

Sample of Level 2 English Editing

Field of research: Linguistics

Recent studies concerning ~~the~~ FL writing instruction ~~put~~ increased~~ed~~ingly stress ~~on~~ the significance ~~of~~n the effects of a particular teaching pedagogy and ~~of~~ learners' reactions ~~toward~~ it (Lee, 2006). Few researchers investigate how the teacher as a designer or implementer perceives and develops a teaching measure (Lee, 2006). Moreover, relatively few studies have paid attention to (a) ~~how~~ ~~the~~ instruction scaffolds students' learning in writing through oral and written discourse (Warwick & Maloch, 2003), and (b) and how ~~the~~ novice writers view themselves as writers applying ~~with the~~ mediating tools in ~~the~~ prewriting activities.

Thus, to fill these~~se~~ gaps, this study adopts long-term observations and in-depth interviews in a private senior high school ~~which was~~ selected for the ~~high~~ average~~ly higher~~ English proficiency of their students and ~~the~~ ~~an~~ instructional emphasis on prewriting. The purpose of this study is to investigate how the English writing teachers of a senior high school ~~provided scaffolding to their students via prewriting techniques~~ and how the EFL learners saw themselves as writers in the prewriting classroom. It is hoped to shed some light on English writing teaching and learning in ~~the~~ EFL senior high school~~s~~ settings, ~~such as~~ ~~in relation to~~ teaching methods, activities, materials preparation, and ~~to afford a~~ better understanding of students' roles in ~~the~~ learning ~~the~~ process of English writing. The

Comment [SM1]: CHECK: should this be EFL?

Comment [SM2]: CHECK: This appears to be the first mention of this central term. I suggest you define it. If for example you got the term from Warwick and Maloch, perhaps quote their own definition of the term, or else use it from some other source.

Comment [SM3]: CHECK: see previous comment. This phrasing for example is not especially clear to the average reader, until you have defined the term.

two research questions that guided the study are as follows:

1. How do ~~id a~~ teachers of English view pre-writing as process and practice ~~it~~ in a writing class of senior high school students in a context where English ~~as is~~ a foreign language (EFL) ~~context~~?
2. How do ~~id the~~ EFL senior high school learners view their roles and how do they apply mediating tools in ~~the scaffolded~~ prewriting activities?

Comment [SM4]: CHECK: A reminder that any changes made to these 2 research questions should also be reflected in any later repetitions of the research questions

Comment [SM5]: CHECK: I wonder why you are writing “scaffolded” rather than “scaffolding” This latter form would serve to emphasise what these activities DO for the students, rather than (as in the present form) the nature of the activities. You might consider changing the terminology here and elsewhere.

Theoretical Framework

A large number of ~~the~~ earlier studies in second language acquisition and learning ~~studies~~ are confined to ~~the~~ cognitive processes ~~with~~ under experimental conditions, but do not take the broader view on social context (Campbell & Barnard 2005).

Increasingly however, ~~r~~ Researchers recognize that learning and teaching are essentially social activities, and ~~s~~ Sociocultural theorists (Vygotsky 1978; Lantolf, 2000; Van Lier 1996) have shifted the attention from ~~the~~ individual cognition ~~toward the~~ sharing mental activity among learners.