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The Dynamics of English Writing Development in Advanced Chinese Learners

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Stellingen

**The dynamics of English writing development
in advanced Chinese learners**

Junping Hou

1. Tests drive most Chinese university students to study English (Chapter 2).
2. Chinese university students do not feel they improve in English (Chapter 2).
3. The more Chinese university students watch English movies, the more they like English (Chapter 2).
4. No single linguistic measure is robust for all proficiency levels (Chapter 3).
5. At different levels of L2 proficiency, different sub-systems of the language develop (Verspoor, Schmid, & Xu, 2012) (Chapter 4/5).
6. Group studies cannot be generalized to individuals, and individual studies cannot be generalized to groups (Chapter 3/6).
7. Initial conditions are important for L2 development (Chapter 6).
8. Coordination of linguistic subsystems may be a factor in further L2 development (Chapter 6).
9. 知人者智，自知者明 (zhirenzhe zhi, zizhizhe ming) (《老子》).
He who knows others is intelligent, he who knows himself is wise.
10. 吾生也有涯，而知也无涯 (wusheng ye youya, erzhi ye wuya)
(《庄子·养生主》). *Life is finite, knowledge is infinite.*