UNIVERSIDADE FEDERAL DE SANTA CATARINA

PÓS-GRADUAÇÃO EM LETRAS-INGLÊS

WRITING INSTRUCTION AND ITS EFFECTS ON

THE DEVELOPMENT OF EFL STUDENTS' WRITING PROCESSES:
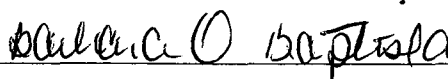
FOCUS ON REVISION

por

ROSANE SILVEIRA

Dissertação submetida à Universidade Federal de Santa Catarina

para obtenção do grau de MESTRE EM LETRAS
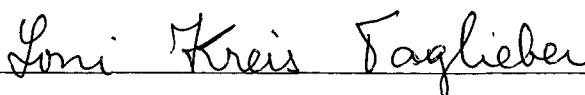
FLORIANÓPOLIS

AGOSTO/1998

Essa dissertação foi julgada adequada e aprovada em sua forma final pelo Programa de Pós-Graduação em Inglês para obtenção do grau de
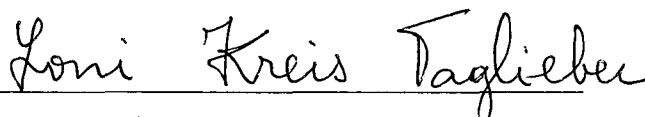
MESTRE EM LETRAS

Opção Inglês e Literatura Correspondente

Profª. Drª. Barbara Oghton Baptista

(Coordenadora da PGI)
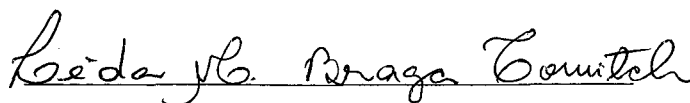
Profª. Drª. Loni Kreis Taglieber

(Orientadora)

BANCA EXAMINADORA:

Profª. Drª. Loni Kreis Taglieber

(Presidente da Banca)

Profª. Drª. Lêda Maria Braga Tomitch

Prof. Dr. Vilson J. Leffa

Florianópolis, 07 de agosto de 1998.

ACKNOWLEDGMENTS

ABSTRACT

WRITING INSTRUCTION AND ITS EFFECTS ON THE DEVELOPMENT OF EFL STUDENTS' WRITING PROCESSES: FOCUS ON REVISION

ROSANE SILVEIRA

UNIVERSIDADE FEDERAL DE SANTA CATARINA
1998

Supervising Professor: Prof. Dr. Loni Kreis Taglieber

The central hypothesis of this study is that there is a close relationship between students' concept of writing and their revision of written texts. In order to test this hypothesis, I compared and contrasted the revisions performed by nine subjects both before and after receiving writing instruction based on the Process Approach. The subjects were sixth level undergraduate students attending the Academic Reading and Writing class in the English Language course at Universidade Federal de Santa Catarina. The methodology of the study was a pre-experiment, consisting of (1) a pre-test in which the subjects wrote and revised an essay, and (2) a post-test in which the subjects revised for the second time the essay written in the pre-test. Subjects' original compositions were compared and contrasted to the two revised versions, and the two revised versions were compared and contrasted to each other. The results showed differences between the original compositions and the two revisions, and between the first and second revisions.

However, the types of errors revised and the effects the revisions had on the quality of the compositions suggest that more than one semester of instruction will be necessary to change students' concept of writing. The subjects of this study seemed to be concerned mostly with errors regarding organization and form, and writing conventions, as both revisions show. This concern, together with the few changes regarding content and the poor argumentative quality of subjects' compositions, as well as their answers to the questionnaire reveal that these subjects still view writing in EFL as a task performed to practice linguistic structures and as a means of evaluating their skills in the target language.

RESUMO

WRITING INSTRUCTION AND ITS EFFECTS ON THE DEVELOPMENT OF EFL STUDENTS' WRITING PROCESSES: FOCUS ON REVISION

ROSANE SILVEIRA

UNIVERSIDADE FEDERAL DE SANTA CATARINA
1998

Orientadora: Profª. Drª. Loni Kreis Taglieber

A hipótese central do presente trabalho é que o conceito de escrita dos alunos e a forma como eles revisam textos escritos estão diretamente relacionados. Visando testar esta hipótese, procedeu-se à comparação e ao contraste das revisões feitas por nove sujeitos antes e depois de receber instrução em escrita baseada na Abordagem Processual. Os sujeitos foram 9 alunos da sexta fase do curso de Letras-Inglês da Universidade Federal de Santa Catarina e cursavam a cadeira de Leitura e Escrita Acadêmica. A metodologia do estudo consistiu num pré-experimento, envolvendo: (1) um pré-teste no qual os sujeitos escreveram e revisaram um ensaio e (2) um pós-teste no qual os sujeitos revisaram pela segunda vez o ensaio escrito no pré-teste. Os textos originais dos sujeitos foram comparados e contrastados com as versões revisadas e as duas versões revisadas também foram comparadas e contrastadas entre si. Os resultados mostraram diferenças entre as composições originais e as duas revisões, bem como entre as duas versões revisadas. Entretanto, os tipos de erros revisados e a forma como as revisões afetaram a qualidade dos

textos sugerem que é necessário mais de um semestre de instrução para mudar o conceito de escrita dos alunos. De acordo com os resultados obtidos na análise das duas sessões de revisão, os sujeitos do presente estudo parecem dar mais importância a erros de organização e forma e convenções da escrita. A preocupação com esses tipos de erros, juntamente com as poucas mudanças em relação ao conteúdo e à fraca qualidade argumentativa dos textos revisados, bem como as respostas dos sujeitos ao questionário revelam que eles continuam a ver a escrita na LE como um instrumento de prática de estruturas lingüísticas e de avaliação de suas habilidades na língua alvo.

N.º de páginas: 129
N.º de palavras: 33.353

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER 1

INTRODUCTION

Traditionally, the concept of literacy has been regarded as the ability to read and write. Moreover, scholars such as MacLuhan (in: Corbett, 1981) used to assert that writing, one of the components of literacy, would lose its status in society, due to the emergence of the computer. Nevertheless, current studies show that both the concept of literacy and the belief that writing would become obsolete are misleading.

As we have seen, the popularization of the computer has not made writing play a secondary role in society, but on the contrary, it has made writing, as well as reading, even more essential. Therefore, because society still has demands for writing and reading skills, it is necessary that we change our traditional view of literacy, as well as the idea that the primary goal of writing instruction is teaching students how to manipulate mechanical and isolated skills, such as orthography and grammar. Elasser and John-Steiner (1977) observed two decades ago that the mastery of the mechanical elements of writing is a basic step in the process of literacy. According to these authors, then, being literate means to "reach a level of mastery of language skills from which they [people] can critically examine and theoretically elaborate their political and cultural experiences." (p. 364). Therefore, as proposed by Kato (1993), the primary goal of schools concerning language should be introducing students to the world of the written language, thus enabling them to "use the written language to meet their individual needs of cognitive development and attend the various demands of a society."(p. 7)

The tendency to emphasize the mechanical elements of writing is frequent in both first (L_1) and second /foreign language (henceforth L_2 and FL, respectively) instruction. In the case of L_1, Kato (1993) highlights the emphasis on mechanical elements during the formative years of school instruction by contrasting the way adults correct children's speech, and the way teachers correct children's writing. The author recommends that the corrections regarding writing focus on the improvement of children's communicational ability, not on "prescriptive rules of agreement, government, stress, and orthography" (p.116). Similarly, in the context of L_2, approaches to writing instruction in English such as Controlled Composition and Current-Traditional Rhetoric have also regarded writing as a mechanical activity. Thus, in the first approach, writing is taken as a means of practicing structures and vocabulary learned in the classroom, while in the second approach, writing is a means of practicing text organization. This emphasis on form reveals that both approaches are mainly concerned about the acquisition of basic literacy in the context of English as an L_2/FL. In other words, according to these approaches, students have to be taught to manipulate the mechanical skills of writing, and are not informed that in L_2/FL writing critical thinking is as important and necessary as in L_1 writing.

On the other hand, approaches to writing instruction such as the Process Approach and English for Specific Purposes have emphasized aspects such as the audience, the processes through which writers go while writing, and the context in which they are required to write (Leki, 1992; Silva, 1991). In these approaches, then, writing in the L_2/FL is not just transcribing the words on the paper, following an appropriate grammatical structure, or a determined pattern of organization. These two approaches regard writing as an instrument to develop critical thinking.

The approaches to writing instruction in both L_1 and L_2/FL have certainly influenced students' view of writing. In relation to L_1, Kato (1993) observes that learners tend to focus on the correction of errors at the microstructural level, and ignore errors at the global level. She wonders whether this emphasis at the microstructural level is not a consequence of the status of activities at this level in school.

In the context of L_2, Zamel (1987), reviewing several studies that discuss students' perception of writing, concludes that students see writing as a typical exercise used in tests or as homework, i.e., writing is an instrument used by teachers to provide further practice in the target language, assess, or evaluate learners. Similarly, Bohn (1994) and Riley (1996) observe that, while writing, students are mainly concerned with avoiding grammatical mistakes, and place aspects such as the degree of text informativity in a secondary position. In addition, both authors ascertain that students are not aware of the difficulties they face while writing, and are quite optimistic about their writing skills in the second language.

The results of Bohn's (1994), Riley (1996), and Zamel's (1987) studies suggest that students' perception of writing in a second or foreign language reflects that of traditional approaches to writing instruction (Controlled composition and Current-Traditional Rhetoric), which focus on form and correctness. Nevertheless, students' self-confidence about their writing skills in the L_2/FL seems not to be affected by their exposure to these traditional approaches. Students' belief that they have no problems with writing is a reflection of the naive view they have about the writing process. For inexperienced students, a text is finished when it is delivered to the teacher.

In order to change this limited view of writing, many researchers have stressed the relevance of providing instruction on the writing and revision processes. Their aim is to enlarge students' view of writing as an on-going process that involves rethinking,

reworking, and revising the evolving texts. Moreover, researchers emphasize the importance of teaching revision from a holistic perspective, using students' written texts as a source of information and continuous rework. The goal of writing instruction is achieved not only when students become able to write appropriate texts to fulfill the society's demands, but also when they become able to change their naive view of writing to a more critical one. This change of perspective towards writing can be noticed in one of Winer's (1992) subject's comments about the importance of revision in the writing process:

> I always hated, after one of my burst of brilliance while writing, to go back, and clean up and tie up and rethink [any] apparent weak points. I'd gotten through the task and that was it—the pain was over, and my product was delivered. But... I've learned to edit, reedit, re-read, etc.... I often find things that I wasn't looking for: imperfect organization (as if my organization was ever perfect anyway), and problems with logic or content. Invariably, I'm able to improve my paper through this process. (p. 67)

The changes towards an advance in the concept of revision and its importance within the process of writing acquisition has stimulated the investigation of several questions concerning the relationship between revision and writing. Among the aspects investigated, researchers have tried to analyze: (1) teachers', writers' and students' underlying concept of revision (Sommers, 1984; Hull, 1986; Hague & Mason, 1986; Winer, 1992); (2) the role of revision in the writing process (Hayes, Flower, Schriver, Stratman, & Carey, 1987; Sommers, 1984; Bereiter & Scardamalia, 1987); (3) the role of lower-level (e.g. spelling, grammar and mechanics) and higher-level components (e.g. rhetorical organization,

4

coherence and audience) in the revision process (Bereiter & Scardamalia, 1987, Scardamalia & Bereiter (1987), Hayes et al., 1987) and; (4) instructional procedures to improve revision (Coles, 1986; Hull, 1986; Hague & Mason, 1986; Bereiter & Sacardamalia, 1987; Winer, 1992, Dellagnelo, 1997).

In the present research, I intend to tackle these four aspects by carrying out an experiment with EFL Brazilian students, comparing and contrasting the revisions performed by the subjects both before and after receiving instruction concerning the writing process. More specifically, I intend to: (1) analyze students' compositions, focusing on the way they revise their texts; (2) investigate the effects of instruction on students' concept of writing by examining the revisions they perform on their own texts. Thus, the central hypothesis of this study is that there is a close relationship between students' concept of writing and the way they approach revision. In summary, through this study I intend to answer three central questions:

(1) What types of revision do students make of their own texts?

(2) Does writing instruction based on the Process Approach have an effect on the development of students' writing?

(3) Is there a relationship between students' writing development and their revising of their own texts?

Among the various empirical studies dealing with the revision process, there is one that greatly influenced the design of the present study. Credit should be given to Winer's (1992) research in which she explores the development of the subjects' writing process throughout a semester. This perspective of accompanying the subjects, in the case of Winer's study, graduate students preparing to be L_2 teachers, for a certain period of time enabled the author to gain knowledge about how instruction can change students' concept of writing. In

my study, I also intend to follow the development of the subjects' writing process throughout a semester. I will analyze students' verbalized concepts of writing and revision through a questionnaire, and their actual performance while revising their own texts. Through this procedure, I expect to gain knowledge about the development of the students' writing process in terms of concept and performance.

Furthermore, the studies investigating improvements of texts written and later revised by the subjects themselves have been restricted to comparisons of different methods of revision (e.g. Robb, Ross and Shortreed, 1986; Fathman and Whally, 1991), and the revising ability of both experienced and non-experienced writers (e.g. Sommers, 1984; Kobayashi, 1992). Through my research, I expect to contribute to the existing field by providing empirical data concerning the effects of process writing instruction on the development of students' revising skills, and the way such skills affect the quality of written texts.

The present research is also relevant because it attempts to provide empirical support to those who advocate the value of explicit writing instruction for second language learners. As Applebee (in: Chaudron, 1987) observes, second language learners are generally more mature than first language learners, but are likely to find writing an extremely difficult task on account of their lack of linguistic knowledge of the target language.

A final justification for carrying out this research is connected with the professional goals of some of the subjects selected—students preparing to be teachers of English as a foreign language. As Winer (1992) advocates in her study, writing courses involved with student-teachers should focus on their development as writers and teachers by providing them with several techniques. This should provide student-teachers with an awareness and

understanding of the writing process, which, in turn, should lead to changes in their attitudes as teachers.

In the present chapter, I introduced the issue that will be investigated in the present research. In the next chapter, I will review some relevant studies related to writing and revision instruction.

CHAPTER 2

REVIEW OF THE LITERATURE

I start this chapter discussing the four major approaches to writing instruction in the context of L2/FL. In section 2.2, I focus on the concept of error adopted by the different approaches to writing instruction and how these concepts affect the role assigned to revision by each approach. In section 2.3, I begin by presenting two models of the writing process and the role these models assign to revision. Also in this section, I discuss some definitions of revision, the prevailing model of the revision process, and the types of revision performed by experienced and inexperienced writers. Finally, in the last section, I briefly discuss the way revision has been approached in the classroom context.

2.1. Approaches to Writing Instruction

Writing instruction has undergone several changes throughout the years, in the context of both L1 and L2/FL teaching. As Silva (1991) points out, we can identify at least four central approaches, or orientations to L2 instruction in writing: (1) Controlled Composition; (2) Current-Traditional Rhetoric; (3) the Process Approach, and (4) English for Specific Purposes. All the approaches address the writer, the reader, the text, and the context. What makes the approaches different from one another is the way they regard each of these four basic elements in L2 writing instruction.

The Controlled Composition approach sees writing as a secondary activity; as a means of practicing structures and vocabulary learned in the classroom. Therefore, the context for

writing is the classroom and the audience is the teacher. This approach focuses on form and accuracy, and writing is simply a means of assessing students' ability to manipulate the structures practiced in the classroom.

In a similar vein, the Current-Traditional Rhetoric orientation places writing in the limited context of the classroom, and the teacher as the target audience. What differentiates this orientation from the previous one is the emphasis it places on text organization. As Silva (1991) observes, in the Current-Traditional Rhetoric, writing is "a matter of arrangement" (p. 13), and students have to learn how to identify and use prescribed patterns.

An attempt to reduce the emphasis on the formal aspect of writing and to enlarge the context and the audience of writing is known as the Process Approach. Different from Controlled Composition and Current-Traditional Rhetoric, this approach, which is theoretically supported by Flower and Hayes' (1981) model of composing (see section 2.3), focuses on writers and the process they undergo while composing written texts. Furthermore, writing is thought to convey meaning and is a "complex, recursive, and creative process" (Silva, 1991, p. 15). Rather than simply focusing on accuracy, the process approach aims at developing students' composing process in a holistic fashion. This goal implies that students need to acquire experience in writing for several purposes, in various contexts, and addressing different audiences (Hairstone, 1982)

Similar to the Process Approach, the orientation of English for Specific Purposes (which includes the Task-Based Approach and English for Academic Purposes) is concerned with the production of writing within a specific context and is directed to pre-defined readers. While the former approach aims at wider contexts and audiences, the latter is characterized by specific targets: e.g., the context may be the academic or the business

world, and the audience may be the members of the academic community or business people. As English for Specific Purposes aims at enabling students to produce written texts that will be accepted by experts in their fields, courses based on this approach try to "recreate the conditions under which actual ... writing tasks are done" (Silva, 1991, p. 17), and have students practice genres and tasks commonly required in their jobs or educational environment. Therefore, English for Specific Purposes focuses exclusively on the production of writing within a specific context, and it is mainly concerned with the reader's reaction towards the written text.

While contrasting these four approaches to the study of writing, Silva (1991) observes that none of them are sufficiently supported by empirical research, and that none of them can be considered as the appropriate approach to writing instruction. His assumption is based on the fact that all of the orientations fail to encompass all four basic elements that should be integrated into any approach to writing instruction—the writer, the audience, the text, and the context. As we have seen, each approach tends to emphasize a specific aspect, thus neglecting the interaction between the four elements in the L2/FL writing context.

Hillocks (1986), in turn, directs his criticism to the Process Approach, due to its exclusive focus on the writing process, and proposes a process/product combination as the best approach to writing instruction. Hillocks', as well as Dyer's (1996) criticism addresses the focus on process and the lack of specification concerning task design and target audience proposed by the Process Approach. Both authors refute two of the principles of the process writing approach: (1) Writing ability is gained through mere practice, and (2) The writing process is a basic skill that generalizes to various contexts. Hillocks and Dyer believe that students need to be prepared for *specific* writing tasks that they will come across, and that "there are as many different writing processes as there are academic writing

tasks" (Dyer, 1996, p. 313). The idea then, is to add to Process Writing the concept of task-based approach, which takes into account students' specific needs and has them perform tasks that are similar to the types of texts they are actually required to write.

Similar to Silva (1991), Raimes (1991) places the approaches to writing instruction in L_2 into four groups. This author also concludes that the approaches proposed unto the present time contain some shortcomings. Nevertheless, she recognizes the value of the research carried out so far, especially the research based on the Process Approach and English for Specific Purposes, as a means of capturing the degree of complexity, power and diversity that is involved in the act of writing. As the author points out, the current approaches should work as a guideline to help teachers to make decisions about how to teach writing, but such approaches should never be taken as the final word in writing instruction. Moreover, Raimes suggests that teachers become researchers by using classroom data. As researchers, teachers will learn to question the theories and not to accept any methodology presented as the ideal one. Concurring with Raimes, I believe that teachers are the ones who are in a better position to make decisions concerning the kind of methodology that is appropriate to the students they are teaching at a specific time. This last assertion is especially true in the context of L_2 instruction, for in this context, the audience tends to be quite heterogeneous.

In this section, I have briefly described the major approaches to L_2 writing instruction. I have adopted the position that a combination of the Process Approach and English for Specific Purposes, at present, seems to be the best orientation to writing instruction in the contexts of L_2/FL instruction. I will now turn to the role of revision—a major component of the writing process, and the scope of this study—within each orientation.

2.2 Error, Revision and the Approaches to Writing Instruction

The discussion about the perspective of error in the context of second language acquisition (henceforth SLA) is essential if we intend to understand the role of revision within the four approaches to writing instruction. The concepts of writing and error underlying the four approaches previously discussed determine the role ascribed to revision within each approach.

In the Controlled Composition and Current-Traditional Rhetoric approaches, students are expected to reproduce sentences and rhetorical patterns, respectively, based on a model presented by the teacher. In these approaches, then, revising a text consists of proof-reading it and eliminating any element that prevents the text from matching the 'perfect' form presented by the model. That is, revision is focused on mechanics, grammar, or organization of texts, while content is generally disregarded. Furthermore, if students fail to eliminate the problems in these three areas, they are thought to have learning problems (Bartholomae, 1988). Thus, we can say that the traditional orientations to writing (Controlled Composition and Current Traditional Rhetoric) regard errors—a key concept in revision—as imperfections and signs of learners' failure to acquire the standard version of the written language. In addition, errors tend to be viewed in isolation, or as an undesirable aspect of students' compositions, which will only be analyzed by teachers when the compositions are considered to be final products.

This notion of error seems to reflect the view proposed by the Contrastive Analysis Hypothesis (Larsen-Freeman & Long, 1993), according to which error is a consequence of transfer of aspects of the L_1. Therefore, this hypothesis sets out to describe languages and

identify points of similarities and differences between them, predicting that the areas where L_1 and L_2 differ are natural sources of learners' errors in L_2. In order to prevent students from making mistakes, teachers should have students imitate and memorize "perfect" models, hoping that through repetition students can avoid thinking in L_1 and, consequently, avoid transferring "wrong" structures to the target language. This is the basic reasoning behind the Audiolingual Method that was fashionable during the 60's and 70's in the context of second language teaching.

There are two types of criticism to the Contrastive Analysis Hypothesis. First, as Lightbown and Spada (1993) point out, this hypothesis fails to account for errors in L_2 that cannot be explained by L_1 interference, and predicts errors that do not actually occur in L_2. Second, by viewing errors simply as a result of L1 interference, the Contrastive Analysis Hypothesis places the environment as the predominant factor in SLA, while learners are believed to play only a passive role in accepting the impositions of the environment (Larsen-Freeman & Long, 1993).

The nativist theory of language acquisition developed by Chomsky (Larsen-Freeman & Long, 1993) gave rise to two different perspectives in the context of SLA—the perspective of Error Analysis, and the perspective of Interlanguage. Both perspectives regard errors as "an inevitable part of learning" (Dulay, Burt & Krashen, 1982, p. 138). According to these perspectives, the analysis of errors is a valuable tool that provides us with data that can help us to understand the L_2 acquisition process and improve instruction.

The Error Analysis perspective provides an important step in recognizing the validity of the study of error as a means of trying to understand learners' acquisition process. However, researchers following this perspective have concentrated on developing taxonomies of errors, which involve various categories with no set boundaries (e.g. *error*

types based on linguistic category; surface strategy taxonomy; communicative effect

taxonomy (Dulay, Burt & Krashen, 1982, p. 146). Bartholomae[1] (1988) also sees problems

with the Error Analysis perspective. He points out two other major shortcomings: (1) It was

designed to assess *spoken performance*, consequently, it is not appropriate to assess written

language due to the differences between these two modalities of language communication

(i.e., speech and writing) concerning conventions, source of learning, process of

acquisition, formality and so forth, and (2) It is difficult to classify the errors through mere

textual analysis, which is not sufficient to deduce students' intentions.

According to Interlanguage (Selinker, 1972)—the linguistic system developed by L_2

learners which contains elements of their L_1, the L_2 being learned, and language systems in

general—errors are viewed as resulting from strategies learners' employ to learn the target

language. The three components of learners' interlanguage are likely to produce different

kinds of errors (e.g., *interference, intralingual,* and *developmental* errors (Richards, 1971)),

and these errors can reveal which stage of acquisition learners are in. Thus, different from

the Contrastive Analysis Hypothesis, both Error Analysis and Interlanguage propose that

learners play an active role in the acquisition of an L2, since they can decide the level of

proficiency they want to achieve. To acquire the L2, they process input, they use this

information to generate hypotheses, and then test and refine them (Larsen-Freeman &

Long, 1993).

