this kind of studying helps train my ability of self-studying, … If I have to spend most of the time sitting in front of computer, I will be rather impatient! (S17) I think I am suitable for the blended group because I can control my time. In this group, not only can I use the computer to read the content by myself but also join a lecture in the classroom so the lesson was not boring at all. I am happy that I have the chance to participate in this course.
	No (1)	(S18) I think the group I belong to doesn't fit my learning style because I don't like to sit in front of the computer all day long.
Face-to-face (6)	Yes (5)	(S21) Yes. I need a face to face teacher, because the teacher will explain what kind of grammar to use, when to use, and why. It helps me understand clearly. (S23) I think the group fits me. I learned genres from the course; this really helps me. (S24) Yes! … I don't like to learn things through computers. It makes me uncomfortable sometimes. I like face to face group. When I get questions, … a teacher provides more information and ideas, [so] I can learn more clearly. (S29) I think face-to-face group fits my learning style. I am not very spontaneous all the time. If there is not any teacher in the class, I could not control myself well when sitting in front the computer. Maybe I will visit websites not concern with the course. (S30) I really like the group that I belong to. I really need someone to force me to do something. My self control ability was really bad, so I am really glad that I belong to the face to face group. Actually, this is the first time that I have learned with so much happiness.
	Not sure (1)	(S27) I am not sure, because I didn't visit other groups. However, I enjoyed leaning … in the face-to-face group. If I got a chance, I would like to join the blended group.

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[89] Note that the language here is that of the students. Grammatical errorts have not been removed.

Feelings after attending the writing course

Participants' reflections on the writing course itself are indicated in *Table 6.22*.

Table 6.22: *Participants' feelings after attending the writing course*

Planning quickly	
1 response	(S1) I had learned how to plan an article as soon as possible according to its topic in a short time. The skill was useful to me for sitting in examinations.
Planning and organization	
11 responses	(S4) I love this course very much because the teaching materials are detailed and clear. I can learn it easily.
	(S5) I can write a good essay only if I keep these 4 elements in mind: Topic, focus, detail and conclusion. For me, the most important element is focus: this step will show people how to follow with the content.
	(S15) After this course I learned a lot. Before this course, I always wrote my article without thinking. I am so glad I can join this course. Because of this course, I have learned how to write an article with logic.
	(S16) … after reading it patiently, I have learned a lot and I have enriched myself a lot. Especially, as I was doing those writing, I was learning to make my writing more well-organized. I think this is the first time to write so many articles within 2 weeks. In the process, I realized the importance of expanding my vocabularies to avoid repeating using the same word.
	(S17) I really learned a lot in this writing course. It was very different from what I thought. This course taught me different writing types step by step so I could understand the content easily. It was not like the other writing lessons I had before. Before this course, the teacher of writing lessons always gave me some description and asked me to create a paragraph.
	(S18) Surprisingly, I discovered that I can organize the structure of a paragraph quickly after I attended this writing course. It is very useful to me when I write a paragraph, and I begin to enjoy writing as well.
	(S19) I have learned the form of writings I didn't learn in class before, for example, classification and argument.
	(S21) After completing this course, I have learned many skills. Originally, when writing a composition, I should follow many rules. For example, a complete text should include topic, focus, detail, conclusion, and writing the texts, what kind of summary we can use. I didn't have learned the form before, but attending the course made me really learn very much.

Table 6.22 (continued): Participants' feelings after attending the writing course

Planning and organization	
	(S28) Before I attended the course, I only knew writing an article should include introduction, body, and conclusion. After this course, I realized … recount, description/classification, argument, and instruction. I have learned not only writing skill but also listening skill and speaking.
	(S29) During these two weeks, I have learned a lot about writing. Every article has its format … and it is very clear and easy to understand how to write a good article.
	(S30) This writing course helps me to realize how to write different types of articles and … I will do my best to review the courses that I have learned in this writing course and apply it to the future writing.
Reading and thinking	
2 responses	(S23) Although this course stressed in genre, with the teaching of the group F2F, it really helped me in thinking.
	(S24) I'm glad that I have attended this course. This is a special experience and for the first time I was taught by a [B]ritish teacher in f2f group. I have read, heard and written a lot of English during these two weeks; that's really good for me.
Other	
1 response	(S27) I have learned a lot … not only writing skill but also the positive attitude toward life. I am very touched by [the instructor's words] "we consider the help to the participants more than to the research".

Suggestions in relation to the course

There were 3 responses to this question as indicated below:

(S11) [It would be great if other students could have the same chance to take part in this writing course in the summer vacation.]

(S18) I prefer interacting with others, so I suggest that maybe you can divide 5 hours into 3 hours for online and 2 hours for face to face. Anyway, I really appreciate this course which has helped me so much!! I'm looking forward to having this kind of course next time.

(S19) I suggest we can change the face to face part to 2 hours because I like the way teaching, and we can have more time getting together with our classmates.

6.4.8   Learning styles and test results

Student learning style inventory profiles were examined in relation to student learning mode preferences (as indicated in questionnaire responses), learning mode assignment and pre-test and post-test results (see *Tables 6.23 and 6.24*).

Table 6.23: *Learning style profiles, learning mode preferences and pre-test and post-test results (Parts A and B)*

| Learn-ing style | Assigned mode | Preferred mode | | | Gain or loss between pre-test and post-test scores: General (W1/W2) | | Gain or loss between pre-test and post-test scores: General (W1/W2) (AVERAGE) | | Gain or loss between pre-test and post-test: total: Specific (W1/W2) | | Gain or loss between pre-test and post-test: Specific (W1/W2) (AVERAGE) | |
		On-line	Blend-ed	Face-to-Face								
ISFJ	*Online S#1*		✔	✔	+26%	+5%	*+7%*	*+4%*	+16%	+34%	*+19%*	*+23%*
ENFJ	*Online S#2*		✔	✔	-16%	-4%			+10%	+8%		
ENFP	*Online S #3*		✔	✔	+10%	+7%			+26%	+38%		
ENFP	*Online S#4*		✔	✔	0%	+56%			+14%	+64%		
ISTJ	*Online S#5*	✔	✔		+22%	-16%			+8%	0%		
NR	Online S #6	*NR*	*NR*	*NR*	*NR*	*NR*			*NR*	*NR*		
INFJ	*Online S #7*	✔	✔		+8%	+10%			+28%	+2%		
ISTJ	*Online S#8*		✔	✔	+43%	+2%			+64%	+34%		
ENFP	*Online S#9*		✔	✔	+6%	+3%			+16%	+30%		
ENFJ	*Online S#10*	✔	✔		+10%	+2%			+34%	+4%		
ENFP	*Blended S#11*		✔		+7%	+8%			+4%	+56%		
INFJ	*Blended S#12*		✔		0%	+11%			+4%	+24%		
ENFJ	*Blended S#13*	✔		✔	+11%	-4%			0%	+12%		
ESTJ	*Blended S#14*		✔	✔	+19%	-8%			+20%	+10%		
ESTJ	*Blended S#15*		✔	✔	-1%	-9%			-12%	+22%		
ISFP	*Blended S#S16*		✔		0%	+3%			+34%	+22%		
ESFJ	*Blended S#S17*		✔	✔	-10%	+9%			+30%	+26%		
ENFP	*Blended S#18*		✔	✔	0%	+1%			+42%	+18%		
ISFP	*Blended S#19*		✔	✔	+18%	-6%			+10%	+12%		
ESTJ	*Blended S #20*		✔	✔	+4%	+10%			+22%	+28%		
ESFP	*Face-to-face S#21*		✔	✔	+25%	-7%			+20%	+18%		
NR	*Face-to-face S#22*	*NR*	*NR*	*NR*	*NR*	*NR*			*NR*	*NR*		
ESFJ	*Face-to-face S#23*			✔	+63%	-12%			+78%	+6%		
ENTJ	*Face-to-face S#24*			✔	+10%	-63%			+70%	-40%		
INFP	*Face-to-face S#25*		✔	✔	-3%	-5%			+32%	+42%		
ENFJ	*Face-to-face S#26*		✔	✔	+11%	+5%			-4%	+10%		
ISTP	*Face-to-face S#27*		✔	✔	+5%	+14%			+20%	+10%		
ISTJ	*Face-to-face S#28*		✔	✔	+72%	+6%			+96%	-6%		
ENTP	*Face-to-face S#29*			✔	-17%	+10%			-6%	+16%		
ENFP	*Face-to-face S#30*			✔	-3%	+2%			+48%	+36%		

Table 6.24: *Learning style profiles, learning mode preferences and test results (generic structure, semantic relations and other language aspects associated with the genre)*

Learn-ing style	Assigned mode	Preferred mode On-line	Blend-ed	Face-to-Face	Gain or loss: Generic structures (W1/W2)		Gain or loss: Generic structure (W1/W2) (AVERAGE)		Gain or loss: Semantic relations (W1/W2)		Gain or loss: Semantic relations (W1/W2) (AVERAGE)		Gain or loss: Other genre-related language aspects (W1/W2)		Gain or loss: Other genre-related language aspects (W1/W2) (AVERAGE)	
ISFJ	*Online S#1 (S1)*		✔	✔	+10%	+20%	*+29%*	*+34%*	+15%	+50%	*+14%*	*+17%*	+30%	+30%	*+12%*	*+12%*
ENFJ	*Online S#2 (S2)*		✔	✔	+15%	+20%			0%	-15%			+20%	+30%		
ENFP	*Online S #3 (S3)*		✔	✔	+30%	+50%			+20%	+35%			+30%	+20%		
ENFP	*Online S#4 (S4)*		✔	✔	+10%	+90%			+15%	+35%			+20%	+70%		
ISTJ	*Online S#5 (S5)*	✔	✔		+10%	0%			+10%	-5%			0%	+10%		
NR	*Online S #6*	NR	NR	NR	NR	NR			NR	NR			NR	NR		
INFJ	*Online S #7*	✔	✔		0%	+10%			+70%	-25%			0%	+40%		
ISTJ	*Online S#8*		✔	✔	+80%	+45%			+50%	+25%			+60%	+30%		
ENFP	*Online S#9*		✔	✔	+50%	+20%			0%	+50%			-20%	+10%		
ENFJ	*Online S#10*	✔	✔		+50%	+10%			+40%	+5%			+10%	-10%		
ENFP	*Blended S#11*		✔		0%	+40%			+10%	+90%			0%	+20%		
INFJ	*Blended S#12*		✔		+10%	+30%			0%	+20%			0%	+20%		
ENFJ	*Blended S#13*	✔		✔	0%	0%			0%	0%			0%	0%		
ESTJ	*Blended S#14*		✔	✔	+40%	+60%			0%	-30%			+20%	-10%		
ESTJ	*Blended S#15*		✔	✔	0	+30%			-30%	+25%			0%	0%		
ISFP	*Blended S#16*		✔		+60%	+30%			+20%	+20%			+10%	+10%		
ESFJ	*Blended S#17*		✔	✔	+80%	+60%			-10%	0%			+10%	+10%		
ENFP	*Blended S#18*		✔	✔	+100%	+60%			0%	-20%			+10%	+10%		
ISFP	*Blended S#19*		✔	✔	0%	0%			+20%	+30%			+10%	0%		
ESTJ	*Blended S #20*		✔	✔	+50%	+70%			+5%	0%			0%	0%		
ESFP	*Face-to-face S#21*		✔	✔	+20%	+5%			+10%	+50%			+40%	-20%		
NR	*Face-to-face S#22*	NR	NR	NR	NR	NR			NR	NR			NR	NR		
ESFJ	*Face-to-face S#23*			✔	NR	+10%			NR	+5%			NR	0%		
ENTJ	*Face-to-face S#24*			✔	+100%	NR			+65%	NR			+20%	NR		
INFP	*Face-to-face S#25*		✔	✔	+20%	+30%			+50%	+60%			+20%	+30%		
ENFJ	*Face-to-face S#26*		✔	✔	0%	+20%			-15%	+15%			+10%	0%		
ISTP	*Face-to-face S#27*		✔	✔	+5%	+40%			+40%	-20%			+10%	+10%		
ISTJ	*Face-to-face S#28*		✔	✔	NR	0%			NR	-10%			NR	-10%		
ENTP	*Face-to-face S#29*			✔	0%	+30%			-15%	+10%			0%	0%		
ENFP	*Face-to-face S#30*			✔	+80%	+80%			+35%	+10%			+10%	0%		

No patterns or trends emerged with the exception of the fact that participants with I (introvert) in their learning style profiles (irrespective of the learning mode to which they were assigned) outperformed participants with E (extrovert) in their profile in terms of improved scores in the post-test as compared with the pre-test (see *Table 6.25*). A participant with an ISTJ learning style profile who expressed a preference for blended or face-to-face modes but was assigned to online mode was nevertheless the one with the most improved performance.

Table 6.25: Comparing the improvement in writing task performance in specific areas of students with I and E in their learning style profiles

	I (N=9)			E (N=16)		
	Pre-test	Post-test	**Difference**	Pre-test	Post-test	**Difference**
Generic Structure (Writing tasks 1 & 2)	54.5%	77.5%	**+23%**	36.5%	73.5%	**+37%**
Semantic Relations (Writing tasks 1 & 2)	58.35%	82.45%	**+24.1%**	67.45%	78.4%	**+10.95%**
Language Aspects (Writing tasks 1 & 2)	53.3%	71%	**+17.7%**	53.95%	63%	**+9.05%**
All 3 aspects (average)			**21.6%**			**19%**

6.5   Discussion

6.5.1   Learning styles, learning mode preferences and test scores

When asked their learning mode preference, 3 (11%) selected blended mode only and 4 (14%) selected face-to-face mode only; 17 (61%) selected blended or face-to-face mode; 1 (4%) selected online or face-to-face mode; 3 (11%) selected online or blended mode. Thus, only 14% included online mode in their selection, whereas 82% included blended mode in their selection and 79% included face-to-face mode. No relationship could be found between participant learning styles (as determined on the basis of a Paragon Learning Style Inventory) and preferred mode. Thus, for example, of the four ENFJ participants, two indicated a preference for blended or face-to-face mode; one indicated a preference for online or blended mode and one for online or face-to-face mode. However, irrespective

of their learning mode preference and the learning mode to which they were assigned, students with I (introvert) in their learning style profile improved more overall in terms of their writing performance (pre-test compared to post-test scores) than those with E in their learning styles profile (21.6% versus 19%) when assessed in relation to Part A of the assessment guidelines.

6.5.2   Pre- and post-test results and in-class assignments

In terms of overall performance in the areas covered in the course (in relation to average improvement in post-test scores over pre-test scores), the online mode group (+24%) outperformed the face-to-face group (+21%) and the blended mode group (+19%). This is also the case for both semantic relations and other aspects of the language associated with the genre (where the rank order of the groups remains the same). However, in the case of generic structure, the increase is greatest in the case of the blended mode group (+36.5%) followed by the face-to-face mode group (+30%) and the online mode group (+29%). The major increase in the case of the blended mode group in the area of generic structure appears to relate to the fact that the average score of that group in the pre-test (17.5%) was much lower than that of the other two groups (59%; 60.5%), something that may reflect the fact that the participants were placed in the groups in relation to year of study and major subject. It may simply be that the members of the blended mode group had had less experience of structuring texts in the past and therefore had more scope for improvement in this area.[90]

It would appear that, in terms of this genre-centered writing course, the online mode was most successful in relation to improvement in those aspects of writing that were included, followed by the face-to-face mode and, finally, the blended mode. However, whereas 4 of the 9 participants (44%) in the online mode group had an I (introvert) in their learning styles profile, this was true of only 3 out of 10 (30%) in the blended mode group and only 2 out of 9 (22%) in the face-to-face group. Given the fact that those with I in their learning styles profile improved most overall, this may have had some impact on the overall performance of each group. Even so, it seems reasonable to conclude that, irrespective of a general

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[90] Six out of ten members of this group had a pre-test score of zero in this area.

preference for face-to-face and/ or blended modes, participants who were assigned to the online mode group had *at least* an equal chance of benefiting from the course. This may not however, have been the case had online group members been operating in a context where they had no opportunity to meet the other members of their group and at least one of the teachers face-to-face. Furthermore, although many of the participants (irrespective of the learning mode to which they were assigned) commented on the fact that they appreciated the opportunity to read extensively as well as to write frequently, only those in the face-to-face and blended mode groups indicated that they believed that the course also contributed to their listening and speaking skills development.

One of the teachers commented that she believed that the fact that there was an upper limit on scoring in each of the areas tested in the pre-test and post-test (e.g. 10 for semantic relational signaling) actually masked some of the improvement, with some of the students who had a high score actually improving more than is indicated in their final score. I therefore decided to explore the impact that this might have had. In the event, of those who completed both pre-test and post-test tasks, the following numbers (see *Table 6.26*) achieved the maximum score in one of the three areas assessed according to Part A of the assessment guidelines.

Table 6.26: *Group numbers achieving a maximum score in one of the 3 areas tested in Part A of the assessment guidelines in a post-test task*

	Generic structure	Semantic relations	Other aspects of the language of the genre
Online mode group	3	2	1
Blended mode group	1	8	0
Face-to-face mode group	7	5	0

Reviewing the texts written by these participants in the post-test revealed that most of them could have achieved a higher score had there not been a maximum limit on the scoring. Under these circumstances, the overall results would have been slightly different, revealing slightly higher levels of improvement. However, all three modes were relatively close in terms of improvement in post-test scores over pre-test scores in relation to the application of Part A of the assessment

guidelines (+24%; +21%; +19%). Furthermore, the total number of participants was only 28. Therefore, any change in the order of groups in terms of post-test improvement would not have led to any more definite conclusions in terms of the relationship between learning mode and rate of improvement.

6.5.3 Student course questionnaire

6.5.3.1 Enjoyment of the course and willingness to participate in a similar one

There was a high level of course satisfaction. All but two of the participants indicated that they 'liked the course' or 'liked it a lot', the exception being one member of the face-to-face mode group and one member of the online mode group (who selected 'so-so'). None indicated that they did not like the course at all. Participants in the blended mode group (70%) and the face-to-face mode group (67%) were more likely to select 'I liked it a lot' than were participants in the online mode group (33%). When asked whether they would like to do a course of a similar type, 4 indicated that they would not, 3 (33%) in the online mode group and 1 (11%) in the face-to-face mode group. However, two of those in the online mode group who said that they would not like to do a similar course in the future added a note indicating that they would if they could join a face-to-face group.[91] Those in the blended mode group (80%) and the face-to-face mode group (78%) were more likely than those in the online group (56%) to select 'I would very much like to do such a course.[92] Although a preference for face-to-face mode or blended mode seemed generally to be related to a desire for more social contact and/ or more pressure from the teacher to work hard, some of the participants appeared to believe that greater progress could be made in face-to-face or blended mode groups. This (i.e. the belief that students could necessarily make greater progress in face-to-face or blended mode groups) was not borne out by the overall findings.

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[91] The other one noted that the same could be accomplished through independent writing practice with a teacher's help.
[92] One of the face-to-face mode participants indicated a preference for another mode because "it often takes . . . a lot of time in writing an essay"

6.5.3.2 Usefulness of the course

When asked about the overall usefulness of the course, all of the participants selected 'very useful' or 'useful' (rather than 'so-so' or 'not useful at all'). Those in the blended mode group (80%) and the face-to-face more groups (67%) were more likely to select 'very useful' than those in the online mode group (22%). A similar pattern was evident when participants were asked about the usefulness of specific aspects of the course. Participants selected 'very useful' or 'useful' in all cases with the exception of (a) two (in the online group and the blended group) who selected 'not very useful' when asked how useful the course was in providing information about the language of the model texts, (b) two (in the online group) who selected 'not very useful' in relation to the writing of description/ classification texts, and one (in the online group) who selected 'not very useful' in relation to the writing of recount texts. Overall, 'very useful' was most often selected by members of the blended mode group (an average of 74% overall), than by members of the face-to-face mode group (an average of 65% overall) and members of the online mode group (an average of 31% overall).

6.5.3.3 Communicating online

Members of the online and blended groups were asked how often they communicated with other students or with staff when they were online (every time; most times; occasionally; never). The most popular selection was 'occasionally', with 89% selecting this option in the case of communicating with other students and 68% selecting this option in the case of communicating with staff. However, 26% indicated that they communicated with staff every time or most times they were online.

Members of the online and blended groups were also asked how useful they found communicating online with staff and students. Although 37% reported that they found communicating with staff online to be 'very useful', only 16% reported that they found communicating with students online to be 'very useful'. Whereas 95% reported that communicating online with staff was either 'very useful' or 'useful', only 68% reported that communicating with students online was 'very useful' or 'useful'.

These figures indicate that students are more likely to communicate with staff than with other students when they are online and are more likely to find communicating with staff to be useful or very useful than communicating with students. These findings are consistent with those of Boyd (2008) who reported that interaction with teachers, especially getting teacher feedback, was most important to students' learning even though they liked having interaction with their peers.

6.5.4 Student focus group

Overall, members of the focus group were positive about the course, particularly appreciating the text templates, the way in which feedback was provided, the opportunity to read as well as to write and, in the case of face-to-face and blended group members, also to listen and to speak and interact directly with others. They indicated a clear preference for teacher feedback over student feedback and noted that they took teacher feedback very seriously. This is consistent with the findings of Hyland and Hyland (2006); Jacobs and Zhang (1989); Nelson and Murphy (1993); Tsui and Ng (2000); Wang (2008); and Zhang (1995). Although two of the participants said that they had attended writing courses in which they were simply given a topic and asked to write, many of them were familiar with writing courses that included revising (7), planning and drafting (6), peer review (5), publishing (4) and drafting (1).

6.5.5 Individual student reflection

The individual reflections of students following the course highlighted in particular the importance of four aspects of it – the overall organization of the materials, the provision of text templates, the teaching of form in context, and the positive and helpful nature of the comments and feedback provided. In connection with the last of these, it is relevant to note that Krause (2006) has argued that meaningful feedback makes a positive contribution to ongoing student engagement in writing courses. There were, however, also some negative comments relating to specific aspects of the course. These included a comment about the difficulty of differentiating between 'focus' and 'conclusion' and difficulty associated with one of the genre (classification/ description). They also included comments about problems associated with particular learning modes

(tiredness – associated with the face-to-face mode; eyestrain – associated with the online mode) and general statements relating to a preference for a learning mode other than the one to which they were assigned.

6.5.6 Instructor focus group

The face-to-face instructor commented on the fact that the students seemed to be fluent but to lack accuracy and appreciated exploring the relationship between context and language choice and between form and meaning. In connection with this, it is interesting to note the following observation made by one of the students: *What I used to learn in the class such as compound sentence, complex sentence, etc. do not help my writing a lot.*

The instructor who was responsible for grading and commenting on in-class assignments made a number of important points. First, although she found the assessment guidelines to be helpful in relation to grading, she also chose to comment on aspects of language that were not included in these guidelines. This is something that most language teachers would be likely also to do irrespective of the particular focus of a writing course. Even so, it seems to me to be important that this should be done selectively in order to avoid dissipating the focus of the course. This instructor also noted that it would have been difficult for some teachers, particularly non-native speakers of English, to grade and comment effectively and quickly on such a high volume of assignments. Even so, many language teachers *are* expected to grade and comment on a high volume of assignments. In that this inevitably impacts on the quality of their responses, it is important that they should develop guidelines that will assist them in doing so as effectively as possible. In addition, it may sometimes be useful, in the context of a genre-centered writing course with an online component, to refer students back to specific sections of the online resource for explanations relating to specific language points. Another point made by this instructor was the fact that providing marks in the case of formative assessment could introduce an 'unhealthy' competitive element. It may therefore be wise to grade only selected pieces of writing rather than all of them. Finally, this instructor observed that some of the students appeared not to be fully engaged, a problem that can be associated with non-credit bearing courses. In this connection, it is relevant to note that a number

of the students indicated that they preferred face-to-face learning mode because they found it difficult to exercise self-discipline. It is also relevant to note that one of the students suggested that in any future running of the course the teacher should watch the online group more carefully and insist on good attendance, good time-keeping and more focus on the course materials (rather than, for example, surfing irrelevant Internet sites).

The instructor responsible for the online and blended mode groups noted that students in the blended mode groups seemed to be more engaged with the course than those in the online group, that it could be difficult to detect problems students were having where they were working online at their own pace, that there was the potential for diversion and cheating in the case of online students and, finally, that it was necessary to put the online students into consultation groups in order to promote student-student interaction. All of these are issues that are likely to be of considerable importance in the context of any online mode writing course.

6.6   Comparing the findings of the New Zealand-based pilot study with those of the Taiwan-based study

Overall, the findings of the two studies were very similar in most respects. However, in terms of application of that part of the writing pre-test and post-test assessment guidelines that related to the content of the course (Part A), there were differences (see *Table 6.27*)

Table 6.27: *Comparison of the Taiwan-based study and the New Zealand-based pilot in terms of improved performance in the writing post-test in relation to Part A of the assessment guidelines*

	Taiwan-based study			New Zealand-based pilot		
	Online group	Blended group	Face-to-face group	Online group	Blended groups combined	Face-to-face group
Generic structure	+29%	+36.5%	+30%	+12.5%	+22%	+15%
Semantic relations	+21%	+9%	+18%	+11%	+17%	+15.5%
Other areas of language associated with the genre	+21%	+6%	+8%	+7.5%	+6%	+8%
Part A[93] (all 3 areas combined	**+24%**	**+19%**	**+21%**	**+11%**	**+17%**	**+14%**

The Taiwan-based students made more progress (with an overall average gain for all 3 groups of 21.3%) than did the New Zealand-based students (with an overall average gain for all 3 groups of 14%). This may have been due, in part at least, to the fact that the New Zealand-based students were more competent overall in the areas covered in the course when it began than were the Taiwan-based students and therefore had less room for improvement. There was also a difference in terms of the relative overall improvement of students involved in different learning modes. In the Taiwan-based study, students in the online mode group improved most overall (+24%), followed by those in the face-to-face mode group (+21%) and those in the blended mode group (+19%). In the New Zealand-based pilot, students in the blended mode groups (combined) improved most overall (+17%), followed by those in the face-to-face mode group (+14%) and those in the online mode group (+11%). However, there were only 18 students in the New

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[93] Note that although Part A includes three areas (gneric structure, semantic relations and other language aspects) with a total score of 50 (20, 20 and 10 respectively), the overall average for Part A has been converted to percentage. Thus. what is shown in *Table 6.27* does not match the sum of the scores for each part.

Zealand-based pilot as compared with 28 in the Taiwan-based study. Furthermore, the New Zealand-based students did only one writing task in the pre-test and post-test, whereas the Taiwan-based students did two. For these reasons, more confidence can be placed in the findings of the Taiwan based study. Even so, it would be premature to argue that any particular learning mode is necessarily more effective than any other.

Chapter 7

Conclusions, reflections and recommendations

7.1   Introduction

In designing the research project reported in this thesis, I sought to combine a number of areas in which I had a particular interest. These were eLearning, learning styles and the teaching and assessment of writing. These interests were reflected in the overall aims of the research project and in the research questions. Focusing on key findings, I provide here an overview of the research in relation to its central component, that is, a genre-centered writing study and the pilot study that preceded it (*7.2*), and two related components, questionnaire-based surveys of samples of teachers of English in Taiwan in relation to their attitudes towards, and use of computer-related technologies in their teaching (*7.3*), and their attitudes and practices in relation to the teaching and assessment of writing (*7.4*). I then draw attention to what I believe are some of the limitations of the research (*7.5*), make recommendations for further, related research (*7.6*) and add some concluding remarks (*7.7*).

7.2   The core of the research: A study involving a genre-centered writing course delivered in three modes (online, blended, face-to-face)

At the core of this research project was a study involving a genre-centered approach to the teaching of writing. It was, therefore, important to begin by addressing the following research question:

> *What does selected literature on process-centered and genre-centered writing instruction indicate about the origins, uses and advantages and disadvantages of each?*

As indicated in *Chapter 2*, 'process' and 'genre' may be conceptualized and implemented in writing courses in a range of different ways and aspects of both may be included within the same writing course. The literature survey alerted me to the fact that both research on genre itself and research on the interaction

between genre and pedagogy are plagued by terminological and methodological problems. There was therefore a need to be clear about my own use of terminology and my own methodologies. One of the most critical issues highlighted in the literature review was the fact that the term 'genre' itself is used in different ways in the research literature (c.f. Biber (1989) and Derewianka (1994)). Another was the fact that approaches to the analysis of genre, however conceptualized, can be very different in terms of orientation and emphasis (c.f. Lin (2006) and Mustafa (1995)). It was with these issues in mind that I decided to use the term 'cognitive genre' as defined by Bruce (2003, pp. 4-5) as the basis for providing a clear definition of the orientation of the writing course in this case.[94] With this definition in place, it was possible not only to specify the particular cognitive genres that would be in focus, but also to (a) select and adapt materials that were consistent with what is known about the interaction between these cognitive genres and the overall structuring and internal structuring of texts and aspects of the language used in these texts, and (b) ensure that all of this was reflected in the construction of guidelines for assessing the written work produced by students in pre-test, post-test and in-course writing assignments.

An outline of the two genre-centered studies that highlights the similarities and differences between them is provided in *Table 7.1* below.

Table 7.1: *Outline of the New Zealand-based and Taiwan-based studies*

	The New Zealand-based pilot	**The Taiwan-based study**
Location	University of Waikato, NZ	Wenzao Ursuline College, Taiwan
Participants	International EFL students (18) from 14 different countries	EFL students (28) from the same country
Age	18~52	17~31
Gender	Male: 6; Female: 12	Male: 3; Female: 25
Time	23 Nov 2007 ~ 7 Dec 2007	12 Jan 2009 ~ 23 Jan 2009
Instructors	Face-to-face: Instructor A Blended B1 & B2: Instructors B & C Online: Instructor C	Face-to-face: Instructor A Blended: Instructor C Online: Instructor C

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[94] 'Cognitive genre' is defined as "the overall cognitive orientation of a piece of writing in terms of its realisation of a particular rhetorical purpose . . . such as to recount sequenced events, to explain a process, to argue a point of view", that overall orientation "being reflected in the way in which information is internally organised and related" (Bruce, 2003, pp. 4-5).

Table 7.1 (continued): Outline of the New Zealand-based and Taiwan-based studies

	The New Zealand-based pilot	**The Taiwan-based study**
Website	Moodle Room http://antonia.unlocklearning.net	E-Learning http://elearning.wtuc.edu.tw
Length	12 days (68 hours)	10 days (50 hours)
Modes/ participants	Online (4); Blended B1 (4); Blended B2 (4); Face-to-face (6)	Online (9); Blended (10); Face-to-face (9)
Variation relating to use of conditionals	The Group B2 course materials did not include explicit discussion of the use of conditionals in online or face-to-face modes.	All materials included explicit discussion of the use of conditionals.
Variation relating to face-to-face component of blended mode instruction	Group B1: 2 hours of face-to-face instruction (including 1 hour focusing on the use of conditionals). Group B2: 1 hour of face-to-face instruction (focusing on the online materials).	Group B: 1 hour of face-to-face instruction (focusing on all aspects of the course).
Course materials	Preparing to write; Instruction; Explanation; Argument; Description/Classification; Recount; Blended	Explanation and Blended text sections omitted.
Writing assignments	In-class writing commented on but not graded.	In-class writing commented on and graded (criterion-referenced).
Pre-test & post-test	If-conditionals; One 250-word writing task	Two 250-word writing tasks
Learning style	PLSI questionnaire (English version)	PLSI questionnaire (Chinese version)
Post-course survey	Questionnaire – different versions for different modes (English version)	Questionnaire – different versions for different modes (Chinese version)
Focus group	16 questions	9 questions
Reflection	Instructors' reflections	Instructors' reflections Participants' reflections (by email)

The main findings, as they relate to both the pilot study and the main study, are reported here in relation to the research questions, the first of which applied only in the case of the pilot study.

7.2.1 Explicit focus on the use of conditionals

Does teaching grammar and grammatical meanings in context (in this case, conditionals) lead to greater improvement in their use in the case of a sample of students following a genre-centered writing course?

A pre-test and post-test focusing on the use of conditionals was included in the New Zealand-based study in order to determine whether those students who received information about, and specific face-to-face instruction in the use of conditionals in the model texts (B1 & F) performed better than those who received information about the use of conditionals in the model texts as part of the online course but were given no face-to-face instruction on them (O), and whether all of these participants performed better than those in the group (B2) whose members encountered conditionals in the model texts but were given no information about them and no instruction in their use. In the event, the mean overall performance of the participants in three of the groups (F, O and B1) improved by the same amount although that of participants in the other group (B2), that is, the group whose members received no information about the use of conditionals in the model texts and no specific face-to-face instruction in their use, was slightly worse in the post-test than in the pre-test. However, the additional time spent on conditional use in the case of Group B1 did not lead to any greater improvement in this area than was the case for Groups O and F.

The pilot study findings suggest that the inclusion of specific instruction in the use of conditionals in the model texts had a positive impact on performance in a test involving the use of conditionals but that additional intensive instruction in this area did not lead to further improvement in performance. The sample size was, however, too small to provide a basis for any firm conclusions in this area.

7.2.2 Learning style preferences, learning mode preferences and performance in the writing pre-test and post-test

Is there any significant relationship between students' learning style preferences (as indicated in responses to a Paragon Learning Style Inventory (PLSI)) and their learning mode preferences (face-to-face; fully online; blended)?

In neither the pilot study nor the main study was there any evidence to suggest that students' learning styles, as indicated in their responses to the PLSI 52-item

inventory, had any bearing on their learning mode preferences. However, in terms of overall average increase in post-test writing scores over pre-test writing scores, students with I (introversion) in their learning styles profile outperformed those with E (extroversion) in their learning styles profile irrespective of the learning mode to which they were assigned. This suggests that the detailed and intensive nature of the genre-centered writing course to which the students were exposed and the fact that it focused on learning by imitation of the structure and language of model texts rather than learning by experimentation favored some types of learner over others.

So far as both the pilot study and the main study are concerned, there was no detectable relationship between students' learning style preferences and their learning mode preferences. However, there was a positive relationship between the presence of I (introversion) in students' learning style profiles and their overall improvement in relation to the course content as indicated in the difference between pre-test and post-test scores.

7.2.3   The impact of the genre-centered writing course on students' writing

In terms of . . . performance, how do groups of intermediate level students of English at tertiary level respond to a genre-centered writing course delivered in three different modes (face-to-face; fully online; blended)?

When assignment scores are compared with pre-test scores (both graded only in terms of criteria relating directly to the course content), the blended mode group (with an overall percentage increase of 21%) can be seen to have made more progress than the online mode group (with an overall percentage increase of 13%) and the face-to-face mode group (with an overall percentage increase of 10.5%). However, a comparison of pre-test and post-test scores indicates that most overall progress was made by the online group. When responses to pre-test and post-test writing tasks were graded in terms of Part B of the grading criteria (general criteria), the overall average increase was 10% in the case of the online mode group, and 3% in the case of both the blended mode group and the face-to-face

group. When pre-tests and post-tests were graded in terms of Part A of the grading criteria (criteria specific to what was included in the course), the overall average increase was 24% in the case of the online mode group, 21% in the case of the face-to-face mode group and 19% in the case of the blended mode group. Thus, in terms of overall average increase in post-test over pre-test scores, the online group outperformed the face-to-face mode group which, in turn, outperformed the blended mode group. It is interesting to note that in the New Zealand-based pilot, application of Part A of the grading criteria resulted in the blended mode groups (when treated together) being seen to have improved most (+17%), followed by the face-to-face mode group (+14%) and the online mode group (+11%). However, when the two blended mode groups are treated separately, the one with most face-to-face teaching (B1) can be seen to have improved most (+25%), followed by the face-to-face mode group (+14%), the online mode group (+11%) and the other blended mode group (+9%).

The lower level of increase overall in the case of the New Zealand-based pilot may have been due, in part, to the fact that the New Zealand-based students were more competent overall in the areas covered in the course when it began than were the Taiwan-based students (for whom the course was designed) and therefore had less room for improvement. Furthermore, as became evident during the induction course, the New Zealand-based students had considerably less experience and expertise overall in using computers before the course began than did the Taiwanese students[95]. For both of these reasons, and because there were fewer students in each group in the New Zealand-based pilot, the Taiwan-based study almost certainly provides a better basis on which to reach conclusions about the impact of the course than does the New Zealand-based pilot. In connection with this, the issue arises as to why the online mode group improved more overall than did the face-to-face group and the blended mode group. One factor that may be relevant here is the fact that the online mode group included a higher proportion of students with I (introversion) in their learning styles profile (44%) than did the blended mode group (20%) and the face-to-face mode group (33%). It has been noted that, overall, students with I in their learning styles profile

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[95] This is something that emerged through informal discussion with the students during the course.

outperformed those with E (extroversion) in their learning styles profile and that the overall nature of the writing course may have favored these students. Another factor may be proficiency. The online mode group students had an average of 259.5 (out of 360) on the CSEPT; the face-to-face mode group had an average of 229.8; the blended mode group had an average of 217.9. Thus, the group (online) whose members performed best in terms of improvement in writing had the highest percentage of participants with I in their learning styles profile and the highest overall proficiency.

