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## **Twenty-Five Years of Scholarship on Second Language Composing Processes: 1976-2000**

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### **ABSTRACT**

- This work is divided into two sections: (1) an annotated bibliography of full-length, published, (mostly) basic research on second language writing and overviews thereof, and (2) an unannotated bibliography of both basic and applied research (mostly unpublished) and commentary on second language composing. Both sections have been arranged in chronological order to allow readers to follow the development of scholarship in this area. Entries are listed alphabetically within a given year. While this bibliography is extensive, it is not meant to be exhaustive, and while the focus here is on research, many of the studies included address pedagogical matters in a substantive manner.

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## I. ANNOTATED BIBLIOGRAPHY

### 1976

Zamel, V. (1976). Teaching composition in the ESL classroom: What we can learn from the research in the teaching of English. *TESOL Quarterly*, 10 (1), 67-76.

In this article, it is argued that while many approaches to teaching ESL writing have been put forward, there is little research to support their efficacy, and that the research there is has failed to provide needed answers. The author claims that, because ESL students who are ready to compose are like native English speaking writers, the research on first language writing has much to offer ESL writers and should inform the teaching of ESL writing.

### 1982

Zamel, V. (1982). Writing: The process of discovering meaning. *TESOL Quarterly*, 16(2), 195-209.

The author suggests that ESL writing teachers move their focus from the written product to the composing process; that they should acknowledge that writing is a complex process of discovery and thus pay more attention to generating, formulating, and refining ideas and make revision the main component of instruction.

### 1983

Zamel, V. (1983). The composing processes of advanced ESL students: Six case studies. *TESOL Quarterly*, 17 (2), 165-178.

This article reports on a study of the composing processes of advanced ESL students. The findings are said to show that skilled ESL writers focus primarily on exploring and clarifying ideas and attend to linguistic concerns after delineating these ideas. The author claims that the results call into question pedagogical approaches focused on form and correctness.

### 1984

Reid, J. (1984). The radical outliner and the radical brainstormer: A perspective on composing

processes. *TESOL Quarterly*, 18 (3), 529-533.

This article contrasts two disparate types of composing processes: radical outlining (more linear, resulting in construction of meaning) and radical brainstorming (more recursive, resulting in discovery of meaning). Consequently, the author calls for examining composing processes (rather than *the* composing process) and for sensitivity to variation in composing processes among students in ESL writing classes.

## 1985

Jones, S. (1985). Problems with monitor use in second language composing. In M. Rose (Ed.), *When a writer can't write: Studies in writer's block and other composing process problems* (pp. 96-118). New York, NY: Guilford.

In this descriptive case study, the author focuses on the conscious monitoring of syntactic form, hypothesizing that such monitoring may **take precedence** over other parts of the composing process. Specifically he examines the composing of two ESL students: one, a monitor overuser; the other, a monitor underuser.

Raimes, A. (1985). What unskilled writers do as they write: A classroom study of composing. *TESOL Quarterly*, 19 (2), 229-258.

Suggesting that ESL composition research has focused primarily on experienced writers, the author **reports** on research with unskilled ESL writers, examining their composing processes and trying to ascertain whether and to what extent these processes might differ from those of unskilled first language writers. Findings are compared to those of **major L1** composing process studies, and conclusions are drawn about the needs of unskilled ESL writers.

## 1986

Chandrasegaran, A. (1986). An exploratory study of ESL students' revision and self correction skills. *RELC Journal*, 17 (2), 26-40.

To investigate the revision and self-correction abilities of ESL writers, the researcher examined data **from** students' full length essays and from followup interviews with the students. It was concluded that ESL students do not **have** the ability to revise and correct on their own and that this ability can be developed if teachers train and assist students in revising, editing, and

rewriting.

Kelly, P. (1986). How do ESL writers compose? *Australian Review of Applied Linguistics*, 9 (2), 94-119.

The author reports on a study using think aloud protocols from nonnative English speaking professionals writing an expository text to look into the duration, frequency, and position of their writing behaviors. The subjects were also interviewed to see if the writing task had affected their writing. It was claimed that the findings generally confirmed the Flower and Hayes composing model.

Lai, P. (1986). The revision processes of first year students at the National University of Singapore. *RELC Journal*, 17 (1), 71-84.

