Research Summary

Purpose: The most widely accepted model of the writing process was developed on proficient adult writers. The purpose of this study was to model the Hayes and Flower (1980) writing process in children using an authentic writing approach consistent with current instruction in schools. This study is the first to evaluate how the same sample of children attend to three components of the writing process using tasks reflecting current instructional practices.

Method: Two hundred one sixth-grade students participated in a three-day writing assignment. On the first day they generated ideas for their story, on the second day they produced a first draft, and on the third day they revised their draft to produce a final copy. Scores from each day’s writing were used as measured variables representing the latent variables of planning, translating, and revising.

Results: Confirmatory structural equation modeling techniques were used to evaluate the model fit. Findings suggest that the latent measures of planning, translating, and revising were related to one another in a linear manner and that the modified version of the model was valid.

Discussion: The findings demonstrated the validity of the modified model using a writing task reflecting classroom writing instruction. Findings suggest that the latent variables of planning, translating, and revising are related and dependent on one another in a linear manner. Educational and future research implications are discussed.

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Selected References:


