

# The Role Of Marking, Redrafting And Editing In Improving Writing Skills Of ESL Learners

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## Abstract

The LSRW skills play vital role in language acquisition. The extensive knowledge of an exact meaning of English words is foundation in acquiring these skills. The first activity is **marking**. Traditionally marking is considered as a responsible activity of a teacher. Teacher requires a lot of patience to go through each line of the texts. Marking is an extra load for a teacher and it requires a lot of time. If a teacher will not find time, he does it in hurry burry way which leads to dissatisfaction. The second activity is **redrafting**. Here the learner evaluates, rethink and rewrite part of the texts. The third activity is **editing** which is in post writing stage. Here the learner involves checking for accuracy and making final revisions.

The thrust of my article is that these three activities should be closely linked. Marking is effective in improving writing skills of a learner if it provides constructive feedback which can be channeled into the process of redrafting and editing. In improving writing skills, learners need positive feedback. The most important aspect of my article is that positive approach to writing which looks for strengths as well as weaknesses. It is very easy for marking to become a mechanical task of “correcting errors” rather than a chance to indicate to students how they are developing as writers. Then the teacher awards **grading texts** then it motivates learners a lot in involving redrafting and editing.

**Keywords:** Marking, redrafting, editing, feedback, constructive, grading.

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## I. INTRODUCTION

Teaching writing skills to (ESL) English as a second language learners are more challenging than (EFL) English as a first language learners. There is a great influence of mother tongue on second language learners. Second language learners are not getting conducive atmosphere for improving writing skills. Despite writing blocks and barriers ESL learners can overcome those with constructive and encouraging feedback by the teachers. Extensive knowledge of exact meaning of English words help learners to build sound writing skills. Vocabulary is an indication of intelligence and when learners writing skill is improving which show that they are progressing. It is a teacher to create a context without which it is difficult to know exactly what or how to write. By creating context, learners are motivated towards creative writing by giving topic like, “Describe a place you know well”. Without a context it is difficult to write what to put in and what to leave out<sup>1</sup>. When learners understand the context then they write effectively.

## II. MARKING

Marking plays a vital role in diagnosis of learners’ errors in writings. Practical thing is that the teacher will not get much time in marking the texts of the learners. The article focuses on marking, redrafting and editing which are complementary to each other’s. If there is no constructive feedback by the teachers, then the learners are not going for redrafting and editing. The teachers are not getting enough time to go through each text of the learners. The teachers are correcting errors of the learner’s texts by writing in the margin instead of telling them about criteria for the marking and assessment of writing. The ESL learners receive negative feedback and no commendation for sense of correction. Responding positively to the strengths of learners writing is important in building up confidence in the writing process.

### 1. Criteria for marking <sup>2</sup>

- A. Content
- B. Length
- C. Style

- D. Organization
- E. Handwriting
- F. Accuracy
- G. Complexity
- H. Range

## 2. Grading Criteria <sup>3</sup>

1.	Organization of content (clarity, coherence, paragraph development)	20
2.	Range (grammatical structures, vocabulary)	15
3.	Complexity of sentence structure	15
4.	Accuracy of grammar (tenses, agreement, etc) Sentence structure (word order, connectives, etc) Spelling and Punctuation	30
5.	Fluency (feel for the language, appropriateness, use of idioms, etc)	20
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		100%

## 3. Criteria for grading <sup>4</sup>

	Excellent	Good	Adequate	Inadequate	Weak
<b>A. General Development</b>					
1. Interest and force of content					
2. Development of ideas					
3. A sense of audience and style					
<b>B. Specific Component in Writing</b>					
4. Grammatical skills					
5. Complexity of sentence structure					
6. Use of vocabulary					
7. Spelling					
8. Punctuation					
9. Presentation					

## III. Redrafting

Good writers give more importance on getting the content right and leave details like correcting spelling, punctuation, and grammar. In this stage, the writer gives stress on planning to drafting, reviewing, preplanning, revising. Here good writer looks at vocabulary, information to be conveyed to the reader, paragraphs.

## IV. Editing

Editing is post – writing stage. Here, the reader will be given most important. Editing is done in keeping in the view of reader's perspectives and ideas are expressed in the texts will be clearly intelligible to reader. Editing makes difference between great and poor writers. Great writers follow editing because they have a sense of purpose, a sense of audience and a sense of direction. Poor writers give more importance to accuracy in grammar and punctuation than overall structure. They go from drafting to editing without any in between stages of rethinking and reorganization.

## **V. Improving**

Learners writing skills can be strengthened by providing a set of activities like self – correction strategies, exchanging works, conferencing between teacher and student, group writing, proof reading exercises, class - discussion of selected drafts and reformulations procedures. These activities will be exploited maximum when teacher and learner understand the criteria and procedures of marking, revising and editing. When the learners are involving in revision and editing of their own work then marking becomes part of the writing process and genuine source of learning for both teacher and learner. Thus it becomes a process of improving.

## **VI. CONCLUSION**

By providing context to the learners like story stories writing, poems, help them involve in creative writing. Encouraging strengths of writings of learners help to improve writing skills. Marking, redrafting and editing are complementary to each other's then it leads to improving.

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