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***WRITING AND REVISION:
THE EFFECT OF INDIVIDUAL REVISION, PEER REVISION AND TEACHER'S
WRITTEN FEEDBACK IN FOREIGN LANGUAGE TEXT PRODUCTION.***

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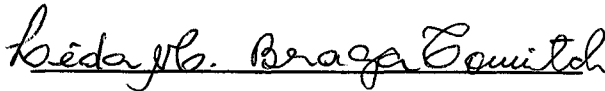
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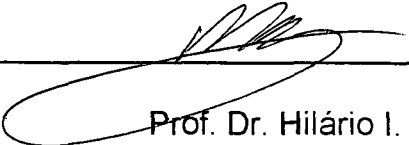


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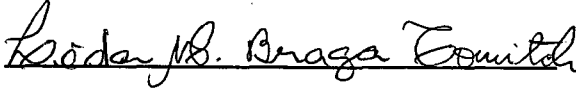


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ABSTRACT

DELLAGNELO, Adriana de Carvalho Kuerten. **Writing and revision: the effect of individual revision, peer revision and teacher's written feedback in foreign language text production.** Florianópolis, 1997. 123p. Dissertação de Mestrado em Língua Aplicada - Curso de Pós-Graduação em Inglês, Universidade Federal de Santa Catarina.

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The present study aimed at evaluating the performance of EFL intermediate students while revising texts using three revision strategies: individual revision, peer revision and revision based on the teacher's written feedback. The contribution of the changes introduced in revised texts as well as the students' attitudes and reactions toward the revising strategies were verified.

Text production happened in two moments: the writing of a first draft of a text and its revision. Each revision strategy was used twice. Six classes were used for the writing of the first drafts of texts and other six for revising them according to the three revision strategies. In the last class, aiming at assessing the subjects' attitudes and reactions toward the revising strategies, an interview was carried out by the teacher. The research reveals that, according to the interviews, student-writers prefer feedback from a professional as opposed to any other kind of revision. Regarding the effect that the revision strategies had on subjects' subsequent versions, it seems that global aspects were more positively influenced by the teacher's feedback and by individual revisions respectively. Peer reviews also introduced textual changes, but on smaller scale. Superficial changes, such as mechanics and grammar, seemed to be peers' main concern.

The results obtained in the present study lead us to believe that revision activities should be exercised in writing classrooms, since more elaborated texts arise from these exercises.

Key-words: text production; revision.

RESUMO

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Este estudo objetivou avaliar a atuação de alunos de competência pós intermediária de inglês como língua estrangeira ao revisar textos mediante três tipos de revisão: individual, colaborativa e revisão baseada em 'feedback' proporcionado pela professora. Verificou-se a contribuição das mudanças feitas pelas alunas na melhoria dos textos revisados, bem como as atitudes e reações das mesmas perante as diferentes formas de revisão.

A produção textual constou de dois momentos: a escritura de um texto e a revisão do mesmo. Cada estratégia de revisão foi utilizada duas vezes. Seis encontros foram usados para a escritura das primeiras versões de textos e outros seis para revisá-los dentro das três metodologias especificadas. No último encontro, foi feita uma entrevista oral com as alunas com o objetivo de acessar a atitude das mesmas perante as atividades de revisão.

A pesquisa revela que, de acordo com as entrevistas, alunos escritores preferem comentários de um profissional a qualquer outro tipo de revisão. Quanto ao efeito das estratégias de revisão nas segundas versões dos textos, notou-se que aspectos globais foram mais positivamente influenciados pelo 'feedback' da professora e por revisões individuais respectivamente. Revisões colaborativas promoveram mais mudanças superficiais, tais como gramática, pontuação, ortografia, etc., sendo que aspectos globais também foram melhorados, porém em menor escala.

A conclusão que se chega com os resultados deste estudo nos leva a crer que atividades de revisão devem ser exercitadas em sala de aula, visto que delas resultam textos mais bem elaborados.

Palavras-chave: produção de texto; revisão.

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CHAPTER I

INTRODUCTION

Over the past three decades, the number of studies concerned with second-language learning/acquisition (SLA)¹ and foreign language learning/acquisition (FLA) has largely increased, as has the number of journals and conferences dealing with this topic. One of the reasons for such an increase seems to be practical: learning a second language (SL) nowadays offers social prestige and also chances of professional advancement. Additionally, professional commitments ask for higher competence, and knowing a foreign language (FL) is part of this. More than ever, individuals depend on FL communicative abilities for self value, realization, job opportunities, access to information sources, etc.

Language learning, as Lightbown & Spada (1993:01) state, is an “amazing feat”. Everyone who has listened to the first sounds of a baby and watched her/his language development becomes fascinated by the speedy process the child apprehends the structural aspects of the linguistic system s/he is exposed to. The same happens with language learners who experience the first results of their second language learning. Very often, questions like what enables us to learn words, to store so many of them, to readily retrieve from memory the ones we need and then put them together in meaningful sentences come to our minds. All these

¹ Although the literature makes a distinction between SLA and FLA, these terms are used interchangeably in the present study.

questions underlie a more global one which is: how are languages learned/acquired?

This study addresses the question of how learners develop the writing ability. More specifically, it analyzes the role of revision and feedback in text production. My interest in this topic was triggered by two different experiences: my own experience as a writer and my experience as an English teacher. As a teacher, I have found that I am not the only writer to have difficulties with the complex task of writing. In fact, composing is laborious and difficult for all those who try to master the cognitive process of text production.

Composition research and teaching date back to the middle 40s when FL writing teaching methods first appeared on the scene. As in other areas of education, different approaches to teaching L2 writing were proposed. A new approach was usually proclaimed to be more effective than those that had preceded it, and after a certain time, this new approach also faded at the expense of another new proposal. One of the reasons for this cycling change seems to be the fact that new approaches became easily fashionable without having their theoretical basis questioned, and as a result they were destined to fade (cf. Silva 1990:11,17-18).

The development of the writing skill has been approached from different perspectives. At first, research focused primarily on the outcome. Then, a broader view, taking into account not only the product, but also the process involved in text elaboration came to be fashionable. One of the early findings of process research was that writing is not a linear process, but a recursive one. In other words, writing does not follow an established plan-outline-write sequence. Rather, elaboration

involves going back and forth in the text so that the writer, who takes the place of the reader, can evaluate her/his own plans and linguistic expression.

Cognitively and socially speaking, writing is eminently a decision making process whose objective is to communicate and to inform a certain audience. Therefore, prior to writing per se, composers must decide on how to deal with the topic, what to communicate and how to start, develop and close the text, so that it effectively communicates the writer's intentions. This cognitive process, however, entails other processes such as planning (idea generation, goal setting and elaboration), translating and reviewing (adapted from Flower & Hayes, 1981 in Kato 1993).

During the planning stage, writers may decide on how to use the information they have as well as the goals and the macro structure of the text. In order to achieve these goals, the writer must have in mind the discourse community s/he is writing for. With the audience in mind, the composer comes to another process known as translation, wherein s/he will translate her/his ideas into language. At this point, the writer uses her/his linguistic abilities to efficiently express meaning. According to norms of rhetoric, s/he must not only make herself/himself understood, but also produce some effect on the reader. In other words, the writer has to be understood by the reader who, in turn, must be persuaded by the arguments of the writer (Kato, 1993).

Finally, the text is reviewed. Reviewing involves reading the text produced, examining it concerning goals, audience, content, vocabulary, grammaticality, etc. Although it may seem that these processes are discrete, it is important to point out

that they are not. Rather, they overlap and often occur simultaneously. Reviewing, for instance, is a recursive activity which occurs at every level of text elaboration (surface level: words, sentences, and global level: addition, deletion), and during all stages of the whole process. Additionally, writers, many times, spend more time reviewing than writing their first drafts, as it may happen when composers find discrepancies in their writing and decide to go back as to rethink their goals and/or retranslate their thoughts. It appears, therefore, that not only reviewing is recursive, but also the adjoining processes, such as planning and translating, are.

Needless to say that research on composing no longer supports the claims that writing is a process of reproducing ideas previously outlined and that revising and rewriting only involve correcting grammar, spelling, punctuation and mechanics in general (Taylor, 1981). According to more recent studies (e.g. Matsushashi & Gordon, 1985; Fathman & Whalley, 1990; Enginarlar, 1993), revisions are based on two distinctions: writers may make only low level mechanical and word level changes by simply rephrasing the content without altering the information, that is, surface level changes; and/or writers may make text based changes, i.e., those that affect meaning. In this latter type of revision, new information may be added to the text, old information may be removed from it and/or information may be linguistically presented differently or still it may change places in the text.

Revision is a topic which has attracted the attention of researchers. First because, very often, writers, especially novice ones, define revising as rewording and error-hunting. Second because when asked to revise, these writers make only word level and low level mechanical changes (Sommers, 1980 in Matsushashi &

Gordon, 1985). Hayes and his collaborators (1987), in attempting to have a better understanding of the processes through which one engages during the very act of revising, carried out a study based on controlled revision tasks. Their results showed that expertise seemed to define the process: experienced writers produced text based revisions, while novice composers made only low level changes.

Researchers have different interests when analyzing compositions, and ways of improving texts seem to be one of them. The interest for text improvement led scholars to provide writers with feedback, either interactive or written, either focused or not, as an attempt to help composers to produce better texts. I use the term 'interactive' for feedback given in oral discussions in class, either by peers or by tutors. The distinction between focused and non focused feedback is that focused feedback makes a direct appeal over either form or content. Non focused feedback, on the other hand, does not account for any particular kind of error; it is general.

The different possibilities of providing feedback to writers, of valuing different aspects in texts, etc. led me into the topic I want to discuss: what revising strategy would be more beneficial for students' improvement of text production?

This study concentrate on the analysis of 48 compositions written by four Brazilian post-intermediate EFL students of the Foreign Language Department at UFSC, under three revision situations: individual revision, peer revision (also called collaborative writing) and teacher's written feedback (see the methodology chapter for further explanation on these strategies). These three revision situations fit into two types of revision proposed by Hayes et al (1987): revisions made by the writer and those carried out by others than the writer. Individual revision is inserted into the

first case. Peer revision and written feedback fit into the second type. This study, therefore, aims at investigating the effect of different revision strategies in writers' text production. It addresses the following questions:

1) What kinds of changes does each strategy produce in writers' final outputs?

2) What is the effect of individual revision on FL learners' texts?

3) What is the effect of peer revision on students' subsequent drafts?

4) What is the effect of teacher's written feedback on composers' final outcomes?

5) What are writers' reactions and attitudes toward the strategies applied in the study?

Since all students and professionals must learn how to compose, and considering the level/degree of difficulties encountered in the process of writing, research on this field seems broadly justified. Additionally, although there is a growing literature on revising, the effect of different strategies used to provide students with feedback has been neglected. In other words, there have been few attempts to link techniques of responding to student writing and revision. Another motivating factor for investigating this relationship are the few studies that exist on responding to L2 composing and the fact that there is almost no research in this area with Brazilian subjects.

This study is divided into five chapters. Chapter I introduced the research questions and contextualized the topics to be investigated with the available literature. Additionally, the researcher's choice for the topic was justified.

Chapter II presents a review of the bibliography available on the topics of interest together with previous research and their findings. In addition, this chapter describes the model of writing proposed by Flower & Hayes (1981) as well as the model of revision proposed by Hayes and his collaborators (1987).

In chapter III, regarding methodological aspects, a description of the subjects who took part in the study is given along with a description of the materials and the procedures used for the data collection. Still, an account of the procedures employed to analyze the data is presented.

Chapter IV concerns the presentation of the results obtained in this research as well as some discussion on the findings. The chapter addresses the research questions of this study, such as the kinds of changes occurred during each revision strategy; the effect of individual revision, peer revision and teacher's written feedback on FL learners' texts, and subjects' reactions and attitudes toward the revision strategies.

In chapter V, the closing chapter, final remarks concerning the revision strategies are made. Additionally, the limitations of the study as well as pedagogical implications are defined and commented by the researcher. Finally, suggestions for further research are presented.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter is divided into three sections. The first two discuss aspects which are paramount to this dissertation: the writing process and writing instruction. The third section presents an overview of the literature concerning revision as a process inherent to all kinds of rewriting. As sub-sections, the three revising strategies applied in this study are included: individual revision, peer revision and written feedback.

2.1. The Writing Process

The discussion of the writing process starts with the presentation of a quote from *The Philadelphia Inquirer*.

Dear Ann Landers: I am a boy who is 12 years of age. I did something my parents didn't think was right and as punishment they made me stay home from a ball game I was dying to see. The tickets were bought and everything. They took my cousin instead of me.

I decided they were terrible to treat me so bad and I started to pack my suitcase to run away. I finished packing and I thought maybe I should write a good-bye letter. I wanted my folks to know why I was running away. I got to thinking about lots of things as I was writing and decided I ought to be very fair and apologize for a few things I had done that weren't right.

After I started to write I thought of lots of things that needed apologizing for. I then began to thank them for the nice things they had done for me and there seemed to be an awful lot of them.

By the time I finished writing the letter, I unpacked my suitcase and tore up what I wrote.

I hope all kids who think they want to run away from home will sit down and write a letter to their parents like I did and then they won't go.

-- A Rotten Kid

(from *The Philadelphia Inquirer*, September 9, 1978 in Taylor 1981)

Until recently, it used to be common practice in writing classes to ask students to draw an outline before they actually started writing. This activity presumed that writing was a fixed linear-stage process in which writers transcribed what they had previously planned, thought out and organized.

The letter presented above is from a boy who was upset with his parents because 'they had been terrible' to him. For that reason, he decided to go away from home. As he finished packing his suitcase, he thought of writing a good-bye letter for his parents. As he was writing this letter, he thought further and decided that he had better apologize for a few wrong things that he had done. The boy then, unpacked his suitcase and decided to stay. As this passage illustrates, writing is not only a *plan-outline-write* process. It is also a process that can activate thinking, facilitate thought, generate new ideas and organize them in a clear and understandable way.

In this context, writing can no longer be considered as a mechanical process, where one's 'planned' ideas are simply translated into language, and which focuses primarily on linguistic aspects, independent of context and users; and on production and form rather than on purpose and meaning. Focusing on purpose and meaning can originate critical thinking, as happened with the boy in the illustration above.

Now, the discussion focuses on the components of the writing process according to Flower and Hayes' (1981a) model of writing (see figure 1). It is also based on Kato (1993), Haberlandt (1994) and Gagné et al (1993).

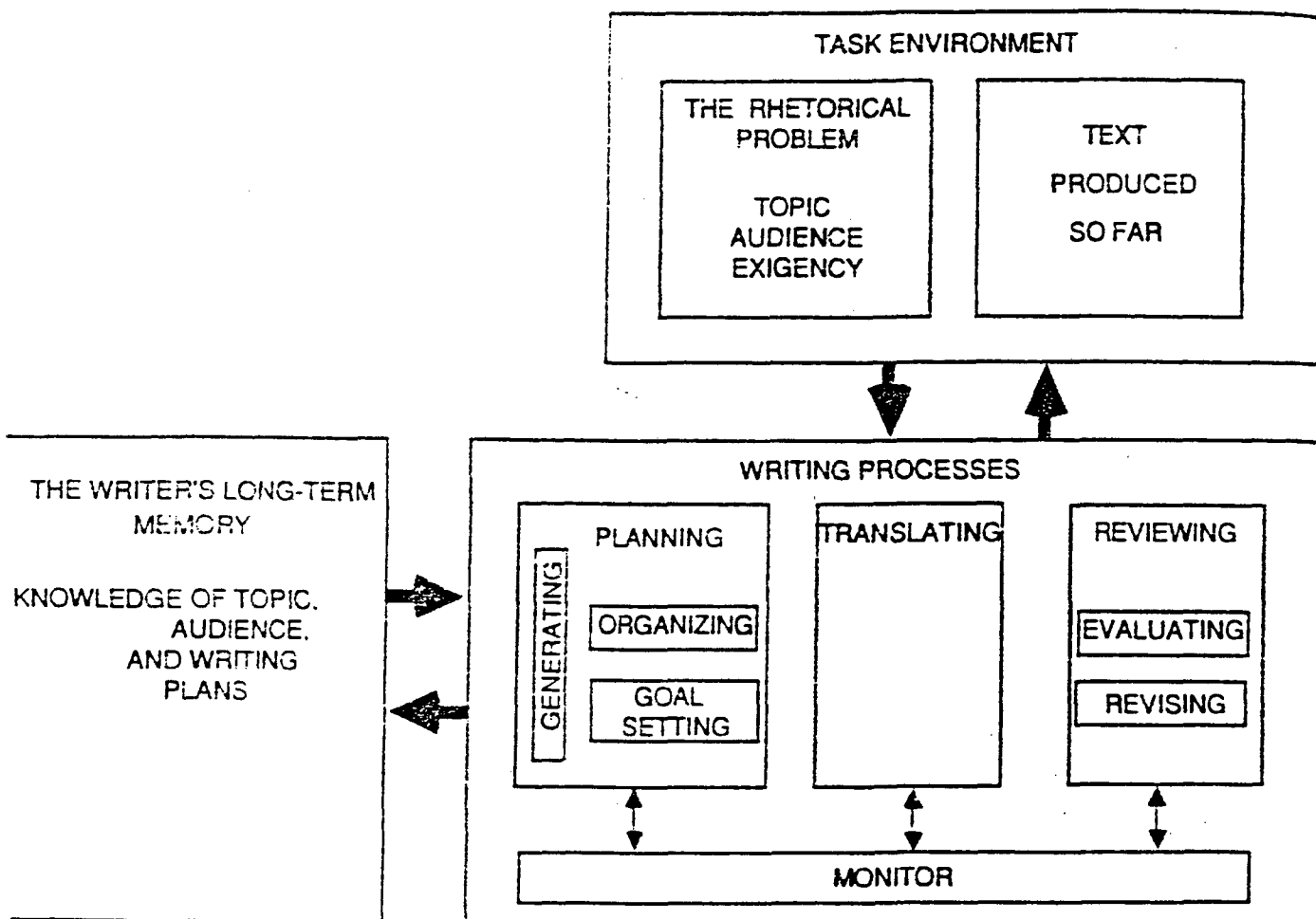


Figura 1 - Process model of composing (adapted from Hayes et al, 1987)

The model has three major parts: **task environment**, **declarative knowledge** and **procedural knowledge**. The **task environment** can be understood as the external world, i.e., apart from the writer. This part of the model may both influence and constrain the writing process. It comprises the '**rhetorical problem**', which encompasses the task that determines the **topic**, the **audience** and the **constraints**

that may be imposed, and the “**text produced so far**” in response to the **problem**. The two other parts of the model can be thought of as responsible for the act of writing. On the left hand side is the writer’s **declarative memory** (also long-term memory), which, together with the **task environment** feed the whole process of writing. On the right hand side is the composer’s **procedural knowledge** of how to write, i.e., the components of the writing process: **planning**, **translating** and **reviewing**. However, despite the linearity presented in the model, this sequence is not serial. Usually, writing starts with a period of pre-planning followed by a writing stage, wherein all the component processes occur. **Reviewing**, for example, may happen even before writing starts, as when one thinks of an idea, then evaluates and changes it. **Plans** made before writing may also change or be further elaborated at the expense of what has actually been written (the example of the boy also fits in this case). Thus, “the component processes in writing may operate in parallel and in collaboration with one another” (Gagné et al, 1993: 317)

The **monitor** component coordinates all the subprocesses mentioned above. It also allows the writer to move from one subprocess to another at any moment of the process.

2.1.1. Planning: **Planning** involves the processes of **setting goals**, **generating ideas** and **organizing these ideas**. During the process of **setting goals**, the writer must **plan** who her/his reader will be, i. e., to whom s/he is writing, and the effect s/he wants to create over this reader. The writer’s **planning** stage must, therefore, be efficient enough so that the reader will not only understand what the writer

means, but also be evoked by what s/he says. For example, if one writes a letter to the manager of her/his apartment building asking for some changes which s/he considers necessary for a better living, the reader of this letter may understand what is said, but may not respond to the requests, indicating that the writer was not convincing enough to make the manager act upon the suggestions. According to Kato (1993), this reader may have comprehended the text, but he/she was not influenced by the arguments of the writer.