This study examined the revised essays of 82 writers and categorized the revisions they made. It was reported that students primarily proofread and concentrated on surface changes, easier cognitive operations, and lower level syntax. It was concluded that teachers should move students from proofreading by teaching them how to make meaning changing revisions.

Skibniewski, L., & Skibniewska, M. (1986). Experimental study: The writing processes of intermediate/advanced foreign language learners in their foreign and native languages. *Studia Anglica Posnaniensia*, 19, 142-163.

For this study, Polish university students (skilled and unskilled writers) wrote two compositions on comparable topics, one in Polish and one in English, and responded to questionnaires after each writing session. The researcher concluded that while differences between skilled and unskilled writers processes were observed, the writing done in the native and foreign languages differed very little.

## 1987

Amdt, V. (1987). Six writers in search of texts: A protocol based study of L1 and L2 writing. *ELT Journal*, 41 (4), 257-267.

The author reports on exploratory research done with six Chinese postgraduate EFL students composing in their first (Chinese) and second (English) language on comparable academic topics. It was reported that composing activities remained consistent across languages and that a limited awareness of the nature of the writing task caused difficulty in both languages.

Jones, S., & Tetroe, J. (1987). Composing in a second language. In A. Matsuhashi (Ed.), *Writing in real time*, (pp. 34-57). Norwood, NJ: Ablex.

This paper reports on research focussing on finding out whether students' first language writing processes transfer, independent of other factors, to their second language composing. On the basis of this research, it is claimed that the quality, but not the quantity, of planning transfers from first to second language writing.

Raimes, A. (1987). Language proficiency, writing ability, and composing strategies: A study of ESL college student writers. *Language Learning*, 37 (3), 439-468.

In this study, the researcher focuses on ESL student writers at two levels of instruction (remedial and non-remedial) in order to describe their writing strategies (through the analysis of think aloud protocols) and compares their composing behaviors with those of native English speaking writers, as reported in first language composing process research.

St. John, M. (1987). Writing processes of Spanish scientists' publishing in English. *English for Specific Purposes*, 6 (2), 113-120.

The author, reporting on a study of the composing processes and written texts of Spanish researchers, concludes that the researchers understand the structure of scientific articles written in English, infrequently revise at the structural level, and concern themselves primarily with expressing their thoughts precisely in English

Urzua, C. (1987). "You stopped too soon." Second language children composing and revising. *TESOL Quarterly*, 21 (2), 279-304.

Four Southeast Asian children were observed writing and revising in English with trusted peers over a six month period. It is suggested that the children manifested a greater sense of audience, voice, and power in language and greater confidence in themselves as writers by writing regularly and frequently, developing expectations for revision, and getting response from peers.

## 1988

Fagan, W., & Hayden, H. (1988). Writing processes in French and English of fifth grade immersion students. *The Canadian Modern Language Review*, 44 (4), 653-688.

The researcher examined 22 features of the writing processes of ten fifth-grade French immersion students and reported differences across languages in pausing and rereading, content words and different content words, syntactic density or complexity, crossouts, and mechanics. It was reported that, overall, students displayed a wide range of writing process behaviors in both languages.

Lay, N. (1988). The comforts of the first language in learning to write. *Kaleidoscope*, 4 (1), 15-18.

On the basis of the findings of a study of four Chinese students, the researcher suggests that L1 use can facilitate the process of thinking and writing in the L2 and that second language learners with limited English skills should be encouraged to use their L1 to generate ideas associated with a topic and develop strategies that will facilitate their learning of the L2.

Skibniewski, L. (1988). The writing processes of advanced foreign language learners in their native and foreign languages: Evidence from thinking aloud and behavior protocols. *Studia Anglica Posnaniensia*, 21, 177-186.

This study aimed at identifying the nature of the writing processes of skilled, unskilled, and average student writers composing expository prose in their first and second languages. Differences in planning, translating, and reviewing were reported, and it was suggested that differences in skill seem to be a function of the amount of time devoted to particular writing process components.

## 1989

Cumming, A. (1989). Writing expertise and second-language proficiency. *Language Learning*, 39 (1), 81-141.

The researcher looked at the composing of 23 young adult L2 writers to assess the relationship of writing expertise and L2 proficiency. It was reported that while both factors accounted for a great deal of variance, they exerted independent effects. L2 proficiency was seen as an additive factor enhancing overall writing quality but not visibly affecting composing processes.

Cumming, A., Rebuffot, J., & Ledwell, M. (1989). Reading and summarizing challenging texts in first and second languages. *Reading and writing: An interdisciplinary Journal*, 2 (1), 201-219.

In this study, the thinking processes of 14 Anglophone students of French engaged in reading and summarizing tasks in their L1 and L2 were compared. It was reported that subjects used similar proportions of higher order problem solving strategies in both languages and that these strategies seemed unrelated to the subjects' L2 proficiency levels.

Moragne e Silva, M. (1989). A study of composing in a first and second language. *Texas Papers in Foreign Language Education*, 1, 132-151.

To examine the complexity and the relationship between L1 and L2 composing, the researcher conducted a six month case study of one adult composing in his L1 and L2. Similarities between the subject's L1 and L2 composing with regard to problem representation and high level goal structure and differences in efficiently attaining these goals were reported.

Uzawa, K., & Cumming, A. (1989). Writing strategies in Japanese as a foreign language: Lowering or keeping up the standards. *Canadian Modern Language Review*, 46 (1), 178-194.

To ascertain whether foreign language writing is more distinct from first language writing than is second language writing, the researchers examined the composing processes of ten Canadian adults learning Japanese. It was reported that the foreign language writers' composing was unique in that there was a tension between maintaining their standard of writing in their first language while operating in the foreign language.

## 1990

Cumming, A. (1990). Metalinguistic and ideational thinking in second language composing. *Written Communication*, 7 (4), 482-511.

To consider the value of writing for second language learning, the researcher examined the verbal reports of 23 adult ESL learners composing on two tasks. It was reported that there were three potential areas of value for L2 learning: looking for and assessing appropriate wording, comparing cross linguistic equivalents, and reasoning about linguistic choices.

Friedlander, A. (1990). Composing in English: Effects of a first language on writing in English as a second language. In B. Kroll (Ed.), *Second language writing: Research insights for the classroom* (pp. 109-125). New York, NY: Cambridge University Press.

This study tests and supports the hypothesis that ESL writers (in this case, 28 native speakers of Chinese) are able to plan more effectively and produce texts with better content

when they are able to plan in the language in which they acquired knowledge of the topic on which they are writing.

Hall, C. (1990). Managing the complexity of revising across languages. *TESOL Quarterly*, 24 (1), 43-60.

This study examined revision in first and second language writing done by four advanced ESL writers. It was reported that there were striking similarities across languages, which could suggest that these writers were able to adapt their first language revision practices to their second language writing.

Krapels, A. (1990). An overview of second language writing process research. In B. Kroll (Ed.), *Second language writing: Research insights for the classroom* (pp. 37-56). New York, NY: Cambridge University Press.

This overview of second language composing process research addresses the relationship between first and second language composing research, surveys second language studies of composing, provides an account of recurring issues in second language composing research, and offers suggestions for future research in this area.

Parkhurst, C. (1990). The composition process of science writers. *English for Specific Purposes*, 9 (2), 169-179.

Through the use of a questionnaire and interviews, the researcher investigated the writing of 17 research scientists and professors, all of whom had published scientific articles in English. It is concluded that the conventional process approach needs to be modified to address the needs of advanced writers working in the sciences.

## 1991

Hall, E. (1991). Variations in composing behaviors of academic ESL writers in test and non-test situations. *TESL Canada Journal*, 8 (2), 9-33.

This study contrasts the composing processes and products of ESL writers when writing a practice essay test with their texts and behaviors when writing an actual composition proficiency exam. Differences were reported with regard to the allocation of time to various activities, pausing behaviors, and types of changes made while writing.



Shaw, P. (1991). Science research students' composing processes. *English for Specific Purposes*, 10 (3), 189-206.

The author used structured interviews to investigate the dissertation writing practices of science research students and reported findings having to do with variety of composing behaviors, the language used in thinking and composing, conscious learning strategies, acquisition of knowledge about genre, academic community relationships, and the nature of real and imagined audiences.

## 1992

Kobayashi, H., & Rinnert, C. (1992). Effects of first language on second language writing: Translation versus direct composition. *Language Learning*, 42 (2), 183-215.

Japanese university students produced English texts using two processes: writing in Japanese and then translating into English, and writing directly in English. Subjects with lower English proficiency benefitted more from translation and had fewer meaning obscuring errors than those with higher English proficiency. All subjects exhibited greater syntactic complexity in translations.

Valdés, G., Haro, P., & Echevarriarza, M. (1992). The development of writing abilities in a FL: Contributions toward a general theory of L2 writing. *Modern Language Journal*, 76 (3), 333-375.

The neglect of writing skills in FL classrooms is contrasted with the emphasis on L1 and ESL writing. Assumptions of the FL profession about the development of writing skills are compared to the writing products and skill development of Spanish language learners. The authors call for a more adequate theory of L2 writing.

## 1993

Pennington, M. C. (1993). A critical examination of word processing effects in relation to L2 writers. *Journal of Second Language Writing*, 2 (2), 227-255.

Studies regarding the effects of word processing on L1 (English) and L2 composition are reviewed. The researcher finds that differences in the following variables help account for differences in results between L1 and L2 studies: students, teachers, setting, extent of exposure

to word processing, instruction type and amount, software and hardware, and assessment measures.

Pennington, M., & So, S. (1993). Comparing writing process and product across two languages: A study of 6 Singaporean university student writers. *Journal of Second Language Writing*, 2 (1), 41-63.

The researchers examined six Singaporean university students' writing in Japanese and in their primary written language, English or Chinese. While no clear relationship between process and product nor between written products was found, a similarity in writing process across languages and a relationship between Japanese proficiency and written product quality was indicated.

Phinney, M., & Khouri, S. (1993). Computers, revision, and ESL writers: The role of experience. *Journal of Second Language Writing*, 2 (3), 257-277.

Four university ESL students were observed and videotaped while using a computer to write and revise a paper. Data analysis indicated that computer experience was a stronger predictor of computer writing strategies than was writing proficiency. Other results relate to revising, making surface changes, using computer functions, concern for content, and apprehension.

Silva, T. (1993). Toward an understanding of the distinct nature of second language writing: The ESL research and its implications. *TESOL Quarterly*, 27 (4), 657-677.

The author reports on an examination of 72 reports of empirical research comparing L1 and L2 writing, noting that differences are reported regarding composing processes and features of written texts. Implications for writing theory, future research, and pedagogical and other practical concerns are discussed.

## 1994

Akyel, A. (1994). First language use in EFL writing: Planning in Turkish vs. planning in English. *International Journal of Applied Linguistics*, 4 (2), 169-196.

To investigate how planning in L1 or L2 affects L2 writing, the author examined the English compositions and questionnaire responses of 78 Turkish university students at the intermediate and advanced levels. It was reported that the advanced students wrote better plans than did the

intermediates and that the language of the plan did not result in significant differences with regard to different topics or writers with different levels of proficiency.

Hirose, K. & Sasaki, M. (1994). Explanatory variables for Japanese students' expository writing in English: An exploratory study. *Journal of Second Language Writing*, 3 (3), 203-229.

This study explored the relationship between Japanese university students' ESL expository writing and factors which might influence their writing quality. Variance in L2 writing quality was found to be largely accounted for by L2 proficiency and L1 writing ability, and students' writing proficiency was found to be related to three factors: use of good writers' strategies, writing fluency, and confidence in writing.

Krings, H. (1994). What do we know about writing processes in L2? The state of the art. In K. Pogner (Ed.), *Odense Working Papers in Language and Communication, No. 6*, (pp. 83-114). Odense, Denmark: Odense University Institute of Language and Communication.

The author reviews nine empirical studies on foreign-language writing processes, focusing on methods and results. Subprocesses, problems, strategies, the role of the mother tongue, individual variation, and similarities in writing/translating are among the topics discussed. Based on the research, consequences for foreign language teaching are suggested.

Laviosa, F. (1994). The writing process of Italian as a second language: Theory and practice. *Italica*, 71 (4), 484-504.

To advance an integrated (process/product) approach to teaching writing, the author reviews literature in two areas (good writers' strategies and feedback and evaluation) and describes a writing curriculum designed for their college level Italian learners. Instructional materials and a scoring system for written texts are included.