The perspectives of Error Analysis and Interlanguage have influenced the

conception of error adopted by the Process Approach to writing instruction, and this

---

[1] Bartholomae (1988) proposes two techniques to overcome the weaknesses of the Error Analysis approach: teacher-student conferences and reading aloud. According to Bartholomae, these techniques would help teachers to elicit students' intentions while writing, as well as distinguish "performance errors" from errors that are the result of stages of development or idiosyncrasies.

conception of error affects the role assigned to revision by this approach. In fact, the role of revision in writing is emphasized by the Process Approach, since revision is regarded as a basic and recursive component of the writing process. Thus, contrary to Controlled Composition and Current-Traditional Rhetoric, Process Writing followers propose that: (1) Writing is composed of several stages such as pre-writing, writing a first draft focusing on content, writing as many drafts as necessary to revise the organization of the ideational content, and receiving reader's feedback (Keh, 1990); and (2) Revision can occur several times and at different stages of writing (Flower & Hayes, 1981; Hayes et al., 1987).

Similar to Process Writing, English for Specific Purposes maintains that errors are a reflection of strategies used by students to learn the target language, and that revision is a recursive activity. Nevertheless, as English for Specific Purposes is mainly concerned with the audience, the revision process is guided by "specific criteria for evaluation" (Dyer, 1996, p. 314). That is, when students are asked to revise a text, they receive specific instructions to focus on certain aspects of the text (e.g., audience, grammar, style, or mechanics).

2.3 The Writing Process

Devising theoretical models of the writing process is a difficult endeavor that very few researchers have undertaken. Scardamalia and Bereiter's (1987), and Flower and Hayes' (1981) are two studies which try to explain the writing process.

Scardamalia and Bereiter (1987) point out that there is a gap between empirical research and theoretical models of the writing process. This gap occurs because the body of empirical research focuses specifically on the differences between experienced and

inexperienced writers, while theoretical efforts present single models of the composing process, thus assuming that experienced and inexperienced writers share the same processes.

In opposition to the view of a single writing process, Scardamalia and Bereiter (1987) believe that experienced and inexperienced writers' composing processes are rather different. In order to fill the gap between theory and research, they propose two models of the writing process: one that represents the composing process-of inexperienced writers (the *knowledge telling model*), and another that represents the composing process of experienced writers (the *knowledge transforming model*).

Figure 1 below represents the knowledge telling process.
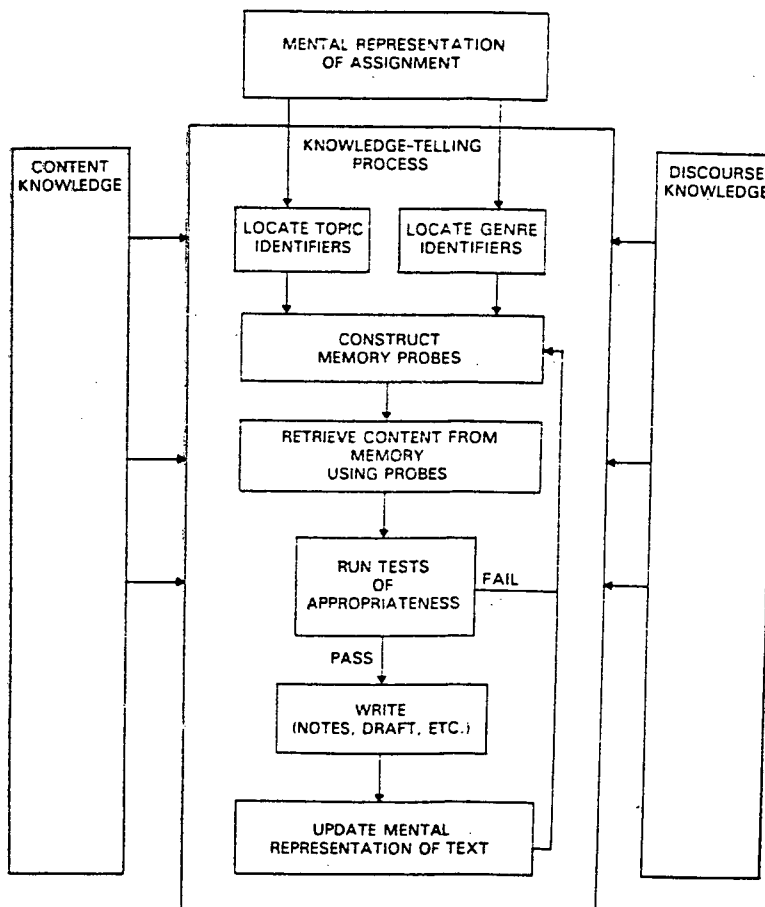
Figure 1. Structure of the knowledge telling model (from Scardamalia & Bereiter, 1987, p. 144)

The knowledge telling process is made up of three main components: (1) *mental representation of assignment*; (2) *content knowledge*; and (3) *discourse knowledge*. The writer should keep the writing assignment in mind while identifying the appropriate *topic* (content knowledge) and *genre* (discourse knowledge). The identification of the topic activates *memory search*, bringing about information connected with the topic that may or may not be used by the writer. A similar process occurs during the identification of genre.

If the information identified is not rejected, it is written down and serves, together with the assignment, as a probe to reactivate memory search. According to the authors, this process of *think-say* (that is, think and write) goes on until writers feel the text is ready, or they run out of ideas.

Scardamalia and Bereiter (1987) argue that the texts based on knowledge telling are not necessarily coherent and well-formed, since inexperienced writers are mainly concerned with finding out "what" to say. The possible resulting coherence and "well-formedness" may be just a consequence of "automatic processes set in motion by that activity [finding out what to say]" (Scardamalia & Bereiter, 1987, p. 145) , and are not necessarily produced by the writers' awareness of these aspects.

The knowledge transforming process is represented in Figure 2 below. This process is considered to be a problem-solving activity of which knowledge telling is a subprocess. Experienced writers, while having in mind a *mental representation of the assignment*, analyze the problem (i.e., the assignment) and set initial goals. The problem analysis and goal setting activate the components *content* and *discourse knowledge*, in which writers seek information to solve the problems of the *content* and *rhetorical spaces*. Both problem spaces generate *problem translations* that start an interaction between the two problem spaces. While looking for solutions to the content and rhetorical problems, writers activate

the knowledge telling process, whose information is submitted to an analysis during the initial stages of problem analysis and goal setting.
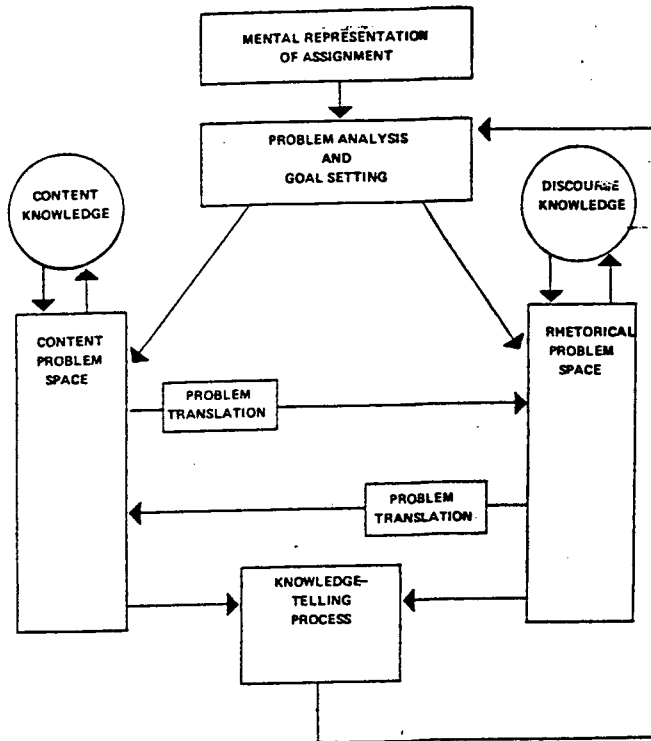
Figure 2. Structure of the knowledge transforming model (from Scardamalia & Bereiter, 1987, p. 146)

As the authors point out, the knowledge transforming process is characterized by a "continual revision and rethinking." (Scardamalia & Bereiter, 1987, p. 148) This feature distinguishes between the writing process of experienced and inexperienced writers. As we have seen previously, once inexperienced writers retrieve information from memory, they can employ two different procedures: (1) accept the information as appropriate to the

assignment, or (2) reject it and search their memory for appropriate information. Conversely, while retrieving information from memory, experienced writers activate a "dialectical process that leads to the elaboration of subgoals for the composition or that leads memory search into new areas of memory." (Scardamalia & Bereiter, 1987, p. 148)

Scardamalia and Bereiter's model presented above is relevant in the sense that it accounts for the differences between the writing process of experienced and inexperienced writers. Nevertheless, it partially neglects revision as a major component of the writing process, especially with regard to inexperienced writers.

The second model to be presented, designed by Flower and Hayes (1981), does not account for the differences between experienced and inexperienced writers, but places revision as a central and recursive element in the writing process.
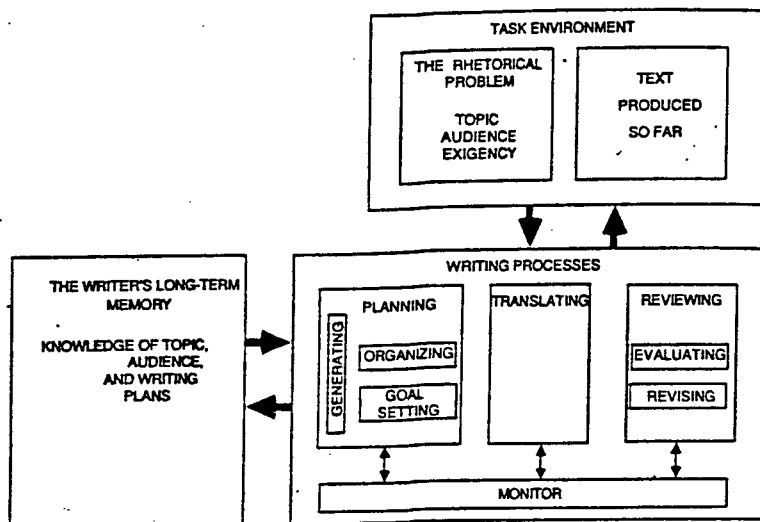
Figure 3. Structure of the writing model (from Flower & Hayes, 1981, p. 370)

As Figure 3 above shows, Flower and Hayes (1981) propose a model of the composing process that consists of three main parts: (1) *task environment*; (2) *writing processes*; and (3) *the writer's long term memory*.

The task environment involves all the outside elements that influence and constrain writers' performance while composing, i.e., *the rhetorical problem* (*topic, audience* and *exigency*), *and the text produced so far*. With the information obtained in the task environment, writers make use of the second component of the model—the *writing processes*. This component is made up of four processes—*planning, translating, reviewing, and monitoring*. Planning involves three subprocesses—*generating* information, *organizing* information, and *goal setting*, while reviewing involves two subprocesses—*evaluating* and *revising*. The term translating refers to the act of putting the information gathered in the planning process into written form. The monitor guides writers about the process they should use, (e.g., when writers should stop planning and start translating, or when writers should stop translating and revise the written text, and, perhaps, go back to planning). The completion of the writing process is guided by the constraints presented in the task environment, which writers try to keep in mind and refer back to when necessary. The source of information that provides writers with knowledge of *topic, audience*, and *writing plans* is the writers' *long term memory*.

As mentioned previously, Flower and Hayes' (1981) model does not make a distinction between the composing process of experienced and inexperienced writers. Nevertheless, the authors present three possible reasons to account for writers' differences while composing. First of all, Flower and Hayes notice that writers may define a rhetorical problem differently (e.g., Write an original text/Write a text to convince my reader of something/Write a text free of language mistakes.), and this definition affects their

performance while composing. Second, writers may have difficulty in retrieving information from their long term memory (i.e., generating ideas). Finally, they may have difficulty in organizing and translating this information to the written form.

As Flower and Hayes (1981) observe, the figure that represents their model of the composing process depicts the model as linear. Consequently, we are likely to take the composing process as a collection of discrete stages which writers follow linearly to accomplish a writing task. In other words, the figure fails to show the recursive nature of the model. It does not show the possibility of continuous movement between processes and subprocesses that actually takes place during writers' performance.

2.4. The Revision Process

Revision[2] is regarded as an important step in the writing process (e.g. Hayes et al., 1987; Sommers, 1984; Bereiter & Scardamalia, 1987, Scardamalia & Bereiter, 1987). According to Sommers (1984), the revision process consists of various changes performed in a written text while it is being written and/or afterwards. Likewise, Hayes et al. (1987) claim that revision is a recursive process (it occurs at any point in the writing process), and that includes reading to comprehend plus reading to improve or change the original text.[3] Recent research has also regarded revision as a recursive activity. This view is different from previous studies whose ideas are reflected in traditional manuals of writing

---

[2] Hull (1986) makes a distinction between the terms revision and editing. For him, revision deals with the changes at the content level, while editing deals with changes at the formal level. In this thesis, the term revision refers to changes at both content and formal levels.
[3] These definitions of revision are also shared by authors such as Barlett (1982), and Bereiter & cardamalia 1987).

instruction, in which revision is regarded as "a separate activity, performed on completed drafts". (Barlett, 1982, p. 345)

Witte (1985) proposes that revision be taken as a subprocess of reviewing, a more comprehensive component of the writing process. Thus, while reviewing the text, writers evaluate it, but they may revise it or not, depending on the level of incongruities they find between their writing plans and the actual written text. Witte observes, however, that revision is not restricted to the written text, but that it also takes place while the writer is planning, which he calls *pretextual* revision. In his view, research should take into account both types of revision: the one performed during the pre-text and the one performed on the text written down; nevertheless, he does not explain how this kind of research should be carried out. One possible way of investigating what goes on in the writers' mind while they compose is the thinking-aloud protocol, but the use of such a technique is rather complex, and is beyond the scope of the present research.

2.4.1. The role of revision in the writing process

According to Witte (1985), the segmented fashion in which writing has been presented by traditional approaches has greatly influenced teachers', researchers', and students' conception of revision. In these approaches, the act of writing is regarded as an activity consisting of "a linear sequence—that may be repeated—of discrete stages" (Witte, 1985, p. 255), and revision is regarded as a final step, performed only after the text has been written down.

A different perspective is signaled by researchers such as Sommers (1984) and Hayes et al. (1987), who recognize the recursiveness of revision. Giving support to this view is Flower and Hayes' (1981) model of the composing process (see section 2.3), which

presents revision as a recursive element that can be called upon at any time and at any stage of the writing process.

2.4.2 Cognitive processes of revision: a model

As we have seen in sections 2.4 and 2.4.1, researchers differ in their concept of revision and the role revision plays in the writing process. In this section, I discuss a model that tries to explain the cognitive processes of revision, and which has been adopted by the vast majority of researchers dealing with revision.

The model was designed by Hayes et al. (1987), and was based on Flower and Hayes' (1981) model of the composing process. According to Hayes et al.'s model, there are three types of evaluation that may lead to revision: (1) The reviser evaluates the text against criteria of the standard language concerning aspects such as grammar, spelling, and clarity; (2) The reviser detects a contradiction between the writer's intended text and its realization; and (3) The reviser evaluates the writing plan by observing the appropriateness of general goals and audience.

Thus, contrary to other researchers, (e.g., Sommers, 1984; Scardamalia & Bereiter, 1987), Hayes et al. believe that the perception of an incongruity between intention (*writer's plan*) and text is not the only initiating condition for revision. In their view, this comparison between intention and text only occurs in the second kind of evaluation described above. The third type of evaluation is the most complex and is regarded as the most effective for producing high quality revisions.

23
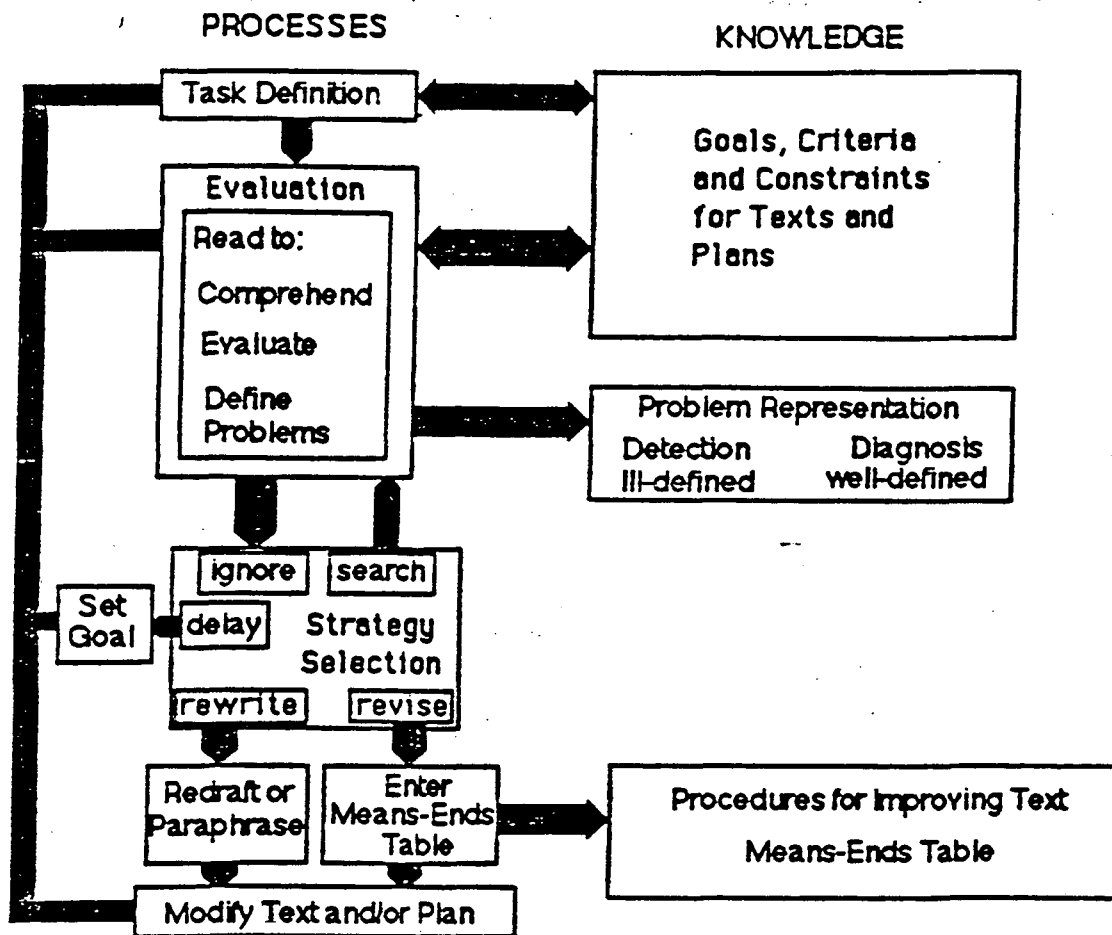
Figure 4. Process model of revision (from Hayes et al.,1987, p. 185)

Figure 4 above represents the model proposed by Hayes et al. (1987). In this

model, the revision process is divided into two sections: the *processes* in which writers

engage, and the types of *knowledge* that influence, or are a result of the composing process.

The processes in which writers engage are *task definition, evaluation, goal setting,* and

strategy selection. The first process, task definition, specifies the reviser's *goals* (clarity,

elegance, etc.) establishing whether the writer should examine *global features, local*

features or both, and specifies the steps to be followed when revising a text. The task

definition is subject to change during the revision process. The second process, *evaluation,*

is the application of the *goals, features* and *constraints* identified in the task definition. It

24

includes reading beyond comprehension, and can produce important discoveries to the revision process. *Problem representation* is a kind of knowledge that influences the evaluation, and it represents the ability to detect and diagnose problems in a text within a continuum. According to the authors, detecting and diagnosing are separate skills, i.e., revisers may be able to detect a problem in a written text, but they may not be able to diagnose and fix this problem. On the other hand, revisers may be able to detect and even fix a problem without knowing how to explain the source of the problem.

The last process (*strategy selection*) is linked to the different strategies or procedures adopted by the reviser. Thus, when revisers detect a problem they may act in five different ways: (1) *ignore* it; (2) acknowledge it but decide to postpone the change; (3) search "for more information to clarify the problem representation" (Hayes et al., 1987, p. 187); (4) rewrite, or (5) revise the text. While revising, the writer (or reviser) tries to fix the problems of the text, avoiding changes in the original text. On the other hand, the rewriting strategy consists of identifying the main idea, rewriting the text (or parts of it) and, consequently, changing the *surface structure* of the text without affecting meaning. The rewriting strategy is generally adopted in two situations: (1) when the reviser detects a problem, but does not know how to solve it, or (2) when the text is so problematic that the reviser thinks that rewriting is a more effective strategy.

Of great influence on the strategy adopted by the reviser, as well as on the quality of the revision, is the resource of information ("appropriate rules, maxims, and problem-solving procedures" (Hayes et al., 1987, p. 188) available to the reviser. Hayes et al. see this resource as a *means-ends table*. Means is defined as the solutions available to solve the problems (i.e., the *ends*) to be fixed, that may vary in each writer, being more complex in the experienced writer.

Taking into account the four processes that make up the act of revising, Hayes et al. conclude that experienced writers are able to identify many textual problems at the higher and lower levels. On the other hand, inexperienced writers tend to focus their revision on the lower level, and rarely detect problems at the higher level.

Hayes et al.'s model is comprehensive and tries to explain the revision process of all types of writers, independently of their degree of mastery of both writing and revising.

2.5. Experienced and Inexperienced Writers and Their Approach to Revision

As Scardamalia and Bereiter (1987) observe, the empirical research on revision has concentrated on the investigation of differences between the revisions of experienced and inexperienced writers[4] (see section 2.3). The types of revision performed by writers are used as a criterion to classify them within these two categories.

2.5.1. Types of revision

One important aspect to be considered by researchers dealing with revision is how to analyze the changes writers perform on a written text when they set out to revise it. A common procedure mentioned in the literature is to establish a taxonomy of possible revisions, which is then used by the researcher as a guideline to classify and count the number of revisions actually performed.

---

[4] In the bibliography consulted for this thesis, I have identified different ways of referring to experienced and inexperienced writers: expert/novice writers, student/experienced writers, mature/immature writers, etc. Here, the terms experienced and inexperienced writers will be used to identify the two categories pointed out in the other studies.

Researchers such as Sommers (1984), Hall (1990), and Porte (1996) built their taxonomy of revision based on the "linguistic level (e.g., word, clause, sentence) or the operation (e.g., addition, deletion, substitution) entailed by the revision." (Matsuhashi & Gordon, 1985, p. 227). Conversely, Faigley and Witte's (in: Matsuhashi & Gordon, 1985) taxonomy take into account how revision affects the meaning of the text, thus coming up with two basic types of revision: (1) text-based revisions[5] (i.e., revisions that add or eliminate information), and (2) surface revisions[6] (i.e.. revisions that paraphrase the text, or parts of it, without affecting the informational content).

Another way of classifying the types of revision is to develop a set of categories. Dellagnelo (1997), for example, developed a set of categories to be used by teachers while providing written feedback to student writers. The categories are made up of short sentences identifying the kind of problem present in the students' compositions. This device was designed after the author had analyzed a large number of compositions written by Brazilian EFL students, and identified the problems present in their texts. The final result of such an analysis was a list of forty five types of problems, which she divided into three main categories: (1) *content and ideas*, (2) *organization and form*, and (3) *writing conventions*. This classification of writing problems was based on Smalzer's (1996) list of errors.

