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PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA CORRESPONDENTE

DIFFERENCES AND SIMILARITIES IN SELF-REVISION
ACROSS PORTUGUESE AS A NATIVE LANGUAGE AND ENGLISH AS A
FOREIGN LANGUAGE

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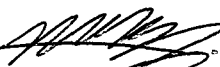
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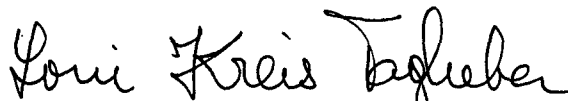


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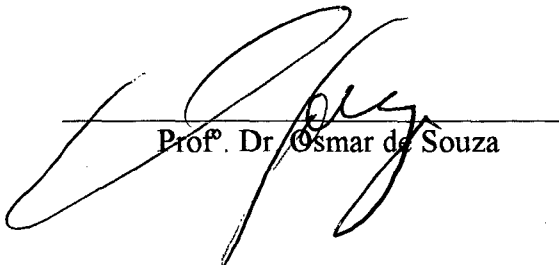
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*To my mother
and to Aninha
who made it all possible.*

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ABSTRACT

DIFFERENCES AND SIMILARITIES IN SELF-REVISION ACROSS PORTUGUESE AS A NATIVE LANGUAGE AND ENGLISH AS A FOREIGN LANGUAGE

MARIA ESTER WOLLSTEIN MORITZ

UNIVERSIDADE FEDERAL DE SANTA CATARINA

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Supervising professor: Hilário Inácio Bohn

The present study aimed at investigating the differences and similarities between self-revisions made by undergraduate Brazilian EFL students in Portuguese as a native language and in English as a foreign language. In order to pursue the purpose of this work, all kinds of revision made by the subjects were verified. The subjects wrote and later revised two compositions in their native language and two in the foreign language. The revisions were analysed according to three main categories: type of revision, level of revision and purpose of revision. The comparison between first drafts and revised versions of the compositions written in Portuguese and in English reveals striking similarities across languages. When revising their texts, the subjects were able to correct some of the problems encountered in the original versions. However, most problems remained and new problems were generated. Moreover, similarities concerning discourse features were also observed across the two languages. Summing up, the subjects of this study seem to show a lack of competence in the skills of writing and revising in both languages. Generally speaking, texts were poorly written and poorly revised. The final outcomes show problems of several kinds, the most impressive ones being related to content and ideas. The results obtained in this study lead us to believe that composition teachers need to approach writing and revision thoughtfully and carefully so that students can assimilate these processes accurately and can build up strategies that will help them develop better these skills.

RESUMO

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Este estudo objetivou investigar as diferenças e semelhanças que alunos brasileiros universitários de Inglês como língua estrangeira apresentam ao revisar individualmente textos escritos em Português como língua materna e em Inglês como língua estrangeira. Para tanto, todos os tipos de revisão efetuados ao longo do processo foram verificados. Os sujeitos escreveram e posteriormente revisaram duas composições na língua materna e duas na língua estrangeira. As revisões foram analisadas de acordo com três categorias principais: tipo de revisão, nível de revisão e propósito da revisão. Através da comparação entre os textos originais e os revisados em Português e em Inglês, foi encontrada grande semelhança entre as línguas. Ao revisar seus textos, os sujeitos corrigiram alguns dos problemas presentes nas versões originais. Entretanto, a maioria dos problemas foi mantida, e novos problemas foram gerados. Adicionalmente, semelhanças com relação a características discursivas também foram observadas nas duas línguas. Resumindo, os sujeitos deste estudo parecem apresentar falta de competência nas habilidades de escritura e revisão em ambas as línguas. Em termos gerais, os textos foram mal escritos e mal revisados. Os produtos finais mostram problemas de vários tipos, sendo os mais notáveis relacionados a conteúdo e idéias. Os resultados obtidos neste estudo nos levam a crer que professores de escritura devem abordar a escrita e a revisão de maneira atenciosa e cuidadosa para que os estudantes possam assimilar estes processos precisamente, e possam construir estratégias que os ajudem a desenvolver melhor estas habilidades.

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CHAPTER I

INTRODUCTION

The study of the acquisitional process of writing skills is by no means new. During the course of the century, many works dealing with this subject have emerged. Until quite recently, composing was concerned with the written product. The view of writing was associated with the idea of a mechanical activity, reflecting the assumption that "good writing is a matter of producing well formed sentences, of choosing apt words and expressions" (Witte, 1985: 252).

However, as Zamel (1982) asserts, the focus on the students' composing in both first language (henceforth L1) and second/foreign language (henceforth L2 and FL, respectively) has shifted: now attention is given to the process of writing rather than to written outcomes. This paradigm of writing does not only take into account "the act of writing itself, but prewriting and rewriting, all of which are interdependent" (Zamel, 1983:196). Writing is therefore, viewed as a recursive process.

According to this perspective, after devoting five years of studies within the area of protocol analysis in writing, Flower and Hayes (1981) proposed a process model of composing which has significantly contributed to the understanding of writing. The model is divided into three main processes: planning, translating and reviewing.

During the planning stage, writers generate ideas and organize them according to the goals they set for a given assignment. Translating regards the process of expressing meaning into visible language, requiring the writer to meet syntactic and lexical demands according to plans set out, to the expression of ideas and to readers' constraints. The process of reviewing encapsulates evaluation and revision, whose main

feature is that of matching the text so far produced with the content and structural characteristics planned for.

According to research in the area, skilled writers spend more time revising than writing their first drafts. Additionally, the literature also shows that it is at this level that writers make all kinds (surface and global) of improvements (Zamel, 1983; Hayes et al, 1987; Matsuhashi & Gordon, 1995; Dellagelo, 1997). It has therefore been suggested that composing instructors should encourage their student-writers to produce several drafts of their written assignments as a way to improve their texts and their ability to produce texts.

Given the importance of revision in the process of writing, Hayes et al (1987) proposed a process model of revision, which has lately attracted the attention of researchers in both L1 and L2/FL writing.

Revision, as stated by Flower et al (1986: 16), is “a perplexing subject” in that revising may result in changes at several levels, such as: rewording, restructuring, reorganizing or even re-conceptualizing the whole discourse. However, some students and even some teachers have a misleading view of this activity. They acknowledge it as being a mechanical task of grammar, spelling, lexical correction and proofreading.

The literature in revision (i.e. Flower et al, 1986) points out that there is a difference between the quality of the revisions made by expert and novice writers. Expertise leads to more effective revisions in that these revisers tend to make changes at a global level, while novice writers have the tendency to revise their texts superficially, at the level of word or, at the most, at the level of the sentence. In other words, experienced writers rethink their texts in opposition to novice ones who simply fix them.

Kroll (1990) assures that “for those engaged in learning to write in a second language, the complexity of mastering writing skills is compounded both by the difficulties in learning a second language and by the way in which first language literacy skills may transfer to or detract from the acquisition of second language skills” (p. 2).

Contrastive rhetoric studies have been, since the 60s when Kaplan (1966), wrote a seminal article on the topic, investigating composing patterns and styles in several distinct cultures and linguistic backgrounds. Most cross language studies seem to support the contention that writers are likely to transfer composing abilities and strategies, whether good or inadequate, from their L1 to their L2/FL (Chelala 1981, Edelsky 1982, Lays 1982 apud: Hall 1990; Friedlander, 1991; Connor, 1996).

Due to this interrelation between first language and second/foreign language writing skills, process-oriented researchers have been concentrating some of their effort in examining composers and their L1 and L2/FL texts. Despite this correlation in cross-language composing, few studies have dealt with this relationship in different revising situations.

Considering the importance of this topic and the gap existent in the literature, specifically in the Brazilian context, it is believed that this issue deserves attention from researchers. To this end, the present study intends to answer the following research question:

What are the differences and similarities between self-revisions made in Portuguese as a native language and in English as a foreign language?

In order to pursue the purpose of this work, the following specific questions must also be investigated:

- 1) *What kinds of revision do students make of their own texts written in the L1?*
- 2) *What kinds of revision do students make of their own texts written in the FL?*

The present study, therefore, addresses the question of how university student-writers behave while revising texts in both their native language and in English as a foreign language. Precisely, this research aims at investigating self-revision in controlled L1 and FL writing assignments.

Among the several empirical studies dealing with the process of revision, as far as my knowledge is concerned, to date, very few cross language studies have been carried out, especially with Brazilian subjects. Additionally, the studies comparing and contrasting revising across languages are expected to contribute to a better understanding regarding the ability that the same writer demonstrates in revising in L1 and in the FL. Furthermore, we hope that the results of the present study positively influence teachers and instructors in their view on the importance of the cognitive processes of composing and revising. Thus, this research attempts to contribute with empirical support to those who favor formal writing instruction.

This study is divided into five chapters. Chapter I introduced the reader into the topic to be investigated, provided its context with the available literature, and oriented the reader toward the research questions of the study. Additionally, the significance of the study was presented.

Chapter II discusses some relevant bibliography to the present study, together with previous research findings, and presents a detailed description of the cognitive model of revision proposed by Hayes and his collaborators (1987).

Chapter III specifies methodological aspects of the study, including a description of the subjects as well as of the materials and procedures used in the data collecting. In addition, it offers an account on how the analysis of the data will be approached.

Chapter IV is devoted to the discussion of the results obtained in the present research. This chapter addresses the research questions posed in the introduction.

Finally, chapter V concerns concluding remarks, limitations and pedagogical implications of the study, and suggests further research in the area.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter discusses the theoretical background around which this study is developed. It is divided into two sections. The first one presents an overview of the literature regarding the process of revision and the second one addresses contrastive studies in writing.

2.1. The Revision Process

Theory and research recognize the important role that revision has ever played within the writing process. However, student writers seem not to acclaim its unchallenged significance (Ferris, 1995). Actually, in their view, it has been disregarded and not taken seriously as part of the ongoing process of composing.

Leffa (1995) states that the great majority of students seem to confuse revision and correction. They see revision “as a resource to be used when something goes wrong in their first attempt to write” (ibid: 02). The result of this misleading view of revision leads them to fix superficial text problems only and leave global problems, such as cohesion, coherence, logic/argumentation, aside.

This misunderstanding of the revision process may also reflect students’ perception of writing as a mechanical activity of transcribing ideas previously raised, in outlines for example, into visible language.

However, writing is not conceived as a linear stage task anymore. Similarly, the teaching of writing is no longer developed around Rhoman’s (1965) pre-write, write and

re-write model or around Britton et al's (1975) model of conception, incubation and production.

It seems though, that this new conception of writing is ignored by student writers. As a consequence, writing is still considered painful and time-consuming.

Much of the difficulty of writing may derive from the activities that composers must perform at a time. In text production, writers must express a main idea, develop it in a cohesive and coherent way by relating it with secondary ideas that are likely to come out, and divide them into paragraphs, sentences, and words.

Given this complexity, rhetoricians and composition professionals wondered whether a linear stage model could account for all the density of composing.

Therefore, after vigorously debating on the topic, they came to the conclusion that writing would be better explained if there was a shift in its approach. In 1981 then, after five years of thinking-aloud protocol research with results indicating that writers are continuously planning (pre-writing) and revising (re-writing), Flower and Hayes wrote a seminal article on their view of writing as a process as opposed to product, which has been influencing the present understanding of composing.

Within this new paradigm, there is no linearity during composing. On the contrary, this cognitive activity is a combination of several processes which can be simultaneous and highly recursive. Additionally, the writing task is no longer seen as a mechanical activity of putting ideas previously raised on paper, but one of thinking.

A process-oriented understanding of composing sees planning, translating and reviewing as inherent parts of composing, or as processes which are guided by the purposes and the exigencies imposed by a given written assignment, as one can see in the model reproduced as follows.

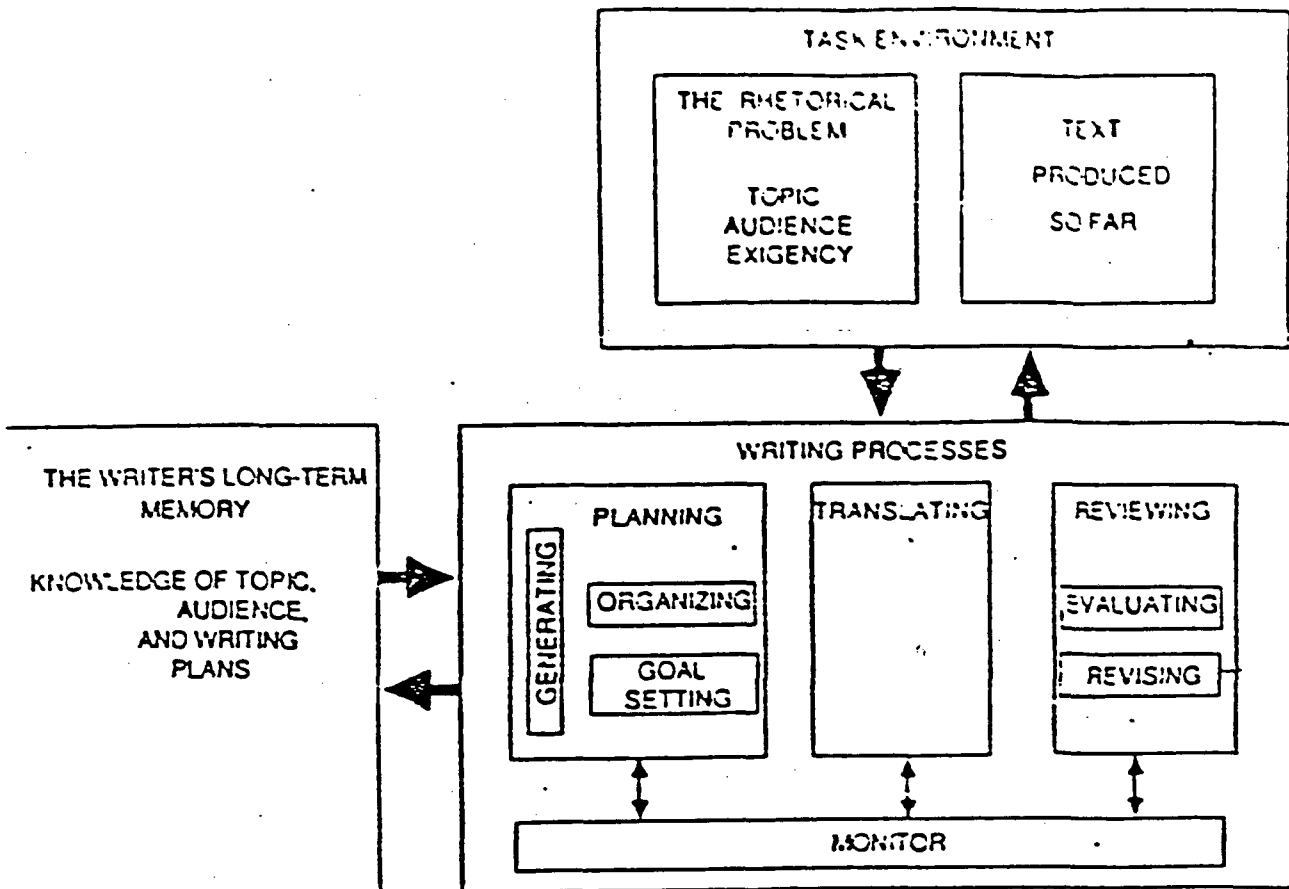


Figure 1 – Process model of composing (Flower & Hayes, 1981)

This model consists of three major components: **task environment**, the **writer's long-term memory**, and the **writing process**. Each of these components encapsulates other sub-components.

- The **task environment** component comprises i) the **rhetorical problem**, which in turn, comprises the **topic**, the **audience** and the **exigency** established by a given assignment, and ii) the **text produced so far** in response to the rhetorical problem.

