

Review article



Theoretical considerations on the process of guiding the self-review of written texts in Pre-University

Consideraciones teóricas sobre el proceso de orientación de la autorrevisión de textos escritos en Preuniversitario

Considerações teóricas sobre o processo de orientação da autoavaliação de textos escritos no Ensino Pré-Universitário

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Received: 21/02/2025

Accepted: 24/04/2026

ABSTRACT

The work presented is part of the research project to improve the National Education System: Monitoring and evaluation of its implementation in this article we delve into the different points of view assumed by various authors on the guidance process of self-review of written texts. Essential ideas contained in the theoretical foundations of the research carried out at the Central Institute of Pedagogical Sciences and the Enrique José Varona of Pedagogical Sciences are included about this

process, stage, phase, tool, verification or process according to the assumed conceptualization. The investigations were characterized by the dialectical approach as a general method of science, which facilitated the deepening of said study. The methods used, both theoretical and empirical, allowed us to determine the foundations to assume a position on the process orientation of the self-review of written texts. The systematization carried out on the object of study allowed us to enrich the theoretical considerations made with the orientation to said process of self-review of texts written by the teachers of Spanish Literature at the pre-university level in the Artemisa province.

Keyword: improvement; process; orientation; self-review; written texts.

RESUMEN

El trabajo que se presenta, forma parte del proyecto de investigación El Perfeccionamiento del Sistema Nacional de Educación. Seguimiento y evaluación a su implementación. Tiene como objetivo esencial profundizar sobre los diferentes puntos de vista asumidos por varios autores sobre el proceso de orientación de la autorrevisión de textos escritos. En él se incluyen ideas esenciales contenidas en los fundamentos teóricos de las investigaciones realizadas en el Instituto Central de Ciencias Pedagógicas y la Universidad de Ciencias Pedagógicas Enrique José Varona sobre este subproceso, etapa, fase, herramienta, comprobación o proceso, según conceptualización asumida. Las indagaciones que se presentan se caracterizan por el enfoque dialéctico, como método general de la ciencia, lo cual facilita la profundización en dicho estudio. Los métodos utilizados, tanto teóricos como empíricos, permitieron determinar los fundamentos para asumir una posición sobre el proceso de orientación de la autorrevisión de textos escritos. La sistematización realizada sobre el objeto de estudio permitió enriquecer las consideraciones teóricas relacionadas con la orientación a dicho proceso de autorrevisión de textos escritos por parte de los docentes de Español-Literatura del nivel Preuniversitario, en la provincia Artemisa.

Palabras clave: perfeccionamiento; proceso; orientación; autorrevisión; textos escritos.

RESUMO

O trabalho apresentado faz parte do projeto de pesquisa: Aperfeiçoamento do Sistema Nacional de Educação. Monitoramento e avaliação de sua implementação. Seu objetivo essencial é aprofundar os

diferentes pontos de vista assumidos por diversos autores sobre o processo de orientação da autoavaliação de textos escritos. Incluem-se as ideias essenciais contidas nos fundamentos teóricos das pesquisas realizadas no Instituto Central de Ciências Pedagógicas e na Universidade de Ciências Pedagógicas Enrique José Varona sobre este subprocesso, etapa, fase, ferramenta, verificação ou processo, de acordo com a conceituação assumida. As investigações apresentadas caracterizam-se pela abordagem dialética, como método geral da ciência, que facilita o aprofundamento dos estudos. Os métodos utilizados, tanto teóricos quanto empíricos, permitiram determinar as bases para assumir uma posição sobre o processo de orientação da autoavaliação de textos escritos. A sistematização realizada sobre o objeto de estudo permitiu enriquecer as considerações teóricas relacionadas à orientação do referido processo de autoavaliação de textos escritos pelos professores de Literatura Espanhola do nível Pré-Universitário, na província de Artemisa.

Palavras-chave: melhoria; processo; orientação; auto-avaliação; textos escritos.