---

[5] In the literature, text-based revisions are also referred to as global or higher level revisions.

[6] In the literature, surface revisions are also referred to as local or lower level revisions. In accordance with Hall (1990), I use the term surface revision to classify those changes such as paragraph indentation, margins, spacing, and capitalization.

2.5.2 Experienced and inexperienced writers

As Hayes et al. (1987) propose, the revision process requires the reader to act in two different ways: (1) read to comprehend and (2) read to correct[7]. By reading to comprehend, the authors mean the reader's "attempts to construct a satisfactory internal representation of the meaning of the text" (p. 202). Reading to correct is the performance of the revision process, involving changes at all levels. Nevertheless, these two kinds of reading can occur simultaneously, as the analysis of some thinking aloud protocols indicates (Hayes et al., 1987).

The revision process forces the reader to adopt a different attitude towards the text, and this attitude is influenced by the revising situation. According to Hayes et al., three revising situations can be identified: (1) revisers evaluating another writer's text; (2) revisers evaluating their own text, and (3) revisers evaluating writing plans[8].

The first revising situation is the one commonly experienced by writing instructors and editors. In this case, the reviser has to infer the writer's intention and to construct a possible "representation of the meaning of the text" (Hayes et al, 1987). According to some authors (Sommers, 1984; Barlett, 1982; Bereiter & Scardamalia, 1987; Hayes et al. 1987, and others) the reviser who faces the first situation is more able to identify problems concerning global aspects of the text (inconsistencies, referential problems). However, Barlett (1982) shows some results of experiments indicating that this reviser also has problems identifying mechanical and syntactical errors.

---

[7] There are authors such as Hull (1986) who classify the act of reading to comprehend as *revision*, and reading to correct as *editing*.
[8] Hayes et al. (1987) define the writing plan as "a network of working goals ... constructed out of the writer's knowledge of goals, plans, constructs, and criteria for discourse and problem-solution in general." (p. 179)

The lack of awareness of mechanical and syntactical errors is also a problem for revisers working in the second situation (revisers evaluating their own texts). In addition, these revisers have problems with "achiev[ing] a detachment from their work that allows them to see what is on the page, not what they hope will be on the page"[9] (Murray, in: Barlett, 1982). In other words, the double role of reader and writer interferes with the reviser's performance.

Finally, the last revision situation consists of having the reviser evaluate his/her or someone else's writing plan in order to check its adequacy in relation to the intended meaning, goals, and audience. This situation requires mastery of the writing process, and is common only in the work of expert writers.

In fact, the revisers' performance while revising their own text or a text written by someone else is one of the criteria used to identify them as experienced or inexperienced writers. Analyzing the performance includes checking both the amount of revision, and the aspect that is emphasized by the reviser (higher or lower level aspects of revision). As suggested by Barlett (1982), and Bereiter and Scardamalia (1987), inexperienced writers have special difficulties revising their own texts, for they evaluate the texts according to a *writer-based* perspective and do not take the audience into consideration. Although some improvement at the lower level can be observed when someone revises another writer's text, the interference of the writer's role cannot be overcome, even if the writer is separated from the text for some time.

Another characteristic of inexperienced writers is that they only focus their attention on what is actually written down on the page and are not able to detach themselves from the

---

[9] As Barlett (1982) observes, this idea is quite related to Piaget's concepts of egocentrism and decentered perception.

options present in the written text. This difficulty is accentuated by the deficient linguistic resources available to an inexperienced writer (Bereiter & Scardamalia 1987), who tends to be, as Hague and Mason (1986) point out, a *reluctant reviser*, due to the problems faced during the revising process. These problems drive inexperienced writers to perform *meaning-preserving* revisions (Porte, 1996).

Conversely, experienced writers spend more time when revising the texts, and "look back more and pause longer" (Stallard, in: Bereiter & Scardamalia, 1987) while evaluating their texts. Moreover, they pay more attention to problems involving the higher level. This is because they are able to put themselves in the place of the audience, thus verifying whether their texts develop the goals established in the writing plan, and checking to see if the texts are suitable for the hypothetical audience (Hayes et al., 1987). Experienced writers also have difficulties revising the formal aspects of the text (especially when dealing with their own texts), but they can overcome the difficulties easier than inexperienced writers, since they possess more *linguistic resources* (Bereiter & Scardamalia, 1987).

Finally, Sommers (1984) presents two other criteria that distinguish experienced and inexperienced writers - the concept of writing reflected in their practice and verbalized in interviews, and the strategies they adopt while revising. To inexperienced writers, the writing process means translating "the thought to the page, and changing the language of speech to the more formal language of prose, the word to its synonym" (Sommers, 1984, p. 331). This procedure is classified by Sommers as the *thesaurus philosophy of writing*, which focuses on the word level, showing the writer's belief that the meaning of the text is already perfect, and that the text does not need to be revised at this level. These writers' limited strategies of revision and linguistic resources make them adopt *teacher-based* or *textbook-based* rules while revising.

On the contrary, experienced writers regard the writing process as a never-ending product, a means of refining their thoughts, which demands constant revision in order to be reasonably understood by the audience. Thus, experienced writers concentrate their revision on the global aspects of the texts. Besides, the concern for the audience makes it easier to identify "incongruity between intention and execution, and requires these writers to make revisions on all levels" (Sommers, 1984, p. 334). That is, the experienced writer sees the revision process as holistic and recursive, and approaches the texts with different goals each time. Therefore, an experienced writer may opt for first revising the text concerning content and ideas, then revise it again to check organization, and finally check the text in terms of writing conventions.

2.6 Revision in the Classroom Context

In accordance with Witte (1985), I believe that the segmented fashion in which writing has been presented by traditional approaches has greatly influenced educators' and students' concept of revision. Through the analysis of conferences between writing instructors and students, Hull (1986) concludes that teachers' and students' attitudes towards revision are quite different, and that this difference negatively influences the improvement of the students' writing skills. According to Hull (1986, p. 201), teachers' traditional procedure to revise students' texts is the following: (1) detect, identify, and label the problems; (2) develop (or appropriate from the grammar books) a taxonomy; (3) proofread; and (4) edit. All these steps require automatized skills concerning the usage of the standard written language. When teachers cannot find an explanation for an error (i.e., when the error does not find room in one of the automatized rules), they have to appeal to

the writer's intention and text meaning to explain and edit the error[10]. Students, on the other hand, seem to (1) know fewer rules; (2) see fewer errors; (3) emphasize meaning and intentionality, which are used to justify the choices they make and rules they adopt while revising the text.

Hull (1986) draws various conclusions from his findings: (1) The rule-based approach to revision frequently adopted by teachers is problematic for it tends to treat the writer's intentionality and the text meaning as secondary, or entirely disregard them; (2) Contrary to teachers, students regard intentionality as a primary element in their revisions, and this seems to blind them to the formal aspects of the text; (3) The result of these different concepts of the revision process is that students' writing is unlikely to profit from the revisions done by teachers since the students cannot understand them; and finally, (4) At the same time, teachers become frustrated when they see that their efforts to improve students' writing ability has no effect, and are likely to diminish the time they spend with revision activities.

Contrary to Hull (1986), Sommers (1984) suggests that beginning students regard revision as a *rewording activity*, i.e., their main concern is related with vocabulary choice, spelling, and repetition. The concern with intention and meaning as well as the *shape* (sentence level) of the arguments is part of the experienced writers' strategies. Taking into account Sommers' assumptions, we can say that, in the classroom situation, the teacher seems to play the role of the experienced writer, while the student is the inexperienced one.

The contradiction between Sommers' (1984) and Hull's (1986) ideas seems to be

---

[10] Hull's (1986) generalized assertion that teachers adopt the strategy of resorting to meaning and intention to explain and edit errors in students' texts seems rather optimistic, if we take into consideration that some teachers continue to adopt the strategy of simply crossing out what they see as an error.

connected with the fact that they are talking about different situations in which revision can occur—teachers revising students' texts, and students revising their own texts. As seen in section 2.5.2, while revising their own texts, both inexperienced and experienced writers tend to be less aware of the problems concerning the mechanical aspects of the language. This happens because the writers know the intention and the meaning of the text, and have difficulty detaching themselves from both. Besides, inexperienced writers have limited linguistic resources, and are likely to believe that the texts are perfect in terms of content.

The ideas of both Hull (1986) and Sommers (1984) match with Hague and Mason's (1986) assertion that students' difficulties in writing are, in part, the result of a "system that overemphasizes the student's final product and tends to ignore the process employed to produce it" (p.14). This emphasis on the final product is supported by the results of Zamel's (1985) research, in which she finds out that L_2 teachers tend to respond to their students' texts in the following way:

> writing teachers misread the texts, are inconsistent in their corrections, make arbitrary corrections, write contradictory comments, provide vague prescriptions, impose abstract rules and standards, respond to texts as fixed and final products, and rarely make content-specific comments or offer specific strategies for revising the texts (Zamel, 1985, p. 86).

Therefore, students are likely to regard writing and revision as mechanical activities that have to be done quickly. In other words, they are not acquainted with the idea advocated by researchers that both writing and revising are recursive and never-ending

processes (Flower & Hayes, 1981; Hairstone, 1982; Sommers, 1984;).

In the present chapter, I discussed some of the important issues concerning the writing and revision processes. In the following chapter, I will describe the methodology developed for this study.

CHAPTER 3

METHODS

In this section I will present information about the subjects selected for the present study, the class environment in which the experiment took place, the teaching methodology of the writing course attended by the subjects, the materials used in the experiment, the measuring and data collection instruments, research procedures, and finally, the data analysis.

3.1 Subjects

The subjects of this study were nine Brazilian intermediate-level students attending the sixth semester of the English language course at Universidade Federal de Santa Catarina (UFSC). The majority of the subjects had been attending the language course together since the fifth semester, only two of them joined the group in the sixth semester.

The sixth semester is an important point in the English language course at UFSC, for the language disciplines gradually stop using text books and the course loses its characteristic of a normal language institute. This change occurs because it is expected that, by that time, the students have achieved a reasonably good level of English proficiency—high intermediate. The English courses offered from the sixth semester until the end of the undergraduate course are intended to further develop students' abilities as future EFL teachers, translators, bilingual secretaries, or researchers, as well as to refine

their command of the four skills in the FL—listening, speaking, reading and writing—and develop their knowledge about the FL. Thus, the class in which the subjects of the present study were tested—Academic Reading and Writing in English—aims at developing students' skills as readers, and especially as writers of academic essays written in rhetorical patterns such as description, narration, and exposition (see Appendix A). In order to accomplish this purpose, the syllabus was organized to provide students with information and practice concerning the whole writing process. For example, topic selection, prewriting, organization of ideas, writing several drafts, writing the parts that make up an essay, rhetorical patterns of essay organization, editing, revising and rewriting were all topics covered.

The typical methodology of the Academic Reading and Writing class consisted of having students read and discuss essays, short stories and poems. The texts had been selected by the instructor according to a survey of students' interests and preferences of reading topics conducted before classes started. These texts were intended to supplement the reading and the writing assignments in the textbook adopted (see Appendix A). The reading and the writing assignments in the textbook were rather short and not very challenging, therefore the topics for students' own writings were usually derived from their readings and discussions of those longer supplementary texts. During the writing sessions, the instructor worked with the students and tried to raise their awareness of the fact that writing a text is a recursive activity, one which will not end when students hand it in to be corrected or evaluated by the teacher.

In the two previous paragraphs, I tried to describe the context in which the subjects of this study were learning how to write academic essays in English. In the next section, I will present the instruments used to carry out this research.

3.2 Instruments

Before beginning the Academic Reading and Writing class, the subjects answered a questionnaire (see Appendix B) designed to obtain information about their feelings towards the validity of the texts they write inside and outside the classroom (both in L_1 and L_2), their reactions towards teachers' responses to their texts, their linguistic background, as well as their underlying concept of revision and the writing process.

The instruments consisted of (1) a questionnaire; (2) a composition, and (3) a task asking the students to revise their own texts to be performed twice.

3.3 Data Collection

In order to investigate the effects of instruction on students' performance in revising their texts, and consequently, on their concept of revision and writing, I carried out a pre-experiment[11] that consisted of a pre-test, an instructional period and a post-test.

First, the instructor in charge of the group asked the students that were attending the fifth semester to answer the questionnaire, which was written in the students' native language—Portuguese. In the beginning of the sixth semester, the new students who had joined the group were also asked to answer the same questionnaire.

The next step was asking the subjects to write a short essay (see Appendix C). Most of the students wrote the text during class time, but a few of them finished the essay at

---

[11] As Larsen-Freeman and Long (1993) point out, a pre-experiment can not be used to draw conclusions about causality (due to the lack of a control group, or random assignment of subjects to one of these groups), but it "can provide useful insight which later may be tested using more rigorous procedures" (Larsen-Freeman and Long, 1993, p. 19-20)

home. All subjects wrote a text on the same topic—The Problem of the Street Kids, with instructions that were intended to direct them to use *problem-solution* as the predominant pattern of text organization. The actual pre-test occurred one week later, when the students received a typed copy (without corrections) of their own texts and were asked to revise it as they were accustomed to doing with their compositions. Similarly to what happened during the writing of the essays, some of the subjects did not finish the revision in class, and some of them missed the class, and thus did it as homework. It is important to point out that the present research initially had 24 subjects, but 15 of them were excluded for not having performed the first and/or the second revision.

After completing the pre-test, the subjects received writing instruction and practice for a period of almost one semester, with class time totaling fifty four hours. By the end of the sixth semester, the subjects received a second typed copy (without corrections) of the essay they wrote during the pre-test to revise again (see Appendix D). I should point out that both the data collecting and the instruction were conducted by the instructor in charge of the class, Professor Loni Kreis Taglieber, who is also the advisor of the present research. This procedure was expected to help provide data produced in a real classroom environment.

The resulting data consisted of 18 essays (9 originals plus 9 revised essays) written during the pre-test, and 9 revised essays written during the post-test, a total of 27 texts (see Appendix E). Each subject wrote a text and revised it twice. The data obtained from the subjects were evaluated against their answers to the questionnaire given to students previous to the pre-test.

3.4 Data Analysis

After collecting the data, I analyzed them quantitatively and qualitatively. I compared and contrasted the revision performed by the students on the pre-test and on the post-test, and observed to what extent students developed their writing process by analyzing their approach to revision. The analysis of the results also included a comparison between the subjects' verbalized concepts of writing and revision in their answers to the questionnaire, and their actual performance in revising, both before and after receiving one semester of instruction in the writing course.

In order to analyze the revisions performed by the subjects on the two revised versions of their written texts, I designed a framework that tries to incorporate some of the components of other frameworks devised by researchers in the area. First, the categories I used to classify the problems found in the subjects' original compositions come from Dellagnelo's (1997) study. According to this author, Brazilian learners' compositions in ESL are likely to present problems concerning *content and ideas, organization and form,* and *writing conventions.* These three main categories were originally presented by Smalzer (1996).

Second, to analyze the changes students made in their texts, I followed the tradition of all the studies that actually count revisions (e.g. Dellagnelo, 1997; Porte, 1996; Hall, 1990; Sommers, 1984), identifying four strategies writers use to revise their texts— *addition, deletion, substitution,* and *rewriting.* I added to these four categories another one suggested by Hall (1990)—*reordering,* which indicates that the reviser has simply changed the place of some element (e.g. a word, a clause, a paragraph) in the composition. Still

following Hall (1990), I identified six levels[12] at which revisions can occur—*word, phrase, clause, sentence, paragraph,,* and *surface* (involving things such as paragraph indentation, margins, spacing, and capitalization). It is important to point out that the categories of *deletion, addition* and *substitution* are not counted at the *word level* when the subject rewrites a sentence, or even deletes or adds something at the *phrase, clause, sentence* or *paragraph* level. Therefore, in cases such as Excerpt 1(a), the subject decided to *rewrite* the phrase "I am so away from <u>social problems such as the street kids</u>", changing it into "I am so away from <u>a social problem like this</u>". In the process of rewriting, the subject added and deleted information, nevertheless, I counted the changes only as *rewriting* at the *sentence level*.

Another component of the framework of this research is the *rhetorical pattern*. This component is related to that of organization and form, but it aims at investigating whether the subjects are aware of the components of the *problem-solution* pattern for text organization while they write or revise their texts. According to Winter (in: Coulthard, 1994), the *problem-solution* pattern of text organization presents four basic elements: *situation, problem, solution,* and *evaluation*.

The framework described above was used during the analysis of the data, which was carried out as follow:

Step 1: revision of the students' compositions with the help of a graduate native speaker. This revision was taken as a basis for the analysis of the subjects' revisions.

---

[12] In addition to these six levels of revision, Hall (1990) identifies a seventh one—*global level*. By global level revisions, the author means those revisions that encompass more than one paragraph. In the present work, the category global level has not been adopted, since it can be represented easily by the category *paragraph level revision*.

Step 2: reading the first revision performed by the students and contrasting it to the original compositions in order to identify the changes, and then classifying them according to the framework described initially in this section.

Step 3: repeating steps 1 and 2 with the second revision performed by the subjects.

Step 4: comparing and contrasting the kinds of changes identified in the first and second revisions.

Step 5: checking the results obtained in steps 2, 3, and 4 against the subjects' answers to the questionnaire.

Finally, in order to measure the qualitative improvement of the compositions, I asked two teachers of EFL to grade the original compositions and the revised versions. It is important to mention that there were three independent grading sessions, and that the teachers did not compare the original compositions to the revised versions while grading each of the three. In fact, each grading session occurred within a time span of at least one month. Furthermore, to analyze the extent to which the revised versions improved the subjects' compositions, there was a session in which, together with another teacher, I read the original and the revised versions of each subject's composition. This time we did not make use of any explicit criteria of analysis. Instead, we performed a subjective evaluation[13], focusing on the content and organizational levels of the three versions of the subjects' compositions. I expected that this final holistic evaluation would enable me to draw conclusions about the effects of writing instruction on subjects' concept of writing after attending the one-semester course on Academic Reading and Writing.

---

[13] See Homburg (1984) for an argument about the reliability of subjective evaluation.

CHAPTER 4

RESULTS AND DISCUSSION

The topic of revision has raised the attention of several researchers, especially after the development of the Process Writing and Writing for Specific Purposes approaches. Empirical research dealing with revision has focused mainly on two issues: feedback on composition (e.g. Semke, 1984; Zamel, 1985; Robb, Ross & Shortreed, 1986; Hyland, 1990; Keh, 1990; Cohen & Cavalcanti, 1991; Fathman & Whalley, 1991; Dellagnelo, 1997), and the kinds of revision writers and students perform in written texts (e.g. Lalande, 1984; Sommers, 1984; Matsuhashi & Gordon, 1985; Hull, 1986; Hall, 1990; Porte, 1996). The present study matches the second line of research, aiming at investigating the relationship between students' concept of writing and their revision of written texts in English after one semester of instruction in process writing.

4.1 Quantitative Analysis of the Data

The framework described and exemplified in section 3.3 guided the analysis of the subjects' original compositions and of their first and second revisions. This framework was designed with the intention of making it possible to answer the three central questions of the present study, namely:

(1) What types of revision do students make of their own texts?

(2) Does writing instruction, based on the Process Approach, have an effect on the development of students' writing?

(3) Is there a relationship between students' writing development and their revision of their own texts?

In order to answer the first question, I analyzed the two revisions the subjects of this study made of their compositions. This analysis includes the comparison and contrast of the first and second revisions, taking into account the three areas in which students' texts can present problems—*content and ideas, organization and form,* and *writing conventions.*

Furthermore, I analyzed subjects' reactions to the errors they perceived in their compositions while revising them. Four different types of reactions were identified, and the subjects either (1) *detected,* (2) *corrected,* (3) *ignored,* or (4) *avoided* the errors. The first three types of reaction are self-explanatory categories, but the *avoided* category deserves some further explanation. I used the term *avoided* to categorize the revising strategies some subjects used, which were actually rewriting strategies. For example, some subjects simply rewrote clauses, sentences or even an entire paragraph, while others rewrote almost the whole text. The extensive use of rewriting by some subjects made it difficult to determine to what extent these subjects actually identified their errors. Nevertheless, in many cases, I noticed that the rewritten versions contained the same types of errors present in the originals. Thus, I subdivided the *avoided* category into *absent* and *remaining,* so that I could distinguish between those errors that had disappeared after the subjects' rewriting and those that remained in the texts.

One important comment that needs to be made about subjects' reactions toward errors in their compositions is related to the category *ignored.* Tables 1-4, 7 and 8, which display the results regarding *content and ideas, organization and form,* and *writing conventions,* do

not show this category explicitly. Nevertheless, all the errors that were present but were not included either in the categories *detected*, *corrected*, or *avoided* can be automatically taken as *ignored*.

Still, in order to answer the first research question regarding the types of revision subjects make in their texts, I compared and contrasted the strategies they used while revising their texts in the first and second sessions, as well as the levels at which they revised their texts (e.g. *word, phrase, sentence*). Moreover, I also analyzed the subjects' use of the rhetorical pattern *problem-solution* in their original compositions and in their two revised versions to provide an answer to the first research question.

To answer the second research question regarding the effects of writing instruction on the development of students' writing, I compared and contrasted: (1) the results obtained to answer the first research question; (2) the grades that two independent raters attributed to the originals and to the revised versions of subjects' compositions, and (3) a holistic evaluation of the original compositions and the revised versions.

Finally, to answer the third research question, regarding the relationship between students' writing development and their revising of their own texts, I compared and contrasted the subjects' answers to the questionnaire to the results obtained.

4.1.1 Results regarding content and ideas

Tables 1 and 2 below display the types of errors present in the originals, as well as the subjects' reactions to these errors in the first and second revisions concerning *content and ideas*.

Table 1

Errors of content and ideas present in the originals, changed and avoided in the first revision

TYPE OF ERRORS	PRESENT (ORIGINALS)		CHANGED				AVOIDED			
			DETECTED		CORRECTED		REMAINING		ABSENT	
inappropriate title	1	3%	0		0		0		0	
unfulfilled expectations	2	5.5%	1	50%	0		0		0	
undeveloped idea	11	31.5%	0		0		2	18%	3	27%
absence of important information	1	3%	0		0		0		0	
irrelevant information	5	14%	2	50%	1	25%	1	20%	0	
repetition and redundancy	11	31.5%	2	18%	2	18%	4	36.5%	0	
incoherent sentence	4	11.5%	0		0		0		3	100%
TOTAL	35	100%	5	14%	3	8.5%	8	23%	6	17%

Table 2

Errors of content and ideas present in the originals, changed and avoided in the second revision

TYPES OF ERRORS	PRESENT (ORIGINALS)		CHANGED				AVOIDED			
			DETECTED		CORRECTED		REMAINING		ABSENT	
inappropriate title	1	3%	0		0		0		0	
unfulfilled expectations	2	5.5%	1	50%	0		0		2	100%
undeveloped idea	11	31.5%	2	18%	2	18%	0		1	9%
absence of important information	1	3%	1	100%	1	100%	0		0	
irrelevant information	5	14%	1	20%	1	20%	2	40%	1	20%
repetition and redundancy	11	31.5%	3	27%	3	27%	0		0	
incoherent sentence	4	11.5%	1	33.5%	1	33.5%	0		0	
TOTAL	35	100%	9	25%	8	23%	2	5.5%	4	11.5%

Tables 1 and 2 above show that, in general, the most common types of errors were *undeveloped idea* (30%), and *repetition and redundancy* (31.5%). The errors that were more frequently detected were *irrelevant information* (50%) and *unfulfilled expectations* (50%), in the first revision; and *unfulfilled expectations* (50%) and *absence of important information* (100%), in the second revision.