- The **writer's long-term memory** component is where knowledge about the topic, the audience and the plans elaborated in one's mind, resulting from the exigency settled by a task, are stored.
- The **writing process** component, which is under the control of a **monitor** that determines when the writer moves from one process to the next, deals with writing processes themselves - **planning, translating** and **reviewing** – each of which encompasses other sub-processes.
- **Planning**: This process involves **idea generation**, which is when writers retrieve from long-term memory the information they find relevant to a specific assignment. The information is sometimes so well organized in one's memory that it comes to the mind of the writer almost as "text". Other times, however, the composer's thoughts are fragmented, disconnected and/or even contradictory. In this latter case, **organizing** plays an important role by engaging writers in thinking and in discovery, since it is at this moment that they group ideas together and make new connections. The result of this thinking is the establishment of connected and coherent discourse, which is then organized in terms of main ideas, subordinate ideas, ordering of the text, etc. **Goal setting** is a sub-process created by the writer which is likely to be changed during the entire ongoing process. Just as ideas are generated according to the goals settled by writers, which in turn depend on the rhetorical problem, those ideas may guide them to new and more complex goals.
- **Translating**: This process happens under the guidance of the information generated during planning. At that moment, writers express their ideas in print. This requires choice at both syntactic and lexical levels. Translating thus, involves the process of transforming ideas into meaningful linear pieces of language.

- **Reviewing:** Reviewing may occur at any time during the writing process, sometimes interrupting any other process. It may even happen before the translation process. In noticing that the ideas to be included in the texts are not relevant in relation to the goals settled for a given assignment, one may decide to go back to planning even before translating. Other times, it may happen that when one reads the text so far produced, s/he notices that the intended message did not go through. At this point, reviewing takes place. This process entails two sub-processes: **evaluating** and **revising**. Writers evaluate their texts against criteria which vary from mechanics to content. Intentions, as previously mentioned, are also taken into account. In case the writer sees, during evaluating, any dissonance in relation to intention versus execution, revision is likely to be carried out. Revision, is an activity which requires attention and dedication, since it is the process which “gives the product its final shape” (Haberlandt, 1994).

Just as the model of cognitive processes in composing emerged from protocol data, the model of revision was induced from the same method. The **revision process** (Flower & Hayes, 1986) is an extension of Flower & Hayes’ (1981) **Review** process included in the cognitive process of writing. The model of cognitive processes in revision is an attempt to render the authors’ broad notion of revision into more explicit description of the thinking processes the activity demands.

Before Flower & Hayes’ (1986) proposal of a cognitive process of revision, the most complete model of revision was Scardamalia & Bereiter’s (1983) C. D. O. (compare, diagnose and operate) model. According to these authors, writers build a mental representation of the text they intend to produce. During the course of

composing, however, another representation is constructed, namely, the text written so far. Incongruencies between these two representations trigger the C. D. O. process.

In conformity with the C. D. O. process, Flower & Hayes' model of revision accounts for the dissonance between intention versus execution. However, these researchers believe that such a phenomenon does not describe all the possibilities that may activate revision, which in their opinion can be of three kinds: 1) intention versus execution, 2) rejection of initial plans, and 3) spelling, grammar and clarity.

Flower & Hayes' model divides the revision process (figure 2) into two main components: the processes in which revisers engage (on the left), and the knowledge which both influences and is influenced by the processes (on the right).

The first process illustrated in the model is **task definition**, a process which is the basis of all the other processes that take place during the course of revision. This process seems to reflect the reviser's perception of revision, in that it is at this moment that s/he defines the purpose of revision, which can be directed to the level of the text as a whole or simply to proofreading.

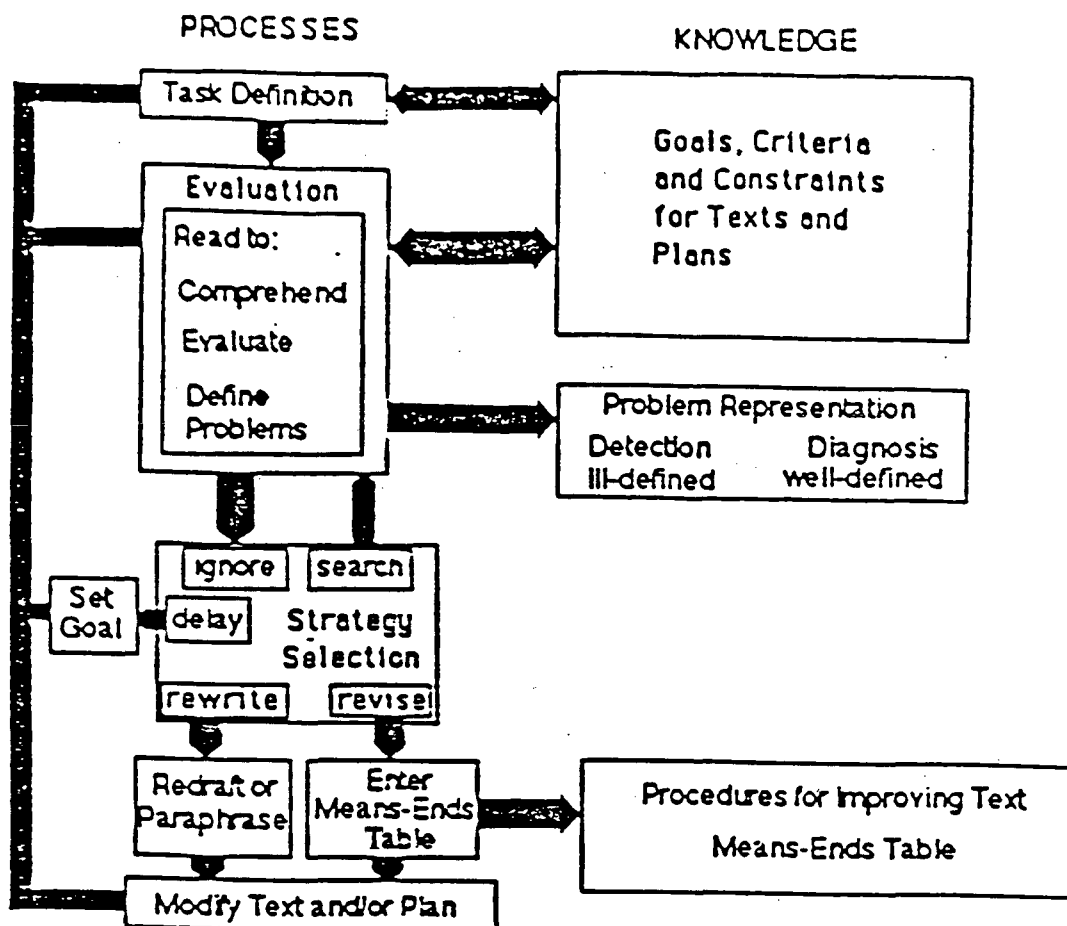


Figure 2 – Process model of revision (Hayes et al, 1987)

Task definition also controls the **goals** that will orient the revision, and the **criteria** and the **constraints** that will define acceptable **texts and plans**. However, it does not mean that the goals, criteria and constraints established by the task definition cannot be modified during the course of revision.

Evaluation is the moment in which the reviser applies the goals and criteria established in the task definition to texts and plans. This process entails different kinds of reading: reading for comprehension, reading for evaluation and/or for problem definition.

Reading for comprehension is a sub-process in which revisers try to build a mental representation of the meaning of the text. Figure 3 shows the levels of processing that occur in this type of reading. Although this figure is linear, it is not meant that the sub-processes happen in this sequence. More accurately, they may occur in any order.

Although this task does not aim at evaluating or defining text problems, reading for comprehension can lead to the detection of some problems. The right-hand side of figure 3 indicates that problems of spelling, grammar and errors of fact can be defined during comprehension when the reader attempts to respectively decode words, apply grammar knowledge and use schemas and world knowledge.

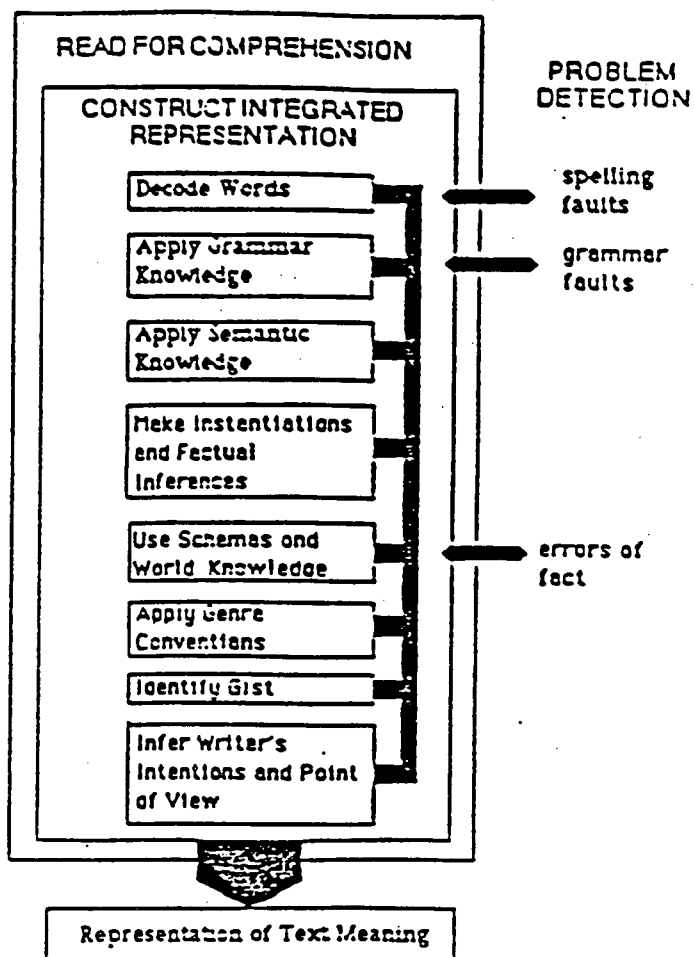


Figure 3 – Model of reading comprehension process (Hayes et al, 1987)

Reading to evaluate and/or to define problems is still reading for comprehension, but readers adopt additional goals for the task, namely, the goal of detecting text problems, the goal of fixing the text problems, and depending on the expertise of the reviser, the goal of shaping the text according to audience.

As shown in the right-hand side of figure 4, one can notice that revisers indeed commit themselves with detection of problems. Additionally, the left-hand side shows that while searching for improvements, revisers make discoveries of several levels.

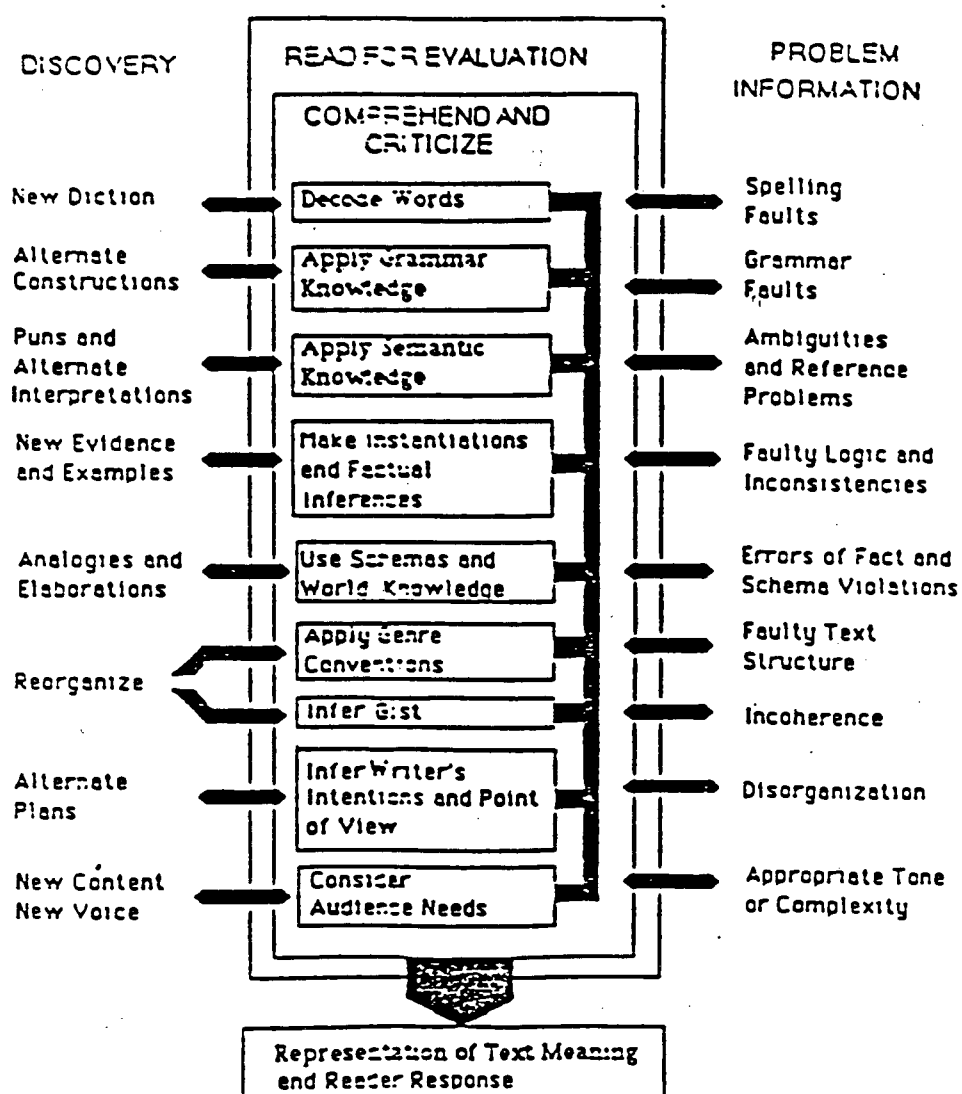


Figure 4 – Model of reading to evaluate (Hayes et al, 1987)

Problems representations, which result from the process of evaluation, are necessary preconditions for the revision process, since revision cannot proceed until the reviser perceives that the text, or a plan for producing a text has problems.

Problem representations are not always accurate though. As figure 5 indicates, they may vary along a continuum of specificity which goes from ill-definedness to well-definedness. While at the ill-defined end of the continuum are simple detections of problems which are recognized, but whose nature are unclear, at the well-defined end of the continuum are clear problem representations for which revisers usually have the diagnosis. Between these two ends are representations which contain some information as to the nature of the problem, but not precise enough to enable the reviser to come up with a diagnosis.

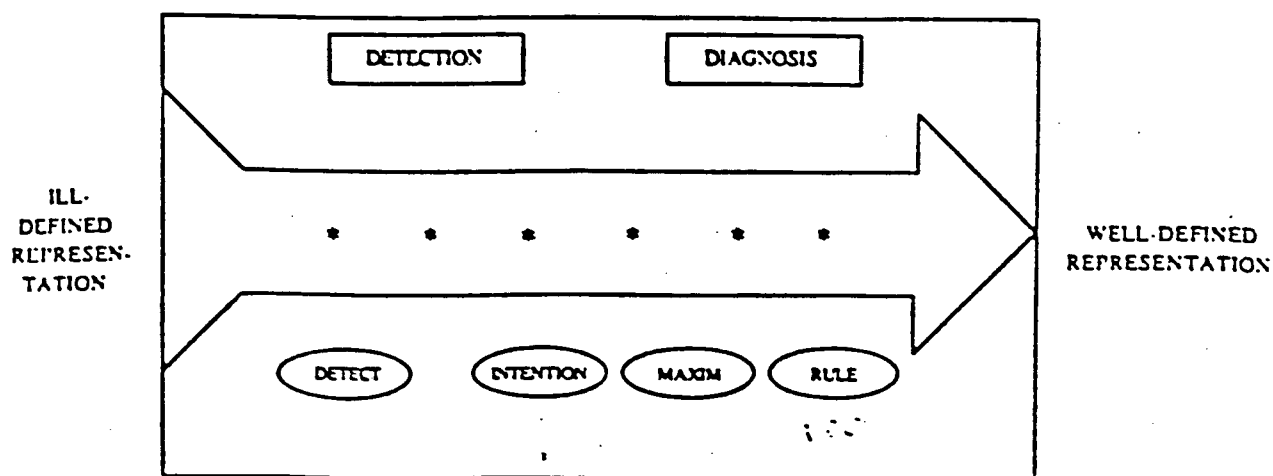


Figure 5 – model of problem representation continuum (Hayes et al, 1987)

Strategy selection is the next step in the process. Two main kinds of strategies are available: 1) those that modify or control the revision process per se, and 2) those that modify the text.