Idea generation feeds the whole **planning** process. During this stage, composers retrieve information from memory for the task assigned and establish new connections, new links with the information already stored. Such information is evaluated regarding its relevance. If it lacks relevance, the process is repeated. Composers may also search for some additional information. They may read articles, magazines, books in an attempt to gather relevant ideas for a task or assignment. Still during the **planning** process, the writer has to **organize** the ideas s/he **generates**, not only according to relevance, but also to the constraints of the assignment given (Haberlandt, 1994; Gagné et al, 1993), i.e., in agreement with her/himself, audience, reality and language; elements which will be discussed in section 2.2.

2.1.2. Translating: Translating refers to the process of committing pen to paper. It is the time when the writer expresses meaning in print. As s/he does so, s/he makes choices at several levels: words, phrases, clauses, sentences, paragraphs, agreement, punctuation, and so on. The writer, then, transcribes her/his ideas into a

syntactically and semantically “correct way”. At this moment, novice writers may give much attention to a specific item, either linguistic or informative. In this case, if attention focuses on spelling, for example, the writer may overlook the ideas so far generated, creating some difficulties for her/his own writing process. Additionally, throughout this stage, writers pause, evaluate, adapt the language to the discourse community they are writing for, etc. Researchers assume that, at this time, writers engage in planning processes. They reread their texts and, again, think of ways to express a given proposition, search for words, etc. (Haberlandt, 1994 and Gagné et al, 1993).

2.1.3. Reviewing: Reviewing, as the whole process of writing, is recursive. It happens at the linguistic level of text production (words, sentences, paragraphs) and at all stages of the composing process (planning, elaboration, etc.). In **reviewing** a text, the writer **evaluates** it according to form, mechanics, writing conventions, cohesion, argumentation, content, etc. and to her/his audience in terms of language appropriation, shared knowledge, etc. In general terms, the writer rereads her/his own text accounting for invention, arrangement and style. At this point, the composer also deletes irrelevant information, adds important details and/or examples, moves sections from one place to another, shortens or lengthens sentences or paragraphs, and so on. A crucial aspect in **revision** is the recognition and solution of some incongruities found in the text in terms of execution in opposition to intention. In short, this is the stage that “gives the product its final shape” (Haberlandt, 1994: 360)

2.2. Writing Instruction

Studies on writing indicate that student-writers have many difficulties in being successful in this laborious task (Cohen and Cavalcanti, 1990; Zamel, 1982). Research also suggests that some of these difficulties may result from writing instruction (Berlin, 1994; Fulkerson, 1994; Silva, 1990; Witte, 1885). Teachers, many times, fail to recognize that their students do not produce better texts because of lack of experience, knowledge and control over their own writing processes. Hopefully, according to Fulkerson (1994), it is not a result of “maliciousness”, but of “mindlessness”. The bad results so far encountered in composing seem to be a consequence of teachers’ inadequate previous learning and training and of their unconscious inconsistency in responding to student-writing, aspect to be discussed later in this section.

Nowadays, there is consensus in the field of applied linguistics that writing instruction should value the processes writers go through during the act of composing (Flower & Hayes, 1981; Kroll, 1990; Krapels, 1990). Also, the literature available regarding these processes is now vast.

Fulkerson (1994) reviews four philosophies that, for him, shape the practice of writing instruction: formalist, expressive, mimetic and rhetorical.

Formalists judge students’ work primarily by form, mechanics and grammar. These teachers judge compositions from the sentence level. Language, independent of the thinker or of the context it is inserted in, is what is valued, as for example, word choice or the correct use of a certain expression. Spelling errors, for instance, can lead a student-writer to failure. Words, for formalists, carry meaning in

themselves. Language is also treated as pieces. Today, this philosophy of writing is not widespread. The next three seem to have a larger number of adherents.

The expressive philosophy of composing accounts mostly for the writer. According to this theory, writing is for expressing personal feelings and emotions, and the focus of composing is on the voice of the author. Reality is not seen as a product of previous experiences and thinking. Truth is considered to be a result of a private vision, "an expression of one's unique voice", as Berlin (1994:15) states. Writing is, in this sense, viewed "as if the process began in the writer and not in the writer's relationship to the world" (Reither, 1994).

Logic and reasoning are valued by the mimetic approach to the teaching of writing. Under this perspective, good writing and good thinking are closely related. If writing is substantially thought out, problems are not likely to exist, since they will not violate what we accept as reality and truth. Thus, according to Reither (1994), writing must be grounded on reading. In this view, the role of the teacher would be to teach student-writers to think and to learn about the topic in order to have something worth saying. Pre-writing activities are paramount in this theory.

The rhetorical perspective of writing seems to be the one with more adherents nowadays. In this approach, the writer espouses the reader, s/he is primarily committed to her/his audience. According to Fulkerson (1994:06), for this philosophy, "good writing is writing adapted to achieve the desired effect on the desired audience".

Going back to the inconsistency of teacher's feedback to student writing, Fulkerson (1994) mentions that tutors adopt one of these philosophies for their

pedagogy, but when they correct the compositions produced by student writers, they are not consistent with the pedagogy adopted. Sometimes, they give an assignment to writers asking for their opinion about a certain subject, but when they evaluate the assignment, they do not simply consider students' opinions, but also aspects that have not even been taught. According to Witte (1985), these teachers, who today are writing instructors, are consistent with the training they have received. In short, using Fulkerson's words "composition teachers either fail to have a consistent value theory or fail to let that philosophy shape pedagogy" (1994:07). Therefore, their reaction to writers' texts is a result of "mindlessness", teachers are simply not able to relate means to desired ends.

Berlin (1994) believes that the four perspectives reviewed by Fulkerson (1994) are equally important, and neither of them should be neglected. For him; writer, reality, audience and language are important, and these factors must interact in order to result in good writing. He argues that these four elements are shared by all pedagogical approaches. For him, writing theories, do not differ in the emphasis on writer, reader, reality and language, but in the way these aspects are conceived. He strongly disagrees with approaches to teaching writing which dissociate the four elements of the composing process. According to Kress (1983), language does not happen as isolated words and sentences, but as texts. Likewise, though the origins of meanings are outside the text, it is there that meanings find their expression. Texts, in turn, presuppose writers/speakers who are influenced by the audience. Accordingly, as Bakhtin (1973) argues, meaning is not stable. It is the context in which words are used that will define the meaning of a particular word, i.e., meaning

is negotiated in texts, in concrete situations of social exchange. Reality and truth are interpreted from the participants' previous experience, knowledge, values, etc., and they are only shared through language. It is language that determines and shapes truth.

Another important point to be raised is that writing does not exist without differences. "Human differences are the raw material of writing" (Berlin 1994:18). Discourse is a product of conflict, and differences in experiences and in the way of giving them values and interpretation are the basis, the stimulus of communication. Again, the implication is that truth is not fixed. Meaning changes according to language and its users. It is not self-contained, the same way language is not a means of self-expression, but an expression of the social and historical background of the writer.

Berlin (1994) believes that what he calls 'New Rhetoric' is the best pedagogy for approaching writing instruction. Truth, according to this philosophy is dynamic. It is created through a process of interaction of writer, reader, reality and language; it is not a pre-existent element available for retrieval. Language, in this sense is, together with the writer and the reader, part of what forms meaning and a shaper of reality.

Johns' (1990) review on how differently three categories of approaches to composition theory view the elements of the writing process corroborates Berlin's (1994) contention that approaches to teaching writing consider the writer, reader, reality and language, but envision these elements in a distinct way. Actually, she

argues that any viable theory of ESL/EFL composition must be complete enough so as to consider the elements mentioned.

To conclude, educators' awareness of the composing processes, as well as of the interaction that must exist between writer, reader, reality and language, may be important elements for the achievement of enlightening results in composition classes. Berlin (1994), however, suggests that, since not all theories of writing instruction are process oriented, awareness of writing processes are not very useful. For him, it is the interaction of the elements involved in writing that shape discourse.

2.3. Revision

Before reviewing the literature on revision, it seems important to raise two points regarding the terminology used in this work. The term 'revision' is used here in a broad sense, in opposition to the restricted sense of fixing a text problem. Revision, in this study, refers to the whole process by which the writer/reader attempts to improve a text (Hayes et al, 1987). The second point is that rewriting is also used in the broad sense of writing a second draft of a text, no matter what technique is being applied.

Research has suggested that expert writers spend more time revising than writing the original draft of a text. It is common sense that they revise more than do novice composers. The quality of the revision is also different. Novice writers tend to make eminently surface-level revisions (word and sentence level), in opposition to experts who make more global revisions (Hayes et al, 1987; Matsushashi, 1995).

Based on the results of thinking aloud protocol studies, Hayes et al (1987) proposed a model of revising. Until then, the most comprehensive model was Scardamalia and Bereiter's (1983 in Hayes et al, 1987) compare, diagnose and operate model (also C.D.O.). According to this model, the composer, during the process of writing, has two mental representations of the text, one is the text so far produced, and the other is the intended text. If, during the 'compare' stage, the writer discovers any dissonance between planning and execution, s/he diagnoses it and, in the 'operate' stage, s/he rewrites the text as to resolve the problem(s) encountered. For Hayes and his collaborators (1987), dissonance in planning and execution does not account for all the phenomena observed in revising. They see the engagement of the reviser as being of three kinds: 1) The reviser evaluates the text in terms of mechanics, grammar and clarity; 2) The reviser evaluates the text against the writer's intention versus execution and 3) The reviser evaluates the text in the light of her/his plans. Many times, at this latter stage, plans are rejected, and new plans replace the old ones. Recursiveness is, therefore, indeed a characteristics of the composing process.

The model of revision proposed by Hayes' et al (1987) is, actually, an elaboration of the review process described in Flower and Hayes' (1981) model of writing. It is divided in two major sections. **Processes** are on the left, and **knowledge** is on the right. Within the processes, there are three crucial subprocesses: **task definition**, **evaluation** and **strategy selection**. These subprocesses both influence and are influenced by the **knowledge** of the reviser concerning **goals**, **criteria** and **constraints** for **texts** and **plans**. The arrows indicate

the interaction between the subprocesses themselves and the categories of knowledge.

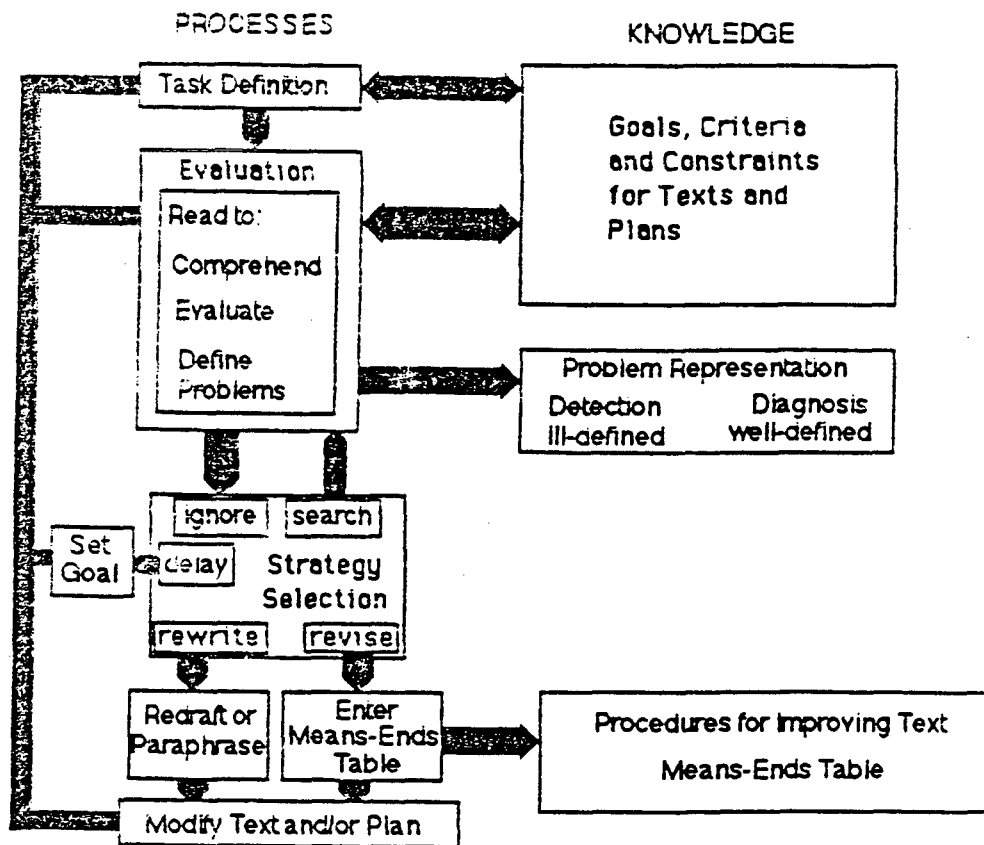


Figure 2 - Process model of revision (adapted from Hayes et al, 1987)

Task definition is what determines the nature of the revision. In order to perform a **task**, the reviser must define the **task** to be performed. Among other things, the **task** can be revision for clarity or elegance, for global or local features (or both), for the way the revision process will be carried out (in one step or several), i.e., if the reviser will read the whole text first and then revise it or if s/he will read and revise the text in parts, etc. After the **task** is defined, the reviser can set **goals**,

criteria and **constraints** that will define acceptable **texts** and **plans**, or these categories of **knowledge** may be suggested in the course of the revision process. For instance, if the reviser notices the occurrence of the same problem, recurring several times in the same text, s/he may set the **goal** to be aware of that specific problem. **Goals**, **criteria** and **constraints** can be, therefore, modified during the process of revision.

At the moment of **evaluation**, the reviser applies the **goals** and **criteria** previously determined. **Reading**, at this point, plays an important role. The reviser **reads** to **comprehend**, **evaluate** and **define problems**. The result of this **reading** is the **representation of the problem**, which can be simply **detected** or also **diagnosed** (this issue will be further developed later in this section).

As can be seen from figure 2, the **evaluation** subprocess consists of **reading for comprehending, evaluating** and/or **defining problems**. For Hayes and his collaborators (1987), "**evaluation** is best viewed as an extension of the familiar process of **reading for comprehension**".

Reading for comprehension is the process through which writers develop a mental **representation of the text meaning**. Such **representation** involves the interaction of a number of subprocesses on many levels. Figure 3 shows that these levels include at least the following (Hayes et al, 1987:202):

1. Decoding words, that is, identifying individual words and retrieving their meanings from memory;
2. Identifying the grammatical structure of sentences;
3. Applying elementary semantic knowledge, for example, interpreting sentences such as "The pen is in the coat" and "The coat is in the pen";
4. Making factual inferences;
5. Applying schemas and world knowledge;
6. Making use of genre conventions, for example, "I guess he is summing up here";
7. Identifying gist;
8. Inferring the text's function or the writer's intention and point of view.

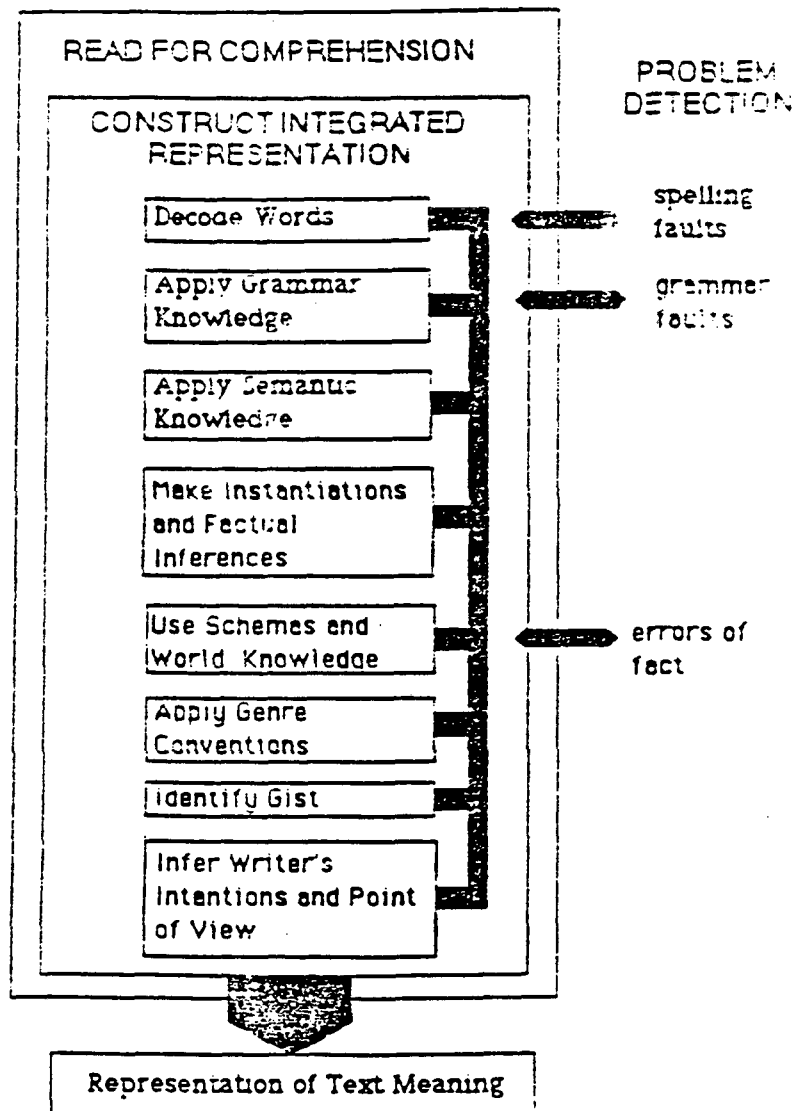


Figure 3 - Model of reading comprehension process (adapted from Hayes et al, 1987)

These subprocesses do not act in sequence. They may occur in any order and they cooperate, interact with one another generating a satisfactory **text representation**.

Although the aim of **reading for comprehension** is that of constructing an internal representation of the text meaning, it can lead revisers to the detection of some problems, even not being worried with text problems as they are while **reading for evaluation**. The right-hand side of figure 3 presents problem categories through which readers seem to retain sensitivity. The arrows indicate that the detection and diagnosis of different text problems are connected with different levels of the comprehension process. For example, the detection and diagnosis of grammar faults are the result of the 'applying grammar knowledge' subprocess.

When **reading to evaluate** and/or to define problems, readers still read a text to comprehend it; but with additional goals in their reading. First, they read with the purpose of detecting text problems. If we compare the right-hand sides of figures 3 and 4, we can notice that writers are more committed to a larger variety of text problems in figure 4 than in the **reading for comprehension** model. Second, they adopt the objective of fixing the problems they find in the texts. Such an objective leads writers to actively engage in strategies that help to improve their texts at all levels. As shown in the left-hand side of figure 4, this searching for improvement may lead revisers to discoveries associated with different levels of the comprehension process. Third, skilled revisers adopt the aim of shaping their text to the needs of the intended audience.

