

Sprache & Kultur

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**Similarities and Differences
Between the Revising Processes of
Native Spanish and English Writers**

Shaker Verlag
Aachen 2010

Bibliographic information published by the Deutsche Nationalbibliothek

The Deutsche Nationalbibliothek lists this publication in the Deutsche Nationalbibliografie; detailed bibliographic data are available in the Internet at <http://dnb.d-nb.de>.

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Printed in Germany.

ISBN 978-3-8322-9248-5

ISSN 1430-7782

Shaker Verlag GmbH • P.O. BOX 101818 • D-52018 Aachen

Phone: 0049/2407/9596-0 • Telefax: 0049/2407/9596-9

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The aim of the investigation is to portray a composite picture of the native and non-native expert and novice writers' composing and revising processes as they wrote an argumentative essay in English. Analyses of the experienced and novice writers' revision processes served to answer four main questions posed at the beginning of the experimental study: 1. When did revisions occur during the composing process? 2. Were there any similarities and differences in the categories of revision the subjects employed? 3. And in the techniques the subjects employed? and 4. And in the purposes of the subjects' revisions? These questions were also posed to compare the native and non-native expert writers and the native and non-native novice writers.

The results indicate that the native and non-native experienced and novice writers in this study made changes across all writing sessions, drafts and draft combinations, although they revised to different extents. Also, both writer groups coincided in their preference for the word level over the rest of the levels. The experienced subjects, however, revised at the higher discourse levels more often than the novice writers. Per purposes of revision, both groups revised with an informational purpose in mind, although they differed in their preference for the rest of purposes of revision: while the expert writers made higher proportions of meaning revisions, the novice showed a tendency for formal changes. Further comparisons indicate there were also similarities between both types of writers, since the unskilled writers in this study were also aware of the need for making content changes.

The results for the native and non-native experienced subjects indicate that they coincided in their preference for the word level across drafts and writing sessions. The rest of the levels occurred in descending order as the discourse level ascended from the word to the global level. Despite the similarities, further comparisons reveal that the native expert subjects showed more concern with meaning, while the non-native were worried about grammatical correctness, which may be due to the greater emphasis that they receive in L2 writing classes.

Finally, comparisons between the native and non-native novice writers show that the former subjects made higher percentages of final version revisions, while the latter were more inclined to making premature revisions, coupled with large numbers of revisions in an attempt to reduce the cognitive load that revising entailed on their minds. Yet, both writer types redirected their attention to meaning towards the latest stages of writing and, therefore, they were not insensitive to revision at the higher discourse levels, contrary to the beliefs commonly held for novice writers.