Within the strategies that modify or control the revision process, we can name **ignore, delay and search**. **Ignoring a problem** is a strategy selected when revisers have ill-defined representations, or when they find the problem not worth of attention. **Delaying action** usually occurs when reviewers separate the revision into two steps, prioritizing certain aspects at the expense of others. One may decide, for example, to revise surface problems before revising global ones. **Searching for information** may occur when revisers detect problems, but are not yet able to prompt a solution to the inadequacies detected. The use of such a strategy is to have a better definition of the problem represented.

In deciding to modify the text, revisers have two main options: **revising and rewriting**. **Revising** refers to the strategy selected when reviewers have a good definition of the text problems and are able to fix them. This sub-process takes place when revisers believe that much of the text can be saved. A **means-ends table** describes the problems detected (**the ends**) by a given reviser as well as the strategies used to solve these problems (**the means**).

Rewriting relates to the strategy of abandoning most of the original text by extracting only its gist, which is then re-elaborated in different wording. The reviser spends no time on the faulty text. Therefore, nothing else than meaning is preserved. **Rewriting** can be done at a relative local level, when the reviser's goal is to preserve the text's meaning by **paraphrasing** individual sentences or even clauses and by expressing the same meaning in different words or in a different surface structure; or at a global level when the reviser **redrafts** the whole text or, at least a large section of it,

due to her/his perception that the text has so many problems that revising is not worthwhile or to her/his lack of a diagnosis on the problems existent. **Redrafting** thus, is not guided by the diagnosis of the problems detected. The writer goes back to the processes of planning and translating and shapes her/his text into a different syntactic and semantic representation.

Summing up, given the importance of reading within the revision process, it seems licit to say that effective revision clearly depends on the interaction between the reader and the writer embodied in the same individual person. According to Gehrke (1993), there exists a positive correlation between quality of revision and competence in reading.

Most research in the area of revision is developed around studies comparing the expertise of writers. The literature reviewed for the present study states that composers differ in the amount of revising they do as well as in the aspects they tend to attend during revision. Proficient writers devote more time to revision than novice writers do. Pianko (1977 in Hayes et al, 1987), in a research carried out with college freshman writers, observed that these students spent less than 9% of their composing time to revise. Matsuhashi's (1995) and Hayes et al's (1987) findings in research conducted in this area demonstrate that novice writers make eminently surface-level repairs as opposed to proficient composers who tend to attend to more global revisions. Additionally, they perceived that the greater the proportion of time devoted to revision, which is the case of proficient writers, the better the quality likely to be achieved in the revising activity, a contention which is common sense in the literature. Actually, research indicates that expert writers spend more time revising than writing the original versions of their texts.

Bracewell, Scardamalia & Bereiter (1978), in a comparative study between fourth, eighth and twelfth graders, reported that fourth grade students rarely devote any time to revision, while eighth and twelfth graders do. However, with negative effects for the former and not significant positive effects in the case of the latter.

Sommers (1980, in Hayes et al, 1987) also compared experienced and inexperienced writers, and found that novice composers “understand the revision process as a rewording activity.... They concentrate on particular words apart from their role in the text”. As opposed to them, experienced writers “describe their primary objectives when revising as finding the form or shape of their argument”, along with “a concern for their readership” (p. 177).

Hayes et al (1987) contend that revisions happen in different situations: those made by external readers, and those made by the writer her/himself. In the first situation, revisers have limited access to the plans of the writer. Still, if the text is clear, they can make helpful comments. However, in case the text is badly written, this fact may enable the reviser to have the minimum information necessary to carry out an effective revision, regardless of her/his ability.

Contrary to that limitation, revisers of their own texts have a very explicit representation of their plans and intentions. However, the literature suggests that writers have difficulty detecting faults in their own texts. It appears that revisers of own texts are so committed to their texts that they find it difficult to detect eventual problems.

2.1.2. Self-revision

Within the two situations cited above in which revision occurs, researchers tend to prioritize revisions of a third party, namely: peer collaboration and teacher feedback.

Self-revision is a bit neglected. As far as our knowledge concerns, the few studies conducted in this area, are contradictory.

Leffa's (1995) findings along with Dellagnelo's (1997) results indicate that writers benefit from self-revision. However, a study conducted by Silveira (1998) suggests that composers do not profit from the revisions they do of their own essays.

Additionally, according to Dellagnelo&Tomitch (1999), who conducted a study on students' preferences as to strategies of revision, self-revision is not valued by students. They report a difficulty to detect problems in their own texts. Not surprisingly they all agree that the teacher feedback is the strategy which may prompt the most positive results to text production

However, since we believe that self-revisions precede external ones, it appears that they deserve some more specific attention in the sense of finding out what revisers tend to favor in their own revision processes so that, if necessary, writing instructors can interfere in their processes and help them understand the imperative importance of self-revision.

2.2. Contrastive Studies on Writing

Contrastive rhetoric dates back to the 60s. Robert Kaplan is one of the names of reference on the topic. This scholar's initial goal was to detect rhetorical differences between texts written in English (L1) and in several other languages as L1. In analyzing these texts, Kaplan (1966 in Connor, 1996) came to the conclusion that writers from different languages and cultures differ in the way to approach composing. Although this article has received much criticism, it gave birth to further discussions on the topic of cross-cultural studies on writing.

The two last decades, have been especially fertile in the number of contrastive studies (Silva, 1993; Leki, 1991; Taylor & Chen, 1991; Connor & Lauer, 1988; Reid, 1988). The English language, probably due to its status as the international language, has been the one that has attracted most attention from researchers. In Portuguese, however, very little has been published within the international scope in this specific field of contrastiveness in writing. Nevertheless, surveying Brazilian annals of congresses and periodicals, one can perceive that researchers have been working on differences and similarities between Portuguese and English at various levels (Oliveira, 1997).

Ulla Connor, in her recent book entitled *Contrastive Rhetoric: Cross-Cultural Aspects of Second-Language Writing* (1996) presents and comments on the results of several contrastive studies amongst which only one commentary addresses Brazilian-Portuguese, she reports a research carried out by Dantas-Whitney and Grabe (1989), comparing editorial texts of Brazilian-Portuguese and English. Findings indicate that Portuguese texts were less formal and more personal and committed than English writing. On the other hand, languages such as German, Chinese, Japanese and Spanish, among others, are repeatedly addressed. Connor's (ibid) review on contrastive writing includes studies such as the ones to be commented as follows.

Kaplan (1966) claims that Chinese writing, different from English writing, is indirect, avoiding expressing personal view and feelings. In studying Japanese composers, Hinds (1984,1990) found that writing in Japanese follows the "inductive" organizational pattern, in which the thesis statement is in the final position of a text, while in English, it follows the "deductive" pattern, in which the thesis statement is in the beginning of a text. By comparing compositions written in English by native

speakers and by Spanish speakers, Reids (1988) found that Spanish L1 writers “used longer sentences and used more pronouns than the native English speakers” (p. 52).

The American rhetoric, according to Oliveira (1997) is characterized by a reduced style, in which sentences incline towards a syntactic linearity, a style which typifies texts with less use of passive voice, less subordination (hypotaxis) and more coordination (parataxis). It does not mean, however, that American’s written texts are not a complex phenomenon. Generally speaking, according to Oliveira (ibid), American texts tend to be informatively oriented, text organization is objective and concise. Writers do not make many abstractions on the topic they write about. On the contrary, they mainly bring concrete facts to their writing.

In the Brazilian rhetoric, emphasis is put on the elaboration of texts. Brazilian writing is characterized by the use of refined lexis and by well elaborated syntactic structures, having writers privileging long sentences filled with parataxis and mainly with hypotaxis (Garcia, 1996 in Oliveira, 1997). Additionally, according to Pinto (1986), Brazilian writers tend to avoid markers of orality in their compositions. Nevertheless, Kato (1993) believes that in a country like Brazil, where so many people are illiterate and do not have access to the world of writing, the dissociation between written and spoken language may diminish along the time. For her, more markers of orality are likely to permeate written discourse in the future.

In anthropological terms, Bellei (1986) comments on the distinction raised by Lima (1954) between cultures based on the ‘ethos’ and cultures based in the ‘logos’. Bringing this into the area of rhetoric, while a culture of ‘ethos’, as the American one, values the thoughts related to action and production, a culture of ‘logos’, like the Brazilian one, merits the thought in itself, privileging the brain and its mental constructions. In other words, as Oliveira (ibid) puts it, Brazilian texts keep an

elaborated style in their search for intellectual complexity, as opposed to Americans, who maintain a concise style reflecting a society which values action and the efficiency of production.

There has been a shift from the traditional contrastive rhetoric paradigm and its pure linguistic framework to text analysis to a broader definition which accounts for sociocultural, generic, anthropological and other variables. Contrastive rhetoric was, at first, approached only in terms of contrastive analysis and error analysis, with a focus on the interlanguage of the writers' grammar and syntax, based on errors and problems encountered in texts. Contrastive rhetoric, just like contrastive analysis, error analysis and analysis of interlanguage, offers a theory about linguistic transference from L1 to L2 (Connor, 1996).

However, instead of investigating more on these questions, contrastive rhetoric moved on to differentiate discursive features of composing across different linguistic and cultural backgrounds. To date, although the former studies on contrastive rhetoric are still present in the literature (Hall, 1990), cultural and genre studies are more current.

Contrastive rhetoric, not only in Brazil but also worldwide, has been a very privileged sphere within professionals of composing. In stating that "language and writing are cultural phenomena" (Connor, 1996: 05), studies in this area investigate mainly the influence of the cultural background to which one belongs in text production. This cultural approach seems to be the differential of the new definition of Contrastive Rhetoric to the other contrastive studies of writing previously mentioned.

Within the new definition of contrastive rhetoric suggested by Connor (*ibid*), and extended from Kaplan's model (1966), this area of studies has been influenced by the theories presented in figure 6 as follows.

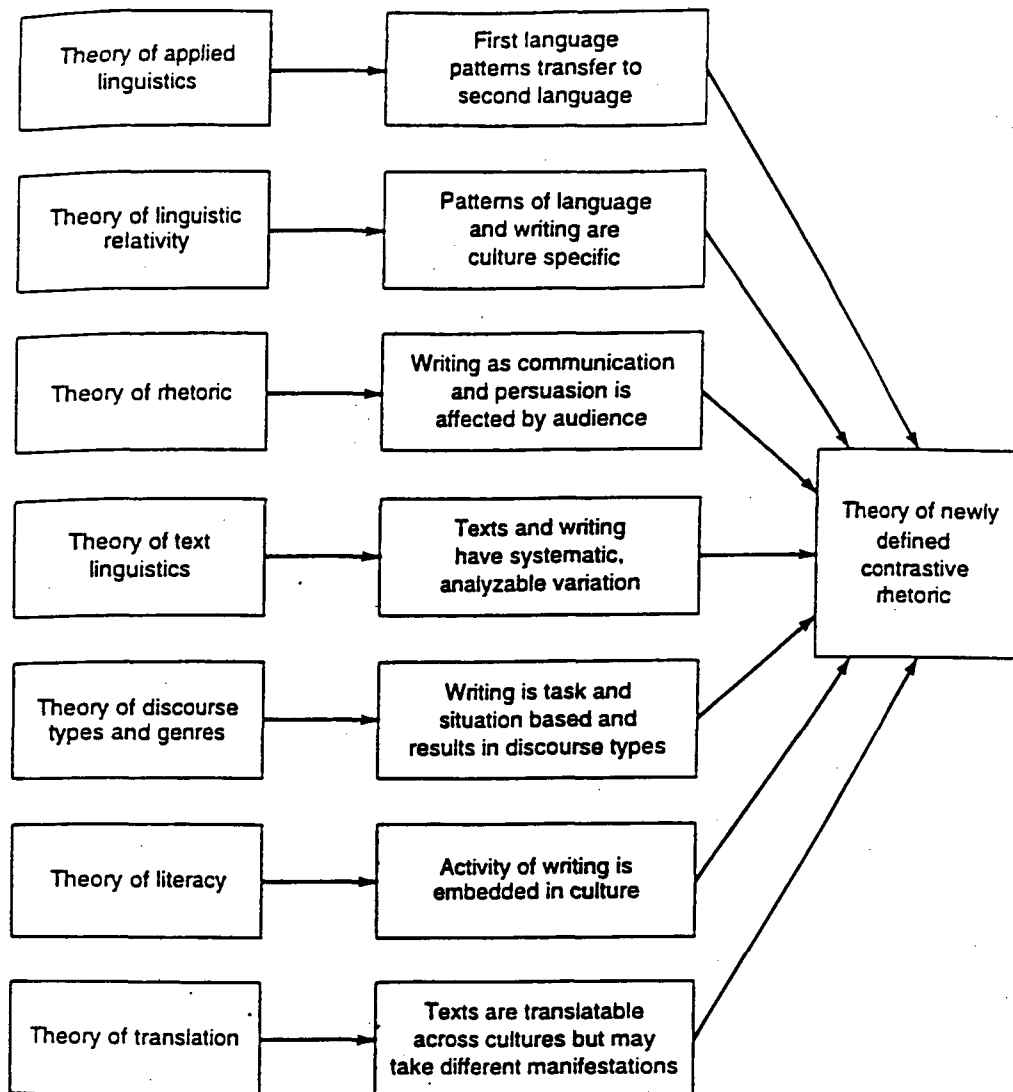


Figure 6 – Influences on Newly defined contrastive rhetoric (Connor, 1996: 9)

The cognitive aspects of writing as a process also influenced this new view of contrastive rhetoric. Flower & Hayes' (1981) proposal of composing as a discursive process which considers audience and situational constraints, for example, made it clear that a pure linguistic analysis of texts as products could not account for all the phenomena involved in composing. In other words just like writing cannot be

investigated out of context, contrastive rhetoric has to be grounded in discourse and its situational and cultural contexts (cf. Halliday, 1995).

2.2.1 Contrastive studies on writing and the process of revision

As it has already been mentioned, there are many studies within the Brazilian scope that have investigated contrastive rhetoric in different kinds of written assignments (Oliveira 1997; Almeida, 1987). However, to our knowledge, very few studies have been proposed in the comparison of the revision processes writers go through when working on their texts. Actually, the only one which came to our view is Hall's (1990) *Managing the Complexity of Revising Across languages*. Although it does not deal with Brazilian subjects, it also compares the self-revision process across students' first and second language. The article reports on four advanced ESL writers with different first languages background (Polish, French, Norwegian and Chinese) when writing in both English as a second language and in their native language. Subjects wrote two compositions in the L1 and two in the L2. Four categories of analysis were used: stage of revision (during the first or second writing sessions), level of revision (whether the changes occur at word, phrase, clause, sentence or paragraph levels), type of revision (addition, deletion, substitution, reordering and consolidation) and purpose of revision (informational, grammatical/mechanical, or cosmetic). Results indicate that subjects used only one system to revise across languages. In his article, Hall also mentions another study on revising across languages, conducted by Gaskill (1987: apud Hall, 1990), in which subjects wrote and revised in Spanish (L1) and in English (L2). His findings also revealed that subjects demonstrated similar writing and revising processes in both languages analyzed.

CHAPTER III

METHODOLOGY

The present study investigated the correlation of the process of self-revision in L1 and in FL texts. To this end, the current chapter describes the subjects who participated in the study along with an account of the criteria used in order to select a homogeneous group of subjects. The second section within this chapter addresses the procedures and the materials used in the data collection. Finally, the third section discusses how the data were analyzed.

3.1. Subjects

The subjects were five (05) undergraduate Brazilian EFL students, whose ages ranged from 21 to 25, regularly registered in the eighth semester of the Language Course (Portuguese – English) of Universidade Federal de Santa Catarina – UFSC. The course provides students with a degree in both their native language and in English. Since the whole program of Language consists of nine semesters, the present subjects were chosen from a population of advanced students, who had had, about one thousand and five hundred hours of exposure to English by the time the data were collected. These students were in the eighth semester of English, taking “English Teaching Methodology”. They were informed that a research in the area of writing and revision was to be carried out at the university and they were invited to participate. All students accepted to collaborate. The subjects were not naive as to the general purpose of the study, however they agreed in not getting into specificities. They were assured that their

privacy would be preserved. Additionally, as a means of encouraging them to participate, the teacher in charge of the subject matter dismissed them from one test in the semester, since it was believed that this would be an extra boost to their motivation to fully engage in the tasks of the experiment.

Regarding writing experience, the Language Course provides students with instructions involving reading, discussion of texts, skimming, scanning, etc., and pre-writing, writing, revising in both languages. Therefore, it seemed likely that students at this stage of their language education are able to produce written texts with a certain level of competence.

As a means of having a homogeneous group, all participants of the study were required not to have had previous specific experience or instruction in English as a foreign language or in writing outside the university, the latter being either in the mother tongue or in the FL. In other words, before entering the university, the subjects who took part in this study had never been in a FL classroom or in a composing training course before.

3.2. Materials, Procedures and Data Collection

The main task of data collection was the writing of four compositions and the subsequent self-revisions. Out of these four compositions, two were written in Portuguese (their mother tongue) and two in English (the foreign language). As a means of avoiding topic variables to interfere in the results of this study, the writing assignments were consistent in the sense of having one same topic being discussed in the two languages. The topics focused on language and on discrimination. The texts were written and revised in the following order: 1) "A linguagem como

barreira/caminho ao sucesso”, 2) “Language as a barrier/facilitator for international understanding”, 3) “O aspecto financeiro na criação da cidadania”, and 4) “Prejudice and its side-effects”.

The “English Teaching Methodology” group used to meet three times a week for 100 minutes each time. The present study was developed during one month. Twice a week, on Mondays and Thursdays, at the beginning of the class, the teacher gave subjects the necessary time to write their texts. They wrote a first draft on Mondays and revised them on Thursdays. There were no constraints on the length of the compositions. Similarly, time restrictions were not imposed. On Fridays, when the group had its third meeting of the week, the teacher gave them the title of the composition they would write the following Monday in order to provide students with opportunities for brainstorming and/or for gathering information on the topic.

After 8 writing sessions each subject had written 8 texts: four first drafts and four revised draft. For the revising activities, subjects were advised to check their work based on their own feelings about the texts they had produced up to the moment. Subjects were not specifically informed on what or how to revise their texts. The teacher simply told them to try to detect problems of all kinds and to try to solve them whenever possible. External help was not offered during this process. They were instructed to make the changes they found relevant to be made.

The data for this study were collected in class so that the researcher could minimize the interference of variables, such as external help or a big discrepancy between time allowed to write the first draft and the time allowed to revise the first draft. The teacher in charge of the group was also responsible for measuring time spans.

3.3. Data Analysis

The analysis of this study refers to the texts produced by the five subjects participating in this experiment on the investigation of how the process of revision varies across languages. The research pattern used in this study was primarily qualitative. However, some quantitative analysis of data were used as a means of comparing and contrasting the revisions performed by the students in the L1 and in the FL, which should contribute to a better understanding of the similarities and the differences that emerged in subjects' self-revisions across languages. Emphasis was also put on the improvements produced throughout the revision process.

All data were analyzed according to a framework based on research conducted by Hall (1990) and Dellagnelo (1997), consisting of three main categories: *type of revision, level of revision, and purpose of revision*.

The analysis of the revised texts under the light of types of revision encapsulates a) addition, b) deletion, c) substitution, d) reordering, and e) rewriting, while the investigation on levels of revision includes changes at a) word, b) phrase, c) clause, d) sentence, and e) paragraph levels. Purposes of revision are examined according to several sub-categories. Within 3 superordinate categories 1) content, 2) organization, and 3) writing conventions. The items comprised by each of the above purposes are as follows:

CONTENT	ORGANIZATION	WRITING CONVENTIONS
<ol style="list-style-type: none"> 1. inappropriate title 2. unfulfilled expectations 3. undeveloped idea 4. absence of important information 5. irrelevant information 6. ambiguity 7. repetition and redundancy 8. incoherence 9. non real information 10. use of informal language 11. unclear or incomprehensible idea 	<ol style="list-style-type: none"> 1. lack of introduction 2. lack of conclusion 3. lack of cohesive devices 4. wrong use of cohesive devices 5. lack of transitions 6. different ideas 7. related ideas 	<ol style="list-style-type: none"> 1. parallelism 2. vocabulary choice 3. word order 4. verb tense 5. verb form 6. subject-verb agreement 7. number 8. reference 9. conjunction 10. punctuation 11. spelling 12. pronoun 13. preposition 14. adjective 15. adverb 16. article 17. subject 18. absence or insertion of verb 19. capitalization

Since there is no way of comparing problems which are not common in the two languages, these are disregarded. Therefore, the possessive case, which was a recurring problem in the texts written in English, as well as problems of “acentuação gráfica” in the Portuguese language were not taken into account.

The present study addresses the results along with a discussion of the main findings of this study. It is subdivided into three subsections, in which section 1 attempts at answering the first specific question posed in the introduction of this study:

What kinds of revision do students make of their own texts written in the L1?

The following subsection seeks to responding to the second specific question:

What kinds of revision do students make of their own texts written in the FL?

And ection 3 covers the analysis of the data that provide the answer to the main research question of this study:

What are the differences and similarities between self-revisions made in Portuguese as a native language and in English as a foreign language?

CHAPTER IV

RESULTS AND DISCUSSION

The present study aimed at investigating the differences and similarities between individual revision in controlled L1 and L2 writing assignments. In order to accomplish this purpose five students were asked to write a first draft and a revised one of two compositions in the foreign language and two in the mother tongue.

The data in both L1 and L2 are analysed in light of the framework described in section 3.3, which includes: 1- types of revision, wherein addition, deletion, substitution, reordering and rewriting are investigated; 2- levels of revision, in which word, phrase, clause, sentence and paragraph are included; and 3- purpose of revision, which accounts for content, organization and writing conventions

The analysis was developed around the central research question: What are the differences and similarities between individual revision made in Portuguese as a native language and in English as a foreign language? As a means of pursuing the purpose of this work, this chapter is divided into three sections: in the first one, 4.1, results concerning L1 are discussed; section 4.2 accounts for the analysis of L2 writing. Both these sections are subdivided into two subsections in which we discuss type and level of revision, and purpose of revision. Finally, section 4.3. addresses a contrastive discussion of the composing processes of revision in the two languages, at the three levels previously mentioned.

4.1. L1 Revision process

This section aims at answering the following question: *What kinds of revision do students make of their own texts written in L1?* In order to pursue this goal, compositions written in the subjects' mother tongue and their respective revised versions were analysed. The titles of the texts were: "A linguagem como barreira/caminho ao sucesso" and "O aspecto financeiro na criação da cidadania".

4.1.1. Type and level of revision

Table 1 displays results concerning each type of revision students used to revise their compositions at different levels. It shows the total number of additions, deletions, substitutions, reordering and rewriting techniques detected in the revised compositions together with the percentage that they represent. Table 1 also shows the levels at which the revisions were made, and their respective percentages.

Table 1 – Types and levels of revision

TYPES OF REVISION	LEVEL OF REVISION						Percentage
	Word	Phrase	Clause	Sentence	Paragraph	Total	
Addition	24	06	15	18	03	66	34.5%
Substitution	27	05	09	07	02	50	26%
Deletion	15	-	07	08	02	32	16.5%
Rewriting	-	-	12	17	02	31	16%
Reordering	08	-	05	-	-	13	7%
Total	74	11	48	50	09		
Percentage	38%	7%	24.5%	26%	4.5%		

As can be seen in table 1, the strategy most favoured by the subjects was addition, (66 occurrences = 34.5%), being followed by substitution (50 occurrences = 26%). Additionally, a total of 32 deletions (16.5%), was made to the revised version 31 occurrences of rewriting (16%) were found, while reordering represented 7% (13 occurrences) of the total types of revisions encountered.

From the numbers presented in table 1, one can notice that changes at the word level represent 38% (74 changes) of the total number detected. The numbers concerning changes at the sentence and the clause level are similar, 50 modifications (26%) were made at the sentence level, while 48 were made at the clause level (24.5%). Regarding the phrase and the paragraph levels, 11 changes (7%) and 09 (4.5%) changes were respectively found.

Through the analysis of the first and the revised version of the compositions, it was noticed that the overall length ranged from 3 to 9 paragraphs. However, differences were detected between the length of the first and second drafts. As can be seen in the table presented before, paragraphs were added and deleted from the revised compositions, modifying therefore, their extension from first to second versions.

Examples of each type and level of revision are presented as follows, as well as some comments in regard to the effect caused by subjects' modifications to the revised compositions.

ADDITIONS: As can be seen in table 1, addition was the strategy most used by subjects in the writing process, representing a percentage of 34.5%. From the total of the 66 additions made to the revised versions, 24 (36%) were introduced at the word level, 18 (27%) at the sentence level, 15 (23%) at the clause level, 06 (9%) at the phrase level and finally, 03 (5%) additions were introduced at the paragraph level.

Some examples of additions produced by revision are displayed below:

Word and Phrase addition

Excerpt 1

1st draft: A cidadania está em voga. Desde a famosa campanha da cidadania criada por Betinho, essa palavra se tornou... “

Revised version: “ A cidadania está em voga. Desde a famosa campanha da cidadania contra a fome criada pelo sociólogo Betinho, essa palavra se tornou... “

Clause addition

Excerpt 2

1st draft: “Para equilibrar, aqueles com baixa renda passaram a ter mais deveres. A essência do que é cidadania diluiu-se.”

Revised version: “De outro lado, aqueles que possuem baixa renda, se veêm cercados de muitos deveres e se acostumam a isso. A essência da cidadania diluiu-se.”

Sentence addition

Excerpt 3

1st draft: “ Talvez não pareça tão claro, mas o sentimento de cidadão é essencialmente comunitário; ele diz respeito portanto, à manutenção a longo prazo da comunidade. Uma vez que nossa gente se vê forçada a pensar no “ pão de cada dia “ como prioridade sempre a beira de ser negada, o sentimento de construção do futuro se perde, perdendo-se assim a possibilidade de fortalecimento. Foi esse sentimento comunitário que uniu as tribos muçumanas na grande nação árabe com o advento do Islã.”

Revised version: “Talvez não pareça tão claro, mas o sentimento de ser cidadão é essencialmente comunitário; ele diz respeito portanto, à manutenção a longo prazo da comunidade . Uma vez que nossa gente se vê forçada a pensar no pão de cada dia como prioridade sempre a deriva, o sentimento de construção conjunta do futuro de todos (e mesmo do futuro particular) se perde, perdendo-se com ele a possibilidade de fortalecimento. Foi esse sentimento comunitário que uniu as tribos muçumanas na grande nação árabe com o advento do Islã. É ele que leva adiante as pessoas e permite a elas que se tornem humanas.”

Paragraph addition

Excerpt 4

Revised version: “ Sendo assim, e desde que se considere a cidadania com todos os seus prismas, considerando-se também o polimento das arestas desta cidadania que o indivíduo vai construindo no decorrer de sua vida, considero o aspecto financeiro um dos fatores que colabora na construção da cidadania, mas que também pode agir só, porém sempre em conjunto com outros fatores também importantes.”

In my view, the majority of the additions presented above cooperated to improve the quality of the revised compositions. In excerpt 1, for example, the

addition of the full-lined word “sociólogo”, in the revised version, introduced important benefits to it, since it adds relevant information concerning the person the writer is talking about, viz, his credential. Likewise, it seems that the phrase addition “contra a fome” not only clarifies the message the writer wanted to convey, but also helps the reader to activate the right schema regarding what comes next in the text. As we know, most of Betinho’s campaigns were devoted to hemophilia, not to hunger. It would be natural then, that readers would associate the campaign with the former topic.

In excerpt 2, both drafts seem a bit loose in that the writer does not make himself clear enough to make the reader fully understand the content of his message.

The addition made to the text shown in excerpt 3, can be considered an improvement to which the writer concludes his thought by bringing his voice to the text. However, not all additions contributed for a better textualization. The paragraph added to the end of the revised version, shown in excerpt 4, was meant to be a conclusion. The writer tries to link the title of the composition “O aspecto financeiro na construção da cidadania” with his arguments. Nevertheless, the paragraph is somewhat unclear and lacks development. Besides mentioning citizenship in all its “prismas” without explaining which kinds of perspectives he means, the writer does not explain to the reader the meaning he wants to convey through the clause “o polimento das arestas dessa cidadania”.

It seems to be difficult for the reader to understand the writer’s message, since the writer’s arguments are not very clear. In addition, the last part of the paragraph: “... mas que também pode agir só, porém sempre em conjunto com outros fatores também importantes” seems to be incoherent since the ideas are opposing. In my view, the subject does not end his composition with a suitable conclusion.

DELETIONS: According to the numbers presented in table 1, a total of 32 deletions was made to the revised drafts. A great number was made at the word level (15 = 47%), 08 deletions (25%) were made at the sentence level, 07 (22%) at the clause level, and 02 (6%) deletions were detected at the paragraph level.

Exemplification of some deletions detected is given below.

Word deletion:

Excerpt 5

1st draft: “ Analisando anacronicamente a História, percebemos que o ser – humano desde a Pré – História já se sentia tentado a estabelecer vínculos sociais com a natureza, com o seu próximo e com a divindade entendida por eles. Vínculos sociais que só eram possíveis devido a linguagem utilizada, no qual se incluíam sinais os mais variados.”

Revised Version: “Analisando anacronicamente a História, percebe-se que o ser – humano desde a Pré – História já se sentia tentado a estabelecer vínculos sociais com a natureza, com o seu próximo e com a divindade entendida por eles, vínculos que só eram possíveis devido a linguagem utilizada, na qual se incluíam sinais diversificados.”

Phrase deletion

Excerpt 6

1st draft: “ O exercício da cidadania é um aprendizado; leva tempo, exige certo grau de esforço pessoal por parte da pessoa.”

Revised version“ O exercício da cidadania é um aprendizado; leva tempo, exige certo grau de esforço pessoal.”

Clause deletion

Excerpt 7

1st draft: “A distribuição pouco igualitária de renda que temos em nosso país – em todos os países, alguns mais que os outros, claro – impede a maioria da população de exercer seus direitos.”

Revised version “A distribuição pouco igualitária de renda que temos em nosso país impede a maioria da população de exercer o direito a ter uma voz.”

Sentence deletion

Excerpt 8

1st draft: “ Em um programa de televisão, a entrevistadora estava tomando aulas de mergulho em uma piscina. Quando a entrevistada chegou, também foi para a água e tinha que adivinhar o significado dos sinais que a entrevistadora faria. O primeiro gesto foi o que, comumente, usamos para dizer “mais ou menos” em mergulho, trata-se de “você está mal” e implica em tomar um atitude rápida”. Os sinais usados por mergulhadores, por exemplo, se desconhecidos, podem causar efeitos negativos durante o processo de comunicação.”

Revised version: “ Os sinais usados por mergulhadores, por exemplo, se desconhecidos, podem causar efeitos negativos durante o processo de comunicação. Um gesto que comumente, usamos para dizer “mais ou menos” significa, sob a superfície da água, “você está com problemas” e implica em tomar um atitude rápida.”