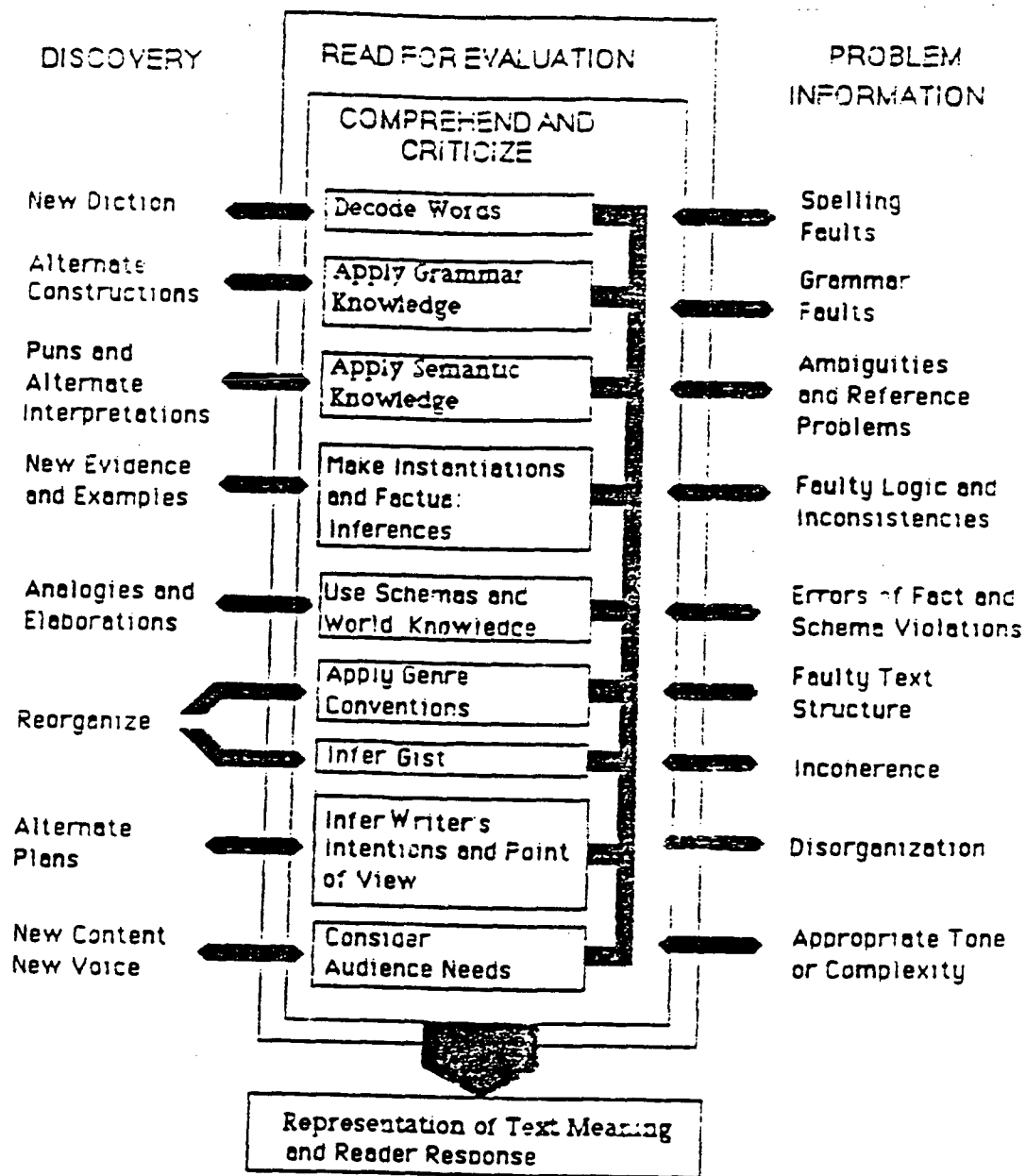


Figure 4 - Model of reading to evaluate (adapted from Hayes et al, 1987)

The output of the **evaluation** process are **problem representations** (see figure 2) that may vary along a continuum (see figure 5) of specificity, marked by the amount of information the evaluation process has produced (see figure 4). At the '**ill-defined**' end of the continuum are simple **detections**, i.e., the recognition that some sort of problem, whose nature is unclear, exists (e.g. "This does not sound right"). At

the **well-defined** end of the spectrum are very specific problem **diagnosis** (e.g., "The verb tense used here is wrong"). Between these extremes are representations that contain some information as to the nature of the problem, but not sufficiently specific so that the reviser can solve it (Flower et al, 1986).

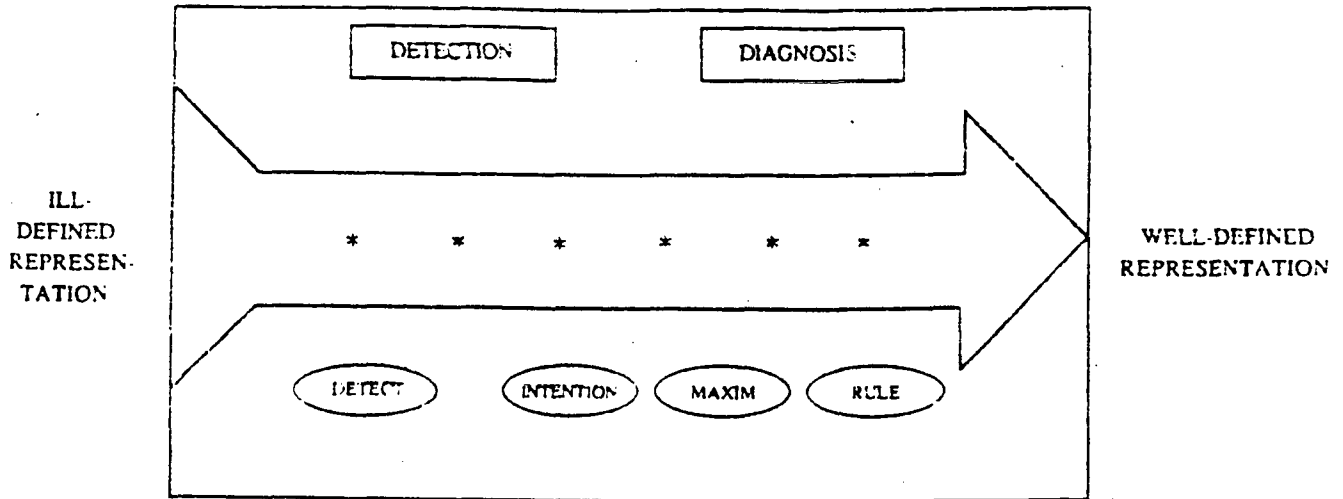


Figure 5 - Model of problem representation continuum (adapted from Hayes et al, 1987)

Problem representations lead revisers to **select strategies** for both managing the revision process itself and for modifying the text. The strategies for managing the revision process are those that may change or control it: 1) **ignore** the problem, 2) **delay** the effort to solve it, and 3) **search** for more information to help to solve the problem. When revisers modify the texts, they have two major options: 1) **rewriting**, or 2) **revising**.

Revisers **ignore** the problem either because they find it not worth paying much attention to it or because the problem itself is not clear to them. Revisers can **delay** an action by deciding to deal with the text into parts. **Delaying** action permits the writer to focus attention selectively and, thus, to prioritize certain aspects over

others. S/he may, for example, divide the revision process in two steps: the first one for high-level problems and the next for surface problems. Therefore, if the reviser finds spelling problems during the first step, s/he will wait to fix them in the next step, which deals with surface-level problems. **Searching** for information happens when revisers do not have the problem well defined as to take an action over it. Its purpose is to move from the **'ill-defined'** to the **'well-defined'** end of the continuum of the **problem representation**.

If revisers decide to modify the text, the two means of doing so are **revising** and **rewriting**. **Rewriting**, in this case, refers to the strategy by which revisers abandon the original text extracting only its gist and then, **rewriting** a substantial part of the text again. According to Hayes et al (1987), there are two kinds of **rewriting**: **paraphrasing** and **redrafting**. When **paraphrasing**, revisers **rewrite** the text at the relative local level of individual sentences. **Redrafting** is a global level revision by which the reviser **rewrites** a large section of the text. **Rewriting** takes place when revisers do not have a strategy to fix the **text problem** or when they assume that the text has too many problems. **Revising**, at this point, refers to the restricted way through which revisers fix the text problem and preserve as much of the original text as possible. According to Hayes and his collaborators (1987: 188), "**revision** operates as a focused repair procedure based on rich **diagnostic** information about the problem". In case the option is for **revising**, one must consider that writers differ in the **goals** and **criteria** they bring to the text, in the ability of identifying problems and in the complexity of the strategies they apply when fixing text problems. The **means-ends table** (see figure 2) can be seen as a way of

differentiating writers. Each reviser may have a **means-ends table** in which the problem to be fixed (**the ends**) is related with rules, maxims and problem-solving procedures (**the means**) (cf. Hayes et al, 1987: 187,188).

To summarize, **reading** and **problem detection** are necessary preconditions for revising. Revision depends on the interaction between the reader and the writer (in this case, the same individual). When writers engage in revising, two moments seem to exist: the writer's analysis of the **evaluation** of the reader and the writer's response to the reader's **evaluation**, embodied in the same person.

In the next sub-sections, I will discuss the revision situations applied in this study.

2.3.1. Individual Revision: Many times, student writers do not revise their writing and/or do not attentively and critically read what they elaborate. This unwillingness to revise own texts seems to create a negative cycle in the issue of individual revisions. At the same time that lack of attention makes students unable to recognize problems in their own texts, these difficulties in problem detection lead them to have a negative attitude toward individual revisions, resulting in a non attentive reading of their pieces of writing.

However, if on the one hand, the literature points out students' difficulty in detecting text problems in their writing, it suggests, on the other hand, that individual revision presupposes that writers have access to their own plans and intentions. Therefore, if incongruities between these plans/intentions and execution are found,

they can be detected. Summing up, individual revision seems to have advantages and disadvantages.

'Individual revision' requires students to engage themselves in the process of revision, without having any additional cues given by external readers. The writer is the only reader of her/his text. The writer-reader must read the outcome of her/his writing with the intent of comprehending, evaluating and detecting problems. After this critical reading, the reader must, again, turn out to be the writer, and rewrite the text in the light of the judgments of her/himself as a reader.

According to Fathman & Whalley (1990), even when there is no feedback at all, but learners are given a chance to rewrite their texts, rewriting by itself helps students to improve their following drafts. Additionally, Leffa (in press) carried out a multiple draft writing study with Brazilian university students from a Language Course and observed that writers working with individual revision made progress from one version to another. Surprisingly, although the bibliography suggests that students' main concern in revision is with grammar and mechanics, the subjects of his study showed improvement in the expression of ideas.

2.3.2. Peer revision: Studies in L2 writing instruction suggest that peer revision generates beneficial effects on writers' texts. According to Gehrke (1993) and Mendonça & Johnson (1994), collaborative writing is a revision strategy that prompts many positive results/changes in composers' subsequent writing. Peer revision involves groups (peer groups) or pairs of students (peer dyads) playing the role of both readers and writers. Collaborative revision, however, does not imply that writers

will necessarily or compulsory make the changes suggested by peers. It is the author of the composition who will finally decide on her/his text.

Mendonça & Johnson's (1994) research on peer reviews indicates that students can largely benefit from the negotiations that occur during collaborative activities of rewriting. By reading and revising each others' texts, student writers learn how to respond to readers' requirements and have the opportunity to develop audience awareness, by establishing a relationship with the audience when giving and receiving feedback. In this case, writers can compare their intentions with the effect that their pieces of writing had on the reader. However, this is true only for L1 writers. According to the reviews made by Connor & Asenavage (1994) and Mendonça & Johnson (1994) the advantage of having composers watch the reader's primary interest in content, leading them to value global issues and production of meaning as opposed to surface level issues, refers to L1 writers. Foreign language composers, on the contrary, still have the tendency to favor grammatical accuracy in their revisions.

Another point to be raised concerning composers' benefits while exercising peer revisions refers to the internalization of thought. According to Brief (1984 in Mendonça & Johnson, 1994) learners internalize thought better when they converse, exchange ideas with other people, etc. Collaborative writing, thus, forces composers to exercise their thinking and to effectively communicate and negotiate their ideas, from which writing should benefit, since it is defined as a 'complex mental' process.

The literature in L2 writing suggests that careful instruction on how to make good revisions must be provided to L2 writers. Stanley (1992 in Mendonça &

Johnson, 1994) found that teaching L2 writers ways of being effective peer evaluators resulted in more qualified revisions.

2.3.3. Written Feedback: There is consensus in the literature that written feedback represents a role of central relevance in student-writers' activities of rewriting. There are, however, controversies concerning this issue.

Leki (1990) reviews research whose findings indicate that none of different ways of responding to student writing produce significant improvement in students' subsequent drafts. Her studies reveal that written feedback does imply in changes, but not necessarily in improvement. Written feedback has been approached in studies contrasting comments of praise with those of criticism, contrasting side responses with end ones, contrasting long comments with brief commentary, contrasting response to errors with response to content, etc.; and none of these methods generated mean improvement in composers' writing. It seems, from what has been said, that written comments in compositions are ineffective. However, contrary to that, Fathman & Whalley's (1990) research findings demonstrate that students do profit from written commentaries. They carried out a study in which composers received four different responses to their writing: form focused feedback, content focused feedback, feedback on both form and content and no feedback. The results of the study showed that writers made significant improvements from all kinds of feedback received. In the situation where there was no feedback, but only a chance for individual revision, improvement was also observed, although in smaller scale.

Another important issue to be raised regarding written feedback lies in the emphasis instructors put on mechanical aspects such as spelling, grammar, etc. as opposed to comments to content. Additionally, such comments are usually vague and conflicting (Enginarlar, 1993). This could be a factor that leads students to have a negative attitude toward their instructors' commentary, as Leki's (1990) review points out. However, Cohen & Cavalcanti (1990) and Ferris (1997), based on the findings of their studies, suggest that teachers' comments are expected and valued by student-writers. Ferris (1997) also argues that, according to her findings, most of the teachers' suggestions between drafts are likely to be incorporated into the students' following versions. In this sense, the teachers' role as a provider of feedback of quality becomes imperative. Actually, in spite of the controversies regarding the usefulness of teachers' feedback, this strategy still continues to be one of the mostly highlighted forms of promoting revisions.

CHAPTER III

METHODOLOGY

This chapter is divided in three sections. Section 1 gives a description of the subjects who have taken part in the study as well as an account on the criteria used for the selection of the subjects. Section 2 presents the materials and procedures used in the data collection, and the data analysis is discussed in the third section.

3.1. Subjects

The subjects for the present study were four female EFL post-intermediate Foreign Language learners of the Federal University of Santa Catarina-UFSC, whose ages range from 25 to 40. These students have been exposed to 1044 hours of English instruction.

There were two pre-requisites for the selection of the subjects. They were supposed to be Brazilian native speakers of Portuguese who had gone through elementary and secondary schooling in Brazil and who had not spent more than two months abroad. The schooling/education variable was a means of controlling not only their level of linguistic competence, but also their experience in composing, since school is the only place where the subjects had writing instruction and training. The information on the subjects was gathered through the application of a questionnaire applied in the beginning of the semester. All members of the group

answered six open-ended questions related to their schooling background, to their previous experience with the English language and with composing, and finally, to their opinions and attitudes toward the act of writing (see appendix A). Coincidentally, all subjects of this study see writing as a way of expressing ideas and thoughts in print, and who consider composing as being a difficult, but delightful task. Additionally, the four subjects involved in this study have had similar experiences with the English language outside the University (in private English courses, for example).

3.2. Data Collection, Materials and Procedures

The objective of this study is to evaluate the effect of three strategies of responding to students' writing on approaching foreign language writers' texts.

Normal writing classroom procedures were used to collect the data, i.e., all students from the group did the same activities, but only data of the four subjects were analyzed in this dissertation. Since the writing and revision activities were part of routine, subjects were not informed about the specificities of the study.

Subjects wrote six compositions on different topics. Two of the compositions were revised individually, the next two were revised with the help of a peer and for the last set of compositions students received written feedback from the teacher. The data collection were conducted in fourteen sessions with an interval of one week between each class. In the first session, students answered the questionnaire previously mentioned. The twelve following sessions were used for writing and

revising the compositions. Texts written in one class were revised in the next. Then, a new composition was assigned and the same procedure was adopted, i.e., writing in one class and revising in the next. The number of compositions for this study was, therefore, 48 (24 pairs). There was no time restriction for any of the composing assignments. The last session was used for an oral interview which will be commented later in this section.

Before the writing of the first draft of each composition, there was a pre-writing activity that was either a text on the same topic of the composition that would follow, or an oral warm up in which the teacher gave the topic of the following composition and had students brainstorming on the issue to be developed in their text. This pre-writing activity was a means of facilitating writers' composing, since some knowledge had been gained through either the reading or the interaction among writers.

The only instruction given before learners started writing the first version of their compositions was that they should write a text with an introduction, a development and a conclusion. Specific instructions, however, were given for the writing of the second version of the texts. For each of the three strategies selected to improve the outcomes, the first instruction was always the same: "Read your text over carefully". The second instruction varied according to the strategy in use. Students were told: "Your text needs revision", for the first technique; "Make some changes in your text with the help of a peer", for the second strategy and "Use the feedback given for some changes in your text", for the written feedback.

The topics for the compositions were the following: (1) Are computers good educators?; (2) Causes of divorce; (3) Should those over seventy be forced to

retire?; (4) Capital punishment; (5) My future as an English teacher; (6) A true friend.

The following procedures permeated each of the composing exercises:

Composition 1: Are computers good educators?

For the writing of the first composition, students were given a text also entitled "Are computers good educators?" as a pre-writing activity. The reading of the text was followed by a little group discussion on the topic. This activity lasted 20 minutes. Immediately after that, students were asked to write about the issue. It took them an average of 20 more minutes to compose.

In the following class, one week later, learners had their compositions back with no feedback at all and were asked to revise them individually. Writers took about 25 to 30 minutes to revise their texts.

Composition 2: Causes of divorce.

The pre-writing activity that preceded the writing of the second composition was the following: after giving the topic, the teacher asked students to make a list of whatever came to their minds. This list should consist of words and phrases only, not of complete sentences. The second step was to list some general questions they would like to have answered concerning the topic in discussion. This whole activity lasted 10 minutes only. Finally, students were told to write a composition about the issues previously raised. This last part took them about 30 minutes.

A week later, in the following class, students revised their texts with the help of a peer. There were no comments made by the teacher. For this second draft,

writers used 40 to 45 minutes. In this activity, peer dyads had to read and then negotiate opinions and suggestions over each other's texts first, and finally decide on their own revision.

Composition 3: Should those over seventy be forced to retire?

Before the actual writing, students received a text also named "Should those over seventy be forced to retire?", which was read and discussed in group work. This pre-writing activity lasted around 15 minutes. Next, students produced their texts in about 40 minutes.

In the following class, students received their texts back with some written feedback from the teacher. The comments came attached to their compositions, and they were drawn from the set of rules previously prepared. Writers had to revise their texts based on that feedback. This time, the revising activity took them around 70 minutes.

Composition 4: Capital punishment.

The activity that preceded the writing of this composition was the same used in composition 2. This exercise lasted 15 minutes. For the actual writing, students took about 40 minutes.

The strategy applied for revising the text was, again, individual revision, activity which took students about 45 minutes.

Composition 5: My future as an English teacher.

Again, the pre-writing exercise was the one used in compositions 2 and 4. This time, it lasted 20 minutes. The writing of the first draft of this text lasted about 35 minutes.

Peer review was repeated as a strategy of text improvement. It took students about 45 minutes to handle this collaborative activity.

Composition 6: A true friend

A list of words and phrases followed by a list of general questions about the topic given was again utilized for the writing activity. This pre-writing exercise lasted 10 minutes. The first version of the texts was written in about 25 minutes.

In this last composition, written feedback was applied again. Writers took about 60 minutes to rewrite the second versions of their texts.

The same subjects used the three strategies of text improvement as a way of improving the reliability of my data.

As a means of encouraging students to make an extra effort on the second draft of their texts, it was agreed with the classroom teacher that student-writers received a grade only on this second version. The whole activity of writing/rewriting texts was worth 45% of students' final grades in the course. Since it was a regular course named "Reading and Academic Writing", the other 55% of the value of the course depended on homework (20%), a personal project students were assigned (10%) and a final exam on both reading and writing (25%).

