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Titolo	Writing and Revising in Second Language Classrooms : The Role of Self-Regulation in Cultivating Expert Writers // by Jing Chen
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Nota di contenuto	Setting the Scene for Researching Instruction in Text Revision in an efl Context -- Theories on Revision -- Empirical Studies on Text Revision in I1and I2 Writing -- Empirical Studies on Instruction in Text Revision -- Development and Validation of Self Report Questionnaires -- Exploring the Effectiveness of srsd in Text Revision -- Developmental Trajectories Evidence from Qualitative Results -- Discussion Implications and Recommendations.
Sommario/riassunto	This book contributes to the field of L2 writing, with a focus on instruction in revision. Theoretically, this research provides a better understanding of students' metacognitive knowledge about revision

and their self-efficacy for text revision in EFL writing; such understanding is vital to make pedagogical connections between cognitive research, self-efficacy theory and instructional research in writing. Moreover, the designed questionnaire for data collection and analysis in this study can be employed as a diagnostic or consciousness-raising tool in the L2 writing classrooms or be used as a research tool to chart the development of students' metacognitive knowledge about revision and self-efficacy for text revision over time to contribute to this line of research. Pedagogically, this study examined the effects of the SRSD model, an approach that has shown its effectiveness in improving learners' metacognition and impacting their self-efficacy in both L1 and L2 writing, in the context of revision in an EFL context. Hence, it broadens the understanding of the feasibility and effectiveness of the SRSD model.

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