Paragraph deletion

Excerpt 9

1st draft: “Não se faz um cidadão sem investimentos – duro, lá vamos nós falar de “dinheiro”: Se a cidadania é uma coisa que só pode ser exercida quando feita consciente, então o cidadão tem de ser despertado para essa consciência, e isso só pode ser feito através da educação. Educar é criar cidadãos.”

The examples displayed above show that most of the revised texts benefited from the deletions made. In excerpt 5, for example, the deletion of the word “sociais” from the revised version was positive since it avoided the useless repetition present in the first draft. Also, in the following excerpt (ex.6), it seems that by deleting the underlined phrase from the revised version, the redundancy “esforço pessoal por parte da pessoa” was avoided. Textuality was thus improved. In excerpt 7, the deletion of the underlined clause is positive in the sense that it avoids the informality expressed by ‘claro’ in the first version. Deletions shown in excerpts 8 and 9 also produced improvements. Excerpt 8 illustrates part of which mainly discusses the different types of language used to exchange information in different situations. The original version of this text, however, seems to flout a Gricean (1975) maxim, namely, the Maxim of

Relevance. In the revised version by deleting some irrelevant information included in the first paragraph and by rewriting it, the writer goes straight to her point, exemplifying the misunderstandings that may occur among interactants when one of them does not show the linguistic knowledge of a given discourse community. Similarly in excerpt 9, the writer also violates one of Grice's maxims. In this case, information included in the first version is repeated several times before this occurrence. It seems thus, that by deleting the paragraph in the revised version the writer manages to avoid the violation of the Maxim of Quantity.

SUBSTITUTION: Table 1 presents a total of 50 substitutions made from the first drafts to the revised versions. Results in table 1, show that substitutions at word level (27=54%) predominated in the compositions analyzed. Out of the 23 other substitutions, 09 (18%) were clause substitutions, 07 (14%) substitutions occurred at the sentence level, 05 (10%) at the phrase level, and 02 (4%) at the paragraph level.

Some examples of substitutions are presented below:

Word substitution

Excerpt 10

1st draft: " O papel do cidadão em uma sociedade envolve direitos e deveres."

Revised version: O papel do cidadão em uma sociedade compreende direitos e deveres."

Phrase substitution

Excerpt 11

1st draft: "... no caso do Islamismo, por exemplo, quem não tem um pé atrás quanto a ele como sendo religião de gente radical e intolerante?, quando na verdade é um sistema religioso muito mais tolerante que o Cristianismo quanto a outras crenças."

Revised version: "... no caso do Islamismo, por exemplo, quem no mundo ocidental não tem um pé atrás com relação aos povos mulçumanos como sendo gente intolerante e radical?, quando na verdade é

um sistema religioso muito que enfatiza a continuidade da experiência religiosa da humanidade através das diversas relações, sendo neste ponto muito menos radical que o Cristianismo.”

Clause substitution

Excerpt 12

1st draft: “ Quanto vale a cidadania? Uma contribuição de 50 reais compra uma prá mim?”

Revised version: “ Quanto vale a cidadania? Uma contribuição de cinquenta reais me dá direito a uma?”

Sentence substitution

Excerpt 13

1st draft: “ Muitos são os povos e muitas são as culturas baseadas no aspecto financeiro. Sendo assim, percebe-se que a cidadania envolve não só os costumes de um povo, mas também é envolvido pela cultura, que pode ser local ou não.”

Revised version: “ Muitos são os povos e as culturas que são construídas sob a óptica do aspecto financeiro. Desta maneira, o que se percebe é a construção de um cidadão indiferente aos demais aspectos da cidadania e extremamente materialista e escravo das coisas mundanas.”

Paragraph substitution

Excerpt 14

1st draft: “ E, por outro lado, há milhares de situações bem sucedidas graças ao bom uso da linguagem. Se durante uma viagem me perco em uma floresta e a civilização está muito distante posso esquecer as 4, 5, 6 línguas que conheço: o pedido de socorro eficaz vai depender de alguns galhos secos e muita fumaça. Ou então, se no meio da floresta a salvação está nas mãos de um nativo surdo-mudo os sinais com as mãos e os gestos falarão mais que as palavras.”

Revised version: “ Saber o que dizer e quando dizer não se aprende na escola, nem em qualquer outro lugar isoladamente. São conhecimentos que se incorporam no dia-a-dia e são postos a prova a todo instante.”

It appears that substitutions, as exemplified above, did not make for improvement of the revised texts. In the first two examples (excerpts 10 and 11), the writer substituted the word and phrase present in the first draft by a synonym in the revised version. Although we are aware that ways of saying express ways of meaning

(Clark, 1992), textualizations were not improved from these replacements. In excerpt 13, the substitution did not solve the problem regarding lack of development of the ideas presented to the reader; in the same way that the last clause in the first draft: “que pode ser local ou não” seems to be difficult to be understood by the reader, in the revised version, it is also not explained which are the other aspects of the citizenship the subject is talking about and what she means by “coisas mundanas”.

The only substitutions that brought about benefits to the revised version of the texts were the ones represented by excerpts 12 and 14. The clause substitution shown in excerpt 12, turned the revised version into a less informal text, and by substituting the paragraph presented in excerpt 14, the writer clears up the message she intended to convey.

REORDERING: Table 1 demonstrates that reordering was the type of revision less used by the subjects when revising their texts. Overall, 13 reorderings were detected, from which 08 (61.5%) at the word level, and 05 (38.5%) at the clause level. No occurrences of reordering at phrase, sentence or paragraph levels were found.

Examples are given as follows:

Word reordering

Excerpt 15

1st draft: “Com o passar do tempo o ser-humano foi aperfeiçoando a linguagem até descobrir que língua e linguagem eram diferentes.”

Revised version: “Com o passar do tempo o ser-humano foi se aperfeiçoando e à sua linguagem, até descobrir que linguagem e língua se diferenciavam.”

Clause reordering

Excerpt 16

1st draft: “ Direitos e deveres foram estabelecidos e o cumprimento deles protegidos ...”

Revised version: “ Estabelecem-se direitos e deveres, que são protegidos ...”

Through the exemplification previously presented, it appears that the changes prompted by the strategy of reordering did not produce positive effects to the final versions of students' composition. Since they did not affect the quality of the texts, they can be considered as stylistic and/or thematic changes.

REWRITING: A total of 31 rewriting occurrences was encountered in the revised texts. Most of them were made at the sentence level (17 = 54.5%), being followed by reordering at the clause level (12 = 39%) and at the paragraph level (02 = 6.5%).

The excerpts below exemplify some of these occurrences:

Clause rewriting

Excerpt 17

1st draft: “A competitividade nos faz mudar e agir rápido e consegue o atalho deste sucesso quem tem a agilidade de trilhar pelos caminhos da linguagem.”

Revised version: “ A competitividade nos faz mudar e agir rápido e consegue o sucesso mais fácil quem tem a palavra e a linguagem como seus aliados.”

Sentence Rewriting

Excerpt 18

1st draft: “ Na verdade, a linguagem por si não é uma barreira, o mal uso da linguagem, sim.”

Revised version: “ Na verdade, o que torna a linguagem uma barreira é seu uso inadequado.”

Paragraph rewriting

Excerpt 19

1st draft: “Também sabemos que por detrás de um Presidente, por exemplo, existe uma campanha publicitária que da mesma forma trabalha com o poder de induzir pessoas através da linguagem. Tudo se faz parecer ‘certo’ e as pessoas, até mesmo as instruídas, caem nesta armadilha. Quando um político dentro desses princípios adquire o sucesso e depois, em seu governo, percebemos que nada do que foi falado se cumpriu, sabemos de imediato que essa pessoa e sua campanha soube fazer uso adequado da linguagem.”

Revised version: “Alguns políticos, por exemplo, nem sempre tem um bom plano governamental mas que, juntamente com suas equipes, “ convencem “ as pessoas a acreditarem que eles são os melhores apenas com o uso “adequado” da linguagem. Muitas vezes acredita-se que apenas as pessoas menos instruídas caem nesta “armadilha” de palavras mas, isso nem sempre é verdade. Qualquer pessoa, instruída ou não, pode se deixar seduzir por um bom falante da língua. Percebe-se o sucesso adquirido através da linguagem em um político, quando este ao governar não age bem da forma que se fez acreditar, mostrando-nos que tudo não passou de um “ bom” texto oral.”

Rewriting produced different effects to texts revised by writers. In the first excerpt (ex. 17), for example, both versions are very similar. Rewriting did not particularly improve the second version. In excerpt 19, once more, rewriting did not produce positive results. They are very similar alternatives to express the same idea; both are clear and coherent. However, instead of making this change the writer could have developed the idea of “o uso adequado da linguagem” by telling the reader what s/he means by the appropriate use of language.

Nevertheless, in excerpt 18, both revisions seem to have produced improvements. First, by deleting the word ‘linguagem’ she avoids repetition, and by deleting the ‘sim’, which is a marker of orality, the textualization becomes more appropriate.

4.1.2 Purpose of revision

This section concerns the purpose which led revisers to make the changes they did across all types and levels of revision

4.1.2.1 Content

Table 2 – Problems found in the original texts vs revised texts

CONTENT	ORIGINAL	REVISION		EXAMPLE
		CORRECTED	REMAINING	
Inappropriate title	-	-	-	
Unfulfilled expectations	03 – 100%	01 – 33.4%	02 – 66.6%	22
Undeveloped idea	25 – 100%	09 – 36%	16 – 64%	24
Irrelevant information	01 – 100%	01 – 100%	-	27
Ambiguity	-	-	-	
Repetition and redundancy	04 – 100%	03 – 75%	01 – 25%	25 – 20
Incoherence	-	-	-	
Non real information	02 – 100%	-	02 – 100%	23
Use of informal language	10 – 100%	02 – 20%	08	21
Unclear/incomprehensible idea or sentence	07 – 100%	03 – 42.8%	04 – 57.2%	26
TOTAL	52 - 100%	19 - 36.5%	33 - 63.5%	

As can be seen in table 2, 52 problems of content were found in the first version of the texts analysed, in which problems regarding undeveloped ideas are the most frequent. From the total number of problems encountered, 19 (36.5%) were corrected through the revision process, and 33 (63.5%) were still remaining.

Some examples of the problems found are displayed below:

Redundancy (solved)

Excerpt 20

1st draft; “ Uma boa condição financeira para uma pessoa de bom caráter será propício para a criação da cidadania em cidadãos.”

Revised version: “Uma boa condição financeira torna essa aquisição mais fácil; pois o fato de não viver nas ruas...”

In the first draft, the writer is being redundant when he mentions “a criação de cidadania em cidadãos”. Getting rid of the redundant element improved the text.

Informal Language: (one solved/one remaining)

Excerpt 21

1st draft: “ ... mas, de onde eu vejo a discussão, de dentro de um curso de línguas que já dura três anos e uma porrada de meses, prá mim essa importância...”

Revised version: “ ... mas, de onde eu vejo a discussão, de dentro de um curso de línguas que já dura três anos e uma porrada de meses, para mim – e mais importante, ...”

The use of informal language is a problem for this writer. Although he was able to correct one of the occurrences in the revised version (‘para’ instead of ‘pra’), he was unable to correct the second ‘informal’ form not adequate for the text (‘uma porrada de meses’).

Unfulfilled expectations (not solved)

Excerpt 22

1st draft: “ ... mas para o momento escolho tratar de como a pobreza pode influenciar na cidadania ou na educação de um país.”

revised version: “ Para o momento escolho argumentar sobre a pobreza financeira como influenciadora na educação do Brasil.”

Both versions introduce topics that are not properly developed throughout the composition. The writer approached the topics of poverty and education, but did not explain how one can influence the other, frustrating the readers’ expectations. The revision made – ‘de um país’ to ‘do Brasil’ did not bring much improvement.

Non real information

Excerpt 23

Revised version: “ As famílias consideradas cultas, pais doutores por exemplo, a alguns anos atrás ouviam clássicos e influenciavam todo um meio mas hoje, ouvem Claudinho e Buchecha e continuam influenciando, o que é muito ruim.”

It appears that the writer expresses her opinions in a very assertive way as if everybody would share her point of view. She simply generalizes without supporting evidence for her beliefs. In the example, the assertion that all educated people listen to Claudinho e Buchecha is not supported by facts.

Undeveloped idea (remaining)

Excerpt 24

1st draft: “ O papel do cidadão em uma sociedade envolve direitos e deveres. Uma vez que o ser humano vive em grupos, a cidadania torna-se peça fundamental para que o convívio seja tranquilo.”

Revised version: “ O papel do cidadão em uma sociedade compreende direitos e deveres. Este papel foi criado uma vez que é característico do ser humano viver em grupo. Cidadania, quando exercida, torna-se fundamental para que o convívio entre as pessoas seja tranquilo.”

There seems to be a problem related to lack of development of ideas in excerpt 24. The writer, in both versions, mentions that within a society, citizens have rights and duties. However, in neither version she states which rights and duties are necessary for a peaceful relationship among the participants of a given society.

Repetition (solved)

Excerpt 25

1st draft: “Analisando anacronicamente a História, percebemos que o ser – humano desde a Pré – História já se sentia tentado a estabelecer vínculos sociais com a natureza, com o seu próximo e com a divindade entendida por eles. Vínculos sociais que só eram possíveis devido a linguagem utilizada, no qual se incluíam sinais os mais variados.”

Revised Version: “Analisando anacronicamente a História, percebe-se que o ser – humano desde a Pré – História já se sentia tentado a estabelecer vínculos sociais com a natureza, com o seu próximo e com a

divindade entendida por eles, vínculos que só eram possíveis devido a linguagem utilizada, an qual se incluíam sinais diversificados.”

The deletion of the underlined word in the revised version improved the composition.

Incomprehensible idea/sentence (remaining)

Excerpt 26

Revised version: “A criação da cidadania atual está baseada numa cultura que não é bem cultura, e parece-me que o aspecto financeiro do brasileiro está por detrás disso.”

Excerpt 26 shows that the gist of the exchange is not clear. There appears to be a gap between what is literally written and what is intended to be conveyed. The information given by the composer does not allow the reader to infer beyond the semantic content of the sentence written. Probably, due to the access the self-reviser has regarding her plans, the writer was not able to perceive the vagueness in the exchange. She possibly thought that the reader would be able to apply implicatures which would enable a better understanding of the message. Nevertheless, as a reader, I was not able to do so.

Lack of introduction: (remaining)/ irrelevant information (solved)

Excerpt 27

1st draft: “ Tem uma propaganda de CD-rom de um jornal qualquer (a Folha eu acho) que fala, em termos de mercado de trabalho, muito melhor sobre esse assunto do que eu falaria: lá está um velhinho de terno em cima de um globo com lâmpadas. Ele diz: “sabe onde você pode trabalhar falando português?”, e lâmpadas acendem no Brasil, em Portugal, Cabo verde, etc. “Sabe onde você pode trabalhar falando português e espanhol?”, e um número muito grande de lâmpadas se acendem...”

Revised version “ A *Folha de São Paulo* lançou, a algumas semanas atrás, um CD-rom chamado *Aprenda Hablar Español* (ou algo assim). É destinado, logicamente, a pessoas que estejam interessadas em aprender espanhol. O comercial veiculado na televisão, apesar de descontraído, deixa uma mensagem suficientemente enfática para fazer seu expectador pensar... Lá está um velhinho de terno em

cima de um mapa gigante cheio de lâmpadas. Ele diz: “sabe onde você pode trabalhar falando português?”, e lâmpadas acendem no Brasil, em Portugal, Cabo Verde...”

Usually, a text has an introductory paragraph which guides both the writer and the reader. It is the introduction which leads the reader to have expectations regarding the content to be developed. Excerpt 27 does not follow this pattern. The writer initiates his text, but the reader is not able to infer the content of the composition. The revision process triggered improvements in terms of formality. However, the problem of lack of an introductory paragraph remained.

Additionally, the underlined clause is an example of irrelevant information. The fact that it is deleted in the revised version, shows a profitable result of the revising process.