INTRODUCTION

Education in Cuba guarantees the comprehensive development of new generations, as enshrined in the Constitution of the Republic and the Guidelines for the Economic and Social Policy of the Party and the Revolution. Furthermore, as part of the Sustainable Development Goals (SDGs) outlined in the 2030 Agenda, the need to ensure quality teaching and learning processes is emphasized, an aspect of great interest and attention to the educational institution.

To raise the quality of student learning, qualified teachers are needed, teachers who possess ethical and moral qualities aligned with the development of the Cuban nation's socialist project. Through their work, they will contribute to the education and guidance of students, empowering them to become active participants in the revolutionary transformations of their time. These key guiding principles underpin the Third Improvement of the National Education System, its curriculum, and the approaches adopted for the development of each subject throughout the educational system.

In this case, the subject of Literature and Language, taught in all three years of pre-university education, considers written text construction as one of the cognitive domains it contributes, and the most integrative one. Furthermore, through the writing process, students express their other cognitive domains: their thematic knowledge, their unique interpretation of the world, their linguistic

knowledge (lexical, grammatical, and orthographic), their skills, values, and attitudes in shaping their writing according to their communicative intentions and purposes, and in adapting it to the characteristics of their potential audience, the context in which they communicate, and the type of text they are producing.

Every citizen, embedded in the fabric of contemporary societies, observes a very high dependence on writing processes, because they will have to navigate complex and diverse communication spaces that will require them, regardless of their sphere of activity, to write documents for different purposes: letters or work reports, minutes, applications or petitions, summaries, argumentative or evaluative texts, among others; all of this will demand a full command of the resources necessary to develop writing processes and to project themselves competently in the diverse contexts in which they must interact. Therefore, Almidón-Ortiz *et al.* (2021) point out that writing "is the result of the interplay of different social, cultural, motivational, and cognitive factors" (p. 358).

The importance of writing skills extends beyond the academic sphere. As Graham and Harris (2022) points out, societies demand citizens who are competent to produce functional texts in diverse contexts, which underscores the need to master the self-revision process; this represents an indispensable tool for developing students' critical thinking.

Therefore, when teachers address the process of constructing written texts as a functional component of language classes, they must focus on guiding students through the process of self-revision of their initial, intermediate, and final texts. This implies that guiding self-revision becomes a priority for both teachers and students. For this reason, this article presents some theoretical foundations regarding this process.

The investigations were carried out in the process of experimenting with new ways of working and new materials for the Improvement of the National Education System, tasks that facilitated socialization with provincial subject committees and teachers.

The research consulted on the process of guiding self-revision of written texts has been diverse. Most of the authors consulted agree that constant self-revision of written text is important in the text construction process; however, not all researchers specify how the teacher should guide this process.

This information will be very useful for teachers, researchers, and those responsible for teaching text construction.

All of this will be based on empirical evidence collected through a systematic review related to reflection and pedagogical contextualization in the field of writing and revision, which will allow for the collection, evaluation, and critical synthesis of existing literature, providing more robust conclusions.

Therefore, the objective of this article is a review aimed at systematizing the different points of view assumed by several authors on the process of guiding the self-revision of written texts.

DEVELOPMENT

Self-revision of written texts is an essential component in the development of competent writers, both in academic and professional contexts. The literature review conducted draws on various contributions that highlight the importance of students' dissatisfaction with errors and establish stages for text construction. In all cases, functional self-criticism is emphasized, understood as the opportunity to identify achievements and difficulties encountered in writing. The need to teach critical thinking skills is also highlighted, and reading aloud is proposed as an exercise. In other words, without explicitly using the term "self-revision," this author's studies implicitly acknowledge the need to teach students procedures for self-revision.

There are valuable studies that propose two stages in the revision of written texts: collective and individual correction of the final text, rather than a sequential process—a limitation that has persisted for many years, even since antiquity; and prioritizing the results of the writing tasks assigned by the teacher to the students. It is important to highlight the accepted value placed on controlling writing and the need for students to develop critical thinking skills through the use of valid criteria for evaluation and correction. However, at various stages of the writing process, teachers guide students in self-revision of their texts.