When analyzed in relation to all of the criteria included in the assessment guidelines and in relation to those criteria that related specifically to the content of the course, all three groups involved in the Taiwan-based study showed overall improvement in the post-test as compared with the pre-test, the online mode group showing most improvement, followed by the face-to-face mode group and then the blended mode group. In the case of the New Zealand-based pilot, the order of the groups in terms of the extent of improvement was different. Reducing the number of variables (e.g. by reducing the proficiency range) in any subsequent study would therefore be advisable.

7.2.4 Student responses to the genre-centered writing course (focusing on the Taiwan-based study)

In terms of attitudes . . ., how do three groups of intermediate level students of English at tertiary level respond to a genre-centered writing course delivered in three different modes (face-to-face; fully online; blended)?

All but two of the participants in the Taiwan-based study indicated that they 'liked the course' or 'liked it a lot', the exceptions being one member of the face-to-face mode group and one member of the online mode group (who selected 'so-so'). Participants in the blended mode group (70%) and the face-to-face mode group were more likely to select 'I liked it a lot' (67%) than were participants in the online mode group (33%). When asked whether they would like to do a course of

a similar type in the future, only 4 (out of 28), three in the online mode group and one in the face-to-face mode group, indicated that they would not. However, two of those who indicated that they would not, signaled in notes that they would like to do so if they could be guaranteed membership of a face-to-face mode group. Those in the blended mode group (80%) and the face-to-face mode group (78%) were more likely than those in the online group (56%) to indicate that they would 'very much' like to do such a course in the future. Although the overwhelming preference for face-to-face mode or blended mode (rather than online mode) seemed generally to be related to a desire for more social contact and/ or more pressure from the teacher to work hard, some of the participants appeared to believe that greater progress could be made in face-to-face or blended mode groups. However, the progress made by students as indicated in a comparison of pre-test and post-test writing scores does not suggest that this assumption is necessarily correct.

When asked about the overall usefulness of the course, all of the participants selected 'very useful' or 'useful' (rather than 'a little useful' or 'not useful at all'), with those in the blended mode group (80%) and the face-to-face mode group (67%) being more likely to select 'very useful' than those in the online mode group (22%). When asked about the usefulness of a range of specific aspects of the course, participants selected 'very useful' or 'useful' in almost all cases, with 'very useful' being most often selected by members of the blended mode group (an average of 74% overall), than by members of the face-to-face mode group (an average of 65% overall) or members of the online mode group (an average of 31% overall). A comparison of pre-test and post-test writing scores did not indicate that the course was less useful in the case of members of the online group.

Most of the 19 participants in the online and blended groups reported that they communicated with other students when they were online only 'occasionally' (17) although 2 reported that they did so 'most times' when they were online. Even so, 13 reported that communicating with other students online was 'very useful' (3) or 'useful' (10) (with 6 reporting that it was 'not very useful' (5) or 'not useful at

all' (1)).[96] So far as communicating with their teacher online is concerned, 14 indicated that they did so only 'occasionally' (13) or 'never' (1), (with 4 indicating that they did so 'every time' they were on line). Although almost all of them reported finding communicating online with the teacher to be 'very useful' (7) or 'useful' (11), one reported that it was 'not very useful'.[97] The findings in this area may have been different had it not been the case that the students were, in fact, able to communicate face-to-face with the teacher and with other students in their group if they chose to do so as they were located in the same room.

Although the post-course questionnaire did not include any questions relating to feedback on writing, one of the focus group questions did relate to feedback. Focus group members expressed a clear preference for teacher feedback over peer feedback, although two did acknowledge the potential value of peer feedback. Both in the focus group discussion and in post-course emails, course participants indicated that they appreciated the nature of the feedback, the speed with which it was provided and the way in which it was provided (using the comment function in *Word* and making the criteria transparent (as recommended by Horowitz, 1986, p.453)). In connection with this, it is relevant to note that the instructor who graded and commented on student writing noted the usefulness of being able to reference grading and comments against criteria that related specifically to what was taught.

Analysis of course questionnaires and focus group discussions indicated a positive response to the genre-centered writing course, with members of the blended mode and face-to-face mode groups being more likely to express a high degree of satisfaction in terms of its usefulness than those in the online mode group. In fact, however, analysis of responses to pre- and post-test writing tasks indicated that the writing of online mode group members improved more than

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[96] In the case of the pilot, of the 12 participants in online and blended modes, 3 indicated that they never communicated with other students online, 8 that they did so only occasionally, and 1 that they did so on most occasions when they were online. Even so, 6 reported that they found such communication to be 'very useful', 5 that they found it to be 'useful' and only 1 that they found it to be 'not very useful'.

[97] So far as the pilot study is concerned, the majority (8) reported that they communicated with their teacher online only 'occasionally', with 2 reporting doing so 'never', 1 'most times' when online and 1 'every time'. Although 11 reported finding communicating with the teacher to be 'very useful' (3) or 'useful' (8), 1 reported that it was 'not very useful'.

that of members of the other groups. Although most of the participants in the online and blended mode groups reported communicating online with other students and the teacher only 'occasionally', the majority found such communication to be 'useful' or 'very useful' when it did take place. Focus group participants expressed a preference for teacher feedback as compared with peer feedback on writing and there was a positive response to teacher feedback on written assignments.

7.3 Instructional technology: A questionnaire-based survey of a sample of teachers of English in tertiary institutions in Taiwan in relation to attitudes and practices

7.3.1 The survey and the survey findings

A central aspect of the main study reported in this thesis was the presentation of a genre-centered course to tertiary level students in Taiwan in three different modes – face-to-face mode, fully online and blended mode, one aim being to determine what impact, if any, mode of delivery had on students' enjoyment of the course and on their performance (see *7.2*). However, not all tertiary level teachers of English are able and willing to use online materials. It therefore seemed important to seek to determine the attitudes and practices of teachers of English at tertiary level in Taiwan in relation to the integration of instructional technology into their teaching and to determine whether the findings of that survey were consistent with those of other studies reported in a mini-literature review (see *Chapter 3, Section 2*) conducted in response to the following question:

> *Does selected literature on factors affecting teachers' use of instructional technology provide any indicators that are of relevance to the current study?*

As revealed in the selected literature review in this area (see *Chapter 3, Section 2*), there are many different factors that can impact on teachers' willingness and ability to integrate instructional technology into their teaching. Many of them (e.g. time, appropriate training and support) were found also to be relevant in this case.

However, there are aspects of the findings of this study that raise issues that are not generally referred to in the literature, particularly in terms of the apparent mismatch between general beliefs about the integration of instructional technology into teaching and more specific beliefs and practices.

There is an increasing emphasis in Taiwan, and many other parts of the world, on the integration of instructional technology into teaching, including language teaching. However, there is little detailed information available about the interaction in this area between Taiwanese language teachers' competences and their attitudes and practices, and, in particular, about the specific issues they face in attempting to integrate instructional technologies into their teaching. It was for this reason that I decided to develop a questionnaire designed specifically for teachers of English in tertiary educational institutions in Taiwan. This questionnaire (made available in English and Chinese) was intended not only to explore, in as much depth as possible, the interaction between their attitudes, beliefs and practices in this area, but also to uncover background information about them that might help to explain these attitudes, beliefs and practices. The research question guiding this part of the research program was:

> *What are the attitudes of a sample of teachers of English in tertiary institutions in Taiwan towards the use of computer-related technologies in their teaching of English and how do they develop and use these technologies in their teaching?*

Of the 107 participants in this survey, all of whom were teaching English in a tertiary educational setting in Taiwan at the time the survey was conducted, only 7 (just under 7%) indicated that they did not consider it important to integrate instructional technology into their teaching, with 84 (79%) clearly indicating that they did consider this to be important, and the remainder either indicating that they were unsure (12) or not responding (4). However, the responses of participants to other questions in the survey raised some issues about what integrating instructional technology into their teaching meant to them and about how useful they genuinely believed it to be. Thus, for example, responses to other

questions revealed that for over half of the survey participants (63/ 59%), as little as 10% or less of the interaction in their English classes was computer-mediated. It also revealed that their concept of incorporating instructional technology into their teaching did not necessarily involve anything more than making use of software programs with which they were almost certainly already very familiar in other contexts. Thus, for example, when asked which of a number of IT-related resources they had used in their teaching in the six weeks prior to the survey, the most popular responses were *Word* (80/ 75%), *PowerPoint* (79/ 74%) and *E-mail* (74/ 69%), with only 39 (36%) indicating that they had used a learning platform provided by the institution where they worked in that period. Indeed, 37 (35%) claimed that they had *never* used a learning platform provided by their institution. In view of this, it is interesting to speculate on what those 82 (77%) respondents who claimed to prefer to create their own online materials or adapt existing ones (rather than simply using existing ones) actually had in mind, particularly in view of the fact that 76 (71%) agreed with the statement that producing *good* online materials required technical skills that they did not have, and almost all of them (94/ 88%) agreed that producing their own materials took too much time. Furthermore, less than one third of the participants considered that learning platforms were useful in the teaching of vocabulary (29/ 27%), speaking skills (30/ 28%) and grammar (33/ 31%), just over one third, that they were useful in the development of listening skills (35/ 33%), and only approximately half, that they were useful in the development of writing skills (45/ 42%) and reading skills (50/ 47%). In connection with this, it is interesting to note that a much higher number reported that they believed that participation in synchronous forums benefited students in the development of listening skills (72/ 67%) and speaking skills (68/ 64%), and that participation in both synchronous and asynchronous forums benefited students in the development of writing skills and reading skills (between 62% and 72% in each case). What appears to be an inconsistency in responses here may be attributable to the fact that although a considerable number believed that students could benefit from such activities, fewer believed that they were actually useful as compared with other activities. This interpretation would be consistent with the fact that although a number of survey participants did not respond to a question about the comparative quality of student-student and

student-teacher interaction in different contexts (4), or indicated that they were not in a position to make a judgment (16), of the remainder, 82 (94%) indicated that they believed that the quality of interaction was better in the case of face-to-face as opposed to online teaching.

So far as participants in this survey are concerned, generally positive beliefs about the value of incorporating instructional technology into their language teaching were not necessarily reflected in their more specific beliefs and practices.

Only just over half of the participants in the survey (61/ 57%) reported having attended professional development workshops relating to the integration of instructional technology into their teaching. Of these, only 34 (32%) reported having attended such workshops for a total of 11 hours or more. Even so, when asked whether they would be interested in attending such workshops in the future, over a quarter of them either failed to respond (3), or indicated that they would not (25). Of the 25 who specifically indicated that they would not, 17 gave as a reason lack of time or interest and 7 reported that they believed that they were already sufficiently competent in the area. Bearing in mind the fact that only 61 (57%) claimed to have attended workshops on the integration of instructional technology into their teaching, it is odd that 100 (94%) responded when asked to comment on the quality of the IT-related workshops they had attended, with 33 of them reporting that these workshops were either 'a little useful' or 'not useful at all'.

Only just over half of the survey participants reported having attended instructional technology workshops and only approximately one third reported having done so for more than a total of eleven hours. Even so, almost all of them were prepared to make judgments about the usefulness of such workshops (with over 30% judging them to be 'a little useful' or 'not useful at all'), and one quarter indicated that they would not be interested in attending such workshops in the future.

For the participants in this survey, the most significant barriers to integrating instructional technology into their teaching appear at first sight to be practical

ones, relating largely to inadequate time, inadequate training and support, and experiences of technical and equipment failure. In fact, so far as time is concerned, participants reported spending an average of 56 hours each week on teaching and work-related activities. Even so, it may be that some of the reported barriers to incorporating instructional technology into teaching are more apparent than real. After all, programs such as *Word*, *PowerPoint* and *E-mail* seem to be much more widely used than learning platforms, and little support is generally needed to use these programs (which are seldom subject to technical failure). It may, in fact, be the case that fear of making language errors in producing online materials, something reported by 63 (59%) of the survey participants is an equally, or even more significant barrier. On the other hand, it may simply be that, so far as these tertiary level language teachers are concerned, the perceived benefits of using instructional technology are outweighed by the belief that the quality of interaction is better in the case of face-to-face teaching, a belief that 82 (94%) of the survey participants reported holding.

Overall, it appears that attitudinal barriers to integrating instructional technology into their teaching may be at least as significant as practical ones so far as these survey participants are concerned.

7.3.2 Instructional technology, attitudes and practices: Reviewing the findings

So far as the participants in this survey are concerned, it appears that generally positive beliefs about the value of incorporating instructional technology into their language teaching are not necessarily reflected in more specific beliefs and practices. In spite of their widespread availability in Taiwan, very few survey participants reported having spent more than a total of a few hours attending instructional technology-related workshops. Over half of them reported that 10% or less of the interaction in their language classes was computer-mediated, only just over one third reported having used a learning platform in the six weeks prior to the survey, and just over one third reported that they had never used a learning platform. Furthermore, the vast majority reported believing that the quality of interaction was better in the case of face-to-face teaching. In spite of this, there

was a general recognition that computers can play an important role in the teaching and learning of English. It may therefore be that tertiary level English teachers in Taiwan would be prepared to experiment with the use of instructional technology in their teaching of writing so long as it could be presented in a way that did not require a great deal of preparation time (perhaps, initially at least, in pre-designed online programs) and so long as some definite benefits, such as, for example, the removal of the burden associated with repeatedly presenting the same materials orally or via handouts, were highlighted.

7.4 Teaching and assessing writing: A questionnaire-based survey of a sample of teachers of English in tertiary institutions in Taiwan in relation to attitudes and practices

7.4.1 The survey and the survey findings

Given that a central aspect of the research reported in this thesis relates to the provision and evaluation of a genre-centered writing course to tertiary level students in Taiwan, it seemed to me to be important to determine what approaches to the teaching and assessment of writing are prevalent in that context. Accordingly, I designed a questionnaire for teachers of English at tertiary level in Taiwan that related to the teaching and assessment of writing. The overall research question guiding this part of the research project was:

> *What are the views of a sample of teachers of English at tertiary level in Taiwan in relation to different approaches to the teaching of writing and how do they teach and assess writing and provide feedback on it?*

Only just over half of the 113 respondents (52%) who were teaching writing courses at the time of the survey reported that they had ever asked their students to write online. More than half of the respondents (58%) reported that they included individual writing in their courses, approximately 21% that they included group writing activities, and approximately 18% that they included pair writing activities.

Most of the respondents who were currently teaching writing reported that they included *grammar* (79%) in their teaching of writing, although fewer indicated that they included *punctuation* (63%) and *vocabulary* (43%). Almost three quarters indicated that they *always* included each of the following stages, stages that are characteristically associated with process-based approaches to the teaching of writing: *brainstorming, drafting, reviewing, revising, editing*, and *publishing*. Of those who indicated that they did not, the vast majority signaled that they nevertheless included some of them. Far fewer of them, however, indicated that they included stages more commonly associated with genre-centered approaches. Thus, for example, only 4% indicated that they included *joint construction of texts* in their teaching of writing. Furthermore, notwithstanding the fact that these participants were teaching in the context of tertiary-level institutions, 20% indicated that they did not teach their students to write description-based texts, and many more indicated that they did not teach their students to write argument-based texts (37%), blended texts (47%), instruction-based texts (52%) and classification-based texts (59%).

Seventy four (74/ 65%) respondents claimed that they always or usually discussed model texts before asking students to write their own texts. However, the comments provided in connection with this (e.g. *Useful but creates additional workload*) indicated that the sense in which 'model texts' was understood, and the role they played in their courses, differed in some important respects from the conceptualization and use of model texts typically associated with genre-centered approaches to writing. This indication was reinforced by responses (some of them inconsistent) to other questions that related directly or indirectly to model texts. Thus, for example, of 35 respondents (31%) who claimed, in response to one question, to introduce grammar points associated with model texts before students started to write, only 11 claimed, in response to another question, to provide grammar instruction *before* students wrote (3), *after* demonstrating model texts (1), or *before and after* writing (7).

According to the survey participants, most of the writing done for their writing courses is produced by students individually. Although most of the participants

demonstrated their familiarity with the processes (e.g. brainstorming) commonly associated with process-based approaches to writing instruction and claimed to include all or some of them in their teaching, there appeared to be far less familiarity with stages commonly associated with genre-centered approaches. Using model texts as a way of introducing, demonstrating and explaining language in use seemed to be the exception rather than the rule.

In all cases, there were *at least* 16 students in the writing classes taught by respondents, with over 90% of these classes having an average of between 26 and 60 students. Although 39 (35%) of the respondents indicated that they spent 15 minutes or less on average commenting on each piece of written work, the majority indicated that they spent longer than 15 minutes. Clearly, therefore, the vast majority spend a considerable amount of time grading and commenting on students' writing. Even so, only just over one quarter (30/ 27%) indicated that they designed their own grading criteria. Of those who did, less than half (11/ 38%) included language specifically taught or revised in class. In responding to students' writing, only 9 indicted that they *did not* comment on *grammar.* The percentage of those who indicated that they *did not* comment on other particular aspects of language and language use were: *punctuation* (15%), *use of connecting words/phrases* (15%), v*ocabulary* (17%), *structuring of the text as a whole* (21%), *paragraph structuring* (25%)*, ideas in the text* (35%) and *linking of ideas in the text* (35%). The majority indicated that they wrote comments on the text (92/ 81%), used correction symbols (74/ 65%), corrected errors on the text (71/ 63%) and/or underlined mistakes (70/ 62%). Just over half of the respondents provided examples (127 examples) of the types of comments they make on student writing. Of the sample comments provided, almost a quarter (29/ 23%) combined praise with one or more suggestions for improvement. Some of these suggestions were so general in nature that they seemed unlikely to help students to improve (e.g. *The sentence structure needs to be improved*); others were more specific (e.g. *You could use more examples to support your claim in paragraph three).* Of the negative comments (constituting almost half), most were unaccompanied by helpful suggestions for improvement (e.g. *Poor content*). In spite of this, only just over one third of the respondents (44/ 39%) believed that their students made use

of a few, very few or none of their comments, and most (77/ 68%) believed that correcting and commenting on student writing was a good use of their time. What this indicates is that teachers might benefit not only from being introduced to genre-centered approaches to the teaching of writing but also to appropriate (and time-saving) ways of evaluating and commenting on the writing produced by students within the context of genre-centered approaches.

Most of the respondents had a large number of students in their writing classes and spent a considerable amount of time grading, correcting and commenting on their students' writing. However, very few (just over one quarter) indicated that they designed their own grading criteria and, of these, less than half (11/ 38%) included language specifically taught or revised in class. Most of them always or usually commented on the following aspects of their students' writing (in descending order of frequency of mention): grammar, punctuation, use of connecting words and phrases, vocabulary, text structuring, paragraph structuring and the ideas and the links between them. Although many of the examples of comments provided by respondents contained specific advice about ways of improving the text, many did not. Even so, most of the respondents believed that their students made use of all or most of their comments and believed that commenting on students' work was a good use of their time.

7.4.2   Teaching and assessing writing: Reviewing the findings

The teachers of English at tertiary level in Taiwan who participated in this survey appear to be very familiar with process-based approaches to the teaching of writing but much less familiar with genre-centered approaches. Using model texts as a way of introducing, demonstrating and explaining language in use seemed to be the exception rather than the rule. Although they seemed, in general, to spend a considerable amount of time grading, correcting and commenting on their students' writing, and although most of them believed that this time was well spent, most of the survey participants indicated that they did not design their own grading criteria. Furthermore, the sample comments they provided indicated that some of that time was spent providing comments that were unlikely to lead to improvement in students' writing. This suggests that these teachers could benefit

from a review of different approaches to the teaching of writing and discussion of a range of possible approaches to the provision of feedback on writing.

7.5   Limitations of the research

The limitations of the research project reported here relate primarily to the genre-centered study. The limited time available in which to conduct the research, the fact that the instructors were mainly based in New Zealand (where two of them were in full-time employment) and the need to run the genre-centered study in Taiwan in a semester break, meant that one of the instructors who had been involved in the New Zealand-based pilot (running the face-to-face component for the two blended mode groups there) was unable to be present in Taiwan for the main study. This impacted negatively on the Taiwan-based study to the extent that:

- It was possible to divide the participants into only three groups (rather than the four involved in the pilot study), meaning that the aspect of the study that related to the impact of specific instruction in grammar in context (conditionals in this case) had to be omitted in spite of the fact that the pilot study findings had indicated that it would be an interesting line to pursue.

- A different instructor was involved in the face-to-face component of the teaching of the blended group in Taiwan from the one who had been involved in the teaching of the face-to-face component of the teaching of the blended groups in New Zealand, thus introducing an unintended variable which may have had a significant impact on the findings.

However, the fact that one of the instructors who had been involved in the pilot study had to remain in New Zealand during the main study, combined with the time difference between Taiwan and New Zealand, meant not only that one person could do all of the grading and commenting on in-class writing assignments (ensuring overall consistency) but could also return scripts to the students on the morning of the day after they were written (ensuring that the students could gain

maximum benefit from them). This, in turn, meant that it was possible to take account of in-course writing assignments as part of the main study.

A further problem, one associated with both the pilot study and the main study, was the difficulty, in spite of extensive advertising of the course, of attracting students who were able, and willing, to commit themselves to an intensive course in a break between semesters. This had two negative impacts on the study. The first was the limited number of participants – 18 in the pilot study, 28 in the main study. The second was the impossibility of selecting participants who could be closely matched in terms of overall language proficiency.

Finally, so far as the genre-centered writing study is concerned, a major limitation is the fact that the short time available for the course in Taiwan meant that those components dealing with explanation and blended texts needed to be deleted.

So far as the surveys are concerned, the major limitation related to the fact that the questionnaire-based survey was not supplemented by a semi-structured interview-based one. This would have helped to throw further light on areas in which some of the questionnaire responses appeared to be contradictory, as in the case of, for example, (a) responses relating to model texts in the survey in relation to the teaching and assessment of writing, and (b) responses relating to the value of using instructional technology in relation to specific aspects of language learning (e.g. vocabulary, listening skills) in the case of the survey relating to the integration of instructional technology into language teaching. The problem here was simply that there was inadequate time in which to conduct interviews.

7.6   Recommendations for further research

In view, in particular, of the limitations of the main study reported here, I believe that there would be considerable value in conducting a similar genre-centered study that differs from the one reported here in the following respects:

- It would be conducted as part of the in-semester teaching of students and therefore could involve a greater number of participants who could be

matched in terms of overall language proficiency;

- It would include two blended mode groups so as to accommodate that aspect of the pilot study that related to the explicit, contextualized teaching of grammar;
- It would be organized in such a way (in terms of teaching blocks) as to allow the same instructor to be involved with all learning modes;
- It would be run in parallel with a process-based course whose participants were matched with those in the genre-centered course in terms of overall proficiency;
- A different approach to the analysis of learning style preferences would be used in order to determine whether this would yield different results.
- Any such study could be followed by one in which the focus moved from cognitive genres to social genres.

I also believe that there would be considerable value in designing further surveys, involving both questionnaires and semi-structured interviews, that investigated in greater depth some of the issues highlighted in the findings of the questionnaire-based surveys reported here. Worth investigating in particular seem to me to be:

(a) the apparent inconsistency between the teachers' generally positive beliefs about the value of incorporating instructional technology into their language teaching and some of their more specific beliefs and practices;

(b) issues relating to the ways in which, as indicated in sample comments, teachers respond to students' writing, and

(c) issues relating to the fact that a number of cognitive genres that are common in academic writing are, apparently, neglected by many language teachers in their teaching of writing.

7.7   A final comment

This research project has drawn attention to the fact that some of those who have advocated process-centered approaches to the teaching of writing have sometimes

under-emphasized some of the critical differences between L1 and L2 writers (see *Chapter 2*). It has also highlighted problems associated with some of the research on genre and genre-centered approaches to writing instruction that relate to terminological confusion and lack of specificity in a number of areas (e.g. the precise nature of the content of some studies that claim to be genre-centered and precise specification in relation to the ways in which they were evaluated). I believe that it has also clearly demonstrated that a genre-centered approach to the teaching of writing at tertiary level that focuses on those cognitive genres that have been identified as being central to academic writing (a) is valued by students, (b) leads to demonstrable improvement in their writing (as indicated by criterion-referenced analysis), (c) allows for the tracking of those areas in which, in terms of writing performance, it is most and least effective in particular instances, and (d) provides a way of ensuring that there is a direct relationship between what is taught and what is assessed. It has also demonstrated that, so far as this genre-centered writing course is concerned, online mode students did not appear to be disadvantaged in terms of outcomes notwithstanding their general preference for blended and face-to-face modes and their general belief in the greater usefulness of these modes. In addition, it has demonstrated some of the advantages of incorporating an online component so far as instructors are concerned (e.g. ensuring consistency of presentation and allowing for more time for discussion and practice). In this respect, technology can be seen to be the servant of pedagogy rather than its master. Finally, this research project has shed some light on the backgrounds, attitudes and practices of tertiary teachers of English in Taiwan in relation to (a) their use of instructional technologies in their teaching and (b) their approaches to the teaching and assessment of writing.

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Appendix A.1

Instructional technology questionnaire for teachers of English in colleges and universities in Taiwan: English version

Questionnaire for teachers of English in colleges and universities in Taiwan (English version)

This questionnaire which will take approximately 15 to 20 minutes to complete is designed for teachers of English at college or university level in Taiwan. It is part of a research project being conducted for the degree of Doctor of Philosophy at the University of Waikato in New Zealand by Hsiu-Chen Lin (Antonia).

The overall aim of this part of the research project is to investigate how and why teachers of English in colleges and universities in Taiwan use instructional technology in their teaching.

You are NOT asked to provide your name or the name of any institution where you work.

If you return a completed or partially completed questionnaire, it will be assumed that you agree that the information provided can be included in my thesis and in any publications or presentations that relate to it. However, the data collected will be reported only in summary format and in such a manner that no individual participant or institution can be identified.

Thank you for your cooperation. If you have any questions about the questionnaire, please do not hesitate to contact Hsiu-chen Lin (Antonia).

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Questionnaire for teachers of English in colleges and universities in Taiwan (English version)

Please tick ☑ the answer that best fits your situation and include written responses (in English or Mandarin) where necessary.

Part 1: Background information

1. Gender ☐ Male **2.** Position ☐ Lecturer
☐ Female ☐ Assistant professor
☐ Associate professor
☐ Professor
☐ Other

3. Age ☐ 25 ~ 30 **4.** What is your employment status?
☐ 31 ~ 40 ☐ Full-time tenured position
☐ 41 ~ 50 ☐ Full-time contract teacher
☐ 51 or above ☐ Part-time teacher

5. Which of the following degrees do you have? Where from?
☐ Bachelor's ☐ Taiwan ☐ U.K. ☐ U.S.A. ☐ Other _____
☐ Master's ☐ Taiwan ☐ U.K. ☐ U.S.A. ☐ Other _____
☐ Ph.D ☐ Taiwan ☐ U.K. ☐ U.S.A. ☐ Other _____
☐ Ed.D ☐ Taiwan ☐ U.K. ☐ U.S.A. ☐ Other _____

6. How long have you been teaching English?
☐ 1 ~ 5 years
☐ 6 ~ 10 years
☐ 11 ~ 20 years
☐ 21 ~ 30 years
☐ More than 31 years

7a. How much time do you spend on each the following work **on average** per week? (Tick ☑ and write the number of hours.)
☐ English teaching: _____ hours
☐ Research work: _____ hours
☐ Preparation of teaching: _____ hours
☐ Grading work: _____ hours
☐ Attending meetings: _____ hours
☐ Administrative work: _____ hours
Total: _____ hours

7b. What percentage of your teaching, grading, and preparation time is spent **online**?

	<u>none ~ 10%</u>	<u>11% ~ 40%</u>	<u>41% ~ 70%</u>	<u>71% ~ 90%</u>	<u>91% ~ 100%</u>
Teaching	☐	☐	☐	☐	☐
Grading	☐	☐	☐	☐	☐
Preparation	☐	☐	☐	☐	☐

8. What type of course do you teach? (Tick more than one if appropriate.)

    ☐ General English language

    ☐ English for Specific Purposes

    ☐ Other Please specify. _____

9. Please tick ☑ to indicate the context in which you are currently teaching English (tick more than one if appropriate).

    ☐ 5-year junior college

    ☐ 2-year college

    ☐ 4-year college of technology

    ☐ 4-year university

    ☐ 4-year university of technology

10a. Have you attended any professional development workshop(s) about integrating instructional technology into your teaching?

    ☐ Yes

    ☐ No

10b. Could you estimate how many hours of training you have already received in integrating instructional technology into your teaching?

    ☐ 1-10 hours

    ☐ 11-30 hours

    ☐ 31-50 hours

    ☐ 51-100 hours

    ☐ More than 101 hours

10c. Where did you do the training?

    ☐ On campus

    ☐ Off campus

    ☐ Both of the above

10d. Did you have to pay for the training?

    ☐ Yes

    ☐ No

10e. How would you evaluate the professional development workshop(s) you have attended?

  ☐ Very useful ☐ Useful ☐ A little useful ☐ Not useful at all

10f. Would you like further training workshop(s) on integrating instructional technology into your teaching?

      ☐ Yes

      ☐ No

10g. If you answered *Yes* to Question *10f* above, what topics would you be interested in?

_____

_____

_____

10h. If you answered *No* to Question *10f*, what are your reasons?

_____

_____

_____

Part 2: Integrating instructional technology into teaching (attitudes and beliefs)

1. Do you think that it is important to integrate instructional technology into your teaching?

     ☐ Yes   ☐ No   ☐ I don't know.

     Please add any comments you wish to make (in English or Chinese).

     _____

     _____

2a. Which of the following do you think is **generally best** for your students?

     ☐ Fully online course (totally online)

     ☐ Blended online course (combination of face-to-face and online)

     ☐ Supplementary online course (face-to-face; online materials for reference only)

     ☐ Other   Please specify. _____

     Please add any comments you wish to make (in English or Chinese).

     _____

     _____

2b. If you selected ***Blended online course*** in Question ***2a*** above, what proportion of the course do you think should involve instructional technology (in terms of what you believe is best for students)?

     ☐ up to 10%

     ☐ 11% ~ 40 %

     ☐ 41% ~ 70%

     ☐ 71% ~ 90%

     ☐Other   Please specify. _____

3. Which of the following do you think <u>your students</u> **prefer**?

     ☐ Fully online course (totally online)

     ☐ Blended online course (combination of face-to-face and online)

     ☐ Supplementary online course (face-to-face; online materials for reference only)

     ☐ Other Please specify _____

     Please add any comments you wish to make (in English or Chinese).

     _____

     _____

4. Which do you prefer when planning your lessons?

     ☐ To use existing online materials

     ☐ To create your own online materials

     ☐ Both of the above

     Please add any comments you wish to make (in English or Chinese).

     _____

     _____

5. Do you think fully online materials can ever replace face-to-face or blended materials for students who are learning English?

     ☐ Yes

     ☐ No

     Please add any comments you wish to make (in English or Chinese).

     _____

     _____

6. Please tick ☑ what you think are the **five** most important advantages for your students in being able to access online materials.

    a. ☐ They can get immediate feedback when they do exercises.

    b. ☐ They can access the materials at times convenient to them, at their own pace, and from different locations.

    c. ☐ They can revise what they have done in class.

    d. ☐ They can experience autonomous learning.

    e. ☐ They can catch up when they miss class.

    f. ☐ They can do as much repetitive practice as they want.

    g. ☐ Other Please specify (in English or Chinese). _____

     _____

7. Do you agree with any of the following statements? Tick ☑ the appropriate answer.

Statements	Agree	Disagree
a. Producing my own online materials takes too much time.	☐	☐
b. Commercially produced online materials are better than the ones I can produce.	☐	☐
c. I worry in case my online materials include language errors.	☐	☐
d. Online materials are often better than the materials in textbooks.	☐	☐
e. Producing **good** online materials requires technical skills that I don't have.	☐	☐
f. Making my own online materials gives me a sense of satisfaction.	☐	☐
g. Teachers should own the copyright for the materials they produce online.	☐	☐
h. Copyright for the materials teachers produce online should be jointly owned by them and the institution they work for.	☐	☐
i. Copyright for the materials teachers produce online should be owned by the institution they work for.	☐	☐

Please add any comments you wish to make (in English or Chinese).

_____

_____

8a. Do you think that participating in a **synchronous** forum (an online forum where written or oral responses from users, i.e. colleagues and the teacher are immediate) is a good way for learners to improve their language performance in the following areas?

Listening	☐ Yes	☐ No	☐ I don't know.
Speaking	☐ Yes	☐ No	☐ I don't know.
Reading	☐ Yes	☐ No	☐ I don't know.
Writing	☐ Yes	☐ No	☐ I don't know.

Please add any comments you wish to make (in English or Chinese).

_____

_____

8b. Do you think participating in an **asynchronous** forum (an online forum in which written or oral responses are not immediate) involving posting, reading, and reflecting is a good way for learners to improve their language skills?

Listening	☐ Yes	☐ No	☐ I don't know.
Speaking	☐ Yes	☐ No	☐ I don't know.
Reading	☐ Yes	☐ No	☐ I don't know.
Writing	☐ Yes	☐ No	☐ I don't know.

Please add any comments you wish to make (in English or Chinese).

_____

_____

8c. Do you think that **in-class interaction** is more or less effective in improving learners' language skills than participation in an online synchronous forum or asynchronous forum?

Listening

☐ More effective ☐ Less effective ☐ About the same ☐ I don't know.

Speaking

☐ More effective ☐ Less effective ☐ About the same ☐ I don't know.

Reading

☐ More effective ☐ Less effective ☐ About the same ☐ I don't know.

Writing

☐ More effective ☐ Less effective ☐ About the same ☐ I don't know.

Please add any comments you wish To make (in English or Chinese).

_____

_____

9. Do you believe that the quality of student-student and student-teacher interaction is better in the case of face-to-face rather than online teaching?

☐ Yes ☐ No ☐ I don't know.

Please add any comments you wish to make (in English or Chinese).

_____

_____

10. Do you believe that using instructional technology in your teaching generally increases or decreases your teaching load?

☐ Increases ☐ Decreases ☐ Neither increases nor decreases ☐ I don't know.

Please add any comments you wish to make (in English or Chinese).

_____

_____

11. If you put some of your course materials online, please tick ☑ your **five** most important reasons.

      ☐ Good for students' language development

      ☐ Students prefer online materials.

      ☐ I enjoy putting materials online.

      ☐ Other teachers can use and adapt the materials.

      ☐ My academic managers expect me to do it.

      ☐ My institution insists that I do it.

      ☐ I want to keep up with what other teachers are doing around the world.

      ☐ Other   Please specify (in English or Chinese). _____

      _____

12. What is the best experience you have ever had in integrating instructional technology in your teaching?

13. What is the worst experience you have ever had in integrating instructional technology in your teaching?

Part 3: Integrating instructional technology into teaching (practices and reasons)

1a. Do you offer any of your courses, or parts of any of your courses, via a platform, such as WebCT, Blackboard, E-course, etc. provided by your institution?

        ☐ Yes Please state the name. _____

        ☐ No

1b. If you answered *No* to Question *1a* above, please tick ☑ to indicate your reasons. (Tick more than one if necessary.)

A ☐ My institution does not have a platform.

B ☐ There isn't enough technical support.

C ☐ There isn't enough financial support.

D ☐ I can achieve the same outcomes for my students without using technology.

E ☐ The platform is too complicated and difficult to use.

F ☐ Setting up the necessary equipment in class wastes teaching and learning time.

G ☐ The speed of Internet access is too slow in the classroom.

H ☐ Some students don't have their own computer at home.

I ☐ It costs too much money to prepare or edit online materials.

J ☐ It disadvantages students with less highly developed computer skills.

K ☐ Unexpected technical problems can affect the atmosphere of learning.

L ☐ Other. Please specify (in English or Chinese). _____

_____

_____

1c. Please tick ☑ to indicate which of the following statements is true of the platform provided by your institution.

A	User-friendly and easy to access	☐ True	☐ Not true	☐ Partly true
B	Large capacity database	☐ True	☐ Not true	☐ Partly true
C	Ensures consistent quality of presentation of materials	☐ True	☐ Not true	☐ Partly true
D	Includes multiple functions (e.g., presentation, discussion, test, assignment)	☐ True	☐ Not true	☐ Partly true
E	Includes a variety of different ways of giving feedback	☐ True	☐ Not true	☐ Partly true

Please add any comments you wish to make (in English or Chinese).

_____

_____

1d. Please list any aspects of the platform provided by your institution that you do not like and indicate why.

_____

_____

_____

_____

2. Do you use any **authoring tools** (e.g.; Hot Potatoes) instead of, or in addition to the built-in authoring tools which are part of the platform used by your institution?

    ☐ Yes Please state the name(s). _____

    ☐ No   Why not?   _____

           _____

3a. What percentage of the interaction in all of your English courses is computer-mediated (rather than face-to-face)?