In the first revision, the subjects seemed to have difficulties in revising the errors concerning *content and ideas* (14% detected and 8,5% corrected), while in the second revision their performance improved a little (25% detected and 22% corrected), and, as

seen in Table 2, they were able to detect and correct errors of various types. Subjects 3 and 4 were able to detect and correct more than 50% of the errors present in their compositions during the first revision, while in the second, only subject 4 was able to do so (see Appendix F). However, in general, more subjects were able to detect and correct errors in the second revision than in the first one (see Appendix F).

The subjects used the strategy of *rewriting* more extensively in the first revision than in the second. Tables 1 and 2 above show a high frequency of errors avoided, such as *undeveloped idea* (45%) and *incoherent sentence* (100%) in the first revision, and *unfulfilled expectation* (100%) in the second revision. The *incoherent sentence* error type was completely absent from the texts after the first revision, while errors such as *repetition and redundancy* remained in the texts (33.5%).

In the second revision, errors such as *unfulfilled expectations* were completely absent, and 40% of the *irrelevant information* errors remained in the texts, while 20% were absent. The subjects who rewrote more extensively and, consequently, avoided more errors were subjects 2 and 7, but both kept about 50% of the errors present in their compositions after the first revision, while the other 50% were absent (see Appendix H).

As seen in Table 2, in the second revision very few errors were avoided (17%). Only Subject 6 avoided more than one type of error in the second revision (see Appendix F).

4.1.2 Results regarding organization and form

The errors related to *organization and form* present in the subjects' original compositions, as well as their reactions to these errors during the first and second revisions are displayed in Tables 3-6 .

Table 3
Errors of organization and form present in the originals, changed and avoided in the first revision

TYPES OF ERRORS	PRESENT (ORIGINAL)		CHANGED				AVOIDED			
			DETECTED		CORRECTED		REMAINING		ABSENT	
no introduction	5	9%	1	12.5%	1	14.5%	0		0	
no conclusion	4	7%	0		0		0		0	
lack of cohesive devices	13	23%	1	12.5%	1	14.5%	1	7.5%	4	30.5%
wrong use of cohesive devices	8	14.5%	1	12.5%	0		0		5	62.5%
no transition between different ideas	8	14.5%	0		0		0		4	50%
disconnected sentences	3	5.5%	0		0	--	0		0	
too many ideas in a single paragraph	9	16%	3	37.5%	3	42.5%	0		0	
related ideas split in sentences or paragraphs	6	10.5%	2	25%	2	28.5%	0		2	33.5%
TOTAL	56	100%	8	14.5%	7	12.5%	1	2%	15	28%

Table 4
Errors of organization and form present in the originals, changed and avoided in the second revision

TYPES OF ERRORS	PRESENT (ORIGINALS)		CHANGED				AVOIDED			
			DETECTED		CORRECTED		REMINING		ABSENT	
no introduction	5	9%	1	5.5%	1	6.5%	0		0	
no conclusion	4	7%	1	5.5%	1	6.5%	0		0	
lack of cohesive devices	13	23%	2	11%	2	12.5%	0		0	
wrong use of cohesive devices	8	14.5%	5	28%	3	18.5%	0		0	
no transition between different ideas	8	14.5%	0		0		0		0	
disconnected sentences	3	5.5%	1	5.5%	1	6.5%	0		0	
too many ideas in a single paragraph	9	16%	6	33.5%	6	37.%	1	11%	1	11%
related ideas split in sentences or paragraphs	6	10.5%	2	11%	2	12.5%	0		1	16.5%
TOTAL	56	100%	18	32%	16	28.5%	1	2%	2	4%

As Tables 3 and 4 above show, in general the errors that appear most frequently in the subjects' compositions are *lack of cohesive device* (23%), *too many ideas in a single paragraph* (16%), *wrong use of cohesive device* (14.5%), and *no transition between different ideas* (14.5%). The tables also show that subjects detected and corrected fewer errors concerning *organization and form* in the first revision (14.5% and 12.5%,

respectively) than in the second revision (32% and 28.5%, respectively). The types of errors most frequently detected and corrected in the first revision were *too many ideas in a single paragraph* (37.5% and 42,5%, respectively), and *related ideas split in sentences or paragraphs* (25% and 28,5%, respectively).

As Table 4 above shows, in the second revision, the subjects were also able to detect and correct a quite high number of errors concerning *wrong use of cohesive devices* (28% and 18.5%, respectively) and *too many ideas in a single paragraph* (33.5% and 37.5%, respectively), but only the latter type of error was corrected with the same efficiency as it was detected. It is important to point out that the number of subjects who were able to detect and correct errors of *organization and form*, as well as the number of errors that were detected and corrected, were larger in the second revision (see Appendix G). In addition, the subjects detected and corrected more types of errors in the second revision than in the first.

Tables 3 and 4 above also show that errors of *organization and form* were more extensively avoided in the first revised version of the subjects' compositions than in the second (30% and 6%, respectively) since more subjects rewrote their texts in the first revision (see Appendix G). Among the types of errors avoided, *wrong use of cohesive devices* (62,5%) and *no transition between different ideas* (50%) appeared more frequently and were more frequently eliminated from subjects' compositions in the first revision than in the second. On the other hand, two types of errors were avoided in the second revision— *too many ideas in a single paragraph* (22%) and *related ideas split in sentences and paragraphs* (16.5%) and only the latter type of error was absent from the second revised versions of the compositions.

In addition to the elements regarding *organization and form* that have been

discussed so far, it was also important for this study to consider the subjects' awareness of the components of the *problem-solution* pattern of textual organization, which consists of *situation, problem, solution* and *evaluation*. As expected according to the instructions for the pre-test, the subjects used the problem-solution pattern to organize their compositions. As can be seen in Table 5 below, most subjects seem to be aware of two of the four components of the problem-solution pattern—the *problem* (7 Ss) and the *solution* (8 Ss). Nevertheless, more than half of the subjects (5 Ss) failed to include the component *situation*, which would have functioned as an introduction to the compositions. In the first and second revisions, only one subject (S3) added it to the composition. With respect to the component *evaluation*, that would have functioned as a conclusion to the composition, only 4 subjects (S3, S4, S7, and S9) included it in their original compositions (see Table 5). In the first revision, one subject (S3) deleted the *evaluation*, but included it again in the second, while another subject (S6) only added this component to the text in the second revision.

Table 5
Components of the problem-solution pattern present in the originals, and first and second revisions

RHETORICAL PATTERN ELEMENTS	SITUATION			PROBLEM			SOLUTION			EVALUATION		
	O	R1	R2	O	R1	R2	O	R1	R2	O	R1	R2
S1				x	x	x	x	x	x			
S2				x	x	x	x	x	x			
S3	x	x	x				x	x	x	x		x
S4		x	x	x	x	x	x		x	x	x	x
S5	x	x	x	x	x	x	x	x	x*			
S6			x	x*	x	x		x				x
S7	x				x		x	x	x	x	x	x
S8	x	x	x	x	x	x	x*	x	x			
S9		x		x	x	x	x	x	x	x	x	x
TOTAL	**4**	**5**	**5**	**7**	**8**	**7**	**8**	**8**	**8**	**4**	**3**	**5**

* Superficially developed.

Table 6

Components of the problem-solution pattern rewritten in the first and second revisions

RHETORICAL PATTERN ELEMENTS	SITUATION		PROBLEM		SOLUTION		EVALUATION	
	R1	R2	R1	R2	R1	R2	R1	R2
S1					x			
S2			x		x			
S3		x*						
S4	x*			x	x*		x	x
S5		x		x		x		
S6			x	x				
S7					x		x	
S8	x				x*			
S9								
TOTAL	2	2	2	3	5	1	2	1

* Superficially developed.

As Table 6 above shows, a few subjects rewrote the components of their compositions, especially in the first revision. The *solution* was the component most frequently rewritten in the first revision (5 Ss), whereas in the second revision it was, together with *evaluation*, the least rewritten component (1 S). Subjects 4, 5, and 6 were the ones who rewrote more components of the compositions, as can be seen in Table 6 above.

4.1.3 Results regarding writing conventions

Tables 7 and 8 below show that errors such as *poor sentence structure, vocabulary choice, verb form, reference, punctuation,* and *preposition* are extensively present in the subjects' compositions. In the first revision, the subjects detected and corrected errors as *inconsistent verb tense* (50%; 50%), *inadequate pronoun* (100%; 50%), *prepositions* (32%; 28%), *adverb* (33.5%; 33.5%) , and *adjective* (33.5%; 33.5%) more frequently while in the second revision, the errors most frequently detected and corrected were *poor sentence structure* (36.5%; 27%) *inconsistent verb tense* (50%; 50%), *subject-verb agreement* (25%; 25%), *inappropriate conjunction* (41.5%; 33.5%), *punctuation* (42.5%; 39.5%), *articles* (45.5%; 45.5%), and *absence of verb* (100%; 100%).

Table 7
Errors of writing conventions present in the originals, changed and avoided in the first revision

TYPES OF ERRORS	PRESENT (ORIGINALS)		CHANGED				AVOIDED			
			DETECTED		CORRECTED		REMAINING		ABSENT	
poor sentence structure	33	13%	5	15%	4	12.%	6	18%	9	27%
vocabulary choice	44	17.5%	8	18%	6	13.5%	4	9%	13	29.5%
word order	8	3%	1	12.5%	0		0		4	50%
verb tense	4	1.5%	1	25%	0		1	25%	0	
inconsistent verb tense	4	1.5%	2	50%	2	50%	1	25%	0	
verb form	16	6.5%	3	18.5%	3	18.5%	0		0	
subject-verb agreement	4	1.5%	1	25%	1	25%	1	25%	0	
singular/plural nouns	8	3%	2	25%	1	12.5%	0		2	25%
reference	24	10%	7	29%	5	21%	0		5	20%
inappropriate conjunction	11	4.5%	2	18%	2	18%	0		3	27%
punctuation	33	13%	4	12%	3	9%	1	3%	6	18%
spelling	13	5%	1	17.5%	1	17.5%	2	15.5%	3	18%
inadequate pronoun	2	1%	2	100%	1	50%	0		0	
preposition	26	10.5%	8	30.5%	7	27%	2	7.5%	3	11.5%
adverb	3	1%	1	33.5%	1	33.5%	0		0	
adjective	3	1%	1	33.5%	1	33.5%	0		0	
articles	11	4.5%	1	9%	1	9%	0		4	36.5%
inappropriate or absent subject	4	1.5%	0	0%	0		0		1	25%
absence of verb	1	0.5%	0		0		0		1	100%
TOTAL	252	100%	50	20%	39	15.5%	18	7%	56	22%

Table 8
Errors of writing conventions present in the originals, changed and avoided in the second revision

TYPES OF ERRORS	PRESENT (ORIGINALS)		CHANGED				AVOIDED			
			DETECTED		CORRECTED		REMAINING		ABSENT	
poor sentence structure	33	13%	12	36.5%	9	27%	0		4	12%
vocabulary choice	44	17.5%	12	27%	12	27%	2	4.5%	1	2%
word order	8	3%	2	25%	2	25%	1	12.5%	0	
verb tense	4	1.5%	1	25%	1	25%	0		0	
inconsistent verb tense	4	1.5%	2	50%	2	50%	0		0	
verb form	16	6.5%	4	2.5%	4	25%	1	6%	1	6%
subject-verb agreement	4	1.5%	3	75%	2	50%	0		0	
singular/plural nouns	8	3%	2	25%	2	25%	0		0	
reference	24	10%	3	12.5%	3	12.5%	0		0	
inappropriate conjunction	11	4.5%	5	45.5%	4	36.5%	0		0	
punctuation	33	13%	14	42.5%	13	39.5%	1	3%	2	6%
spelling	13	5%	3	27%	3	27%	0		0	
inadequate pronoun	2	1%	0		0		0		0	
preposition	26	10.5%	7	27%	6	23%	1	4%	2	7.5%
adverb	3	1%	1	33.5%	1	33.5%	0		1	33.5%
adjective	3	1%	1	33.5%	1	33.5%	0		0	
articles	11	4.5%	5	45.5%	5	45.5%	0		1	9%
inappropriate or absent subject	4	1.5%	1	25%	1	25%	0		1	25%
absence of verb	1	0.5%	1	100%	1	100%	0		0	
TOTAL	252	100%	79	31.5%	72	28.5%	6	2.5%	13	5%

As can be seen by contrasting the results displayed in Table 7 with those in Table 8 above, the subjects detected and corrected more errors in the second revision than in the first. In the first revision, the subjects were unable to detect errors such as *inappropriate* or *absent subject* and *absence of verb*. In contrast, in the second revision, these types of errors were detected and corrected while *inadequate pronoun* errors remained unnoticed.

Tables 7 and 8 above display the errors concerning *writing conventions*, whose corrections subjects seem to have avoided by rewriting parts of their original compositions which contained those errors. Comparing and contrasting the results in these tables, we see that subjects avoided more errors at this level in the first revisions (29%) than in the second (7.5%). Moreover, a high percentage (22%) of the errors avoided in the first revision were absent from the revised composition, while in the second revision, only a few errors avoided were absent from the revised compositions (5%).

Tables 7 and 8 above also show that the types of errors that were avoided the most in the first revision were *poor sentence structure* (45%), *vocabulary choice* (38.5%), *word order* (50%), *spelling* (33.5%), *articles* (36.5%), and *absence of verb* (100%). In the second revision, *adverb* errors (33.5%) and *inappropriate or absent subject* errors (25%) were the most frequently avoided.

4.1.4 Results regarding strategies and levels of revision

Table 9 below displays the strategies the subjects used to revise their compositions at different levels in the first and second revisions. As can be seen, *addition* was the strategy most frequently used in both first and second revisions (55% and 45%, respectively), and it was used by all of the subjects. In the first revision, *addition* was used mostly at the *word* and *sentence* levels (24 and 23 times, respectively), while in the second revision, it was

more frequent only at the *word* level (26 times). The *deletion* (53.5%) and *substitution*

(50%) strategies occupy the second position in terms of frequency of use in the first

revising session, and the same result was obtained in the second revision (*deletion*: 46.5%

and *substitution*: 50%). The *deletion* strategy was used 16 times at the *word* level in the

first revision and 18 times in the second. As for *substitution*, it appeared 25 times in the

first revision and 27 times in the second. Finally, the least used strategies were *reordering*

and *rewriting* . Reordering was more frequent in the second revision (58%) than in the first

(42%), while *rewriting* was more frequent in the first revision (62%) than in the second

(38%). In the first revision, the *reordering* strategy appeared 3 times at the *word* level and

5 times at the *paragraph* level. In the second revision, *reordering* appeared at almost all

levels, but again it was more frequent at the *sentence* level (3 times) and the *paragraph*

level (4 times). The *rewriting* strategy appeared 7 times at the *sentence* level and 2 times at

the *phrase* level in the first revision, and, in the second revision, it appeared 4 times at the

sentence level and 4 times at the *paragraph* level (see Table 9).

Table 9
**Revision strategies used at the word, phrase, clause, sentence, paragraph, and surface
levels in the first and second revisions**

LEVEL OF REVISION					TYPES OF REVISION					
	ADDITION		DELETION		SUBSTITUTION		REORDERING		REWRITING	
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
WORD	24	26	16	18	25	27	3	2	*	*
PHRASE	6	6	5	3	2	1	0	1	2	0
CLAUSE	1	2	3	3	2	1	0	0	0	0
SENTENCE	23	5	8	2	2	0	0	3	7	4
PARAGRAPH	7	7	4	7	*	*	5	4	4	4
SURFACE	4	7	3	1	1	3	0	1	*	*
TOTAL	65	53	39	34	32	32	8	11	13	8
	55%	45%	53.5%	46.5%	50%	50%	42%	58%	62%	38%

* The strategies of substitution and rewriting do not apply to these levels.

A final comment about the subjects' use of strategies is related to subject 2, who

refused to perform the second revision, on the grounds that he had already revised the text once, and that the text was good enough in his opinion (see Appendix F) .

4.1.5 Results regarding the subjects' answers to the questionnaire

The subjects answered a questionnaire that was intended to gather information about:

(1) Their feelings towards writing in L_1 and in FL;
(2) The purpose of the texts they write in both L_1 and FL;
(3) Their feelings towards the methods teachers use to correct their texts;
(4) The strategies they use to revise their texts.

The results of the questionnaire, with regard to the question about subjects' feelings towards writing in L_1 and in FL displayed in Table 10 below, indicate that the subjects' prevailing feelings in both languages are *motivation* and *confidence*, and that more than half of the subjects feel they are *prepared* to write in their L_1, while only two subjects feel in this way about writing in the FL. Only one subject feels *incapable* of writing in L_1, and another one feels the same way about the FL.

Table 10
Subjects' feelings in relation to writing in Portuguese and in English

OPTIONS	NUMBER OF SUBJECTS PORTUGUESE	NUMBER OF SUBJECTS ENGLISH
motivated	4	4
inspired	3	3
prepared	5	2
confident	4	5
not motivated	2	2
uninspired	2	1
not prepared	2	2
incapable	1	1
Total	16	20

Table 11 below shows the classification of students answers to the questionnaire regarding purposes of the texts they write in L_1 and in FL. In general, subjects believe that the purpose of their writing in both L1 and FL is *evaluation* (7 Ss) and *content practice* (4 Ss - writing in Portuguese, and 5 Ss - writing in English). None of the subjects regard writing as a *therapy*.

Table 11
Purposes subjects write texts for in Portuguese and in English

OPTIONS	NUMBER OF SUBJECTS	NUMBER OF SUBJECTS
	Portuguese	English
evaluation	7	7
communication	3	1
therapy		
hobby	2	1
content practice (e.g., grammar, vocabulary, structures, text organization, etc.)	4	5
Total	**16**	**14**

Another aspect investigated by the questionnaire is related to the types of errors students think that teachers should focus on when they correct students' texts. The subjects indicated the degree of importance of each type of error by using a scale from 1 to 4, where 1 indicates the least important type of error, and 4 indicates the most important type or error.

Table 12
Types of errors the subjects consider more or less relevant for teachers' correction

DEGREE OF RELEVANCE	TYPE OF ERROR / NUMBER OF SUBJECTS			
	ORTHOGRAPHY	GRAMMAR	ORGANIZATION	CONTENT
1	3	1	0	3
2	0	0	3	2
3	4	3	1	1
4	2	5	5	3
MEAN DEGREE OF RELEVANCE	**2,5**	**3,3**	**3,2**	**2,4**

Table 12 above shows that the subjects consider errors of *grammar*, followed by

errors of *organization*, as the most important ones to be corrected by teachers. As seen in Table 12, 5 subjects assigned the highest degree of relevance to *grammar*, and 5, to *organization*. On the other hand, *content* errors are regarded as the least important to be corrected by teachers.

Table 13
Subjects' preferences towards methods of revision adopted by teachers

OPTIONS	NUMBER OF STUDENTS
The teacher indicates the problems present in the text and corrects them.	2
The teacher simply indicates the problems and returns the text to the student so that he or she can correct it and hand it in again.	2
The teacher simply indicates the problems and returns the text to the students, asking them to correct it in groups and hand it in again.	2
The teacher makes marginal notes in the text containing comments and questions about the content of the text or about something that is not clear.	4
The teacher gives your text to another student and asks him or her to correct your text.	

As Table 13 above shows, almost half of the subjects listed teachers' marginal comments, teachers' questions about the content of students' texts, and even teachers' questions asking for clarification of specific parts in students' texts as the most efficient methods teachers use to revise or correct students' compositions. However, this result shows a contradiction in the subjects' answers to the questionnaire. As seen before in Table 12 above, they stated that *grammatical* and *organizational* errors are the most important ones to be corrected by teachers, yet, when asked about the best method of text revision, they chose one that emphasizes *content*.

The other methods of revision were accepted by a few subjects. The only method that was totally rejected was the method in which the teacher gives the text written by one student to another one in the same class and asks him or her to correct it.

A final aspect addressed by the questionnaire was the strategies subjects used to revise their own texts.

Table 14
Subjects' revision strategies

OPTIONS	NUMBER OF SUBJECTS	PERCENTAGE
Replacing common words for more sophisticated ones	2	22%
Eliminating words that are frequently repeated in the text	9	100%
Looking up words in dictionaries	7	77%
Looking up grammar books or other manuals to check grammatical rules	3	33.5%
Consulting a teacher or a classmate to solve doubts concerning vocabulary	4	44.5%
Consulting a teacher or a classmate to solve doubts concerning grammar	5	55.5%
Reading the text focusing on the way the text was organized	2	22%
Reading the text focusing on the content	1	11%
Trying to improve the text at the content level	7	77%
Rewriting the text	4	44.5%
Rewriting parts of the text	5	55.5%
Adding new information	5	55.5%
Eliminating ideas	4	44.5%
Asking someone to read your text and make comments about things that are not clear	1	11%

As can be seen in Table 14 above, the most common procedure is to *eliminate words that are frequently repeated in the text* (100% of the subjects), followed by *looking up words in dictionaries*, and *trying to improve the text at the content level* (77% of the subjects). *Consulting a teacher or a classmate to solve doubts concerning grammar*, *rewriting parts of the text*, and *adding new information* are also common procedures (55.5% of the subjects).

4.2 Qualitative Analysis of the Data

In this section I will analyze some excerpts that make up the data of the present research. First, I will discuss samples that contain errors concerning *content and ideas*, *organization and form*, and *writing conventions* present in the subjects' compositions. These samples come from the subjects' original compositions (O). Furthermore, I use samples from the subjects' first and second revision (R1 and R2, respectively), as well as from their originals, to discuss the types of changes the subjects performed in their compositions regarding the revision strategies—*addition*, *deletion*, *substitution*, *rewriting*, and *reordering*.

Before beginning the analysis of the samples, it is important to remind the reader that the subjects received instructions to write a short essay on the topic "The Problem of the Street Kids". Moreover, the instructions were intended to direct the subjects to use *problem solution* as the predominant pattern of text organization (see Appendix C).

The first excerpt is presented below to be analyzed and discussed. It appears in the original composition of subject 6.

Excerpt 1:

(a) I am so away from social problems such as street kids but I've already listened something about it.
(b) As far as I know, there are some houses, in Florianópolis, which take kids out of the street. Most of these kids are orphan of alive parents.
(c)These houses have no financial interest, they just want to give a better future to the kids. Some big companies help financially the houses otherwise they wouldn't be able even to open. (S6-O)

Excerpt 1 above exemplifies problems related to *content and ideas*, and *organization and form*. Sentence (a) is the first paragraph of the composition, and it strikes

the reader with the inappropriateness of the writer starting a text by questioning her own ability to analyze the problem that should guide the composition. The subject continues to emphasize her shortcomings in analyzing the problem by starting the second paragraph with the phrase "As far as I know". In the third paragraph, the subject develops an idea presented in the second one, and this division renders her text weak in terms of organization.

The next excerpt was taken from the original composition written by subject 4:

Excerpt 2:

(a) In my point of view this problem is very difficult to be solved because it involves all the community.
(b) I think that would be a good way to try to solve this problem. (S4-O)

Sentences (a) and (b) in Excerpt 2 are the first and the last paragraph, respectively, of this subject's composition. The two sentences exemplify a common problem concerning *organization and form* in subjects' compositions—the absence of a clear introduction and a conclusion. This fact also reveals the student's lack of awareness of the rhetorical pattern of *problem-solution*, which should have been used to organize the text. The absence of an introduction and a conclusion indicates that the writer has not completely followed the *problem-solution* pattern, for the introduction is the place where writers should present the *situation*, while in the concluding statement or paragraph they should have provided an *evaluation* of the solution proposed and developed throughout the text.