4.1.2.2. Organization

Table 3 – Problems found in the original texts vs revised texts.

ORGANIZATION	ORIGINAL	REVISION		
		CORRECTED	REMAINING	EXAMPLES
Lack of introduction	02 – 100%	-	02 – 100%	27
Lack of conclusion	04– 100%	01 – 25%	03 – 75%	30
Lack of cohesive devices	03– 100%	01 – 33.4%	02 – 66.6%	28
Wrong use of cohesive devices	-	-	-	
Lack of transitions	05– 100%	01- 20%	04 – 80%	29
Different ideas	08– 100%	04 – 50%	04 – 50%	29
Related ideas	02– 100%	01 – 50%	01 – 50%	
TOTAL	24– 100%	08- 33.4%	16- 66.6%	

As can be seen in table 3, a total of 24 problems concerning organization were encountered in the original versions. The writers corrected 33.4 percent (08) of these problems, and 66.6 percent (16 problems) remained.

Exemplification of some of these problems is provided in the following excerpts.

Lack of cohesive devices (solved):**Excerpt 28**

1st version: “É muito comum ouvirmos da TV, dos jornais e revistas situações como a citada acima, Ø uma criança como esta, Ø rodeada de “más “ influências pelo meio.”

The whole sentence is deleted in the revised version. Consequently, the problem of lack of cohesive devices (signalled by Ø) did not remain in the second version.

Lack of transitions/different ideas in the same paragraph (remaining)**Excerpt 29**

1st draft: “Antigamente, as pessoas moravam em propriedades grandes que eram afastadas umas das outras. Hoje, empilham-se em edifícios e/ou casas conjugadas. A luta pela liberdade (de expressão, de convicções, etc.) não acabou, mas teve que acompanhar o crescimento demográfico: a liberdade de uma pessoa termina quando começa a do outro. Vários estabelecimentos foram criados, passamos a fazer parte não apenas de nossa família, mas de nosso bairro, nossa cidade, nosso estado, nosso país. Direitos e deveres foram estabelecidos e o cumprimento deles protegido por órgãos específicos. O decorrer desse processo passou a esbarrar em obstáculos. Boa parte desses obstáculos está ligada ao poder econômico.”

Revised version: “Antigamente, as pessoas habitavam propriedades grandes que eram distantes umas das outras. Hoje em dia, moramos empilhados em edifícios e/ou casas conjugadas. O desejo e a luta pela liberdade seja de expressão ou de pensamento, continuam existindo mas tiveram que se adaptar às mudanças causadas pela expressão demográfica: “A liberdade de um termina quando começa a liberdade do outro.” Vários estabelecimentos públicos são criados, o ser humano passa a fazer parte não apenas de uma família, mas também, de um bairro, de uma cidade, de um estado, de um país. Estabelem-se direitos e deveres que foram protegidos por organizações públicas específicas. Entretanto, esse processo depara-se com alguns obstáculos. O maior entre eles: o poder econômico.”

In the two first paragraphs many ideas are put together and the writer does not present a clear connection among them. The lack of transitions is present through all the paragraphs and the problem was not solved in revision. In addition, there are different ideas in the same paragraph, which is also true for the revised version. The changes made did not improved to the text very much.

Lack of conclusion (remaining)

Excerpt 30

1st version: “ É muito comum ouvirmos da TV, dos jornais e revistas situações como a citada acima, uma criança como esta, rodeada de “más” influências pelo meio. Um pai provavelmente violento, portador de armas e uma mãe que muitas vezes pode até trazer clientes para casa e esse filho participando de tudo isso, talvez com fome, analfabeto pode vir a seguir os passos dos pais como sendo seus únicos exemplos.”

Revised version: “ Portanto não temos culpa de viver em um país pobre em muitos sentidos e que infelizmente piora a cada dia. O povo é influenciado pelos sistemas de comunicação que dominam. Vivemos em uma realidade em que a criação da cidadania é muito influenciada pelo aspecto financeiro pois se fizermos esta pergunta: Você vive sem leitura? Para dois meios, um universitário e outro na favela; obteremos diversas respostas no meio universitário mas com certeza na favela ouviremos um coro dizendo: vivemos sim, só não vivemos sem comida!”

During revision, this writer was able to detect that her last paragraph was not conclusive. In fact, in my reading, the last paragraph of the second version is even worse than in the first because the writer not only does not conclude her previous discussion, but also links a poor country with media, financial aspects and reading, ideas which, at first sight, are not inter-related. However, as a member of the Brazilian culture, I infer that what the writer means is that poor people, like many in Brazil, who do not have enough food to eat, are not used to reading, and thus are easily dominated by the media. Still, I am not able to state whether this is exactly what the writer meant.

4.1.2.3 Writing conventions

Table 4 – Problems found in the original texts vs revised texts

WRITING CONVENTIONS	ORIGINAL	REVISION		EXAMPLES
		CORRECTED	REMAINING	
Parallelism	-	-	-	
Vocabulary choice	08 – 100%	03 – 37.5%	05 – 62.5%	32
Word order	-	-	-	
Verb tense	-	-	-	
Verb form	-	-	-	
Subject-verb agreement	-	-	-	
Number	-	-	-	
Reference	-	-	-	
Conjunction	-	-	-	
Punctuation	08– 100%	04 – 50%	04 – 50%	31
Spelling	-	-	-	
Pronoun	03– 100%	02 – 66.6%	01 – 33.4%	33
Preposition	05– 100%	03 – 60%	02 – 40%	
Adjective	-	-	-	
Adverb	-	-	-	
Article	-	-	-	
Subject	-	-	-	
Verb	-	-	-	
Capitalization	-	-	-	
TOTAL	24– 100%	12- 50%	12- 50%	

Results in table 4 show that a total of 24 problems regarding writing conventions was detected in the first version of the compositions. From this total, 12 (50%) of the problems were corrected in the subjects' revised versions, and 12 (50%) remained.

Examples of some of the writing conventions problems are presented below:

Punctuation: (not solved)

Excerpt 31

1st draft: “ No termo linguagem, se inclui uma série de outros vocábulos, termos que passam a ter sentido, quando usados pelo ser humano.”

Revised version: “ No termo linguagem, pode-se incluir uma série de outros vocábulos, termos que passam a ter sentido, quando usados pelo ser humano.”

Vocabulary choice: (remaining)

Excerpt 32

1st draft: “ como um país como o Brasil, terceiro mundo, tendo um dos maiores índices de analfabetização...”

Revised version: “ Sendo o brasil um país de terceiro mundo e tendo um dos maiores índices de analfabetização, ... “

The writer probably misused the word “analfabetismo” in both versions of her composition.

Pronoun (solved)

Excerpt 33

1st draft: “ O poder econômico, fruto desta estratificação social, cresceu e se desenvolveu, mas que no entanto teve um mau direcionamento, prejudicando o correto desenvolvimento da cidadania. “

Revised version: “ O poder econômico, fruto disputado desta estratificação social, foi mal direcionado, prejudicando o coreto desenvolvimento da cidadania, ... “

4.2. FL REVISION PROCESS

In this section I intend to answer the following question: *What kinds of revision do students make of their own texts written in the FL?*

The foreign language compositions analysed in this section were entitled: “Language as barrier/facilitator for international understanding” and “Prejudice and its side-effects”.

4.2.1. Type and level of revision

Table 5 provides a holistic view of how students behave in terms of types and levels of revision. It shows the total number of each type of revision used by the

subjects, as well as the percentages, and presents the levels at which the revisions were made.

Table 5 – Types and levels of revision

TYPES OF REVISION	LEVEL OF REVISION						Total	Percentage
	Word	Phrase	Clause	Sentence	Paragraph			
Addition	24	05	18	08	-	55	33%	
Deletion	26	02	04	08	-	40	24%	
Substitution	33	03	-	01	-	37	22.1%	
Rewriting	-	-	12	13	01	26	15.5%	
Reordering	-	02	07	-	-	09	5.4%	
Total	83	12	41	30	01			
Percentage	49.7%	7.3%	24.5%	17.9%	0.6%			

As table 5 shows, addition was the type of linguistic process that writers most favored, with a percentage of 33%. The number of substitutions and deletions was very similar, representing a percentage of 22.1% and 24% respectively, from the total of revisions adopted. Rewriting represented a percentage of 15.5%, while reordering represented 5.4%.

Most changes introduced in the revised texts were made at the word level (49.7%), followed by changes at the clause level (24.5%), at the sentence level (17.9%), at the phrase level (7.3%) and at the paragraph level (0.6%).

Concerning the extension of the texts, it was noticed that although individual differences were detected, i. e., compositions had different numbers of paragraphs, ranging from 3 to 10, altogether, there was no difference between the number and extension of paragraphs from the first draft to the revised versions. Nevertheless, this does not mean that students did not introduce changes in their texts. As table 5 shows, many changes were introduced specially at word, clause and sentence levels.

Some examples of types and levels of revisions are presented and discussed as follows:

ADDITIONS: As table 5 indicates, addition was the dominant type of revision adopted. A total of 55 additions was made in the revised versions, from which 44% were introduced at the word level, 33% at the clause, 14% at the sentence level, and 09% at the phrase level (no additions were introduced at the paragraph level). Although subjects attempted to improve their texts by adding material to them, it seems that their strategies of modification were not very successful.

Some examples regarding the strategies applied follow:

Word Addition:

Excerpt 34

1st draft: "If someone hasn't the strength, or determination, to solve a problem, or open the mind and try to understand and accept something, doesn't mean that you have to hurt..."

Revised version " If someone hasn't the strength, the determination to solve a problem, or open the mind and try to understand or even accept something, it doesn't mean that you have to hurt..."

Phrase Addition:

Excerpt 35

1st draft: "There are prejudice in white against black people; men against women; occidental vs oriental; first world vs third world; and so on..."

Revised version: "There are prejudice between white and black people; men and women, heterosexual and homosexual groups; old and young people; the west and the east; the fist world and the third world; and so on."

Clause addition:

Excerpt 36

1st draft: " It is an old war in which someone is trying to impose his/her beliefs."

Revised version: “ It is an old war in which someone is trying to impose his/her beliefs (at the expense of the other underestimating).”

Sentence addition:

Excerpt 37

1st draft “ To know a second language, especially English and in our case Spanish, has been an important require for a people to be contracted for a company.”

Revised version “ To know a second language, especially English, and as in our case also Spanish, has been an important requirement for a people to be contracted for a company. More and more, people need to learn a second language, it's a real necessity as much as professional life and personal one.”

According to the examples listed, some of the additions made to the revised versions did not contribute to the improvement of the quality of these texts. As one can notice, in excerpt 34, two word additions were introduced to the revised version. The first one, “even”, does not seem to bring about positive results, since the lexical item chosen is not adequate; “at least” seems to be the intended meaning instead. The second word addition, on the other hand, provided the necessary subject noun phrase lacking in the first draft, bringing an improvement to the revised text.

In example 35, the writer adds two more examples of types of prejudice to her text. Since the writer has already presented three groups of people that represent examples of prejudice, the additional examples do not appear to cause a special positive effect to it. Excerpt 36 represents an instance of the negative effect that revision can bring. The clause, as presented in the revised version, is ambiguous.

Finally, by reading the last excerpt (ex. 37), one can notice that the second sentence added to the revised version reinforces the need of learning a “second language”. It adds though, interesting information, in spite of the grammatical problems.

DELETIONS: According to table 5, 40 deletions were made in the revised version. From this total, 26 (65%) were made at the word level, 8 (20%) at the sentence level, 4 (10%) at the clause level, and 02 (05%) deletions at the phrase level. No deletions at the paragraph level were detected.

Some examples of deletions are presented as follows

Word deletion:

Excerpt 38

1st draft: "...I think that is the only way for a people lost that bad..."

Revised version: "... I think it's the only way for people lost the bad..."

Phrase deletion:

Excerpt 39

1st draft: " For exemplo, if you go in some shops in Beira Mar shopping center with "chinelos havaianos" for instance, you run the risk to be bad attended."

Revised version: " For instance, if you go in some shops of the Beira Mar shopping center with "chinelos Havaianas", you run the risk to be bad attended."

Clause deletion:

Excerpt 40

1st draft: " Needs which are in bold nowadays and need to taken after by the people's government, strongly by the polititians."

Revised version: " Needs that are in bold nowadays and need to be taken after by the people's government."

Sentence Deletion:

Excerpt 41

1st draft: "Being prejudice a natural condition on human beings and our livings, what can be done to stop the development of it, or even to cut it all from our personalities? Well, it's a simple answer but an incredible difficult action. Prejudice is not a feeling that come alone."

Revised version: “I guess it’s an natural human behaviour. Prejudice is not a feeling which comes alone.”

As a whole, one can notice that the deletions caused positive effects to the revised compositions. In excerpt 38, the writer, for example, fixes the problem of misuse of the article. In the first draft of excerpt 39 the subject repeats twice a phrase used for exemplification: “for exemplo”, and “for instance”, which disturbs the reading. The deletion of one of them had a positive effect on the quality of the text.

It seems that there was a problem of vocabulary choice in the first version of excerpt 40. When using the adverb “strongly”, the writer probably wanted to convey the meaning of “mainly”, instead. Therefore, the revised text benefits from the deletion of this clause. Finally, in the last example (n.41), the underlined sentence creates expectations for the reader that are not fulfilled. The writer does not mention which the simple answer or the difficult action are. By deleting the sentence underlined in the excerpt from the second draft, this problem is solved.

SUBSTITUTION: A total of 37 substitutions were made in the revised versions. The majority (33 substitutions = 89.1%) was made at the word level, being followed by phrase substitutions (03 = 8.1%). Only one occurrence of substitution at the sentence level (0.7%) was detected, while no substitutions at the paragraph level were found.

Examples of substitution are given below:

Word substitution:

Excerpt 42

1st draft: “ Well, language is the most important tool that peoples has in order to change datas and thoughts.”

Revised version: “ Well, language is the most important tool whom people has in order to interchange dates and ideas.”

Phrase substitution:

Excerpt 43

1st draft: “ There are prejudice in white against black people; men against women; occidental vs oriental; ...”

Revised version: “ There are prejudice between white and black people; men and women; heterosexual and homosexual groups; old and young people; the west and the east...”

Most of the substitutions mentioned did not produce improvements in the revised versions of the texts. In excerpt 42, for instance, by substituting the underlined words, the writer was not able to fix the problems encountered in the first version, and in excerpt 43, the substitutions did not cause changes to the content the writer wanted to convey.

REORDERING: The revised versions of the compositions presented 09 examples of reordering. Most of them at the clause level, with a total of seven occurrences (82%); at the phrase level (18%) two occurrences were found. Reorderings of word, sentence, and paragraph were not detected in the analysis.

Some examples of reordering follow:

Phrase reordering:

Excerpt 44

1st draft: “ This attitude is usual, and, in some sense, it is natural...”

Revised version: “ This is an usual attitude, and in one sense, it is natural...”

Clause reordering:

Excerpt 45

1st draft: “ People like that have preconception, and they are able to change if they want but that feeling needs to come ofthe heart...”

Revised version: “ People like her have prejudice but if they want they are able to change, the only thing is that feeling needs to come from the heart.”

It seems that the reordering did not influence the content, organization, or the quality of the revised texts. Thus, the revision was neither positive nor negative.

REWRITING: Results presented in Table 5 indicate 26 occurrences of rewriting. The majority of them occurs at the sentence level – thirteen occurrences (50%), at the clause level twelve occurrences (46%), and one at the paragraph level (4%).

One example of each is displayed below:

Clause rewriting:

Excerpt 46

1st draft: “Those kinds of things make the difference because they give a determination of what kind of social people concern to or concerned.”

Revised version: “Those kinds of things make the difference, they indicate what kind of social class people belong to.”

Sentence rewriting:

Excerpt 47

1st draft: “But the problem in use prejudice is the side effects caused by it.”

Revised version: “But using the prejudice, causes side effects.”