    ☐ from zero to 10%

    ☐ 11% ~ 40 %

    ☐ 41% ~ 70%

    ☐ 71% ~ 90%

    ☐ 91% ~ 100%

3b. Apart from simply typing, what percentage of your students' homework time involves computer use (including the use of MP3, IPOD, etc.)?

    ☐ from zero up to 10%

    ☐ 11% ~ 40 %

    ☐ 41% ~ 70%

    ☐ 71% ~ 90%

    ☐ 91% ~ 100%

4a. Is there any point in putting all of your course materials online if you and your students are still expected to attend classes at regular weekly scheduled times?

    ☐ Yes   Reason: _____

    ☐ No   Reason: _____

4b. Are any of your courses fully online distance courses (i.e., students can access the materials at their convenience and there are no scheduled classes or only a few scheduled classes (up to three) for the course)?

    ☐ Yes

    ☐ No

4c. If you offer any fully online courses, please tick ☑ to indicate how you think most of your students respond to them. (You **DON'T** need to answer Questions 4c/4d if you do not offer any fully online courses.)

Statements	**True**	**Not true**	**Partly true**
They prefer these courses to face-to-face courses.	☐	☐	☐
They like these courses, but they prefer face-to-face courses.	☐	☐	☐
They don't really like these courses.	☐	☐	☐
They learn more than they do in face-to-face courses.	☐	☐	☐

Please add any comments you wish to make (in English or Chinese).

_____

_____

4d. If you offer any fully online courses, please tick ☑ to indicate which of the following statements is true for you.

I like fully online courses because:	True	Not true	Partly true
I can manage my time better.	☐	☐	☐
I enjoy not having to teach regular classes.	☐	☐	☐
I miss the face-to-face contact with students.	☐	☐	☐

Please add any comments you wish to make (in English or Chinese).

_____

_____

5. Please tick ☑ if you have used any of the following in your English classes in the past six weeks or if you have got your students to use them in your classes (or in follow-up activities) in the last six weeks.

	Used in my *teaching*		**Got *students* to use**	
	Yes	No	Yes	No
1. Word				
2. Power Point				
3. Front Page				
4. Excel				
5. E-mail				
6. Hot Potatoes				

7. Power Director				
8. MSN				
9. Movie Maker				
10. Web Camera				
11. Platform(WebCT/Blackboard/E-course)				

6. For which of the following teaching and learning activities do you think particular computer software would be appropriate?

	Listen-ing	Speak-ing	Read-ing	Writ-ing	Voca-bulary	Grammar
1. Word	☐	☐	☐	☐	☐	☐
☐ Other Please specify. _____						
2. Power Point	☐	☐	☐	☐	☐	☐
☐ Other Please specify. _____						
3. Front Page	☐	☐	☐	☐	☐	☐
☐ Other Please specify. _____						
4. Excel	☐	☐	☐	☐	☐	☐
☐ Other Please specify. _____						
5. E-mail	☐	☐	☐	☐	☐	☐
☐ Other Please specify. _____						
6. Hot Potatoes	☐	☐	☐	☐	☐	☐
☐ Other Please specify. _____						
7. Power Director	☐	☐	☐	☐	☐	☐
☐ Other Please specify. _____						
8. MSN	☐	☐	☐	☐	☐	☐
☐ Other Please specify. _____						
9. Movie Maker	☐	☐	☐	☐	☐	☐
☐ Other Please specify. _____						
10. Web Camera	☐	☐	☐	☐	☐	☐
☐ Other Please specify. _____						
11.Platform (WebCT/ Blackboard/E-course)	☐	☐	☐	☐	☐	☐
☐ Other Please specify. _____						

Are there any comments you would like to add. Please make use of the space below.

Thank you very much for your participation.

Appendix A.2

Instructional technology questionnaire for teachers of English in colleges and universities in Taiwan: Chinese version

臺灣大專校院英語教師問卷調查

各位老師您好：

　　我是任職於高雄文藻外語學院英文系林秀珍，目前在紐西蘭懷卡多大學攻讀博士學位。為瞭解臺灣英語教師如何運用教育科技融入教學及其原因，特別設計一份臺灣大專院校英語教師問卷調查。此問卷調查旨在探討一般英語教師如何在教學中融入教育科技及其使用教育科技的原因。

　　填寫本問卷調查所須時間大約 15~20 分鐘。採無記名方式完成，填卷者勿需留下姓名及其任教學校，因此，在進行研究報告時絕對不會提及教師個人或學校名義。

　　在您完成問卷繳回的同時，不論您是否全程回答所有題目，該做答內容均視為您授權本人進行與本研究主題相關之報告，並且同意本人將結果以書面出版或採口頭報告方式呈現。

　　在此先感謝您撥冗協助填寫問卷及對本研究的貢獻，並期待研究成果能讓老師及學生均能受益。如果您對本問卷分析結果有興趣，歡迎留下電郵地址以便日後聯絡。最後，若您對問卷調查本身有任何意見，敬請不吝賜教。我的聯絡地址如下。

　　敬祝 教安

<div style="text-align:right">

研究者
林秀珍

</div>

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臺灣大專校院英語教師問卷調查

第一部分:個人背景

請針對題目勾選☑最適合您個人狀況的答案或回答問題(以英文或中文回答均可)

1. 性別： ☐ 男　　　　　　2. 職稱： ☐ 講師
　　　　　☐ 女　　　　　　　　　　　☐ 助理教授
　　　　　　　　　　　　　　　　　　　☐ 副教授
　　　　　　　　　　　　　　　　　　　☐ 教授
　　　　　　　　　　　　　　　　　　　☐ 其他 ＿＿＿＿＿＿

3. 年齡： ☐ 25～30　　　4. 任教狀況：　☐ 專任教師
　　　　　☐ 31～40　　　　　　　　　　☐ 專案教師
　　　　　☐ 41～50　　　　　　　　　　☐ 兼任教師
　　　　　☐ 51 以上

5. 您取得的最高學位及就讀學校之國家：
　　☐ 學士　　　　☐ 台灣　☐ 英國　☐ 美國　☐其他 ＿＿＿＿＿
　　☐ 碩士　　　　☐ 台灣　☐ 英國　☐ 美國　☐其他 ＿＿＿＿＿
　　☐ 哲學博士　　☐ 台灣　☐ 英國　☐ 美國　☐其他 ＿＿＿＿＿
　　☐ 教育博士　　☐ 台灣　☐ 英國　☐ 美國　☐其他 ＿＿＿＿＿

6. 您的英語教學年資：
　　☐ 1～5 年
　　☐ 6～10 年
　　☐ 11～20 年
　　☐ 21～30 年
　　☐ 31 年以上

7a. 針對下列項目，您每週平均工作的時間(請勾選☑ 項目及登錄時數)：
　　☐ 教學：　　　　　＿＿＿＿小時
　　☐ 研究：　　　　　＿＿＿＿小時
　　☐ 備課：　　　　　＿＿＿＿小時
　　☐ 批改作業或試卷：＿＿＿＿小時
　　☐ 參與會議：　　　＿＿＿＿小時
　　☐ 行政：　　　　　＿＿＿＿小時
　　總計：　　　　　　＿＿＿＿＿小時

7b. 您在網路上進行以下工作的比例(請勾選☑相關項目百分比):

	0%~ 10%	11%～40%	41%～70%	71%～90%	91%～100%
教學	☐	☐	☐	☐	☐
批改	☐	☐	☐	☐	☐
備課	☐	☐	☐	☐	☐

8. 您目前的任教課程(可複選):
    ☐ 一般語文課程
    ☐ 專業課程
    ☐ 其他　　說明: _____

9. 您目前任教的學制(可複選):
    ☐ 五專
    ☐ 二技
    ☐ 四技
    ☐ 一般大學
    ☐ 科技大學

10a. 您是否參加過教育科技融入教學之教師專業訓練?
    ☐ 是　(請續答 10b, 10c, 10d)
    ☐ 否　(請跳答 10e)

10b. 您已參加過的教育科技融入教學之教師專業訓練之時數:
    ☐ 1-10 小時
    ☐ 11-30 小時
    ☐ 31-50 小時
    ☐ 51-100 小時
    ☐ 101 小時以上

10c. 您在那裡參加教育科技融入教學之教師專業訓練?
    ☐ 校內
    ☐ 校外
    ☐ 兩者皆有

10d. 您是否需要付費參加教育科技融入教學之教師專業訓練?
    ☐ 是
    ☐ 否

10e. 您對教育科技融入教學之教師專業訓練的評價為何?

    ☐ 非常有用　　　☐ 有用　　　☐ 還好　　　☐ 沒有用

10f. 您想接受更多有關教育科技融入教學之教師專業訓練課程嗎?

    ☐ 想 (請續答 10g)

    ☐ 不想 (請續答 10h)

10g. 如您在題目 10f 勾選 "想" ，請問您希望的主題是哪些?

_____

_____

10h. 如您在題目 10f 勾選 "不想" ，請問您的原因是甚麼?

_____

_____

第二部分:教育科技融入教學(態度與信念)

請針對題目勾選或回答最適合您個人的態度與信念(以英文或中文回答均可)

1. 您認為教育科技融入教學是重要的嗎?

  ☐ 是   ☐ 否   ☐ 我不知道

  若 對 本 題 有 所 回 應 , 請 發 表 您 的 看 法 。

  _____

  _____

2a. 您認為您的學生最適合下列何種上課模式?

  ☐ 全然網路課程(課程全部在線上進行)

  ☐ 混合型網路課程(課程部份在線上進行部份在教室面授)(請續答 2b)

  ☐ 輔助型網路課程(課程全部在教室面授,線上教材僅供學生參考)

  ☐ 其他 請說明 _____

  若 對 本 題 有 所 回 應 , 請 發 表 您 的 看 法 。

  _____

2b. 若您在題目 2a.勾選混合型網路課程,以您對學生的瞭解,課程裏應該加
  入多少的教育科技比例對學生最有益?

  ☐ 10%

  ☐ 11%～40 %

  ☐ 41%～70%

  ☐ 71%～90%

  ☐ 其他請說明 _____

3. 您認為您的學生最喜歡的上課模式是…

  ☐ 全然網路課程(課程全部在線上進行)

  ☐ 混合型網路課程(課程部份在線上進行部份在教室面授)

  ☐ 輔助型網路課程(課程全部在教室面授,線上教材僅供學生參考)

  ☐ 其他請說明 _____

  若對本題有所回應,請發表您的看法。

  _____

  _____

4. 您在設計課程時會偏好下列何種方式?

  ☐ 使用現成的線上教材

  ☐ 自己設計製作線上教材

  ☐ 使用現成的線上教材,也自己設計製作線上教材

  若 對 本 題 有 所 回 應 , 請 發 表 您 的 看 法 。

  _____

  _____

5. 您認為全然網路課程的教材可以取代教室面授或混合型網路課程的教材嗎？

    ☐ 可以   ☐ 不可以   ☐ 我不知道

    若 對 本 題 有 所 回 應 ， 請 發 表 您 的 看 法 。

    _____

    _____

6. 下列為學生可以上網取得教材進行線上學習的優點。請勾選您認為最有利的<u>五項</u>優勢。

    A.☐ 他們可以得到立即回饋。

    B.☐ 他們可以依各自需求隨時上網，不受時間地點限制亦可按個人步調進行。

    C.☐ 他們可以對照課堂內容修正個人的上課筆記。

    D.☐ 他們可以經歷自主學習過程。

    E.☐ 他們可以彌補缺課內容做自我補課。

    F.☐ 他們可以依個人需求在線上反覆練習。

    G.☐ 其他 請說明 _____

7. 您同意以下的說法嗎？請勾選同意或不同意

	同意	不同意
A. 製作個人線上教材花費太多時間。	☐	☐
B. 市面出版的線上教材比我個人製作的線上教材好。	☐	☐
C. 我擔心自己製作的線上教材在用詞遣字上可能有誤。	☐	☐
D. 線上教材通常比書本教材好。	☐	☐
E. 製作優良的線上教材所需的技巧，是我無法勝任的。	☐	☐
F. 自製個人線上教材讓我很有成就，感到滿足。	☐	☐
G. 教師自製的線上教材，其版權應歸屬教師本人。	☐	☐
H. 教師自製的線上教材，其版權應由教師及任教機關共同所有。	☐	☐
I. 教師自製的線上教材，其版權應由任教機關所擁有。	☐	☐

    若對本題有所回應，請發表您的看法。_____

_____

8a. 您認為學生參與<u>同步</u>課程討論(亦即教師和學生在同一時間，同時進行口語或文字溝通)是否能增進下列語文能力？

    聽   ☐ 是   ☐ 否   ☐ 我不知道

    說   ☐ 是   ☐ 否   ☐ 我不知道

    讀   ☐ 是   ☐ 否   ☐ 我不知道

    寫   ☐ 是   ☐ 否   ☐ 我不知道

    若對本題有所回應，請發表您的看法。 _____

_____

8b. 您認為學生參與非同步課程討論(亦即教師和學生在不同時間張貼資料，閱讀或回應)是否能增進下列語文能力?

聽　　□ 是　　　　　□ 否　　　□ 我不知道

說　　□ 是　　□ 否　　　□ 我不知道

讀　　□ 是　　□ 否　　　□ 我不知道

寫　　□ 是　　□ 否　　　□ 我不知道

若對本題有所回應，請發表您的看法。＿＿＿＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

8c. 您認為課堂面授的互動比同步或非同步討論更能提升學生的語文能力嗎?

聽 □ 更有效　　□ 不那麼有效　　□ 差不多　　□ 我不知道

說 □ 更有效　　□ 不那麼有效　　□ 差不多　　□ 我不知道

讀 □ 更有效　　□ 不那麼有效　　□ 差不多　　□ 我不知道

寫 □ 更有效　　□ 不那麼有效　　□ 差不多　　□ 我不知道

若對本題有所回應，請發表您的看法。＿＿＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

9. 以學生之間的互動和師生間的互動為例，您認為課堂面授的互動品質比線上授課模式的互動品質好嗎?

□ 是　　　　　□ 否　　　□ 我不知道

若對本題有所回應，請發表您的看法。＿＿＿＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

10. 對您而言，運用教育科技融入教學是增加或減輕您的教學工作量?

□ 增加　　　□ 減輕　　　　□ 沒有差別　　　□ 我不知道

若對本題有所回應，請發表您的看法。＿＿＿＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

11. 如果您已有課程上傳到網路，請勾選五項如此做的原因。

□ 對學生的語文能力發展有益。

□ 學生喜歡線上的東西。

□ 我喜歡將教材放在網路上。

□ 我的線上教材可以供其他老師參考或使用。

□ 符合上司的期望。

□ 遵循校方的要求。

□ 我想和其他國家的教師一樣齊頭並進。

□ 其他 請說明:＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

12. 在您運用教育科技融入教學的過程中，什麼是您遇到最棒的事?

13. 在您運用教育科技融入教學的過程中，什麼是您遇到最糟的事?

第三部分:教育科技融入教學(實行與原因）

請針對題目勾選☑或回答最適合您個人的態度與信念(以中文或英文回答均可）

1a. 您是否使用學校提供的網路教學平台（如 E-course, Blackboard, WebCT 等）上傳部份或全部任教課程內容?

    □ 是　請載明平台名稱: ＿＿＿＿＿＿＿＿＿＿＿　(請續答 1c)

    □ 否　(請續答 1b)

1b. 如您在題目 1a 勾選"否"，請問您的原因是… （可複選）

    A　□ 學校目前沒有網路教學平台。

    B　□ 網路教學平台技術支援不足。

    C　□ 經費不足。

    D　□ 不使用教育科技，我一樣可以讓學生達到預期的學習目標。

    E　□ 網路教學平台既複雜又難用。

    F　□ 在教室準備、架設器材太浪費時間。

    G　□ 使用網路教學平台時，傳輸速度慢。

    H　□ 有些學生家裡沒有電腦。

    I　□ 準備、編輯線上教材需要花錢。

    J　□ 對電腦能力較差的學生會造成不便。

    K　□ 突發的器械故障會影響上課氣氛。

    L　□ 其他 請說明:＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

1c. 就學校所提供的網路教學平台請勾選您對下列敘述的看法。

A 操作簡單容易上手	□正確	□不正確	□部分正確
B 資料空間容量大	□正確	□不正確	□部分正確
C 確保教材呈現的品質	□正確	□不正確	□部分正確
D 具有多重功能(如教材呈現模式、討論區、測驗、作業等)	□正確	□不正確	□部分正確
E 提供多樣回饋方式(如線上張貼、郵寄回饋、個人或全體回饋等)	□正確	□不正確	□部分正確

    若對本題有所回應，請發表您的看法。　＿＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

1d. 請就您使用網路教學平台的經驗，列出您不喜歡的地方及原因。

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

2. 通常網路教學平台已有內建之作業軟體(authoring tool)，您會捨棄或額外使用其他軟體(如 Hot Potatoes)嗎?

      ☐ 會　請列出軟體名稱: _____

      ☐ 不會　　　請說明原因: _____

3a.您在上課時，透過電腦科技進行的互動(非教室面授的互動)比例有多少?

      ☐ 0～10%
      ☐ 11%～40 %
      ☐ 41%～70%
      ☐ 71%～90%
      ☐ 91%～100%

3b. 除了一般打字之外，您的學生使用電腦做作業的比例有多少?

      ☐ 0～10%
      ☐ 11%～40 %
      ☐ 41%～70%
      ☐ 71%～90%
      ☐ 91%～100%

4a. 如果師生仍然需要在每週固定的時間上課，您認為有必要將所有教材內容上傳到網路上嗎?

      ☐ 必要　　　請說明原因: _____

      _____

      ☐ 不必要　請說明原因: _____

      _____

4b. 您開過全然網路課程嗎(亦即學生可隨其需求上網上課，沒有每週固定的上課時間或最多只有三次固定的時間)?

      ☐ 有 (請續答 4c、4 d)
      ☐ 沒有 (不必答 4c、4 d)

4c. 針對全然網路課程上課的學生而言，您認為他們對以下說法會如何回應?

	正確	不正確	部分正確
喜愛全然網路課程甚於教室面授課程	☐	☐	☐
兩者都喜歡，但偏好教室面授課程	☐	☐	☐
兩者都不喜歡	☐	☐	☐
在全然網路課程學的比在教室面授課程學的多	☐	☐	☐

若對本題有所回應，請發表您的看法。 _____

_____

4d. 以您的全然網路課程為例，請勾選您對下列句子的看法。

喜歡全然網路課程，因為…	正確	不正確	部分正確
可以更妥善地運用時間	☐	☐	☐
喜歡不用固定上課的感覺	☐	☐	☐
少了在教室和學生面對面互動的機會	☐	☐	☐

若對本題有所回應，請發表您的看法。＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

5. 請勾選過去六週內您是否在英語教學活動或要求學生使用過左列項目。

	英語教學活動使用		要求學生使用	
	是	否	是	否
1. Word				
2. Power Point				
3. Front Page				
4. Excel				
5. E-mail				
6. Hot Potatoes				
7. Power Director				
8. MSN				
9. Movie Maker				
10. Web Camera				
11. Platform (WebCT/ Blackboard/ E-course)				

6. 您認為下列項目是否適用於各個不同的教學活動? 請勾選或說明。

	聽	說	讀	寫	字彙	文法	其他(請說明)
1. Word	☐	☐	☐	☐	☐	☐	☐＿＿＿＿
2. Power Point	☐	☐	☐	☐	☐	☐	☐＿＿＿＿
3. Front Page	☐	☐	☐	☐	☐	☐	☐＿＿＿＿
4. Excel	☐	☐	☐	☐	☐	☐	☐＿＿＿＿
5. E-mail	☐	☐	☐	☐	☐	☐	☐＿＿＿＿
6. Hot Potatoes	☐	☐	☐	☐	☐	☐	☐＿＿＿＿
7. Power Director	☐	☐	☐	☐	☐	☐	☐＿＿＿＿
8. MSN	☐	☐	☐	☐	☐	☐	☐＿＿＿＿
9. Movie Maker	☐	☐	☐	☐	☐	☐	☐＿＿＿＿
10. Web Camera	☐	☐	☐	☐	☐	☐	☐＿＿＿＿
11.Platform (WebCT/Blackboard/E-course)	☐	☐	☐	☐	☐	☐	☐＿＿＿＿

如您對本問卷有任何批評指教，請利用下面空間書寫。

問卷完畢

衷心感謝您的參與及協助

Appendix B.1

Teaching and assessing writing questionnaire for teachers of English

in colleges and universities in Taiwan: English version

Teaching and assessing writing questionnaire for teachers of English in colleges and universities in Taiwan (English version)

This questionnaire is designed for teachers of English in colleges and universities in Taiwan. It takes approximately 15 to 20 minutes to complete the questionnaire.

The questionnaire is part of a research project being conducted for the degree of Doctor of Philosophy at the University of Waikato in New Zealand by Hsiu-Chen Lin (Antonia), an English teacher of Wenzao Ursuline College of Languages, Kaohsiung, Taiwan. The overall aim of this part of the research project is to investigate how teachers of English in colleges and universities in Taiwan teach writing and assess students' writing.

You are NOT asked to provide your name or the name of any institution where you work.

If you return a completed or partially completed questionnaire, it will be assumed that you agree that the information provided can be included in my thesis and in any publications or presentations that relate to it. However, the data collected will be reported only in summary format and in such a manner that no individual participant or institution can be identified.

Thank you for your cooperation. If you have any questions about the questionnaire, please do not hesitate to contact Hsiu-chen Lin (Antonia).

Email: hal2@waikato.ac.nz
Address: The School of Maori and Pacific Development
The University of Waikato
Private Bag 3105
Hamilton, New Zealand
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Teaching and assessing writing questionnaire for teachers of English in colleges and universities in Taiwan (English version)

Part 1: Background information

Please click ☒ the answer that best fits your situation and include written responses (in English or Mandarin) where necessary.

1 Gender   a ☐ Male   b ☐ Female

2 Position   a ☐ Lecturer   b ☐ Assistant professor   c ☐ Associate professor
            d ☐ Professor   e ☐ Other   Please specify.

3 Age   a ☐ 25 ~ 30   b ☐ 31 ~ 40
       c ☐ 41 ~ 50   d ☐ 51 or above

4 What is your employment status?

   a ☐ Full-time teacher   b ☐ Full-time contract   c ☐ Part-time teacher
                                     teacher

5 Are you a native speaker of English?   a ☐ Yes   b ☐ No

6 Do you have any qualifications in the teaching of languages or in the teaching of English in particular? (For example, MATESOL or Teaching certificate)

   a ☐ Yes   b ☐ No

7 If you answered YES to the question above, A) what qualification do you have?

   a ☐ TESOL (MA)   b ☐ Teaching certificate   c ☐ Linguistics
   d ☐ Literature   e ☐ Other   Please specify.

   B) Which institute did you get your qualification from? (e.g. Washington University/USA

8 Do you teach English writing courses?

   a ☐ Yes   b ☐ No

If you answered *No* to Question 8, there is *no need* to proceed with the questionnaire.

If you answered *YES* to Question 8, please proceed to the next questions.

9 How long have you been teaching English writing courses?

a ☐ Less than one year   b ☐ 1 ~ 5 years

c ☐ 6 ~ 10 years   d ☐ 11 years or above

10 What type of English writing course do you teach? (Click ☒ more than one answer if you wish.)

a ☐ General English writing   b ☐ Research writing

c ☐ Writing and translation   d ☐ Business writing

e ☐ Other   Please specify.

Part 2: Teaching and assessing writing

Please click ☒ the answer that best fits your situation and include written responses (in English or Mandarin) if you wish.

1. How many hours of writing class do you teach per week?
   a ☐ 1 - 3   b ☐ 4 - 6
   c ☐ 7 - 9   d ☐ 10 or above

2. How many students on average are there in your writing class?
   a ☐ 5 - 15   b ☐ 16 - 25   c ☐ 26 - 45
   d ☐ 46 - 60   e ☐ more than 61

3. On average, how many writing assignments do you assess each semester?
   For example, 1 class X 30 students X 2 assignments X 2 drafts = 120
   a ☐ 1 - 20   b ☐ 21 - 40   c ☐ 41 - 60
   d ☐ 61 - 80   e ☐ 81 - 100   f ☐ 101 - 150
   g ☐ 151 - 200   h ☐ Other Please specify.

4. How do your students write? (You can click more than one if needed.)
   a ☐ Individually   b ☐ In pairs
   c ☐ In groups   d ☐ Other   Please specify.

5. Which is the most frequent activity used in your writing class?
   a ☐ Individual writing   b ☐ Writing in pairs
   c ☐ Writing in groups   d ☐ Other Please specify.

6. Where do your students write for your courses? (You can click more than one if needed.)
   a ☐ In class   b ☐ At home   c ☐ At computer lab
   d ☐ Other Please specify.

7. How do your students submit their writing assignments? (You can click more than one if necessary.)
   a ☐ Paper-and-pen   b ☐ Print-out   c ☐ Online
   d ☐ Online & print-out   e ☐ Other Please specify.

8. Which of the following **are covered** in your writing class? (You can click more than one if needed.) **NOTE**: ***blended*** (i.e. combining different genres such as *explanation* and *argument*)
   a ☐ Writing instructions   b ☐ Writing descriptions
   c ☐ Writing texts that classify things   d ☐ Writing arguments
   e ☐ Writing explanations   f ☐ Writing recounts
   g ☐ Writing blended texts *(see above)*   h ☐ Creative writing
   i ☐ Other Please specify.

9. Which of the following do students write **most frequently** in your writing class?

 NOTE: *blended* (i.e. combining different genres, such as *explanation* and *argument*)

  a ☐ Instructions   b ☐ Descriptions

  c ☐ Classifications   d ☐ Arguments

  e ☐ Explanations   f ☐ Recounts

  g ☐ Blended texts   h ☐ Creative writing

  i ☐ Other Please specify.

10. How well do you think your students could write each of the following? Please click ☒

  the   box   on   the   line   between   **poorly   and   very   well**.

   NOTE: *blended* (i.e. combining different genres such as *explanation* and *argument*)

  a Instructions   Poorly 1☐<----2☐----3☐----4☐--->5☐ Very well
  b Descriptions   Poorly 1☐<----2☐----3☐----4☐--->5☐ Very well
  c Classifications   Poorly 1☐<----2☐----3☐----4☐--->5☐ Very well
  d Arguments   Poorly 1☐<----2☐----3☐----4☐--->5☐ Very well
  e Explanations   Poorly 1☐<----2☐----3☐----4☐--->5☐ Very well
  f Recounts   Poorly 1☐<----2☐----3☐----4☐--->5☐ Very well
  g Blended texts   Poorly 1☐<----2☐----3☐----4☐--->5☐ Very well
  h Creative texts   Poorly 1☐<----2☐----3☐----4☐--->5☐ Very well
  Please add a comment if you wish.

11. Which of the following do you introduce your students to in your writing courses?

   (You can click more than one if needed.)

  a   ☐ Brainstorming

  b   ☐ Drafting 1

  c   ☐ Drafting 2

  d   ☐ Drafting 3

  e   ☐ Peer reviewing

  f   ☐ Revising

  g   ☐ Teacher-student conferencing

  h   ☐ Editing

  i   ☐ Grammar instruction

  j   ☐ Instruction in paragraphing

  k   ☐ Instruction in punctuation extension

  l   ☐ Vocabulary

  m   ☐ Instruction in the different overall structuring of different types of texts
       (e.g. recounts; arguments; explanations; blended texts)

  n   ☐ Instruction in the use of connectives (e.g. therefore; however)

  o   ☐ Producing a final version to share with others

  p   ☐ Instruction in the different ways that paragraphs can be linked together

  q   ☐ Joint construction of a text (teacher and students write a text together)

  r   ☐ Other Please specify.

12. Do you discuss model texts (writing samples) with your students before you ask them to write texts?

   a ☐ Always   b ☐ Usually   c ☐ Sometimes

   d ☐ Seldom   e ☐ Never

   Please add a comment relating to your use (or non-use) of model texts in class.

13. Do you give any **grammar instruction** in your writing class?

   a ☐ Yes If Yes, when?

   b ☐ No If No, why not?

14. How do you **introduce** grammar features in your writing class?

   a   ☐ I do not give any grammar instruction until students submit their final draft. Then I summarize and discuss typical errors.

   b   ☐ At the editing stage, I give grammar instruction to the whole class based on common errors in students' drafts.

   c   ☐ After each draft is submitted and graded, I give instruction based on the main grammatical errors detected to each student individually.

   d   ☐ I teach specific grammar points as part of my writing syllabus before getting students to start writing. I select them because they are likely to be directly relevant to the writing the students will do.

   e   ☐ I teach specific grammar points as part of my writing syllabus before getting students to start writing. I select them because they are relevant to the stage of language development the students have reached.

   f   ☐ Based on typical errors/problems, I prepare grammar exercises from different resource books for students to practice and discuss before they attempt any writing.

   g   ☐ I teach the grammar points that occur in the model texts (writing samples) that I introduce to students before they begin to write.

   h   ☐ I give grammar instruction only when students raise questions in class.

   i   ☐ I design activities to encourage students to practice aspects of grammar but I do not actually teach the grammar.

   j   ☐ Other P lease specify.

15. Do you add comments when you are correcting your students' writing?

   a ☐ Always   b ☐ Usually   c ☐ Sometimes

   d ☐ Seldom   e ☐ Never

   Please give one or more examples of the types of comments you might add.

16. How do you *comment on* your students' writing? Please click ⊠ more than one answer
    if necessary.

   a ☐ I correct errors on the texts.   b ☐ I use correction symbols.

   c ☐ I underline mistakes.   d ☐ I write comments on the text.

   e ☐ Other Please specify.

17. Which of the following (if any) do you correct or comment on in your students' writing?

   Please click ⊠ more than one answer if necessary.

   a ☐ Punctuation   b ☐ Grammar
   c ☐ Vocabulary   d ☐ Use of connecting words and phrases, such as
                          therefore and *in addition*
   e ☐ paragraph structuring   f ☐ The structuring of the text as a whole
   g ☐ The ideas in the text   h ☐ The linking of ideas in the text
   i ☐ Other Please specify.

18. How much time does it take *on average* to comment on a single piece of writing?

   a ☐ < 15min.   b ☐ 16-30 min.
   c ☐ 31-45 min.   d ☐ 46-60 min.
   e ☐ > 61 min.   f ☐ Other   Please specify：

19. Do you always include the following stages in your teaching of writing?

   brainstorming, drafting, reviewing, revising, editing, and *publishing*

   a ☐ Yes   b ☐ No
   Reason:

20. Do you require students to submit their early draft(s) with the latest/final written work?
   a ☐ Yes   b ☐ No

21. How do you *grade* your students' writing? Please click as many answers as necessary.
   a ☐ I give a letter grade (A+, A, A-, B+, B ….) for each draft.
   b ☐ I give percentage mark (e.g. 56%….) for each draft.
   c ☐ I give a letter grade (A+, A, A-, B+, B ….) *but only for the final written assignment.*
   d ☐ I give percentage mark (e.g. 56%….) *but only for the final written assignment.*
   e ☐ I give a separate grade or mark for (a) the work as a whole and (b) aspects of
        language.
   f ☐ I use ready-made grading criteria (e.g., TOEFL scoring criteria).
   g ☐ I design my own grading criteria and assign a specific number of marks to each of a
        number of criteria.
   h ☐ Other Please specify.

If you <u>did not click</u> **g.** ☒ to the question above, please go to question **23**.
If you **clicked g.** ☒ to the question above, please proceed to question **22.**

22. If you use **your own grading criteria,** which of the following are included? Please click as many answers as necessary.

- a ☐ Overall impression
- b ☐ Ideas
- c ☐ Overall organization of the text
- d ☐ Paragraphing
- e ☐ Topic sentences
- f ☐ Links between paragraphs
- g ☐ Vocabulary
- h ☐ Grammar
- i ☐ Punctuation
- j ☐ Language specifically taught or revised in class
- k ☐ Sensitivity to audience (readers)
- l ☐ Use of linking words and phrases
- m ☐ Suitability for purpose
- n ☐ Originality
- o ☐ Other   Please specify.

23. How many of the *corrections* you make on early drafts of students writing do they *generally* include in later drafts?
- a ☐ All of them (100%)
- b ☐ Most of them (>75%)
- c ☐ A few of them (>50%)
- d ☐ Very few of them (>25%)
- e ☐ None of them (0%)

Comment:

24. How many of the *comments* you make on early drafts of students writing do they *generally* make use of to improve in later drafts?
- a ☐ All of them (100%)
- b ☐ Most of them (>75%)
- c ☐ A few of them (>50%)
- d ☐ Very few of them (>25%)
- e ☐ None of them (0%)

Comment:

25. Do you think that correcting and commenting on students writing is generally a good use of your time?
- a ☐ Yes
- b ☐ No
- c ☐ Not sure

Comment:

26. Please indicate which of the following statements you agree with.
   A = Agree; D = Disagree; N = Not sure

		A	D	N
a	Students spend more time writing online than with paper-and-pen.	☐	☐	☐
b	Students tend to revise more in terms of content/ organization when they write online.	☐	☐	☐
c	Writing online reduces for some students the anxiety often associated with writing.	☐	☐	☐
d	Students pay more attention to the layout of their writing when they write online.	☐	☐	☐
e	Writing online highlights writing process because students can make changes as they go.	☐	☐	☐
f	Writing online offers a resource-rich environment	☐	☐	☐
g	Students are aware of readers if people can read their work.	☐	☐	☐
h	An online environment makes it easy for students to read a variety of texts on the same topic written by their peers.	☐	☐	☐
i	Online writing increases student writers' motivation.	☐	☐	☐
j	Assessing online writing is more effective than paper writing.	☐	☐	☐
k	It takes more time to assess online writing than paper writing.	☐	☐	☐

   Please add a comment if you wish.

27. Have you ever asked your students to write online?
   a ☐ Yes   b ☐ No

If you wish to add any comments (in English or Chinese), please use the space below.

Thank you very much for your participation.