Excerpt 3:

The cause of this great problem is at their own homes. (S-2; O)

In Excerpts 2 and 3 above, it appears that these subjects started their compositions by entirely ignoring the need to introduce the "problem" they are talking about, as well as the people who are affected by this "problem". They take for granted that the teacher, who is their actual audience, knows what they are talking about, and that she knows that the "problem" refers to the street kids, and that the people affected by the problem are the kids who live in the street. Thus, there is no need to make explicit references. In the end, after talking superficially about the problem, the subjects generally come up with a solution that is, most of the time, based on clichés. This can be seen in Excerpts 4, found in subject 2's original composition and in his first revision, and in Excerpt 5, taken form subject 3's first revision, quoted below:

Excerpt 4:

There are some solutions to solve the problems such as more jobs, worthy salaries, end of the slums, end of the drugs, love the kids. If they opened many asylums to recuperate them, I think they wouldn't complain. It should be done enough against the abuse of the kids. (S2-O/R1) [conclusion]

Excerpt 5:

If the government of Brazil does not have, or does not want to have the conscious that something must be done very soon and the future of Brazil is in the children's hands and heads, we can live in the worst place in the world. (S3-R1) [conclusion]

In Excerpt 4, the subject concludes his text by listing many possible solutions ("such as more jobs, worthy salaries, end of the slums...") without developing them properly. E-5 shows one particularly fashionable way of presenting the solutions to the problems and of concluding compositions—accusing the government of being insensitive to the problem, in this case, of the street kids. This ready-made solution shows that the subjects are just using

their common-sense to write the text, i.e., they are not engaging in any critical reflection.

Excerpts 4 and 5 also exemplify a tendency of almost half of the subjects, also seen in Tables 5 and 6 in the quantitative analysis of the data—presenting solutions which are not evaluated, thus ending the compositions without a proper conclusion.

The excerpts presented so far can also be used to exemplify problems regarding *writing conventions*. In Excerpt 1 (page 57) , for instance, there are problems related to the use of:

(1) *preposition*: "which take kids out of the street."; which should be "off" or "from";

(2) adverb: "I'm so ø away from social problems ...", where the subject should have used the adverb "far";

(3) *word choice*: "I've already listened something about it"; which should be "heard"; "Most of these kids are orphans of alive parents", where the subject literally translates a Portuguese expression that does not make much sense in English.

(4) *punctuation*: "problems such as street kids ø but I've..."); where there should be put a comma; and

(5) *word order*: "Some big companies help financially the houses...", which should be placed at the end of the clause.

These are some illustrations of the types of errors concerning *content and idea, organization and form*, and *writing conventions* present in the subjects' compositions. In the next section, I will discuss the kinds of changes that resulted from subjects' revisions of their compositions. Below, I present two paragraphs in subject 4's original composition and their first revised version side by side for comparison.

Excerpt 2

a) In my point of view this problem is very difficult to be solved because it involves all the community. [first paragraph]

(b) I think that would be a good way to try to solve this problem. (S4-O) [last paragraph]

Excerpt 6

(a) The problem with the street kids in Fpolis is something that caused me indignation and that lead me to suppose about its reasons. I can point at least two reasons that I think are the main reasons of this problem: the desinformation on the families' part in what concerns contraceptive methods and anothe reason is the low finantial conditions of the Brazilian people. (S4-R1) [first paragraph]

(b) In my point of view this problem is very difficult to be solved because it involves all the community so it requires an effort on the government's and on the community's part. We can't blame only the government or only the family, it's our fault so we should try to solve this problem all together through a campaign of consientization. (S4-R1) [third paragraph]

Comparing Excerpt 6 above to Excerpt 2, it becomes evident that the subject performed the operation called *reordering* at the *paragraph* level. He changed the position of the first paragraph (Excerpt 2(a)) by making it the first sentence of the third paragraph (Excerpt 6(b). It should be observed, however, that there is no change in terms of *writing conventions*, despite the fact that the *content* level is affected. The changes in terms of *content* are also achieved with the *addition* of another paragraph functioning as an introduction (Excerpt 6(a)). In Excerpt 6(a), it is possible to see that, although some of the problems concerning *sentence structure* and *vocabulary* still remain, this new paragraph improves the composition's structural organization for it presents the situation, and makes clear the problems that the writer intends to discuss throughout the text.

Next, I will present Excerpt 1—subject 6's second and third paragraphs in her original composition, and Excerpt 8—the first revised version of these two paragraphs.

Excerpt 1

(b) As far as I know, there are some houses, in Florianópolis, which take kids out of the street. Most of these kids are orphan of alive parents.

(c)These houses have no financial interest, they just want to give a better future to the kids. Some big companies help financially the houses otherwise they wouldn't be able even to open. (S6-O)

Excerpt 8

In our city, there are some houses which take the kids out of the streets. They have no financial interest, just want to give a better future, and life to the kids. Some big companies help financially and there are people who work as voluntiers. Without this help, the houses wouldn't even be able to open. (S6-R1)

The subject used the strategy of *reordering* and made two paragraphs into a single one. She also *rewrote* the first clause of Excerpt 1(b) and *reordered* the sentence "Most of them are orphans of alive parents", including it in the third paragraph of her composition (see Appendix E). In Excerpt 1(c), the subject used the strategies of *substitution* (e.g., the noun phrase "these houses" was replaced by the pronoun "they"), *addition* (e.g., "to give a better future" becomes "to give a better future and life"), and *deletion* (e.g. "big companies help financially the houses" becomes "big companies help financially").

It is important to point out that the changes the subjects made in their compositions sometimes resulted in the replacement of certain types of errors by others. Some subjects' text samples below illustrate this.

Excerpt 9 below is the second paragraph of subject 4's original composition, and Excerpt 10 is the subject's second revised version of the same paragraph, which appears as the third paragraph in the revised version.

Excerpt 9

The families don't have good
finantial conditions__so their
children are obliged to___the
streets in order to help their
families.   (S4-O;   second
paragraph)

Excerpt 10

The problem begins in the families where there is no
information about how to avoid having many children
and in addition to this ø the low finantial conditions of
the families obliged the children to go the streets in
order to help their families. (S4-R2; third paragraph)

In excerpts 9 and 10 above, the subject rewrote the sentence and changed its

position within the text. By rewriting the text, he was able to correct an error concerning

punctuation ("...conditions, so that..."), and he also tried to improve the *sentence structure*

("...obliged the children to go [to] the streets...."). Nevertheless, the subject was unable to

correct a *spelling* error, and the rewritten text (E-10) presents a new type of error—

"obliged"—which is related to the use of *verb tense*. The use of the past tense is

inappropriate, since the rest of the sentence remains in the present tense.

Excerpt 11 below is the first paragraph of subject 7's original composition, and Excerpt

12 is the subject's first revised version of that paragraph.

Excerpt 11

Nowadays, so many kids walk by the
streets without know where to go,
especially in our city, Florianópolis.
(S7-O; first paragraph)

Excerpt 12

All over the world, specially in Florianópolis-
Brazil, many children meet lost on the streets,
anywhere, without direction. (S7-R1; first
paragraph)

Comparing the two excerpts, one perceives that the subject's rewriting of the sentence

helped him to eliminate errors in the use of *preposition* ("by") and *poor sentence structure*

("without know"). However, the rewritten version presents other errors: a misused

preposition ("on the streets"), and a new type of error, which is the result of the subjects'

attempt to literally translate a Portuguese expression into English ("encontram-se perdidas" (are lost), in Portuguese becomes "meet lost", in English).

To conclude the qualitative analysis, I will present the results concerning the grades that two independent graders gave two the original compositions and their revised versions (see Appendix J), as well as the results of the holistic evaluation performed by the researcher and another teacher.

Table 15
The best compositions' version according to the grades given by the independent graders and the subjective evaluation

SUBJECTS	GRADER 1			GRADER 2			HOLISTIC EVALUATION		
	ORIGINAL	REVISION 1	REVISION 2	ORIGINAL	REVISION 1	REVISION 2	ORIGINAL	REVISION 1	REVISION 2
S1			x	x		x		x	
S2		x		x				x	
S3			x			x			x
S4		x		x				x	
S5	x							x	
S6		x				x		x	
S7	x					x		x	
S8	x				x	x		x	
S9	x					x		x	
TOTAL	4	3	2	3	1	6	0	8	1
PERCENTAGE	44.5%	33.5%	22%	33.5%	11%	66.5%	0%	89%	11%

As can be seen in Table 15 above, the marks given by two graders show different results in regard to how much the revisions have improved the subjects' compositions. According to Grader 1's grading, most of the subjects' compositions became worse after both the first and the second revision sessions. Only 33.5% of the subjects were able to improve their compositions in the first revision, while 22% improved their compositions in the second. On the other hand, according to Grader-2's marks, most subjects have improved their texts in the second revision 66,5%). For Grader 2, only 1 subject was able to improve his composition in the first revision, and this subject's second revision is as good as his first.

I have to remind the reader that the three grading sessions performed by the independent graders did not include the comparison of the original compositions and its two revised versions. That is, the raters could neither put side by side the originals and the two revised versions while grading the compositions, nor compare the grades they had given to each version. Furthermore, as mentioned in section 3.4, the graders marked the original compositions and their revised versions in a time span of one month at least.

A different result was obtained through a holistic evaluation comparing the original and revised versions of the compositions, and focusing especially on their *content* and *organization*. During the holistic evaluation procedure, the researcher and another teacher put the originals and their revised versions side by side and read them in order to evaluate which was the best version. This evaluation was extremely subjective and no explicit criteria was adopted to analyze the compositions.

As shown in Table 15 above, the holistic evaluation of the original compositions and their two revised versions, most subjects were able to improve their texts in the first revision (89%), especially with regard to *content* and *organization*, and only 1 subject improved her text in the second revision.

4.3 Summary and Interpretation of the Results

A summary of the results concerning the distribution of errors *present*, *detected*, *corrected*, and *avoided* in subjects' original compositions and in their first and second revisions can be seen in Figures 5 and 6, as well as Table 16 below.

Figure 5
Total of errors in the three major areas: content and ideas, organization and form, and writing conventions
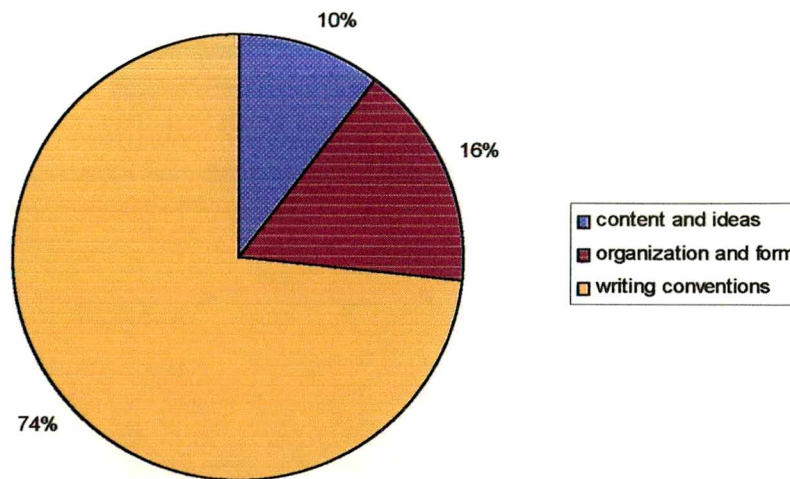
Figure 5 above shows that the majority of errors fit into the writing conventions category (74%), and that there is not a great difference between the number of errors concerning *content and ideas* and concerning *organization and form* (10% and 16%, respectively). It is important to point out that the errors that integrate these three categories are very different in nature, and that they affect the texts differently, too. As can be seen in Table 16 below, errors concerning *content and ideas* were the least frequently detected (R1=14% and R2=25.5%) and corrected (R1=8.5% and R2=25.5%) by the subjects. Similarly, few *organization and form* and *writing convention* errors were detected (*organization and form*: R1=16.5% and R2=31.5%; *writing conventions*: R1=20% and R2=31.5%) and corrected (*organization and form*: R1=15% and R2=27.5%) by subjects. In

general, it seems that in all of the three main categories—*content and ideas, organization and form,* and *writing conventions*—the subjects had difficulties to detect and correct the errors.

Table 16 below shows a different result in relation to the category *avoided*.

Table 16
Number of errors present, detected, corrected, and avoided in the first and second revision regarding content and ideas, organization and form, and writing conventions

	PRESENT		DETECTED				CORRECTED				AVOIDED			
		R1 / R2	*R1*		*R2*		*R1*		*R2*		*R1*		*R2*	
Content and Ideas	35	10%	5	14%	9	25.5%	3	8.5%	8	23%	14	40%	6	17%
Organization and Form	56	16.5%	9	16.5%	17	31.5%	8	14.8%	15	27.5%	16	29.5%	3	5.5%
Writing Conventions	252	73.5%	50	20%	79	31.5%	39	15.5%	72	28.5%	72	28.5%	19	7.5%
TOTAL	**343**	*100%*	**64**	*18.5%*	**105**	*30.5%*	**50**	*14.5%*	**95**	*28%*	**102**	*30%*	**28**	*8%*

Errors of this category were more frequent in the first revision (30%) than in the second (8%). In both first and second revisions, subjects avoided more errors of *content and ideas* (R1=40% and R2=17%), while the other two types of errors were avoided at almost the same proportion (*organization and form*: R1=29.5% and R2=5.5%; *writing conventions*: R1=28.5% and R2= 7.5%).

Table 16 above also shows an improvement in subjects' detecting and correcting errors of the three types in the second revision. These results corroborate those in Figure 6 below, which shows that the subjects revised the texts more successfully in the second revision.

Figure 6
Total of errors detected, corrected, and avoided in the three major areas: content and ideas, organization and form, and writing conventions
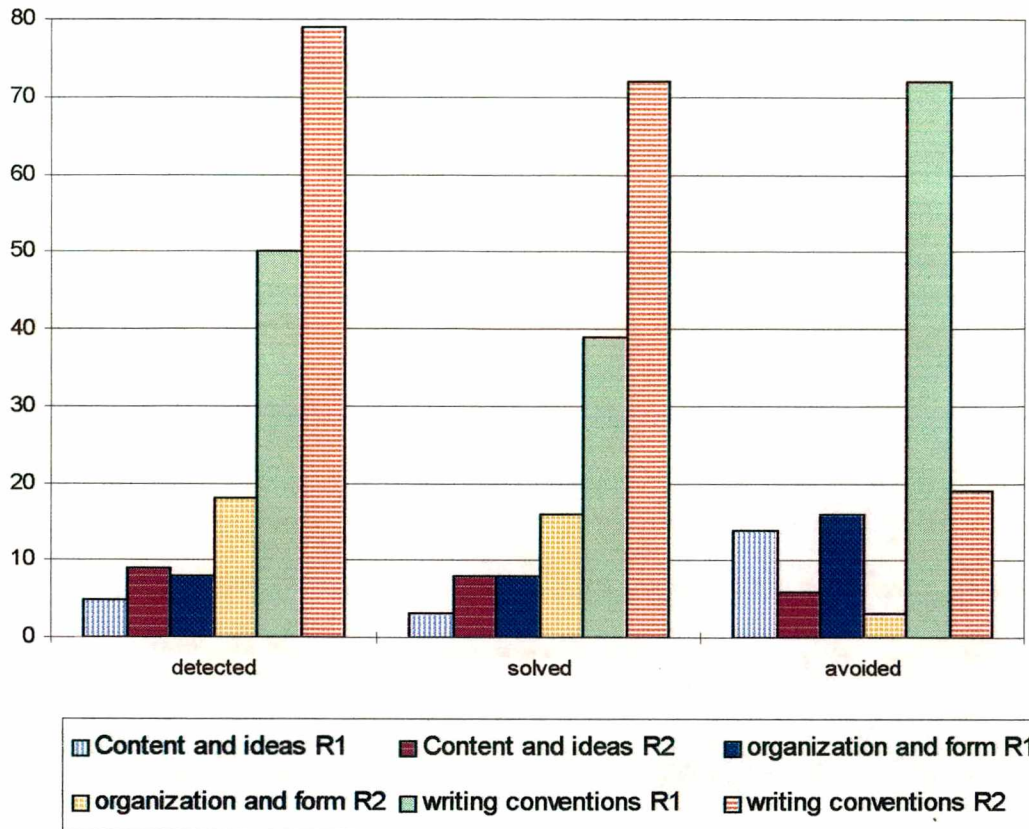
As the graph above shows, subjects detected and corrected more errors, regarding all three areas investigated, in the second revising session than in the first. Nevertheless, the "apparent" improvement of subjects' performance in the second revision may be due to the subjects' extensive use of the rewriting strategy in the first revision session. As discussed previously, when subjects rewrote their texts they tended to avoid the errors present in the originals, which, in some cases, made it impossible to tell whether they had identified an error and corrected it or whether the absence of an error in the rewritten version was only a consequence of changing the linguistic structure of the text.

Thus, subjects' apparent better performance in the second revision has to be taken with caution because the comparison and contrast of subjects' errors in the first revision to those in the second revision may not yield totally reliable results, due to the fact that the changes in their texts occurred through strategies so different from each other as rewriting (frequently used in the first revision) and revising (more frequently used in the second revision).

When using the *rewriting* strategy, subjects *avoided* more errors concerning *content and ideas* in the first revision, but it was in the second revision that they were able to *correct* these errors in their compositions more successfully, while in the first revision, most of the problems remained in the texts. The results were different with regard to the categories of *organization and form* and *writing conventions*. In relation to both categories, the use of the *rewriting* strategy was more efficient in the first revision, since the subjects *avoided* more errors than in the second revision, and were able to keep most of these errors *absent* from their compositions. This result suggests that the rewriting strategy was not very efficient in the second revision. Nevertheless, the fact that many errors were *absent* from the first revision does not mean that the revised compositions of the subjects who rewrote more extensively were better than those of the subjects who did not use the *rewriting* strategy. This is probably due to the fact that the errors present in the original compositions were frequently replaced by other types of errors.

Another inference that can be made about the results is related to the subjects' knowledge of the rhetorical pattern *problem-solution*. Indeed, the subjects made use of this pattern to organize their texts, paying special attention to two elements— the *problem* and the *solution*—in their compositions. Only four subjects' compositions presented the components *situation* and *evaluation*. In both the first and second revisions, two subjects

detected the absence of the element *situation*, and added it to their compositions. As for the

element *evaluation*, only one subject added it to the composition in the second revision,

whereas another one deleted this element in the first revision. Some subjects tried to rewrite

the elements of the *problem-solution* pattern, with especial emphasis on the element

solution in the first revision. These results stress a common feature in the compositions

produced by the subjects, which may be related to their concept of writing in EFL. This

feature consists of writing a text as if it were simply an answer to the teacher's question or

assignment, as suggested by some subjects' tendency to begin their compositions with

vague sentences, such as "this problem", "this great problem", and "at their own homes", in

which there is no explicit referent of the pronouns "this" and "their".

The fact that the subjects think of *grammar* and *organization* as the most important

aspects and *content* as the least important aspect to be revised by the teacher matches the

subjects' high concern for *grammar* and text *organization*. The two results together

corroborate Zamel's (1987) assumption that most students believe that writing is an activity

done for the teacher, and/or whose result is to be used as an instrument to evaluate students'

progress. The subjects of the present study, according to their answers to the questionnaire,

also believe that the texts they write do not communicate anything, and therefore there is no

need to have the teacher correct these texts at the *content* level. These results are probably

linked with the writing instruction tradition in the L2/FL context which has emphasized

form and correctness, assigning a secondary role to meaning.

The subjects' view of writing mentioned in the previous paragraph is very similar to

that presented by the Controlled Composition and Current-Traditional Rhetoric approaches

(Silva, 1990; Raimes1991) discussed in the review of the literature. Indeed, these

approaches emphasize the grammatical correctness and organizational aspects of written

texts, respectively. Thus, if the subjects' concepts and beliefs about writing are a reflection of their experiences with writing in the classroom context, we may infer that they have been heavily exposed to writing classes which emphasize the formal aspects of writing during their schooling years. It is important to point out, however, that these subjects tend to have a positive view of writing in both languages. About half of them chose positive adjectives to describe their feelings towards writing (e.g. motivated, inspired, prepared, confident). Of course negative feelings are also mentioned, but they appeared in less than half of the subjects' answers.

The questionnaire also revealed the subjects' total rejection of the method of revision in which the teacher gives their texts to be revised by another student. This rejection is explained in part by the observations made by one subject, according to whom, working in groups is problematic "because people often disagree". This subject also said that he does not "like criticizing/correcting anyone". These comments reflect students' inability to discuss and give opinions inside the classroom, as well as a typical characteristic of Brazilian students—feeling embarrassed when they have to evaluate and criticize the texts or other kinds of work produced by their classmates. Another possible explanation may be that subjects reject corrections and comments made by people that are at the same level, i.e., their classmates, since they believe that only the teacher has the authority to say what is wrong in their texts. Indeed, two subjects said they accepted peer revision, but only when the teacher indicates the problems.

Moreover, the answers to the questionnaire stress the subjects' concern with vocabulary. This result corroborates the findings of other studies such as Sommers' (1984), in which the author concludes that revisions at the *word* level are extremely relevant to less experienced writers. Nevertheless, the same author classifies the procedures that involve

changes related to content, and the *addition* of new ideas as the favorite procedures of experienced writers. As we have seen in 4.1.4, the subjects of the present study made extensive use of the *addition* strategy to revise the texts. Therefore, the use of the *addition* strategy seems not to say much about the degree of expertise of a writer. On the other hand, the emphasis on the *word* level seems to be a typical feature of inexperienced writers such as the subjects of this study, but this is a topic for future research.

Finally, the results concerning the measure of the qualitative improvement of the compositions through the revisions were inconclusive due to the limited number of independent graders. In general, these results seem to indicate that the revisions performed by the subjects have not always contributed to create a better version of their texts.

In the present chapter, I presented the results regarding subjects' performance on the revision of their own texts, as well as their answers to the questionnaire. In the next chapter, I draw some conclusions based on my interpretation of these results and discuss the implications of the study.

CHAPTER 5

CONCLUSIONS, LIMITATIONS, IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

The present study set out to investigate three central points concerning the writing and revision processes: (1) the types of revisions students make of their compositions; (2) the effects of instruction on the subjects' performance as writers and revisers; and (3) subjects' concept of writing as revealed through their approach to revision. In this chapter, I intend to draw a tentative conclusion, taking into account the central questions that guided this research, as well as discuss the limitations and the implications of the present study.

Considering that this is one of the first studies in this area, its findings should be taken with caution. Looking at the findings that show subjects' improvement of their performance in terms of error detection and correction, one is tempted to conclude that instruction had an effect on the development of students' writing. Nevertheless, the texts were not successfully modified in terms of *content and ideas*, especially in the second revision, though one would have expected changes at that level after the considerable amount of intensive instruction in Process Writing these subjects received during the semester the experiment was conducted.

Thus, the changes in these subjects' compositions concentrate on errors of *organization and form* and *writing conventions*. This emphasis on the correction of these types of errors may be connected with the way these subjects view the *rhetorical problem* (Flower & Hayes, 1981). Apparently, they interpret composing in the FL as an attempt to

write a text free of language mistakes (Flower & Hayes). On the other hand, the low number of changes regarding *content and ideas* might be partly due to the subjects' difficulties in retrieving information from their long term memory and/or organizing and translating this information to the paper (Flower & Hayes).