As to writers' attitudes and reactions toward writing per se as well as the strategies applied in this study, a survey was conducted by the end of the semester. The four subjects here involved were grouped together in an interview carried out by their teacher. In this interview, the instructor reminded the students as to the activities of writing and revising performed in the semester and asked questions about their attitudes toward writing 'today' in opposition to the beginning of the semester, about the demands of the revision strategies used during the semester, about their perception of the one that produced the best results, about the one they liked most, etc. (see appendix B). Since the interview was carried out orally, the teacher projected the questions so that students could accompany, visualize and assimilate them.

The data for this study were collected in the second semester of 1996. Compositions were, preferably, written in class so that the researcher could minimize the interference of other variables, such as additional help, in the outcomes. Unfortunately, not all compositions could be written in the classroom, since there was only one student from the group who did not miss any of the sessions in which the data were collected.

The written feedback strategy of responding to students' writing was designed in the light of Selinker's (1995) safe-rules to improve texts. It consisted of a set of 45 rules divided into three categories: 1) Content and ideas; 2) Organization and form and 3) Writing conventions (see appendix C). Eighty-six (86) compositions produced by Brazilian learners of English of similar linguistic competence than the subjects of this study were analyzed as a means of generating the rules. Additionally, a book of

writing instruction named *Write to be read: reading, reflection, and writing* (Smalzer, 1996), used in the undergraduate program of Letters at UFSC, was used as another source for the construction of the set of rules. Finally, as 'written feedback' was the last strategy used, two sets of compositions preceded its application. And before using it, the set of rules was continuously revised, i.e., as students wrote their first texts, rules that were, primarily, not included in the set were added to it. Prior to using this methodology, each student received the set of rules, and a short training session preceded its application, i.e., the students and the teacher read the rules together. Whenever learners had trouble understanding a rule, the teacher would clarify their doubts and provide some examples of that specific fault/writing problem.

The rules were numbered as was each sentence and paragraph of learners' texts. When writers received their compositions back, they would have a little paper attached to their texts which would tell the number of the rule that pointed out the kind of problem detected in a specific sentence or paragraph. For example, in this separate paper, a writer could read S1#3: this would mean that in sentence 1 there was a problem described in rule number 3; or if there was P3#9: it would mean that the whole third paragraph presented a problem described in rule number 9; and so on. The first time students received written feedback, they also received a note from the teacher containing the explanation above (see appendix D).

This method of having a paper in attachment to students' texts allowed the researcher to provide students with meaningful feedback (clear and self-explanatory comments) without scrawling learners' compositions.

3.3. Data Analysis

According to the literature, some of the common problems encountered in compositions which trigger revisions are grammatical and mechanical, such as spelling, punctuation, parallelism, word choice, etc. Tutors are also invoked to require redrafts when the writer does not meet the text goal or when there is an audience problem, lack of coherence, cohesion, etc. Faulty or missing transition, missing exemplification or details and paragraph problems are other situations that prompt a next draft (Hayes et al 1987, Matsushashi & Gordon 1985, Cohen & Cavalcanti 1990, Fathman & Whalley, 1990, Enginarlar 1993). As can be seen from these examples, there are several linguistic problems that may appear in writers' compositions. However, most of the examples listed above do not come from research carried out with Brazilian subjects. Additionally, some findings are from first language writing research. For this reason, the analysis of the 86 compositions previously mentioned (see page 38) , written by Brazilian students of English was made necessary for the construction of the set of rules used to provide students with written feedback. This set of rules was divided in three parts: content and ideas, organization and form and, writing conventions.

The analysis of the data for this study consisted of the examination of the twelve compositions produced by each writer. The evaluation of the texts was done by this researcher. Since it is widespread in the literature that evaluators' comment types and forms vary across writers, writing assignments and different points in a semester (Ferris et al, 1996), all the compositions, both first and second versions,

were evaluated according to the set of rules used in the 'written feedback' technique of responding to students' writing. This improved the reliability of the study.

The following questions were addressed:

- 1) What kinds of changes does each strategy produce in writers' final outputs?
- 2) What is the effect of individual revision on foreign language (FL) learners' texts?
- 3) What is the effect of peer revision on students' subsequent drafts?
- 4) What is the effect of teacher's written feedback on composers' final outcomes?
- 5) What are writers' reactions and attitudes toward the strategies applied in this study?

The research paradigm used in this study is qualitative. However, some quantitative data will be used to show the influence of the different strategies in writers' revisions. It is also a longitudinal study in the sense that a teacher and her students were tracked over one semester by having drafts of different revision strategies analyzed, thus allowing the examination of variation across the strategies applied in the study and the effect of each technique on student revision.

A description of the changes occurred between drafts, strategies and subjects is provided. The analysis accounts for content and ideas, organization and form, and writing conventions, which include grammar, punctuation, spelling, etc. (see appendix C for the problems encompassed by each of these categories). The previous categorization was used to match the criteria utilized in the evaluation of the subjects' texts. Additionally, a fourth category of analysis was additions (of ideas,

development), deletions (of ideas, development) and rewriting techniques (paraphrases, movement within the text).

The goal of this study was to assess the effects of each strategy used to respond to students' writing on revised texts. To accomplish this goal, the researcher analyzed to what extent the changes introduced by the subjects contributed to improve the quality of their texts. In other words, it was verified whether the changes made by the students actually improved their papers, since some changes may have negative effects over subsequent textualizations. Additionally, writers may also generate new problems when revising. This issue must also be considered when dealing with improvement of revised texts. Finally, the analysis examined whether a certain strategy appeared to be more influential than others in writers' revisions, leading them to revise more effectively in the categories regarded in this study.

In order to account for learners' reactions and attitudes toward the strategies applied in this study, I analyzed their answers in the final interview, and checked contradictions, reinforcements, vagueness, etc. Additionally, their performances in each revision situation may contribute to the analysis.

CHAPTER FOUR

RESULTS AND DISCUSSION

The main purpose of this research is to investigate the kinds of changes produced by revision on learners' writing and whether the changes introduced imply improvement on subsequent drafts. The data for the analysis come from compositions written by four subjects and revised under three different strategies: individual revision, peer revision and teacher's written feedback.

The data are analyzed according to the following categories: 1) additions, deletions and rewriting techniques; 2) content and ideas; 3) organization and form; and 4) writing conventions.

In addition, the analysis also includes a description of the writers' reactions and attitudes toward the strategies applied in this study.

The data are firstly analyzed in quantitative terms. Tables 1 - 6 display the changes occurred between drafts and strategies. I then discuss, in qualitative terms, whether the changes introduced in the revised texts result in better compositions.

The analysis is developed around the research questions of this study. In section 4.1, the kinds of changes that each strategy produced in writers' final outputs according to the four main categories of analysis are displayed. Section 4.2 regards the effect of individual revision on foreign language learners' texts. The effect of peer revision on students' subsequent drafts is discussed in section 4.3. In section 4.4, the effect of teacher's written feedback on composers' final outcomes is presented.

Finally, section 4.5 describes writers' reactions and attitudes toward the strategies applied in this study.

4.1. Kinds of changes that each strategy produced in writers' final outputs

In this section, results are presented in terms of drafts and strategies. Since individual differences are not a main interest in this study, results of the four subjects are displayed together. However, the study addresses the question of individual performance differences at the end of each of the three next sections as a way to contribute to the discussion of the last section of this chapter: students' attitudes and reactions toward the strategies.

The results show a rather broad difference, between subjects, regarding the number of sentences per paragraph, which ranged from 3 to 15. In revised texts, subjects tended to maintain approximately the same number of sentences in each paragraph, no matter the strategy applied. Most subjects structured their texts around 3 to 5 paragraphs, with the exception of one writer who had 1 paragraph in her first version and 3 in the revised one. Revision, therefore, did not produce meaningful extensions of texts.

The fact that texts were altered, but not extended, might suggest that writers have a certain standard in terms of the number of sentences per paragraph and paragraphs per composition that they find adequate in a text. Another interpretation that may spring from these results, and which corroborates the literature on revision, is that writers tend to resist global changes. It seems that they see texts as 'final' products that can receive 'minor' improvements. When revision is seen as a way of

fixing local problems, such as vocabulary items, mechanics and grammar points, there is a tendency for texts not to vary in terms of length.

The above characteristics may suggest that writers did not introduce changes in their texts. However, when comparing each version, one notices that there were numerous modifications, from first to second drafts that can be summarized in the following kinds: 1) additions of ideas and of development, such as exemplification and new information; 2) deletions of ideas and of further development; and finally, 3) rewriting techniques such as moving ideas back and forth in the text and as paraphrasing sentences or paragraphs. Minor substitutions, such as those of a word or a pronoun are not included in the discussion at this moment. These aspects will be considered in the writing conventions category.

Table 1 presents an overview of the additions, deletions and rewriting techniques prompted by the three strategies.

Table 1 - Number of additions, deletions and rewriting techniques occurred in revisions across strategies

	Individual rev.	Peer revision	Wr. feedback
Additions	18	05	12
Deletions	05	02	11
Rewriting techniques	12	03	09

From the numbers presented above, one can observe that most changes in terms of additions and rewriting techniques were prompted by individual revision,

while written feedback promoted more impact in terms of deletion. Peer revision produced, in general, fewer changes.

Table 2 summarizes the results regarding content and ideas, organization and form, and writing conventions. Before describing the results in table 2, it is worth noting that the use of words such as 'problems' and 'violations' are not necessarily equivalent to errors. The analysis is based on the reading of this researcher only, and according to Coulthard (1994:01), any text is "just one of an indefinite number of possible texts, or rather, possible textualizations, of the writers' message." We may, however, prefer one textualization over another.

Table 2 - Total number of problems found in first versions, problems solved in revisions and the percentage of problems solved between versions regarding content and ideas, organization and form and writing conventions.

	1st draft	2nd draft	Percentage
Content/Ideas	28	13	46.42%
Organization/Form	24	10	41.66%
Writing Conventions	266	123	46.24%

Tables 3, 4 and 5 show the number of alterations introduced between versions as well as the percentage of problems solved regarding both the categories of analysis and the revision strategies. The 'first draft' column presents the number of errors subjects had in the first version of their texts; the 'second draft' column shows the number of errors corrected in the second version. The horizontal lines show the differences between strategies.

Table 3 - Number of problems found in first versions,
 number of problems solved in revisions and the percentage of problems
 solved across strategies regarding **content and ideas**

	1st draft	2nd draft	Percentage
Individual revision	10	05	50%
Peer revision	10	02	20%
Written feedback	08	06	75%

Table 4 - Number of problems found in first versions,
 number of problems solved in revisions and the percentage of problems
 solved across strategies regarding **organization and form**

	1st draft	2nd draft	Percentage
Individual revision	07	03	42.85%
Peer revision	09	02	22.22%
Written feedback	08	05	62.50%

Table 5 - Number of problems found in first versions,
 number of problems solved in revisions and the percentage of problems
 solved across strategies regarding **writing conventions**

	1st draft	2nd draft	Percentage
Individual revision	102	39	38.23%
Peer revision	78	32	41.02%
Written feedback	86	52	60.46%

Due to the larger number of rules on writing conventions, the number of problems in this category far overcame the others. There are 23 rules on writing conventions against 12 on content and ideas, and only 10 on organization and form.

The strategy that produced more changes in texts was written feedback, as one can notice from the results in tables 3, 4 and 5. Individual revision followed the written feedback technique when dealing with content and ideas and with organization and form. In terms of writing conventions, however, peer revision, as opposed to individual revision, had a greater impact on subjects' texts.

Table 6 presents only the percentages of the problems solved in terms of strategies versus categories between versions.

Table 6 - Percentage of problems solved across strategies versus categories
(results displayed between versions)

	Content / Ideas	Organ. / Form	Writing Conv.
Individual revision	50%	42.85%	38.23%
Peer revision	20%	22.22%	41.02%
Written feedback	75%	62.50%	60.46%

The data in table 6 show that all strategies produced changes in the revision process. In the next section, I discuss, in qualitative terms, to what extent these changes introduced improvements in the subjects' texts.

The next three sections discuss, in qualitative terms, the effect of the revision strategies over the revised texts. Tables containing the number of problems encountered in first versions, as well as the number of problems solved, not solved

and generated in revision precede the presentation of the results regarding content and ideas, organization and form, and writing conventions.

4.2. The effect of individual revision on FL learners' texts

The texts revised in this strategy were: "Are computers good educators?" and "Capital punishment".

4.2.1. Additions, deletions and rewriting techniques

An overall analysis shows, as can be seen in table 1 (section 4.1), that individual revision has prompted a good number of additions and of rewriting techniques. Deletions, however, did not occur so frequently.

Additions: There were 18 additions introduced in revised texts: 3 new ideas and 15 developments of ideas raised in first drafts. Most of the developments seemed to be beneficial to the subjects' final outputs, presenting the reader with a better and clearer understanding of the writer's intents and ideas. However, the introduction of new ideas did not have the same effect on writers' final outputs. They were rather confusing, vague and distracting, as shown in excerpt 1.

Excerpt 1: Addition of new ideas

1st draft: "To murder another person is a terrible thing, because life is something that only God can control. I think that someone who makes such act it's not a normal person and he needs to be punished because nothing could be done to annul it, a robbery could be recover but I life never could be recovered.

2nd draft: "To murder another person is a terrible thing, because life is something that only God can control. I think that someone who makes such act it's not a normal person and he needs to be punished because nothing could be done to annul it, a robbery could be recover, but a life never could be recovered. Some people murder another only by fun or by money and others murder in difficult moments.

In my reading, the idea introduced by the writer brings negative effects to the next draft. First, since a new idea is introduced, it should be presented in a new paragraph. Second, the new idea signals that a discussion on the three types of murder mentioned by the writer: for "fun", for "money" and because of "difficult moments". The writer, however, does not address murdering for fun at any point in the text. The author is, therefore, not successful in her attempt to improve her text in terms of content. On the contrary, she distracts and confuses her reader.

Excerpt 2: Development (problem-solution pattern and new information)

1st draft: "Anyway, even if we don't use the computers to teach the children, we will have to teach them how to use the computers. They are an undeniable part of every day life."

2nd draft: "Anyway, the computers are now an undeniable part of every day life and both the children and adults have to learn how to deal with this new reality. A good solution to this problem, in my point-of-view, is also a very ancient one: as the Bible says, we should teach the children that there is a time to everything. A time to be outdoors. A time to play with the computers."

Excerpt 2 presents an example of further development of an idea, in which the writer gives a solution to a problem previously raised and enhances the quality of the text. In discussing the issue of having computers help in children's education, the writer raises the problem of computer users becoming addicted to the machines, preventing them from playing outdoors, a necessary condition for a child's healthy development. In addition to giving a solution to the problem, the writer also clearly

concludes the previous thought and has the opportunity to introduce her voice. This revision has, therefore, a positive effect on the text.

There are other samples of developments that show how they can improve texts, as one can notice in excerpts 3 and 4.

Excerpt 3: Development (new information)

1st draft: "I think that Capital punishment should exist when there are hedious crimes and if..."

2nd draft: "About capital punishment, although this law doesn't exist in our country, I think that it should be applied in cases of hedious crimes."

As presented in excerpt 3, new information may show the writer's knowledge of the topic.

Excerpt 4: Development (exemplification)

1st draft: "Having this idea of traditionalism in teaching and writing it's hard to imagine a civilization that is apart of having human beings as teachers.

After so many years involved in this traditionalist theory/concept it's not so easy nowadays to have things changed suddenly."

2nd draft: "After so many years involved in this traditionalist concept it's not so easy nowadays to have things changed suddenly, I mean, teachers replaced by computers, ordinary school and ordinary means of being educated considered as something regarded to the past."

Excerpt 4 shows the only occurrence of exemplification as a kind of development which also improves text quality. This may indicate that writers do not consider exemplification an important rhetorical device in text production.

Deletions: There was a total of 5 deletions in texts revised individually. Three of them were deletions of development of a certain idea (usually supportive information

or detail) and two were deletions of whole ideas. In dealing with deletions of development, excerpt 5A presents the deletion of a superfluous detail.

Excerpt 5A: Deletion of development

1st draft : Being in jail is a terrible situation for a human being to live. This is a law that gives you the chance to prove how can be your life when you do something that affects society. In this environment only terrible things happen.

The sentence underlined asks for development. However, the information given is not discussed further and becomes irrelevant. In deleting this sentence, the writer improved her composition.

Regarding deletion of whole ideas, in both cases, these ideas were irrelevant. One of them was even distracting, leading the reader to false expectations. Excerpt 5B exemplifies this.

Excerpt 5B: Deletion of ideas

1st draft: "I've read somewhere that teaching is a process that has its origins five thousand years ago related to the development of ancient civilizations. By creating symbols to record thoughts, theories, impressions or ordinary messages, mankind has begun its evolutive process related to communication. At the very beginning, in the caves, drawing the impressions about nature and habits; then improving the way of recording things some fixed symbols were created that through times we call letters shaped in so many different forms but having an unique purpose: communication.

Specialists say that the shape people give to letters can show their personality and through them it's possible to analyze someone's feelings.

The sentence underlined in the 1st draft was deleted from the revised version. Just like the development deleted in excerpt 5A, the new idea presented in excerpt 5B was deleted for creating expectations not fulfilled. The issue raised was not further elaborated.

Rewriting techniques: Subjects used paraphrasing 8 times in their revised texts. Five were prompted by the occurrence of two ideas which were joined and the other three were alternative forms of expression, therefore, changing style. These rewriting techniques always introduced improvement in texts, as excerpts 6A and 6B exemplify.

Excerpt 6A: Paraphrase (two ideas joined)

1st draft: "Having this idea of traditionalism in teaching and writing it's hard to imagine a civilization that is apart of having human beings as teachers.

After so many years involved in this traditionalist theory/concept it's not so easy nowadays to have things changed suddenly."

2nd draft: "After so many years involved in this traditionalist concept it's not so easy nowadays to have things changed suddenly, I mean, teachers replaced by computers, ordinary school and ordinary means of being educated considered as something regarded to the past."

The writer joined two sentences in one, added some new information and exemplified what, according to her perception, cannot be replaced by machines in a short period of time.

Excerpt 6B: Paraphrase (stylistic changes)

1st draft: "... computers are useful, they must give people another face of education."

2nd draft: "Computers are useful, they can give people another way of knowledge achievement.."

This excerpt shows a paraphrase which changes the linguistic expression used in the first draft: the phrase "face of education" was rephrased as "way of

knowledge achievement”, providing the reader a definition of what is meant by “face of education”.

Excerpt 6C, despite the mechanical error introduced to its second draft, is another good example of how paraphrasing can bring stylistic improvement to a text.

Excerpt 6C: Paraphrase (stylistic changes)

1st draft: “... they can become a machine and they don’t know how to deal with people, they only know how to deal with machines.”

2nd draft: “they will lost their capacity to think, to deal with people, etc.”

Another kind of rewriting situation that occurred 4 times in individual revisions was movement. Again, excerpt 2 (see pg. 50), which is now repeated, illustrates this occurrence.

1st draft: “Anyway, even if we don’t use the computers to teach the children, we will have to teach them how to use the computers. They are an undeniable part of every day life.”

2nd draft: “Anyway, the computers are now an undeniable part of every day life and both the children and adults have to learn how to deal with this new reality.”

This is a rich example of rewriting, involving the movement of the sentence “They are an undeniable part of every day life” from a concluding remark in the first draft to the point of departure for the debate of the issue in the second version. This excerpt appears to show how writers can profit from a close re-reading of their own texts after having them ‘rest’ for some time.

There was one particular composition that had its development in the last paragraph and some conclusive remarks in the previous one. By simply changing the order of these paragraphs, the writer introduced significant improvement to the

text (this is the case of excerpt 1). Another composition which had structural problems in the first draft is presented in excerpt 7.

Excerpt 7: Movement

1st draft: "(1)Capital punishment is a law and laws usually imply a threat and threats generally cause fear or at least a sense of respect. (2)I think in many cases it would serve to postpone a murder because people who are involved by dreary thoughts keep bad things in mind and go forward.