Appendix B. 2

Teaching and assessing writing questionnaire for teachers of English

in colleges and universities in Taiwan (Chinese version)

英語寫作教學與批閱之問卷調查

本問卷專爲瞭解臺灣大專校院英語教師在英語寫作教學與批閱情況而設計，做答時間約 15~20 分鐘。

此份問卷調查爲本人(林秀珍: Hsiu-Chen Lin (Antonia) 文藻外語學院英文教師)在紐西蘭懷卡多大學攻讀博士學位論文內容之一，本研究旨在探討臺灣大專校院英語教師的英語寫作教學及學生作文之批閱。

當您填寫此份問卷調查時，不需留下姓名及任教學校。

在您完成問卷繳回時，不論您是否回答所有題目，均表示您首肯本人運用您的答案進行研究分析，並且同意本人以書面發表或口頭報告呈現研究結果。在進行研究報告時，本人絕對不會公開您的個人資料。

在此先感謝您撥冗協助填寫問卷，若您對問卷調查本身有任何意見，敬請不吝賜教。聯絡方式如下。

研究者
林秀珍

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英語寫作教學與批閱之問卷調查

第一部分:個人背景

請針對題目勾選☑最適合您個人狀況的答案或回答問題(以英文或中文回答均可)。

1 性別:　　　　a ☐ 男　　　　　　b ☐ 女

2 職稱:　　　　a ☐ 講師　　　　　b ☐ 助理教授　　　c ☐ 副教授
　　　　　　　d ☐ 教授　　　　　e ☐ 其他

3 年齡:　　　　a ☐ 25～30　　　　b ☐ 31～40
　　　　　　　c ☐ 41～50　　　　d ☐ 51 以上

4 任教狀況:　　a ☐ 專任教師　　　b ☐ 專案教師　　　　c ☐ 兼任教師

5 英語是您的母語嗎? a ☐ 是　b ☐ 否

6 您是否具備語言教學或英語教學的資格?(例如:英語教學學位或英語教學證書)

　a ☐ 是　　　b ☐ 否

7 如您在上題勾選 ☒ 是，A) 請勾選您所具備的資格名稱。

　a ☐ 英語教學學位　　　b ☐ 英語教學證書　　　c ☐ 語言學學位
　d ☐ 英美文學學位　　　e ☐ 其他

　B）您取得上述教學資格的學校名稱:（例如: 華盛頓大學/美國）

8 您是否教授英語寫作課程? a ☐ 是　b ☐ 否

　如您在上題(#8)勾選 ☑ 否，作答到此結束。謝謝! 如您勾選☑ 是，請續答下列題目。

9 您的英語寫作教學年資:
　a ☐ 少於一年　　　b ☐ 1～5 年　　　c ☐ 6～10 年　　　d ☐ 11 年以上

10 您目前任教的寫作課程(可複選):
　a ☐ 一般英語寫作　　　　b ☐ 研究寫作
　c ☐ 寫作與翻譯　　　　　d ☐ 商業英文寫作
　e ☐ 其他　請說明:

第二部分: 英語寫作教學與批閱

請針對題目勾選☑最適合您個人的選項或回答問題(以英文或中文回答均可)。

1.您每週的英語寫作教學時數:

a ☐ 1–3 小時　　　　　b ☐ 4 - 6 小時

c ☐ 7 - 9 小時　　　　　d ☐ 10 小時以上

2.您的作文課**平均**一班有多少學生?

a ☐ 5 - 15 人　　　　　b ☐ 16 - 25 人

c ☐ 26 - 45 人　　　　　d ☐ 46 - 60 人

e ☐ 61 人以上

3.您每學期批改作文的平均篇數:
  (例如: 一班 X 30 人 X 2 篇 X 2 次文稿 = 120)

a ☐ 1-20 篇　　　　　b ☐ 21-40 篇

c ☐ 41-60 篇　　　　　d ☐ 61-80 篇

e ☐ 81-100 篇　　　　f ☐ 101-150 篇

g ☐ 151-200 篇　　　　h ☐ 其他 請說明:

4.您的學生如何寫作文(寫作方式)? **(可複選)**

a ☐ 個人寫作　　　　b ☐ 雙人寫作

c ☐ 小組寫作　　　　d ☐ 其他 請說明:

5.作文課上您**最常用**的寫作教學方式:

a ☐ 個人寫作　　　　b ☐ 雙人寫作

c ☐ 小組寫作　　　　d ☐ 其他 請說明:

6.您的學生在哪裡寫作文? (可複選)

a ☐ 教室　　　　　　b ☐ 家裡

c ☐ 電腦教室　　　　d ☐其他 請說明:

7.您的學生如何交作文?(可複選)

a ☐ 紙筆方式　　　　b ☐ 列印方式

c ☐ 網路上傳方式　　d ☐ 網路上傳及列印方式

e ☐ 其他 請說明:

第二部分: 英語寫作教學與批閱

8.您的英語寫作課程**包括**下列那些文體? 註:混合文體 (兩種不同文體的組合,
例如說明文與論述文) (可複選)。
a ☐ 操作說明文(instructions)　　　　b ☐ 描述文 (descriptions)
c ☐ 分類文 (classifications)　　　　d ☐ 議論文 (arguments)
e ☐ 說明文 (explanations)　　　　f ☐ 記敘文 (recounts)
g ☐ 混合文(註) (blended)　　　　h ☐ 自由創作 (creative writing)
i ☐ 其他 請說明:

9.請勾選☑您的學生**最常**寫作的文體。註:混合文體 (兩種不同文體的組合)
a ☐ 操作說明文(instructions)　　　　b ☐ 描述文 (descriptions)
c ☐ 分類文 (classifications)　　　　d ☐ 議論文 (arguments)
e ☐ 說明文 (explanations)　　　　f ☐ 記敘文 (recounts)
g ☐ 混合文(註) (blended)　　　　h ☐ 自由創作 (creative writing)
i ☐ 其他 請說明:

10.您認為您的學生在下列文體的寫作能力為何? 請在**不好**<--->**極佳兩極間**勾選
☑適當框格。註:混合文體(兩種不同文體的組合,例如說明文與論述文)

a 操作說明文 instructions　　不 好 ☐ <----- ☐ ----- ☐ ----- ☐ ----> ☐ 極 佳

b 描述文 descriptions　　不 好 ☐<----- ☐-----☐-----☐---->☐極佳

c 分類文 classifications　　不 好 ☐<----- ☐-----☐-----☐---->☐極佳

d 議論文 arguments　　不 好 ☐<----- ☐-----☐-----☐---->☐極佳

e. 說明文 explanations　　不 好 ☐<----- ☐-----☐-----☐---->☐極佳

f 記敘文 recounts　　不 好 ☐<----- ☐-----☐-----☐---->☐極佳

g 混合文(註)blended texts　　不 好 ☐<----- ☐-----☐-----☐---->☐極佳

h 自由創作 creative writing　　不 好 ☐<----- ☐-----☐-----☐---->☐極佳

若對本題有所回應,請發表您的看法(以中文或英文回答均可)。

11.您在作文課上使用過下列那些教學活動?(可複選)。

a ☐ 腦力激盪

b ☐ 第一文稿

c ☐ 第二文稿

d ☐ 第三文稿

e ☐ 同儕審稿

f ☐ 文稿修改

g ☐ 師生會談

h ☐ 編輯

i ☐ 文法講解

j ☐ 段落說明

k ☐ 標點符號說明

l ☐ 字彙延伸

m ☐ 解說不同文體組織架構(例如, 記敘文;議論文; 說明文; 混合文)

n ☐ 講解連接詞用法(例如, *therefore; however*)

o ☐ 寫一篇完整文章和大家分享

p ☐ 解說不同連結文章段落的方式

q ☐ 師生共同合作完成一篇文章

r ☐ 其他 請說明:

12.您在課堂上是否準備寫作範文並在學生作文之前展示及討論範文?

a ☐ 總是如此 b ☐ 經常 c ☐ 有時候 d ☐ 不常 e ☐ 從來沒有

請就課堂上寫作範文之(不)使用,發表您的看法(以中文或英文回答均可)。

13.您在作文課上是否安排**文法講解**?

a ☐ 是 若答☑ 是,**甚麼時候**?

b ☐ 否 若答☑ 否,**為甚麼**?

14. 您如何在作文課**進行**文法講解?

    a ☐ 學生繳交寫作成品之前,我不會做任何文法講解。之後我彙整一般的文法錯誤在課堂上討論。

    b ☐ 等學生做到編輯階段,我彙集文稿中出現的文法錯誤,並在課堂上講解。

    c ☐ 學生每次繳交文稿並經批閱之後,我針對個別學生所犯的錯誤講解文法。

    d ☐ 寫作前,我針對學生在寫作上可能會用到的相關文法,編排到課程裡並在課堂上進行講解。

    e ☐ 寫作前,我結合學生已學過且有能力表達的語詞做成文法教材,並編排到課程裡,教導學生如何運用相關的文法於寫作上。

    f ☐ 我根據一般學生常犯的文法錯誤,從不同教科書中收集和準備相關題目供學生在寫作前練習並討論文法。

    g ☐ 寫作前,我自範文取材,歸納其中的文法重點並舉例講解文法。

    h ☐ 只有學生提出文法問題時,我才做講解。

    i ☐ 我設計不同的學習活動,讓學生從中練習文法,瞭解文法的運用,取代文法講解。

    j ☐ 其他 請說明:

15. 您批改學生作文時是否會給評語?

    a ☐ 總是如此 b ☐ 經常   c ☐ 有時候 d ☐ 不常   e ☐ 從來沒有

    若答 ☑ a, b, c, d,請試舉一兩例您給過的評語。

16. 您如何**批閱**學生的作文? (可複選)。

    a ☐ 我直接在文章上更正錯誤

    b ☐ 我用批改符號在文章上做記號

    c ☐ 我在錯誤的地方劃線做提示

    d ☐ 我在文章上寫下評論或意見

    e ☐ 其他 請說明:

17. 您在批閱或評論學生的作文時,是否包括下列重點? (可複選)。

    a ☐ 標點符號   b ☐ 文法

    c ☐ 字彙   d ☐ 連接詞用法(例如, *therefore; in addition*)

    e ☐ 段落結構   f ☐ 整體組織架構

    g ☐ 文章構思   h ☐ 文章構思之連結

    i ☐ 其他 請說明:

18.您批改一篇學生的作文，**平均**需要多少時間?

    a ☐ 少於 15 分鐘   b ☐ 16-30 分鐘
    c ☐ 31-45 分鐘   d ☐ 46-60 分鐘
    e ☐ 多於 61 分鐘   f ☐ 其他 請說明:

19.您的寫作課程是否包括以下的步驟?

  腦力激盪 — 初稿(撰文) — 審查 — 文稿修改— 編輯 — 成品(發表)

    a ☐ 是   b ☐ 否

    理由:

20.您是否要求學生每次繳交寫作文稿時，附上之前已經批改過的作文?

    a ☐ 是   b ☐ 否

21.學生的作文成績您如何打分數?(可複選)

    a ☐ 每一文稿以 A+, A, A-, B+, B …記分
    b ☐ 每一文稿以百分比(如 56%…)記分
    c ☐ 只就最後繳交成品以 A+, A, A-, B+, B …記分
    d ☐ 只就最後繳交成品以百分比 (如 56%…)記分
    e ☐ 針對整體文章和相關詞語，語意，修辭個別給分數
    f ☐ 我採用現成的評分表(如托福寫作評分表)
    g ☐ 我自己設計的寫作評分表依照不同項目制定給分標準
    h ☐ 其他 請說明:

    如果您勾選 *g.* ☑，請續答第 22 題。如果您不是勾選 *g.* ☑，請續答第 23 題。

22.如果您用自己設計的寫作評分表，下列哪些項目涵蓋在您的評分表上?(可複選)。

    a ☐ 整體印象   b ☐ 構思
    c ☐ 整體文章組織   d ☐ 段落
    e ☐ 主題句   f ☐ 段落之間的連貫
    g ☐ 字彙   h ☐ 文法
    i ☐ 標點符號   j ☐ 重點(或教過的)語詞，語意，修辭
    k ☐ 注意到讀者的屬性   l ☐ 連接語詞和片語的用法
    m ☐ 寫作目的   n ☐ 原創性
    o ☐ 其他 請說明:

23.一般而言，您在學生作文(文稿)上所做的**訂正**，有多少是被留意並在修稿時加以運用?
　　a ☐ 全部 (100%)　　　b ☐ 大部分 (75%以上)　　c ☐ 一些 (50%以上)
　　d ☐ 很少 (25%以上)　e ☐ 完全沒有 (0%)
　　若對本題有所回應，請發表您的看法(以中文或英文回答均可)。

24.一般而言，您在學生作文(文稿)上所做的**評語**，有多少是被留意到並被採納作為改進作文之參考?
　　a ☐ 全部 (100%)　　　b ☐ 大部分 (75%以上)　c ☐ 一些 (50%以上)
　　d ☐ 很少 (25%以上)　e ☐ 完全沒有 (0%)
　　若對本題有所回應，請發表您的看法(以中文或英文回答均可)。

25.整體而言，您認為花時間訂正學生的作文和寫評語是值得的嗎?
　　a ☐ 是　　　b ☐ 否　　　c ☐ 不確定
　　若對本題有所回應，請發表您的看法(以中文或英文回答均可)。

26. 您同意以下有關*讓學生在線上寫作文*的說法嗎?

	同意	不同意	不確定
a 學生花在線上寫作的時間比用紙筆作文的時間多。	☐	☐	☐
b 學生在線上寫作傾向較多內容/組織的修改。	☐	☐	☐
c 線上寫作讓某些學生減輕一些寫作壓力。	☐	☐	☐
d 線上寫作使學生較關注其完成的作文排版形式。	☐	☐	☐
e 線上寫作強調寫作過程，因為學生可隨時修正文稿。	☐	☐	☐
f 線上寫作提供豐富資源的寫作環境。	☐	☐	☐
g 學生會意識到其他讀者能夠看到他們的線上作品。	☐	☐	☐
h 線上寫作讓學生彼此觀摩同主題多樣化的作品。	☐	☐	☐
i 線上寫作提高學生的作文興趣。	☐	☐	☐
j 在線上批閱學生的作文比批閱紙筆作文有效。	☐	☐	☐
k 批改線上作文比紙筆作文的時間還要長。	☐	☐	☐

　　請就"*讓學生在線上寫作文*"表達您的意見(以中文或英文回答均可)。

27.您曾經讓學生在線上寫作文嗎?　　a ☐ 是　　　　　　　b ☐ 否

如您對本問卷有任何批評指教，請利用下面空間書寫。

問卷完畢，衷心感謝您的參與及協助。　辛苦了!

Appendix B.3

Email invitation for survey participation in questionnaire for teachers of English in colleges and universities in Taiwan

Questionnaire about the teaching of writing/英語寫作教學問卷調查

Dear Colleagues,

I am a teacher of English at Wenzao Ursuline College of Languages in Taiwan and am currently doing PhD research through the University of Waikato in New Zealand on the teaching of writing.

I would be very grateful if you would complete the attached questionnaire (available in English or Chinese) which is about different approaches to teaching and assessing writing. Your help would be very much appreciated.

If you are willing to complete the questionnaire, all you need to do is:

1) Download or open the attached file and click 'Read Only' to begin;

2) Click or type in the appropriate boxes to answer the questions (the spaces available in typing boxes will extend as you type);

3) Double click the box whenever you want to change your answer;

4) Save the completed file (with any file name you like, e.g. Done) in WORD format on the 'desktop';

5) Reply to my email (click 'REPLY'), attaching the completed questionnaire.

If you would like further information about the questionnaire, please contact me. If you would like information about the questionnaire data once I have analyzed it, just let me know.

Even if you decide not to complete the questionnaire, I would like to thank you for reading this message and wish you well for the new semester.

Best wishes,
Antonia Lin

各位教師同仁收信平安:

我是任教於高雄文藻外語學院英文系教師。目前在紐西蘭懷卡多大學攻讀博士學位,而英語寫作教學爲研究內容之一。

本人懇請您協助填寫一份名爲臺灣大專校院英語教師英語寫作教學及學生

作文之批閱的問卷調查(請參閱中英文附件並擇一作答)。

如果您願意，我要先謝謝您的鼎力相助，並請依下列步驟進行:

一、 點選本信[附件]的中、英文版問卷，下載附件並打開檔案，選擇[唯讀]。

二、 作答以 [點選]為主，遇有[請說明]時，將您的意見輸入方框內 (框格尺寸會自動調整)。

三、 須做更正時，只要在原點選答案處重複按鍵即可。

四、 完成後，下拉工具列[檔案]的選項[另存新檔]，以 WORD (.doc)模式存到電腦桌面。檔名可自行決定，例如[完成檔]。

五、 最後請點選本信件的[回覆]按鈕，將存妥的完成檔以[附加檔案]方式寄回，就大功告成了。

如果您對本問卷有任何問題，歡迎跟我聯絡。倘對問卷結果有興趣，請告知。待整理分析之後，我將與您分享。如果您無法完成本問卷，我也要感謝您抽空閱讀本信。

在此，獻上我最誠摯的感謝，並祝福您在新學年開始之際，一切順心，教書愉快。

研究者
林秀珍

Appendix B.4

**Email reminder for survey participation in questionnaire for teachers
of English in colleges and universities in Taiwan**

Reminder/提醒

<div style="background:#e8e8e8; padding:10px;">

Questionnaire about the teaching of writing/英語寫作教學問卷調查

</div>

Dear Colleagues,

I am a teacher of English at Wenzao Ursuline College of Languages in Taiwan and am currently doing PhD research through the University of Waikato in New Zealand on the teaching of writing.

I would be very grateful if you would complete the attached questionnaire (available in English or Chinese) which is about different approaches to teaching and assessing writing. Your help would be very much appreciated.

If you are willing to complete the questionnaire, all you need to do is:
1) Download or open the attached file and click 'Read Only' to begin;
2) Click or type in the appropriate boxes to answer the questions (the spaces available in typing boxes will extend as you type);
3) Double click the box whenever you want to change your answer;
4) Save the completed file (with any file name you like, e.g. Done) in WORD format on the 'desktop';
5) Reply to my email (click 'REPLY'), attaching the completed questionnaire.

If you would like further information about the questionnaire, please contact me. If you would like information about the questionnaire data once I have analyzed it, just let me know.

Even if you decide not to complete the questionnaire, I would like to thank you for reading this message and wish you well for your teaching career.

Best wishes,
Antonia Lin

各位教師同仁收信平安:

我是任教於高雄文藻外語學院英文系教師。目前在紐西蘭懷卡多大學攻讀博士學位，而英語寫作教學為研究內容之一。

本人懇請您協助填寫一份名為臺灣大專校院英語教師英語寫作教學及學生作

文之批閱的問卷調查(請參閱中英文附件並擇一作答)。

如果您願意，我要先謝謝您的鼎力相助，並請依下列步驟進行:

一、 點選本信[附件]的中、英文版問卷，下載附件並打開檔案，選擇[唯讀]。

二、 作答以 [點選]為主，遇有[請說明]時，將您的意見輸入方框內 (框格尺寸會自動調整)。

三、 須做更正時，只要在原點選答案處重複按鍵即可。

四、 完成後，下拉工具列[檔案]的選項[另存新檔]，以 WORD (.doc)模式存到電腦桌面。檔名可自行決定，例如[完成檔]。

五、 最後請點選本信件的[回覆]按鈕，將存妥的完成檔以[附加檔案]方式寄回，就大功告成了。

如果您對本問卷有任何問題，歡迎跟我聯絡。倘對問卷結果有興趣，請告知。待整理分析之後，我將與您分享。如果您無法完成本問卷，我也要感謝您抽空閱讀本信。

在此，獻上我最誠摯的感謝，並祝福您一切順心，教書愉快。

研究者
林秀珍

Appendix C.1

Paragon Learning Style Inventory Questionnaire for New Zealand

trial study

Paragon Learning Style Inventory【52-item Version】

Directions: Please answer the following questions as carefully, honestly, and quickly as possible. Remember there are no right answers, only <u>your</u> best answers.

Place your answers on the answer sheet provided, on the corresponding blanks -- go <u>across</u>. Please choose the best answer that fits your situation and circle a or b on the answer sheet.

---

1. **When you come to a new situation you usually**
    a. **try it right away, and learn from doing**
    b. **like to watch first and try it later**

2. **Do you think people should be more**
    a. **sensible and practical**
    b. **imaginative and inspired**

3. **When you come to an uncertain situation**
    a. **you usually trust your feelings more**
    b. **you usually trust your thinking more**

4. **Do you prefer when things are**
    a. **planned and structured**
    b. **spontaneous and unplanned**

5. **Do you spend most of your time**
    a. **often in bigger groups and seldom alone**
    b. **in smaller groups or alone**

6. **It is better to**
    a. **be able to accept things**
    b. **try to change things**

7. **It is worse to**
    a. **do mean things**
    b. **do unfair things**

8. **When it comes to decisions,**
    a. **you usually make them quickly and easily**
    b. **you usually have trouble making up your mind**

9. **After a day spent with a lot of people do you**
    a. **feel energized and stimulated**
    b. **feel drained and like being alone**

10. **When you need to get something important done, you prefer to**
    a. **do it the way that has worked before**
    b. **do it new way that you just thought of**

11. **Which is a bigger compliment?**
    a. **"he/she is really nice"**
    b. **"he/she is really smart"**

12. **When it comes to time, are you more likely**
    a. **to usually be on time**
    b. **to be pretty flexible**

13. When you are in a group do you usually
    a. do a lot of the talking
    b. mostly listen and talk a little

14. You are more interested in
    a. what really is
    b. what can be

15. When you look at two things, you mostly notice
    a. how they are the same
    b. how they are different

16. When you do a job, you want to know
    a. only what you need to so you can get started
    b. all that you can about the task

17. Most other people seem to see you as
    a. kind of out-going
    b. kind of shy and reserved

18. When it comes to work that is very exact and detailed
    a. it comes pretty easily to you
    b. you tend to lose interest in it quickly

19. When your friends disagree, it is more important to you
    a. to help them agree and come together
    b. to help them come to the right answer

20. When you get up in the morning
    a. you know pretty much how your day will go
    b. it seems every day is pretty different

21. When it comes to using the phone
    a. you use it a lot and make most of the calls
    b. you use it most when others call you

22. When you work on group projects, do you prefer
    a. helping make sure the project gets done and works
    b. helping come up with the ideas and plans

23. Others often describe you as a
    a. warm-hearted person
    b. cool-hearted person

24. Which is more your way
    a. to "do the right thing"
    b. to "just do it"

25. When talking to strangers you've just met you
    a. talk pretty easily and at length
    b. run out of things to say pretty quickly

26. When it comes to work you
    a. prefer steady effort and a regular routine
    b. work in spurts, really "on" then really "off"

27. It is worse to be
    a. too critical
    b. too emotional

28. Would you rather have things
    a. finished and decided
    b. open to change

29. When it comes to new at school, you seem
    a. to find it out quickly
    b. to be one of the last to know

30. Are you more likely to trust
    a. your experience
    b. your hunches

31. You prefer leaders who are more
    a. caring and supportive
    b. knowledgeable and expect a lot

32. Is it more your way to
    a. finish one project before you start a new one
    b. have lots of projects going at once

33. Which is more true of you? do you
    a. too often act and talk without thinking much first
    b. spend too much time thinking and not enough doing

34. Things would be more fair if people
    a. would just follow the rules
    b. would just show integrity

35. Is it usually easier for you to tell
    a. how someone else is feeling
    b. what someone else is thinking

36. Which is the more useful ability
    a. to be able to organize and plan
    b. to be able to adapt and make do

37. At a party or gathering
    a. you do more of the introducing of others
    b. others introduce you more

38. Others have suggested that you too often
    a. oversimplify a task
    b. overcomplicate a task

39. It is more your way to
    a. usually show what you are feeling
    b. usually not show your feelings

40. You are the kind of person who
    a. needs to have things a certain way
    b. does it any old way

41. When you get done with an assignment
    a. you feel like showing it to someone
    b. you like to keep it to yourself

42. Things would be better if people were
    a. more realistic
    b. more imaginative

43. Would you say you are more concerned with
    a. being appreciated by others
    b. achieving something important

44. It is better that people
    a. know what they want
    b. keep an open mind

45. Friday night after a long week you usually
    a. feel like going to a party or going out
    b. feel like renting a movie or relaxing

46. When you do a job, it's usually your approach
   a. to start from the beginning, and go step-by-step
   b. start anywhere, and figure it out as you go

47. When you tell a story, you mostly talk about
   a. how the people involved were effected
   b. what went on in general

48. You feel most comfortable when things are more
   a. planned and you know what to expect
   b. unplanned and flexible

49. Most people describe you as more
   a. energetic and talkative
   b. calm and a good listener

50. Which do you think more compelling
   a. a proven practice that has been shown to work
   b. a sound theory that makes perfect sense

51. You feel more comfortable responding to others'
   a. feelings and values
   b. thoughts and ideas

52. When it comes to daily tasks, you find yourself
   a. finding a system for doing them that you use consistently
   b. using a variety of strategies that depend on this situation

Registration No.: _____ **Class:** _____

Paragon Learning Style Inventory【52-item Version】

Answer Sheet

1. Please <u>circle</u> (○) the answer a or b which best fits your situation.

2. Add the total number of a and b that you have circled for each <u>column</u> and write them down on the line.

1. a b	2. a b	3. a b	4. a b
5. a b	6. a b	7. a b	8. a b
9. a b	10. a b	11. a b	12. a b
13. a b	14. a b	15. a b	16. a b
17. a b	18. a b	19. a b	20. a b
21. a b	22. a b	23. a b	24. a b
25. a b	26. a b	27. a b	28. a b
29. a b	30. a b	31 a b	32. a b
33. a b	34. a b	35. a b	36. a b
37. a b	38. a b	39. a b	40. a b
41. a b	42. a b	43. a b	44. a b
45. a b	46. a b	47. a b	48. a b
49. a b	50. a b	51. a b	52. a b
a's _____ extrovert or E score	a's_____ sensate or S score	a's_____ feeler or F score	a's _____ judger or J score
b's_____ introvert or I score	b's _____ intuitive or N score	b's_____ thinker or T score	b's_____ perceiver or P score

Appendix C.2

New Zealand trial study: Pre- and post-tests

New Zealand trial study: Pre-test

Registration No.: _____ Class: _____

Task 1 Look at the pictures and read the text. Tick ☑ the right answer.

> Nathan is cooking in the kitchen. The phone is ringing. Which of the
> following do you think his son might say?
>   ☐ A. Let me to get it.
>   ☐ B. Let me getting it.
>   ☐ C. I'll get it.
>   ☐ D. I am going to get it.

> Nathan is cooking in the kitchen. The phone is ringing. Which of the
> following do you think his son might say?
>   ☐ A. Let me to get it.
>   ☐ B. Let me getting it.
>   **☑ C. I'll get it.**
>   ☐ D. I am going to get it.

1. Goody is a smart puppy. It listens to its owner, Wendy, and does what she says. Which of the following sentences is both true and grammatically correct?

    ☐ A. Goody sat if Wendy says, "Sit down."
    ☐ B. Goody sits if Wendy says, "Sit down."
    ☐ C. Goody sat if Wendy said, "Sit down."
    ☐ D. Goody won't sit if Wendy says, "Sit down."

2. Tim is a poor student who does not have a lot of money. He goes to school by bus. He dreams of owning a car. Which of the following sentences is both true and grammatically correct?

    ☐ A. If Tim had enough money, he would buy a car.
    ☐ B. If Tim has enough money, he would not have bought a car.
    ☐ C. If Tim had had enough money, he would not have bought a car.
    ☐ D. If Tim has enough money, he will buy a car.

3. It is raining. Danny wants to go out to skateboard in the back yard. The mother says, "…." Choose the sentence that is both true and grammatically correct.

    ☐ A. You would get wet if you don't wear a raincoat.
    ☐ B. You would have gotten wet if you hadn't worn a raincoat.
    ☐ C. You will get wet if you don't wear a raincoat.
    ☐ D. You will have got wet if you don't wear a raincoat.

4. James is watching the Wheel of Fortune. His twin brother is on TV now. Which of the following sentences is both true and grammatically correct?
    ☐ A. Joe might win a prize if he stayed calm.
    ☐ B. Joe might win a prize if he stays calm.
    ☐ C. If Joe stayed calm, he might win a prize.
    ☐ D. If Joe will stay calm, he might win a prize.

5. Leo is a hard working young man. He delivers newspapers in the evening and he works the early shift in the library every day except Sunday. Which of the following sentences is both true and grammatically correct?
    ☐ A. You won't see Leo in the library if you went to the library in the evening.
    ☐ B. You could meet Leo in the library if you had been there in the evening.
    ☐ C. You might see Leo in the library if you go there in the morning.
    ☐ D. You might see Leo in the library if you went there in the morning.

6. Victor wants to walk to work but the sky is cloudy and it might rain. You make a suggestion.
    ☐ A. If it would rain, you might buy an umbrella in a convenience store.
    ☐ B. If it rains, you could buy an umbrella in a convenience store.
    ☐ C. If it had rained, you could buy an umbrella in a convenience store.
    ☐ D. If it rains, you buy an umbrella in a convenience store.

7. Last Friday Sally did not park her car in the right space in the parking lot and she was fined. Which of the following sentences is both true and grammatically correct?
    ☐ A. If Sally had parked her car in the right space, she wouldn't have been fined.
    ☐ B. If Sally had parked her car in the right space, she wouldn't been fined.
    ☐ C. If Sally parked her car in the right space, she won't be fined.
    ☐ D. If Sally had parked her car in the right space, she won't be fined.

8. Mia forgot to set the alarm clock. She overslept and missed the bus to school. As a result, she took a taxi. Which of the following sentences is both true and grammatically correct?

    ☐ A. If Mia set her alarm clock, she wouldn't have overslept and she wouldn't have missed the bus.
    ☐ B. If Mia had set her alarm clock, she wouldn't had overslept and she wouldn't had missed the bus.
    ☐ C. If Mia had set her alarm clock, she wouldn't have overslept and she wouldn't have missed the bus.
    ☐ D. If Mia set her alarm clock, she wouldn't overslept and she wouldn't missed the bus.

9. Diana is suggesting what Ann can do at the airport. Which of the following sentences is both true and grammatically correct?

□ A. You will try the sushi bar at the airport if you arrive early.
□ B. You should have tried the sushi bar at the airport if you arrive early.
□ C. You can try the sushi bar at the airport if you arrived early.
□ D. You could try the sushi bar at the airport if you arrive early.

10. Ken is talking to his daughter about tonight's plan. Which of the following sentences is both true and grammatically correct?
□ A. If I have finished the meeting by six, we would have gone out for dinner.
□ B. If I finished the meeting by six, we go out for dinner.
□ C. If I finished the meeting by six, we'd go out for dinner.
□ D. If I finish the meeting by six, we'll go out for dinner.

11. Bruce is negotiating with his roommate about the chores. Which of the following sentences is grammatically correct?

□ A. If you do the dishes, I wash the floor.
□ B. If you do the dishes, I'd wash the floor.
□ C. If you do the dishes, I would have washed the floor.
□ D. If you do the dishes, I'll wash the floor.

12. Ben does not want to have breakfast. His mother is trying to make him eat something. Which of the following sentences is grammatically correct?
□ A. If you hadn't eaten breakfast, you might feel hungry all morning.
□ B. If you didn't eat breakfast, you feel hungry all morning.
□ C. If you didn't eat breakfast, you might feel hungry all morning.
□ D. If you don't eat breakfast, you'll feel hungry all morning.

13. Lisa is pregnant and she is singing to her baby. She wants to know if the baby likes it, so she says to her baby, "…". Which of the following sentences is both true and grammatically correct?
□ A. If you liked it, you'd kick once.
□ B. If you like it, kick once.
□ C. Kick once if you will like it.
□ D. Kick once if you had liked it.

Task 2 You are studying in New Zealand. You don't have a car, so you always go to school by bus. You usually take the 2:50 bus. Yesterday afternoon you had a frightening experience while you were waiting for the bus. Complete the paragraph by using the verbs in brackets. You may need to change the verb forms and add other words to make up the verb group.

The gardener _____ (take) care of the gardens in the neighborhood for 2 years. He _____ (retire) and fly to the States. We _____ (see off) at the airport at the weekend.
The gardener <u>has taken</u> (take) care of the gardens in the neighborhood for 2 years. He <u>is going to retire</u> (retire) and fly to the States. We <u>are going to see him off</u> at the airport at the weekend.

A frightening experience at the bus stop

It was about 2:40 in the afternoon. I was at a bus stop in front of a convenience store waiting for the 2:50 bus. Suddenly, a drunk man came up to me waving a heavy stick. He shouted at me but I couldn't understand what he said. I was frightened. There was nobody around. If I _____ (run) into the convenience sore, I _____ (be) safe, but I _____ (miss) the bus and I _____ (be) late for class. The man kept on shouting. This time he said *Ni-hao* in Chinese. I pretended that I did not understand what he was saying. If I _____ (reply), he _____ (attack) me. He continued to shout at me. This time, his words were in English. I paid no attention and he eventually crossed the road and walked away but I was still very frightened.

I wish I had left home earlier. If I _____ (leave) home at 2:15, I _____ (take) the 2:20 bus, and I _____ (not/meet) him.

Task 3 The text below is a recount of what happened when Professor Walker was in his office at the University of London late at night last year. Fill in the missing words and groups of words. The gaps in the text are all the same size so they won't tell you whether one word or more than one word is missing.

Professor Walker sat quietly in his office. It was very dark outside. Someone came into the office. Professor Walker looked over his shoulder. Who was in the building at this time of night**?** He was afraid. He turned**.** A man wearing a black cloak with a hood stood at the door**.** The man raised his hand. In his hand was a long knife. Professor Walker looked at the knife. He wondered whether he was going to die. Professor Walker didn't know what to do. If he _____ (have) more strength, he _____ (fight) but he knew there was no point in fighting because he would lose. Did the man intend to rob him? He could give the man his wallet and hoped that he would leave. The man might be crazy. If he _____ (be) crazy, he _____ (kill) him. If he _____ (not/be) crazy, he _____ (kill) him anyway. If he _____ (shout), someone _____ (hear). The man put the knife on Professor Walker's desk and removed his cloak. It was the night watchman. "I found this knife in the corridor," he said. "I wondered whether you had dropped it." Professor Walker fainted.

WRITING TEST

Choose one of the tasks below to write a 250-word text, using the provided text template.

1. Using the text template below, write a text that provides **instructions** about one of the following:

(a) How to clean a CD-ROM drive;
OR
(b) How to make your favorite dish.

Task	*INSTRUCTION* text template
Topic (Goal)	
Equipment and/ or materials (e.g., ingredients)	
Detail INSTRUCTIONS (WHAT TO DO)	
Conclusion COMMENT	

2. Using the text template below, write a **recount** about one of the
   following:

   (a) A traffic accident that you saw;
       OR
   (b) An event (e.g., a wedding) that you attended;
       OR
   (c) An important historical event.

Task	*RECOUNT text template*
Topic **WHAT THE RECOUNT IS ABOUT**	
Focus **GENERAL BACKGROUND INFORMATION**	
Detail **SERIES OF EVENTS**	
Conclusion **SUMMARY and COMMENT (optional)**	

3. Using the text template below, write a **one-sided argument text** about one of the following:

(a) Should children watch less television?
   OR
(b) Should children learn at least one foreign language in addition to English?

Task	One-sided ARGUMENT text template
Topic (general outline of topic)	
Focus (more detail about the topic)	
Argument (argues <u>for</u> the writer's point of view)	
Conclusion (summarizes the argument and may make a recommendation)	

4. Using the text template below, write a **two-sided argument text** about one of the following:

(a) Should parents punish their children physically?
    OR
(b) Should students take all their courses online?

Task	Two-sided ARGUMENT text template	
Topic (general outline of topic)		
Focus (more detail about the topic)		
Argument (argues <u>for</u> and <u>against</u> a point of view)		**Argument/s <u>for</u>**
		Argument/s <u>against</u>
Conclusion (summarizes the arguments and/or states the writer's point of view)		

Registration No.: _____ Class: _____

WRITING TEST

Writing sheet

New Zealand trial study: Post-test

Registration No.: _____ Class: _____

Task 1 Look at the pictures and read the text. Tick ☑ the right answer.

> Nathan is cooking in the kitchen. The phone is ringing. Which of the following do you think his son might say?
> ☐ A. Let me to get it.
> ☐ B. Let me getting it.
> ☐ C. I'll get it.
> ☐ D. I am going to get it.

> Nathan is cooking in the kitchen. The phone is ringing. Which of the following do you think his son might say?
> ☐ A. Let me to get it.
> ☐ B. Let me getting it.
> ☑ **C. I'll get it.**
> ☐ D. I am going to get it.

1. Ben does not want to have breakfast. His mother is trying to make him eat something. Which of the following sentences is grammatically correct?

   ☐ A. If you didn't eat breakfast, you might feel hungry all morning.
   ☐ B. If you don't eat breakfast, you'll feel hungry all morning.
   ☐ C. If you didn't eat breakfast, you feel hungry all morning.
   ☐ D. If you hadn't eaten breakfast, you might feel hungry all morning.

2. Goody is a smart puppy. It listens to its owner, Wendy, and does what she says. Which of the following sentences is both true and grammatically correct?
   ☐ A. Goody sat if Wendy said, "Sit down."
   ☐ B. Goody won't sit if Wendy says, "Sit down."
   ☐ C. Goody sat if Wendy says, "Sit down."
   ☐ D. Goody sits if Wendy says, "Sit down."

3. Ken is talking to his daughter about tonight's plan. Which of the following sentences is both true and grammatically correct?
   ☐ A. If I have finished the meeting by six, we would have gone out for dinner.
   ☐ B. If I finished the meeting by six, we go out for dinner.
   ☐ C. If I finish the meeting by six, we'll go out for dinner.
   ☐ D. If I finished the meeting by six, we'd go out for dinner.

4. It is raining. Danny wants to go out to skateboard in the back yard. The mother says, "…." Choose the sentence that is both true and grammatically correct.
☐ A. You will get wet if you don't wear a raincoat.
☐ B. You will have got wet if you don't wear a raincoat.
☐ C. You would get wet if you don't wear a raincoat.
☐ D. You would have gotten wet if you hadn't worn a raincoat.

5. Mia forgot to set the alarm clock. She overslept and missed the bus to school. As a result, she took a taxi. Which of the following sentences is both true and grammatically correct?

☐ A. If Mia set her alarm clock, she wouldn't overslept and she wouldn't missed the bus.
☐ B. If Mia set her alarm clock, she wouldn't have overslept and she wouldn't have missed the bus.
☐ C. If Mia had set her alarm clock, she wouldn't had overslept and she wouldn't had missed the bus.
☐ D. If Mia had set her alarm clock, she wouldn't have overslept and she wouldn't have missed the bus.

6. Leo is a hard working young man. He delivers newspapers in the evening and he works the early shift in the library every day except Sunday. Which of the following sentences is both true and grammatically correct?
☐ A. You might see Leo in the library if you went there in the morning.
☐ B. You won't see Leo in the library if you went to the library in the evening.
☐ C. You could meet Leo in the library if you had been there in the evening.
☐ D. You might see Leo in the library if you go there in the morning.

7. Victor wants to walk to work but the sky is cloudy and it might rain. You make a suggestion.
☐ A. If it would rain, you might buy an umbrella in a convenience store.
☐ B. If it rains, you buy an umbrella in a convenience store.
☐ C. If it rains, you could buy an umbrella in a convenience store.
☐ D. If it had rained, you could buy an umbrella in a convenience store.

8. Last Friday Sally did not park her car in the right space in the parking lot and she was fined. Which of the following sentences is both true and grammatically correct?
☐ A. If Sally parked her car in the right space, she won't be fined.
☐ B. If Sally had parked her car in the right space, she wouldn't have been fined.
☐ C. If Sally had parked her car in the right space, she wouldn't been fined.
☐ D. If Sally had parked her car in the right space, she won't be fined.