This improvement of subjects compositions may, perhaps be a slight reflection of a positive effect of writing instruction on the subjects' approach to revision. As discussed in chapter four, during the first revision, almost all of the subjects revised the texts in a *meaning-preserving* fashion (Porte, 1996). However, in the second revision, only three subjects out of nine dared, so to speak, to change their texts at the content level, using very few parts of their original compositions. Although one cannot affirm that the extensive deletion and addition of information made the subjects' revised texts very different from the originals, therefore resulting in better texts, it might be interpreted as an initial step towards understanding the recursive nature of writing. In other words, it is possible that subjects are becoming aware of the fact that a text can be changed as many times as necessary in order to be improved.

Nevertheless, students also have to be made aware of the fact that changing a text through revision does not necessarily mean rejecting what has been written and start again from the beginning, as was the case with a few subjects in this study. This attitude is typical of inexperienced writers, and is in accordance with the *knowledge telling* representation of the process of writing proposed by Scardamalia and Bereiter (1987). Only by students becoming aware of having this attitude will they be able to change it.

A striking feature of most of the compositions written and revised by the subjects of this study was the simplicity of topic development and argumentation. This feature was especially evident in the way students started and concluded their compositions. The first

paragraph of many compositions generally presented referential problems, a lack of a clear introduction of the issue being discussed in the text, and an absence of the writers' perspective towards the issue. By the same token, the final paragraph of most compositions did not contain a well-thought out conclusion. It is simply a series of sentences strung together, which shows that the subjects were not using the writing activity as an opportunity to critically reflect upon and discuss the topic of their compositions. The fact that many subjects had problems writing the introduction and the conclusion of their compositions points towards the necessity of providing further instruction in these two text components in their EFL writing classes.

The fact that the subjects didn't see the first revision together with the instructor's feedback while they performed the second one may have influenced their performance in the second; and provoked reactions such as that of one student, who refused to revise his text in the second revision session. This hypothesis is strengthened by the fact that, in the first revision session, almost all of the subjects improved the quality of their texts. Thus, the difference between students' reactions to errors in the first and second revisions may have two explanations. First, the subjects may not have understood the purpose of revising a text again that they had already revised, and this, in turn, may be due to their limited concept of writing, believing that a text is finished when it is written down on the paper and handed in to the teacher. Second, the subjects were simply lazy, and this behavior might have been stimulated in part by the data collection procedure, which, due to a shortage of time, did not offer the subjects a chance to discuss the evolution of their writing and revision processes throughout the course, as well as how their revisions improved their texts or not.

In conclusion, the results obtained provided the following answers to the three research questions that guided the present research: (1) The subjects revised a reasonably high

number of *organization and form* and *writing convention* errors, but they tended not to revise their compositions at the level of *content and ideas*. The subjects' revisions concentrated at the word level, and subjects seem to disregard the role of the audience, other than the teacher, while writing and revising their compositions. (2) Writing instruction based on the Process Approach apparently had a positive effect on the subjects' attitude towards writing and revision, although some shortcomings in the research design make it difficult to draw definitive conclusions in this regard. (3) Subjects' revisions reveal that they still regard writing in EFL as a means of evaluation and language practice.

The fact that the subjects fail to present a critical perspective in their texts may not be only related to their previous experiences with learning to write in the FL, but also with the situation in which the texts for this experiment were written. There were problems with the procedures for data collection in the first stage. Subjects did not receive any type of supporting material (e.g., articles, videos, classroom discussion) on the topic they had to write about. They were simply given the topic and instructions to write an essay, but this was due to the difficulty of finding subjects to properly carry out the study within a limited amount of time.

On one hand, the selection of a classroom as the setting for this study was positive, in the sense that it enabled the researcher to collect data that reflect what goes on in the actual classroom environment. On the other hand, the routine of a classroom is subject to many variables, such as students missing classes or arriving late and thus being unable to complete a given task, which certainly will interfere in the results of such research.

This study began with twenty four subjects—all the students that made up that particular class—and it ended with nine subjects only. In addition to the problem of number of subjects, I was unable to have students perform the pre and post tests within a fixed

period of time and inside the classroom, as I had planned to. Some subjects concluded the tasks of writing and/or of revising the texts at home, and a few of them performed at least one of the tasks entirely at home. The results obtained were inevitably affected by these variables, and any attempt to eliminate subjects who did not perform all the steps in the classroom would have reduced the number of subjects in such a way that the study would have become unfeasible.

Still another limitation of this study was the absence-of the researcher from the classroom context. On one hand, having the teacher in charge of the class collect the data was positive because the subjects were not intimidated by the presence of an outsider in the classroom. On the other hand, it made it impossible for the researcher to have a clear picture of how the writing course, which they attended throughout a semester, actually could have affected their concepts of writing and revision.

Much more research on Brazilian EFL college students' development of writing and revising abilities, and their interrelationship will need to be done before any generalizations can be made, but the results of the present study suggest that perhaps the Process and/or Writing for Specific Purposes approaches to writing should be adopted for all six semesters to teach writing in EFL in the College of Language at UFSC. FL students need to see that writing is a process through which one communicates, reflects, expresses feelings and opinions and so forth from the beginning of learning to write, whether in L_1 or in an FL,. Hillocks (1986), referring to a broader context of teaching writing in EFL, also points out that there are still very few teachers trying to apply the important assumptions made by the Process Approach and Writing for Specific Purposes orientations. It would be important to have language teachers become acquainted with these approaches, because changing students' limited concept of writing depends crucially on having teachers who truly believe

in the recursiveness of the writing process.

Furthermore, writing instruction in the foreign language theoretically supported by the Process Approach and Writing for Specific Purposes would probably help students change their limited view that writing is a means of evaluation and language practice (Hillocks, 1986; Dyer, 1996).

Leki (1995) maintains that writing ability is not easily transferable from L_1 into L_2/FL. In her view, even those students who have become aware of the recursive nature of writing and revision, as well as the academic, professional, and social benefits of writing in the L_1 are likely to be unable to transfer their abilities in L_1 to L_2/FL. Yet, it seems that this transfer might be facilitated if students had access to a type of instruction that would make them aware of the fact that the texts they produce in L_2/FL should be an instrument through which they can communicate and express their capacity of elaboration, argumentation, and critical thinking.

Some researchers who favor the Process Approach and/or Writing for Specific Purposes (Zamel, 1985; Hyland, 1990 ; Rubin & O'Looney, 1990; Winer, 1992; Leki, 1995) have even suggested some instructional activities to be used in the classroom to develop students' skill of revision. These activities are also expected to operate changes in their concept of writing.

It is almost certain that the experience that these students have had with writing throughout their school lives has influenced their view of writing. This, according to Zamel (1985), is a consequence of their limited previous experiences with writing. To change this situation, she proposes that teachers help students to understand that meaning is the most relevant aspect to be addressed and revised in a composition, while organization and correctness are secondary aspects. The latter has to be addressed after the text has been

reworked at the content level. As Zamel (1985) observes, showing the students our concern with meaning depends crucially on the way we respond to their writing. If we correct their texts emphasizing form and correctness, we are going to perpetuate the idea that accuracy and correctness are the target of their compositions. On the other hand, if we provide students with the opportunity to go back to their texts before assigning a final grade, and assist them in this work, we are going to show them the importance of revision, and make them aware of the recursive nature of writing.

No final conclusions can be drawn from the results of this study about the relationship between EFL students' writing development and their revising of their own texts. The value of this study lies in the experience it has provided the author in designing a study, and in the enlightenment it has brought about some points that need to be considered more thoroughly in designing a future study of this nature. These points deserve some comments here: (1) A larger random sample is necessary to increase the probability of obtaining more recognizable results with regard to the effects of Process Writing instruction on students' development of writing and revising abilities; (2) Subjects should receive one or more training sessions in writing and revising before the actual experiment is conducted to acquaint them with the procedure. Students should also receive feedback with regard to their written papers and their corresponding revisions; (3) Subjects should be provided with materials related to the topic selected, and with an opportunity to discuss these materials and the topic before having them write the essay, in order to help activate and develop their background knowledge of the topic; (4) Various forms of collecting data for the qualitative analysis, such as researcher's observations of subjects' behavior during the experiment and in class, and structured and unstructured interviews of subjects should be included to allow for triangulation of the data; (5) The researcher should attend a number of

the writing classes either by participating as a student or as a teacher by assuming the responsibility of the class during the experiment in order to be able to follow the students' writing development more closely; (6) Time and place allocated for conducting the experiment should be more strictly determined in order to control as many intervening variables as possible; and (7) Multiple scoring should be performed by different people who are neutral to the experiment in order to obtain unbiased writing scores.

Finally, though no major conclusions could be reached from the results of this study, the hypothesis that there is a close relationship between students' development of writing and revising abilities still persists. It is hoped that this question will be explored more in future writing in EFL research projects.

REFERENCES

Barlett, E. J. (1982) Learning to revise: some component processes. In: Martin Nystrand (ed.), *What writers know: the language, process, and structure of written discourse* (pp. 345-363). Orlando: Academic Press, Inc..

Bartholomae, D. (1988) The study of error. In: G. Tate, E. Corbett, and N. Myers (ed/org.), *The writing teacher's source book* (pp. 303-317). New York: Oxford University Press.

Bereiter, C. & Scardamalia, M. (1987) *The psychology of written composition*. New Jersey: LEA.

Bohn, H. (1994) The perception of the composing process by Brazilian EFL learners. In: V. Leffa (ed.), *Autonomy in Language Learning* (pp. 184-195). Porto Alegre: UFRGS.

Chaudron, C. (1987) Analysis of products and instructional approaches in writing: two articles on the state of the art. *Tesol Quarterly, 21*(4), 673-675.

Cohen, A. D. & Cavalcanti, M. (1991) Feedback on compositions: teacher and students verbal reports. In: B. Kroll (ed.), *Second language writing: research insights for the classroom* (pp. 155-177). United States: Cambridge University Press.

Coles, N. (1986) Empowering revision. In: D. Bartholomae & A. Petrosky (Org.), *Facts, Artifacts and Counterfacts: Theory and methodology for a reading and writing course* (pp. 167-199). Portsmouth: Boynton/Cook Publishers, Inc..

Corbett, E. P. J. (1981) The status of writing in our society. In: M. F. Whiteman (Ed.), *Writing (vol. 1)* (pp. 47-52). Hillsdale, N.J.: Erlbaum.

Coulthard, M. (1994) On analysing and evaluating written text. In: M. Coulthard (Ed.), Advances in written text analysis (pp.1-11). London: Routledge.

Dellagnelo, A. K. (1997) Writing and revision: the effect of individual revision, peer revision and teacher's written feedback in foreign language text production. Unpublished master's thesis, Universidade Federal de Santa Catarina, Florianópolis.

Dulay, H.; Burt, M. and Krashen, S. (1982) *Language two*. New York: Oxford University Press.

Dyer, B. (1996) L1 and L2 composition theories; Hillocks' "environmental mode" and task-based language teaching. In: *ELT Journal, 50*(4), 312-317.

Elasser, N. & John-Steiner, V. P. (1977) An interactionist approach to advancing literacy. In: *Harvard Educational Review, 45*, 355-369.

Fathman, A. K. & Whalley, E. (1991) Teacher response to student writing: focus on form versus content. In: B. Kroll (ed.), *Second language writing: research insights for the classroom* (pp. 178-190). United States: Cambridge University Press.

Ferris, D. (1997) How teacher response affects revision. Paper presented at '97 *Tesol Convention*. Orlando, FL

Flower, L. & Hayes, J. R. (1981) A cognitive process theory of writing. In: *College Composition and Communication*, 32(4), 365-387.

Hague, S. A. & Mason, G. E. (1986) Using the computer's readability measure to teach students to revise their writing. In: *Journal of Reading: Reading is to the Mind What Exercise is to the Body*, 30(1), 14-17.

Hairstone, M. (1982) The winds of change: Thomas Kuhn and the revolution in the teaching of writing. In: *College Composition and Communication 33*(1), 76-88.

Hall, C. (1990) Managing the complexity of revising across languages. In: *Tesol Quarterly*, 24(1), 43-60.

Hayes, J. R.; Flower, L.; Schriver, K. A.; Stratman, J. F. And Carey, L. (1987) Cognitive processes in revision. In: S. Rosemberg (Ed.), *Advances in Applied Psycholinguistics: Reading, Writing and Language Learning (vol. 2)* (pp. 176-240). Cambridge: Cambridge University Press.

Hillocks, G. (1986) Synthesis of research on teaching writing. In: *Educational Relationship, 44*(8), 71-82.

Homburg, T. J. (1984) Holistic evaluation of EFL compositions: can it be validated objectively? In: *Tesol Quarterly, 18*(1), 87-107.

Horvath, B. K. (1988) The components of written response: a practical synthesis of current views. In: G. Tate; E. Corbett, and N. Myers (Ed/Org.), *The writing teacher's sourcebook* (2nd. ed.) (pp. 268-284). New York: Oxford University Press.

Hull, G. (1986) Acts of wonderment: fixing mistakes and correcting errors. In: D. Bartholomae and A. Petrosky (Org.), *Facts, artifacts and counterfacts: theory and methodology for a reading and writing course* (pp. 199-266). Portsmouth: Boynton/Cook Publishers, Inc..

Hyland, K. (1990) Providing productive feedback. In: *ELT Journal, 44*(4), 279-285.

Kato, M. A. (1993) *No mundo da escrita: uma perspectiva sociolingüística* (4ª ed.). São Paulo: Ed. Ática.

Keh, C. L. (1990) Feedback in the writing process: a model and methods for implementation. In: *ELT Journal, 44*(4), 294-305.

Kobayashi, T. (1992) Native and nonnative reactions to ESL compositions. In: *Tesol Quarterly, 26*(1), 81-112.

Lalande, J. (1984) Reducing composition errors: an experiment. In: *Foreign Language Annals, 17*(2), 109-116.

Larsen-Freeman, D. & Long, M. H. (1993) *An introduction to second language acquisition research.* London and New York: Longman.

Leki, Ilona (1992) *Understanding ESL writers: a guide for teachers.* Potsmouth: Boynton/Cook Publishers.

Leki, I. (1995) Coping strategies of ESL students in writing tasks across the curriculum. In: *Tesol Quarterly, 29*(2), 235-260.

Lightbown, P. & Spada, N. (1993) *How languages are learned.* Oxford: OUP.

Matsuhashi, A. & Gordon E. (1985) Revision, addition, and the power of the unseen text. In: S. W. Freedman (Ed.), *The acquisition of the written language: response and revision* (pp. 226-249). New Jersey: Ablex Publishing Corporation.

Porte, G. (1996) When writing fails: how academic context and past learning experiences shape revision. In: *System, 24*(1), 107-116.

Raimes, A. (1991) Out of the woods: emerging traditions in the teaching of writing. In: *Tesol Quarterly, 25*(3), 407-430.

Riley, P. (1996) 'Look in thy heart and write': students' representations of writing and learning to write in a foreign language. In: E. Ventola & A. Mauranen (Ed.), *Academic writing: intercultural and textual issues* (pp. 115-135). Amsterdam/Philadelphia: John Benjamin Publishing Company.

Richards, J. C. (1971) A noncontrastive approach to error analysis. In: *English Language Teaching*, 25, 96-113.

Robb, T.; Ross, S., & Shortreed, I. (1986) Salience of feedback on error and its effect on EFL writing quality. In: *Tesol Quarterly, 20*(1), 83-95.

Rubin, D. L. & O'Looney J. (1990) Facilitation of audience awareness: revision processes of basic writers. In: G. Kirsh & T. H. Roen (Ed.), *A sense of audience in written communication* (pp. 280-292). Newbury Park, California: Sage Publications.

Santos, T. (1988) Professors' reactions to the academic writing of nonnative-speaking students. In: *Tesol Quarterly 22*(1), 69-90.

Scardamalia, M. & Bereiter, C. (1987) Knowledge telling and knowledge transforming in writing. In: S. Rosemberg (Ed.), *Advances in Applied Psycholinguistics*: Reading, Writing and Language Learning (vol. 2) (pp. 144-175). Cambridge: Cambridge University Press.

Selinker, L. (1972) Interlanguage. In: *Review of Applied Linguistics, 10*, 209-31.

Semke, H. D. (1984) Effects of the red pen. In: *Foreign Language Annals, 17*(2), 195-202.

Silva, T. (1991) Second language composition instruction: developments, issues and directions in ESL. In: B. Kroll (Ed.), *Second language writing: research insights for the classroom* (pp. 162-169). United States: Cambridge University *Press*.

Smalzer, W.R. (1996) *Write to be read: reading reflection and writing*. New York: CUP.

Sommers, N. (1984) Revision strategies of student writers and experienced adult writers In: R. L. Gaves (Org.), *Rhetoric and composition: a source book for teachers and writers* (328-337). New Jersey: Boynton/Cook Publishers, Inc..

Winer, Lise (1992) 'Spinach to chocolate': changing awareness and attitudes in ESL writing teachers. In: *Tesol Quarterly, 26*(1), 57-79.

Witte, S. P. (1985) Revising, composing theory, and research design. In: S. W. Freedman (Ed.) *The acquisition of written language: response and revision* (250-284). Norwood: New Jersey. Ablex Publishing Corporation.

Zamel, V. (1985) Responding to student writing. In: *Tesol Quarterly, 19*(1), 79-101.

Zamel, V. (1987) Recent research on writing pedagogy. In: *Tesol Quarterly, 21*(4), 697-715.

APPENDIX A - Course Plan

PLANO DE CURSO

UFSC/CCE/DLLE - Disciplina LLE 5116/Inglês VI - A - 54 h/aula
Leitura e Redação Acadêmica - turma 0679 - Semestre: 02/97
Profª. Loni Kreis Taglieber - Horário de atendimento de alunos
4ª. feira - 09:30 - 11:30
6ª. feira - 11:00 - 12:00, ou outro horário a combinar.

OBJETIVOS: Desenvolver as habilidades de compreensão e redação de textos acadêmicos dos gêneros narrativo, descritivo, expositivo e argumentativo.

CRONOGRAMA	CONTEÚDO PROGRAMÁTICO
Agosto 06 (2)	- Diagnostic test on reading and writing & reading interests inventory
08(1)	- Introduction to the course - Handing out and clarification of syllabus
13(2)	- ESSAY WRITING - THE PROCESS
15(1)	- Finding a subject
20(2)	- Narrowing down the topic
27(2)	- Prewriting the topic
29(1)	- Organizing the ideas
Setembro 03(2)	- Writing an initial draft
05(1)	- Formulating a tentative thesis
10(2)	- Drafting an introductory paragraph
12(1)	- Developing the body paragraph/s
17(2)	- Writing a tentative conclusion
19(1)	- Rewriting the initial draft
24(2)	- Prova metade do semestre
26(1)	- Revising and rewriting the second draft
Outubro 01(2)	- Editing and proofreading the final draft / SOME PARTS OF ESSAY ORGANIZATION
03(1)	- Chronological order
08(2)	- Logical revision
10(1)	- Comparison and contrast
15(2)	- Cause and effect
17(1)	- Types of essays
22(2)/24(1)/29(2)	- Narrative essay
31(1)	- Descriptive essay
Novembro 05(2)	- Return and comment the summaries
07(1)	- Expository essay
12(2)	- Argumentative essay
14(1)	- Persuasive
19(2)	- Read a text that presents a variety of patterns.
21(1)	- Discuss in class

26(2)   - See a movie - *Broken Hearts* ?
28(1)   - Review knowledge about writing instruction given
03 de dezembro   - Prova final

AVALIAÇÃO

A nota final do semestre de cada aluno resultará do conjunto das seguintes notas obtidas durante o semestre:

a) Média de trabalhos realizados em sala de aula e/ou em casa; participação em sala de aula (apresentação, leitura, discussão de textos, trabalhos escritos, etc...), assiduidade de freqüência e pontualidade às aulas e na entrega das tarefas de casa. Esta média tem peso 3.

b) Nota da prova de metade do semestre, com peso 3.

c) Nota da prova final do semestre, com peso 4.

Por exemplo, se o aluno obteve média 7,5 nos trabalhos, participação, etc., 8, na prova de metade do semestre, e 8,8 na prova final, teremos:

7,5 x 3 =   22,5

8,0 x 3 =   24,0   Somamos esses três produtos e dividimos por 10 e

8,8 x 4 =   35,2   obtemos a média final.

            81,7 : 10 = 8,17

BIBLIOGRAFIA:

Dobie, S. B. & Hirt, A. J. **Comprehension and Composition: An Introduction to the Essay**. 2nd. Edition, New York: Macmillan, 1986.

Hacker, Diana. **The Bedford Handbook for Writers**. Fourth Edition. Boston: St. Martin's Press, 1994.

McCarthy, M. & O'Dell, F. **English Vocabulary in Use**. Cambridge: CUP, 1994.

Miculecky, Beatrice S. & Jeffries, L. **Reading Power - Reading Faster - Thinking Skills - Reading for Pleasure - Comprehension Skills**. Reading, Massachusetts: Addison - Wesley, Oshima, A. & Hogue, Ann. **Writing Academic English**. 2nd. Ed. New York: Addison Wesley Publ. 1991.

Smalzer, William R. **Write to be Read - Reading, Reflection, and Writing**. Cambridge: CUP, 1996.

Spencer, C. M. & Arbon Beverly. **Foundations of Writing - Developing Research and Academic Writing Skills**. Lincolnwood, Illinois: National Textbook Company, 1996.

Watsin-Jones, P. **Target Vocabulary**. Middlesex, Engl.: Pinguin Books, 1995.

Wellman, Guy. The Heinemann English Word Builder: Vocabulary development and practice for higher-level students. Oxford, Engl.: Heinemann, 1992.

Florianópolis, 06 de agosto de 1997.

Prof³. Loni Kreis Taglieber

APPENDIX B - Subjects' Questionnaire

QUESTIONÁRIO

1) Como você se sente quando tem que escrever um texto em português?

a-( ) motivado   e-( ) desmotivado
b-( ) inspirado   f-( ) sem inspiração
c-( ) preparado   g-( ) despreparado
d-( ) confiante   h-( ) incapaz

Outros: ....

2) Como você se sente quando tem que escrever um texto em inglês?

a-( ) motivado   e-( ) desmotivado
b-( ) inspirado   f-( ) sem inspiração
c-( ) preparado   g-( ) despreparado
d-( ) confiante   h-( ) incapaz

3) Assinale o método de revisão que você acha mais eficaz para melhorar o seu texto:

a-( ) O professor assinala os problemas do texto e os corrige.

b-( ) O professor apenas indica os problemas de seu texto e pede para você corrigir e devolver o texto.

c-( ) O professor apenas indica os problemas de seu texto e dos textos de seus colegas e pede que, em grupos, vocês corrijam os textos.

d-( ) O professor escreve na margem de seu texto comentários e perguntas sobre o conteúdo de seu texto ou algo que não tenha ficado claro.

e-( ) O professor entrega seu texto para um outro aluno e pede que esse comente ou corrija o seu texto.

Outros: ....

4) Assinale com um número de acordo com a importância que você dá aos tipos de erros que o professor deve corrigir em seus textos. (1 - o menos importante) (4 - o mais importante)

a-( ) ortografia   b-( ) gramática   c-( ) organização   d-( ) conteúdo
Outros: ....