Smith, V. (1995). *Thinking in a foreign language: An investigation into essay writing and translation by L2 learners*. Tübingen, Germany: Gunter Narr Verlag.

This book presents a study which utilized protocol analysis to investigate the mental processes engaged in by six university students when writing in and translating into a foreign language. It contains four sections: a review of relevant literature, description of the empirical design, presentation of results, and discussion of results.

**1995**

Benson, P. & Heidish, P. (1995). The ESL technical expert: Writing processes and classroom Practices. In D. Belcher & G. Braine (Eds.), *Academic writing in a second language: Essays on research and pedagogy* (pp. 313-330). Norwood, NJ: Ablex.

The authors critique the research in L2 reading and writing and point to the **relevance** of research about writing processes for writing **classes** for NNES graduate students. They argue that these writers can be empowered by seeing themselves as experts, and they advocate explicit instruction concerning **American** classroom practices.

Leki, I. (1995). Coping strategies of ESL students in writing tasks across the curriculum. *TESOL Quarterly*, 29 (2), 235-260.

This **article** reports a **qualitative** study of the strategies employed and developed by five ESL visa students in **response** to their writing **tasks** across the curriculum in their first **semester** at an American university. Results present the strategies utilized by each student and analyze them in **terms** of ten categories.

Whalen, K. & Ménard, N. (1995). L1 and L2 writers' strategic and linguistic knowledge: A model of multiple level discourse processing. *Language Learning*, 45 (3), 381-418.

The researchers compared the cognitive processing of 12 anglophone French undergraduates as they wrote argumentative essays in L1 (English) and L2 (French). Analysis of think-aloud protocols revealed differences in students' L1 and L2 linguistic processing behaviors, indicating that limited L2 knowledge constrained their use of **planning**, evaluation, and revision strategies.

**1996**

Gomez, R., Parker, R., Lara-Alecio, R. & Gomez, L. (1996). Process versus product writing with limited English proficient students. *Bilingual Research Journal*, 20 (2), 209-233.

An experimental study of 48 Hispanic students in an intensive **summer** program compared the effects of **free** writing and **structured** writing instruction on the development of writing ability. Writing samples were collected each week and received scores on five factors, including countable **micro-indicators**, analytic ratings, holistic scores, and a productivity index. Structured writing instruction was found to contribute more significantly to writing **growth** than free writing instruction.

Gosden, H. (1996). Verbal reports of Japanese novices' research writing practices in English. *Journal of Second Language Writing*, 5 (2), 109-128.

16 Japanese doctoral students were interviewed about their writing practices in preparing their first scientific research articles to be published in English. Results focus on the construction of NNS novices' research article drafts, translation from L1 to L2, and revision in relation to critique and audience awareness.

Kamimura, T. (1996). Composing in Japanese as a first language and English as a foreign language: A study of narrative writing. *RELC Journal*, 27 (1), 47-69.

The relationship between L1 Japanese writing and L2 English writing was examined in a study of 39 Japanese college students. Participants wrote narratives in Japanese and English, which were analyzed both quantitatively and qualitatively. The quality of Japanese and English texts correlated significantly for students whose English proficiency was above a threshold level.

Porte, G. (1996). When writing fails: How academic context and past learning experiences shape revision. *System*, 24 (1), 107-116.

The researcher studied the revision strategies of fifteen underachieving EFL undergraduates writing in two discourse types and two time conditions. Results suggest that past learning experiences (writing instruction and feedback) and the perceived nature of the writing task and context may affect students' revision strategies.

Roca de Larios, J. (1996). Linearization strategies in EFL writing: Some observations. *Lenguaje y Textos*, 8, 191-208.

In this study, the researcher analyzed the think aloud protocols of ten university level Spanish learners of EFL to find out how the task of putting ideas in linear form (linearization, also known as translation or transcription) is accomplished by the typical foreign language writer.

Uzawa, K. (1996). Second language learners' process of L1 writing, L2 writing, and translation from L1 into L2. *Journal of Second Language Writing*, 5 (3), 271-294.

This study compared ESL learners' writing processes in L1 and L2 writing and translation from L1 into L2. Results indicate that most students used a "what-next" approach in L1 and L2 writing, a "sentence-by-sentence" approach in translating, and paid more attention to language when translating than when writing.