(3)Being in jail is a terrible situation for a human being to live. (4)This is a law that gives you the chance to prove how can be your life when you do something that affects society. (5)In this environment only terrible things happen. (6)So many prisoners comit suiced because they can't bear that situation. (7)And many times, it doesn't work. (8)Prisons everywhere are full of people sharing the same room although their reasons of being there aren't the same. (9)I think that Capital punishment should exist when there are hedious crimes and it they don't work as a way to convince would-be murderers not to commit such crimes, at least it would serve as a way to stop that creature to keep doing so horrifying actions."

2nd draft: "(1)Although laws have threats implied on them, and threats generally cause fear or at least a sense of obedience, many people who are constantly involved by dreary thoughts don't care about punishment, keeping bad things in mind and going forward with their intents. (2)I think that being in jail is a terrible punishment because it keeps you apart from the world, forces you to share the same room with lots of people with different reasons for being there. (3)It is so hard to support it that many prisoners comitt suicide because they can't bear that situation. (4)Being arrested is a terrible way to show how can be your life when, somehow, you affect society.

(5>About capital punishment, although this law doesn't exist in our country, I think that it should be applied in cases of hedious crimes. (6)When being in prison is not enough and when it even doesn't work as a way to convince would-be murderers not to commit such crimes, at least it would serve as a way to stop that creature to keep doing so horrifying actions."

This example not only shows how movement can improve texts, but also how the development of ideas as well as the deletion of a superfluous detail (sentence 5 in first draft) can introduce improvements. In the second version, the writer joined sentences 1 and 2. She also made some substitutions in the first sentence in terms of vocabulary items. As to movement, the eighth sentence of the first draft became

part of the second sentence of the second draft. Sentence 6 of the first version became sentence 3 in the second. However, since the initial gist was kept in revision, this writer, according to Hayes and his collaborators' (1987) nomenclature, opted for revising (a focused repair procedure based on rich information about the problem) her previous composition in opposition to rewriting it (procedure of abandoning the original text and rewriting a substantial part of it). Individual revision was successful in prompting revisions which introduced improvements as well as in pushing the writer's ability to revise successfully.

Based on the points raised above and on the exemplifications presented, it appears that, under the strategy of individual revision, the changes introduced in the revised texts at the level of additions, deletions and rewriting techniques had a positive effect on the final versions of students' compositions.

4.2.2. Content and Ideas

Table 7 - Content and Ideas - Individual Revision

Rule #	Rule's Concern	Number of problems in 1st draft	2nd drafts Number of:			Example(s)
			Problems Solved	Problems not Solved	Problems Generated	
01	Title does not match content	--	--	--	--	--
02	Text goal not met	--	--	--	--	--
03	Audience problem	--	--	--	--	--
04	Need of development	02	01	01	--	8A/8B
05	Important info. left out	--	--	--	--	--
06	Irrelevant info. included	03	02	01	01	9A/9B*
07	Wrong information	--	--	--	--	--
08	Ambiguity	--	--	--	--	--
09	Repetition or redundancy	03	02	01	--	10A/10B
10	Incoherence	02	--	02	--	11
11	Unintelligibility	--	--	--	--	--
12	Word out of context	--	--	--	--	--
--	TOTAL	10	05	05	01	--

(* See appendix E)

While writing the first drafts of the compositions, which were later revised individually, writers presented 10 problems regarding content and ideas. Five (05) of them were solved in the revisions and 5 were not. Subjects were, therefore, able to fix 50% of the problems encountered in their first drafts. Six problems, however, were encountered in the second versions of the compositions: the five which were not solved plus one which was introduced during revision. Since only one problem was introduced in the revised texts, it seems that individual revision had positive effects over the texts, when dealing with content and ideas.

Some of the problems encountered in texts are presented below.

Excerpt 8A: Need of further development (solved)

1st draft: "Capital punishment is a law and laws usually imply a threat and threats generally cause fear or at least a sense of respect. I think in many cases it would serve to postpone a murder because people who are involved by dreary thoughts keep bad things in mind and go forward.

2nd draft: "Although laws have threats implied on them, and threats generally cause fear or at least a sense of obedience, many people who are constantly involved by dreary thoughts don't care about punishment, keeping bad things in mind and going forward with their intents.

The sentence underlined in the 1st draft seems to lack a development in that it does not tell the reader what kind of cases are the ones meant. In the second version, we can notice that by deleting some details and by joining two sentences through rewriting techniques, the composer suggests that those cases refer to people who do not care about punishments. The restructuring of the two sentences from the first draft represented an overall improvement of the revised version.

Excerpt 8B: Need of further development (not solved)

1st draft: "Would capital punishment solve any problem? I have doubts, but to the ones who take human lives probably also have lack of love and humanity, so death wouldn't solve his main problem."

This sentence, which needs development, was maintained equal in the second version. As a reader, I do not know what kind of problem the writer refers to. Additionally, it seems that after people die, there are no further problems to be solved. There is, therefore, not only lack of development, but also of coherence.

Excerpt 10A: Repetition (solved)

1st draft: "I think that computer can be good education, since you can have some control with children and you know the right time and the right way to work with computer."

2nd draft: "I think that computer can be good education, since you can have some control with children and you must know the right time and the right way to work with it."

In order not to repeat the word 'computer' again, the writer wisely decided to substitute it for a pronoun.

Excerpt 10B: Redundancy (not solved)

1st draft: "...It's hard to think about the reasons that a person can have to kill another being, specially when they are humans."

This final part of the sentence is quite redundant and should have been deleted. Is there any person who is not human?

Excerpt 11: Coherence (not solved)

1st draft: "Some people think that the computers may help the development of children abilities. It can be very freeing for them not having to worry about the shape of the letters, for example."

The writer firstly says that computers can help the development of children's abilities. But right after that, she exemplifies it by saying that it would be good for children not to worry about the shape of their letters. The advantage mentioned by the writer does not help children's development in writing (in pen) abilities, it rather avoids and limits it. These two sentences are, therefore, opposites. Individual revision did not help the writer to fix the problem.

4.2.3. Organization and Form

Table 8 - Organization and Form - Individual Revision

Rule #	Rule's Concern	Number of problems in 1st draft	2nd drafts Number of:			Example(s)
			Problems Solved	Problems not Solved	Problems Generated	
13	Lack of introduction	--	--	--	--	--
14	Lack of conclusion	01	01	--	--	12*
15	Lack of cohesive devices (phrase - sentence)	--	--	--	--	--
16	Lack of cohesive devices (paragraph)	--	--	--	--	--
17	Wrong cohesive device	--	--	--	--	--
18	Lack of transition	--	--	--	--	--
19	One direction to another	--	--	--	--	--
20	Different ideas in one sentence / paragraph	06	02	04	01	13A/13B
21	Related ideas in different sentences / paragraphs	--	--	--	--	--
22	Bad organization of ideas	--	--	--	--	--
	TOTAL	07	03	04	01	--

(* See appendix E)

In terms of organization and form, subjects did not present many problems in their texts. Seven errors were detected in the first drafts and four were still found in the final ones, what in percentage terms means 42.85%. In attempting to fix one of the problems, a writer was successful, but at the same time, a new problem was introduced. However, individual revision appears to be a strategy that positively influenced writers' final outputs concerning organization and form.

Some of the problems found in writers' texts are presented in the excerpts below.

Excerpt 13A : Different ideas in the same paragraph (solved)

1st draft: " (1) Capital punishment is a law and laws usually imply a threat and threats generally cause fear or at least a sense of respect. (2) I think in many cases it would serve to postpone a murder because people who are involved by dreary thoughts keep bad things in mind and go forward.

(3) Being in jail is a terrible situation for a human being to live. This is a law that gives you the chance to prove how can be your life when you do something that affects society. In this environment only terrible things happen. So many prisoners comit suiced because they can't bear that situation. And many times, it doesn't work. Prisons everywhere are full of people sharing the same room although their reasons of being there aren't the same. (4) I think that Capital punishment should exist when there are hedious crimes and it they don't work as a way to convince would-be murderers not to commit such crimes, at least it would serve as a way to stop that creature to keep doing so horrifying actions."

2nd draft: " (1) Although laws have threats implied on them, and threats generally cause fear or at least a sense of obedience, many people who are constantly involved by dreary thoughts don't care about punishment, keeping bad things in mind and going forward with their intents. (2) I think that being in jail is a terrible punishment because it keeps you apart from the world, forces you to share the same room with lots of people with different reasons for being there. It is so hard to support it that many prisoners comitt suicide because they can't bear that situation. Being arrested is a terrible way to show how can be your life when, somehow, you affect society.

(3) About capital punishment, although this law doesn't exist in our country, I think that it should be applied in cases of hedious crimes. When being in prison is not enough and when it even doesn't work as a way to convince would-be murderers not to commit such crimes, at least it would serve as a way to stop that creature to keep doing so horrifying actions."

The text shows problems of idea distribution in the paragraphs. In the first paragraph of the first version, the writer introduced the topic (segment 1) and started to develop it (segment 2). In the second paragraph, she continued her development (segment 3) and concluded her text by giving her own opinion on the issue in discussion (segment 4). In the second draft, after some deletions and movements, the text shows better organization. Although she continued with only two

paragraphs, she managed to introduce (segment 1) and develop (segment 2) the topic in the first one and to conclude (segment 3) it in the second.

Excerpt 13B: Different ideas in the same sentence (not solved)

1st draft: "Computer are very interesting because they can help children to learn and they make the kids more intelligent, more interested and more imaginative, maybe computer can be useful in a lot of subject and children will like more to study, but it's important not allow the children be controled by computer because they must have another activity like play outside, play with another children, if they stay all the time in front of a computer they can become a machine and they don't know how to deal with people, they only know how to deal with machines. "

2nd draft: "Computer are very interesting, but it's necessary to have a teacher to help children to work. With computer, kids become more intelligent, more interested and more imaginative, maybe it can be useful in a lot of subject and children will study with more pleasure, but it's important not allow the children be controled by computer, they must have another activities like play outside, play with another child and they must make sometimes their school work by themselves, because if they stay all the time in front of a computer and they have all resolved and made by computer, they will lost their capacity to think, to deal with people, etc. "

Excerpt 13B is a rich example of many kinds of problems. In the first version, there are many different ideas bunched together in a lengthy sentence. It seems that the writer simply threw ideas onto paper and forgot to structure them. In the second version, the writer divided this sentence into two, but again, she added an idea (underlined in the excerpt) which does not seem to belong to the text. The fact that computers are interesting has no relation with the need of a teacher to help children to work with these machines. So, if on the one hand she succeeded in dividing the long sentence of the first draft, she introduced an additional problem in the new sentence. It appears, therefore, that the writer detected some sort of problem in her text, whose nature was not clear enough as to take the appropriate action regarding its correction. The text also lacks development, punctuation, agreement of several

kinds, etc. The writer did, however, introduce stylistic improvement to the revised text.

4.2.4. Writing Conventions

Table 9 - Writing Conventions - Individual Revision

Rule #	Rule's Concern	Number of problems in 1st draft	2nd drafts. Number of:			Example(s)
			Problems Solved	Problems not Solved	Problems Generated	
23	Poor structure	--	--	--	--	--
24	Parallelism	--	--	--	--	--
25	Vocabulary choice	08	04	04	02	14A/14B
26	Word order	04	--	04	--	15*
27	Verb tense	08	03	05	01	16A/16B
28	Inconsistency in verb tenses	--	--	--	--	--
29	Verb form	13	06	07	02	17A/17B
30	Subject-verb agreement	--	--	--	--	--
31	Singular X plural	14	04	10	--	18A/18B*
32	Countable X uncountable	--	--	--	--	--
33	Reference	--	--	--	--	--
34	New X given information	--	--	--	--	--
35	Conjunction	--	--	--	--	--
36	Punctuation	34	13	21	05	19A/19B*
37	Spelling	06	04	02	02	20A/20B*
38	Inadequate pronoun	01	01	--	--	21
39	Pronoun in wrong place	--	--	--	01	--
40	Prepositions	04	--	04	01	22*
41	Adverb	--	--	--	--	--
42	Adjective	--	--	--	--	--
43	Article	07	02	05	--	23A/23B*
44	Subject	03	02	01	01	24A/24B
45	Lack of a verb or wrong one	--	--	--	--	--
	TOTAL	102	39	63	15	--

(* See appendix E)

Many problems (102) of different kinds were detected in first drafts in what regards writing conventions. Thirty nine (39) of these problems were solved in the revisions, a percentage of 38.23%. Fifteen new problems were generated in second

versions. The difference between the problems found in first drafts (102) and those found in second ones (78), shows improvements which are not as significant as the ones of previous analyzed categories.

On the following excerpts, some exemplification of the violations committed by the writers are provided.

Excerpt 14A: Vocabulary choice (solved)

1st draft: "Punishment has become a good way to solute problems all around the world."

2nd draft: "Punishment has become a good way to solve problems all around the world."

Excerpt 14B: Vocabulary choice (not solved)

1st draft: "In our days this thing could happen easier because people stay always with problems about money, job, etc..."

Excerpt 16A: Verb tense (solved)

1st draft: "It's very difficult to know how to punished this person..."

2nd draft: "It's very difficult to know how to punish this person..."

Excerpt 16B: Verb tense (not solved)

1st draft: "In our days this thing could happen easier because people stay always with problems about money, job, etc and sometimes could lost control..."

Excerpt 17A: Verb form* (solved)

1st draft: "It is a skill that all kinds of work requires."

2nd draft: "It is a skill that all kinds of work require."

* Verb form problems were only detected when in cases of third person singular.

Excerpt 17B: Verb form (not solved)

1st draft: "... but it's important not allow the children be controlled by computers..."

Excerpt 21: Inadequate pronoun (solved)

1st draft: "...I have doubts, but to the ones who take human lifes probably also have lack of love and humanity, so death wouldn't solve his main problem."

2nd draft: "...I have doubts, but to the ones who take human lifes probably also have lack of love and humanity, so death wouldn't solve their main problem."

Excerpt 24A: Lack of a subject (solved)

1st draft: "The world evolution just found a faster way to punish them (murderers) through pills, electric machines and other tools, however didn't find a way to avoid that this kind of actions continue happening."

2nd draft: "The world evolution just found a faster way to punish them (murderers) through pills, electric machines and other tools, however it didn't find a way to avoid that this kind of actions keep going on."

Excerpt 24B: Lack of a subject (not solved)**

1st draft: "In our days this thing could happen easier because people stay always with problems about money, job, etc and sometimes () could lost control..."

** () indicate lack of subject.

Comments: The investigation of individual revision seems to indicate that the simple chance of rewriting texts can lead revisers to positive effects. We have seen that, within the limits of their linguistic knowledge and composing ability, writers revised not only grammatical accuracy, but also some complex aspects of the writing process. In fact, most of the changes introduced in individual revisions were of

content and ideas (50%) followed by organization and form (42.85%). In terms of writing conventions, revisers fixed only 38.23% of the problems.

On the one hand, the present results seem to contradict the literature in that it states that writers tend to revise their texts at a local level in opposition to revising them holistically. On the other hand, however, some research findings (Matsuhashi & Gordon, 1995; Hayes et al , 1987) indicate that experienced writers, as our subjects are supposed to be, after six semesters of writing instruction and practice, favor more global revisions. Therefore, considering the subjects of the present study as experienced writers, our results seem to corroborate the research findings previously cited.

As a last observation, it seems that writers profited from the awareness of their own plans and intentions, as proposed by Hayes et al (1987), and identified revision as a process that affects the meaning and the organization of a text, besides local problems of grammar and mechanics.

Individual differences: A striking finding that emerged from the analysis of the four categories under individual revision, was the individual differences in the subjects' revisions. Subjects 1 and 3 appeared to have seriously attempted to improve their texts. Subject 2, in turn, did not seem very worried about the quality of her revisions, but still made a few improvements. Subject 4 did not touch her text, unless by making very minor modifications, such as one or two changes regarding mechanics and grammar. It is not possible, however, to assess whether subjects 2 and 4 did not make significant changes in their texts because they did not make a serious attempt

in doing it or if they were satisfied with their previous textualizations. However, it seems that careful readings are likely to result in changes of many kinds.

Since it is hypothesized that these results are linked to subjects' preferences in terms of strategies, it appears that subjects 1 and 3 had a positive attitude toward individual revision, while subject 4 did not. Subject 2 seemed to present a more neutral position regarding this strategy.

4.3. The effect of peer revision on students' subsequent drafts

The texts revised with the help of a peer were: "Causes of divorce" and "My future as an English teacher".

4.3.1. Additions, deletions and rewriting techniques

Peer revision has promoted few modifications in terms of additions, deletions and rewriting techniques, as one can notice in table 1 (section 4.1). We will now check whether these changes introduced improvements to the revised texts.

Additions: Five additions were introduced to the revised texts. All of them were further developments of ideas previously raised in first drafts: 4 additions of new information and one exemplification. From the five additions mentioned, one had a negative effect on the revised text. The others generated improvement.

Concerning the addition of new information introduced to the revised texts, three seemed to have positively influenced the subjects' revisions, as exemplified in excerpt 25. One, however, represented a negative effect over the previous textualization, as shown in Excerpt 26.

Excerpt 25: New information (positive effect)

1st draft: "...I have a small and terrible experience with teenagers in a regular class and after it, I decided not to work in schools with big group of students."

2nd draft: "...I have a small and terrible experience with teenagers in a regular class, because they don't want to learn English and they don't know why they are learning it, and after this, I decided not to work in schools with big group of students."

The information added in the excerpt above was pertinent and of relevance in that the writer explained to the reader why her experience had been terrible.

Excerpt 26: New information (negative effect)

1st draft: "...But divorce can bring problems for other people among the couple when they have children."

2nd draft: "...But divorce can bring problems for other people beyond the couple's life when they have children."

This is an example of the introduction of unwelcome detail into the revised text. Don't children belong to a couple's life?

The only addition of exemplification introduced in revision is the following:

Excerpt 27: Addition of exemplification

1st draft: "In conclusion, many things are involved in a marriage but it will depend on the couple who are in to live well or as an apparent solution to give up each other."

2nd draft: "In conclusion, many things are involved in a marriage, but it will mainly depend on some points as maturity, love, friendship and respect among the couples to have succesful relationships."

The first draft of excerpt 27 is rather intelligible. The writer mentions that the maintenance of a marriage depends on the couple. But she does not mention what keeps a marriage together, contrary to the second draft, where she further develops the idea with the use of exemplification.

Deletions: The two deletions that occurred in the texts revised with the help of a peer were developmental. Information included in first drafts as a means of developing ideas were deleted from the second versions. In both cases, deletions did not cause further problems, but did not generate better textualizations either.

Excerpt 28: Deletion of information

1st draft: "... So, it's very important that when the couple is not satisfied, they should talk to each other about their feelings before making something that cannot be reversed."

2nd draft: "... So, it's very important that when the couple is not satisfied, they should talk before making something that cannot be reversed."

Since the verb 'talk' does not demand any complement, the deletion of the underlined part of this sentence did not bring any ungrammaticality to the text.

Rewriting techniques: As to the three rewriting techniques used as an attempt to improve the revised texts, subjects used two paraphrases and one movement. The paraphrasing introduced improvement, while movement did not.

Regarding paraphrasing, excerpt 29 shows stylistic improvement.

Excerpt 29: Paraphrasing (stylistic change)

1st draft: "Being an English teacher... Although the lack of prestige that the occupation has today, we have to know..."

2nd draft: "Being an English teacher... Although the lack of prestige in which the occupation has been framed, we have to know..."

Another paraphrase that considerably improved readability of the text is shown in excerpt 30. An unintelligible sentence seemed to acquire meaning in the revised version:

Excerpt 30: Paraphrase (readability)

1st draft: "In conclusion, many things are involved in a marriage but it will depend on the couple who are in to live well or as an apparent solution to give up each other."

2nd draft: "In conclusion, many things are involved in a marriage, but it will mainly depend on some points as maturity, love, friendship and respect among the couples to have succesful relationships."

The last example on rewriting techniques generated a negative effect to the revised text, as presented in excerpt 31 with the movement of ideas from one paragraph to another.

