



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

- Zhang, L. J., & Geng, H. (2015). *Learning Second Language Writing: Written Feedback and Revision-Focus Direction on Student Revision and Text Quality*. Invited plenary paper presented at the 2015 China Specialist Symposium on SLA, 31 October – 1 November 2015, Qufu Normal University, Qufu, Shandong, China.
- Geng, H. (2017). *The Effects of Written Feedback and Revision-focus Direction on Student Revision and Writing Improvement*. Unpublished PhD thesis, Faculty of Education and Social Work, The University of Auckland, New Zealand.

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 published extensively along these lines in SSCI-indexed international journals such as *The Applied Linguistics Review*, *The Modern Language Journal*, *Language Awareness*, *Language & Education*, *Journal of Second Language Writing*, *System*, *Instructional Science*, *International Journal of Bilingualism and Bilingual Education*, *Journal of Psycholinguistic Research*, *TESOL Quarterly*, *English for Academic Purposes*, *Asia Pacific Education Researcher*, and *British Journal of Educational Psychology*, as well as in international journals of repute, including *Australian Review of Applied Linguistics*, *Australian Journal of Teacher Education*, *New Zealand Studies in Applied Linguistics*, and *RELJ Journal*. His recent co-edited books include *Asian Englishes: Changing Perspectives in a Globalized World* (Pearson Education, 2012) and *Language Teachers and Teaching: Global Perspective, Local Initiatives* (Routledge, 2014).

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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