**1997**

Albrechtsen, D. (1997). One writer two languages: A case study of a 15-year-old student's writing process in Danish and English. *International Journal of Applied Linguistics*, 7 (2), 223-250.

The focus of this investigation (using think aloud protocols) is comparing the writing processes of a fifteen year old girl writing essays in Danish (L1) and English (L2). On the basis of the analysis of the protocols, it was reported that the subject used very similar methods in working in the two languages.

Manchón, R. M. (1997). Learners' strategies in L2 composing. *Communication & Cognition*, 30 (1/2), 91-114.

The author reviews the literature on second language composing strategies, focusing on the process of linearization. This process is said to involve forward and backward operations. Backward operations include the subprocesses of rereading and backtracking; forward operations, the use of the first language in second language writing and restructuring strategies.

Porte, G. (1997). The etiology of poor second language writing: The influence of perceived teacher preferences on second language revision strategies. *Journal of Second Language Writing*, 6 (1), 61-78.

Interviews were conducted with 71 underachieving Spanish EFL undergraduates to investigate the extent to which their perceptions of revision were affected by perceived teacher methodology, feedback, and evaluation preferences. Revision was generally described as a proofreading exercise, and this perception was linked to teaching strategies and evaluation procedures.

Victor, M. (1997). EFL composing skills and strategies: Four case studies. *RESLA*, 12, 163-184.

The researcher explored the relationship between EFL writers' differences in strategy use and their level of L2 writing skill. The subjects included four university students, two designated as good and two as poor writers. It was reported that differences in strategy use were related to the number or metacognitive strategies employed: good writers used more; the poor writers, fewer.

**1998**

Bosher, S. (1998). The composing process of three Southeast Asian writers at the post-secondary

level: An exploratory study. *Journal of Second Language Writing*, 7 (2), 205-241.

This study explored the writing processes of Southeast Asian students from different educational backgrounds through interviews, recall protocols prompted by videotaped composing sessions, and text analysis. Variations were found in the level of metacognitive awareness, the ability to incorporate sources, the aspects of writing processes noticed, and problem-solving strategies used.

Cumming, A. (1998). Theoretical perspectives on writing. *Annual Review of Applied Linguistics*, 18, 61-78.

The author provides a critical review of recent developments in second language writing theory from a broad, interdisciplinary perspective. Following the discussion of key considerations in writing theories, he reviews research in areas such as L2 writing demands; the nature of L2 writers, composing, and texts; the functions of L2 writing instruction and teacher-student interactions; and theoretical models of L2 writing and learning.

Qi, D. S. (1998). An inquiry into language-switching in second language composing processes. *The Canadian Modern Language Review*, 54 (3), 413-435.

This study is an investigation of factors believed to influence a bilingual's language switching behavior while composing in a second language. It is reported that there are several factors that could possibly affect language switching and that levels of knowledge demands could play an important role in influencing language switching in second language writing.

## 1999

Manchón, R. M. (1999). La investigación sobre la escritura como proceso: Algunas implicaciones para la enseñanza de la composición en una lengua extranjera [Research on writing as process: Implications for the teaching of foreign language composing]. In M. S. Salabem-Ramiro (Ed.), *Lingüística aplicada a la enseñanza de lenguas extranjeras* (pp. 439-478). Almería: Servicio de Publicaciones de la Universidad de Almería.

In this paper, the author overviews the research on and instructional practices in writing as a process, focusing on the findings of basic research on first language composing, related research on composing in a second or foreign language, and implications of this research for process based pedagogies of EFL writing.

New, E. (1999). Computer-aided writing in French as a foreign language: A qualitative and quantitative look at the process of revision. *The Modern Language Journal*, 83 (1), 80-97.

Revision strategies of 5 students of intermediate French were examined. The key-stroke analysis of students' computer-assisted writing activities revealed that both the self-reported good writers and poor writers engaged in the process of revising and that surface-level changes far outnumbered changes to content. The researcher concludes that the revision process is hindered by the limitation of linguistic resources and the lack of explicit instruction on revision and computer strategies.

Roca de Larios, J., Murphy, L. & Manchón, R. M. (1999). The use of restructuring strategies in EFL writing: A study of Spanish learners of English as a foreign language. *Journal of Second Language Writing*, 8 (1), 13-44.

