

# **A Cognitive Analysis of the Relationships between Chinese EFL Writers' Strategy Use and Writing Achievement Performance**

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The purpose of this study was to explore writing strategy use in Chinese EFL student writers in relation to their achievement in L2 (English) writing. This research takes a cognitive approach to the process of writing in a second language as a skilled performance in production. A total of 40 Chinese EFL student writers in Taiwan partook in this study. The





progress as writers, people must actively set, and then regulate and monitor their own progress towards those cognitive goals associated with writing; this process is re





find you cannot write naturally, let me know straight away. If not, keep writing until I inform you the time to stop. (originally in Chinese)

After this explanation to the students, they were invited to raise concerns and questions about the procedure. Then they had around one hour to practice think-aloud on a mock topic on the computer. In the practice writing session, I was able t

study, I found the categories could not accommodate all the



With respect to the analysis of audio-taped student interviews, all the data were thematically analyzed based on planning, drafting and reviewing, and were translated into English by me.

## **4 RESULTS**

### **4.1 Concurrent Think-aloud Protocol Data**

The think-aloud protocol data uncovered how the students monitor and focus their attention of strategy in different a

Table 2  
Paire

In the present study, all the students reported that the essay they had writa



students, there was much less back and forth movement in the texts. Their developing texts did not appear to create opportunities. They did not give sufficient examples to strengthen the argument in their essays. For example, Linda said “I thought each point could be elaborated in more depth and width. I did not clearly indicate some things. I felt I did not achi

lingered

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review process. Evaluative comments and revising behaviors usually follow the process of reading one's own text.

12. EV Evaluating the written text

Evaluating the writte