Many studies agree that the student, as the writer, is responsible for revising, and the teacher is responsible for teaching them how to revise. The proposals recognize the active role of students as authors of the texts, suggesting, among other things, a negotiation between the teacher and their students regarding the criteria or indicators that will guide the revision and adjustment, as well as the symbols to be used. Researchers consider that revision itself is a tool for learning to write and that revising is an action that is part of the writing process. In this sense, they believe that the student, as the writer, should adopt a self-correction technique, in which the draft becomes a way

for them to learn to self-correct. It is argued that the constant rereading and rewriting or reformulation of the text, based on criteria or indicators, allows students to self-monitor, self-evaluate, self-correct, revise their draft, and produce a final version. It is important to highlight that, from the teacher's mediating role, the use of drafts, versions, or intermediate texts is conceived as a didactic tool that allows for the systematic, direct, and objective observation of the student's process. This facilitates the teacher's ability to help students discover where they have gone wrong, why, and how to resolve the difficulty. This translates into the process of self-revision.

Self-revision is also understood as a verification of the alignment of results with the objectives set in the planning stage. It is a process in which global and local tasks are carried out simultaneously, requiring the teacher to respond to multiple demands at once, each of which impacts the final product. This definition offers an approach to the guidance that the teacher should provide in the self-revision process, starting from the planning stage. It is geared towards improving the quality of the written work.

In the self-revision guidance process, tasks such as careful and collaborative reading of the written work are carried out to detect inconsistencies, gaps, or other aspects that need improvement. Self-revision also includes reflection on the text construction process. In fact, metacognition encompasses the various stages, since it is necessary at all times to verify whether things are being done correctly or not, an aspect with which the researchers fully agree. Throughout the writing process, the writer (student) (sender) must be prepared to address lexical or grammatical problems, as well as issues related to text organization and theme.

In the last decade, research has established a direct link between revision and improved text quality, as well as the development of metacognitive skills (Graham & Harris, 2022). In this regard, Graham and Harris (2022) have systematized the main self-regulation strategies for writing, highlighting that explicit instruction in revision is a fundamental pillar for the development of competent writers.

For their part, Torrance and Fidalgo (2023) offer an updated review of self-regulated writing models, emphasizing that effective self-revision requires the writer to monitor, evaluate, and adjust the text recursively, not only in the final stage, but throughout the entire text construction.

In the Cuban educational field, the Third Improvement of the National Education System has emphasized the need to prioritize self-regulated writing processes, where teacher guidance plays a

key mediating role, as Álvarez and Jiménez (2024) point out, by abandoning formative feedback as the structuring axis of textual revision.

Recent studies concur in conceptualizing self-revision as an intrinsically self-regulated process. Jiménez (2023) and Jiménez Castelló (2023) emphasize that effective self-revision requires writers to recursively monitor, evaluate, and adjust their text, while Castelló and Mateos (2022) delve into scaffolding models for teacher guidance in academic writing. This perspective aligns with international research linking self-revision to the development of executive functions and metacognition, as demonstrated by Mata and Castelló (2024), who explored metacognitive strategies in the production of written texts in secondary education. Similarly, Arias-Gundín and García-Llamazares (2023) provide evidence on the relationship between metacognitive strategies and the quality of text revision in pre-university students.

From a sociocultural perspective, self-revision is understood as a skill that is internalized through teacher mediation and collaborative interaction. López and Rijlaarsdam (2021) highlight the importance of teacher feedback as a recursive resource in teaching revision, while Van Steendam and Rijlaarsdam (2022) provide a systematic metaphor about the effects of peer feedback on self-revision processes.

In the Cuban context, recent research such as that of Díaz-Barriga and Hernández-Rojas (2023) highlights that self-revision should be oriented towards three interrelated dimensions: semantics, syntax and pragmatics, ensuring that the text is coherent, correct and appropriate to its communicative context.