9. James is watching the Wheel of Fortune. His twin brother is on TV now. Which of the following sentences is both true and grammatically correct?
   ☐ A. Joe might win a prize if he stayed calm.
   ☐ B. If Joe will stay calm, he might win a prize.
   ☐ C. If Joe stayed calm, he might win a prize.
   ☐ D. Joe might win a prize if he stays calm.

10. Diana is suggesting what Ann can do at the airport. Which of the following sentences is both true and grammatically correct?
   ☐ A. You should have tried the sushi bar at the airport if you arrive early.
   ☐ B. You will try the sushi bar at the airport if you arrive early.
   ☐ C. You could try the sushi bar at the airport if you arrive early.
   ☐ D. You can try the sushi bar at the airport if you arrived early.

11. Tim is a poor student who does not have a lot of money. He goes to school by bus. He dreams of owning a car. Which of the following sentences is both true and grammatically correct?
   ☐ A. If Tim has enough money, he would not have bought a car.
   ☐ B. If Tim had enough money, he would buy a car.
   ☐ C. If Tim had had enough money, he would not have bought a car.
   ☐ D. If Tim has enough money, he will buy a car.

12. Lisa is pregnant and she is singing to her baby. She wants to know if the baby likes it, so she says to her baby, "…". Which of the following sentences is both true and grammatically correct?
   ☐ A. Kick once if you had liked it.
   ☐ B. Kick once if you will like it.
   ☐ C. If you like it, kick once.
   ☐ D. If you liked it, you'd kick once.

13. Bruce is negotiating with his roommate about the chores. Which of the following sentences is grammatically correct?

   ☐ A. If you do the dishes, I'll wash the floor.
   ☐ B. If you do the dishes, I'd wash the floor.
   ☐ C. If you do the dishes, I would have washed the floor.
   ☐ D. If you do the dishes, I wash the floor.

Task 2 The text below is a recount of what happened when Professor Walker was in his office at the University of London late at night last year. Fill in the missing words and groups of words. The gaps in the text are all the same size so they won't tell you whether one word or more than one word is missing.

Professor Walker sat quietly in his office. It was very dark outside. Someone came into the office. Professor Walker looked over his shoulder. Who was in the building at this time of night**?** He was afraid. He turned**.** A man wearing a black cloak with a hood stood at the door**.** The man raised his hand. In his hand was a long knife. Professor Walker looked at the knife. He wondered whether he was going to die. Professor Walker didn't know what to do. If he _____ (have) more strength, he _____ (fight) but he knew there was no point in fighting because he would lose. Did the man intend to rob him? He could give the man his wallet and hoped that he would leave. The man might be crazy. If he _____ (be) crazy, he _____ (kill) him. If he _____ (not/be) crazy, he _____ (kill) him anyway. If he _____ (shout), someone _____ (hear). The man put the knife on Professor Walker's desk and removed his cloak. It was the night watchman. "I found this knife in the corridor," he said. "I wondered whether you had dropped it." Professor Walker fainted.

Task 3 You are studying in New Zealand. You don't have a car, so you always go to school by bus. You usually take the 2:50 bus. Yesterday afternoon you had a frightening experience while you were waiting for the bus. Complete the paragraph by using the verbs in brackets. You may need to change the verb forms and add other words to make up the verb group.

The gardener _____ (take) care of the gardens in the neighborhood for 2 years. He _____ (retire) and fly to the States. We _____ (see off) at the airport at the weekend.
The gardener <u>has taken</u> (take) care of the gardens in the neighborhood for 2 years. He <u>is going to retire</u> (retire) and fly to the States. We <u>are going to see him off</u> at the airport at the weekend.

A frightening experience at the bus stop

It was about 2:40 in the afternoon. I was at a bus stop in front of a convenience store waiting for the 2:50 bus. Suddenly, a drunk man came up to me waving a heavy stick. He shouted at me but I couldn't understand what he said. I was frightened. There was nobody around. If I _____ (run) into the convenience sore, I _____ (be) safe, but I _____ (miss) the bus and I _____ (be) late for class. The man kept on shouting. This time he said *Ni-hao* in Chinese. I pretended that I did not understand what he was saying. If I _____ (reply), he _____ (attack) me. He continued to shout at me. This time, his words were in English. I paid no attention and he eventually crossed the road and walked away but I was still very frightened.

I wish I had left home earlier. If I _____ (leave) home at 2:15, I _____ (take) the 2:20 bus, and I _____ (not/meet) him.

New Zealand trial study: Post-test

WRITING TEST

Choose one of the tasks below
to write a 250-word text, using the
provided text template.

1. Using the text template below, write a text that provides
   instructions about one of the following:
(a) How to make your favorite dish.
OR
(b) How to make a gift for a friend or a friend's child.

Note that the gift could be anything you like. Here are some examples – a bookmark;
a jar of cookies/ biscuits; a sachet of dried flowers; a tissue holder made from an
old shoe box; a paper towel holder; a cot cover with a child's name on it, etc. The
pictures below might help you to think of something you could write about.

a jar of cookies   a kitchen towel holder   a kite   some alphabet cards

some alphabet bricks   a house handbag   a baby's rattle   a cot blanket

Task	*INSTRUCTION* text template
Topic (Goal)	
Equipment and/ or materials (e.g., ingredients)	
Detail INSTRUCTIONS (WHAT TO DO)	
Conclusion COMMENT	

WRITING TEST

Choose one of the tasks below
to write a 250-word text, using the
provided text template.

2. Using the text template below, write a **recount** about one of the following:

(a) A traffic accident that you saw;
    OR
(b) An event (e.g., a wedding) that you attended;
    OR
(c) An important historical event.

Task	*RECOUNT text template*
Topic **WHAT THE RECOUNT IS ABOUT**	
Focus **GENERAL BACKGROUND INFORMATION**	
Detail **SERIES OF EVENTS**	
Conclusion **SUMMARY and COMMENT** **(optional)**	

WRITING TEST

Choose one of the tasks below
to write a 250–word text, using the
provided text template.

3. Using the text template below, write a **one-sided argument text**
    about one of the following:

(a) Should children watch less television?
       OR
(b) Should children learn at least one foreign language in addition to
    English?

Task	*one-sided ARGUMENT text template*
Topic (general outline of topic)	
Focus (more detail about the topic)	
Argument (argues <u>for</u> the writer's point of view)	
Conclusion (summarizes the argument and may make a recommendation)	

WRITING TEST

Choose one of the tasks below to write a 250–word text, using the provided text template.

4. Using the text template below, write a **two-sided argument text** about one of the following:

(a) Should parents punish their children physically?
   OR
(b) Should students take all their courses online?

Task	Two-sided ARGUMENT text template	
Topic (general outline of topic)		
Focus (more detail about the topic)		
Argument (argues <u>for</u> and <u>against</u> a point of view)		**Argument/s <u>for</u>**
		Argument/s <u>against</u>
Conclusion (summarizes the arguments and/or states the writer's point of view)		

Registration No.: _____ Class: _____

WRITING TEST

Writing sheet

Appendix C.3

New Zealand trial study: Genre-centered writing course (online version and face-to-face version with PowerPoints)

(see CD-Rom 1.2)

Appendix C.4

New Zealand trial study course questionnaire: Online group

New Zealand trial study course questionnaire: Online group

This questionnaire will take approximately 10 minutes to complete. It is part of a research project conducted for the degree of Doctor of Philosophy at the University of Waikato in New Zealand by Antonia Hsiu-chen Lin.

The overall aim of this part of the research project is to investigate your response to the writing course you have just completed.

You are NOT asked to provide your name or the name of any institution. Completed questionnaires will be given a number and referred to by that number in the reporting of the research. If you complete (or partially complete) this questionnaire, the information you provide will be combined with information supplied by other students and reported in a thesis and related publications and conference papers.

Thank you very much for your cooperation. Should you have any questions about the questionnaire, please contact Hsiu-chen Lin (Antonia).

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              Hamilton, New Zealand
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New Zealand trial study course questionnaire: Online group

Part I Background information

Please tick ☑ the answer that best fits your situation and include written responses where necessary.

1 Gender: male ☐   female☐

2 What is your major subject?   _____

3 What year are you in?   _____

4 How old are you?   _____

5 How many hours a week on average do you use a computer for something other than your academic work?

    Never   ☐
    1 ~ 5 hours   ☐
    6 ~ 10 hours   ☐
    11 ~ 20 hours   ☐
    more than 21 hours   ☐

6 How many hours a week on average do you use a computer for your academic work?

    Never   ☐
    1 ~ 5 hours   ☐
    6 ~ 10 hours   ☐
    11 ~ 20 hours   ☐
    more than 21 hours   ☐

7 What is your nationality? _____

8 What is your mother tongue (your first language)? _____

9 How long have you been in New Zealand?   _____

10 Have you ever taken any fully online courses? Yes ☐   No ☐

11 Have you ever taken any blended courses (partly online and partly face-to-face)? Yes ☐   No ☐

12 Tick ☑ the name of the online courseware you have used.
Moodle ☐   WebCT ☐   Blackboard ☐   ClassForum ☐
Other ☐ Please specify. _____

Part II. Your views about the writing course

I. Read the following questions and tick ☑ the answer that best fits your situation. Include written responses where necessary.

1. How much did you enjoy the course?
   I liked it a lot. ☐   I liked it. ☐   So-so. ☐   I did not like it at all. ☐

2. Did you have any difficulty in accessing a computer during the course?

   Yes ☐   No ☐
   If YES, please specify. _____
   _____
   _____
   _____
   _____

3. What did you think about the totally online course?
   Excellent ☐   Good ☐   Fair ☐   No good at all ☐

4. Which part of this course did you like best?
   Orientation ☐
   Writing course ☐
   I liked both equally. ☐
   I didn't like either of them. ☐
   Other ☐   Please specify. _____

5. How useful was the online course in helping you to write … texts?

	Very useful	Useful	Not very useful	Not useful at all
a1) Instruction texts	☐	☐	☐	☐
b) Explanation texts	☐	☐	☐	☐
c) Argument texts	☐	☐	☐	☐
d) Description & classification texts	☐	☐	☐	☐
e) Recount texts	☐	☐	☐	☐
f) Blended texts	☐	☐	☐	☐
g) Summarising, reviewing, quoting, referring and referencing	☐	☐	☐	☐

6. How useful were the **model texts** that were included in the computer materials?
   Very useful ☐   Useful ☐   Not very useful ☐   Not useful at all ☐

7. How useful was the information about language that was included in the computer materials?
   Very useful ☐   Useful ☐   Not very useful ☐   Not useful at all ☐

8. How useful was the whole course in helping you to write texts?
   Very useful ☐   Useful ☐   Not very useful ☐   Not useful at all ☐

9. How useful was the whole course in helping you to understand more about language?
   Very useful ☐   Useful ☐   Not very useful ☐   Not useful at all ☐

10a.How useful was the orientation session in this course?
   Very useful ☐   Useful ☐   Not very useful ☐   Not useful at all ☐

10b.After the orientation session, how did you feel about using the computer materials?
   Very confident ☐   OK ☐   Not confident at all ☐

11. Your course was wholly online. Would you have preferred …?
   Wholly face-to-face teaching   Yes ☐   No ☐
   A combination of face-to-face teaching and online teaching   Yes ☐   No ☐

12. Did you feel there were sufficient materials online for your learning?
   Yes ☐   No ☐
   If NO, please specify. _____
   _____
   _____
   _____

13. Were the online materials different from those you've encountered in the past?
   Yes ☐   No ☐
   If YES, please specify. _____
   _____
   _____
   _____

14. How did you feel about the layout (appearance) of the website in this course?
   Excellent ☐   Good ☐   Fair ☐   No good at all

15. Do you believe that this course has provided a good way of learning to write?
   Yes ☐   No ☐
   If NO, please specify. _____
   _____
   _____
   _____

16. How much did you like each of the following aspects of the online materials?

	Excellent	*good*	*Fair*	*Poor*
a) I could work on my own pace.	☐	☐	☐	☐
b) I could find out the meaning of words I did not know.	☐	☐	☐	☐
c) I could look at a model text while writing my text.	☐	☐	☐	☐
d) The instructions were clear.	☐	☐	☐	☐
e) The navigation of the web pages was clear.	☐	☐	☐	☐
f) I could communicate with other users.	☐	☐	☐	☐

17. How useful was this course in teaching you to use language accurately?
Very useful ☐   Useful ☐   Not very useful ☐   Not useful at all ☐

18. How would you rate this course in relation to other language courses online?
Better ☐   About the same ☐   Worse ☐   I don't know ☐

19. How would you rate this course as a whole in relation to other face-to-face language courses that you have attended?
Better ☐   About the same ☐   Worse ☐   I don't know ☐

20. How would you rate this course in relation to combination (partly online and partly teacher taught) courses?
Better ☐   About the same ☐   Worse ☐   I don't know ☐

21. The online course provided images (pictures, graphics, etc.) How useful were they?
Very useful ☐   Useful ☐   Not very useful ☐   Not useful at all ☐

22. The online course provided access to online dictionaries. How useful were they?
Very useful ☐   Useful ☐   Not very useful ☐   Not useful at all ☐

23a. How often did you communicate online with other students while you were doing this course?
Every time you were online   ☐
Most times when you were on line   ☐
Occasionally when you were online   ☐
None   ☐

23b. How useful did you find communicating online with other students?
Very useful ☐   Useful ☐   Not very useful ☐   Not useful at all ☐

24a. How often did you communicate online with your teacher while you were doing this course?
Every time you were online ☐
Most times when you were on line ☐
Occasionally when you were online ☐
None ☐

24b.How useful did you find communicating online with your teacher?

Very useful ☐   Useful ☐   Not very useful ☐   Not useful at all ☐

25a.Did you experience any frustration in using this course at any time?

Yes ☐   No ☐

25b.If you answered **Yes** to the question above, what caused your frustration? (You may tick ☑ more than one answer.)

a)	The online resources were hard to use.	☐
b)	The online resource instructions were not clear.	☐
c)	The speed was slow.	☐
d)	I don't like using computers when learning.	☐
e)	It took too much time to work online.	☐
f)	My eyes got tired when using the online materials.	☐
g)	I was unable to get help online.	☐
h)	Other	☐

If Other, please specify. _____

_____

_____

26. How would you like to view the unit materials online?

Separate the unit text into chunks. ☐

Display the unit text as a whole (as shown in this course). ☐

Other ☐

If Other, please specify. _____

_____

_____

27. Would you like to do another writing course of a similar type?

Yes, I would very much like such a course. ☐

Yes, that would be okay. ☐

No. ☐ Please comment. _____

_____

_____

III. Evaluation of the website

How would you **evaluate** the following functions of the course website?
Please tick ☑ the answer that best describes your opinions.

No.	Section	Excellent	Good	Fair	Poor
1	Web site layout (appearance)	☐	☐	☐	☐
2	Illustrations (graphics, tables, etc.)	☐	☐	☐	☐
3	Speed of loading	☐	☐	☐	☐
4	Text font (word size/type)	☐	☐	☐	☐
5	Text color	☐	☐	☐	☐
6	Web page title	☐	☐	☐	☐
7	Form objects (buttons, drag, etc.)	☐	☐	☐	☐
8	Available links for viewing	☐	☐	☐	☐
9	Technical support	☐	☐	☐	☐
10	User-friendly operation	☐	☐	☐	☐
11	Overall evaluation	☐	☐	☐	☐

If you have any comments, please make use of the space below. Thank you.

Thank you very much for your participation. ☺

Appendix C.5

New Zealand trial study course questionnaire: Blended group

New Zealand trial study course questionnaire: Blended group

This questionnaire will take approximately 10 minutes to complete. It is part of a research project conducted for the degree of Doctor of Philosophy at the University of Waikato in New Zealand by Antonia Hsiu-chen Lin.

The overall aim of this part of the research project is to investigate your response to the writing course you have just completed.

You are NOT asked to provide your name or the name of any institution. Completed questionnaires will be given a number and referred to by that number in the reporting of the research.

If you complete (or partially complete) this questionnaire, the information you provide will be combined with information supplied by other students and reported in a thesis and related publications and conference papers.

Thank you very much for your cooperation. Should you have any questions about the questionnaire, please contact Hsiu-chen Lin (Antonia).

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Questionnaire for Writing Course Students (Blended Group)

Part I Background information

Please tick ☑ the answer that best fits your situation and include written responses where necessary.

1   Gender: male ☐   female☐

2   What is your major subject?   _____

3   What year are you in?   _____

4   How old are you?   _____

5   How many hours a week on average do you use a computer for something other than your academic work?

      Never   ☐
      1 ~ 5 hours   ☐
      6 ~ 10 hours   ☐
      11 ~ 20 hours   ☐
      more than 21 hours   ☐

6   How many hours a week on average do you use a computer for your academic work?

      Never   ☐
      1 ~ 5 hours   ☐
      6 ~ 10 hours   ☐
      11 ~ 20 hours   ☐
      more than 21 hours   ☐

7   What is your nationality?   _____

8   What is your mother tongue (your first language)?   _____

9   How long have you been in New Zealand?   _____

10   Have you ever taken any fully online courses? Yes ☐   No ☐

11   Have you ever taken any blended courses (partly online and partly face-to-face)? Yes ☐   No ☐

12   Tick ☑ the name of the online courseware you have used.

      Moodle ☐   WebCT ☐   Blackboard ☐   ClassForum ☐

      Other ☐ Please specify. _____

Part II. Your views about the writing course

Read the following questions and tick ☑ the answer that best fits your situation. Include written responses where necessary.

1. How much did you enjoy the course?
   I liked it a lot. ☐　　　I liked it. ☐　　So-so. ☐　　　I did not like it at all. ☐

2. Did you have any difficulty in accessing a computer during the course?

   Yes ☐　　　　　No ☐

   If YES, please specify. _____
   _____
   _____
   _____
   _____

3. What did you think about the face-to-face teaching (i.e., the component that was taught by a teacher) in this course?
   Excellent ☐　　Good ☐　　　Fair ☐　　　No good at all ☐

4. What did you think about the computer component of this course?
   Excellent ☐　　Good ☐　　　Fair ☐　　　No good at all ☐

5. Which part of this course did you like best?
   Face-to-Face ☐
   Computer component ☐
   I liked both equally. ☐
   I didn't like either of them. ☐
   Other ☐　Please specify. _____

6. How do you rate the face-to-face teaching?
   Excellent ☐　　Good ☐　　　Fair ☐　　　No good at all ☐

7. How do you rate the computer components teaching?
   Excellent ☐　　Good ☐　　　Fair ☐　　　No good at all ☐

8. How useful was the **face-to-face** teaching in helping you to write … texts?

	Very useful	Useful	Not very useful	Not useful at all
a) Instruction texts	☐	☐	☐	☐
b) Explanation texts	☐	☐	☐	☐
c) Argument texts	☐	☐	☐	☐
d) Description & classification texts	☐	☐	☐	☐
e) Recount texts	☐	☐	☐	☐
f) Blended texts	☐	☐	☐	☐
g) Summarising, reviewing, quoting, referring and referencing	☐	☐	☐	☐

9. How useful was the **computer components** material in helping you to write … texts?

	Very useful	*Useful*	*Not very useful*	*Not useful at all*
a) Instruction texts	☐	☐	☐	☐
b) Explanation texts	☐	☐	☐	☐
c) Argument texts	☐	☐	☐	☐
d) Description & classification texts	☐	☐	☐	☐
e) Recount texts	☐	☐	☐	☐
f) Blended texts	☐	☐	☐	☐
g) Summarising, reviewing, quoting, referring and referencing	☐	☐	☐	☐

10. How useful were the **model texts** that were included in the computer materials?
Very useful ☐   Useful ☐   Not very useful ☐   Not useful at all ☐

11. How useful was the information about language that was included in the computer materials?
Very useful ☐   Useful ☐   Not very useful ☐   Not useful at all ☐

12. How useful was the whole course in helping you to write texts?
Very useful ☐   Useful ☐   Not very useful ☐   Not useful at all ☐

13. How useful was the whole course in helping you to understand more about language?
Very useful ☐   Useful ☐   Not very useful ☐   Not useful at all ☐

14a. How useful was the orientation session in this course?
Very useful ☐   Useful ☐   Not very useful ☐   Not useful at all ☐

14b. After the orientation session, how did you feel about using the computer materials?
Very confident ☐   OK ☐   Not confident at all ☐

15. Your course was in blended-mode (combined face-to-face teaching and computer course). Would you have preferred …?
Wholly online   Yes ☐   No ☐
Wholly face-to-face teaching   Yes ☐   No ☐

16. Did you feel there were sufficient materials online for your learning?
Yes ☐   No ☐
If NO, please specify. _____
_____
_____

17. Were the online materials different from those you've encountered in the past?
Yes ☐   No ☐

If YES, please specify. _____
_____
_____

18. How did you feel about the layout (appearance) of the website in this course?

Excellent ☐   Good ☐   Fair ☐   No good at all ☐

19. How much did you like each of the following aspects of the online materials?

	Excellent	Good	Fair	Poor
a) I could work on my own pace.	☐	☐	☐	☐
b) I could find out the meaning of words I did not know.	☐	☐	☐	☐
c) I could look at a model text while writing my text.	☐	☐	☐	☐
d) The instructions were clear.	☐	☐	☐	☐
e) The navigation of the web pages was clear.	☐	☐	☐	☐
f) I could communicate with other students.	☐	☐	☐	☐

20. Do you believe that this course has provided a good way of learning to write?

Yes ☐   No ☐

If NO, please specify._____

_____

_____

21. How useful was this course in teaching you to use language accurately?

Very useful ☐   Useful ☐   Not very useful ☐   Not useful at all ☐

22. How would you rate the computer component of this course in relation to other language courses online?

Better ☐   About the same ☐   Worse ☐   I don't know ☐

23. How would you rate this course as a whole in relation to other face-to-face language courses that you have attended?

Better ☐   About the same ☐   Worse ☐   I don't know ☐

24. How would you rate this course in relation to other combination (partly online and partly teacher taught) courses?

Better ☐   About the same ☐   Worse ☐   I don't know ☐

25. The online course provided images (pictures, graphics, etc.). How useful were they?

Very useful ☐   Useful ☐   Not very useful ☐   Not useful at all ☐

26. The online course provided access to online dictionaries. How useful were they?

Very useful ☐   Useful ☐   Not very useful ☐   Not useful at all ☐

27a. How often did you communicate online with other students while you were doing this course?

Every time you were online ☐   Most times when you were on line ☐
Occasionally when you were online ☐   None ☐

27b. How useful did you find communicating online with other students?

Very useful ☐   Useful ☐   Not very useful ☐   Not useful at all ☐

28a. How often did you communicate online with your teacher while you were doing this course?

Every time you were online ☐   Most times when you were on line ☐
Occasionally when you were online ☐ None ☐

28b. How useful did you find communicating online with your teacher?

Very useful ☐   Useful ☐   Not very useful ☐   Not useful at all ☐

29a. Did you experience any frustration in using the computer component of this course at any time?

Yes ☐   No ☐

29b. If you answer Yes to the question above, what caused your frustration? (You may tick ☑ more than one answer.)

a)	The online resources were hard to use.	☐
b)	The online resource instructions were not clear.	☐
c)	The speed was slow.	☐
d)	I don't like using computers when learning.	☐
e)	It took too much time to work online.	☐
f)	My eyes got tired when using the online materials.	☐
g)	I was unable to get help online.	☐
h)	Other	☐

If Other, please specify. _____

_____

_____

_____

30. How would you like to view the unit materials online?

Separate the unit text into chunks. ☐

Display the unit text as a whole (as shown in this course). ☐

Other ☐

If Other, please specify. _____

_____

_____

31. Would you like to do another writing course of a similar type?

Yes, I would very much like such a course. ☐

Yes, that would be okay. ☐

No. ☐ Please comment. _____

_____

_____

_____

Part III. Evaluation of the website

How would you **evaluate** the following functions of the course website? Please tick ☑ the answer that best describes your opinions.

No	*Section*	*Excellent*	*Good*	*Fair*	*Poor*
1	Web site layout (appearance)	☐	☐	☐	☐
2	Illustrations (graphics, tables, etc.)	☐	☐	☐	☐
3	Speed of loading	☐	☐	☐	☐
4	Text font (word size/type)	☐	☐	☐	☐
5	Text color	☐	☐	☐	☐
6	Web page title	☐	☐	☐	☐
7	Form objects (buttons, drag, etc.)	☐	☐	☐	☐
8	Available links for viewing	☐	☐	☐	☐
9	Technical support	☐	☐	☐	☐
10	User-friendly operation	☐	☐	☐	☐
11	Overall evaluation	☐	☐	☐	☐

If you have any comments, please make use of the space below. Thank you.

Thank you very much for your participation. ☺

Appendix C. 6

New Zealand trial study course questionnaire: Face-to-face group

New Zealand trial study course questionnaire: Face-to-face group

This questionnaire will take approximately 10 minutes to complete. It is part of a research project conducted for the degree of Doctor of Philosophy at the University of Waikato in New Zealand by Antonia Hsiu-chen Lin.

The overall aim of this part of the research project is to investigate your response to the writing course you have just completed.

You are NOT asked to provide your name or the name of any institution. Completed questionnaires will be given a number and referred to by that number in the reporting of the research.

If you complete (or partially complete) this questionnaire, the information you provide will be combined with information supplied by other students and reported in a thesis and related publications and conference papers.

Thank you very much for your cooperation. Should you have any questions about the questionnaire, please contact Hsiu-chen Lin (Antonia).

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                   Hamilton, New Zealand
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New Zealand trial study course questionnaire: Face-to-face group

Part I Background information
Please tick ☑ the answer that best fits your situation and include written responses where necessary.

1 Gender: male ☐   female ☐

2 What is your major subject?   _____

3 What year are you in?   _____

4 How old are you?   _____

5 How many hours a week on average do you use a computer for something other than your academic work?

    Never   ☐
    1 ~ 5 hours   ☐
    6 ~ 10 hours   ☐
    11 ~ 20 hours   ☐
    more than 21 hours   ☐

6 How many hours a week on average do you use a computer for your academic work?

    Never   ☐
    1 ~ 5 hours   ☐
    6 ~ 10 hours   ☐
    11 ~ 20 hours   ☐
    more than 21 hours   ☐

7 What is your nationality? _____

8 What is your mother tongue (your first language)? _____

9 How long have you been in New Zealand?   _____

10 Have you ever taken any fully online courses? Yes ☐   No ☐

11 Have you ever taken any blended courses (partly online and partly face-to-face)? Yes ☐   No ☐

12 Tick ☑ the name of the online courseware you have used.

    Moodle ☐   WebCT ☐   Blackboard ☐   ClassForum ☐

    Other ☐ Please specify. _____

Part II. Your views about the writing course

I. Read the following questions and tick ☑ the answer that best fits your situation. Include written responses where necessary.

1. How much did you enjoy the course?
   I liked it a lot. ☐   I liked it. ☐   So-so. ☐   I did not like it at all. ☐

2. Did you have any difficulty in taking the face-to-face mode during the course?
   Yes ☐   No ☐
   If YES, please specify. _____
   _____

3. Which part of this course did you like best?
   Classroom interaction with the instructor ☐   Classroom activities ☐
   Classroom interaction with classmates ☐   Handouts ☐
   Other ☐ Please specify. _____

4. How useful was the teaching in helping you to write … texts?

	Very useful	*Useful*	*Not very useful*	*Not useful at all*
a) Instruction texts	☐	☐	☐	☐
b) Explanation texts	☐	☐	☐	☐
c) Argument texts	☐	☐	☐	☐
d) Description & classification texts	☐	☐	☐	☐
e) Recount texts	☐	☐	☐	☐
f) Blended texts	☐	☐	☐	☐
g) Summarising, reviewing, quoting, referring and referencing	☐	☐	☐	☐

5. How useful were the **model texts** that were included in the teaching materials?
   Very useful ☐   Useful ☐   Not very useful ☐   Not useful at all ☐

6. How useful was the information about language that was included in the teaching materials?
   Very useful ☐   Useful ☐   Not very useful ☐   Not useful at all ☐

7. How useful was the whole course in helping you to write texts?
   Very useful ☐   Useful ☐   Not very useful ☐   Not useful at all ☐

8. How useful was the whole course in helping you to understand more about language?
   Very useful ☐   Useful ☐   Not very useful ☐   Not useful at all ☐

9. Did you feel there were sufficient materials for your learning?
   Yes ☐   No ☐
   If NO, please specify. _____
   _____
   _____

10. Your course was wholly teacher taught. Would you have preferred …?
    A wholly online course   Yes ☐   No ☐
    A combination of face-to-face teaching and online teaching   Yes ☐   No ☐

11. Were the teaching materials different from those you've encountered in other writing course?
    Yes ☐   No ☐
    If YES, please specify. _____
    _____
    _____
    _____

12. How did you feel about the layout (appearance) of the handouts (worksheets) in this course?
    Excellent ☐   Good ☐   Fair ☐   No good at all ☐

13. How much did you like each of the following aspects of the teaching materials?

	Excellent	*good*	*Fair*	*Poor*
a) I could catch up with the instructor.	☐	☐	☐	☐
b) I could get help with the meaning of words I did not know.	☐	☐	☐	☐
c) I could look at a model text while writing my text.	☐	☐	☐	☐
d) The instructions were clear.	☐	☐	☐	☐
e) The explanation in the handouts was clear.	☐	☐	☐	☐
f) I could communicate with other students.	☐	☐	☐	☐

14. How useful was this course in teaching you to use language accurately?
    Very useful ☐   Useful ☐   Not very useful ☐   Not useful at all ☐

15. How would you rate this **course** as a whole in relation to other face-to-face language courses?
    Better ☐   About the same ☐   Worse ☐   I don't know☐
    Please add comments if you wish.
    _____
    _____
    _____

16. How would you rate this course in relation to other combination (partly online and partly teacher taught) courses?
    Better ☐   About the same ☐   Worse ☐   I haven't taken any ☐

17a. Did you experience any frustration in this course at any time?
    Yes ☐   No ☐

17b.If you answered YES to the question above, what caused your frustration? (You may tick ☑ more than one answer.)

   a)   The materials were difficult for me to understand.   ☐

   b)   The instructions were not clear.   ☐

   c)   The pace was too fast/slow. (Please circle fast or slow first.)   ☐

   d)   I don't like attending classes.   ☐

   e)   It involved too much work.   ☐

   f)   I got tired when sitting in the classroom.   ☐

   g)   I was unable to get help after class.   ☐

   h)   Other   ☐

   If Other, please specify. _____

   _____

   _____

18. Would you like to do another writing course of a similar type?
   Yes, I would very much like such a course. ☐
   Yes, that would be okay. ☐
   No. ☐ Please comment. _____

   _____

   _____

   _____

If you have any comments, please make use of the space below. Thank you.

Thank you very much for your participation. ☺

Appendix C.7

Relationship between text templates associated with cognitive genres and Hoey's macropatterns

Relationship between text templates associated with cognitive genres and Hoey's macropatterns[98]

Genre	Text template	Content	General – Particular (Preview – Details)	General – Particular (Generalization – Examples)	General – Particular (Topic – Restriction – Illustration)	Problem – Solution	Matching (comparison/contrast)
Instruction	*Topic*	+ goal	**+ Preview**			**+/- Problem**	
	Focus	+ materials and/ or equipment	**+ Details**			**+/- Problem**	
	Detail	+/- warning/s + steps				**+/- Solution**	
Explanation	*Topic*	+ what is to be explained	**+ Preview**		**+ Topic**	**+/- Problem**	
	Focus	+ more specific information about the topic	**+ Details**		**+ Restriction**	**+/- Problem**	
	Detail	+ what + how +/- why			**+ Illustration**	**+/- Solution**	
Argument (one-sided)	*Topic*	+ what is to be discussed	**+ Preview**	**+ Generalization**	**+ Topic**		
	Focus	+ more specific information about the topic +/- writer's point of view	**+ Details**		**+ Restriction**	**+/- Problem**	
	Detail	+ argument **for** a point of view		**+ Examples**	**+ Illustration**	**+/- Solution**	**+/- Matching (comparison)**
Argument (two-sided)	*Topic*	+ what is to be discussed	**+ Preview**	**+ Generalization**	**+ Topic**	**+/- Problem**	
	Focus	+ more about the topic	**+ Details**		**+ Restriction**		
	Detail	+ argument for and against a point of view		**+ Examples**	**+ Illustration**	**+/- Solution**	**+ Matching** (contrast)
Recount	*Topic*	**+ what is to be recounted**	**+ Preview**			**+/- Problem**	
	Focus	**+ what + who + when + where +/- why**	**+ Details**				
	Detail	**+ series of events**				**+/- Solution**	

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[98] Note that Hoey's overall structures do not allow for a he Conclusion section, something that has been added to the text templates.

Appendix C.8

Consent letter for participation in the genre-centered writing course

in New Zealand

Consent Letter for Participants

23 November, 2007

Dear Participants:

I am currently a lecturer in English at Wenzao Ursuline College of Languages in Taiwan and am also doing a PhD at the University of Waikato in New Zealand

In collaboration with Dr. W. Crombie and Dr. D. Johnson of the University of Waikato, I am offering a free course in academic writing for students who are about to enter university or polytechnic or have completed one or two semesters at university or polytechnic. The course includes lots of advice about writing and lots of writing activities.

The course is part of a PhD research project and is offered in four different modes: fully online (two different versions); blended (partly online and partly face-to-face); face-to-face. As part of the research project, participants will be asked to complete a short questionnaire and to do a writing task at the beginning of the course, and to complete a further questionnaire and do a further writing task at the end of the course. These will be analyzed and presented in a written form as part of the final thesis. However, you will not be named or identified in the writing up of the research.

If you agree to join, please sign the attached consent form and return it to me. You are entitled to withhold your consent to participate in the project at any time.

If you have any questions or comments regarding this project, please contact me.

Yours sincerely,

Antonia Hsiu-chen Lin

Email: hal2@waikato.ac.nz (07-8383225)

The School of Maori and Pacific Development

The University of Waikato

Private Bag 3105

Hamilton, New Zealand

Participant Consent Form

I have read the consent letter by Antonia (Hsiu-chen) Lin about the free writing course and I agree to participate in it and to complete the associated questionnaires and writing tasks.

