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WHAT CAN I LEARN FROM THIS RESEARCH?

How do we understand L2 writing teachers' cognition, practice and expertise?

KEY TERMS

Teacher cognition

Teacher beliefs, attitudes, awareness, identity and preferences

WHAT EVIDENCE IS SUMMARISED?

67 studies

HOW CAN I USE THE FINDINGS IN MY PRACTICE?

- Teachers can develop and sustain their professional identities by engaging in their teaching contexts, distributing expertise, and continuously negotiating their roles.
- Teachers can adjust their instructional approaches to fit contextual conditions, overcome challenges, and align with students' learning needs.
- L2 writing teachers can embrace pedagogical advancements and take leadership roles in writing instruction innovations.

WHAT DOES IT FIND?

- Teacher cognition encompasses the complex and evolving mental processes of L2 writing teachers, including their attitudes, beliefs, knowledge, and identities, which shape their instructional decisions. It is considered the "hidden side of teaching," influencing visible classroom practices.
- L2 writing teachers' understanding of instructional approaches is shaped by their experiences and knowledge of writing, covering aspects such as assessment, plagiarism, genre, and student needs. Their expertise determines how they interact with students, apply teaching strategies, and engage in professional development.
- Teachers' perspectives on writing instruction shape their teaching practices, including teacher talk and interactions with students. Their beliefs about valuable feedback and writing knowledge influence how they support student writers and contribute to their learning process.

CONTEXT & PROFICIENCY

Native and non-native in-service L2/FL writing teachers. Teachers of all levels: primary, secondary, and higher education were considered