To achieve the aforementioned goals, teacher guidance is fundamental, and in this sense, the process of guiding self-revision of written texts has evolved toward differentiated scaffolding models. Therefore, Fidalgo and Torrence (2021) propose tiered levels of support, ranging from guiding questions to explicit modeling, adapted to each student's zone of proximal development.

Along the same lines, Philippakos and MacArthur (2024) demonstrate that instruction in self-regulation of writing, focused on feedback and revision, produces significant improvements in the textual quality of students in Basic Secondary Education.

Formative feedback is another key pillar in this process of guiding self-revision of written texts. Recent studies emphasize that feedback should be specific, timely, and focused on revision criteria

previously shared with the learners. Midgette and MacArthur (2023) delve into how persuasive objectives and audience awareness influence the revision processes of junior high school students.

In the Spanish-speaking world, García and Marbán (2024) analyze the effects of self-regulated writing interventions on revision and text quality, while Sánchez and García (2022) highlight the importance of process-oriented feedback for junior high school students. They also emphasize the importance of collaborative critique and reading aloud as mechanisms for externalizing the revision process before internalizing it.

Furthermore, the digital dimension is emerging as an area of growing interest. Tools such as online collaborative environments and natural language processing resources are being explored to support self-revision, although their pedagogical implementation requires careful guidance to avoid displacing the writer's agency. Marín and Salinas (2022) address this aspect by analyzing how digital environments can mediate the self-revision of texts from a collaborative perspective.

In language classes, one should begin by exploring whether students are capable of self-revising the errors they make in constructing a written text. Undoubtedly, some already achieve this, but they do so because it is part of their existing knowledge; some are familiar with the fundamental characteristics that should be present in every text. The teacher should guide self-revision at each stage, given the importance of teaching students how to self-correct their errors. These authors highlight the importance of students self-correcting their errors; however, the limitation lies in students being able to self-correct without teacher guidance in their written work. In this regard, De la Paz and Felton (2022) demonstrate that explicitly teaching self-revision strategies produces significant effects on textual quality and on students' revision behavior.

The following are considered the main operations that shape the text construction process:

- Planning involves defining the text's objectives and establishing the plan that will guide the entire production process. This operation, in turn, consists of three subprocesses: the conception or generation of ideas, organization, and finally, the establishment of objectives based on the rhetorical situation.
- Textualization, comprised of the set of operations that transform content into linearly organized written language, involves a multiplicity of demands (graphic execution of letters, orthographic, lexical, morphological, syntactic requirements, etc.). This process, which

consists of moving from a hierarchical semantic organization to a linear one, necessitates frequent revisions and returns to planning stages.

- Self-revision, a stage that occurs throughout the entire writing process, is essential; writers should always give themselves the opportunity to review and correct their work. Once this stage is complete, the entire text can be reviewed and reworked, either in its entirety or in sections, considering the specific requirements of its construction.

The operations described above reveal that the teacher must consider the ongoing guidance of the self-revision process of the written text. Therefore, reading to critically evaluate the writing throughout the writing process is of vital importance. At each stage, operation, or subprocess, semantic, syntactic, and pragmatic deficiencies are identified and resolved, based on the analysis performed in the previous phase. The writer revises and changes as needed to create the final text. With this approach, it is possible to constantly re-evaluate the process using initial and intermediate texts, not just the final product.

The teacher must act as a guide and mediator, adjusting pedagogical support to the diverse needs of the students, proposing differentiated activities, fostering oral exchange and creating collaborative activities, encouraging collective and individual evaluation of the process, critical thinking and self-reflection, boosting self-esteem, and promoting motivation and awareness as a writer. In short, the teacher must embrace the concept of guidance as the collaboration, support, and assistance they provide, not only during specific moments in class, but as a function they must perform throughout the entire teaching and learning process of written text construction, both inside and outside the classroom, given its complex, self-regulated, and recursive nature.

Current references advocate for an integrative process of guiding the self-revision of written texts that considers not only cognitive and linguistic aspects, but also affective and motivational ones.