My personal information is listed below:

FULL NAME: _____

STREET ADDRESS: _____

EMAIL ADDRESS: _____

TELEPHONE NUMBER/S: _____

**INSTITUTION
(IF ENROLLED STUDENT):** _____

SIGNATURE: _____

DATE: _____

Researcher's contact details
Antonia Hsiu-chen Lin
Email: hal2@waikato.ac.nz;
antonia@mail.wtuc.edu.tw
The School of Maori and Pacific Development
The University of Waikato
Private Bag 3105
Hamilton, New Zealand
Telephone: +64-7-8383-225

Appendix C.9

New Zealand trial study: Genre-centered writing course outline

ACADEMIC ENGLISH COURSE
PROVISIONAL FIRST PART OF THE COURSE
(Students Version)

Unit 1: Preparing to write

Friday 23 November	9.30 – 12.00 **(J 110)**	Get to know students; introduce the course; complete formalities, assign students to groups; etc.
	12.00 – 1.15	BREAK
	1.15 – 3.00 **(JB03/JB08)**	Groups 1, 2 & 3: Familiarisation with the eLearning course/ approach
	1.15 – 3.00 **(J 110)**	Group 4: Introduction to UNIT 1: Preparing to write

Unit 1: Preparing to write

Saturday 24 November	Group 1 **(JB 03)**	Group 2 **(JB 03) (I 108)**	Group 3 **(JB 08) (I 108)**	Group 4 **(J 110)**
9.30 – 10.30	Working in the lab on computer-based materials **(UNIT 1)**	Working in the lab on computer-based materials **(UNIT 1)**	Working in the lab on the computer-based materials **(UNIT 1)**	Working on the face-to-face materials **(UNIT 1)**
10.30 – 11.00	BREAK			
11.00 – 12.30	Working in the lab on the computer-based materials **(UNIT 1)**	Working in the lab on computer-based materials **(UNIT 1)**	Working in the lab on computer- based materials **(UNIT 1)**	Working **in class** on the face-to-face materials **(UNIT 1)**
12.30 – 1.45	BREAK			
1.45 – 2.45	Working in the lab on the computer-based materials **(UNIT 1)**	Working in the lab on computer-based materials **(UNIT 1)**	Working in the lab on computer- based materials **(UNIT 1)**	Working **in class** on the face-to-face materials **(UNIT 1)**
2.45 – 3.45	Working in the lab on the computer-based materials **(UNIT 1)**	Working in the lab on computer-based materials **(UNIT 1)**	Working in the lab on computer- based materials **(UNIT 1)**	Working **in class** on the face-to-face materials **(UNIT 1)**
3.45 – 4.00	BREAK			
4.00 – 4.30	Working in the lab on the computer-based materials **(UNIT 1)**	Working in the lab on the computer-based materials **(UNIT 1)**	Working in the lab on the computer-based materials **(UNIT 1)**	Working **in class** on the face-to-face materials **(UNIT 1)**

Unit 2: Writing instructions (Part 1)

Monday 26 November	Group 1 (JB 03)	Group 2 (JB 03) (I 108)	Group 3 (JB 08) (I 108)	Group 4 (J 110)
9.30 – 10.30	Working in the lab on computer-based materials **(UNIT 2 – Part 1)**	Working in the lab on computer-based materials **(UNIT 2 – Part 1)**	Working in the lab on the computer-based materials **(UNIT 2 – Part 1)**	Working **in class** on the face-to-face materials **(UNIT 2 – Part 1)**
10.30 – 11.00	**BREAK**			
11.00 – 12.30	Working in the lab on the computer-based materials **(UNIT 2 – Part 1)**	Working **in class** **(I 108)** on the materials **(UNIT 2 – Part 1)**	Working in the lab on the materials **(UNIT 2 – Part 1)**	Working **in class** on the face-to-face materials **(UNIT 2 – Part 1)**
12.30 – 1.45	**BREAK**			
1.45 – 2.45	Working in the lab on the computer-based materials **(UNIT 2 – Part 1)**	Working in the lab on the materials **(UNIT 2 – Part 1)**	Working **in class** **(I 108)** on the materials **(UNIT 2 – Part 1)**	Working **in class** on the face-to-face materials **(UNIT 2 – Part 1)**
2.45 – 3.45	Working in the lab on the computer-based materials **(UNIT 2 – Part 1)**	Working **in class** **(I 108)** on the materials **(UNIT 2 – Part 1)**	Working in the lab on the materials **(UNIT 2 – Part 1)**	Working **in class** on the face-to-face materials **(UNIT 2 – Part 1)**
3.45 – 4.00	**BREAK**			
4.00 – 4.30	Working in the lab on the computer-based materials **(UNIT 2 – Part 1)**	Working in the lab on the computer-based materials **(UNIT 2 – Part 1)**	Working in the lab on the computer-based materials **(UNIT 2 – Part 1)**	Working **in class** on the face-to-face materials **(UNIT 2 – Part 1)**

Unit 2: Writing instructions (Part 2)

Tuesday 27 November	Group 1 (JB 03)	Group 2 (JB 03) (IG 02)	Group 3 (JB 08) (IG 02)	Group 4 (IG 09)
9.30 – 10.30	Working in the lab on computer-based materials **(UNIT 2 – Part 2)**	Working in the lab on computer-based materials **(UNIT 2 – Part 2)**	Working in the lab on the computer-based materials **(UNIT 2 – Part 2)**	Working **in class** on the face-to-face materials **(UNIT 2 – Part 2)**
10.30 – 11.00	**BREAK**			
11.00 – 12.30	Working in the lab on the computer-based materials **(UNIT 2 – Part 2)**	Working **in class** **(IG 02)** on the materials **(UNIT 2 – Part 2)**	Working in the lab on the materials **(UNIT 2 – Part 2)**	Working **in class** on the face-to-face materials **(UNIT 2 – Part 2)**
12.30 – 1.45	**BREAK**			
1.45 – 2.45	Working in the lab on the computer-based materials **(UNIT 2 – Part 2)**	Working in the lab on the materials **(UNIT 2 – Part 2)**	Working **in class** **(IG 02)** on the materials **(UNIT 2 – Part 2)**	Working **in class** on the face-to-face materials **(UNIT 2 – Part 2)**
2.45 – 3.45	Working in the lab on the computer-based materials **(UNIT 2 – Part 2)**	Working **in class** **(IG 02)** on the materials **(UNIT 2 – Part 2)**	Working in the lab on the materials **(UNIT 2 – Part 2)**	Working **in class** on the face-to-face materials **(UNIT 2 – Part 2)**
3.45 – 4.00	**BREAK**			
4.00 – 4.30	Working in the lab on the computer-based materials **(UNIT2 – Part 2)**	Working in the lab on the computer-based materials **(UNIT 2 – Part 2)**	Working in the lab on the computer-based materials **(UNIT 2 – Part 2)**	Working **in class** on the face-to-face materials **(UNIT 2 – Part 2)**

Unit 3: Writing explanations

Wednesday 28 November	Group 1 (JB 03)	Group 2 (JB 03) (IG 02)	Group 3 (JB 08) (IG 02)	Group 4 (IG 09)
9.30 – 10.30	Working in the lab on computer-based materials **(UNIT 3)**	Working in the lab on computer-based materials **(UNIT3)**	Working in the lab on the computer-based materials **(UNIT3)**	Working **in class** on the face-to-face materials **(UNIT 3)**
10.30 – 11.00	**BREAK**			
11.00 – 12.30	Working in the lab on the computer-based materials **(UNIT 3)**	Working **in class** **(IG 02)** on the materials **(UNIT 3)**	Working in the lab on the materials **(UNIT 3)**	Working **in class** on the face-to-face materials **(UNIT 3)**
12.30 – 1.45	**BREAK**			
1.45 – 2.45	Working in the lab on the computer-based materials **(UNIT 3)**	Working in the lab on the materials **(UNIT 3)**	Working **in class** on the materials **(UNIT 3)**	Working **in class** on the face-to-face materials **(UNIT 3)**
2.45 – 3.45	Working in the lab on the computer-based materials **(UNIT 3)**	Working **in class** **(IG 02)** on the materials **(UNIT 3)**	Working in the lab on the materials **(UNIT 3)**	Working **in class** on the face-to-face materials **(UNIT 3)**
3.45 – 4.00	**BREAK**			
4.00 – 4.30	Working in the lab on the computer-based materials **(UNIT 3)**	Working in the lab on the computer-based materials **(UNIT 3)**	Working in the lab on the computer-based materials **(UNIT 3)**	Working **in class** on the face-to-face materials **(UNIT 3)**

Unit 4: Writing one-sided arguments

Thursday 29 November	Group 1 (JB 03)	Group 2 (JB 03) (IG 02)	Group 3 (JB 08) (IG 02)	Group 4 (IG 09)
9.30 – 10.30	Working in the lab on computer-based materials **(UNIT 4 (one-sided argument)**	Working in the lab on computer-based materials **(UNIT 4)**	Working in the lab on the computer-based materials **(UNIT 4)**	Working **in class** on the face-to-face materials **(UNIT 4)**
10.30 – 11.00	**BREAK**			
11.00 – 12.30	Working in the lab on the computer-based materials **(UNIT 4)**	Working **in class** **(IG 02)** on the materials **(UNIT 4)**	Working in the lab on the materials **(UNIT 4)**	Working **in class** on the face-to-face materials **(UNIT 4)**
12.30 – 1.45	**BREAK**			
1.45 – 2.45	Working in the lab on the computer-based materials **(UNIT 4)**	Working in the lab on the materials **(UNIT 4)**	Working **in class** **(IG 02)** on the materials **(UNIT 4)**	Working **in class** on the face-to-face materials **(UNIT 4)**
2.45 – 3.45	Working in the lab on the computer-based materials **(UNIT 4)**	Working **in class** **(IG 02)** on the materials **(UNIT 4)**	Working in the lab on the materials **(UNIT 4)**	Working **in class** on the face-to-face materials **(UNIT 4)**
3.45 – 4.00	**BREAK**			

4.00 – 4.30	Working in the lab on the computer-based materials **(UNIT 4)**	Working in the lab on the computer-based materials **(UNIT 4)**	Working in the lab on the computer-based materials **(UNIT 4)**	Working **in class** on the face-to-face materials **(UNIT 4)**

Unit 4 Part 2: Writing two-sided arguments

Friday 30 November	Group 1 (JB 03)	Group 2 (JB 03) (IG 02)	Group 3 (JB 08) (IG 02)	Group 4 (IG 09)
9.30 – 10.30	Working in the lab on computer-based materials **(UNIT 4 (two-sided argument)**	Working in the lab on computer-based materials **(UNIT 4)**	Working in the lab on the computer-based materials **(UNIT 4)**	Working **in class** on the face-to-face materials **(UNIT 4)**
10.30 – 11.00	**BREAK**			
11.00 – 12.30	Working in the lab on the computer-based materials **(UNIT 4)**	Working **in class** **(IG 02)** on the materials, **(UNIT 4)**	Working in the lab on the materials **(UNIT 4)**	Working **in class** on the face-to-face materials **(UNIT 4)**
12.30 – 1.45	**BREAK**			
1.45 – 2.45	Working in the lab on the computer-based materials **(UNIT 4)**	Working in the lab on the materials **(UNIT 4)**	Working **in class** **(IG 02)** on the materials **(UNIT 4)**	Working **in class** on the face-to-face materials **(UNIT 4)**
2.45 – 3.45	Working in the lab on the computer-based materials **(UNIT 4)**	Working **in class** **(IG 02)** on the materials **(UNIT 4)**	Working in the lab on the materials **(UNIT 4)**	Working **in class** on the face-to-face materials **(UNIT 4)**
3.45 – 4.00	**BREAK**			
4.00 – 4.30	Working in the lab on the computer-based materials **(UNIT 4)**	Working in the lab on the computer-based materials **(UNIT 4)**	Working in the lab on the computer-based materials **(UNIT 4)**	Working **in class** on the face-to-face materials **(UNIT 4)**

Unit 5: Writing descriptions and classifications

Monday 3 December	Group 1 (JB 03)	Group 2 (JB 03) (IG 02)	Group 3 (JB 08) (IG 02)	Group 4 (IG 09)
9.30 – 10.30	Working in the lab on computer-based materials **(UNIT 5)**	Working in the lab on computer-based materials **(UNIT 5)**	Working in the lab on the computer-based materials **(UNIT 5)**	Working **in class** on the face-to-face materials **(UNIT 5)**
10.30 – 11.00	**BREAK**			
11.00 – 12.30	Working in the lab on the computer-based materials **(UNIT 5)**	Working **in class** **(IG 02)** on the materials **(UNIT 5)**	Working in the lab on the materials **(UNIT 5)**	Working **in class** on the face-to-face materials **(UNIT 5)**
12.30 – 1.45	**BREAK**			
1.45 – 2.45	Working in the lab on the computer-based materials **(UNIT 5)**	Working in the lab on the materials **(UNIT 5)**	Working **in class** **(IG 02)** on the materials **(UNIT 5)**	Working **in class** on the face-to-face materials **(UNIT 5)**
2.45 – 3.45	Working in the lab on the computer-based materials **(UNIT 5)**	Working **in class** **(IG 02)** on the materials **(UNIT 5)**	Working in the lab on the materials **(UNIT 5)**	Working **in class** on the face-to-face materials **(UNIT 5)**
3.45 – 4.00	**BREAK**			
4.00 – 4.30	Working in the lab	Working in the lab	Working in the lab	Working **in class**

	on the computer-based materials **(UNIT 5)**	on the computer-based materials **(UNIT 5)**	on the computer-based materials **(UNIT 5)**	on the face-to-face materials **(UNIT 5)**

Unit 6: Writing recounts

Tuesday 4 December	Group 1 (JB 03)	Group 2 (JB 03) (IG 02)	Group 3 (JB 08) (IG 02)	Group 4 (IG 09)
9.30 – 10.30	Working in the lab on computer-based materials **(UNIT 6)**	Working in the lab on computer-based materials **(UNIT 6)**	Working in the lab on the computer-based materials **(UNIT 6)**	Working **in class** on the face-to-face materials **(UNIT 6)**
10.30 – 11.00	**BREAK**			
11.00 – 12.30	Working in the lab on the computer-based materials **(UNIT 6)**	Working **in class (IG 02)** on the materials **(UNIT 6)**	Working in the lab on the materials **(UNIT 6)**	Working **in class** on the face-to-face materials **(UNIT 6)**
12.30 – 1.45	**BREAK**			
1.45 – 2.45	Working in the lab on the computer-based materials **(UNIT 6)**	Working in the lab on the materials **(UNIT 6)**	Working **in class (IG 02)** on the materials **(UNIT 6)**	Working **in class** on the face-to-face materials **(UNIT 6)**
2.45 – 3.45	Working in the lab on the computer-based materials **(UNIT 6)**	Working **in class (IG 02)** on the materials **(UNIT 6)**	Working in the lab on the materials **(UNIT 6)**	Working **in class** on the face-to-face materials **(UNIT 6)**
3.45 – 4.00	**BREAK**			
4.00 – 4.30	Working in the lab on the computer-based materials **(UNIT 6)**	Working in the lab on the computer-based materials **(UNIT 6)**	Working in the lab on the computer-based materials **(UNIT 6)**	Working **in class** on the face-to-face materials **(UNIT 6)**

Unit 7: Writing blended texts

Wednesday 5 December	Group 1 (JB 03)	Group 2 (JB 03) (IG 02)	Group 3 (JB 08) (IG 02)	Group 4 (IG 09)
9.30 – 10.30	Working in the lab on computer-based materials **(UNIT 7)**	Working in the lab on computer-based materials **(UNIT 7)**	Working in the lab on the computer-based materials **(UNIT 7)**	Working **in class** on the face-to-face materials **(UNIT 7)**
10.30 – 11.00	**BREAK**			
11.00 – 12.30	Working in the lab on the computer-based materials **(UNIT 7)**	Working **in class (IG 02)** on the materials **(UNIT 7)**	Working in the lab on the materials **(UNIT 7)**	Working **in class** on the face-to-face materials **(UNIT 7)**
12.30 – 1.45	**BREAK**			
1.45 – 2.45	Working in the lab on the computer-based materials **(UNIT 7)**	Working in the lab on the materials **(UNIT 7)**	Working **in class (IG 02)** on the materials **(UNIT 7)**	Working **in class** on the face-to-face materials **(UNIT 7)**
2.45 – 3.45	Working in the lab on the computer-based materials **(UNIT 7)**	Working **in class (IG 02)** on the materials **(UNIT 7)**	Working in the lab on the materials **(UNIT 7)**	Working **in class** on the face-to-face materials **(UNIT 7)**
3.45 – 4.00	**BREAK**			

4.00 – 4.30	Working in the lab on the computer-based materials **(UNIT 7)**	Working in the lab on the computer-based materials **(UNIT 7)**	Working in the lab on the computer-based materials **(UNIT 7)**	Working **in class** on the face-to-face materials **(UNIT 7)**

Unit 8: summarising, reviewing, quoting, referring & referencing

Thursday 6 December	Group 1 (JB 03)	Group 2 (JB 03) (IG 02)	Group 3 (JB 08) (IG 02)	Group 4 (IG 09)
9.30 – 10.30	Working in the lab on computer-based materials **(UNIT 8)**	Working in the lab on computer-based materials **(UNIT 8)**	Working in the lab on the computer-based materials **(UNIT 8)**	Working **in class** on the face-to-face materials **(UNIT 8)**
10.30 – 11.00	**BREAK**			
11.00 – 12.30	Working in the lab on the computer-based materials **(UNIT 8)**	Working **in class** **(IG 02)** on the materials **(UNIT 8)**	Working in the lab on the materials **(UNIT 8)**	Working **in class** on the face-to-face materials **(UNIT 8)**
12.30 – 1.45	**BREAK**			
1.45 – 2.45	Working in the lab on the computer-based materials **(UNIT 8)**	Working in the lab on the materials **(UNIT 8)**	Working **in class** **(IG 02)** on the materials **(UNIT 8)**	Working **in class** on the face-to-face materials **(UNIT 8)**
2.45 – 3.45	Working in the lab on the computer-based materials **(UNIT 8)**	Working **in class** **(IG 02)** on the materials **(UNIT 8)**	Working in the lab on the materials **(UNIT 8)**	Working **in class** on the face-to-face materials **(UNIT 8)**
3.45 – 4.00	**BREAK**			
4.00 – 4.30	Working in the lab on the computer-based materials **(UNIT 8)**	Working in the lab on the computer-based materials **(UNIT 8)**	Working in the lab on the computer-based materials **(UNIT 8)**	Working **in class** on the face-to-face materials **(UNIT 8)**

Before we close

Friday 7 December	Group 1 (JB 03)	Group 2 (JB 03) (IG 02)	Group 3 (JB 08) (IG 02)	Group 4 (IG 09)
9.30 – 4.30	Overview etc.			

Appendix C.10

Samples of pre-test and post-test writing in the New Zealand-based study

Student A Pre-test (argument)

Should children watch less television?

Children should spend less time in front of television, for their healthier and colorful life.

In the last 20 years, watching TV has became the most common activity the children involved in when they are at home. For example, nowadays the teenager in China averagely spends at least 2 or 3 hours in watching TV, much longer than ever before.

It do harm to health, especially for the children to watch TV for too long time. Some researches show that focusing the eyes on the screen would stress the eyes, and raise the risk of _____. Moreover, the endless TV programes attrack the children stayed still at home, and thus join in less physical or outdoor activities, which might be one principle reason why the youth gets overweight in some cities.

Also, the longer the children stayed with TV, at home the less time they can share with each other. This problem is much impressive for China, because there is often one child in one family. Children seem to be much inward, and show poorer capabilities for team work in there years, for they get little response from the cold screen box.

In addition, some programs on TV are not suitable for the young one. The youth might have difficulties when they identify the badness and goodness.

Student A Post-test (argument)

Should children watch less television?

Children spended much longer time on watching TV in the last few years than ever before, because the TV programs for kids are getting more attractive and interesting. Some educationists suggest that parents should be cautious about that situation and prevent their children from sitting in front of TV too long. I completely agree with them.

First, watching TV for a long time can do harm to kids' health. Researches demonstrated that keeping eyes on flashing screens too long would impact the function of eyes, and so watching TV for a long period is likely to increase the risk of diseases of eyes. Moreover, children who like watching TV often are occupied by programs, sitting in front of TVs all the day, and thus have no time to do any physical exercises and get overweight.

Second, there are little chances for children to find funs in playing with other children, because they would like to stay at home and enjoy TV programs themselves. Some kids became very isolated and could not communicate with others as usual.

Although TV programs may help children's learning, and entertain them, at the current time, kids should watch less television in order to keep their physically and psychologically health.

Student B Pre-test (argument)

Should parents punish their children physically?

Everybody always have mistakes even though children or adults. There are many ways for parents to punish their children, but should they punish children by physical aspect?

There are a lot of good behaviours that parent can use when they want to punish their children such as reject them not to watch TV, play gam or eat ice crem. These methods are safe and effective for children to change. However parents should not punish children to change. However parents should not punish children by physical touch in any reason.

First of all physical punishment can result in physical injury to children. Some time the result of physical punishment bring children into disability of body and brain. For instance, if parent hit children with dangerous materials such as sticks, cups … etc.

In conclusion, physical punishment over children is a very bad behavour. It brings a bad impacts to children.

Student B Post-test (argument)

Should parents punish their children physically?

Children are much different from adults or old age people. They can do things very stupit or crediculious, and mostly they like to do what we do not want them to do, therefore some people think parents should punish their children physically. However, punishing children in such way has negative results in many aspects.

Althought it is true that children are not easy to teach doing in the ways that parents want them to do, they are still human that in some ways they understand and do the righ thing, if parents know how to deal with them in the right manner. For instance, instead of bitting their hand because they want to touch fire, parents should gently tell children the reason why they cannot touch the fire.

Another factor is physical punish over children leads to serious negative results. One of the main serious problems is physical punishment could results in children disability. The disability could be both mantal and physical. In some situations, parents do not tent to do it but when they get angry, they cannot control over result.

In spites that fact that children are under control of parents, in whatever reasons, parents have no rights to bit children even though they just intend to punish. Bitting children is defined as domestic violence.

On balance, although children made mistakes or disobey, parents must not punish them physically because of many dangerious problems associated with this behaviour. In brief, punishing children physically is really dangerious and abuse their rights. In terms of giving advices or looking after children, parents should avoid using physical punishment.

Appendix C. 11

Score lists of New Zealand-based Study Pre-/Post-Writing Tests

Score lists of New Zealand-based study Pre-/Post-writing tests: Online group

	Pre-test (%)	Post-test (%)	**Gain/loss (%)**
Part A (3 areas)	73.5	84.5	**+11**
Generic structure	68	80	**+12.5**
Semantic relations	80	91	**+11**
Other aspects of lang. assocd. with the genre	72.5	80	**+7.5**
Part B	57.5	63.5	**+6**

Part B	No.	**Pre-test**	**Post-test**	**Diff-erence**	**Part A**	**Pre-test**	**Post-test**	**Diff-erence**
General	1/4 (Recount)	58%	58%	0%	Specific	72%	90%	+18%
	1/5 (Argument)	67%	73%	+6%		82%	88%	+6%
	1/6 (Argument)	40%	50%	+10%		70%	80%	+10%
	1/7 (Argument)	65%	73%	+8%		70%	80%	+10%
		57.5%	**63.5%**	**+6%**		73.5%	**84.5%**	+11%

PART A	No.		Generic structure (out of 20)	Semantic rels (out of 20)	Lang characteristic of the genre (out of 10)	Total	Total Difference
	1/4	Pre-test	14/70%	15/75%	7/70%	36/72%	+18%
		Post-test	20/100%	17/85%	8/80%	45/90%	
	1/5	Pre-test	14/70%	19/95%	8/80%	41/82%	+6%
		Post-test	16/80%	20/100%	8/80%	44/88%	
	1/6	Pre-test	10/50%	18/90%	7/70%	35/70%	+10%
		Post-test	12/60%	20/100%	8/80%	40/80%	
	1/7	Pre-test	16/80%	12/60%	7/70%	35/70%	+10%
		Post-test	16/80%	16/80%	8/80%	40/80%	
	DIFF		**+12.5%**	**+11%**	**+7.5%**		**+11%**

Score lists of New Zealand-based study Pre-/Post-writing tests: Blended (B1) group

	Pre-test (%)	Post-test (%)	**Gain/loss (%)**
Part A (3 areas)	44.5	69.5	**+25**
Generic structure	36	67.5	**+31**
Semantic relations	47.5	75	**+27.5**
Other aspects of lang. assocd. with the genre	55	60	**+5**
Part B	46	55	**+9**

Part B	No.	**Pre-test**	**Post-test**	**Diff-erence**	**Part A**	**Pre-test**	**Post-test**	**Diff-erence**
General	2/1 (Recount)	57%	63%	+6%		66%	78%	+12%
	2/5 (Recount)	45%	50%	+5%		46%	76%	+30%
	2/6 (Instruction)	30%	48%	+18%		22%	54%	+32%
	2/7 (Argument)	53%	59%	+6%		44%	70%	+26%
		46%	**55%**	+9%		44.5%	**69.5%**	+25%

PART A	No.		Generic structure (out of 20)	Semantic rels (out of 20)	Lang characteristic of the genre (out of 10)	Total	Total Difference
	2/1	Pre-test	14/70%	12/60%	7/70%	33/66%	**+12%**
		Post-test	14/70%	18/90%	7/70%	39/78%	
	2/5	Pre-test	8/40%	10/50%	5/50%	23/46%	+30%
		Post-test	14/70%	18/90%	5/60%	38/76%	
	2/6	Pre-test	1/5%	6/30%	4/40%	11/22%	+32%
		Post-test	14/70%	8/40%	5/50%	27/54%	
	2/7	Pre-test	6/30%	10/50%	6/60%	22/44%	+26%
		Post-test	12/60%	16/80%	7/70%	35/70%	
	DIFF		**+31%**	**+27.5%**	**+7.5%**		**+25%**

Score lists of New Zealand-based study Pre-/Post-writing tests: Blended (B2) group

	Pre-test (%)	Post-test (%)	**Gain/loss (%)**
Part A (3 areas)	75	84	**+9**
Generic structure	61.3	73.8	**+12.5**
Semantic relations	91	97.5	**+6.5**
Other aspects of lang. assocd. with the genre	70	77.5	**+7.5**
Part B	61	60.6	**-0.4**

Part B	No.	Pre-test	Post-test	Diff-erence	**Part A**	Pre-test	Post-test	Diff-erence
General	3/2 (Argument)	50%	60%	+10%		74%	76%	+2%
	3/3 (Argument)	60%	50%	-10%		70%	74%	+4%
	3/5 (Argument)	52%	55%	+3%		76%	88%	+12%
	3/7 (Instruction)	82%	77.5%	-4.5		80%	98%	+18%
	Average	61%	**60.6%**	-0.4%		75%	**84%**	+9%

PART A	No.		Generic structure (out of 20)	Semantic rels (out of 20)	Lang characteristic of the genre (out of 10)	Total	Total Difference
	3/2	Pre-test	11/55%	20/100%	6/60%	37/74%	+2%
		Post-test	13/65%	18/90%	7/70%	38/76%	
	3/3	Pre-test	8/40%	20/100%	7/70%	35/70%	+4%
		Post-test	10/50%	20/100%	7/70%	37/74%	
	3/5	Pre-test	14/70%	17/85%	7/70%	38/76%	+12%
		Post-test	16/80%	20/100%	8/80%	44/88%	
	3/7	Pre-test	16/80%	16/80%	8/80%	40/80%	+18%
		Post-test	20/100%	20/100%	9/90%	49/98%	
	DIFF		**+12.5%**	**+6.5%**	**+7.5%**		**+9%**

Score lists of New Zealand-based study Pre-/Post-writing tests: Face-to-face (F) group

	Pre-test (%)	Post-test (%)	**Gain/loss (%)**
Part A (3 areas)	76	90	**+14**
Generic structure	73	88	**+15**
Semantic relations	82.5	98	**+15.5**
Other aspects of lang. assocd. with the genre	73	78	**+8**
Part B	54.6	67.1	**+12.5**

Part B	No.	Pre-test	Post-test	Diff-erence	Part A	Pre-test	Post-test	Diff-erence
General	4/1 (Argument)	57%	53%	-4%		82%	86%	+4%
	4/2 (Argument)	89%	97%	+8%		64%	96%	+32%
	4/3 (Argument)	45%	65%	+20%		74%	82%	+8%
	4/4 (Recount)	62%	70%	+8%		76%	90%	+14%
	4/5 (Argument)	45%	58%	+13%		90%	96%	+6%
	4/7 (Argument)	30%	60%	+30%		72%	92%	+20%
		54.6%	**67.1%**	+12.5%		76%	**90%**	+14%

PART A	No.		Generic structure (out of 20)	Semantic rels (out of 20)	Lang characteristic of the genre (out of 10)	Total	Total Difference
	4/1	Pre-test	14/70%	20/100%	7/70%	41/82%	+4%
		Post-test	16/80%	20/100%	7/70%	43/86%	
	4/2	Pre-test	14/70%	10/50%	8/80%	32/64%	+32%
		Post-test	20/100%	20/100%	8/80%	48/96%	
	4/3	Pre-test	14/70%	18/90%	5/50%	37/74%	+8%
		Post-test	14/70%	20/100%	7/70%	41/82%	
	4/4	Pre-test	12/60%	18/90%	8/80%	38/76%	+14%
		Post-test	16/80%	20/100%	9/90%	45/90%	
	4/5	Pre-test	18/90%	19/95%	8/80%	45/90%	+6%
		Post-test	20/100%	20/100%	8/80%	48/96%	
	4/7	Pre-test	16/80%	14/70%	6/60%	36/72%	+20%
		Post-test	20/100%	18/90%	8/80%	46/92%	
	DIFF		+15%	+15.5%	+8%		+14%

Appendix D.1

Taiwan-based study: Genre-centered writing course (online version)

and face-to-face version with PowerPoints

(see CD-Rom 1.3)

Appendix D.2

Consent letter for participation in the genre-centered writing course

in Taiwan

Consent Letter for Participants

08 January, 2009

Dear Participants:

I am currently a lecturer in English at Wenzao Ursuline College of Languages in Taiwan and am also doing a PhD at the University of Waikato in New Zealand

In collaboration with Dr. W. Crombie and Dr. D. Johnson of the University of Waikato, I am offering a free course in academic writing for students at tertiary level in Taiwan. The course includes lots of advice about writing and lots of writing activities.

The course is part of a PhD research project and is offered in three different modes: fully online; blended (partly online and partly face-to-face); face-to-face. As part of the research project, participants will be asked to be present on campus every day, to complete a short questionnaire and to do a writing task at the beginning of the course, and to complete a further questionnaire and do a further writing task at the end of the course. These will be analyzed and presented in a written form as part of the final thesis. However, you will not be named or identified in the writing up of the research.

If you agree to join, please sign the attached consent form and return it to me. You are entitled to withhold your consent to participate in the project at any time.

If you have any questions or comments regarding this project, please contact me.

Yours sincerely,
Antonia Hsiu-chen Lin

Email: hal2@waikato.ac.nz (07-8383225)
The School of Maori and Pacific Development
The University of Waikato
Private Bag 3105
Hamilton, New Zealand

Participant Consent Form

I have read the consent letter by Antonia (Hsiu-chen) Lin about the free writing course and I agree to participate in it and to complete the associated questionnaires and writing tasks.

My personal information is listed below:

FULL NAME (CHINESE/ENGLISH):   _____

CLASS/YEAR: _____

STUDENT ID: _____

STREET ADDRESS: _____

EMAIL ADDRESS: _____

TELEPHONE NUMBER: _____

CELLULAR PHONE NUMBER: _____

CSEPT SCORES: _____(2007) //_____(2008)

SIGNATURE: _____

DATE: _____

Researcher's contact details
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hal2@waikato.ac.nz
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Hamilton, New Zealand
Telephone: +64-7-8383-225

Appendix D.3

Taiwan-based study: Paragon Learning Style Inventory (Chinese version)

Paragon Learning Style Inventory【52-item Version】

八方學習型態清單【52-題目 成人學生版】

Dear Participants,

I am one of the teachers from the Department of English in Wenzao Ursuline College of Languages and I am studying for my PhD thesis at the University of Waikato, New Zealand. In order to identify your learning style preferences, the *Paragon Student Learning Style Inventory* has been chosen. Permission for its and its translation into Chinese use has been granted.

Please complete this questionnaire by circling the answer (a or b) that best fits your situation on the answer sheet provided. There are no right answers.

I appreciate your assistance in this matter and thank you for your cooperation.

Yours,
Antonia Lin

親愛的學員:

我是任教於文藻外語學院英文系的英文教師,現於紐西蘭懷卡多大學攻讀博士學位。此學習形態之問卷調查爲本人博士論文之一部分:旨在提供教師及學生瞭解學習者的個人學習喜好形態。本問卷調查已經取得原設計教授之授權使用並得以翻譯爲中文,做爲本人論文之內容。

請就以下問題依個人狀況謹慎誠實回答。問題沒有固定的答案,只有<u>對你</u>最適當的答案。請在答案卷上由左至右依題目順序做答(圈選 a 或 b)。

謝謝你的協助及合作。

研究員
林秀珍

八方學習型態清單【52-題目 成人學生版】

指示: 請依個人實際狀況回答下列問題，問題沒有固定的答案，只有對你最適當的答案。請在答案卷上由左至右按題做答圈選 **a** 或 **b**。

1. 遇到新狀況，你通常	11. 何者是比較佳的讚美
a) 立刻放手一搏，邊做邊學	a) 她/他真是個好人
b) 先觀察一下，然後再 "出手"	b) 她/他真是聰明
2. 你認爲做人就應該更	12. 在時間方面，你
a) 理性而踏實	a) 通常很準時
b) 創意而感性	b) 必較有彈性
3. 遇到不確定的狀況，你通常	13. 在小組中你通常
a) 比較相信自己的感覺	a) 不斷發言
b) 比較相信自己的想法	b) 當個聽眾，很少發言
4. 你比較喜歡每樣事情是	14. 你對那種事情較感興趣？
a) 有計畫、有組織	a) 事實的狀況
b) 自然而隨興、勿需計畫	b) 可能的狀況
5. 你的交友狀況多半是	15. 面對兩件事時，你往往會注意
a) 和一群朋友在一塊兒，很少獨處	a) 其相似處
b) 和少數幾個朋友在一起或獨來獨往	b) 其相異處
6. 你認爲比較好的是	16. 做事時，你想知道
a) 能接受事實	a) 只關於你該做的事，就可以開始進行
b) 嘗試去改變事實	b) 所有和該事相關的大小細節
7. 你認爲比較不好的是	17. 大部分的人認爲你是怎麼樣的人
a) 做苛刻的事	a) 蠻外向
b) 做不公平的事	b) 蠻害羞內向
8. 要做決定時，對你而言通常是	18. 如果某樣工作是非常精細繁瑣，你
a) 輕而易舉	a) 很容易上手
b) 很難下定決心	b) 很容易就失去興趣
9. 和一群人相處一整天之後，你	19. 朋友與你意見相左時，你覺得何者較重要？
a) 覺得活力充沛，靈感泉湧	a) 設法讓他們同意你的看法
b) 覺得很累，只想一個人靜靜	b) 設法一起找到正確的答案
10. 若要完成某件重要工作，你比較希望能	20. 早上起床後，你
a) 按照前人的做法去做它	a) 很清楚這一天要做什麼
b) 依照自己想出的新方法去做	b) 覺得每一天都不太一樣

21. 使用電話時，	31. 你比較喜歡的領導人是
a) 你常常主動打電話	a) 體諒關心並給予支持的人
b) 你往往是接到別人的電話	b) 博學多聞，要求嚴格的人
22. 小組合作時，你比較喜歡	32. 你常常是
a) 執行	a) 先完成一個工作，再著手新的工作
b) 策劃	b) 同時進行許多任務
23. 別人會用何種形容詞描述你	33. 真正的你是
a) 熱心	a) 常常未經思考就開口
b) 冷靜	b) 常常思前想後，行動力不夠
24. 何者是你的行動模式?	34. 凡事若要更公平，大家就要
a) 認為對的事就去做	a) 遵守規則
b) 做了再說	b) 誠實正直
25. 跟剛認識的陌生人你	35. 你比較容易洞悉
a) 能侃侃而談	a) 他人的情緒
b) 很快就沒話可說了	b) 他人的想法
26. 工作上，你	36. 下面何者為較有用的能力？
a) 喜歡持久而有規律的努力	a) 組織及設計的能力
b) 比較是 '爆發" 型的	b) 調適及執行的能力
27. 你認為比較不好的是	37. 在宴會或聚會時，多半是
a) 太挑剔	a) 你幫忙介紹他人
b) 太感性	b) 別人將你引介給他人
28. 面對事情，你比較希望	38. 別人曾經說你對事情
a) 凡事都能完成，討論事項要有結果	a) 看得太簡化
b) 凡事都有改變的空間	b) 看得太複雜
29. 學校發生的事，你多半	39. 何者敘述比較像你？
a) 很快就知道了	a) 經常表現你的感受
b) 後知後覺	b) 經常隱藏你的感受
30. 你比較相信	40. 你是 … 的人？
a) 自己的經驗	a) 凡事都要照自己的方式進行
b) 自己的直覺	b) 遵循傳統行事

41. 你完成一項任務後, a) 你很想和某人分享 b) 你只想放在心裡	51. 你心理會覺得比較舒服去回應他人的 a) 感受和價值觀 b) 想法和意見
42. 如果人們能 …, 事情會變得更好 a) 更實際一點 b) 更富想像力	52. 當你做日常工作時，你會 a) 依慣例有系統的方式去做 b) 視情況用不同的方式去做
43. 你會是個對…更在意的人 a) 被他人感激 b) 完成某些重要事情	
44. 人們如果…會比較好 a) 知道他們要什麼 b) 擁有開明的想法/開放的心胸	
45. 經過一週冗長工作後,週五晚上你 a) 想去狂歡，外出放鬆自己 b) 想租影片回家觀看，放鬆一下	
46. 你做事時，經常使用的方法是… a) 從頭開始，按部就班 b) 無固定起始，想到那、就做那	
47. 當你講故事時，大部分談到的是… a) 故事人物的心情感受 b) 一般性的舖陳描述	
48. 如果事情 …你會覺得比較舒服 a) 有較佳的安排，也知道該期待什麼 b) 有彈性而非事先安排妥當的	
49. 大多數人形容你是 a) 精力充沛且善於發表意見 b) 既冷靜又善於聆聽	
50. 你比較在意那種說法 a) 經證實有效的 "實務" b) 具說服力的 "理論"	

八方學習型態清單【52-題目 成人學生版】答案卷

1. 請依個人狀況在答案卷上由左至右按題做答圈選 (**O**) a 或 b。

1.　a　b	**2.　a　b**	**3.　a　b**	**4.　a　b**
5.　a　b	**6.　a　b**	**7.　a　b**	**8.　a　b**
9.　a　b	**10.　a　b**	**11.　a　b**	**12.　a　b**
13.　a　b	**14.　a　b**	**15.　a　b**	**16.　a　b**
17.　a　b	**18.　a　b**	**19.　a　b**	**20.　a　b**
21.　a　b	**22.　a　b**	**23.　a　b**	**24.　a　b**
25.　a　b	**26.　a　b**	**27.　a　b**	**28.　a　b**
29.　a　b	**30.　a　b**	**31　a　b**	**32.　a　b**
33.　a　b	**34.　a　b**	**35.　a　b**	**36.　a　b**
37.　a　b	**38.　a　b**	**39.　a　b**	**40.　a　b**
41.　a　b	**42.　a　b**	**43.　a　b**	**44.　a　b**
45.　a　b	**46.　a　b**	**47.　a　b**	**48.　a　b**
49.　a　b	**50.　a　b**	**51.　a　b**	**52.　a　b**
a's _____ **extrovert or E score**	**a's**_____ **sensate or S score**	**a's**_____ **feeler or F score**	**a's** _____ **judger or J score**
b's_____ **introvert or I score**	**b's** _____ **intuitive or N score**	**b's**_____ **thinker or T score**	**b's**_____ **perceiver or P score**

2. 請將每一欄圈選的 a 加起來寫在 a 合計總數空格上。再將每一欄圈選的 b 加起來寫在 b 合計總數空格上。

3. 比較每一欄的 a,b 大小 取其大者填入下空格即可得知你的學習形態 ,再參考說明。

　　　　　　_____ **I**NTROVERT/**E**XTROVERT

　　　　　　_____ **S**ENSATE/**I**NTUITIVE

　　　　　　_____ **T**HINKER/**F**EELER

　　　　　　_____ **J**UDGER/**P**ERCEIVER

　　　　　　_____ 為你的學習形態

Appendix D.4

Taiwan-based study course questionnaire: Online group (Chinese version)

臺灣大專校院學生參與英語寫作教學之問卷調查

全然線上教學

各位同學好:

　　我是任教於高雄文藻外語學院英文系林秀珍，目前在紐西蘭懷卡多大學攻讀博士學位。為瞭解同學參與英語寫作教學活動之意見，特別設計一份<u>臺灣大專校院學生參與英語寫作教學問卷調查</u>。此問卷調查為本人博士論文內容之一，目的為探討網站內容的設計是否符合使用者的需求及使用者的喜好和學習過程與成效之自評。

　　本問卷調查採無記名方式，所須時間大約 10 分鐘。填寫者不需留下姓名或就讀學校。但是，每份問卷會給予編號以利進行研究分析。你的回答及寶貴意見將對本研究有極大的貢獻。在你完成問卷繳回時，即表示首肯本人運用該作答進行研究分析，並且同意本人以書面發表或口頭報告呈現研究結果。你的個人資料將受到嚴密保護，絕不對外公開。

　　在此先感謝你的協助。如果你對本問卷調查有任何意見，敬請不吝賜教。我的聯絡方式如下。

　　敬祝 學安

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　　　　　Private Bag 3105

　　　　　Hamilton, New Zealand

Telephone:　+64-7-8383-225

臺灣大專校院學生參與英語寫作教學之問卷調查
全然線上教學

第一部分:個人背景

請勾選☑最適合你個人狀況的答案或回答問題(以英文或中文回答均可)。

1. 性別： 男 □ 女 □

2. 你的主修: 英文 □ 應用外文 □

 其他 □ 請說明 _____

3. 你目前就讀的年級是 _____

4. 你的年齡是 _____

5. 除了做功課外，你每周平均上網的時間是…。

 無 □ 1～5 小時 □ 6～10 小時 □

 11～20 小時 □ 21 小時以上 □

6. 你每周上網做功課的平均時間是…。

 無 □ 1～5 小時 □ 6～10 小時 □

 11～20 小時 □ 21 小時以上 □

7. 你高中(職)就讀的學校位於 _____(縣、市)。

8. 你中學就讀於…。 高職 □ _____科 高中 □ _____科

9. 你曾經在英語系國家就讀一年(含)以上的時間嗎? 是 □ 否 □

10. 你曾經上過全然網路課程嗎? 是 □ 否 □

11. 你曾經上過混合式網路課程(面授課程及網路課程之結合)嗎？
 是 □ 否 □

12. 請勾選☑你曾經用過的網路學習平台。

 Moodle □ WebCT □ Blackboard □ E-course □

 其他 □ 請說明 _____

第二部分 你對本寫作教學課程的看法

請勾選☑最適合你個人狀況的答案或回答問題(以英文或中文回答均可)。

1. 你喜歡本寫作教學課程嗎?