Excerpt 31: Movement of ideas (negative effect)

1st draft: "Divorce has become an usual word in today's world. People have been leaving their marriage since the first difficulties appear. So, what could be the main causes of divorce?"

Getting married is on fashion, and more and more couples are deciding to live together, on the other hand, they also have been breaking their relations in a short period of time."

2nd draft: "Divorce has become an usual word in today's world. Getting married is on fashion, and more and more couples are deciding to live together, on the other hand, they also have been breaking their relations in a short period of time. People have been leaving their marriage since the first difficulties appear. So, what could be the main causes of divorce?"

As can be seen in the excerpt above, the writer ended her first paragraph of the first draft by asking what the main causes of divorce could be. In the next paragraph then, she started to answer the question raised. However, in her second version, by moving the second paragraph to the first one and placing it before the question, she ended up by mentioning a cause of divorce before addressing this issue. The first draft was, in this sense, better organized.

As one can notice from the results presented above, it seems that writers did not significantly benefit from peer revisions.

4.3.2. Content and Ideas

Table 10 - Content and Ideas - Peer Revision

Rule #	Rule's Concern	Number of problems in 1st draft	2nd drafts Number of:			Example(s)
			Problems Solved	Problems not Solved	Problems Generated	
01	Title does not match content	--	--	--	--	--
02	Text goal not met	--	--	--	--	--
03	Audience problem	--	--	--	--	--
04	Need of development	01	--	01	--	32*
05	Important info. left out	--	--	--	--	--
06	Irrelevant info. included	--	--	--	--	--
07	Wrong information	--	--	--	--	--
08	Ambiguity	--	--	--	--	--
09	Repetition or redundancy	03	--	03	01	33*
10	Incoherence	--	--	--	--	--
11	Unintelligibility	06	02	04	--	34A/34B
12	Word out of context	--	--	--	--	--
	TOTAL	10	02	08	01	--

(* See appendix E)

According to table 10, the first drafts of the compositions revised with the help of a peer presented 10 problems concerning this category. Two of them (20%) were

solved and eight were not. A new problem was generated in a second draft of a text. Therefore, revised texts presented 9 problems. In this category, little progress was detected in the texts revised with peers.

Below, the only problem from this category, that writers were able to fix with the help of a peer is presented.

Excerpt 34A: Unintelligibility (solved)

1st draft: "In conclusion, many things are involved in a marriage but it will depend on the couple who are in to live well or as an apparent solution to give up each other."

2nd draft: "In conclusion, many things are involved in a marriage, but it will mainly depend on some points as maturity, love, friendship and respect among the couples to have succesful relationships."

By rewriting this sentence, the writer made the necessary changes and added some exemplification which resulted in a more intelligible text.

Excerpt 34B: Unintelligibility (not solved)

1st draft: "Although the lack of prestige that the occupation has today (English teacher), we have to know the importance of it in the education of a child, and as a different way to bring other cultures to our children's reality."

The lack of parallelism and the wrong reference in this sentence make the reader have difficulties in understanding that by "the importance of it", the writer means "the importance of teaching English in the education of a child", in opposition to "the importance of the 'occupation' English teacher". Additionally, according to the writer, teaching English is important not only in children's education, but also in the way it brings other cultures into their reality. Isn't this last aspect part of children's education?

4.3.3. Organization and form

Table 11 - Organization and Form - Peer Revision

Rule #	Rule's Concern	Number of problems in 1st draft	2nd drafts Number of:			Example(s)
			Problems Solved	Problems not Solved	Problems Generated	
13	Lack of introduction	02	--	02	--	35*
14	Lack of conclusion	--	--	--	--	--
15	Lack of cohesive devices (phrase - sentence)	--	--	--	--	--
16	Lack of cohesive devices (paragraph)	--	--	--	--	--
17	Wrong cohesive device	--	--	--	--	--
18	Lack of transition	--	--	--	--	--
19	One direction to another	--	--	--	--	--
20	Different ideas in one sentence / paragraph	02	01	01	01	36A/36B
21	Related ideas in different sentences / paragraphs	03	01	02	--	37A/37B
22	Bad organization of ideas	02	--	02	--	38*
	TOTAL	09	02	07	01	--

(* See appendix E)

Nine problems were detected in what regards organization and form in the first drafts of the texts. In revised texts, two of these problems were solved (22.22%) and seven were kept. However, one new problem of this same category emerged in the second draft of a text, making a total of 8 problems encountered in second versions.

The following excerpts exemplify some of the problems pointed out in table 11.

Excerpt 36A: Different ideas in a same sentence (solved)

1st draft: " Before married it's importante to know well the other person and it's important to have security like: money their own place to live, maturity a good job and before think about children, they have to be sure that they can give a good life and love to them, because it's difficult for children live

with a mother or a father arguing all the time, and it's difficult for them too, choose one of them to live."

2nd draft: "Before getting married it's important to know each other and it's important to have security like: money their own place to live, maturity, a good job. And before thinking about children, a couple have to be sure that they can give good life and love to them, because it's very difficult for children live with parents that arguing all the time, and it's difficult for them too, to choose one of them to live with."

In excerpt 36A, the writer divided her sentence in two: things that must be done before getting married and those that must be done before having children, a division that improved the readability of the sentence.

Excerpt 36B: Different ideas in a same sentence (not solved)

1st draft: "After I finished my course I intend to open a small children school, because I like to work with children and I think when children are motivated they can become very interested in learn English and it's very good to teach who want to learn."

In excerpt 36B, the writer talks about opening an English course for children because she likes to work with them. In the same sentence, however, she introduced the notion of motivation, another topic deserving a new sentence.

Excerpt 37A: Related ideas in different paragraphs (solved)

1st draft: "Divorce has become an usual word in today's world. People have been leaving their marriage since the first difficulties appear. So, what could be the main causes of divorce?"

Getting married is on fashion, and more and more couples are deciding to live together, on the other hand, they also have been breaking their relations in a short period of time.

We can see many reasons that can cause the divorce..."

2nd draft: "Divorce has become an usual word in today's world. Getting married is on fashion, and more and more couples are deciding to live together, on the other hand, they also have been breaking their relations in a short period of time. People have been leaving their marriage since the first difficulties appear. So, what could be the main causes of divorce?"

We can see many reasons that can cause the divorce..."

In attempting not to have the development of her text in different paragraphs, the writer moved paragraph 2. However, instead of moving it to the following paragraph, where she had some development, she moved it to the previous one. Therefore, she solved the problem of having related ideas in different paragraphs, but created another problem. In her second draft, she has different ideas in a same paragraph.

Excerpt 37B: Related ideas in different paragraphs (not solved)

1st draft: "So I went to the Communication Course in the University, because I thought that journalists also have to deal with the language and it would do for me.

What I didn't expect was that I couldn't bear the course..."

Since the second paragraph is a development of the idea raised in the first one, there is no need for different paragraphs.

4.3.4. Writing Conventions

Table 12 - Writing Conventions - Peer Revision

Rule #	Rule's Concern	Number of problems in 1st draft	2nd drafts Number of:			Example(s)
			Problems Solved	Problems not Solved	Problems Generated	
23	Poor structure	--	--	--	--	--
24	Parallelism	--	--	--	--	--
25	Vocabulary choice	05	01	04	01	39A/39B*
26	Word order	02	--	02	--	40*
27	Verb tense	06	01	05	--	41A/41B*
28	Inconsistency in verb tenses	02	01	01	--	42A/42B
29	Verb form	08	03	05	--	43A/43B*
30	Subject-verb agreement	--	--	--	--	--
31	Singular X plural	06	03	03	--	44A/44B*
32	Countable X uncountable	--	--	--	--	--
33	Reference	04	--	04	01	45
34	New X given information	--	--	--	--	--
35	Conjunction	01	--	01	--	46
36	Punctuation	23	13	10	03	47A/47B*
37	Spelling	08	04	04	02	48A/48B*
38	Inadequate pronoun	--	--	--	--	--
39	Pronoun in wrong place	--	--	--	--	--
40	Prepositions	06	03	03	--	49A/49B*
41	Adverb	--	--	--	--	--
42	Adjective	--	--	--	--	--
43	Article	05	01	04	04	50A/50B*
44	Subject	02	02	--	--	51
45	Lack of a verb or wrong one	--	--	--	--	--
	TOTAL	78	32	46	11	--

(*See appendix E)

Altogether, subjects had 78 problems of writing conventions in their first drafts. During revision, they corrected 32 of them, representing a percentage of 41.02% of positive changes. However, writers added 11 new problems during revision. Therefore, 57 problems were detected in writers' final versions. A few of them are presented in the excerpts below.

Excerpt 42A: Inconsistency of verb tense (solved)

1st draft: "So, I went to the Communication Course in the University, because I thought that journalists also have to deal with the language..."

2nd draft: "So, I went to the Communication Course in the university, because journalists also have to deal with the language..."

By deleting "I thought that" in the second draft, the writer introduced tense consistency. She no longer mixed the past and the present tenses.

Excerpt 42B: Inconsistency of verb tense (not solved)

1st draft: "Another experience that I had was in a small group of children and it was very good, because they are full of enthusiasm."

Excerpt 45: Reference (not solved)

1st draft: "...because it's difficult for children to live with a mother and a father arguing all the time, and it's difficult for them too, choose one of them to live.

Despite reference problems, the reader can still understand what the writer means in the sentence above because of shared knowledge. But since there are two plural formations (children + a mother and a father) in the sentence, the writer has to be clearer. Certain cultures may not imply that children may opt for living with one of the parents.

Excerpt 46: Inadequate conjunction (not solved)

1st draft: "People have been leaving their marriage since the first difficulties appear. So what could be the main causes of divorce?"

As we know, the conjunction “so” is conclusive, and for this reason it is not adequate in the context where it is inserted. The sentence initiated by “so” is, actually, the starting point for the discussion which follows.

Excerpt 51: Lack of a subject (solved)

1st draft: “When I was younger I used to help my classmates with the disciplines that didn’t understand very well.”

2nd draft: “When I was younger I used to help my classmates with disciplines that they didn’t understand very well.”

Comments: The results presented in this section represent an overall view of peer revision in the improvement of text production. It seems that this collaborative methodology had a rather minor positive effect over writers’ subsequent texts. The results of this study indicate that revisions made with the help of a peer resulted in more local changes in opposition to text based modifications. Peer revisions prompted 20% of changes in content and ideas, 22.22% of alterations regarding organization and form and 41.02% of modifications in the category of writing conventions.

L1 literature points out that peer’s feedback lead writers to understand that readers are not captivated only by grammar correction, but mainly by content (Gehrke, 1993; Mendonça & Johnson, 1994). However, if on the one hand, the bibliography on collaborative revision suggests that peers’ main concern is with content, on the other hand the literature also warns that L2 students tend to believe that correct form is more important than the effective communication of meaning (Connor & Asenavage, 1994; Mendonça & Johnson, 1994; Gehrke, 1993). This

seems to have been the case of the revisions of this study. If we go back to the numbers in table 1 (section 4.1), for example, one may notice that the occurrence of additions, deletions and rewriting techniques were dramatically few.

Individual differences: As to revisers' apparent preferences regarding the strategies of text improvement applied in this study, subject 1 seemed not to feel comfortable with peer revision. One of her revisions did not result in any changes, while the other presented very few modifications at the grammatical level. Like subject 1, subject 4 also demonstrated not to have profited from this strategy. Texts showed very little improvement between versions. Subjects 2 and 3 were the ones who had their texts most positively influenced by their peers' revisions.

4.4. The effect of teacher's written feedback on composers' final drafts

The texts under analysis are "Should those over 70 be forced to retire?" and "A true friend".

4.4.1. Additions, deletions and rewriting techniques

As presented in table 1 (section 4.1), the teacher's written feedback has prompted a good number of additions, deletions and rewriting techniques. However, not all changes implied improvement.

Additions: The twelve additions introduced to the revised texts were developmental. Two of these cases concerned exemplification and the others were related to new information. In terms of textualization, it seems that all additions caused positive effects. They were all relevant to the topic, as illustrated in Excerpts 53A and 53B.

Excerpt 53A: New information

1st draft: "I think that be retire doesn't mean stop to work because people can be retired and continue to work, maybe in something that he likes and he dreams all his life."

2nd draft: "Be forced to retired doesn't mean that this person must stop to work, and I think that shouldn't be an obligation, but when someone works for a certain number of years this person must have the right to be retired and maybe begins to work in something that he is dreamming all his life."

The underlined part of the sentence above was introduced as a means of telling the reader the writer's opinion regarding the issue in discussion.

Excerpt 53B: Exemplification

1st draft: "Being forced to do something is a procedure that doesn't deal with free choice and..."

2nd draft: "Being forced to do something as, for example, retiring, is a procedure that doesn't deal with free choice and..."

In this case, the writer, in the second draft, went straight to the point, without demanding any effort from the reader. She introduced a cohesive device which led the reader directly to the point of discussion.

Deletions: There were eleven (11) deletions in the second drafts. Two (2) of them were of ideas and the other 9 were of development of information. None of the deletions caused any harm to the following textualizations. Excerpts 54 and 55,

respectively, show examples of ideas and developments deleted in subsequent drafts.

Excerpt 54: Idea

1st draft: "In fact, they (people over the age of 70) are able to contribute to society besides having the rights to retiring. Some people suffer from depression after stop working."

In version 2, the sentence underlined was deleted. Since the idea is not further developed, the writer seems to have made the right decision in deleting it.

Excerpt 55: Development

1st draft: "Although many people wait anxiously for that magical day that will free them from timetables, exhaustive or even boring hours at work, there are many people who having been employed since youth are not able to stop working at the age of 45 or 50."

The information underlined, a detail without any relevant information for the reader, was deleted in the second version.

Rewriting techniques: As to rewriting techniques, there were 2 movements and 7 paraphrases. From these 7, 3 did not have positive effect over the text and 4 improved it stylistically. Excerpts 56, 57A and 57B illustrate these occurrences.

Excerpt 56: Movement

1st draft: "A true friend is someone... That's the reason friends are required for moments of trouble more than for moments of joy. Poor friends! But, what are friends for? When in trouble, many of us think about a friend before thinking about a relative. Friends are good listeners and always prepared for bad things that good ones."

2nd draft: "A true friend is someone... When in times of trouble, many of us think about a friend before thinking about a relative. Friends are good listeners and always prepared for bad things as well

as good ones. That's the reason friends are required for bad and good moments. Poor friends! But, what are friends for?"

The movement of information in the last paragraph gave the second version of the text a conclusion.

Excerpt 57A: Paraphrase (no improvement)

1st draft: "A true friend is someone who stay with you in the bad and good moments, is someone who care about you, who is sincerily with you and try to help you."

2nd draft: "A true friend is someone who stay with you in bad and good moments and try to help you in your problems, is someone who is happy with your improvement."

Excerpt 57B: Paraphrase (stylistic improvement)

1st draft: "...we should understand that people are uniques, they are individually distincts..."

2nd draft: "...we should understand that people are particularly different..."

Based on the examples presented above, it seems that all additions and deletions positively influenced writers' final outputs. The effect of rewriting techniques, however, was not so positive, since not all the changes introduced to the revised texts actually meant improvement.

4.4.2. Content and Ideas

Table 13 - Content and Ideas - Written Feedback

Rule #	Rule's Concern	Number of problems in 1st draft	2nd drafts Number of:			Example(s)
			Problems Solved	Problems not Solved	Problems Generated	
01	Title does not match content	--	--	--	--	--
02	Text goal not met	--	--	--	--	--
03	Audience problem	--	--	--	--	--
04	Need of development	--	--	--	--	--
05	Important info. left out	01	--	01	--	58
06	Irrelevant info. included	03	03	--	--	59
07	Wrong information	--	--	--	--	--
08	Ambiguity	--	--	--	--	--
09	Repetition or redundancy	--	--	--	--	--
10	Incoherence	01	--	01	--	60*
11	Unintelligibility	03	03	--	--	61*
12	Word out of context	--	--	--	--	--
	TOTAL	08	06	02	--	--

(* See appendix E)

According to table 13, the first versions of the texts revised in the light of the teacher's feedback presented 08 problems regarding content and ideas. Out of the 08 problems, 06 were solved (75%) and the other two were kept in second versions. No other problems were introduced to the final drafts.

The following excerpts represent two of the problems detected by the researcher in the writers' texts.

Excerpt 58: Important information left out (not solved)

1st draft: "...I am from a time when things were discriminated and asserted in two different columns: masculine and feminine. (...) A true friend is someone you can trust in, independent of age, income or occupation."

Since the writer was discussing friendship mainly in terms of sex, it seems that she forgot to say that a true friend is someone you can trust independent of sex too.

Excerpt 59: Irrelevant information (solved)

1st draft: "I think the best way could be a result of a self-analyse, that would make you conscious of your own weakness or your power to go on without causing troubles or without being a stone in the way for the ones who need to achieve a job.

Having a good pension after retiring will give you a chance to enjoy you life."

While writing about retirement (after the age of 70), this writer raised other causes that could lead people to retire and advocated against forced retirement. In her last paragraph, she wrote that a good pension could help retired people to enjoy their lives, an idea out of context. In the second version, such information was deleted, thus improving the text.

4.4.3. Organization and form

Table 14 - Organization and Form - Written Feedback

Rule #	Rule's Concern	Number of problems in 1st draft	2nd drafts Number of:			Example(s)
			Problems Solved	Problems not Solved	Problems Generated	
13	Lack of introduction	01	--	01	--	62*
14	Lack of conclusion	02	02	--	--	63*
15	Lack of cohesive devices (phrase - sentence)	--	--	--	--	--
16	Lack of cohesive devices (paragraph)	--	--	--	--	--
17	Wrong cohesive device	01	--	01	--	64
18	Lack of transition	01	01	--	--	65
19	One direction to another	--	--	--	--	--
20	Different ideas in one sentence / paragraph	02	02	--	--	66*
21	Related ideas in different sentences / paragraphs	01	--	01	01	67*
22	Bad organization of ideas	--	--	--	--	--
TOTAL		08	05	03	01	--

(* See appendix E)

Eight problems were encountered in what regards organization and form in first versions. Five of them were solved in the revised texts (62.50%) and three were kept in final versions. One new problem was generated during revision.

The excerpts below exemplify some of the problems found in texts.

Excerpt 64: Wrong cohesive device (not solved)

1st draft. "Being forced to do something is a procedure that doesn't deal with free choice and though is against human rights.

Regarding the cohesive device, the conjunction "though", underlined in the first draft, was kept in the second one. This conjunction implies opposition and the writer meant consequence.

Excerpt 65: Lack of transition between different ideas (solved)

1st draft: "(1)I think the best way could be a result of a self-analyse, that would make you conscious of your own weakness or your power to go on without causing troubles or without being a stone in the way for the ones who need to achieve a job.

(2)Having a good pension after retiring will give you a chance to enjoy you life."

2nd draft: "But, as everything in life, we have to stop and analyze wether we are able to go on or not and give ourselves a more attractive way of fulfilling our lives."

By rewriting and deleting some segments and adding others, the writer improved the readability of sentence 1. Additionally, by deleting sentence 2 from the first version, the problem of missing transition was eliminated in the second draft.