Two studies examined how EFL writers use restructuring, the search for an alternative syntactic pattern. In Study 1, the researchers analyzed think-aloud protocols of five intermediate EFL students on two tasks to identify functions of restructuring. In Study 2, they analyzed protocols of intermediate and advanced EFL students and found that the former used restructuring for compensatory purposes significantly more than the latter, whose use of restructuring tended to be ideational and textual in nature.

Victori, M. (1999). An analysis of writing knowledge in EFL composing: A case study of two effective and two less effective writers. *System*, 27 (4), 537-555.

The effects of beliefs or metacognitive knowledge about writing on writing skills were investigated. Four Spanish undergraduate students -two good writers and two poor writers- were required to take an English test and write an argumentative essay. Interviews and think-aloud protocols were also used. The researcher found that effective writers held a comprehensive view of the writing process, while less effective writers had a limited and inadequate view of the writing process.

## 2000

Manchón, R. M., Roca de Larios, J. & Murphy, L. (2000). An approximation to the study of backtracking in L2 writing. *Learning and Instruction*, 10 (1), 13-35.

This study analyzed backtracking in the composing of intermediate Spanish learners in English to find out about what types of backtracking L2 writers use and how a number of variables



influence backtracking. It was reported that the subjects used their full linguistic repertoire (L1 and L2) in rescanning their texts, written outlines, and assignment wording.

Manchón, R. M., Roca de Larios, J. & Murphy, L. (2000). La influencia de la variable "grado de dominio de la L2" en los procesos de composición en lengua extranjera: Hallazgos recientes de la investigación [The influence of L2 proficiency on composing processes in a foreign language: Insights from recent research]. In C. Muñoz (Ed.), *Segundas lenguas: Adquisición en el aula* (pp. 277-297). Barcelona, Spain: Editorial Ariel.

In this study, the researchers used think aloud protocols to investigate possible interactions between L2 proficiency and the strategic capacity for second language composing in L2 writing of 21 Spanish learners of English at three levels of English proficiency: preintermediate, intermediate, and advanced. Results are reported in terms of effects on planning, formulating, revising, and retrospective operations.

Sasaki, M. (2000). Toward an empirical model of EFL writing processes: An exploratory study. *Journal of Second Language writing*, 9 (3), 259-291.

This study compared three groups of Japanese EFL writers (experts vs. novices, more vs. less skilled student writers, and novices before and after six months of instruction) in terms of writing fluency, text quality/complexity, writing behaviors, and strategy use. Results are reported with regard to planning, pausing, L2 proficiency and strategy adoption.

Sengupta, S. (2000). An investigation into the effects of revision strategy instruction on L2 secondary school learners. *System*, 28 (1), 97-113.

The researcher explored the effects of explicit instruction of revision strategies on Hong Kong secondary school students' performance and perceptions about writing. Based on the analysis of questionnaires and interviews as well as the holistic scores of pre- and post-study tasks, which showed measurable effects of revision instruction, the author suggests the use of multiple drafts in L2 writing instruction.

Thorson, H. (2000). Using the computer to compare foreign and native language writing processes: A statistical and case study approach. *The Modern Language Journal*, 84 (2), 155-169.

This study compares the L1 and L2 composing processes in two different genres (letter and article) of English speaking university students writing in German. It was reported that the students wrote less, but revised more in their L2 writing and that they tended to revise less in letters (than in articles) when writing in their L1.

Zimmermann, R. (2000). L2 writing: Subprocesses, a model of formulating and empirical findings. *Learning and Instruction*, 10 (1), 73-99.

The author, on the basis of L1 German and L2 English learner data, offers a model of composing with an elaborated formulating component comprised of a number of functionally discrete subprocesses, calls for rethinking the assumption that writing is basically rewriting, and suggests that a writer's L1 has only a minor influence on L2 formulating.

## II. UNANNOTATED BIBLIOGRAPHY

### 1976

Ney, J. (1976). A note on Vivian Zamel's view of research in the teaching of composition. *TESOL Quarterly*, 10 (3), 351-352.

Zamel, V. (1976). A reply to professor Ney's "note." *TESOL Quarterly*, 10 (3), 352-353.

### 1979

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