

Investigating Editing and Revision Processes Involved in Writing Different Text Genres

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The plethora of research thus far conducted on writing proficiency reveals the fact that in the construction of written discourse, writers do not attain a desirable level of well-written composition from its inception. They, nonetheless, undergo different recursive processes through the composition. From among different composing processes such as drafting and rereading, editing and revision have gained considerable importance due to the impact that they have on the final draft. It is for the same reason that some scholars assign editors to revise the final draft of their scientific papers. The purpose of this qualitative research was to explore the processes of editing and revision involved in writing four academic text genres so as to determine the extent to which language learners are familiar with thorough reviewing. To this end, the researchers proposed three research questions and employed think-aloud protocol through which the participants needed to verbalize all their thought processes while performing the composition tasks. The collected data, then, went through content analysis based on a three-step procedure proposed in the grounded theory. The results offered four main processes of planning, formulating, evaluating, and reformulating. The editing and revision processes were then subdivided into different sub-processes of insertion, deletion, substitution, transposition, rephrasing and correction. The research highlighted the significance of editing and revision processes in teaching academic writing as its main pedagogical implication. Also, exploiting the findings of this study for teaching productive skills in classrooms would make learners more active rather than passive.

Key words: Composing Processes, Editing, Revision, Think-Aloud Protocol.

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