4.4.4. Writing Conventions

Table 15 - Writing Conventions - Written Feedback

Rule #	Rule's Concern	Number of problems in 1st draft	2nd drafts Number of:			Example(s)
			Problems Solved	Problems not Solved	Problems Generated	
23	Poor structure	--	--	--	--	--
24	Parallelism	--	--	--	03	--
25	Vocabulary choice	11	07	04	01	68A/68B*
26	Word order	03	03	--	--	69*
27	Verb tense	04	--	04	03	70*
28	Inconsistency in verb tenses	--	--	--	--	--
29	Verb form	15	06	09	04	71A/71B*
30	Subject-verb agreement	02	02	--	--	72
31	Singular X plural	04	04	--	02	73
32	Countable X uncountable	01	--	01	--	74
33	Reference	--	--	--	03	--
34	New X given information	--	--	--	--	--
35	Conjunction	01	--	01	--	75
36	Punctuation	20	14	06	11	76A/76B*
37	Spelling	10	06	04	03	77A/77B*
38	Inadequate pronoun	--	--	--	--	--
39	Pronoun in wrong place	--	--	--	--	--
40	Prepositions	07	06	01	02	78A/78B*
41	Adverb	--	--	--	--	--
42	Adjective	--	--	--	--	--
43	Article	05	03	02	01	79A/79B*
44	Subject	03	01	02	01	80A/80B*
45	Lack of a verb or wrong one	--	--	--	--	--
	TOTAL	86	52	34	34	--

(* See appendix E)

This category was the one writers had more problems. There were 86 errors in the first drafts of the compositions. During revision, 52 of these problems were solved, representing a percentage of 60.46% of changes. In the following versions, however, 34 new problems were generated. Therefore, with the remaining 34 from the first drafts, we reached a total of 68 problems encountered in final versions.

Four of the violations committed by writers regarding writing conventions are now presented.

Excerpt 72: Subject-verb agreement (solved)

1st draft: "There is people who..."

2nd draft: "There are people who..."

Excerpt 73: Singular X plural form (solved)

1st draft: "In fact, they are able to contribute to society besides having the rights to retiring."

2nd draft: "In fact, they are able to contribute to society besides having the right to retiring."

Excerpt 74: Countable X uncountable nouns (not solved)

1st draft: "No matter how much good friendships I have made outside my home,..."

Excerpt 75: Inadequate conjunction (not solved)

1st draft: "Being forced to do something is a procedure that doesn't deal with free choice and though is against human rights."

Comments: The analysis of the texts revised under the strategy of the teacher's written feedback seems to indicate that writers profit from this strategy. The results presented in table 6, section 4.1, reveal that this was the strategy that promoted the most changes in all categories of analysis. Subjects made revisions of several kinds, including both surface and text-based changes.

Additionally, one could notice that writers attempted to respond to most of the problems pointed out by the teacher. It is not known, however, to what extent this strategy also constrained the subjects' revision process limiting it to the changes suggested by the reviser.

Therefore, the findings of this study do not corroborate authors like Leki (1990) for example, who suggests that written feedback is usually ineffective for

improvement in text production. Contrary to that, this study reveals that composers do profit from their teacher's written feedback. This research, therefore, agrees with the results of the research carried out by Fathman & Whalley (1990).

It should also be highlighted that the feedback provided in the present study was not conflicting and vague for the subjects, as it sometimes occurs (Enginarlar, 1993). Rather, it was clear and well explained by the teacher through the presentation of the rules. Maybe, this explains the positive results reviewers had in applying this strategy.

Individual differences: Judging from the alterations made in the texts revised based on the teacher's written feedback, all subjects showed motivation in responding to the comments made by their instructor. Subjects 1 and 3 made many changes in their texts, even some which were not prompted by the reviser. Subject 3, for example, decided to make substantial changes in her texts following the suggestions from teacher's comments. Subject 1, however, did not present many problems, but still, she produced a large number of alterations. These two subjects, therefore, were not limited by the strategy and also used personal revision in the evaluation of their texts. It is also possible that the teacher feedback has triggered the need for further improvements. Subjects 2 and 4 did not go beyond the teacher's comments.

In general terms, it seems that subjects had a positive reaction toward this strategy.

4.5. Writers' attitudes and reactions toward the strategies applied in this study

Students' attitudes and reactions toward the strategies seemed to play an important role in their revision processes. Those subjects who reported not liking a specific strategy did not make good revisions when dealing with that strategy. Their performance was, therefore, consistent with their perception and attitude concerning the strategies.

All subjects from this study felt that the teacher's written feedback was a strategy which demanded a lot of work not only from themselves, but specially from their teacher. They also felt that it produced the most positive effects on their revised texts. Additionally, they all reported having identified with such strategy. One of the subjects reported to feel as if she was playing a game of identifying the problem pointed out by the instructor. This is due to the fact that problems were not directly shown to the writers. The teacher just pointed to the sentence where the problem was and presented a rule to solve it.

Concerning collaborative revisions, two subjects reported not liking the strategy. They said they did not feel good in having a colleague judging their compositions. Not surprisingly, these writers are subjects 1 and 4, exactly those who did not seem to make any efforts in their revision processes after receiving feedback from peers. Subjects 2 and 3 said they enjoyed working with a peer. In fact, their revisions were quite positive. Subject 2, however, mentioned that she did not believe that a peer, who supposedly has the same linguistic competence than her own, could help her improve the text.

Regarding individual revisions, subject 3 did not find it a good strategy, since she had the feeling that her revisions resulted in additional problems. Surprisingly, she was one of the two subjects who seemed to have shown special dedication in her individual revisions. The other subject who made significant improvements with individual revision was subject 1, who, in the interview, did not mention her attitude about this strategy. Subject 2 reported finding it difficult to detect problems in own texts. According to her, the writer is so much involved in the composing task that s/he ends up becoming part of the problem. In practice, however, she introduced few improvements in her revised text. Subject 4, on the other hand, did not make any major changes to her text. During the interview, she reported preferring individual to peer revision. It seems that this subject only profited from written feedback.

The interview also included two questions regarding the writers' opinions on good textualization and on their main concern while writing the compositions. Subjects 1 and 4 agreed that good texts are those written with coherence. Subject 1, however, reported having grammar as her main concern while writing. Subject 4, on the contrary, said that information was her priority. Subjects 2 and 3, who consider good texts those that, respectively, inform and are clear to the reader, said that grammar was an imperative preoccupation when they composed. It seems that, with the exception of subject 4, the other subjects were contradictory in what they stated to believe to be good writing and their own behavior as writers.

In considering the possibility of having ideas lost at the expense of form and correctness, all subjects, except subject 4, believe that not only ideas get lost, but also attention on information is neglected and, for this reason, the amount of information is reduced. Subject 4, on the other hand, thinks that form can help writers to better organize their thoughts and to write with cohesion and coherence. Again, with the exception of subject 4, 'beliefs' and behaviors do not match. Those who state that form jeopardizes ideas are those who reported having form (grammar and mechanics) as their main concern while writing.

The last two questions of the interview were on the subjects' perceptions regarding the results that each strategy produced in their revised texts. Subjects were asked, hypothetically, which of the strategies they would use in the following situations: first, if requested to present a text previously elaborated for a contest and second, in the role of writing instructors. In the first situation, all subjects reported they would like to have comments made from a professional, therefore, the teacher's written feedback would be their choice. As teachers, the subjects said they would use with their students all the strategies used in their class over the semester. It is interesting that even those who reported not liking a given strategy would use it with their students. It seems that besides the fact of not personally feeling good with a specific technique, subjects believe that all strategies can, somehow, help writers improve their texts.

The results of the present study regarding teacher feedback seem to corroborate Cohen & Cavalcanti's (1990) research findings in that students value their instructor's comments. Additionally, corroborating Ferris' (1997) results,

students appeared to make a valiant attempt to incorporate their teacher's suggestions into their revisions.

Since very few subjects participated in this study, it is not possible to make generalizations on the results regarding other subjects' attitudes and reactions toward the strategies here applied. However, it is clear that, in the perception of the subjects analyzed in this study, the teachers' written feedback is the revision strategy which produces better results to revised texts.

Along the history of the educational system, it is likely that students feel 'safer' when they have feedback from teachers, as it has traditionally happened. After all, it is the teachers who have the power to give them grades. For that reason, one doubt emerged in the mind of this researcher: would the subjects' perception of written feedback as the best strategy be a conscious decision or would it be the result of a whole educational process designed in a paternalist and heteroglossic teacher-student relationship?

CHAPTER FIVE

FINAL REMARKS, LIMITATIONS AND IMPLICATIONS

5.1. Final Remarks

The goal of the present study was to describe the changes introduced by different revision strategies as well as to assess to what extent these changes meant improvement in the revised texts.

Although all the revision techniques produced positive effects to the following drafts, the analysis of the types of revisions made by the subjects revealed differences. Written feedback, followed by individual revision, seemed to play a more significant role in positively influencing the writers' final outcomes. In using both these strategies, subjects made a greater number of text-based revisions as opposed to surface revisions. Of the changes made as a result of collaboration, peers' comments mostly affected revision at the surface level rather than at the text structure and content level. It does not mean, however, that textual features were not revised. They were, but on a smaller scale. The analysis of these changes show that, in general, the different strategies improved the texts, although the final versions still presented many problems.

Despite the bibliography on revision suggesting that writers' main concern is with grammar points, as it was confirmed by most of the subjects in the interview, this study found that, with the exception of peer revisions, students work better with

ideas and organization when they revise. It was in the paraphrasing of ideas, in the developments and deletions of information, in the improvement of logic/arguments and organization that writers showed most progress from one version to another. As far as grammar was concerned, the progress was usually more modest. In fact, research has suggested (Ferris, 1997) that experienced composers tend to make more text based changes in opposition to novice writers, who insist in favoring surface level revision. As already mentioned, the subjects of the present study have already had six semesters of writing instruction and practice; they can, therefore be considered experienced writers, although they are not advanced students in terms of linguistic competence. The findings of this study also revealed that writers did not show resistance in modifying what had already been written.

The fact that the written feedback had the most positive results over revised textualizations may be due to, at least, three reasons: 1) students were graded according to the second versions of their texts, and since it was the teacher who both provided the feedback and who would grade the compositions, the vast majority of the comments were addressed, at least to some degree, by the writers; 2) the kind of feedback provided by the teacher. Because the literature suggests that student writers are sometimes negatively influenced by vague and contradictory feedback (Ferris, 1995; Enginarlar, 1993; Leki, 1990), the rules used as comments meant to be clear, specific and detailed; 3) writers had some training before using this revision strategy.

The numbers presented in tables 3, 4 and 5, in section 4.1, also suggest some difference in how the students approached the revision process under the three strategies.

Task definition, the first subprocess illustrated in Hayes' et al (1987) revision model, is the foundation of the other revision tasks. It reflects writers' conceptions of what it means to revise or improve a text. Based on the results of the present study, one is able to assume that, in most of the cases, subjects' task definitions favored textual revisions as opposed to local changes, corroborating the literature in that experienced writers tend to focus on text based revisions. However, as I have already commented, in collaborative projects, peers' main concern appeared to be more superficial.

It is interesting that revisers' behaviors in the course of revision of own texts differed from revisions of other writers' texts. A possible interpretation that might be drawn from this difference is that when revising other writers' compositions, peer revisers did not feel at ease to criticize each other's texts. Revisers, for that reason, ended up **reading** the texts only **to comprehend** and not **to evaluate** them. In this case, revisers were not concerned with detecting and diagnosing text problems, but with comprehending the texts. According to Hayes et al (1987), when **reading for comprehension**, it is likely that revisers do not make many useful discoveries about the text. As a consequence, peer revisers' **problem representations** were mostly at the sentence level, as it is expected from L2 learners. This subprocess of focusing on particular needs and difficulties in the text, however, is not as easy discussion in the present study because writers were not interviewed as to the processes they had gone through in the course of revision. Without talking to the

students themselves, it is hard to know whether problems were detected, but students were not able to fix them or if revisers did not detect some of the problems and, therefore, did not solve them. For the same reason, I was not able to assess the writers' **strategy selection** in terms of how to control their own revision processes. Students may have detected problems whose nature was not clear to them, and if they had an ill-defined representation of a problem, they might have opted for **ignoring** it. Additionally, since elementary errors, such as singular X plural ones were sometimes not detected, I also believe that revisers lacked attention.

Concerning text modification, it seems that writers adopted both the strategies available: **revision** and **rewriting**. **Revision** was used more often. Most writers attempted to preserve as much of the original texts as possible. As far as **rewriting** is concerned, it was used at the relative local level of **paraphrasing** individual sentences. Again, it is not possible to know whether the composers **rewrote** their texts because they did not know how to fix the text problems or because the text had too many problems to make **revision** worthwhile. One conclusion, however, may be drawn from these results: it seems that when writers engaged in the writing process during revision, they did not completely reject their **plans**, since all the revised compositions preserved the gist of the first drafts. Composers, instead, re-**translated** their thoughts.

The fact that new problems were introduced in revise texts may suggest that when several faults were detected, writers lacked ability to coordinate all the

revisions, or that they did not clearly notice the effect of certain problems in the compositions.

Although the results indicate that one revision strategy was more frequently addressed than the others, we could notice that all revised texts were improved. This finding seems to indicate that, according to Ferris (1995), feedback provided in intermediate drafts, to be later revised, can bring many positive effects to the following textualizations. Actually, based on the results of individual revision, I would say that writers profit from the simple fact of having their texts 'rest' for some time and then revise them either alone or with comments of an external reader.

Finally, corroborating Matsuhashi & Gordon's (1995) research findings, the subjects of the present study, just like other experienced writers, spent more time revising than writing the first draft of their compositions. Going back to the methodology chapter, one can see that section 3.2 brings a description of the procedures used in the composing and rewriting of the texts. This description contains the time that writers took to write and revise each composition. For writing the first drafts of the texts, subjects took, respectively 20', 30', 40', 40', 35' and 25'. The revisions took them 25-30', 40-45', 70', 45', 45' and 60'. As one can notice, the teacher's written feedback, used in the third and the last texts, was the revision strategy that demanded more time from the composers to revise. Again, this seems to indicate that writers paid attention to the comments provided by the teacher and also made a faithful attempt to respond to them.

The conclusions of the present study indicate that, although revision activities cannot resolve all the problems encountered in writers' texts, they can help learners

to improve their capacity of text production. The results also suggest that the contribution of those involved in the teaching-learning process of writing is paramount to the success of these activities.

5.2. Limitations of the study and suggestions for future research

The present study presents limitations of the following kinds: 1) the small number of subjects does not allow the researcher to make generalizations on the findings. 2) Subjects were not interviewed as to the strategies used while revising their texts, making it, therefore, impossible to speculate on the tasks performed and where in the complex process of revision writers experienced problems. 3) The interviews were not carried out individually; the four subjects were grouped together. According to the interviewer, sometimes students just agreed with their colleagues, not bringing their own voices. 4) The compositions were not always written and/or revised in class. Students were asked not to seek any external help, but this variable could not be controlled. 5) The set of rules, which was the basis of the analysis of three categories (content and ideas, organization and form, and writing conventions) of all texts, in spite of intensive revision, still missed errors that were encountered in subjects' texts. Problems such as capitalization, lack of possessives and wrong auxiliaries must be added to this set, if one intends to replicate this study.

Advantages and disadvantages permeated the use of the set of rules in the written feedback strategy. Based on this set, the teacher's response was the same for all students in both the compositions revised in the light of this strategy. In terms

of reliability to the results of this study, it was quite positive that the feedback did not differ from student to student. According to Ferris (1996), as a semester goes on, teachers are usually influenced by the students' improvement, by in-class teaching and also by earlier feedback, and, for this reason, they tend not to tell as much on the texts as they use to do in the beginning of a term. Again, the feedback provided to students was positive in that the teacher of this study was consistent in having the same comments made at a more advanced point in the semester. On the other hand, one may feel tempted to criticize the feedback given because of the lack of additional rules that would account for problems other than those in the set, and because it was not individualized. However, it appears that the advantages on the use of the set of rules overcame the disadvantages.

Analysis of the performance of students while revising texts is a crucial, yet neglected, area of inquiry. Since this study offers a very limited number of subjects from the same level of L2 knowledge and within a single pedagogical context, future studies should compare and contrast the results of this study with descriptions of other writers' attitudes and behaviors in different contexts and also at distinct stages of writing development and linguistic competence.

Additionally, since both the writing and the revision processes as well as the interaction of writer, reader, language and reality are indeed complex, ethnographic techniques such as observation and interviews of students and teachers, one at a time, should be employed to assess whether the conclusions of analytic research are accurate reflections of writer-revisers' behaviors and also to have some knowledge on the difficulties encountered in revision tasks, so that further

conclusions can be drawn from results obtained in future research. Fully as important as having some knowledge on learners' revision processes is the development of a mature theory of L2 instruction. It seems that interviews could also help researchers in assessing if both parties involved in the teaching-learning of composing (teachers and students) hold a complete and coherent theoretical position, encompassing the four elements (writer, reader, reality and language) that must be considered in every theory cluster.

Considering the fact that the teacher's written feedback was the strategy that most prompted positive effects over subsequent textualizations, it seems that in future research, teachers can no longer forget their responsibility as providers of quality feedback to their student writers.

A final observation regards the fact that the last texts written by the subjects were improved even in their first versions, what seems to indicate that writers profited from the simple exercises of revision, developing declarative (awareness) and procedural knowledge on elaboration and revision. In future research, a side group which would, individually, revise the same number of texts should be held, so that the results from the group in track by the teacher could be contrasted with the ones from the group working only individually.

Despite the limitations discussed above, it is hoped that the findings of this study result in greater awareness of and reflection on feedback and revision, two important components of any enlightening writing class.

5.3. Pedagogical implications

Several applications for L2 writing pedagogy arise from the results of this study, which found support for the contention that student writers benefit from revising activities. The positive effects that the revision strategies had on writers' subsequent drafts seem to suggest that writing teachers should also focus their instruction on how to carry out effective peer reviews, since these tasks are to be performed by the composers themselves. Without providing writers with ways that positively shape their peer negotiations and revisions, L2 writers are likely to continue focusing on surface errors and neglecting broader issues of meaning (see Mendonça & Johnson, 1994 for a review).

Considering the findings of this study, one can assume that writers when individually revising their texts are better prepared to focus on the content of their texts rather than on grammatical issues. In this sense, since the revised texts still needed some other improvements, instructors should repeat these activities and also encourage individual revisers to seriously attempt to develop awareness on their revision processes so that they can better monitor the process. This training is equally necessary for the activities of revising texts based on teacher's feedback. However, the sincere attempts made by the students to respond to their teacher's suggestions and criticisms while formulating their revisions, appear to indicate that together with the power of the teacher comes responsibility. Therefore, instructors must be careful about what they say to students, since, according to Ferris (1997a:

11), teachers' suggestions and words are "likely to appear in some form in the next draft of students' essays." Additionally, Ferris (1997b: 13) warns that "teachers need to respond thoughtfully and carefully to student writing, to help students process it accurately, and to build students' revision strategies, not assuming that written feedback alone will result in effective revisions." It seems, from what has been said, that instructors should endeavor themselves not only in providing feedback of quality, but also in teaching their learners strategies of responding to comments in their papers.

Another aspect that should be considered regards the necessary adaptation of both teachers and students to the revision strategies, since more positive results are likely to emerge in a repetitive use of revision activities.

Concluding, students must be offered opportunities to broaden their knowledge on the writing process and on the elements involved in it as well as on the importance of revision for their own progress as writers, by engaging them in reading the available literature on the topic. As members of the academic community, teachers and learners need to be committed to good writing, not only to their personal advancement, but to fulfill their role as informers of scientific knowledge to society.

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APPENDIX A - Initial questionnaire

Questionário

Nome: _____

É crescente o interesse em se estudar a leitura e a escritura como duas situações de comunicação verbal. Porém, sabe-se que nem todos têm as mesmas percepções sobre esses processos. Para podermos compartilhar essas percepções, gostaríamos que vocês respondessem as seguintes perguntas:

1. Uma das coisas que geralmente fazemos ao estudar ou debater algum conceito é defini-lo. Na sua opinião, o que é escrever?

2. As pessoas vêem a escrita de formas divergentes. Uns a consideram uma atividade difícil, chata; enquanto outros a tem como um exercício prazeroso. Como você vê a escrita? Que tipo de atividade ela é para você?

3. Leitura, planejamento, esquematização, 'brainstorming' etc., são atividades que parecem contribuir para melhorar a qualidade da escrita. Quais atividades você, como escritor(a), considera promotoras de um melhor desempenho na escrita?

4. Que tipo de escritor é você? Você se considera um escritor experiente, um bom escritor, um aprendiz? Dê razões que suportem sua resposta.