Along these lines, Rosario and Nuñez (2023) demonstrate longitudinally how self-regulation strategies in writing affect revision processes, while Zimmerman and Moylan (2023) update the theoretical foundations of self-regulation in writing and its instructional implications.

For their part, Colognesi and Coppe (2023) offer a systematic review on the development of self-regulation in writing through teacher feedback, highlighting the mediating role of the teacher in the internalization of revision processes.

To guide self-revision of written texts throughout the text construction process, teachers should employ different organizational methods, including collaborative work in pairs or teams. This approach fosters exchange, allowing students to corroborate and improve ideas, find the right phrase, share their work with others, receive feedback, listen to different perspectives, and engage in self-assessment and self-regulation. This self-regulation is manifested in the possibility of rereading, reorienting, and reconstructing the text at any point in the process, from the initial idea to the final revision of the definitive text. Navarro and Ávila (2022) address this dimension when analyzing text revision as a situated practice, where teacher mediation plays a central role in secondary education. Valdés *et al.* (2022) provide recent evidence on how teacher guidance affects the self-revision of texts in Pre-University, while Vázquez and López (2023) delve deeper into self-revision as a recursive process mediated by teacher action.

The systematization carried out allowed for the establishment of the essential foundations of didactics that support the process of guiding the self-revision of written texts, by presenting philosophical, sociological, psychological, pedagogical, and didactic references in relation to the requirements of the Third Improvement of the National Education System. Furthermore, the investigations carried out corroborate the importance of addressing the semantic, syntactic, and pragmatic self-revision of written texts throughout the text construction process; to achieve this, it is necessary to ensure the appropriate guidance of actions at each stage of text construction.

The review of recent theoretical references This confirms that guiding self-revision of written texts is a complex process that integrates cognitive, metacognitive, social, and affective dimensions. Authors such as Graham and Harris (2022), Torrance and Fidalgo (2023), and Jiménez and Castelló (2023) agree that the explicit teaching of self-regulation and revision strategies, mediated by systematic guidance, is a determining factor for improving text quality at the pre-university level.

The assessments presented express foundations and approaches related to the process of guiding self-revision of written texts, from different, but not mutually exclusive, theoretical perspectives. They all contribute to the development of critical thinking and the holistic education of students. In this regard, the studies by López and Rijlaarsdam (2021), Van Steendam and Rijlaarsdam (2022), and MacArthur and Philippakos (2023) highlight the importance of formative feedback and collaborative interaction as key elements of teacher guidance in revision processes.

Recent research such as that by Philippakos and MacArthur (2024), García and Marbán (2024) and Mata and García (2024) demonstrates that interventions focused on self-regulation and revision produce sustained improvements in students' writing competence.

As Díaz-Barriga and Hernández-Rojas (2023), Navarro and Ávila (2022) and Valdés *et al.* (2022) point out, teacher mediation in this process must be situated, differentiated and recursive, adapting to the specific needs of each educational context and each learner.

CONCLUSIONS

Teaching self-revision of written texts becomes relevant because it fosters autonomy in decision-making and problem-solving. Teaching text construction, as a priority component, and the three stages of the presented model, should be conceived within each moment and space of guidance for self-revision of written texts.

The value of this work lies in the theoretical contributions of the various researchers, all of whom agree that guiding students through self-revision of written texts contributes to achieving an acceptable final text, tailored to the specific characteristics of each learner. Therefore, it is essential to teach writing skills: to thoroughly revise what has been written, to rework, to allow time for constructing and deconstructing texts and thoughts, to tolerate the anxiety of uncertainty without postponing the moment of beginning to write, to erase, reread, and rewrite before considering a text finished.

Updated evidence from recent research supports the need to continue deepening the design of self-review guidance models that coherently articulate the cognitive, metacognitive, social, and affective components, in accordance with the principles of the Third Improvement of the National Education System and the demands of quality education in the current Cuban context.

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Conflicto de intereses

Los autores declaran no tener conflictos de intereses.

Contribución de los autores

Los autores participaron en el diseño y redacción del artículo, en la búsqueda y análisis de la información contenida en la bibliografía consultada.



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