非常喜歡 ☐　　喜歡 ☐　　還好 ☐　　不喜歡 ☐

2. 進行本課程時你是否有使用電腦的困難?
是 ☐　　否 ☐

若勾選"是"，請說明。＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

3. 你對於本課程以全然線上教學上課的看法是...
極佳 ☐　　　很好 ☐　　　不錯 ☐　　　不好 ☐

4. 本課程中你最喜歡的部份是...

導覽(orientation session) ☐　　　　寫作教學網站 ☐

兩者都喜歡 ☐　　　　　　　　　兩者都不喜歡 ☐

其他 ☐　　請說明 ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

5a.全然線上教學課程對你在[用法說明文體]的寫作(**instruction texts**)上有用嗎?

非常有用 ☐　　有用 ☐　　不是很有用 ☐　　沒有用 ☐

5b.全然線上教學課程對你在[說明文體]的寫作(**explanation texts**)上有用嗎?

非常有用 ☐　　有用 ☐　　不是很有用 ☐　　沒有用 ☐

5c. 全然線上教學課程對你在[辯論文體]的寫作(**argument texts**)上有用嗎?

非常有用 ☐　　有用 ☐　　不是很有用 ☐　　沒有用 ☐

5d. 全然線上教學課程對你在[描述/分類文體]的寫作(**description/classification texts**)上有用嗎?

非常有用 ☐　　有用 ☐　　不是很有用 ☐　　沒有用 ☐

5e. 全然線上教學課程對你在[記敘文體]的寫作(**recount texts**)上有用嗎?

非常有用 ☐　　有用 ☐　　不是很有用 ☐　　沒有用 ☐

6. 全然線上教學內容中所提供的範文(**model texts**)對你有用嗎?

非常有用 ☐　　有用 ☐　　不是很有用 ☐　　沒有用 ☐

7. 全然線上教學內容中所提供的語文用法對你有用嗎?

　　非常有用 □　　　有用 □　　　不是很有用 □　　　沒有用 □

8. 整個課程對你在文體寫作上(**genre-centered writing**)有用嗎?

　　非常有用 □　　　有用 □　　　不是很有用 □　　　沒有用 □

9. 整個課程對你在語文用法上的了解有用嗎?

　　非常有用 □　　　有用 □　　　不是很有用 □　　　沒有用 □

10a.全然線上教學內容中所提供的導覽(**orientation session**)有用嗎?

　　非常有用 □　　　有用 □　　　不是很有用 □　　　沒有用 □

10b.看過網路上所提供的導覽(**orientation session**)之後，你在使用網路時覺得...

　　很有信心，知道怎麼做 □　　　還好 □　　　沒有信心，不懂 □

11. 雖然你的課程屬於全然線上教學，你是否會比較喜歡...

　　全然面授教學　是 □　　否 □

　　混合式網路教學(面授課程及網路課程之結合)　　　是 □　否 □

12. 你覺得本課程所提供的網路教材足夠嗎?　　是 □　否 □

13. 你覺得本課程的網路教材是否有別於你之前所學習的內容?

　　是 □　　否 □

　　若勾選"是"，請說明。＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿
　　＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿
　　＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿
　　＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

14. 你認為本課程的網路內容**版面設計**如何?

　　極佳 □　　　很好 □　　　不錯 □　　　不好 □

15. 你認為本課程是否提供良好的寫作學習方式?

　　是 □　　否 □

　　若勾選"否"，請說明。＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿
　　＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿
　　＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

16. 針對下列敘述，請勾選你對本課程的線上教材喜好程度。

	極佳	很好	不錯	不好
a) 我可以自行調整速(進)度。	☐	☐	☐	☐
b) 我可以查到單字的意思。	☐	☐	☐	☐
c) 寫作時，我可以參考文體範本。	☐	☐	☐	☐
d) 內容說明清楚。	☐	☐	☐	☐
e) 每一網頁多都有清晰的導覽指示。	☐	☐	☐	☐
f) 我可以和他人在網上互動。	☐	☐	☐	☐

17. 本課程提供如何使用正確的語文用法，對你而言是否有用？
    非常有用 ☐   有用 ☐   不是很有用 ☐   沒有用 ☐

18. 相較於其他線上語文課程，本課程的線上教材 …
    比較好 ☐   差不多 ☐   比較差 ☐   我不知道 ☐

19. 相較於其他面授的語文課程，整體而言，本課程…
    比較好 ☐   差不多 ☐   比較差 ☐   我不知道 ☐

20. 相較於其他混合式網路教學(結合面授及網路課程)的語文課程，本課程…
    比較好 ☐   差不多 ☐   比較差 ☐   我不知道 ☐

21. 本課程中線上教材提供的影像圖片，對你而言是否有用？
    非常有用 ☐   有用 ☐   不是很有用 ☐   沒有用 ☐

22. 本課程中線上教材提供的中英文字典功能，對你而言是否有用？
    非常有用 ☐   有用 ☐   不是很有用 ☐   沒有用 ☐

23a.在進行本課程線上學習時，你和其他學員的線上溝通頻率為何？
    每次都有 ☐   大部份 ☐   偶爾 ☐   一次也沒有 ☐

23b.你和其他學員的線上溝通，對你的學習是否有用？
    非常有用 ☐   有用 ☐   不是很有用 ☐   沒有用 ☐

24a.在進行本課程線上學習時，你和教師的線上溝通頻率為何？
    每次都有 ☐   大部份 ☐   偶爾 ☐   一次也沒有 ☐

24b.你和教師的線上溝通，對你的學習是否有用？
    非常有用 ☐   有用 ☐   不是很有用 ☐   沒有用 ☐

25a.在進行本課程線上學習時，你是否遇到困難？

    是 ☐   否 ☐

25b.若你在上題勾選"是"，請問是那些問題?(可重複勾選☑。)

    a) 線上教材資源很難使用。   ☐

    b) 線上教材資源說明不清楚。   ☐

    c) 電腦連線速度很慢。   ☐

    d) 我不喜歡用電腦學習。   ☐

    e) 線上學習太費時。   ☐

    f) 閱覽線上教材時，我的眼睛容易疲勞。 ☐

    g) 在線上我無法得到幫助。   ☐

    h) 其他。   ☐

    若你勾選"其他"，請說明。＿＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

26.對本課程的教材呈現方式，你喜歡 …

    每一課分割成小單元 ☐

    每一課整體呈現   ☐

27. 若有機會，你願意再上類似的文體寫作課程嗎？

    是。我非常想要繼續。 ☐

    是。很好，我願意。   ☐

    否 ☐ 請說明。＿＿＿＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

第三部份 網站評量

請針對下列項目，評估本教學網站之功能。請依個人狀況勾選☑最適合的答案。

項目	功能	極佳	很好	不錯	不好
1	網頁版面設計	☐	☐	☐	☐
2	圖表、影像、照片	☐	☐	☐	☐
3	下載速度	☐	☐	☐	☐
4	文字樣式、字體大小	☐	☐	☐	☐
5	文字色彩	☐	☐	☐	☐
6	網頁主題之標示	☐	☐	☐	☐
7	表格頁框之物件(如按鍵)	☐	☐	☐	☐
8	有效的網頁連結	☐	☐	☐	☐
9	技術支援	☐	☐	☐	☐
10	簡易操作	☐	☐	☐	☐
11	整體性評估	☐	☐	☐	☐

若你對本問卷有任何批評指教，請利用下面空間(以中文或英文)書寫。謝謝。

誠心感謝你的參與、協助與合作 ☺

Appendix D.5

Taiwan-based study course questionnaire: Blended group (Chinese version)

臺灣大專校院學生參與英語寫作教學之問卷調查

混合式網路教學

各位同學好:

　　我是任教於高雄文藻外語學院英文系林秀珍,目前在紐西蘭懷卡多大學攻讀博士學位。為瞭解同學參與英語寫作教學活動之意見,特別設計一份<u>臺灣大專校院學生參與英語寫作教學問卷調查</u>。此問卷調查為本人博士論文內容之一,目的為探討網站內容的設計是否符合使用者的需求及使用者的喜好和學習過程與成效之自評。

　　本問卷調查採無記名方式,所須時間大約 10 分鐘。填寫者不需留下姓名或就讀學校。但是,每份問卷會給予編號以利進行研究分析。你的回答及寶貴意見將對本研究有極大的貢獻。在你完成問卷繳回時,即表示首肯本人運用該作答進行研究分析,並且同意本人以書面發表或口頭報告呈現研究結果。你的個人資料將受到嚴密保護,絕不對外公開。

　　在此先感謝你的協助。如果你對本問卷調查有任何意見,敬請不吝賜教。我的聯絡方式如下。

<div align="right">

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　　　　　　Hamilton, New Zealand

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臺灣大專校院學生參與英語寫作教學之問卷調查

混合式網路教學

第一部分:個人背景

請勾選☑最適合你個人狀況的答案或回答問題(以英文或中文回答均可)。

1. 性別： 男 □ 女 □

2. 你的主修: 英文 □ 應用外文 □

其他 □ 請說明 _____

3. 你目前就讀的年級是 _____

4. 你的年齡是 _____

5. 除了做功課外，你每周平均上網的時間是…。

無 □ 1～5 小時 □ 6～10 小時 □

11～20 小時 □ 21 小時以上 □

6. 你每周上網做功課的平均時間是…。

無 □ 1～5 小時 □ 6～10 小時 □

11～20 小時 □ 21 小時以上 □

7. 你高中(職)就讀的學校位於 _____(縣、市)。

8. 你中學就讀於…。 高職 □ _____科 高中 □ _____科

9. 你曾經在英語系國家就讀一年(含)以上的時間嗎? 是 □ 否 □

10. 你曾經上過全然網路課程嗎? 是 □ 否 □

11. 你曾經上過混合式網路課程(面授課程及網路課程之結合)嗎? 是 □ 否 □

12. 請勾選☑你曾經用過的網路學習平台。

Moodle □ WebCT □ Blackboard □ E-course □

其他 □ 請說明 _____

第二部分 你對本寫作教學課程的看法

請勾選☑最適合你個人狀況的答案或回答問題(以英文或中文回答均可)。

1. 你喜歡本寫作教學課程嗎?

   非常喜歡☐   喜歡☐   還好☐   不喜歡☐

2. 進行本課程時,你是否有用電腦的困難?

   是☐   否☐

   若勾選"是",請說明。＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

   ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

   ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

   ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

3. 你對於本課程在教室面對面的上課方式(即教師授課的部份)看法如何?

   極佳☐   很好☐   不錯☐   不好☐

4. 你對於本課程中網路部份的看法是...

   極佳☐   很好☐   不錯☐   不好☐

5. 本課程中你最喜歡的部份是...

   教室面授部份☐   網路部份☐   兩者都喜歡☐   兩者都不喜歡☐

   其他☐ 請說明。＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

6. 你對於本課程在教室面對面上課的評價是...

   極佳☐   很好☐   不錯☐   不好☐

7. 你對本課程在網路上課的評價是...

   極佳☐   很好☐   不錯☐   不好☐

8a. 本課程面授教學對你在[用法說明文體]的寫作(**instruction texts**)上有用嗎?

   非常有用☐   有用☐   不是很有用☐   沒有用☐

8b. 本課程面授教學對你在[說明文體]的寫作(**explanation texts**)上有用嗎?

   非常有用☐   有用☐   不是很有用☐   沒有用☐

8c. 本課程面授教學對你在[辯論文體]的寫作(**argument texts**)上有用嗎?

   非常有用☐   有用☐   不是很有用☐   沒有用☐

8d. 本課程面授教學對你在[描述/分類文體]的寫作(**description/classification texts**)上有用嗎?

   非常有用☐   有用☐   不是很有用☐   沒有用☐

8e. 本課程面授教學對你在[記敘文體]的寫作(**recount texts**)上有用嗎?

   非常有用☐   有用☐   不是很有用☐   沒有用☐

9a. 課程中的網路內容對你在[用法說明文體]的寫作(**instruction texts**)上有用嗎?

　　非常有用 □　　　有用 □　　　不是很有用 □　　　沒有用 □

9b. 課程中的網路內容對你在[說明文體]的寫作(**explanation texts**)上有用嗎?

　　非常有用 □　　　有用 □　　　不是很有用 □　　　沒有用 □

9c. 課程中的網路內容對你在[辯論文體]的寫作(**argument texts**)上有用嗎?

　　非常有用 □　　　有用 □　　　不是很有用 □　　　沒有用 □

9d. 課程中的網路內容對你在[描述/分類文體]的寫作(**description/classification texts**)上有用嗎?

　　非常有用 □　　　有用 □　　　不是很有用 □　　　沒有用 □

9e. 課程中的網路內容對你在[記敘文體]的寫作(**recount texts**)上有用嗎?

　　非常有用 □　　　有用 □　　　不是很有用 □　　　沒有用 □

10. 網路課程中所提供的範文(**model texts**) 對你有用嗎?

　　非常有用 □　　　有用 □　　　不是很有用 □　　　沒有用 □

11. 網路課程中所提供的語文用法對你有用嗎?

　　非常有用 □　　　有用 □　　　不是很有用 □　　　沒有用 □

12. 整個課程對你在文體寫作(**genre-centered writing**)上有用嗎?

　　非常有用 □　　　有用 □　　　不是很有用 □　　　沒有用 □

13. 整個課程對你在語文用法上的了解有用嗎?

　　非常有用 □　　　有用 □　　　不是很有用 □　　　沒有用 □

14a. 網路課程所提供的導覽(**orientation session**)對你有用嗎?

　　非常有用 □　　　有用 □　　　不是很有用 □　　　沒有用 □

14b. 看過網路上所提供的導覽(**orientation session**)之後,你在使用網路時覺得...

　　很有信心,知道怎麼做 □　　　還好 □　　　沒有信心,不懂 □

15. 雖然你的課程屬於混合式網路教學(面授課程及網路課程之結合),你是否會
    比較喜歡...

　　全然線上教學　是 □　　　否 □

　　全然面授教學　是 □　　　否 □

16. 你覺得本課程所提供的網路教材足夠嗎?　是 □　　　否 □

17. 你覺得本課程所提供的網路教材有別於你之前所學習的內容嗎?

　　是 □　　　否 □

　　若勾選"是",請說明。_____

　　_____

　　_____

18a.你認為本課程的**網路內容版面設計**如何?

    極佳 □   很好 □   不錯 □   不好 □

18b.你認為本課程的**面授講義版面設計**如何?

    極佳 □   很好 □   不錯 □   不好 □

19. 針對下列敘述,請勾選你對本課程的線上教材喜好程度。

	極佳	很好	不錯	不好
a) 我可以自行調整速(進)度。	□	□	□	□
b) 我可以查到單字的意思。	□	□	□	□
c) 寫作時,我可以參考文體範本。	□	□	□	□
d) 內容說明清楚。	□	□	□	□
e) 每一網頁都有清晰的導覽指示。	□	□	□	□
f) 我可以和他人在網上互動。	□	□	□	□

20. 你認為本課程是否提供良好的寫作學習方式?   是 □ 否 □

    若勾選"否",請說明。＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

21. 本課程教你如何使用正確的語文用法,對你有用嗎?

    非常有用 □   有用 □   不是很有用 □   沒有用 □

22. 相較於其他線上語文課程,本課程的線上教材…

    比較好 □   差不多 □   比較差 □   我不知道 □

23. 相較於其他面授的語文課程,整體而言,本課程…

    比較好 □   差不多 □   比較差 □   我不知道 □

24. 相較於其他混合式網路教學(結合面授及網路課程)的語文課程,本課程…

    比較好 □   差不多 □   比較差 □   我不知道 □

25. 本課程中線上教材提供的影像圖片,對你有用嗎?

    非常有用 □   有用 □   不是很有用 □   沒有用 □

26. 本課程中線上教材提供的中英文字典功能,對你有用嗎?

    非常有用 □   有用 □   不是很有用 □   沒有用 □

27a.在進行本課程線上學習時,你和其他學員的線上溝通頻率為何?

    每次都有 □   大部份 □   偶爾 □   一次也沒有 □

27b.你和其他學員的線上溝通，對你的學習是否有用？

　　非常有用□　　　有用□　　　不是很有用□　　　沒有用□

28a.在進行本課程線上學習時，你和教師的線上溝通頻率為何？

　　每次都有□　　　大部份□　　偶爾□　　　一次也沒有□

28b.你和教師的線上溝通，對你的學習是否有用？

　　非常有用□　　　有用□　　　不是很有用□　　　沒有用□

29a.在進行本課程線上學習時，你是否遇到困難？　是□　　　否□

29b.若你在上題勾選"是"，請問是那些問題?(可重複勾選☑。)

　　a)　　線上教材資源很難使用。　　　　　　□

　　b)　　線上教材資源說明不清楚。　　　　　□

　　c)　　電腦連線速度很慢。　　　　　　　　□

　　d)　　我不喜歡用電腦學習。　　　　　　　□

　　e)　　線上學習太費時。　　　　　　　　　□

　　f)　　閱覽線上教材時，我的眼睛容易疲勞。□

　　g)　　在線上我無法得到幫助。　　　　　　□

　　h)　　其他。　　　　　　　　　　　　　　□

　　若你勾選"其他"，請說明。_____

_____

_____

_____

30. 對本課程的教材呈現方式，你喜歡 …

　　每一課分割成小單元　□

　　每一課整體呈現　　　□

31.若有機會，你願意再上類似的文體寫作課程(如解釋事情之原理的說明文及描述或分類的記敘文)嗎?

　　是。我非常想要繼續。　□

　　是。很好，我願意。　　□

　　否 □　請說明。_____

_____

_____

第三部份 網站評量

請針對下列項目，評估本教學網站之功能。請依個人狀況勾選☑最適合的答
案。

項目	功能	極佳	很好	不錯	不好
1	網頁版面設計	☐	☐	☐	☐
2	圖表、影像、照片	☐	☐	☐	☐
3	下載速度	☐	☐	☐	☐
4	文字樣式、字體大小	☐	☐	☐	☐
5	文字色彩	☐	☐	☐	☐
6	網頁主題之標示	☐	☐	☐	☐
7	表格頁框之物件(如按鍵)	☐	☐	☐	☐
8	有效的網頁連結	☐	☐	☐	☐
9	技術支援	☐	☐	☐	☐
10	簡易操作	☐	☐	☐	☐
11	整體性評估	☐	☐	☐	☐

若你對本問卷有任何批評指教，請利用下面空間(以中文或英文)書寫。謝
謝。

誠心感謝你的協助與合作　☺

Appendix D.6

Taiwan-based study course questionnaire: Face-to-face group

(Chinese version)

臺灣大專校院學生參與英語寫作教學之問卷調查
面授課程教學

各位同學好:

　　我是任教於高雄文藻外語學院英文系林秀珍，目前在紐西蘭懷卡多大學攻讀博士學位。為瞭解同學參與英語寫作教學活動之意見，特別設計一份臺灣大專校院學生參與英語寫作教學問卷調查。此問卷調查為本人博士論文內容之一，目的為探討網站內容的設計是否符合使用者的需求及使用者的喜好和學習過程與成效之自評。

　　本問卷調查採無記名方式，所須時間大約 10 分鐘。填寫者不需留下姓名或就讀學校。但是，每份問卷會給予編號以利進行研究分析。你的回答及寶貴意見將對本研究有極大的貢獻。在你完成問卷繳回時，即表示首肯本人運用該作答進行研究分析，並且同意本人以書面發表或口頭報告呈現研究結果。你的個人資料將受到嚴密保護，絕不對外公開。

　　在此先感謝你的協助。如果你對本問卷調查有任何意見，敬請不吝賜教。我的聯絡方式如下。

<div align="right">

研究者
林秀珍

</div>

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　　　　　　The University of Waikato

　　　　　　Private Bag 3105

　　　　　　Hamilton, New Zealand

Telephone:　+64-7-8383-225

臺灣大專校院學生參與英語寫作教學之問卷調查

面授課程教學

第一部分:個人背景

請勾選☑最適合你個人狀況的答案或回答問題(以英文或中文回答均可)。

1. 性別： 男☐ 女☐
2. 你的主修: 英文☐ 應用外文☐
   其他☐ 請說明 _____
3. 你目前就讀的年級是 _____
4. 你的年齡是 _____
5. 除了做功課外,你每周平均上網的時間是...。
   無☐ 1～5小時☐ 6～10小時☐
   11～20小時☐ 21小時以上☐
6. 你每周上網做功課的平均時間是...。
   無☐ 1～5小時☐ 6～10小時☐
   11～20小時☐ 21小時以上☐
7. 你高中(職)就讀的學校位於 _____(縣、市)。
8. 你中學就讀於...。 高職☐ _____科 高中☐ _____科
9. 你曾經在英語系國家就讀一年(含)以上的時間嗎? 是☐ 否☐
10. 你曾經上過全然網路課程嗎? 是☐ 否☐
11. 你曾經上過混合式網路課程(面授課程及網路課程之結合)嗎?
    是☐ 否☐
12. 請勾選☑你曾經用過的網路學習平台。
    Moodle☐ WebCT☐ Blackboard☐ E-course☐
    其他☐ 請說明 _____

第二部分 你對本寫作教學課程的看法

請勾選☑最適合你個人狀況的答案或回答問題(以英文或中文回答均可)。

1. 你喜歡本寫作教學課程嗎?

    非常喜歡 □　　　喜歡 □　　　　還好 □　　　　不喜歡 □

2. 上課時,你是否遇到困難?
    是 □　　　否 □
    若勾選"是",請說明。_____
    _____
    _____

3. 本課程中你最喜歡的部份是...
    課堂中師生間的互動 □　　　課堂中同學間的互動 □
    課堂中的教學活動　　□　　　講義 □
    其他 □　　請說明 _____

4a.全然線上教學課程對你在[用法說明文體]的寫作(**instruction texts**)上有用嗎?
    非常有用 □　　　有用 □　　　不是很有用 □　　　　沒有用 □

4b.全然線上教學課程對你在[說明文體]的寫作(**explanation texts**)上有用嗎?
    非常有用 □　　　有用 □　　　不是很有用 □　　　沒有用 □

4c. 全然線上教學課程對你在[辯論文體]的寫作(**argument texts**)上有用嗎?
    非常有用 □　　　有用 □　　　不是很有用 □　　　沒有用 □

4d. 全然線上教學課程對你在[描述/分類文體]的寫作(**description/classification texts**)上有用嗎?
    非常有用 □　　　有用 □　　　不是很有用 □　　　沒有用 □

4e. 全然線上教學課程對你在[記敘文體]的寫作(**recount texts**)上有用嗎?
    非常有用 □　　　有用 □　　　不是很有用 □　　　沒有用 □

5. 你認為課程中所提供的範文(**model texts**)有用嗎?
    非常有用 □　　　有用 □　　　不是很有用 □　　　沒有用 □

6. 你認為課程中所提供的語文用法有用嗎?
    非常有用 □　　　有用 □　　　不是很有用 □　　　沒有用 □

7. 整個課程對你在文體寫作上(**genre-centered writing**)有用嗎?
    非常有用 □　　　有用 □　　　不是很有用 □　　　沒有用 □

8. 整個課程對你在語文用法上的了解有用嗎?
    非常有用 □　　　有用 □　　　不是很有用 □　　　沒有用 □

9. 你覺得本課程所提供的教材足夠嗎?

是 ☐　　　否 ☐

10. 你的課程屬於面授課程,你是否會比較喜歡 …

全然線上教學　　是 ☐　　　否 ☐

混合式網路教學(面授課程及網路課程之結合)　是 ☐　　　否 ☐

11. 你覺得本課程的教材是否有別於你之前所學習的寫作內容?

是 ☐　　　否 ☐

若勾選"是",請說明。＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

12. 你認為本課程的講義版面設計如何?

極佳 ☐　　　很好 ☐　　　不錯 ☐　　　不好 ☐

13. 針對下列敘述,請勾選你對本課程的教材喜好程度。

	極佳	很好	不錯	不好
a) 我可以跟得上老師的進度。	☐	☐	☐	☐
b) 遇到不懂的單字有人可以幫忙我。	☐	☐	☐	☐
c) 寫作時,我可以參考文體範本。	☐	☐	☐	☐
d) 內容說明清楚。	☐	☐	☐	☐
e) 講義上的解說清楚。	☐	☐	☐	☐
f) 我可以和他人有互動。	☐	☐	☐	☐

14. 你認為本課程是否提供良好的寫作學習方式?　　是 ☐　否 ☐

若勾選"否",請說明。＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

15. 本課程教你如何使用正確的語文用法,對你而言是否有用?

非常有用 ☐　　有用 ☐　　不是很有用 ☐　　沒有用 ☐

16. 相較於其他面授的語文課程,本課程...

比較好 ☐　　差不多 ☐　　比較差 ☐　　我不知道 ☐

若有意見,請說明。＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

17. 相較於其他混合式網路教學(面授及網路課程之結合)的語文課程,本課程...

比較好 ☐　　差不多 ☐　　比較差 ☐　　我不知道 ☐

18a.在進行本寫作教學課程學習時，你是否遇到困難？

是 □　　　否 □

18b.若你在上題勾選"是"，請問是那些問題？（可重複勾選☑。）

a) 對我而言，教材很難理解。　　　　　　　　□

　　b) 說明不清楚。　　　　　　　　　　　　　□

　　c) 速度太快/太慢(請先圈選太快或太慢，再勾選☑。)　□

　　d) 我不喜歡上課。　　　　　　　　　　　　□

　　e) 功課太多。　　　　　　　　　　　　　　□

　　f) 只要坐在教室，我就覺得很累。　　　　　□

　　g) 下課後我無法得到幫助。　　　　　　　　□

　　h）其他。　　　　　　　　　　　　　　　　□

　　若你勾選"其他"，請說明。_____

_____

_____

19. 若有機會，你願意再上類似的文體寫作課程嗎？

　　是。我非常想要繼續。　□

　　是。很好，我願意。　　□

　　否 □　　請說明。_____

_____

_____

_____

若你對本問卷有任何批評指教,請利用下面空間(以中文或英文)書寫。
謝謝。

誠心感謝你的協助與合作 ☺

Appendix D.7

Taiwan-based study: Criterion-referenced analysis sheets for in-class writing assignments

INSTRUCTIONS CRITERION-REFERENCED ANALYSIS SHEET

1) **Template** (things in correct sequence): up to 5 points
2) **Semantic relations & semantic relational signals** (Reason-Result, Means-Purpose, Condition-Consequence, Temporal Sequence): up to 10 points
3) **Correct use of imperatives** (e.g., Put the butter into the mixing bowl and cut it into small pieces), **-ing form of verbs** (e.g., Stir the sugar into the butter **using** the wooden spoon) and **2nd person pronouns to refer to readers** (you; your): up to 5 points
4) **Other aspects of the text** – up to 5 points

POSSIBLE TOTAL = 25 points

Instruction	Comments	Mark
Template		
Semantic relations (Reason-Result, Condition-Consequence, Means-Purpose, Temporal Sequence)		
Imperatives (e.g., Put the butter into the mixing bowl and cut it into small pieces)		
-ing form of verbs (e.g., Stir the sugar into the butter using the wooden spoon)		
Other aspects of language, ideas and organization		

ARGUING CRITERION-REFERENCED ANALYSIS SHEET

1) **Template** (things in correct sequence): up to 5 points
2) **Semantic relations & semantic relational signals** (Reason-Result, Means-Purpose, Simple Contrast, Condition-Consequence): up to 10 points
3) **Correct use of recommendation, opinions, simple past tense, present continuous tense, comparative, and sequence markers**: up to 5 points
4) **Other aspects of the text** – up to 5 points

POSSIBLE TOTAL = 25 points

Arguing	Comments	Mark
Template		
Semantic relations (Reason-Result, Means-Purpose, Simple Contrast, Condition-Consequence)		
Language features: (recommendation, opinions, simple past tense, present continuous tense, comparative, and sequence markers)		
Other aspects of language, ideas and organization		

DESCRIBING AND CLASSIFYING CRITERION-REFERENCED ANALYSIS SHEET

1) **Template** (things in correct sequence): up to 5 points
2) **Semantic relations & semantic relational signals** (Reason-Result, Means-Purpose, Simple Contrast, Simple comparison): up to 10 points
3) **Correct use of simple present tense, passive voice and comparative construction**: up to 5 points
4) **Other aspects of the text** – up to 5 points

POSSIBLE TOTAL = 25 points

Describing and Classifying	Comments	Mark
Template		
Semantic relations (Reason-Result, Means-Purpose, Simple Contrast, Simple comparison)		
Language features: (present tense, passive voice, and comparative construction)		
Other aspects of language, ideas and organization		

RECOUNT CRITERION-REFERENCED ANALYSIS SHEET

1) **Template** (things in correct sequence): up to 5 points
2) **Semantic relations & semantic relational signals** (Condition-Consequence, Time Sequence): up to 10 points
3) **Correct use of simple past tense, passive voice and comparative construction**: up to 5 points
4) **Other aspects of the text** – up to 5 points

POSSIBLE TOTAL = 25 points

Recount	Comments	Mark
Template		
Semantic relations (Condition-Consequence, Time Sequence)		
Language features: (past tense, passive voice, and comparative construction)		
Other aspects of language, ideas and organization		

Appendix D. 8

Taiwan-based study: Pre-/post-writing tests

WRITING TEST

Choose one of the tasks below
to write a 250-word text, using the
provided text template.

1. Using the text template below, write a text that provides **instructions** about one of the following:

    (a) How to clean a CD-ROM drive;

    OR

    (b) How to make your favorite dish.

Task	*INSTRUCTION* text template
Topic (Goal)	
Equipment and/ or materials (e.g., ingredients)	
Detail INSTRUCTIONS (WHAT TO DO)	
Conclusion COMMENT	

2. Using the text template below, write a **recount** about one of the following:

(a) A traffic accident that you saw;

OR

(b) An event (e.g., a wedding) that you attended;

OR

(c) An important historical event.

Task	RECOUNT text template
Topic **WHAT THE RECOUNT IS ABOUT**	
Focus **GENERAL BACKGROUND INFORMATION**	
Detail **SERIES OF EVENTS**	
Conclusion **SUMMARY and COMMENT** **(optional)**	

3. Using the text template below, write a **one-sided argument text** about one of the following:

(a) Should children watch less television?

OR

(b) Should children learn at least one foreign language in addition to English?

Task	One-sided ARGUMENT text template
Topic (general outline of topic)	
Focus (more detail about the topic)	
Argument (argues <u>for</u> the writer's point of view)	
Conclusion (summarizes the argument and may make a recommendation)	

4. Using the text template below, write a **two-sided argument text** about one of the following:

(a) Should parents punish their children physically?

    OR

(b) Should students take all their courses online?

Task	*Two-sided ARGUMENT text template*	
Topic **(general outline of topic)**		
Focus **(more detail about the topic)**		
Argument **(argues <u>for</u> and <u>against</u> a point of view)**		**Argument/s** **<u>for</u>**
		Argument/s **<u>against</u>**
Conclusion **(summarizes the arguments and/or states the writer's point of view)**		

Registration No.: _____ Class: _____

WRITING TEST

Writing sheet

WRITING TEST

Choose one of the tasks below
to write a 250-word text, using the
provided text template.

1. Using the text template below, write a text that provides **instructions** about one of the following:

   (a) How to make your favorite dish.

   OR

   (b) How to make a gift for a friend or a friend's child.

   Note that the gift could be anything you like. Here are some examples – a bookmark; a jar of cookies/ biscuits; a sachet of dried flowers; a tissue holder made from an old shoe box; a paper towel holder; a cot cover with a child's name on it, etc. The pictures below might help you to think of something you could write about.

   a jar of cookies   a kitchen towel holder   a kite   some alphabet cards

   some alphabet bricks   a house handbag   a baby's rattle   a cot blanket

Task	*INSTRUCTION* text template
Topic (Goal)	
Equipment and/ or materials (e.g., ingredients)	
Detail INSTRUCTIONS (WHAT TO DO)	
Conclusion COMMENT	

WRITING TEST

Choose one of the tasks below
to write a 250-word text, using the
provided text template.

2. Using the text template below, write a **recount** about one of the following:

(a) A traffic accident that you saw; **OR**

(b) An event (e.g., a wedding) that you attended; **OR**

(c) An important historical event.

Task	RECOUNT text template
Topic **WHAT THE** **RECOUNT IS** **ABOUT**	
Focus **GENERAL** **BACKGROUND** **INFORMATION**	
Detail **SERIES OF** **EVENTS**	
Conclusion **SUMMARY and** **COMMENT** **(optional)**	

WRITING TEST

Choose one of the tasks below
to write a 250-word text, using the
provided text template.

3. Using the text template below, write a **one-sided argument text** about one of the following:
    (a) Should children watch less television? **OR**
    (b) Should children learn at least one foreign language in addition to English?

Task	one-sided ARGUMENT text template
Topic **(general outline** **of topic)**	
Focus **(more detail** **about the topic)**	
Argument **(argues <u>for</u> the** **writer's point of** **view)**	
Conclusion **(summarizes the** **argument and** **may make a** **recommendation)**	

WRITING TEST

Choose one of the tasks below
to write a 250-word text, using the
provided text template.