Paragraph rewriting:

Excerpt 48

1st draft: “As a facilitator of international understanding, language can tie different people of different lands and we know that the computer’s system are giving a very important step for more and more people to have access with the different places of the world with the Internet, for instance. And this advancement of tecnology has been very good for the second language’s courses. Many and many people are more and more interested to learn another language, different of their native one .”

Revised version: “Language is so useful that, as a facilitator of international understanding, it can tie different people of different countries and as modern life’s instrument, computers have an important place in the people’s interest in learning English, for instance, because the tecnology’s advancement with the internet.”

In the first occurrence mentioned (ex. 46), the writer improved the quality of her revised text through rewriting a clause that was unintelligible. Therefore,

undoubtedly, the revision produced a better text. In excerpt 47, one can notice some grammatical problems in the first draft of the sentence, such as the verb form of the verb “use”, that should be replaced by “using”. By rewriting the sentence, the subject solved the grammatical problem detected in the first draft, improving the quality of the revised text.

In excerpt 48, in attempting to be more concise, the writer introduces a negative effect to the revised version of her text. Although the first draft presented problems, the revised version is more unintelligible than the original.

4.2.2 Purpose of revision

This section is devoted to specifying which sub-categories within content, organization and writing conventions were favoured by writers throughout the process of revision.

4.2.2.1 Content

Table 6 – Problems found in the original texts vs revised texts

CONTENT	ORIGINAL	REVISION		
		CORRECTED	REMAINING	EXAMPLE
Inappropriate title	01 – 100%	-	01 – 100%	53
Unfulfilled expectations	01 – 100%	-	01 – 100%	52
Undeveloped idea	16 – 100%	04 – 25%	12 – 75%	54
Irrelevant information	-	-	-	-
Ambiguity	-	-	-	-
Repetition and redundancy	-	-	-	-
Incoherent sentence	-	-	-	-
Non real information	02 – 100%	-	02 – 100%	50
Use of informal language	04 – 100%	-	04 – 100%	49
Unclear/incomprehensible idea or sentence	12 – 100%	03 – 25%	09 – 75%	51
TOTAL	36 - 100%	07 - 19.4%	29 - 80.6%	

Undeveloped idea was the problem which mostly appeared in the compositions examined. Sixteen problems (44.5%) were detected in which the writers did not provide the reader with essential information to interpret the message they were trying

to convey. As Costa Val (1991) points out, "an informative text cannot demand any effort by the reader to be interpreted." (p. 33). Four of these problems (25%) were solved in the revised versions, while twelve (75%) were not diagnosed, or writers did not have the ability to solve them.

Some of the examples found in the texts are presented below:

Use of informal language (remaining)

Excerpt 49

1st version: "But, and i repeat, but - we have to be suspicious about this facilitator..."

The underlined phrase is an example of informal language use in written texts. The writer either did not perceive the error, or was unable to solve the problem.

Non real information (remaining)

Excerpt 50

1st version " In schools, the prejudice is the most terrible thing that teachers and director have to fight against strongly when the prejudice, whatever it be, is affecting the youngers."

No arguments are presented to the reader to prove or justify the writer's statement, which, in my understanding, does not correspond to reality. According to my own experience, there are many other problems in schools that teachers and directors have to deal with, such as student's indiscipline, for example, than the prejudice mentioned by the writer. In the revised version, no change is made. The same problem remains, illustrating that the revision made did not improve the quality of the text regarding this problem or grammatical and structural aspects which also demand some revision.

Unclear/incomprehensible idea (solved) / Repetition and redundancy (remaining)

Excerpt 51

1st version " Prejudice is not something that can be worked out without real commitment on the part of those who fell prejudice - this is the paradox of working with. The discussion on the rights of the minority we have a great instrument."

Revised version " Prejudice is not something that can be worked out without some degree of commitment on the part of those who fell prejudice - this is the paradox of working with so delicate a subject. The discussion on the rights of the minorities we have nowadays are great instruments to provide that."

The ideas expressed in the full lined segments are unclear. It is difficult for the reader to understand the meaning the writer wants to convey. However, in the revised version, the information added at the end of the first segment "so delicate a subject", contributes to the interpretation of the sentence. The rewriting of the second segment also contributes to the understanding of the sentence, showing the positive effect that the revision produced.

The dotted lines under the word "prejudice" show the repetition. The writer decided to maintain it – an adjectival would have improved the text – (those who felt prejudiced).

Unfulfilled expectations (remaining)

Excerpt 52

1st version " In all the world, prejudice is a bad thing, nobody needs that.

In Brasil, unfortunately, we have prejudice, not as in the USA (the black prejudice) but it is in relation with social class' prejudice. Here, people are discriminate if they don't have money and this is really a sad thing.

In Brasil, people..."

Revised version " In all the world prejudice is a bad thing, nobody needs that.

In Brasil, unfortunately, we have prejudice, nor as in the USA (prejudice against black people) but it's a prejudice in relation with social classes. Here, people are discriminate if they don't have money and this is really a sad thing.

In Brasil people..."

The writer starts the composition comparing prejudice in Brazil and in the United States, creating an expectation that the topic will be developed throughout the text. However, the issue prejudice in the USA is then abandoned and the subject writes only about Brazil, frustrating the reader's expectations.

Inappropriate title (remaining)

Excerpt 53: Prejudice and its side-effects.

One example of inappropriate title was detected in one of the compositions "Prejudice and its side-effects" and it was kept in the revised version. It is important to point out that the titles of the compositions were given to the subjects, i.e., they did not have the opportunity to choose one. Therefore, the problem encountered regards the mismatch between the content of the composition and its title. Again, in the revised text, the writer was not able to connect the content with the title.

Undeveloped idea (not solved)

Excerpt 54

1st version " If a people can have communication with different people in different places, those people will have much more opportunities. Everybody needs to have contact with another language to know more, to have more opportunities and also to win more and it's a reality. It's really very good if people could understand those things because with that we could have improvement in our lifes."

Revised version "To keep a good place in the market place, is very important for people to have communication with people of another places. It's a reality that those people can have much more opportunities and consequently, to make more money and, why not, to be more happy."

Although the ideas expressed in excerpt 54 are related to each other, and also to the theme of the composition, they lack development. The writer does not inform

the reader, for example, which opportunities people will have if they communicate to each other. The same problem is present in the second version: not enough information is given to the reader for understanding the reason why one knows more when speaking another language, or in which way one has more opportunities and one can earn more because of that. Besides, the writer also states that: "it's a reality", but she does not give the arguments to support what is underlying such reality.

In the last sentence, a very simplistic view is presented "if you understand the importance of learning a foreign language, you can improve your life" without mentioning what kind of improvements this implies. The writer does not provide the necessary arguments to support her beliefs.

4.2.2.2. Organization

Table 7 – Problems found in the original texts vs revised texts.

ORGANIZATION	ORIGINAL	REVISION		
		CORRECTED	REMAINING	EXAMPLES
Lack of introduction	02- 100%	-	02- 100%	58
Lack of conclusion	04- 100%	-	04- 100%	55
Lack of cohesive devices	-	-	-	-
Wrong use of cohesive devices	-	-	-	-
Lack of transitions	05- 100%	01- 20%	04- 80%	55
Different ideas	04- 100%	02- 50%	02- 50%	57
Related ideas	03- 100%	01- 33.4%	02- 66.6%	56
TOTAL	19- 100%	04- 21%	15- 79%	

According to table 07, 19 problems concerning organization were identified in the original version of the compositions. In revised drafts, four of these problems were corrected, which represents a percentage of 21%, while 15 of the problems still remained in the revised versions (79%).

Some of the organizational problems found in the texts are exemplified as follows:

Lack of conclusion and Lack of transition (remaining)

Excerpt 55

1st draft: “When someone goes to a place that is completely different from his/her own and he/she does not know the story of that place, the culture of that people, and so on, the language she/he will use can be a barrier. Black people in Brazil do not care being called “negros”, but in the USA they come offended being call “nigers”.

Although excerpt 55 is intended to be the conclusive paragraph of a composition, in my reading it fails to perform this role. It does not give the reader an explanation or solution to the ideas developed in the text. Therefore, it does not function as a closure. In addition, it is clear that there is no transition between the two sentences. As the problems remain unsolved in the revised version, no effects were caused by the writer’s revision.

Related Ideas (remaining)

Excerpt 56

1st draft: “ I do not want to criticize English as a prime-language to be learnt – in spite of all the ideology involved in the process of naturalizing English as such.

I just want to prevent my readers from the risk of thinking that English will fulfill the whole amount of our necessities as “virtual citizens of the world”. I have the impression that native English speakers tend to think like this – for they are used to see people trying to speak their language, or making efforts to communicate with them in English...”

In excerpt 56, it appears that there are related ideas displayed in different paragraphs. The writer starts a new paragraph with information that seems to belong to the previous one. The second version does not profit from its revision.

Different ideas (solved)

Excerpt 57

1st draft: “People have the tendency to classify the other through the appearances independent those people are nice, intelligent, honest... About one year ago I had the bad experience to go in a shop in Beira Mar after the beach, i was really unskillful but I had the money to buy a sun’s glasses, then I entered in a glasses’s shop and i liked one, i asked for the price for a girl that looked me from top to botton... Until today I contrite that attitude, it was unresponsable (because I spent almost my salary for that month) and I am sure she didn’t change her manners with my attitude. People like that have preconception and they are able to change if they want but that feeling needs to come of the heart and I think that it is the only way for a people lost that bad...”

Revised version: “People have the tendency to classify the other through the appearances independent those people are nice, intelligent, honest...”

About one year ago I had the bad experience to go in a shop of the Beira Mar after the beach, i was really careless but I had the money to buy a sun’s glass, then I entered in a glasses’s shop because I liked one at the shop window, I asked the price for a girl who looked me from top to botton...

Now I see that attitude was a bad idea, it was unresponsable since I spent almost my salary and probably didn’t change her manners. People like her have prejudice but if they want they are able to change, the only thing is that feeling needs to come from the heart...”

By splitting the first paragraph of the first draft into three new ones in the revised version, the writer solves the problem of different ideas in a single paragraph, improving the organization of the revised composition.

Lack of introduction (remaining)

Excerpt 58

1st draft: “In order to work with the present topic, let us think of very specific situations. First of all, when we talk about “international understanding” we unconsciously think of several different languages going on at the same time (at least I do). When can we find such situations?...”

Revised version: “First of all, let us get organized and settle our focus of attention and the tools we are going to use. *International Understanding* can be a very broad category, and can be dealt with in many different senses – for instance, we could be talking about diplomatic relations between countries. Let us not go to far...”

Although the writer makes an attempt to focus on the topic of his composition, in my view, both versions fail to present a proper introduction to the texts. Additionally, the first draft seems more suitable than the revised one.

4.2.2.3 Writing conventions

Table 08 – Problems found in the original texts vs revised texts

WRITING CONVENTIONS	ORIGINAL	REVISION		
		CORRECTED	REMAINING	EXAMPLES
Parallelism	04– 100%	-	04– 100%	
Vocabulary choice	59– 100%	09- 15.3%	50- 84.7%	60
Word order	02– 100%	-	02– 100%	
Verb tense	09– 100%	03- 33.4%	06- 66.6%	59
Verb form	11– 100%	03- 27.3%	08- 72.7%	62
Subject-verb agreement	08– 100%	01- 12.5%	07- 87.5%	61
Number	15– 100%	04- 26.6%	11- 73.4%	65
Reference	10– 100%	01- 10%	09- 90%	
Conjunction	03– 100%	01- 33.4%	02- 66.6%	
Punctuation	11– 100%	02- 18.2%	09- 81.8%	62
Spelling	45– 100%	09- 29%	36- 80%	
Pronoun	08– 100%	01- 12.5%	07- 87.5%	
Preposition	32– 100%	12- 37.5%	20- 62.5%	64
Adjective	03– 100%	01- 33.4%	02- 66.6%	
Adverb	-	-	-	
Article	12– 100%	02- 16.6%	10- 83.4%	
Subject	04– 100%	02- 50%	02- 50%	
Verb	05– 100%	-	05– 100%	
Capitalization	-	-	-	
TOTAL	241 100%	50 20.7%	191 79.3%	

Regarding writing conventions, as table 08 demonstrates, 241 problems were detected in the subject's first versions. From this total, 20.7% of the problems presented in the first versions were corrected and 79.3% of the problems remained in the revised drafts.

Some excerpts are presented below, exemplifying some of the problems detected regarding writing conventions.

Verb Tense (solved)

Excerpt 59

1st draft: "...but in the USA they come ofended being call 'Nigers' ”.

Revised version: "... but, in the United States, they come ofended when they are called nigers.”

Vocabulary choice (remaining)

Excerpt 60

1st draft: "Prejudice is a snake that have to be destroyed as soon as possible, because, otherwise, it can become, with SIDA, the finish of the human beings.”

Revised version: "Prejudice is a snake that have to be destroyed as soon as possible, because, otherwise, it can become, with SIDA, the finish of the human beings.”

Subject-verb agreement (remaining)

Excerpt 61

1st draft: "But once you go over this you get the point that there's different languages...”

Verb Form: (solved)

Excerpt 62

1st draft: " In Brasil, people judge people through the way of dress.”

Revised version: " In Brasil, people judge people through the way of dressing.”

Punctuation (remaining)

Excerpt 63

1st draft: "... therefore Ø there is very little space left for rationally working it up.”

Preposition (remaining)

Excerpt 64

1st draft: " In the moment when their kids need an advisable word....”

Revised version: " In the moment when their kids need an advisable word....”

Number (solved)

Excerpt 65

1st draft: " Besides, the prejudice is also present between peoples from the same birth and race."

Revised version: " Besides, the prejudice is also present between people from the same birth and race."

4.3 CONTRASTIVE ANALYSIS: DIFFERENCES AND SIMILARITIES ACROSS LANGUAGES

This section aims at putting the results from the previous sections of this chapter together and thus, at answering the main research question of the present study: *What are the differences and similarities between self-revision made in Portuguese as a native language and in English as a foreign language?*

Results concerning both languages, Portuguese and English, are compared in this section. In table 09, the total number of additions, deletions, substitutions, reordering, and rewriting techniques used by the subjects when revising their texts in L1 and in the FL are presented. Table 10 shows the total number of changes subjects made at the word, phrase, clause, sentence, and paragraph levels in Portuguese and in English as a foreign language. Table 11 displays the numbers of types and levels of revision together, in both languages analyzed. Finally, table 12 displays contrastive results regarding the purpose of the revisions, wherein content, organization and writing conventions are included.

Table 09 - Types of revision across Portuguese (L1) and English (FL)

TYPE OF REVISION	Portuguese (L1)	English (FL)
Addition	66	55
Deletion	32	40
Substitution	50	37
Reordering	13	09
Rewriting	31	26
Total	192	167

In general terms, subjects revised their texts more in L1 than in the FL, which seems to indicate that they have more resources (linguistic specially) to add, substitute, reorder and rewrite at different levels in Portuguese than in English. Although the differences in number are not striking, it seems that students feel more at ease to modify their texts in the mother tongue. In terms of deletion though, there were more occurrences of this type of revision in the foreign language. Hypothetically, this might indicate that subjects may detect problems in the FL, but in having an ill-definition as to the nature of the problem, they simply delete these problematic items.

Table 10 – Level of revision across Portuguese (L1) and English (FL)

LEVEL OF REVISION	Portuguese (L1)	English (FL)
Word	74	85
Phrase	11	12
Clause	48	41
Sentence	50	30
Paragraph	09	01
Total	192	169

According to table 10, the total number of changes subjects made at word, phrase, and clause levels do not demonstrate to be different from one language to another. Nevertheless, one can notice that subjects revised more at the sentence and paragraph levels in L1. This difference between revisions at macro and micro levels seems to reinforce the hypothesis previously raised regarding students' higher confidence in revising texts in their native language.