5) O que você faz quando você revisa seus textos?

a-( ) substitui palavras muito 'comuns' por palavras mais sofisticadas

b-( ) elimina palavras que se repetem muito no texto

c-( ) consulta o dicionário

d-( ) consulta gramáticas ou livros para verificar regras gramaticais

e-( ) consulta o professor ou um colega para esclarecer dúvidas de vocabulário

f-( ) consulta um professor ou um colega para esclarecer dúvidas gramaticais

g-( ) lê o texto prestando atenção apenas na forma como as informações foram organizadas

h-( ) lê o texto prestando atenção apenas no conteúdo

i-( ) procura melhorar o conteúdo do texto

j-( ) reescreve o texto

k-( ) reescreve partes do texto

l-( ) acrescenta novas informações

m-( ) elimina idéias

n-( ) pede para que uma outra pessoa leia o seu texto e comente sobre pontos que ela não tenha entendido

Outros: ....

6) Qual a finalidade dos textos que você escreve em português?

a-( ) avaliação   b-( ) comunicação   c-( ) terapia   d-( ) passatempo

e-( ) praticar conteúdos (gramática, vocabulário, estruturas de organização do texto, etc.)

Outros: ....

7) Qual a finalidade dos textos que você escreve em inglês?

a-( ) avaliação   b-( ) comunicação   c-( ) terapia   d-( ) passatempo

e-( ) praticar conteúdos (gramática, vocabulário, organização do texto, etc.)
Outros: ....

8) Assinale os passos que você segue para escrever um texto, desde a escolha do tópico até a versão final. Assinale apenas os passos que você realmente segue.

a-( ) escolhe o tópico

b-( ) tenta pensar e anotar tudo o que você sabe com relação ao tópico escolhido

c-( ) organiza em categorias todas as informações que você listou

d-( ) escolhe a forma mais apropriada para organizar o texto (ex. comparação e contraste; descrição; narração; causa e efeito)

e-( ) escreve uma primeira versão do texto concentrando-se apenas no conteúdo

f-( ) escreve uma primeira versão do texto verificando no dicionário ou perguntando para alguém estruturas gramaticais e palavras que você não conhece

g-( ) escreve uma segunda e última versão de seu texto

h-( ) escreve mais de duas versões do texto antes de entregá-lo para o professor

Outros: ....

9) Você prefere escrever em:

a-( ) português   b-( ) inglês?

10) Com que idade você começou a estudar inglês? No total, por quanto tempo você tem estudado?
....
....

10) Em que tipo de escola você estudou inglês antes de entrar na universidade? Por quanto tempo?
....
....

11) Você estudou inglês em algum país de língua inglesa? Por quanto tempo? ·
....
....

APPENDIX C - Instructions for the Writing Task in the Midterm Exam

I - Instructions given to the students who attended the 5th semester.

UFSC/CCE/DLLE - Disciplina LLE 5116 - Inglês VI - Leitura e Redação Acadêmica - 1°
semestre de 1997.
Prof². Loni K. Taglieber   Data: ....
Aluno/a: ....   Turma: ....

PROVA DE METADE DE SEMESTRE

(...)

PART II - Writing a composition - Read the instructions carefully and ask for clarification
during the first 10 minutes before you start the exam.

    Instructions: Write a composition in which you discuss the problem of "The street
kids in Florianópolis" and a solution you would propose to solve the problem. Write at
least 4 paragraphs.

    Follow the usual procedures: Step 1. Brainstorm the topic; Step 2. Organize the
information logically; Step 3. Write your first draft; Step 4. Revise first draft and write the
final draft.

II - Instructions given to the students who attended the 6th semester.

UFSC/CCE/DLLE - Disciplina LLE 5116 - Inglês VI - Leitura e Redação Acadêmica - 2°
semestre de 1997.
Prof². Loni K. Taglieber   Data: ....
Aluno/a: ....   Turma: ....

WRITING ASSIGNMENT:

    Write an essay of at least one and a half page in length on the topic **The Problem
of the 'Street Kids' in Brazil.** Discuss the problem and propose a solution/s to the
problem. In other words, discuss what you think should be done to solve the problem.

    Write at least 3 paragraphs. Also make sure that your essay has an introduction, a
development, and a conclusion. Refer to the information about the introduction and thesis
statement of an essay in the text on essay writing you just read and discussed.

STEPS:

1. Do some freewriting or listing (brainstorming) to generate ideas more quickly if you
   need to.
2. Organize the information.
3. Write the first draft and hand it in.

APPENDIX D - Instructions to the Second Revision

UFSC/CCE/DLLE - Disciplina LLE 5116 - Inglês VI - Leitura e Redação Acadêmica - 2°
semestre de 1997.
Prof*. Loni K. Taglieber   Data: ....
Aluno/a: ....   Turma: ....

WRITING ASSIGNMENT:

Revise the following paper on "The Problem of the Street Kids". You may
remember that this is part of my research project. Of course, it is also part of your
evaluation, in other words, you do receive a grade for this assignment, too.

Some months ago you did the first revision of this paper. Now I'm asking you to
do the second one. I'm also including a questionnaire which I would like you to fill in for
me. Some students will not receive the questionnaire because they have already done it
before.

Please, start working immediately so that you may hand it in today!!!

Thank you very much again.

Loni Kreis Taglieber

APPENDIX E - The Research Data: Original Compositions, First and second Revised Versions

I - Original Compositions

SUBJECT 1

<div align="center">"The street kids in Florianópolis"</div>

The street kids are a really social problem for all the cities of a country. As I live here and, I like living here, I need to worry with that kind of problem. The street kids in Florianópolis is also a really grave problem that needs to be solved.

Some years ago, there was not so many street kids, but now this number has been increase in a very big proportion.

What happened? It's my question since, why there are so many street kids nowadays? Perhaps the deficiency of jobs has favoured that problem and the necessity to eat did with that we children go out to the street.

My suggestion is: things like this, the kids helping the passangers in the bus station, needs to be carry ahead. And also, the authoroties need to do something to try solve the problem. They need to create others jobs that those kids can have a little salary. Also the authoroties need to put these street kids in the schools, they need to study unless to try to be something when they grow up.

SUBJECT 2

The street kids in Florianópolis

The cause of this great problem is at their own homes. Their parents live to discuss each other all the time. They fight in front of their kids. They begin to beat them. They hate themselves. They haven't got any money to eat. They aren't patient with their kids.

The kids stop studying. They lose their will to go to school. They go to streets to look for some help. They join to small gangs, they end to become robbers. So, they find that love that they don't find is at home, among themselves.

The government take some providences but they don't solve the problems. The kids are left in the streets. At least they don't make a birth control. They just want to worry with their reforms.

There are some solutions to solve the problems such as more jobs, worthy salaries, end of the slums, end of the drugs, love the kids. If they opened many asylums to recuperate them, I think they wouldn't complain. It should be done enough against the abuse of the kids.

SUBJECT 3

The Problem of the "Street Kids" in Brazil

The street kids in most of the great cities in Brazil are really a serious problem, maybe one of the most difficult to solve. Nowaday many countries are discussing the problem of abandoned children all over the world.

In Brazil, the government and even the people who have the power in their hands do not see such a problem as a great challenge.

The problem could be solved by starting from the education of the poor people who will have children in the future. But, if this kind of attitude is not important for our governments, the emergencial solution it would be the taking off of the children from the streets.

However, to take off the children from the streets and leave them in one of the various "Funabens" we have over here, is, at least, the worst thing to do.

We have been proved that places like that are simply the sort of school for criminality as the prisons are.

SUBJECT 4

THE STREET KIDS IN FPOLIS

In my point of view this problem is very difficult to be solved because it involves all the community.

The problem begins in the families because there is no information about how to avoid having many children. The families don't have good finantial conditions so their children are obliged to the streets in order to help their families. Many of these children keep in the streets and many of them died in the streets because of the violence and also during the winter many of them died because of the cold and other diseases. I think to save this problem all the community have to help, we can't blame only the government or only the family, it's our fault so we should try to solve this problem all together through a campaign of conscientization.

I think that would be a good way to try to solve this problem.

SUBJECT 5

A Tragedy in Desterro

Street kids in Fpolis are a serious problem. They are the Brazilian social problems reflection as the prisioners, the murders, the unemployees and the dums.

Our politicians don't want to invest in education, because the masses are easier to comand and explore. So, the ignorant people prefer not to involve and then, they became isolated of the real world and the problems their country faces. One beautiful day they marry, have many children, lose their jobs and without money, food and home everything is lost. Who pays?

Two solutions are possible to this problems: a) -contraceptive methods (family planning)
b)- social recuparation (school/job)

What is missing in this country is competence. Some people may say: "the contraceptive they give at the "posto de saúde" are not effective", I agree with them, it's a fact. But without a family planning there's no change, even middle class doesn't have more than two kids.

Another possibility is a combination of education and work that works very well when it is run by competent people. Children have classes in the morning and in the afternoon they work at school with agriculture, carpentry and so on. It develops the self-esteem, solidarity and friendship in addition to prepare them to the job-market.

It's possible to recuperate the street kids. It's just a matter of honour.

<u>SUBJECT 6</u>

The street kids in Flops.

I am so away from social problems such as street kids but I've already listened something about it.

As far as I know, there are some houses, in Florianópolis, which take kids out of the street. Most of these kids are orphans of alive parents.

These houses have no financial interest, they just want to give a better future to the kids. Some big companies help financially the houses otherwise they wouldn't be able even to open.

Maybe, opening houses for these kids, with all the necessary support: food, clothes, education, comfort, etc, is the best idea. Because then, streets kids will have what their own parents can't give to them or even find something they don't have: a place to live.

Children need care, attention, education and love. Above this, they need a family, father and mother. If these rights are not given to them, they will probably lose their values we all need to live and they will become "trouble makers" criminals, for sure.

If the government of Brazil does not have, or does not want to have the conscious that something must be done very soon and the future of Brazil is in the children's hands and heads, we can live in the worst place in the world.

SUBJECT 7

The street kids in Florianópolis

Nowadays, so many kids walk by the streets without know where to go, especially in our city, Florianópolis. Most of whom

don't know what to do, what to eat and where to look for help.

There should be a group especialized in provide them, everyday, some ocupations, as work, plays, and studies.

Employers should give free lunch and even snaks sometimes and should teach them how to get their own job.

Of course, none at all these kids would be ready to receive this kind of help, but it would be just small thing the nabols could do to become better the kids lives in our city.

SUBJECT 8

The street kids of Brazil are a growing problem that need urgent solving. Although the Brazilian government and the upper and middle class try to shut their eyes this social matter, it has now achieved such gigantic proportions that it can no longer be ignored.

I'm a middle class, 22 year old student and like the majority of the people of my age I am more concerned about my own survival and well being than (about) the terrible social desiguality that happens in my country. For that I apologise.

One Friday night I went out with my friends to an open air pub. They were all middle class students like me. A few hours and several beers later I went to the bathroom and on my back I saw a boy smoking a cigarrette. He was about 10. As I don't agree with children smoking I told him to put it off he just ignored me so I took it from his hands put

it off myself telling him not to do it anymore then made my way back to the table. Not five minutes later he was at a safe distance but strategically positioned so that I could see that he had another lit cigarrette on his hands.

He was testing me. He knew he had shocked me with the first cigarrette and that was what he wanted, to call attention. Now he's done it he was testing my will not to see him smoking Now I see he was stretching out his hand saying "I live in the mud get me out of here"

I looked around the bar, it was full of people but nobody seemed to care. I saw the waiter descretely sending away another street kid that was "bothering" a party on a table. My God how can a kid be up this late? Where are their parents? What sort of values will this children have when he grows up?

Poverty and social misery are closing in, even if we pretend not to see it. The social misery grows bigger and bigger in Brazil and it needs to be solved. But first it needs the middle class to commit to it. They are stretching out their hands looking for help. It comes in all forms robbery, violence, drugs a kid smoking cigarrette.

However difficult to anylise it accurately and then solve it I believe that education and a place to live are fundamental.

SUBJECT 9

"The street kids in Florianópolis."

Why are children in the streets? For so many reasons. I guess. Some of them, because have a very big family with no money at all, but with good parents that work hard but still need them to work, or ask for money, too. Others because have lazy parents who

know how easier it is to send their children to streets and rich houses instead of sending them to school. And others because don't have a family or left their family because were spanked.

A solution is really something difficult when the parents are lazy and drunk because they aren't interested on sending their children to school. But lets imagine for a while that all street kids are there because they need money.

The government would pay a kind of allowance to each children who would go to school without missing class. Children want to learn, and they would help their family every month without damage and with the great profit of education!

All these children need is a chance, and so their parents. Because the children of today will be the parents of tomorrow and if they are supported now they'll support their children tomorrow.

II - First Revision

SUBJECT 1

A really serious social problem of a country it has kids living in the streets or, kids even a decent home to live. As I live here, I am really worry about that problem. The street kids in Florianópolis is a problem that needs to be urgently solved.

Some years ago, wasn't here so many street kids, but now, the number of that has been increasing in a too fast proportion. What happened? Why there are so many street kids in Florianópolis nowadays?

One thing is right: the job area deficiency from here has been supporting the problem and consequently the necessity to eat, do the children of your city go out to the streets to try to keeping alive.

If I can give suggestions, they're things like this but, of course, it needs the government help, it's impossible think something like that without their help: the kids could help the passangers in the bus station with their bags, the kids could have a little salary doing that job; the authorities could do something really-serious to put the street kids about children without study.

Some thing needs to be done, before it's too much later.

SUBJECT 2

The street kids in Florianópolis

One of the great problems of the street kids in town, is at their own homes. They are usually insulted there. Their parents dispute in front of their little ones almost all the time. In most cases, they are poor. They don't have a good meal, so they are going to ask for some money in the streets.

The kids interrupt their studies. They don't feel like going to school. At first, it could be difficult for them get along with each other in the street. Then, they are going to like living out of their homes. They join the small gangs, they end becoming pick pockets. They feel famous, they have fun. They have so many rights that they don't care.

We don't know who the guilty is. Many times, we blame on the government. The government take enough procedures but they can't solve problems. I think we all should help in all areas and another problem is the two questions of the unemployment and the

worthy salaries. If the government could solve these two questions. I think they would solve or at least reduce them from or streets.

SUBJECT 3

The Problem of the "Street Kids" in Brazil

The problem of abandoned children all over the world by many countries, including those who can help to solve the problem.   --

The street kids in most of the great cities in Brazil are really a serious problem, maybe one of the most difficult to solve. The Brazil's government and even the people who have both power and money in their hands do not see such a problem as a great challenge.

The problem could be solved by starting from the education of the poor people who will have children in the future. But, if this attitude is not important to the government, the urgent solution would be to take off of the children from the streets, giving them a home.

However, to take off the children from the streets and leave them in one of the various "Funabens" we have over here, is, at least, the worst thing to do. We all know that such a places are simply the port of schools for criminality, as the prisons are.

Children need care, attention, education and love. Besides, they need a family, father and mother. If these rights are not given to them, they will probably lose their values we all need to live and they will become "trouble makers" or criminal, for sure.

If the government of Brazil does not have, or does not want to have the conscious that something must be done very soon and besides this the future of Brazil is in the children's hands and heads, we can live in the worst place in the world.

THE STREET KIDS IN FPOLIS

The problem with the street kids in Fpolis is something that caused me indignation and that lead me to suppose about its reasons. I can point at least two reasons of this problem: the desinformation on the families' part in what concerns contraceptive methods and anothe reason is the low finantial conditions of Brazilian people.

The problem begins in the families because there is no information about how to avoid having many children. The families don't have good finantial conditions so their children are obliged to the streets in order to help their families. Many of these children keep in the streets and many of them died in the streets because of the violence and also during the winter many of them died because of the cold and other diseases.

In my point of view this problem is very difficult to be solved because it involves all the community. So it requires an effort on the government's and on the community's part. We can't blame only the government or only the family, it's our fault so we should try to solve this problem all together through a campaign of conscientization.

I think that would be a good way to try to solve this problem.

SUBJECT 5

A Tragedy in Desterro

Street kids in Florianópolis are a serious problem. They are Brazilian social problems reflection as the prisioners, the murders, the unemployees and the dums.

Our politicians don't want to invest in education, because the masses are easier to comand and explore. So, the ignorant prefer not get involved and then, they become isolated of the real world and the problems their country faces. One beautiful day these "kids" get married, have many children, lose their jobs and without money, food and home everything is lost. Who pays?

To solve this problem there are two good solutions: family planning and social recuperation.

What is missing in this country is competence. Some people may say: "the contraceptive methods they give at the "posto de saúde" are not effective", I agree with them, it's a fact. However, without a family planning there's no change, even middle class doesn't have more than two kids.

Another possibility is a combination of education and labor that works very well when run by competent people. Children have classes in the morning and in the afternoon they work at school with agriculture, carpentry and so on. It develops the self-esteem, solidarity and friendship in addition to prepare them to the job-market.

It's possible to recuperate street kids. It's just a matter of honour.

SUBJECT 6

The street kids in Flops

The street kids are a problem which all the cities are facing, mainly the big ones such as Florianópolis. I'm so away from a social problem like this but I've already listened to something about it.

In our city, there are some houses which take the kids out of the streets. They have no financial interest, just want to give a better future, and life to the kids. Some big companies help financially and there are people who work as voluntiers. Without this help, the houses wouldn't even be able to open.

Walking downtown, we can see a lot of street kids and most of them are orphans of alive parents. Then I ask myself: if you can't raise a child, why do you let it born? To let it grow in the streets just like an animal, away from education, without a place to live?

I see the houses for street kids as the best solution. They do more than what our politicians have been doing for years and years.

SUBJECT 7

The street kids in Florianópolis

All over the world, specially in Florianópolis-Brazil, many children meet lost on the streets, anywhere, without direction. As a result of this, plenty of them suffer and even die, victms of the violence and exagered discrimination. I believe that there must be a lot of actions that can be done in order to soften and reduce this terrible problem. That's why I will talk about an important action that would be a partnership among governments, society, nabobs and chuches.

The government could provide places to cover these children when were necessary, present good background educations, medical inssurances, enough foods all of them, religious education and security.

In order to support the government's aid, the society could help supporting and making snaks for these kids, cleaning the places where they are going to live, colecting clothes from the neighborhoods for them , and when necessary and possible, teaching them good ways to behave in the society.   --

In addition, nabobs could provide good supporting once in a while. As for instance: Advertisiments on the newspapers; Making outdoors on the streets; Ads on TV-sets; Information through radios and also attempting to politics contacts to increasing this valuable and holistic campaign.

Whereas that the churches have plenty of influency over big amounts of people, they, through their priests and lecters, could stimulate the society and governments' actions. Besides, also, could teach them to believe in the truth, God and in the love among people anywhere.

Maybe all of that be difficult to reach, but everybody toguether manking an only effort attempting to solve it, be possible to find an adequate solution, from one forever, I hope!

SUBJECT 8

The street kids of Brazil are a growing problem that need urgent solving. Although the Brazilian government and the upper and middle class try to shut their eyes to this

social matter, it has now achieved such gigantic proportions that it can no longer be ignored.

One Friday night I went out with my friends to an open air pub. They were all middle class students like me. A few hours and several beers later I went to the bathroom and that's when I saw a boy smoking a cigarrette. He was about 10. As I don't agree with children smoking I told him to put it off, he just ignored me, so I took it from his hands put it off myself telling him not to do it anymore then made my way back to the table. Not five minutes later he was at a safe distance but strategically positioned so that I could see that he had another lit cigarrette on his hands.

He was testing me. He knew he had shocked me with the first cigarrette and that was what he wanted. To call attention. Once, he'd done it he was now testing my will not to see him smoking. That moment I see he was stretching out his hand saying "I live in the mud get me out of here"

I looked around the bar, it was full of people but nobody seemed to care. I saw the waiter descretely sending away another street kid that was "bothering" a party on a table. My God how can a kid be up this late? Where are his parents? What sort of values will this child have when he grows up?

Poverty and social misery are closing in, even if we pretend not to see it. The social misery grows bigger and bigger in Brazil and it needs to be solved. But first it needs the upper and the middle class to commit to it. They are stretching out their hands looking for help. The signs come in all forms robbery, violence, drugs, a kid smoking cigarrette.

It is very difficult to solve these kind of matters. The situation appears to be a vicious circle and already a lost cause. Even trying to precise and analise the whole matter

is most difficult. When one decides to face up to it one sees the massive and dense body of the matter. A way of tackling it's growth is to provide basic education. A place to live where one can be himself is also fundamental.

SUBJECT 9

"The street kids in Florianópolis."

The urgent problem of street kids in Florianópolis is becoming evident day after day. If you leave home you'll surely meet a child, or even some child, asking for money. Well, thinking it over carefully, you do not need to leave your house to meet street kids. They'll ask you for money in your own home.

Why are children in the streets? For so many reasons. I guess. Some of them, because have a very big family with no money at all, but with good parents that work hard but still need them to work, or ask for money, too. Others because have lazy parents who know how easier it is to send their children to streets and rich houses instead of sending them to school. And others because don't have a family or left their family because were spanked.

A solution is really something difficult when the parents are lazy and drunk because they aren't interested on sending their children to school. But lets imagine for a while that all street kids are there because they need money.

The government would pay a kind of allowance to each children who would go to school without missing class. Children want to learn, and they would help their family every month without damage and with the great profit of education!

All these children need is a chance, and so their parents. Because the children of today will be the parents of tomorrow and if they are supported now they'll support their children tomorrow.

III - Second revision

SUBJECT 1   --

<div align="center">"The street kids in Florianópolis"</div>

The street kids are a really social problem for all the cities of a country. As I live here and I like to live here, of course I need to worry with that kind of problem. The street kids in Florianópolis are also a really grave problem that needs to be solved.

Some years ago, there was not so many kids in the streets, but nowadays those number has been increase in a very big proportion.

What happened? It's my question since, why there are so many street kids nowadays? Perhaps the job's deficiency has favoured that problem and also, the necessity to eat made we children go out to the street.

My suggestion is: the kids could help the passangers in the bus station. The authoroties also need to do something to try solve the problem. They need to create others jobs that those kids can have a little salary. The authoroties also need to put those street kids in the school rooms, they need to study unless to try to be something when they grow up.

SUBJECT 2

The street kids in Florianópolis

The cause of this great problem is at their own homes. Their parents live to discuss each other all the time. They fight in front of their kids. They begin to beat them. They hate themselves. They haven't got any money to eat. They aren't patient with their kids.

The kids stop studying. They lose their will to go to school. They go to streets to look for some help. They join to small gangs, they end to become robbers. So, they find that love that they don't find is at home, among themselves.

The government take some providences but they don't solve the problems. The kids are left in the streets. At least they don't make a birth control. They just want to worry with their reforms.

There are some solutions to solve the problems such as more jobs, worthy salaries, end of the slums, end of the drugs, love the kids. If they opened many asylums to recuperate them, I think they wouldn't complain. It should be done enough against the abuse of the kids.

SUBJECT 3

The Problem of the "Street Kids" in Brazil

The street kids in most of the great cities in Brazil are really a serious problem, maybe it is one of the most difficult problems to be solved in Brazil.

Nowadays many countries are discussing the problem of abandoned children all over the world. In Brazil, the government and those who have power and money do not see such a problem as a great challenge.

There are many ways to stop this increasing problem. One of the solutions could be to provide education for poor people, giving them better conditions to live and giving them opportunities to get a job, a good job. Then, these people could provide school, good health and education for their children. Abandoned and poor children should be taken off from the streets and the government should give them a place to live with dignity. In fact, we do not have this kind of places in Brazil. On the contrary, what we have here are, at least, the worst places for children to live, because these places are actually schools of criminality, just like prisons are.

Children need care, attention, education and love. Besides, they need a family, a father and a mother. If these rights are not given to them, they will probably lose their deeper values, which we all need to live and they will become criminals, for sure.

If the government of Brazil does not have the conscious that something must be done very soon and also that the future of Brazil is in the children's hands and heads, we will live in the worst place in the world.

