

Improving Writing Skills in ESL through Feedback, Revising and Multiple Draft Writing: An Action Research

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The ability to write effectively is becoming more and more important in ESL education. As stated by Weigle (2002), training the learner in the use of writing strategies is assuming an increasing role in second language education. The present study is an attempt to develop writing skill through feedback, revising and multiple draft writing, notions drawn from process approach to writing. The sample included ten teacher trainees enrolled in Diploma in Primary Teacher Training Programme at a private educational institute. Interviews and student writing were used for need analysis and the take-home writing assignments and student reflective journals were used for data collection. The intervention was carried out for ten months which included ten take-home assignments which were to be revised based on peer feedback and teacher feedback which led to the production of at least three drafts before the submission of the final draft. The drafts were qualitatively and quantitatively analysed. The comparison of the marks obtained for the first draft and the final draft of each of the ten assignments and the comparison of the marks obtained for the ten final drafts were made for the purpose of measuring the effectiveness of the intervention. There was gradual but significant improvement of the writing skill in all the writing learners. Accomplishment of the use of grammar and syntax were clearly shown. The development of thesis statement/s also recorded satisfactory improvement. The style of writing and organizational skills recorded the least achievement of the four criteria used in rubrics. The implication of the study is that training the writing learner in the use of revising and multiple draft writing based on feedback could be very effective in improving writing skills in ESL learners which will lead to the subsequent quality production of the student take-home assignments.

Key words: *Improving writing skills in ESL, Revising as a writing strategy, Multiple draft writing, Peer feedback and teacher feedback*