

**The Role of Writing Strategy Use in Relation to Chinese EFL Students' Achievement in English Writing: A Cognitive Approach**

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This paper takes a cognitive approach in exploring cognitive and metacognitive writing strategies in EFL student writers in relation to their achievement in the L2 (English) writing, and in discussing the results and implications for teaching L2 writing. Despite a considerable amount of work on models of how people write in L1 (e.g. Emig, 1971; Flower and Hayes, 1981; Hayes, 1996), there has been relatively little research developed into the role of writing in the L2. To determine the relationship of writing strategy use and writing task performance, 18 high- and 18 low- achieving Chinese EFL students selected out of 107 students in 9 English composition classes at a university in Taiwan participated in this study. The strategies used by the high- and low- achievers in writing revealed through the concurrent think-aloud protocol were investigated and then compared. The results showed the similarities and differences in which parts the high- and low- achieving student writers devoted more or less attention to in their cognitive activities. Furthermore, the writing strategies used by the high- and low- achievers are statistically different in 1) generating ideas, 2) generating texts, 3) revising and 4) editing. In light of the findings, the nature of expertise will be revisited and the implications for pedagogy in English writing will be discussed.

**References**

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