Carvalho, J. (2002). Developing audience awareness in writing. *Journal of Research in Reading, 25*, 271-282.

Key Words: Writing

Summary:
This study tested the effects a procedural facilitation strategy (a method of applying an advanced strategy in a simplified way) to help 5th and 9th grade students self regulate their writing and revision and to develop greater audience awareness. Students were asked to evaluate and modify the text that they were currently writing whenever they considered it necessary based on a predetermined set of criteria. Their writing was compared to that of a control group who did not receive any procedural facilitation. Both groups were given a pre and post-test writing activity to gauge the degree of audience awareness.

Assumptions:
- A writer can only take audience into account when a certain developmental stage has been achieved.
- The acquisition of audience awareness is a major step in the writing process as it means that the writer is aware that there is a difference between writing and speaking.
- Making students aware of audience (at the appropriate developmental stage) is an important goal of schooling.

Findings:

- The experimental group made considerable progress in their writing whereas the control group did not.
- Texts written by ninth graders showed a much higher degree of audience awareness than did the texts of the fifth graders.
- The second version of the texts produced by the experimental group of writers showed higher degree of audience awareness.
- Younger students tended to use more concrete language and used more repetition in both the pre and posttests.

Conclusion:
Procedural facilitation can serve as an effective teaching strategy. It allows new writers to act like more mature readers and writers by self-regulating their writing. Additionally, it allows students to work to their own difficulties, helping teachers deal with the wide range of writing abilities found in a classroom while at the same time helping teachers identify these particular writing difficulties.

Suggestions for Teachers:

- One role of the writing teacher is to provide a scaffold for students. How do you currently scaffold students' understanding of abstract issues like "audience" and "voice"?

Suggestions for Literacy Leaders:

- Provide professional development to help teachers learn how to scaffold for abstract concepts like "audience" and "voice."
- Work with teachers across grade levels to explore aspects of student development in abstract issues like "audience" and "voice."