5. Que tipo de experiência você tem em escrita? Já participou de algum curso ou palestra; já escreveu, publicou algum artigo, poesia? Você rotineiramente usa a escrita em seu trabalho (cartas, memorandos)?

6. Qual a sua experiência como falante de Inglês? Você já viajou para países de língua inglesa? Já teve contatos com estrangeiros que lhe exigiram o uso do Inglês? Já estudou, ou ainda estuda Inglês fora do curso de Letras? Por quanto tempo? Conte rapidamente o seu histórico como aprendiz de língua inglesa. Se você fala, escreve, entende ou já estudou alguma outra língua estrangeira, fale também um pouco sobre isso.

APPENDIX B - Final interview

Avaliação de final de curso (96.2)

OK gente! Como já havíamos combinado, hoje nós vamos fazer uma espécie de avaliação do nosso curso deste semestre que está para acabar. Então, só para lembrar, vamos falar das atividades que vocês fizeram com relação à reescritura.

Foram escritos e reescritos 6 textos usando três diferentes estratégias:

- A) Reescrever um texto, individualmente, sem qualquer proposta de mudança feita pela professora ou por algum colega,
- B) Reescrever um texto sem a ajuda da professora, porém com a ajuda de um colega,
- C) Reescrever um texto com um conjunto de sugestões de mudanças feito pela professora.

Os textos foram:

- | | |
|--|---------|
| 1. "Are computers good educators?" | Estr. A |
| 2. "Causes of divorce" | Estr. B |
| 3. "Should those over 70 be forced to retire?" | Estr. C |
| 4. "Capital punishment" | Estr. A |
| 5. "My future as an English teacher" | Estr. B |
| 6. "A true friend". | Estr. C |

Hoje, então, eu gostaria de saber, com muita sinceridade, qual a opinião/atitude de vocês com relação à metodologia e às diferentes estratégias utilizadas. Mas antes, eu queria ter um feedback de vocês quanto a algumas generalidades da escritura.

1. Como vocês vêem, hoje, a escrita, em oposição ao que vocês viam no início do semestre? Vocês se sentem mais a vontade ao escrever? Vocês curtem escrever ou ainda têm bloqueios no ato de compor?

* Em outras palavras, o ato de reescrever textos, com diferentes reações da professora, alterou, de alguma forma, a visão de vocês com relação à escrita?

2. As diferentes estratégias que utilizamos ajudaram vocês a ter uma atitude mais relaxada perante a escrita?

* E a metodologia usada contribuiu para isso?

3. Provavelmente, existe(m) alguma ou algumas estratégia(s) com a(s) qual/quais vocês mais se identificaram(reescritura individual, reescritura com a ajuda de um colega e reescritura com o feedback da professora). Qual/quais delas mais ajudou/ajudaram vocês? Por quê?

* De que forma esta(s) estratégia(s) contribuiu/contribuíram com a 2ª versão dos seus textos?

4. Talvez alguma(s) das estratégias usadas seja/sejam mais trabalhosas, mas traga/tragam melhores resultados. Também pode ser que não. Às vezes, um melhor resultado pode simplesmente depender de uma boa e atenciosa leitura do escritor. Na sua opinião, qual das estratégias produziu melhor resultado? Por quê?

* Que tipo de mudanças esta estratégia promoveu nos seus textos?

5. O que significa produzir melhores textos?

6. Enquanto vocês reescreviam os seus textos, qual foi a maior preocupação de vocês? Correção gramatical, adequação ao leitor, informatividade?

* Por quê vocês deram maior ênfase a isto?

* Foi uma tendência natural ou foi uma decisão consciente?

7. Vocês acham que, às vezes, a preocupação com a forma e aspectos mecânicos do texto, fazem com que se percam conteúdos, idéias importantes? Por quê?

* Em que momento vocês percebem isto?

8. Se você tivesse que ser avaliado para um concurso, e tivesse que apresentar um texto previamente elaborado, qual das estratégias usadas vocês optariam? Por quê?

9. Se você estivesse em sala de aula ensinando escrita, qual destas estratégias vocês usariam para ajudar os seus alunos?

APPENDIX C - Set of rules

Set of Rules

Content and ideas

01. The title of your text does not match its content. It leads the reader to false expectations.
02. You do not meet your text goal. You create expectations over the reader which are not fulfilled.
03. You present audience problem here. It seems that you do not have a clear audience or discourse community in mind.
04. This idea needs further development. You do not give enough information to the reader.
05. Important information has been left out. The reader may misinterpret your ideas.
06. Irrelevant information has been included. You distract the reader.
07. The information given is wrong.
08. This seems ambiguous. The reader may misinterpret the information.
09. You are not being economic. You are repetitive and redundant.
10. I see some incoherence in this sentence.
11. This sentence is not clear. The reader is not able to comprehend it.
12. A certain word does not make sense in this context.

Organization and form

13. Your text does not have an introductory paragraph in which you present the topic and give general guidelines to your reader.
14. Your text seems to lack an ending paragraph where you somehow conclude or summarize your ideas.
15. You do not use cohesive devices to integrate these phrases/sentences.
16. You do not use cohesive devices to integrate the paragraphs.
17. You have used a wrong cohesive device to join sentences.
18. There is lack of transition between different ideas.

19. You move from one direction to another without linking your thoughts.
20. You introduce different ideas in a single sentence/paragraph.
21. Since ideas are related, there is no need for different sentences/paragraphs.
22. Bad organization of ideas. It is not clear which ones are main points and which ones are secondary ideas.

Writing conventions

23. This sentence is poorly structured.
24. You establish a wrong parallel when joining sentences.
25. Your vocabulary choice is not adequate to express the meaning.
26. The order of the words in this sentence is not right.
27. The verb tense used is wrong.
28. You are not consistent in the use of tenses.
29. The form of the verb used here is wrong.
30. There is a problem in subject-verb agreement.
31. The singular/plural form used here is wrong.
32. Your text presents problems in countable X uncountable nouns.
33. This part of the text presents problems with reference.
34. You mention new things as if they were old.
35. The conjunction used here is not adequate.
36. This part of your text presents problems in punctuation.
37. You have spelling problems in this sentence.
38. The pronoun used is not adequate.
39. The pronoun was inserted in the wrong place.
40. In this part of the text, you present problems with prepositions.
41. The adverb used is not adequate.
42. The adjective used is not adequate for the intended meaning.
43. This part of the text presents problems with articles.
44. In this sentence, there is either lack of a subject or the use of a wrong one.
45. Somewhere in this sentence, you forgot to use a verb.

APPENDIX D - Procedures to be followed while using the set of rules

Dear student,

Your text has been corrected according to the set of rules you have already received. In the composition, you can see that the sentences have been numbered with the use of cardinals (1, 2, 3, etc.). Paragraphs have also been numbered with roman numbers (I, II, III, etc.) on the left side of the beginning of each new paragraph.

A separate sheet of paper is attached to your composition. In this paper, I point out the disagreements I have with your text in terms of sentences (S), paragraphs (P), the title (T) and the composition as a whole (C).

In order to rewrite your text, you are invited to check the points I make and to try to make the changes suggested. For example, if you find in your sheet **S1 #7**, it means, according to the rules, that in my reading, in that particular sentence, you are giving wrong information to your reader. It is up to you to find out where in the sentence/paragraph/title/composition is/are the disagreement(s) I point out.

Good luck!

APPENDIX E: Examples of writers' problems in texts.

INDIVIDUAL REVISION

Excerpt 9A: Irrelevant information (solved)

1st draft (2nd paragraph): Being in jail is a terrible situation for a human being to live. This is a law that gives you the chance to prove how can be your life when you do something that affects society. In this enviroment only terrible things happen.

Excerpt 9B: Irrelevant information (not solved)

1st draft: "Since the Stone Age the world has been changing a lot and as consequence, evolving. Undoubtedly we have seen many wonderful, useful and nice inventions, and sometimes followed by some unuseful ones..."

Excerpt 12: Lack of a paragraph closure (solved)

1st draft: "To murder another person is a terrible thing, because life is something that only God can control. I think that someone who makes such act it's not a normal person and he needs to be punished because nothing could be done to annul it, a robbery could be recover but I life never could be recovered.

I don't know if Capital punishment could be the right way to punish murderers because a person who is guilty of murdering another person almost ever is a person who doesn't matter about life and maybe doesn't worry about yourself. It's very difficult to know how to punished this person, but he must be punished.

In our days this thing could happen easier because people stay always with problems about money, job, etc. and sometimes could lost control, but I think that this is a great problem."

2nd draft: "To murder another person is a terrible thing, because life is something that only God can control. I think that someone who makes such act it's not a normal person and he needs to be punished because nothing could be done to annul it, a robbery could be recover, but a life never could be recovered. Some people murder another only by fun or by money and others murder in difficult moments.

In our days this thing could happen easier, because people stay always with problems about money, job, etc. and sometimes lost control and all these problems can make them murder another person without thinking.(2) But after this bad moment when this person become conscious, his

conscience will be one of his punishment. (3) But a person who is guilty of murdering another person premeditated, almost ever is a person who can be considered a monster.

I don't know if Capital punishment could be the right way to punish murderers, because a person who is guilty of murdering another person almost ever is a person who doesn't matter about life and maybe doesn't worry about yourself. It's very difficult to know how to punished this person, but he must be punished in any way."

Excerpt 15: Word Order (not solved)

1st draft: "Would be punishment a good way to educate and solve murder problems?"

Excerpt 18A: Singular/plural form (solved)

1st draft: "...they (kids) must have another activity like play outside, play with another children..."

2nd draft: "...they (kids) must have another activities like play outside, play with another child..."

Excerpt 18B: Singular/plural form (not solved)

1st draft: "Computer are very interesting..."

Excerpt 19A: Punctuation (solved)

1st draft: "First of all we can't generalize..."

2nd draft: "First of all, we can't generalize..."

Excerpt 19B: Punctuation (not solved)

1st draft: "Computer are very interesting ... they make the kids more intelligent, more interested and more imaginative, maybe computer can be useful in a lot of subject and children will like more to study."

Excerpt 20A: Spelling (solved)

1st draft: "...people who want the capital punishment are relatives of victims or would-be murderes..."

2nd draft: "...people who want the capital punishment are relatives of victims or would-be murderers..."

Excerpt 20B: Spelling (not solved)

1st draft: After so many years involved in this tradicionalist theory..."

Excerpt 22: Preposition (not solved)

1st draft: "In some countries like Saudi Arabia they punish people () hurting their body."

Excerpt 23A: Article (solved)

1st draft: "... fixed symbols were created that through times we call letters..."

2nd draft: "... fixed symbols were created that through **the** times we have called letters..."

Excerpt 23B: Article (not solved)

1st draft: "...people who want the Capital punishment..."

PEER REVISION

Excerpt 32: Need of further development (not solved)

1st draft: "Most of the people who want to separate, complain of adultery. But this is only a symptom that the marriage wasn't satisfactory. The real causes are generally the feeling that one of the two persons is bold or that only one of them is improving."

Excerpt 33: Repetition (ungrammatical and not solved)

1st draft: "Before married it's importante to know well the other person and it's important to have security..."

Excerpt 35: Lack of introduction (not solved)

1st draft: "Teachers shouldn't stop studying because above all, they are permanent students. They must improve themselves in order to provide their students with up-to-date methods and contents. In my particular case, I am..."

Excerpt 38: Main points are not made clear to the reader (not solved)

1st draft: "I think that divorce can be caused for a lot of things like: money, immaturity, loss of privacy etc.."

Divorce is becoming common in our days, because today people don't think a lot before married, if it's not what they want they can ask for a divorce. But divorce can bring problems for other people among the couple when they have children.

Before married it's important to know well the other person and it's important to have security like: money their own place to live, maturity a good job and before think about children, they have to be sure that they can give a good life and love to them, because it's difficult for children live with a mother or a father arguing all the time, and it's difficult for them too, choose one of them to live.

So I think that the divorce is worse for children and they need be respected.

2nd draft: "I think that divorce can be caused for a lot of things like: money, immaturity, loss of privacy etc..

Divorce is becoming common in our days, because today people don't think a lot before getting married, and after, if it's not what they want, they can ask for a divorce. But divorce can bring problems for other people beyond the couple's life when they have children.

Before getting married it's important to know ell each other and it's important to have security like: money their own place to live, maturity, a good job. And before thinking about children, a couple have to be sure that they can give good life and love to them, because it's very difficult for children live with parents that arguing all the time, and it's difficult for them too, to choose one of them to live with."

So I think that the divorce is worse specialy for children and they need to be respected.

Excerpt 39A: Vocabulary choice (solved)

1st draft: "But divorce can bring problems for other people among the couple when they have children."

2nd draft: "But divorce can bring problems for other people beyond couple's life when they have children."

Excerpt 39B: Vocabulary choice (not solved)

1st draft: "I have a small and terrible experience with teenagers in a regular class and..."

Excerpt 40: Wrong order of words (not solved)

1st draft: "Before married it's importante to know well the other person and it's important to..."

2nd draft: " Before getting married it's important to know well each other and it's important to..."

Excerpt 41A: Wrong verb tense (solved)

1st draft: "Most of the people who want to separate, complain of adultery. But this is only a symptom that the marriage wasn't satisfactory."

2nd draft: "Most of the people who want to separate, complain of adultery. But this is only a symptom that the marriage isn't satisfactory."

Excerpt 41B: Wrong verb tense (not solved)

1st draft: " I have a small and terrible experience with teenagers in a regular class and after that I decided not to work in schools with big group of students."

Excerpt 43A: Verb form (solved)

1st draft: "So I think that the divorce is worse for children and they need be respected."

2nd draft: "So I think that the divorce is worse specially for children and they need to be respected."

Excerpt 43B: Verb form (not solved)

1st draft: "...being a teacher does not mean forget the academic life, but..."

Excerpt 44A: Singular X plural forms (solved)

1st draft: "Getting married is on fashion, and more/and more couple are deciding..."

2nd draft: "Getting married is on fashion, and more and more couples are deciding..."

Excerpt 44B: Singular X plural forms (not solved)

1st draft: "...they are too immatures..."

Excerpt 47A: Punctuation (solved)

1st draft: "Teachers have been regarded as a category of missionaries and()for this reason() lack of teachers is, nowadays, a threat on educational policy."

2nd draft: "Teachers have been regarded as a category of missionaries and, for this reason, lack of teachers is, nowadays, a threat on educational policy."

Excerpt 47B: Punctuation (not solved)

1st draft: "According to many specialists()divorce has been built upon immaturity..."

Excerpt 48A: Spelling (solved)

1st draft: "Another problem is when one of the persons feel that he or she is improving, either profesionally or personally..."

2nd draft: "Another problem is when one of the persons feel that he or she is improving, either professionally or personally..."

Excerpt 48B: Spelling (not solved)

1st draft: "Being a teacher...requires promptitude to fulfil the aims of a society that..."

Excerpt 49A: Preposition (solved)

1st draft: "because it's difficult for children to live with a mother and a father arguing all the time, and it's difficult for them too, choose one of them to live.

2nd draft: "...because it's difficult for children to live with a mother and a father arguing all the time, and it's difficult for them too, choose one of them to live with."

Excerpt 49B: Preposition (not solved)

1st draft: "I think that divorce can be caused for a lot of things like..."

Excerpt 50A: Articles (solved)

1st draft: "This makes one feel imprisoned and generates the insatisfaction with..."

2nd draft: "This makes one feel imprisoned and generates insatisfaction with..."

Excerpt 50B: Articles (not solved)

1st draft: "...journalists also have to deal with the language..."

WRITTEN FEEDBACK

Excerpt 60: Incoherence (not solved)

1st draft: "There are other ways that lead people to retirement, but a massive retirement is caused when people reached the age of 60 or 65. Although many people wait anxiously for that magical day that will free them from timetables, exhaustive or even boring hours at work, there are many people who having been employed since youth are not able to stop working at the age of 45 or 50."

Excerpt 61: Unintelligibility (solved)

1st draft: "Today many things have changed and a broad vision friendship has although the idea of friendship is the same."

2nd draft: "Today, many things have changed although the idea of friendship is the same."

Excerpt 62: Lack of introduction (not solved)

1st draft: "I think that be retire doesn't mean stop to work because..."

Excerpt 63: Lack of conclusion (solved)

1st draft: "A true friend is someone... That's the reason friends are required for moments of trouble more than for moments of joy. Poor friends! But, what are friends for? When in trouble, many of us think about a friend before thinking about a relative. Friends are good listeners and always prepared for bad things that good ones."

2nd draft: "A true friend is someone... When in times of trouble, many of us think about a friend before thinking about a relative. Friends are good listeners and always prepared for bad things as well as good ones. That's the reason friends are required for bad and good moments. Poor friends! But, what are friends for?"

Excerpt 66: Different ideas in a same paragraph (solved)

1st draft: "Being forced to do something is a procedure that doesn't deal with free choice and though is against human rights. The ideal situation could be the one when you are conscious enough to analyze your professional life and perceive wheter you are contributing to the growth of the ones around you or if it's time to enjoy your life apart from professioanl environment. There are other ways that lead people to retirement, but a massive retirement is caused when people reached the age of 60 or 65. Although many people wait anxiously for that magical day that will free them from timetables, exhaustive or even boring hours at work, there are many people who having been employed since

youth are not able to stop working at the age of 45 or 50. In fact, they are able to contribute to society besides having the rights to retiring. Some people suffer from depression after stop working.”

Excerpt 67: Related ideas in different paragraphs (not solved)

1st draft: “It is certainly a embarrassing situation when a person doesn’t want to retire and is forced to do it because he or she is not useful anymore. I don’t think we would like to hear from from someone that we are useless.

But, on the other hand, an old worker can really be a problem, if he is beginning to forget and change facts because of his advanced age. There is people who really cannot work anymore and this has to be faced.”

Excerpt 68A: Vocabulary choice (solved)

1st draft: “...But this sentiment must be...”

2nd draft: “...But this feeling must be...”

Excerpt 68B: Vocabulary choice (not solved)

1st draft: “...and the government should provide these old people a psychological attendance.”

Excerpt 69: Word-order (solved)

1st draft: “People never can stop to do something because work means...”

2nd draft: “People can’t stop of doing something, because if a person stay only at home...”

Excerpt 70: Verb tense (not solved)

1st draft: “With the modernity and new discoveries in the health and technologic areas people are living longer than in the past.”

Excerpt 71A: Verb form (solved)

1st draft: “People never can stop to do something because work means...”

2nd draft: “People can’t stop doing something, because if a person stay only at home...”

Excerpt 71B: Verb form (not solved)

1st draft: “The life shows us how important is having a true friend...”

Excerpt 76A: Punctuation (solved)

1st draft: "With the modernity and new discoveries in the health and technologic areas people are living longer than in the past."

2nd draft: "With the modernity and new discoveries in the health and technologic areas, people are living longer than in the past."

Excerpt 76B: Punctuation (not solved)

1st draft: "However not everybody feel that way, some of them think they have worked enough..."

Excerpt 77A: Spelling problem (solved)

1st draft: "...I moved to another city, and three years later she moved to another cowntry."

2nd draft: "...I moved to another city, and three years later she moved to another country."

Excerpt 77B: Spelling problem (not solved)

1st draft: "Each one has a different destiny to follow."

Excerpt 78A: Lack of a preposition (solved)

1st draft: "...and the government should provide these old people a psychological attendance."

2nd draft: "...and the government should provide a psychological attendance to the old people..."

Excerpt 78B: Inadequate preposition (not solved)

1st draft: "If I like to work at something..."

Excerpt 79A: Articles (solved)

1st draft: "The life shows us how important is having a true friend..."

2nd draft: "Life can show us how important it is having a true friend..."

Excerpt 79B: Not necessary article (not solved)

1st draft: "...and the government should provide these old people a psychological attendance."

Excerpt 80A: Lack of a subject (solved - sentence was deleted)

1st draft: "Some people suffer from depression after () stop working."

Excerpt 80B: Lack of a subject (not solved)

1st draft: "The life shows us how important () is having a true friend..."