

ICY LEE

Icy Lee is a Professor in the Faculty of Education at The Chinese University of Hong Kong, where she is currently serving as Associate Dean (Professional Programmes) and Chair of the Department of Curriculum and Instruction. Before she joined The Chinese University of Hong Kong in 2007, she had taught English as a secondary school teacher in Hong Kong and served as an ESL instructor at Douglas College and Simon Fraser University in Vancouver, Canada; she had also worked at the Institute of Language in Education (currently the Education University of Hong Kong), Hong Kong Polytechnic University, Hong Kong Baptist University, and the University of Hong Kong. Currently, she is Distinguished Visiting Professor at the School of Foreign Languages and Literature of Shandong University, China, and has served as Visiting Professor at universities in Canada, Spain and Thailand. As an internationally recognised scholar, she has delivered over 100 talks, including invited and plenary conference presentations in Brunei, China, Hong Kong, Japan, Korea, New Zealand, Taiwan, Thailand, Spain, and the USA. Her publications, numbering over 140 (comprising books, journal articles, book chapters and others), have appeared in more than 15 international journals in the fields of TESOL and teacher education, such as TESOL Quarterly, Journal of Second Language Writing, Language Teaching, and Research Papers in Education. She is former Co-editor of the Journal of Second Language Writing and currently Principal Associate Editor of The Asia-Pacific Education Researcher. She has received several prestigious international awards, including the Journal of Second Language Writing Best Paper Award (2008), TESOL Award for Excellence in the Development of Pedagogical Materials (1999), and the TESOL Award for Excellence in Teaching (2010). She was previously Chair of the NNEST (Nonnative English Speakers in TESOL) Interest Section of the International TESOL Association, as well as former President of Hong Kong Association for Applied Linguistics.

Developments in classroom-based research on L2 writing in pen-and-paper and digital environments

Icy Lee

In this presentation, I examine classroom-based research on L2 writing in the last two decades – i.e., from 2001 to 2020, with specific attention to the publication patterns in the Journal of Second Language Writing (JSLW), the flagship journal of the field.

My review has yielded a total of 75 classroom-based studies, accounting for 21.5% of the 349 published in JSLW over the last 20 years. Such research, including both investigations undertaken by the teachers themselves (i.e. teacher-researchers) and those by external researchers, is intended to generate insight into the writing classroom through studying different aspects of teaching, learning and assessment of writing in naturalistic classroom contexts. Analysis of the literature reveals three major research strands: (1) focus on teachers and teaching; (2) focus on classroom assessment; and (3) focus on students and student learning of writing. The large majority of classroom-based studies (75%) address the learner/learning aspect of L2 writing, with 18% focusing on teachers and teaching, and 7% dealing with classroom assessment. Of the research studies that address student learning of writing, about 20% (11 out of 56) have taken place in digital environments with the large majority (9 out of 11) published in the last five years. While

classroom-based research on L2 writing in the last 20 years has been conducted in 15 different countries (such as Canada, China, Japan, Korea, Spain, and Thailand), not surprisingly the majority of studies (45.3%) have taken place in the USA. Equally unsurprising is that the bulk of the classroom-based research (78.7%) has been conducted in the college/university context, with only 13.3% in secondary, 6.7% in elementary, and 1.3% in kindergarten contexts.

In the presentation, I provide a critical discussion of the major research focuses and themes, key findings, theories, and research methodologies. I also identify potential research gaps that inform future directions for classroom-based research on L2 writing.