Metacognitive and Cognitive Perspectives on Written-Feedback and Directed-revision Foci in L2 Writing

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Abstract:
Revision in both L1 and L2 writing is as important a metacognitive endeavor as is a cognitive process. Revision helps the writer to rediscover meaning, rearrange the structure, and refine the style and language, all of which could be an indirect or probably a direct reflection of how the writer makes decisions in the writing process. Having good metacognitive knowledge and deploying such knowledge in the execution of the cognitive process are crucial to successful writing. In light of this position stated above, it is evident that revision is a worthwhile topic for research in the field L2 writing. This presentation reports part of a large study that investigated the effects of treatment on Chinese EFL students’ revision and writing improvement. Based on part of the data reported in Zhang and Geng (2015) and Geng (2017), this presentation attempts to address two research questions in a quasi-experimental study: 1) What is the effect of treatment conditions on revision in terms of between-draft text quality change? 2) Will the effect of treatment conditions vary with textual level? I will report findings and discuss their pedagogical implications for L2-writing instruction.

References

March 1, 2017 (Wednesday)
12:45 – 14:00
Room 646, Meng Wah Complex, HKU
(Chair: Dr Andy Gao)

About the speaker:
Lawrence Jun Zhang is a Professor of Linguistics-in-Education and Associate Dean, Faculty of Education and Social Work, University of Auckland, New Zealand. His major interests are in learner metacognition and teacher education, with particular reference to EFL reading and writing. Additionally, he is also keen to examine issues related to academic writing and writing for publication purposes.


He has served as the Chair of TESOL’s NNEST Interest Section and Co-Editor for TESOL Quarterly’s Brief Reports and Summaries. In late 2015, Dr Zhang was appointed by the TESOL Executive to be the Chair of the TESOL Quarterly Editorship Search Committee and he and his team successfully completed the recommendation in late 2016. He was honoured with the recognition by the TESOL International Association (USA) with the award of “50 at 50”, which acknowledged “50 Outstanding Leaders” around the globe in the profession of TESOL when the TESOL Association celebrated its 50th anniversary in Baltimore, MD, USA. In November 2016, he was successfully elected to the International TESOL Association’s Board of Directors. Currently, he serves as a Co-Editor for System.

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