As mentioned in sections 4.1.1 and 4.2.1, the length of the texts written in English was not modified when students produced their revised versions. On the other hand, when writing in their mother tongue, students changed the length of their texts by adding information to them, as well as by deleting information from them. In order to illustrate changes concerning types of revision at the different levels of revision in both languages, table 11 is introduced.

Table 11 - Types and Levels of revision across Portuguese (L1) and English (FL)

TYPES OF REVISION		LEVEL OF REVISION				
		Word	Phrase	Clause	Sentence	Paragraph
Addition	L1	24	06	15	18	03
	FL	24	05	18	08	-
Deletion	L1	15	-	07	08	02
	FL	26	02	04	08	-
Substitution	L1	27	05	09	07	02
	FL	33	03	-	01	-
Reordering	L1	08	-	05	-	-
	FL	-	02	07	-	-
Rewriting	L1	-	-	12	17	02
	FL	-	-	12	13	01

Although subjects changed more at the macrostructural level when revising in Portuguese, it does not mean that the quality of the texts increased, as can be seen in the table 12 and in the comments that follow it.

Table 12 – Purpose of Revision across Portuguese (L1) and English (FL)

PURPOSE OF REVISION	PORTUGUESE (L1)					ENGLISH (FL)				
	1 st version	Revised version				1 st version	Revised version			
		Cor.*	Rem.*	Gen.*	Total*		Cor.*	Rem.*	Gen.*	Total*
CONTENT	52 100%	19 36.5%	33 63.5%	15	48 92%	36 100%	07 19.4%	29 80.6%	05	34 94%
ORGANIZATION	24 100%	08 33.4%	16 66.6%	06	23 96%	19 100%	04 21%	15 79%	-	15 79%
WRITING CONVENTIONS	24 100%	12 50%	12 50%	07	19 79%	241 100%	50 20.7%	191 79.3%	39	230 95%

cor*: corrected rem*: remaining gen*: generated

*The total number here presented represents the sum of the remaining problems plus the ones generated in the revision

In Table 12, through the comparison between the first drafts and the revised versions of the compositions written in Portuguese and of those written in English, it can be perceived that when revising their texts, subjects were able to correct some of the problems present in the original versions. However, most of the problems remained, which may lead us to two interpretations: 1) either revisers were not able to detect faulty passages in their own texts, or 2) they detected them, but because they lacked well-defined representations of the problems detected, they were unable to come up with a diagnosis and to suggest a solution (Hayes et al, 1987). In either case, this study seems to corroborate Hayes et al's (1987) contention that revisers have difficulty detecting and/or diagnosing problems in their own texts. Moreover, new problems were generated during the course of revision. Although these new problems did not outnumber the ones corrected, most of the revised versions of the compositions contained almost the same number of problems found in the original versions.

These results coincide with the ones presented by research conducted by Silveira (1998) and by Gehrke (1993), who investigated self-revision processes of university students writing, respectively, in the foreign language and in their mother tongue. According to their findings, although some changes were made, as a whole, the quality of the compositions was not improved with the revisions performed by the subjects. One possible explanation suggested by Gehrke and shared by other researchers (Beach, 1976, Lundsford, 1980, apud: Matsuhashi & Gordon, 1985; Hayes et al, 1987) regards the subjects' inability to detach themselves from their texts and their tendency to check only intention as opposed to execution.

In contrast, the present results do not corroborate Leffa's (1995) and Dellagnelo's (1997) findings. Both studies brought about more stimulating results. Leffa, conducted a multiple draft writing study with Brazilian university students and

found that self-revising brought about significant improvements to the texts, mainly in the expression of ideas. Dellagnelo's study (1997) conformably, indicates that although self-revision cannot solve all the problems in composer's textualizations, it can contribute to the improvement of students' text production.

Concerning results on self-revision across languages, the findings obtained in this study are in accordance with the ones presented by Hall (1990) who examined the revision processes of students writing in their native language and in a foreign language. Hall found impressive similarities concerning linguistic and discourse features over the two languages, which indicates that ESL writers may use a single system of revision across languages. These results reinforce Friedlander's (1991) contention that composers transfer "writing abilities and strategies whether good or deficient, from their first language to their second language" (p.109).

Regarding the revision processes the subjects went through, the present study shows surprising results. When revising texts in their native language, when it was expected that they would favor global matters, the majority of the problems solved was on writing conventions. In English, however, the subjects did not favor any specific revision. They made about the same number of changes in content, organization, and writing conventions. Nevertheless, it does not mean that the self-revisions made in the foreign language resulted in better texts than the ones made in Portuguese. As numbers and percentages in table 12 indicate, problems solved in Portuguese outnumbered the ones solved in English in all purposes of revision. Still, many problems remained in both languages.

It seems thus, that defining problems was not an easy task in either of the languages. The **problem representations** produced by the **evaluation** process seemed

to be mostly **ill-defined**, since most of the problems in both languages were not solved.

Concerning **text modification**, writers preserved their original texts. In all texts of both languages **revision**, which in this context refers to a strategy of fixing text problems, was favored in opposition to **rewriting**. However, it seems that most of the time subjects did not have enough information as to the nature of the problems encountered in texts. Due to the fact that the first drafts were so poorly written, it seems that revisers would have profited more if they have opted for **rewriting** as a strategy for **text modification**.

In contrastive terms, Table 12 provides a visual picture of the results with respect to purposes of revision. A remarkable difference between problems found in the two languages can be perceived regarding writing conventions. The number of problems encountered in the first versions of the texts as well as the number of problems remaining after the revision process seem to indicate that students lack linguistic knowledge in the FL. However, although we have the impression that students are accurate in their native language, the numbers show that only half of the problems encountered in the first versions were corrected after revision and, also, additional problems were generated in the revision process.

Regarding text organization, table 12 shows that the original version of the texts analyzed did not present representative differences in terms of problems encountered in L1 and in the FL. However, if on the one hand, more problems of this sort were solved in L1 during revision, also new problems were only generated in the subjects' mother tongue, an occurrence which may have resulted from the fact that L1 texts were more elaborated. In what regards the FL, new problems were not introduced

to the revised versions. In fact, as the “total” columns in both languages show, revisions produced a better organization in English than in Portuguese.

By analyzing tables 03 and 07 which display numbers concerning organization in Portuguese and English texts, respectively, we can perceive that four of the original texts lack a conclusion and just one of these problems, in a Portuguese final version, is solved during revision. It seems that subjects do not have command of the principles that govern a proper conclusion. Overall, students do not end their texts by reflecting upon the issues discussed in their texts.

With respect to the content of the compositions, table 12 also shows that students encounter more problems when writing in their mother tongue than in the foreign language. In their first versions, 52 content problems were encountered in L1, while 36 were found in the FL. These numbers might indicate that subjects write more clearly in English. However, this does not seem to be the case. Length of the texts must be considered, and although the number of paragraphs ranged from 3 to 10 in the FL and from 3 to 9 in L1, the paragraphs were longer in the L1 texts.

The literature states that Americans tend to be more concise and straight to the point than Brazilians (Oliveira, 1997). However, subjects taking part in this study are not so concise as native writers of English are, which may reflect that the English writing of the Brazilian participants of this study still brings to the writing task in the foreign language characteristics of the background knowledge they have regarding composing in the mother tongue. The phenomenon that the compositions in English were not as long as the ones written in Portuguese may be due to the fact that writers are composing in a foreign language and to the lack of full linguistic competence in the FL, a fact which may have resulted in smaller texts.

In the same way that numbers and percentages in table 12 show that when revising the content of their compositions, subjects corrected more in their native language (36.5%) than in the foreign language (19.4%), when checking the number of generated problems, a similar pattern can be found: more problems were generated by revisions made in Portuguese than in English. As a result, the percentages displayed in the “total” column, which represent the remaining and generated problems, is almost the same in both languages, which shows that the second draft compositions did not strongly benefit from the revisions performed.

The results displayed in tables 02 and 06 displayed in sections 4.1.2.1 and 4.2.2.1 respectively, indicate that more undeveloped ideas appear in the L1 texts, while more unclear and incomprehensible ideas appear in the FL. This fact indicates that language barriers may influence the intelligibility of ideas that students pose in the FL. However, those also show that students may lack rhetorical knowledge in both languages.

Focusing attention on results on the use of informal language (see tables 02 and 06), one can notice that subjects tended to use more informal language when writing in their mother tongue than when writing in the foreign language, which does not corroborate the literature that points out that Brazilian writers tend to avoid markers of orality in their compositions (Pinto, 1997). While 10 occurrences of informal language were detected in the texts written in the native language, 04 problems of this kind were found in the foreign language versions. It appears that this might be a result of the different environment in which each language is learnt. Whereas the learning process of a native language occurs in a natural way, the learning of a FL takes place in a formal classroom environment. Although most EFL classes nowadays try to reproduce a greater number of “real” activities as a means of minimizing the artificialism of the

classroom setting and reproduce real communication situations, students are using the FL in an artificial context rather than in a real one, a fact which might contribute to students' apparent lack of ability in distinguishing between speech and writing.

Finally, the subjects seem to show a lack of competence for both writing and revising. Generally speaking, all texts were poorly written and equally poorly revised. The compositions showed problems of several kinds, the most striking ones being related to ideas and to content. In general terms, ideas were confusing, poorly developed, and disorganized. It seems that students were worried about throwing ideas on paper without caring about supporting and developing the messages they wanted to convey. Ideas were, therefore, not articulated and not well argued. Concluding, it seemed that writers/revisers were simply brainstorming.

CHAPTER V

FINAL REMARKS, PEDAGOGICAL IMPLICATIONS, LIMITATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1. Final Remarks

In analyzing written assignments and their respective revisions across languages, Portuguese (L1) and English (FL), this study yielded rather discouraging results. Despite some positive changes introduced by subjects to their revised texts in both languages, the final outcomes still showed problems of several kinds.

If students are to be successful writers, a necessary prerequisite is that they revise their texts seriously and competently. Since subjects were not interviewed as to their attitude towards revision, we were not able to assess whether the findings of the present study are discouraging because of laziness and lack of seriousness or because of lack of ability in students' attempts to accomplish the revising task successfully.

What is clear in this study is the striking difference between individuals. Although the present study does not relate to individual differences, the way individuals approached revision is worth commenting. Striking differences were noticed, for example, between subjects 1 and 5 regarding their seriousness or ability in the process of revising. While the former made some substantial changes which had positive effects, the latter made mostly minimal changes which did not result in effective revisions. Additionally, regarding FL texts, subject 5 had a strong tendency to literally translate expressions from Portuguese into English (*the finish of human beings, needs that are in bold nowadays*), a result that corroborates Porte's (1996) findings in his study of less-

skilled EFL writers and their revision behaviors. In Krapels' (1990) review of contrastive studies in composing, she reports that the more culture-bound the topic to be developed is, the more one relies on his/her first language during idea generation. Since all topics subjects in this study were required to write on are closely related to the Brazilian reality, it is natural that students used expressions which were clearly translated from Portuguese.

The three other subjects are inserted between these two poles of good and bad revisers. This does not mean, however, that subject 1's revisions were excellent. The label "good" by which we just referred to him is only in contrast with the other subjects. Still, this distinction among the subjects seems to reinforce the bibliography on revision in that more skilled writers' revisions are more time consuming than the writing of a first version. Subject 1 was the only reviser who took longer revising than composing his first drafts.

While the subjects participating in this study were expected to be proficient writers, since they are students from the eighth semester of the Language Course, where they have writing instruction both in Portuguese and in English, they showed to lack competence in their composing skills. They should be categorized as poor writers or as what the literature defines as non-proficient writers.

It is commonsense in the literature of contrastive rhetoric that writers transfer writing abilities from their mother tongue to the target language writing ability. The analysis presented here seems to confirm this contention in the extent to which our subjects tended to have a more or less equivalent text pattern in both languages. However, there seems to be a certain influence from the foreign language texts to which they were exposed during their Language Course. At the same time that the English texts (FL) written by the subjects were not as elaborated as those in Portuguese (L1),

they were also not as concise as an English text (L1) would be according to findings encountered in the literature (Oliveira, 1997).

In linking the process of revision and contrastive rhetoric, it could be noticed that students are not aware of the rhetorical differences mentioned above. As it has already been mentioned, the length of the texts was not modified. Therefore, conciseness did not turn out to be elaboration nor elaboration came out to be conciseness. It was not assessed, however, whether students do not have knowledge regarding the American rhetoric and thus are not able to detect differences, or whether they like to maintain their identities in their pieces of writing.

Regarding revision per se, the present findings show differences and similarities across the revision processes carried out by Brazilian university writers when revising in Portuguese in opposition to their revisions in English. Whereas in terms of content, the final outcomes (remaining problems plus generated ones) presented very similar results, the organization factor profited more from revisions of English texts, and writing conventions mostly benefited from revisions conducted in Portuguese. Even though, compositions in both languages were improved to a certain extent. In fact, as table 12 indicates, a percentage of at least 79% of problems were encountered in the final outcomes, a sum which results from the remaining problems plus the ones generated in revision.

5.2 Pedagogical Implications

At least two important pedagogical implications of the study can be pointed out; one of them regards revision itself and the other makes reference to rhetoric.

Composing teachers need to approach writing and revision thoughtfully and carefully so that students can assimilate these processes accurately and build strategies that will help them better develop their composing skills. Accordingly, teachers should help students to perceive that writing is a process of communicating meaning. Therefore, a text must be grounded on the expression of feelings and opinions by which one develops his/her ability to elaborate, argue and think critically. As Zamel (1985) observes, this can only be achieved by showing students in our responses to their writing that our main concern is with meaning. As far as revision is concerned, teachers should involve groups of students in collaborative work so that, as readers of their colleagues' texts, they can realize that they are mostly interested in comprehending the text. Therefore, ideas must be clear and well organized. Additionally, student-writers should be engaged in "revise-and-resubmit" (Ferris, 1996) tasks. In conducting systematic revisions of a same text, composers would not only be able to understand the recursive nature of writing, but also would be able to see how much improvement they make between drafts. Probably, this would make them merit revision as it deserves to be merited.

The second implication regards rhetoric. The FL writing classroom offers a great potential for the learning and applicability of contrastive rhetoric (Leki 1991, Grabe & Kaplan 1996). Therefore, it is believed that instructors must also focus their attention on the conventions and the rhetorical structure used by native writers of both the target language and the native language. In doing so, students will be able to consciously choose whether they prefer to write in the target language the same way they write in their native language or if they would rather follow the target language style.

5.2. Limitations and suggestions for further research

As a means of avoiding linguistic competence to interfere the results of this study, only students from the eighth semester of the Language Course were selected to take part in this experiment. However, the subjects' competence in the foreign language was far from what was expected from these learners. By the same token, this study also seems to be limited by the students' lack of composing competence even in their native language, a factor which, according to several researches reviewed by Krapels (1990), is more important than the linguistic competence. Therefore, both linguistic and writing competence variables ended up interfering with the results. It would be interesting to have this research replicated with students who do not manifest these difficulties. It is our belief that different results would spring from such a study.

Analysis of students' performance while revising texts is a crucial, yet neglected area of inquiry, especially in terms of contrastiveness. Since this study offers a very limited number of subjects, it is not possible to generalize from these trends. Additionally, it was carried out in a single pedagogical setting. Researchers would profit from studies within different contexts and with a more representative number of subjects.

The lack of interviews was a further shortcoming of the present research. Writers were not interviewed as to their attitude and difficulties regarding the process of revising, depriving us to have a better understanding on the nature of their detections and problem definitions of the original texts. Their perceptions and preferences related to the rhetorical structures of Portuguese and English were not assessed either. Consequently, we cannot come up with any interpretation as to whether the non-

rhetorical change during revision was a conscious choice or whether it was a result of their ignorance in respect to the distinct conventionalities that each language sustains.

Apart from the limitations discussed, this study came up with results which are shared by most researchers in the area of writing and revision: unskilled writers are also poor revisers. Based on this assumption, the practice of revision activities as a main part of writing instruction should be more emphasized. One cannot expect that positive results will emerge from a single use a of a given strategy.

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