SUBJECT 4

THE STREET KIDS IN FPOLIS

The problem with the street kids in Fpolis has been becoming more evident in the last years and it lead us to think about its reasons and it also leat us to think about a solution for this problem.

Certainly this problem it's not easy to be solved because it involves all the community.

The problem begins in the families where there is no information about how to avoid having many children and in addition to this the low finantial conditions of the families obliged the children to go the streets in order to help their families. Many of these children keep in the streets and many of them died in the streets because of the violence and other diseases.

The problem aggrieve because the government doesn't invest money enough such as, in campaigns of conscientization or constructing buildings (schools) where these children could instead of staying in the streets and beging, learn a profession and have a good education.

I think a solution for the problem with the street kids should come with the work of the government joined with the community, we can't blame only the government or only the community.

I think that would be a good way to try to solve this problem.

SUBJECT 5

A Tragedy in Desterro

Street kids in Florianópolis are a serious problem. They are Brazilian social problems refection as the prisioners, the murderers, the unemployees and the dums. Brazilian Educational system is totally spoiled, as well as Brazilian family.

Brazilian Educational system is asking for help. The teachers are not well payed neither respected. From this situation, well qualified teachers prefer working in Private schools, leaving public schools. Students are not motivated and as their economic family situation is not very good, they prefer working to studying. It is a never ending cycle.

Spoiled Brazilian Educational system plus family problems take our children to the streets. Most of the times children are concepted by accident. Their parents are unaducated, unemployed or even thieves and murderers. Those inocent kids will be the thieves and murderers of tomorrow.

The solution for any social problem is education. Brazil, Santa Catarina and specially Florianópolis can do something to save street kids. It's just a matter of competence and honour.

SUBJECT 6

The street kids in Flops.

The street kids are a problem which, nowadays, all the cities are facing, even the small ones. I'm really away from this problem but I've already listened to something about it on television.

Downtown is the place where we find a great number of street kids. They're always there asking for money or doing something, not really working, but trying to get some money to take to their parents, who, most of the time, don't work.

They're a social problem and we also take part of the society so, we must try to do something. How? I don't know because if the government does nothing it seems that we're also unable to do something.

SUBJECT 7

The street kids in Florianópolis

Nowadays, many kids walk by the streets without know where to go, especially in our city, Florianópolis. Most of whom don't know what to do, what to eat and where to look for help.

There should be a group especialized in providing them, everyday, some ocupations, like work, plays, and study.

Employers should give free lunch and even snaks sometimes and should teach them how to get their own job.

Of course, it would be just small things that the nabobs could do in order to become better the kids' lives in our city.

SUBJECT 8

The street kids in Brazil are a growing problem that need urgent solving. Although the Brazilian government and the upper and middle class try to shut their eyes to this social matter, it has now achieved such gigantic proportions that it can no longer be ignored.

I'm a middle class, 22 year old student and like the majority of the people of my age I am more concerned about my own survival and well being than about the terrible social desiguality that happens in my country. For that I reprehend myself!

One Friday night I went out with my friends to an open air pub, they were all students like me. A few hours and several beers later I went to the bathroom, on my way back I saw a boy smoking a cigarrette. He was about 10. As I don't agree with children

smoking I told him to put it off he just ignored me so I took it from his hands put it off myself telling him not to do it anymore then made my way back to the table. Not five minutes later he was at a safe distance but strategically positioned so that I could see he had another lit cigarrette on his hands.

He was testing me. He knew he had shocked me with the first cigarrette and that was what he wanted, to call attention. Once he'd done it, he was now testing my will not to see him smoking. I realise this moment that he was stretching out his hand saying "I live in the mud get me out of here"

I looked around the bar, it was full of people but nobody seemed to care. I saw the waiter discretely sending away another street kid that was "bothering" a party on another table. My God how can a kid be up this late? Where are their parents? What sort of values will this children have when he grows up?

Poverty and social misery are closing in, even if we pretend not to see it. The social misery grows bigger and bigger in Brazil and it needs to be solved. But first it needs the middle class to commit to it. They are stretching out their hands looking for help. It comes in all forms robbery, violence, drugs a kid smoking cigarrette.

However difficult it is to anylise it accurately and then solve it, I believe that education and a place to live are fundamental. for the good development of my country people.

I think it [the composition]is good and it isn't necessary to revise [it] because I had done it before.

"The street kids in Florianópolis."

Why are children in the streets? For so many reasons I guess. Some of them, because have a very big family with no money at all, but with good parents that work hard but still need them to work, or ask for money, . Others because have lazy parents who know how easier it is to send their children to streets and rich houses instead of sending them to school. And others because don't have a family or left their family because were spanked.

When parents are lazy and drunk a solution is really something difficult because they aren't interested on sending their children to school. But lets imagine for a while that all street kids are there because they need money.

The government would pay a kind of allowance to each children who would go to school without missing class. Children want to learn, and they would help their family every month without damage and with the great profit of education!

All these children need is a chance, and so their parents. The children of today will be the parents of tomorrow and if they are supported now they'll support their children tomorrow.

APPENDIX F - Tables Showing the Subjects' Performance in the Two Revision Sessions Regarding Content and Ideas

I - Problems Detected and Solved

Table 17
Errors present in the originals, and errors detected and solved in the first revision concerning content and idea

ERRORS	SUBJECTS / NUMBER OF ERRORS PRESENT, DETECTED, AND SOLVED																											TOTAL		
	1			2			3			4			5			6			7			8			9					
	P	D	S	P	D	S	P	D	S	P	D	S	P	D	S	P	D	S	P	D	S	P	D	S	P	D	S	P	D	S
inappropriate title																												1	0	0
unfulfilled expectations										1			1															2	1	0
undeveloped idea	1			3	1					1	1		3	1					2									11	0	0
absence of important information																												1	0	0
irrelevant information	1	1								1	1	1										1	1					5	2	1
repetition and redundancy	2			5	2	1	1	1	1	1	1	1	1	1	1	2			1	1	1	2						12	2	2
incoherent sentence																												4	0	0
unclear or incomprehensible sentence																												0	0	0
TOTAL	4	1	0	10	0	0	3	0	0	6	4	3	6	3	3	2	0	0	3	0	0	3	1	0				35	5	5

Table 18
Errors present in the originals, and errors detected and solved in the second revision concerning content and idea

ERRORS	SUBJECTS / NUMBER OF ERRORS PRESENT, DETECTED, AND SOLVED																											TOTAL		
	1			2			3			4			5			6			7			8			9					
	P	D	S	P	D	S	P	D	S	P	D	S	P	D	S	P	D	S	P	D	S	P	D	S	P	D	S	P	D	S
inappropriate title																												1	0	0
unfulfilled expectations													1															2	1	0
undeveloped idea	1			3			2	1	1	1	1	1	3	1	1	1			2									11	2	2
absence of important information									1	1			3	1	1													5	1	1
irrelevant information	1						1	1	1	1			1	1	1	1	1	1				1						5	1	1
repetition and redundancy	2			5	2	2	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	2						12	3	3
incoherent sentence																												4	1	1
unclear or incomprehensible sentence																												0	0	0
TOTAL	4	0	0	10	0	0	3	3	3	3	2	2	6	3	3	3	1	1	2	1	1	3	0	0						

II - Problems Avoided

Table 19
Errors avoided in the first revision concerning content and idea

SUBJECTS / NUMBER OF ERRORS PRESENT OR ABSENT

ERRORS	1 P	1 A	2 P	2 A	3 P	3 A	4 P	4 A	5 P	5 A	6 P	6 A	7 P	7 A	8 P	8 A	9 P	9 A	TOTAL P	TOTAL A
inappropriate title																			0	0
unfulfilled expectations																			0	0
undeveloped idea	1		1	3															2	3
absence of important information																			0	0
irrelevant information			4																4	0
repetition and redundancy											1								1	0
incoherent sentence				1										2		1			0	4
unclear or incomprehensible sentence																			0	0
TOTAL	1	0	5	4	0	0	0	0	0	0	1	0	0	2	0	1	0	0	8	7

Table 20
Errors avoided in the second revision concerning content and idea

SUBJECTS / NUMBER OF ERRORS PRESENT OR ABSENT

ERRORS	1 P	1 A	2 P	2 A	3 P	3 A	4 P	4 A	5 P	5 A	6 P	6 A	7 P	7 A	8 P	8 A	9 P	9 A	TOTAL P	TOTAL A
inappropriate title																			0	0
unfulfilled expectations																			0	0
undeveloped idea								1											0	1
absence of important information										1									0	1
irrelevant information	1										1					1			2	1
repetition and redundancy																			0	0
incoherent sentence												1							0	1
unclear or incomprehensible sentence																			0	0
TOTAL	1	0	0	0	0	0	0	1	0	1	1	1	0	0	0	1	0	0	2	4

APPENDIX G - Tables Showing the Subjects' Performance in the Two Revision Sessions Regarding Organization and Form

I - Problems Detected and Solved

Table 21
Errors present in the originals, and errors detected and solved in the first revision concerning organization and form

ERRORS	\	SUBJECTS / NUMBER OF ERRORS PRESENT, DETECTED, AND SOLVED																										
		1			**2**			**3**			**4**			**5**			**6**			**7**			**8**			**9**			**TOTAL**	
		P	D	S	P	D	S	P	D	S	P	D	S	P	D	S	P	D	S	P	D	S	P	D	S	P	D	S	P	D
no introduction		1									1	1	1	1	1	1	1	1	1										3	2
no conclusion		1			1			1			1																		4	0
lack of cohesive devices		3	1	7	1			2	1	2	1		1	1			2	1	1				1			2	1	1	13	1
wrong use of cohesive devices		3	1	3				1			1			1			1						2		1	2	1	1	8	0
no transition between different ideas					1	1		3	3	3	1	3	3										4		1	2	1	1	8	0
disconnected sentences											1	1																	3	0
too many ideas in a single paragraph		1	1	1			1	1	1	3	3	3	1	1								2						9	3
related ideas are split in sentences or paragraphs		1	1	1	1	1		1	1																		6	2
TOTAL		6	2	1	11	0	0	1	1	1	5	4	4	7	0	0	4	1	1	2	0	0	13	0	0	5	0	0	56	9

Table 22
Errors present in the originals, and errors detected and solved in the second revision concerning organization and form

ERRORS	\	SUBJECTS / NUMBER OF ERRORS PRESENT, DETECTED, AND SOLVED																										
		1			**2**			**3**			**4**			**5**			**6**			**7**			**8**			**9**			**TOTAL**	
		P	D	S	P	D	S	P	D	S	P	D	S	P	D	S	P	D	S	P	D	S	P	D	S	P	D	S	P	D
no introduction		1									1	1	1	1	1	1	1	1	1										3	1
no conclusion		1									1	1	1	1	1	1	1	1	1	1	1	1	1			1	1	1	4	0
lack of cohesive devices					7	1	3	1	1		2	2	1	1	2	2	1	1	1	1			2		1	2	1	1	13	2
wrong use of cohesive devices		3	1	3							1	1	1	2	2	2	1	1	1	1			4	1	1	1	1	1	8	5
no transition between different ideas								1	1	1	3	3	3	1	1	1	1	1	1				2						8	5
disconnected sentences											3	3	3	3	3	3	1	1	1				2	1					3	1
too many ideas in a single paragraph		1	1	1				1	1	1	3	3	3	7	7	6	1	1	1	1									9	6
related ideas are split in sentences or paragraphs		1	1	1							1	1	1	1	1	1	1	1	1				1			1	1	1	6	2
TOTAL		6	1	1	11	0	0	1	1	1	5	3	3	7	7	6	4	3	3	2	0	0	13	1	0	5	1	1	56	17

II - Problems Avoided

Table 23
Errors avoided in the first revision concerning organization and form

ERRORS	SUBJECTS / NUMBER OF ERRORS PRESENT OR ABSENT																		TOTAL	
	1 P	1 A	2 P	2 A	3 P	3 A	4 P	4 A	5 P	5 A	6 P	6 A	7 P	7 A	8 P	8 A	9 P	9 A	P	A
no introduction																			0	0
no conclusion																			0	0
lack of cohesive devices			1	4															1	4
wrong use of cohesive devices		2		3															0	5
no transition between different ideas								1				1		1		1			0	4
disconnected sentences																			0	0
too many ideas in a single paragraph																			0	0
related ideas are split in sentences or paragraphs												1		1					0	2
TOTAL	0	2	1	7	0	0	0	1	0	0	0	2	0	2	0	1	0	0	1	15

Table 24
Errors avoided in the second revision concerning organization and form

ERRORS	SUBJECTS / NUMBER OF ERRORS PRESENT OR ABSENT																		TOTAL	
	1 P	1 A	2 P	2 A	3 P	3 A	4 P	4 A	5 P	5 A	6 P	6 A	7 P	7 A	8 P	8 A	9 P	9 A	P	A
no introduction																			0	0
no conclusion																			0	0
lack of cohesive devices																			0	0
wrong use of cohesive devices																			0	0
no transition between different ideas																			0	0
disconnected sentences																			0	0
too many ideas in a single paragraph						1		1											0	1
related ideas are split in sentences or paragraphs								1											0	1
TOTAL	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	2

APPENDIX H - Tables Showing the Subjects' Performance in the Two Revision Sessions Regarding Writing Conventions

I - Problems Detected and Solved

Table 25

Errors present in the originals, and errors detected and solved in the first revision concerning writing conventions

ERRORS	SUBJECTS / NUMBER OF ERRORS PRESENT, DETECTED, AND SOLVED																													
	1			**2**			**3**			**4**			**5**			**6**			**7**			**8**			**9**			**TOTAL**		
	P	D	S	P	D	S	P	D	S	P	D	S	P	D	S	P	D	S	P	D	S	P	D	S	P	D	S	P	D	S
poor structure	5	1	1	6	1	1	6	1	1	2	1	1	1			1			5			2	1	1	2			33	5	
vocabulary choice	6	1	1	6	1	1	6	1	1	4	1	1	4			5	1	1	4			4	1	1	4			44	8	
word order	2			8	2	1	1	1	1	1	1	1				1	1					1	1	1	4			8	1	
verb tense				2		1																1			1			4	1	
inconsistent verb tense										1			1															4	2	
verb form	1	1	1	4	1	1	4	1	1	1			4	1	1	1						2	1	1				16	3	
subject-verb agreement	1			1			1	1		1	1	1	1									3	1	1				4	1	
singular/plural nouns	1			1	1					1		1							2			1			1			8	2	
reference	4	3	2	8						1	1	1	1			2	2	2	1			7	2	2				24	7	
inappropriate conjunction				1			1	1	1	1			1									3	1	1	1			8	2	
punctuation	1			2	1		2			4	2		2			6	1		2			12	4	3	6			33	4	
spelling	2			1	1	1	1	1	1	2	1	1							2			3	1	1	4			11	1	
inadequate pronoun				1	1	1	1	1	1													1			2			2		
preposition	2	2	1	3	1	1	4	1	1	3	1	1	2			2			1			8	3	3	1			25	8	
adverb	2	1	1																			2						2	2	
adjective	1	1	1																									13	1	
articles	1	1	1	2		2	3	1					3			1			1			1	1	1	1			11	3	
inappropriate or absent subject																						1			2			4		
absence of verb																									1			1		
TOTAL	27	10	8	36	8	3	26	6	5	20	5	5	29	3	2	16	2	1	21	0	0	51	16	15	25	0	0	252	50	50

Table 26

Errors present in the originals, and errors detected and solved in the second revision concerning writing conventions

ERRORS	1 P	1 D	1 S	2 P	2 D	2 S	3 P	3 D	3 S	4 P	4 D	4 S	5 P	5 D	5 S	6 P	6 D	6 S	7 P	7 D	7 S	8 P	8 D	8 S	9 P	9 D	9 S	TOTAL P	TOTAL D	TOTAL S
poor structure	5	2		6			6	1	1	4	1	1	4	3	3	1	1	1	5	4	2	2			2			33	12	9
vocabulary choice	6	2	2	8			4	1	1	1	1	1	5	5	5	6	4	4	3	2	2	4			4	1		44	12	12
word order	2			2			1		1				1	1	1	1	1	1	1									8	2	2
verb tense												1	1	1	1	1				1			1					4	1	1
inconsistent verb tense				2		2				1	1	1	1	1	1													4	2	2
verb form	1			4		2				1	1	1	4	4	4							2	1	1				16	4	4
subject-verb agreement	1	1		1	1					1			1						3	3					1	1		4	3	2
singular/plural nouns				1	1								1	1		1			2						1			8	2	2
reference	4			8			1			1	1	1	2	2	2				3	1		7	2	2	1	1	1	24	3	3
inappropriate conjunction							1	1	1	4	3	3	2	2	2				2	1	1	2	2	2	6	1	1	12	5	4
punctuation	1			2			2	1	1	4	3	3	3	3		6	5	5	3	1		12	2	2	4	1	1	33	14	13
spelling	2			1			1	1	1	2			2	1		5	3	3	2			3	1	1	1	1		11	3	3
inadequate pronoun							1			1																		2	0	0
preposition	2			3			4	1	1	3	1	1	2	2	2	1	1	1	1	1	1	8	3	2	1		1	25	7	6
adverb	2																											3	1	1
adjective	1										1	1										1			1			3	1	1
articles								1	1	2	1	1	4	2	1	1	1	1							1			11	5	5
inappropriate or absent subject				2	1	1	3	2	2	3	1	1	3	3	3							1	1	1	2			4	1	5
absence of verb																			1	1	1							1	1	1
TOTAL	17	3	2	36	1	0	27	7	6	20	9	9	29	26	25	16	12	13	31	8	6	11	11	10	15	4	3	253	79	72

SUBJECTS / NUMBER OF ERRORS PRESENT, DETECTED, AND SOLVED

Table 27

Errors avoided in the first revision concerning writing conventions

ERRORS	SUBJECTS / NUMBER OF ERRORS PRESENT OR ABSENT																		TOTAL	
	1		2		3		4		5		6		7		8		9			
	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A
poor structure	1															2			6	9
vocabulary choice	4	2	1	3	1							1		5					4	13
word order	1	1	1	6	2							1		3					0	4
verb tense		1	1	2						1				1					1	0
inconsistent verb tense			1																1	0
verb form			1	1										1					0	4
subject-verb agreement				1										2					0	0
singular/plural nouns																			1	0
reference																			0	0
inappropriate conjunction									1										0	2
punctuation									1		1		1						0	0
spelling	1									1	1	3	1	2		1			1	6
inadequate pronoun	1													1		1			0	3
preposition		1	1	1										1		1			2	0
adverb																			0	3
adjective																			1	0
articles			1	2												1			2	0
inappropriate or absent subject												1		1		1			0	4
absence of verb																			0	0
TOTAL	6	5	6	14	3	0	0	0	0	3	2	6	1	20	0	6	0	0	15	55

Table 28

Errors avoided in the second revision concerning writing conventions

ERRORS	SUBJECTS / NUMBER OF ERRORS PRESENT OR ABSENT																		TOTAL	
	1		2		3		4		5		6		7		8		9			
	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A
poor structure						4													0	4
vocabulary choice						1					2								2	1
word order						1													1	0
verb tense						1													0	1
inconsistent verb tense					1														1	0
verb form																			0	0
subject-verb agreement			1																0	1
singular/plural nouns																			0	0
reference											1								1	0
inappropriate conjunction					1														1	0
punctuation																			0	0
spelling																			0	0
inadequate pronoun					1														1	0
preposition						2													0	2
adverb						1												1	1	2
adjective						1													0	1
articles						1													0	1
inappropriate or absent subject																			0	0
absence of verb																			0	0
TOTAL	0		0	0	3	12	0	0	0	0	3	0	0	0	0	0	0	1	6	13

Table 29

Types of revision made by the subjects at the word (W), phrase (PH), clause (C), sentence (S), paragraph (PG), and surface (SF) levels in the first revision

LEVEL OF REVISION	ADDITION						DELETION						SUBSTITUTION						REORDERING						REWRITING					
	W	PH	C	S	PG	SF	W	PH	C	S	PG	SF	W	PH	C	S	PG	SF	W	PH	C	S	PG	SF	W	PH	C	S	PG	SF
S1	4	1					5	1	3	6	1	1	8	2																
S2			10				1	3					5		1	1														
S3	10	2		1			3	1	1	1	3	2	2					1	1				1					1	1	
S4							2						2																	
S5	1						2		1	1			1	1									1					1		
S6	6	1		6			4	1		1			4	2		1			1						1					
S7	3	2	1	3	1	1	1				1		1		1								1					1	1	
S8				3	5	3				1			1						1				3					1	1	
S9					1					1			1															1		
TOTAL	24	6	1	23	7	4	16	5	3	8	4	3	25	2	2	2	1	1	3	0	0	0	5	0	0	2	0	7	4	
%	.37	9	1.5	35.5	11	6	41	13	7.5	20.5	10.5	7.5	76	6	6	6	3	3	37.5	0	0	0	62.5	0	0	15.5	0	54	30	

Table 30

Types of revision made by the subjects at the word (W), phrase (PH), clause (C), sentence (S), paragraph (PG), and surface (SF) levels in the second revision

LEVEL OF REVISION	ADDITION						DELETION						SUBSTITUTION						REORDERING						REWRITING					
	W	PH	C	S	PG	SF	W	PH	C	S	PG	SF	W	PH	C	S	PG	SF	W	PH	C	S	PG	SF	W	PH	C	S	PG	SF
S1	4	1				1	5	1	2		1	1	8	1				1	1				1							
S2*																														
S3	11	1	1	3	2	1	6	1	1	1	6		6	1			1		1		1	2	1						1	
S4	1	1	1		3				1	1	1									1	2	1	2	1				2	2	
S5	2	1		1		2	1	1	3	3													1							
S6	1	1		1	2		1	1		1	1														1		1	1		
S7	3																													
S8	4	2	1			3	5		1		1	2	5		1															
S9							5						5																	
TOTAL	26	6	2	5	7	7	18	3	3	2	7	1	27	1	1	0	0	3	2	1	0	0	3	4	0	0	0	4	4	
%	49	11.5	4	9.5	13	13	53	9	9	6	20	3	84.5	3	3	0	0	9.5	18	9	0	0	27.5	36.5	0	0	0	50	50	

*This subject said that his compositions was good enough.....(see his text)

APPENDIX J - Grading Guidelines and Grades Given by Independent Raters

I - Grading Guidelines Used by the Professor in Charge of the Writing Course to Grade the Subjects' Compositions

clear introduction	1,5
clear discussions of the problem	1,5
proposal of solution	1,5
conclusion	1,5

sentence structure

clarity   1,0

appropriate use of connectors

coherence of ideas	1,0
good vocabulary choice	1,0
appropriate grammar, spelling and punctuation	1,0
total	**10,0**

II - Grades Given to the Original Compositions and Their Revised Versions by the Two Independent Raters

Table 31
Grades Given by Independent Raters

	RATER 1			RATER 2		
	ORIGINAL	REVISON 1	REVISION 2	ORIGINAL	REVISION 1	REVISION 2
S1	5,4	4,6	7,0	6,0	4,0	6,0
S2	5,5	6,7	5,5	6,0	5,0	5,0
S3	8,7	6,2	9,1	6,5	6,5	8,5
S4	6,1	8,5	7,8	7,0	6,5	6,5
S5	8,0	7,4	6,3	7,0	7,0	7,0
S6	6,1	9,4	7,5	5,5	6,0	8,0
S7	8,5	6,0	5,1	3,5	6,0	7,0
S8	9,5	9,0	9,0	7,0	7,5	7,5
S9	9,5	8,2	9,0	6,5	6,5	7,0