4. Using the text template below, write a **two-sided argument text** about one of the following:

    (a) Should parents punish their children physically? **OR**
    (b) Should students take all their courses online?

Task	Two-sided ARGUMENT text template	
Topic (general outline of topic)		
Focus (more detail about the topic)		
Argument (argues for and against a point of view)		**Argument/s for**
		Argument/s against
Conclusion (summarizes the arguments and/or states the writer's point of view)		

Registration No.: _____ Class: _____

WRITING TEST

Writing sheet

Appendix D.9

Taiwan-based study: Email invitation to reflect on the course

Dear All,

I'd like to invite you to post your reflections on the course using the title:
No._Name_Reflection.
You might wish to refer to all or some of the following:

1. What you expected the course to be like before you attended it.
2. How you feel about the course now that you have completed it.
3. Whether you encountered any problems during the course and, if so, whether you were able to solve them.
4. What kind of external websites you visited while you were working on the course and why.
5. Whether you listened to music while you were working online and, if so, why.
6. Whether you think that the group you were assigned to (e.g. face-to-face) was appropriate for you in terms of the way in which you like to learn.
7. Whether you have any advice or suggestions for us.
Once again, we appreciate your time and effort in taking part in this project. We wish you a very peaceful Chinese New Year and a fruitful 2009.

Best wishes,
Antonia

Appendix D.10

Score lists of Taiwan-based Study: Pre- and Post-Writing Tests

Score lists of Taiwan-based study Pre-/Post-writing tests: Online (O) group

	Pre-test average	Post-test average	**Gain/loss**
Part A (in all 3 areas)	54%	78%	**24%**
Generic structure	60.5%	89%	**29%**
Semantic relations	51%	72%	**21%**
Other aspects of lang. assocd. with the genre	48%	69%	**21%**
Part B	51%	61%	**+10%**

Part B	No.	Pre-test	Post-test	*Difference*	**Part A**	Pre-test	Post-test	*Difference*
General	1 (Recount)	42%	68%	*+26%*	Specific	80%	96%	*+16%*
	1 (Argument)	40%	45%	*+5%*		40%	74%	*+34%*
	2 (Recount)	78%	62%	*-16%*		66%	76%	*+10%*
	2 (Argument)	72%	68%	*-4%*		72%	80%	*+8%*
	3 (Instruction)	52%	62%	*+10%*		42%	68%	*+26%*
	3 (Argument)	58%	65%	*+7%*		58%	96%	*+38%*
	4 (Recount)	68%	68%	*0%*		64%	78%	*+14%*
	4 (Argument)	12%	68%	*+56%*		6%	70%	*+64%*
	5 (Instruction)	55%	77%	*+22%*		80%	88%	*+8%*
	5 (Argument)	68%	52%	*-16%*		72%	72%	*0%*
	6							
	6							
	7 (Recount)	60%	68%	*+8%*		60%	88%	*+28%*
	7 (Argument)	67%	77%	*+10%*		74%	76%	*+2%*
	8 (Recount)	10%	53%	*+43%*		14%	78%	*+64%*
	8 (Argument)	50%	52%	*+2%*		34%	68%	*+34%*
	9 (Recount)	52%	58%	*+6%*		60%	76%	*+16%*
	9 (Argument)	60%	63%	*+3%*		64%	94%	*+30%*
	10 (Recount)	42%	52%	*+10%*		56%	90%	*+34%*
	10 (Argument)	38%	40%	*+2%*		36%	40%	*+4%*
	Average	51%	**61%**	*+10%*		54%	**78%**	*+24%*

PART A	No.		Generic structure (out of 20)	Semantic rels (out of 20)	Lang characteristic of the genre (out of 10)	Total	Total Difference
	1 Rec	Pre-test	18/90%	17/85%	5/50%	40/80%	+16%
		Post-test	20/100%	20/100%	8/80%	48/96%	
	1 Arg	Pre-test	12/60%	6/30%	2/20%	20/40%	+34%
		Post-test	16/80%	16/80%	5/50%	37/74%	
	2 Rec	Pre-test	14/70%	14/70%	5/50%	33/66%	+10%
		Post-test	17/85%	14/70%	7/70%	38/76%	
	2 Arg	Pre-test	16/80%	15/75%	5/50%	36/72%	+8%
		Post-test	20/100%	12/60%	8/80%	40/80%	
	3 Instr	Pre-test	10/50%	8/40%	3/30%	21/42%	+26%
		Post-test	16/80%	12/60%	6/60%	34/68%	
	3 Arg	Pre-test	10/50%	13/65%	6/60%	29/58%	+38%
		Post-test	20/100%	20/100%	8/80%	48/96%	
	4 Rec	Pre-test	16/80%	11/55%	5/50%	32/64%	+14%
		Post-test	18/90%	14/70%	7/70%	39/78%	
	4 Arg	Pre-test	0%	2/10%	1/10%	3/6%	+64%
		Post-test	18/90%	9/45%	8/80%	35/70%	
	5 Instr	Pre-test	16/80%	16/80%	8/80%	40/80%	+8%
		Post-test	18/90%	18/90%	8/80%	44/88%	
	5 Arg	Pre-test	18/90%	13/65%	5/50%	36/72%	0%
		Post-test	18/90%	12/60%	6/60%	36/72%	
	6	Pre-test					
		Post-test					
	6	Pre-test					
		Post-test					
	7 Rec	Pre-test	18/90%	4/20%	8/80%	30/60%	+28%
		Post-test	18/90%	18/90%	8/80%	44/88%	
	7 Arg	Pre-test	16/80%	15/75%	6/60%	37/74%	+2%
		Post-test	18/90%	10/50%	10/100%	38/76%	
	8 Rec	Pre-test	4/20%	2/10%	1/10%	7/14%	+64%
		Post-test	20/100%	12/60%	7/70%	39/78%	
	8 Arg	Pre-test	8/40%	7/35%	2/20%	17/34%	+34%
		Post-test	17/85%	12/60%	5/50%	34/68%	
	9 Rec	Pre-test	10/50%	12/60%	8/80%	30/60%	+16%
		Post-test	20/100%	12/60%	6/60%	38/76%	
	9 Arg	Pre-test	16/80%	10/50%	6/60%	32/64%	+30%
		Post-test	20/100%	20/100%	7/70%	47/94%	
	10 Rec	Pre-test	8/40%	12/60%	6/60%	28/56%	+34%
		Post-test	18/90%	20/100%	7/70%	45/90%	
	10 Arg	Pre-test	8/40%	6/30%	4/40%	18/36%	+4%
		Post-test	10/50%	7/35%	3/30%	20/40%	
	DIFF		**+29%**	**+21%**	**+21%**		**+24%**

Score lists of Taiwan-based study Pre-/Post-writing tests: Blended (B) group

	Pre-test average	Post-test average	Gain/loss
Part A (in all 3 areas)	49%	68%	**+19%**
Generic structure	17.5%	54%	**+36.5%**
Semantic relations	75%	84%	**+9%**
Other aspects of lang. assocd. with the genre	59%	65%	**+6%**
Part B	52%	55%	**+3%**

Part B	No.	Pre-test	Post-test	*Difference*	Part A	Pre-test	Post-test	*Difference*
General	11 (Recount)	35%	42%	*+7%*	Specific	44%	48%	*+4%*
	11 (Argument)	32%	40%	*+8%*		16%	72%	*+56%*
	12 (Recount)	52%	52%	*0%*		60%	64%	*+4%*
	12 (Argument)	47%	58%	*+11%*		60%	84%	*+24%*
	13 (Recount)	43%	54%	*+11%*		58%	58%	*0%*
	13 (Argument)	50%	46%	*-4%*		52%	64%	*+12%*
	14 (Instruction)	53%	72%	*+19%*		62%	82%	*+20%*
	14 (Argument)	45%	37%	*-8%*		58%	68%	*+10%*
	15 (Recount)	38%	37%	*-1%*		50%	38%	*-12%*
	15 (Argument)	42%	33%	*-9%*		28%	50%	*+22%*
	16 (Recount)	55%	55%	*0%*		30%	64%	*+34%*
	16 (Argument)	67%	70%	*+3%*		66%	88%	*+22%*
	17 (Instruction)	70%	60%	*-10%*		50%	80%	*+30%*
	17 (Argument)	68%	77%	*+9%*		54%	80%	*+26%*
	18 (Instruction)	72%	72%	*0%*		54%	96%	*+42%*
	18 (Argument)	57%	58%	*+1%*		54%	72%	*+18%*
	19 (Recount)	47%	65%	*+18%*		44%	54%	*+10%*
	19 (Argument)	68%	62%	*-6%*		42%	54%	*+12%*
	20 (Recount)	53%	57%	*+4%*		44%	66%	*+22%*
	20 (Argument)	38%	48%	*+10%*		52%	80%	*+28%*
	DIFF	52%	**55%**	*+3%*		49%	**68%**	*+19%*

PART A	No.		Generic structure (out of 20)	Semantic rels (out of 20)	Lang characteristic of the genre (out of 10)	Total	Total Difference
	11 Rec	Pre-test	10/50%	8/40%	4/40%	22/44%	*+4%*
		Post-test	10/50%	10/50%	4/40%	24/48%	
	11 Arg	Pre-test	4/20%	2/10%	2/20%	8/16%	*+56%*
		Post-test	12/60%	20/100%	4/40%	36/72%	
	12 Rec	Pre-test	12/60%	12/60%	6/60%	30/60%	*+4%*
		Post-test	14/70%	12/60%	6/60%	32/64%	
	12 Arg	Pre-test	8/40%	16/80%	6/60%	30/60%	*+24%*
		Post-test	14/70%	20/100%	8/80%	42/84%	
	13 Rec	Pre-test	6/30%	18/90%	5/50%	29/58%	0%
		Post-test	6/30%	18/90%	5/50%	29/58%	
	13 Arg	Pre-test	8/40%	13/65%	5/50%	26/52%	*+12%*
		Post-test	10/50%	17/85%	5/50%	32/64%	
	14 Instr	Pre-test	4/20%	20/100%	7/70%	31/62%	*+20%*
		Post-test	12/60%	20/100%	9/90%	41/82%	
	14 Arg	Pre-test	2/10%	20/100%	7/70%	29/58%	*+10%*
		Post-test	14/70%	14/70%	6/60%	34/68%	
	15 Rec	Pre-test	0/0%	20/100%	5/50%	25/50%	-12%
		Post-test	0/0%	14/70%	5/50%	19/38%	
	15 Arg	Pre-test	4/20%	6/30%	4/40%	14/28%	*+22%*
		Post-test	10/50%	11/55%	4/40%	25/50%	
	16 Rec	Pre-test	0/0%	10/50%	5/50%	15/30%	*+34%*
		Post-test	12/60%	14/70%	6/60%	32/64%	
	16 Arg	Pre-test	12/60%	14/70%	7/70%	33/66%	*+22%*
		Post-test	18/90%	18/90%	8/80%	44/88%	
	17 Instr	Pre-test	0/0%	18/90%	7/70%	25/50%	*+30%*
		Post-test	16/80%	16/80%	8/80%	40/80%	
	17 Arg	Pre-test	0/0%	20/100%	7/70%	27/54%	*+26%*
		Post-test	12/60%	20/100%	8/80%	40/80%	
	18 Instr	Pre-test	0/0%	20/100%	7/70%	27/54%	*+42%*
		Post-test	20/100%	20/100%	8/80%	48/96%	
	18 Arg	Pre-test	0/0%	20/100%	7/70%	27/54%	*+18%*
		Post-test	12/60%	16/80%	8/80%	36/72%	
	19 Rec	Pre-test	0/0%	16/80%	6/60%	22/44%	*+10%*
		Post-test	0/0%	20/100%	7/70%	27/54%	
	19 Arg	Pre-test	0/0%	14/70%	7/70%	21/42%	*+12%*
		Post-test	0/0%	20/100%	7/70%	27/54%	
	20 Rec	Pre-test	0/0%	14/70%	8/80%	22/44%	*+22%*
		Post-test	10/50%	15/75%	8/80%	33/66%	
	20 Arg	Pre-test	0/0%	20/100%	6/60%	26/52%	*+28%*
		Post-test	14/70%	20/100%	6/60%	40/80%	
	DIFF		**+36.5%**	**+9%**	**+6%**		**+19%**

Score lists of Taiwan-based study Pre-/Post-writing tests: Face-to-face (F) group

	Pre-test average	Post-test average	**Gain/loss**
Part A (in all 3 areas)	61%	82%	**+21%**
Generic structure	59%	89%	**+30%**
Semantic relations	65%	83%	**+18%**
Other aspects of lang. assocd. with the genre	57%	65%	**+8%**
Part B	60%	63%	**+3%**

Part B	No.	**Pre-test**	**Post-test**	*Difference*	**Part A**	**Pre-test**	**Post-test**	*Difference*
General	21 (Recount)	40%	65%	*+25%*	Specific	72%	92%	*+20%*
	21 (Argument)	57%	50%	*-7%*		64%	82%	*+18%*
	22 (Recount)	NR						
	22 (Argument)	NR						
	23 (Instruction)	NR 0%	63%	*+63%*		NR 0%	78%	*+78%*
	23 (Argument)	77%	65%	*-12%*		76%	82%	*+6%*
	24 (Recount)	65%	75%	*+10%*		24%	94%	*+70%*
	24 (Argument)	63%	NR 0%	*-63%*		40%	NR 0%	*-40%*
	25 (Recount)	58%	55%	*-3%*		62%	94%	*+32%*
	25 (Argument)	62%	57%	*-5%*		44%	86%	*+42%*
	26 (Recount)	62%	73%	*+11%*		72%	68%	*-4%*
	26 (Argument)	50%	55%	*+5%*		78%	88%	*+10%*
	27 (Recount)	68%	73%	*+5%*		74%	94%	*+20%*
	27 (Argument)	58%	72%	*+14%*		74%	84%	*+10%*
	28 (Instruction)	NR 0%	72%	*+72%*		NR 0%	96%	*+96%*
	28 (Argument)	52%	58%	*+6%*		78%	72%	*-6%*
	29 (Recount)	67%	50%	*-17%*		76%	70%	*-6%*
	29 (Argument)	48%	58%	*+10%*		54%	70%	*+16%*
	30 (Recount)	70%	67%	*-3%*		32%	80%	*+48%*
	30 (Argument)	65%	67%	*+2%*		34%	70%	*+36%*
	DIFF	60%	**63%**	*+3%*		61%	**82%**	*+21%*

PART A	No.		Generic structure (out of 20)	Semantic rels (out of 20)	Lang characteristic of the genre (out of 10)	Total	Total Difference
	21 Rec	Pre-test	16/80%	16/80%	4/40%	36/72%	
		Post-test	20/100%	18/90%	8/80%	46/92%	+20%
	21 Arg	Pre-test	15/75%	10/50%	7/70%	32/64%	
		Post-test	16/80%	20/100%	5/50%	41/82%	+18%
	22 Rec	Pre-test					
		Post-test					
	22 Arg	Pre-test					
		Post-test					
	23 Instr	Pre-test	NR	NR	NR	NR	
		Post-test	16/80%	16/80%	7/70%	39/78%	+78%
	23 Arg	Pre-test	18/90%	12/60%	8/80%	38/76%	
		Post-test	20/100%	13/65%	8/80%	41/82%	+6%
	24 Rec	Pre-test	0/0%	7/35%	5/50%	12/24%	
		Post-test	20/100%	20/100%	7/70%	47/94%	+70%
	24 Arg	Pre-test	0/0%	14/70%	6/60%	20/40%	
		Post-test	NR	NR	NR	NR	-40%
	25 Rec	Pre-test	16/80%	10/50%	5/50%	31/62%	
		Post-test	20/100%	20/100%	7/70%	47/94%	+32%
	25 Arg	Pre-test	10/50%	8/40%	4/40%	22/44%	
		Post-test	16/80%	20/100%	7/70%	43/86%	+42%
	26 Rec	Pre-test	14/70%	17/85%	5/50%	36/72%	
		Post-test	14/70%	14/70%	6/60%	34/68%	-4%
	26 Arg	Pre-test	16/80%	17/85%	6/60%	39/78%	
		Post-test	20/100%	18/90%	6/60%	44/88%	+10%
	27 Rec	Pre-test	19/95%	12/60%	6/60%	37/74%	
		Post-test	20/100%	20/100%	7/70%	47/94%	+20%
	27 Arg	Pre-test	12/60%	18/90%	7/70%	37/74%	
		Post-test	20/100%	14/70%	8/80%	42/84%	+10%
	28 Instr	Pre-test	NR	NR	NR	NR	
		Post-test	20/100%	20/100%	8/80%	48/96%	+96%
	28 Arg	Pre-test	16/80%	16/80%	7/70%	39/78%	
		Post-test	16/80%	14/70%	6/60%	36/72%	-6%
	29 Rec	Pre-test	16/80%	16/80%	6/60%	38/76%	
		Post-test	16/80%	13/65%	6/60%	35/70%	-6%
	29 Arg	Pre-test	10/50%	12/60%	5/50%	27/54%	
		Post-test	16/80%	14/70%	5/50%	35/70%	+16%
	30 Rec	Pre-test	0/0%	11/55%	5/50%	16/32%	
		Post-test	16/80%	18/90%	6/60%	40/80%	+48%
	30 Arg	Pre-test	0/0%	12/60%	5/50%	17/34%	
		Post-test	16/80%	14/70%	5/50%	35/70%	+36%
	DIFF		**+ 30%**	**+18%**	**+8%**		**+21%**

Appendix D.11

Taiwan-based study: Genre-centered writing course course outline

Genre-centered Writing Course (50 hours)

Date: 12 January, 2009 – 23 January, 2009 (Monday ~ Friday)
Time: 0900 ~ 1200; 1300 ~ 1500
Total hours: 50 hours
Instructors: Winnie and Antonia
Location: Online (English Learning Center); F2F (Interpretation Lab); Blended (English Learning Center; Performing Arts Training Room S001)

Notes:
1. To maintain a clean learning environment, all participants should follow the rules of 'English Learning Center', 'Interpretation Lab', 'English Learning Center' and 'Performing Arts Training Room S001' (e.g., no drinks, no food, no cellular phones, etc.).
2. To be a well-disciplined participant, every student is expected to be present and punctual during the 10-day course.
3. To keep the environment neat, every student will take turns to be the student-on-duty who's in charge of the cleaning of the room and also be the leader of the day.
4. Submission of the writing assignments should be mailed to the following email addresses: dianej@waikato.ac.nz and hal2waikato@gmail.com

Beginning (Performing Arts Center)

	0900 – 1200	**Performing Arts Center**	Get to know students; introduce the course; complete formalities; assign students to groups; orientation; etc.	**Winnie & Antonia**
Monday 12 Jan. 09			**LUNCH BREAK**	
	1300 – 1500	**Interpretation Lab**	Introduction of Face-to-face Instruction Working on face-to-face materials (Unit 1)	**Winnie**
	1300 - 1500	**English Language Center**	Students of Online Group and Blended Group; Orientation	**Antonia**

Unit 1: Preparing to write

Tuesday 13 Jan. 09	Group 1 (Online) (Language Center)	Group 2 (Blended) (Language Center)	Group 3 (F2F) (Interpretation Lab)
0900 – 1000	Working in the Language Center on computer-based materials **(UNIT 1)**	Working in the Language Center on computer- based materials **(UNIT 1)**	Working in the Interpretation Lab on the face-to-face materials **(UNIT 1)**
1000 – 1015	BREAK		
1015 – 1100	Working in the Language Center on computer-based materials **(UNIT 1)**	Working in the Language Center on computer- based materials **(UNIT 1)**	Working in the Interpretation Lab on the face-to-face materials **(UNIT 1)**
1100 – 1200	Working in the Language Center on computer-based materials **(UNIT 1)**	Working in the Language Center on computer- based materials **(UNIT 1)**	Working in the Interpretation Lab on the face-to-face materials **(UNIT 1)**
1200 – 1300	LUNCH BREAK		
1300 – 1400	Working in the Language Center on computer-based materials **(UNIT 1)**	Working in the Language Center on computer- based materials **(UNIT 1)**	Working in the Interpretation Lab on the face-to-face materials **(UNIT 1)**
1400 – 1500	Working in the Language Center on computer-based materials **(UNIT 1)**	Working in the Performing Arts Training Room (S001) on unit **(UNIT 1)**	Working in the Interpretation Lab on the face-to-face materials **(UNIT 1)**

Unit 2: Writing instructions (Part 1)

Wednesday 14 Jan. 09	Group 1 (Online) (Language Center)	Group 2 (Blended) (Language Center)	Group 3 (F2F) (Interpretation Lab)
0900 – 1000	Working in the Language Center on computer-based materials **(UNIT 2, Part 1)**	Working in the Language Center on computer-based materials **(UNIT 2, Part 1)**	Working in the Interpretation Lab on the face-to-face materials **(UNIT 2, Part 1)**
1000 – 1015	BREAK		
1015 – 1100	Working in the Language Center on computer-based materials **(UNIT 2, Part 1)**	Working in the Language Center on computer-based materials **1st draft completion (UNIT 2, Part 1)**	Working in the Interpretation Lab on the face-to-face materials **(UNIT 2, Part 1)**

1100 – 1200	Working in the Language Center on computer-based materials **1st draft completion (UNIT 2, Part 1)**	Working in **S001** on computer-based materials **(UNIT 2, Part 1)**	Working in the Interpretation Lab on the face-to-face materials **(UNIT 2, Part 1)**
1200 – 1300	**LUNCH BREAK**		
1300 – 1400	Working in the Language Center on computer-based materials **(UNIT 2, Part 1)**	Working in the Language Center on computer-based materials **(UNIT 2, Part 1)**	Working in the Interpretation Lab on the face-to-face materials **(UNIT 2, Part 1)**
1400 – 1500	Working in the Language Center on computer-based materials **Assignment submission (UNIT 2, Part 1)**	Working in the Language Center on computer-based materials **Assignment submission (UNIT 2, Part 1)**	Working in the Language Center on the writing text **Assignment submission (UNIT 2, Part 1)**

Unit 2: Writing instructions (Part 2)

Thursday 15 Jan. 09	Group 1 (Online) (Language Center)	Group 2 (Blended) (Language Center)	Group 3 (F2F) (Interpretation Lab)
0900 – 1000	Working in the Language Center on computer-based materials **(UNIT 2, Part 2)**	Working in the Language Center on computer-based materials **(UNIT 2, Part 2)**	Working in the Interpretation Lab on the face-to-face materials **(UNIT 2, Part 2)**
1000 – 1015	**BREAK**		
1015 – 1100	Working in the Language Center on computer-based materials **(UNIT 2, Part 2)**	Working in the Language Center on computer-based materials **1st draft completion (UNIT 2, Part 2)**	Working in the Interpretation Lab on the face-to-face materials **(UNIT 2, Part 2)**
1100 – 1200	Working in the Language Center on computer-based materials **1st draft completion (UNIT 2, Part 2)**	Working in **S001** on computer-based materials **(UNIT 2, Part 2)**	Working in the Interpretation Lab on the face-to-face materials **(UNIT 2, Part 2)**
1200 – 1300	**LUNCH BREAK**		
1300 – 1400	Working in the Language Center on computer-based materials **(UNIT 2, Part 2)**	Working in the Language Center on computer-based materials **(UNIT 2, Part 2)**	Working in the Interpretation Lab on the face-to-face materials **(UNIT 2, Part 2)**
1400 – 1500	Working in the Language Center on computer-based materials	Working in the Language Center on computer-based materials	Working in the Language Center on the writing text

	Assignment submission (UNIT 2, Part 2)	Assignment submission (UNIT 2, Part 2)	Assignment submission (UNIT 2, Part 2)

NOTE:

Unit 3 *Writing Explanations* will be omitted but

the unit title of *Writing Arguments* will remain as Unit 4

to go with the website contents.

Unit 4: Writing one-sided arguments

Friday 16 Jan. 09	Group 1 (Online) (Language Center)	Group 2 (Blended) (Language Center)	Group 3 (F2F) (Interpretation Lab)
0900 – 1000	Working in the Language Center on computer- based materials **(UNIT 4, Part 1)**	Working in the Language Center on computer- based materials **(UNIT 42, Part 1)**	Working in the Interpretation Lab on the face-to-face materials **(UNIT 4, Part 1)**
1000 – 1015	**BREAK**		
1015 – 1100	Working in the Language Center on computer- based materials **(UNIT 4, Part 1)**	Working in the Language Center on computer- based materials **1st draft completion (UNIT 4, Part 1)**	Working in the Interpretation Lab on the face-to-face materials **(UNIT 4, Part 1)**
1100 – 1200	Working in the Language Center on computer- based materials **1st draft completion (UNIT 4, Part 1)**	Working in **S001** on computer- based materials **(UNIT 4, Part 1)**	Working in the Interpretation Lab on the face-to-face materials **(UNIT 4, Part 1)**
1200 – 1300	**LUNCH BREAK**		
1300 – 1400	Working in the Language Center on computer- based materials **(UNIT 4, Part 1)**	Working in the Language Center on computer- based materials **(UNIT 4, Part 1)**	Working in the Interpretation Lab on the face-to-face materials **(UNIT 4, Part 1)**
1400 – 1500	Working in the Language Center on computer- based materials **Assignment submission (UNIT 4, Part 1)**	Working in the Language Center on computer- based materials **Assignment submission (UNIT 4, Part 1)**	Working in the Language Center on the writing text **Assignment submission (UNIT 4, Part 1)**

Unit 4 Part 2: Writing two-sided arguments

Monday 19 Jan. 09	Group 1 (Online) (Language Center)	Group 2 (Blended) (Language Center)	Group 3 (F2F) (Interpretation Lab)
0900 – 1000	Working in the Language Center on computer-based materials **(UNIT 4, Part 2)**	Working in the Language Center on computer-based materials **(UNIT 4, Part 2)**	Working in the Interpretation Lab on the face-to-face materials **(UNIT 4, Part 2)**
1000 – 1015	**BREAK**		
1015 – 1100	Working in the Language Center on computer-based materials **(UNIT 4, Part 2)**	Working in the Language Center on computer-based materials **1st draft completion (UNIT 4, Part 2)**	Working in the Interpretation Lab on the face-to-face materials **(UNIT 4, Part 2)**
1100 – 1200	Working in the Language Center on computer-based materials **1st draft completion (UNIT 4, Part 2)**	Working in **S001** on computer-based materials **(UNIT 4, Part 2)**	Working in the Interpretation Lab on the face-to-face materials **(UNIT 4, Part 2)**
1200 – 1300	**LUNCH BREAK**		
1300 – 1400	Working in the Language Center on computer-based materials **(UNIT 4, Part 2)**	Working in the Language Center on computer-based materials **(UNIT 4, Part 2)**	Working in the Interpretation Lab on the face-to-face materials **(UNIT 4, Part 2)**
1400 – 1500	Working in the Language Center on computer-based materials **Assignment submission (UNIT 4, Part 2)**	Working in the Language Center on computer-based materials **Assignment submission (UNIT 4, Part 2)**	Working in the Language Center on the writing text **Assignment submission (UNIT 4, Part 2)**

Unit 5: Writing descriptions and classifications (Part I)

Tuesday 20 Jan. 09	Group 1 (Online) (Language Center)	Group 2 (Blended) (Language Center)	Group 3 (F2F) (Interpretation Lab)
0900 – 1000	Working in the Language Center on computer-based materials **(UNIT 5, Part I)**	Working in the Language Center on computer-based materials **(UNIT 5, Part I)**	Working in the Interpretation Lab on the face-to-face materials **(UNIT 5, Part I)**
1000 – 1015	**BREAK**		
1015 – 1100	Working in the Language Center on computer-based materials **(UNIT 5, Part I)**	Working in the Language Center on computer-based materials **1st draft completion (UNIT 5, Part I)**	Working in the Interpretation Lab on the face-to-face materials **(UNIT 5, Part I)**

1100 – 1200	Working in the Language Center on computer- based materials **1st draft completion (UNIT 5, Part I)**	Working in **S001** on computer- based materials **(UNIT 5, Part I)**	Working in the Interpretation Lab on the face-to-face materials **(UNIT 5, Part I)**
1200 – 1300	LUNCH BREAK		
1300 – 1400	Working in the Language Center on computer- based materials **(UNIT 5, Part I)**	Working in the Language Center on computer- based materials **(UNIT 5, Part I)**	Working in the Interpretation Lab on the face-to-face materials **(UNIT 5, Part I)**
1400 – 1500	Working in the Language Center on computer- based materials **Assignment submission (UNIT 5, Part I)**	Working in the Language Center on computer- based materials **Assignment submission (UNIT 5, Part I)**	Working in the Language Center on the writing text **Assignment submission (UNIT 5, Part I)**

Unit 5: Writing descriptions and classifications (Part II)

Wednesday 21 Jan. 09	Group 1 (Online) (Language Center)	Group 2 (Blended) (Language Center)	Group 3 (F2F) (Interpretation Lab)
0900 – 1000	Working in the Language Center on computer- based materials **(UNIT 5, Part II)**	Working in the Language Center on computer- based materials **(UNIT 5, Part II)**	Working in the Interpretation Lab on the face-to-face materials **(UNIT 5, Part II)**
1000 – 1015	BREAK		
1015 – 1100	Working in the Language Center on computer- based materials **(UNIT 5, Part II)**	Working in the Language Center on computer- based materials **1st draft completion (UNIT 5, Part II)**	Working in the Interpretation Lab on the face-to-face materials **(UNIT 5, Part II)**
1100 – 1200	Working in the Language Center on computer- based materials **1st draft completion (UNIT 5, Part II)**	Working in **S001** on computer- based materials **(UNIT 5, Part II)**	Working in the Interpretation Lab on the face-to-face materials **(UNIT 5, Part II)**
1200 – 1300	LUNCH BREAK		
1300 – 1400	Working in the Language Center on computer- based materials **(UNIT 5, Part II)**	Working in the Language Center on computer- based materials **(UNIT 5, Part II)**	Working in the Interpretation Lab on the face-to-face materials **(UNIT 5, Part II)**
1400 – 1500	Working in the Language Center on computer- based materials	Working in the Language Center on computer- based materials	Working in the Language Center on the writing text

	Assignment submission (UNIT 5, Part II)	Assignment submission (UNIT 5, Part II)	Assignment submission (UNIT 5, Part II)

Unit 6: Writing recounts

Thursday 22 Jan. 09	Group 1 (Online) (Language Center)	Group 2 (Blended) (Language Center)	Group 3 (F2F) (Interpretation Lab)
0900 – 1000	Working in the Language Center on computer-based materials **(UNIT 6)**	Working in the Language Center on computer-based materials **(UNIT 6)**	Working in the Interpretation Lab on the face-to-face materials **(UNIT 6)**
1000 – 1015	BREAK		
1015 – 1100	Working in the Language Center on computer-based materials **(UNIT 6)**	Working in the Language Center on computer-based materials **1st draft completion (UNIT 6)**	Working in the Interpretation Lab on the face-to-face materials **(UNIT 6)**
1100 – 1200	Working in the Language Center on computer-based materials **1st draft completion (UNIT 6)**	Working in **S001** on computer-based materials **(UNIT 6)**	Working in the Interpretation Lab on the face-to-face materials **(UNIT 6)**
1200 – 1300	LUNCH BREAK		
1300 – 1400	Working in the Language Center on computer-based materials **(UNIT 6)**	Working in the Language Center on computer-based materials **(UNIT 6)**	Working in the Interpretation Lab on the face-to-face materials **(UNIT 6)**
1400 – 1500	Working in the Language Center on computer-based materials **Assignment submission (UNIT 6)**	Working in the Language Center on computer-based materials **Assignment submission (UNIT 6)**	Working in the Language Center on the writing text **Assignment submission (UNIT 6)**

Before we close

Friday 23 Jan. 09	Group 1 (Online)	Group 2 (Blended)	Group 3 (F2F)
	Performing Arts Center		
0900 – 1200	Complete formalities; Overview, etc.		
1200 – 1300	**LUNCH BREAK**		
1300 – 1500	Focused group interview		

Appendix D.12

Samples of pre-test and post-test writing in the Taiwan-based study

Student A Pre-test (recount)

A wedding that I attended

Last year, near to Christmas, I went to Taipei with my father for my aunt's wedding. Actually, I didn't know my aunt very well. All I knew about her is that she is rich and pretty. My father and I took a plane to Taipei that morning, and this is the first time I took a plane. After several hours, we arrived the place where the wedding was held, it's a really high quality hotel. Hundreds of people were invited to my aunt's wedding. I saw lots of my relatives whom I rarely met. When the wedding began, someone started to speech. One was the bride's father, and the other was a very famous person – Yuan-cher Lee. His short speech was funny and impressive to me. Then the groom and the bride kissed, they put the rings on each other's finger and swore that they'll love each other forever. After that, all of us enjoyed the delicious meals and the wonderful performances that my aunt and her husband had planned. I was pleasant that I got many candies and chocolates from my aunt. She was really nice. I talked with her for a while at the end of the wedding. She told me that she worked at a bank in America, her boss also came to the wedding! I was really admired her. She was not only talented but also hard-working. I hope I would have such a good wedding when I got married, and be a good woman just like my aunt.

Student A Post-test (recount)

A wedding that I attended

This is a story about a wedding that I attended in Taipei. It's really an unforgettable experience.

A couple of months ago, I went to Taipei with my dad to attend my aunt – Holly's wedding. She was a pretty and intelligent woman, as I remembered. She lives in Taipei but I lived in Tainan, so we couldn't see each other very often.

On the day of the wedding, we had taken the plane and arrived in Taipei early in the morning. The wedding would start at 12 o'clock, so I decided to go shopping first and said "See you later" to my dad. Then, I went to a department store. While I was shopping, a good-looking man walked to me and said something that I couldn't understand, I thought that was Japanese. I didn't talk to him, so he went away. If I had learned Japanese, maybe I would have made friend with him.

My dad had reminded me to be on time at the wedding, but when I realized, it was too late. I hurriedly stopped a taxi and went to the wedding place. When I arrived,

everybody was eating and chatting. Holly and her husband had already changed their rings. I felt very sorry and embarrassed to my dad and Holly.

After I had found my site, two big dogs suddenly rushed into the wedding place! Everybody was nervous and didn't know what to do, except Holly. She immediately called the guard and three some food to the dogs. Fortunately, no one was hurt or bited.

After the wedding, Holly thanked me for coming, and she told me lots of stories about her and her husband. She didn't mind my absent at the beginning. Although I had missed the most important part of the wedding, I still remember that time very clearly.

Student B Pre-test (argument)
Should children watch less television

In resent years, the problems of watching television among children have increased. TV has a huge influence among them. If the TV program is not censored according to the violent and indulgent problems, it will harm the children in huge way.

Student B Post-test (argument)
Should children watch less television?

Nowaday television is popular and prevalent. There is at least one TV set in every household. The TV programme is more abandom than 20 yuears ago. A lot of programmes are fascinating, and children are attracted by them, so they spend a lot of time watching TV. However, some programmes are not qualified, and they might affect children's value in negative way. Therefore, children spend a lot of time watching TV is not appropriate, and they should watch less television.

Firstly, because children are not matual enough, they can not choose what is right TV programme. Since TV programme executive want to attract audien, they put many elements in the programme, such as violent and porn. There are negative effects in children's mind.

Secondly, because children spend a lot of time watching TV, they can have eyes problesm. Many children's eyes are weakness due to the fact that they watch TV, which last for many hours in short distan. If they never take a break to have their eyes rest, they can have serious eyes problems.

Finally, because children spend a lot of time watching TV, they neglect their study. TV progreamme is fascinating, and children would rather spend their time watching interesting TV not boring homework.

To sum up my conclusion, because children are not matual to choose right programme, spend too much time watching TV makes them weak eyes, and they neglect the study in terms of watching too much programme, they should watch less TV.

Student C Pre-test (recount)
An event that you attended
I ever attended tourist. I went to Italy, [Switzerland] and French. That was a impressive experience. Especially I went to Paris.

Paris was a beautiful country, full of romatic [atmosphere]. When I took the boat in the river; I thought I was a French.

Student C Post-test (recount)
An unforgettable experience
I attended the graduated trip with our classmates about four years ago. We went to French, Swithland and Italy. However, Franch is impressing for me.

We took the boat enjoying the view of Paris. The view was so beautiful and exciting. We met some students of junior high school from other country. We talked and took pictures with them. That's interesting.

Next, we visited the Effile Tower. We took the elevator to third floor. I took the pictures all the time. Suddenly, I was touched by a girl who like a teenager. I didn't find something was wrong until I went to the toilet. I found my wallet was stolen. I couldn't believe that. Then, we started to find the girl. And we found her. We asked she whether she stole my wallet or not. She pulled her dress and pants, and told us she didn't. Because the language can't communicate, we gave up. Fortunately, I didn't put the passport and money together.

Through this experience, I learn how to pick up a safe and practical purse. We should more be careful or strangers. You should wisely protect yourself.