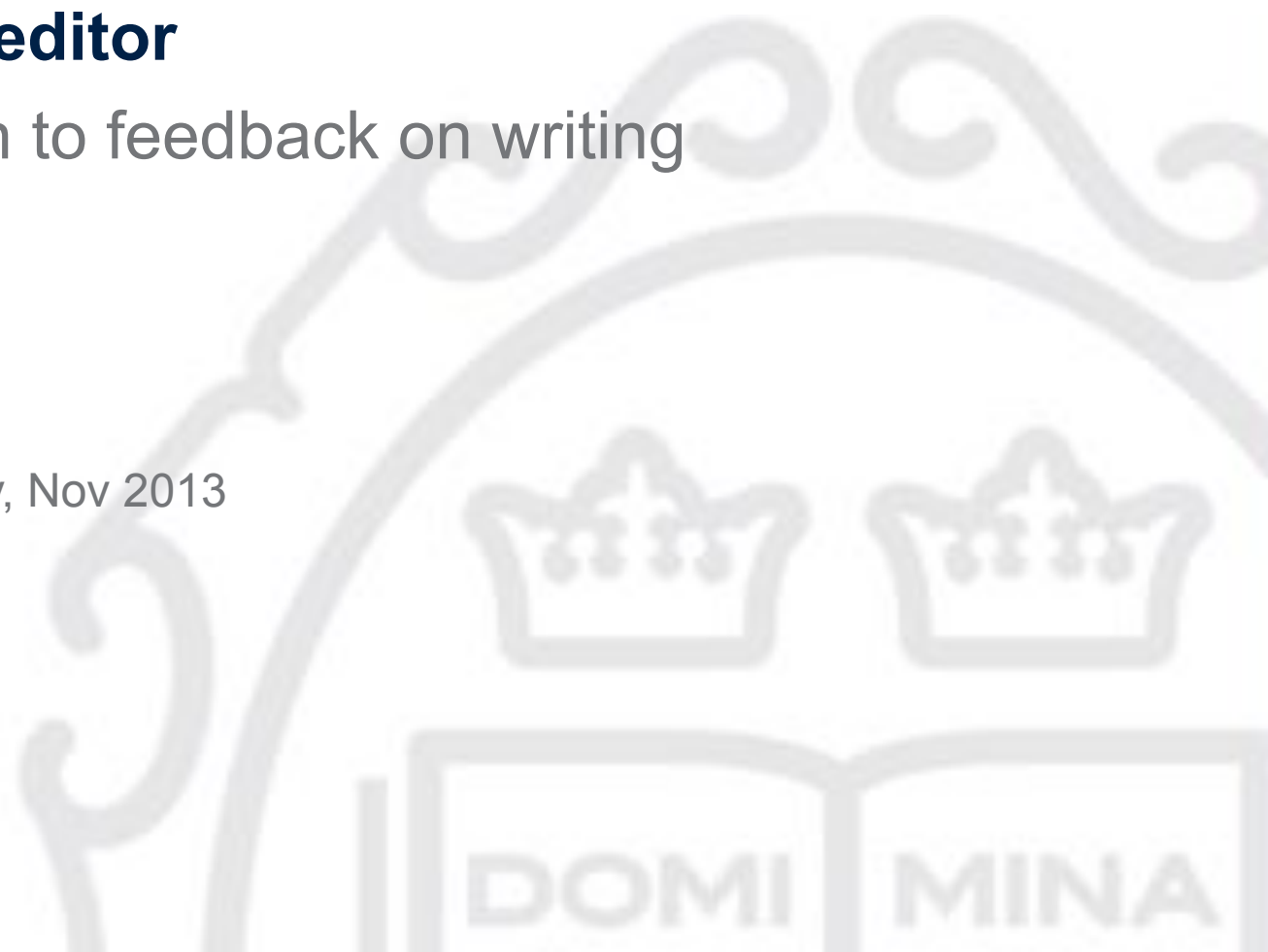# From teacher to editor

a shift in approach to feedback on writing

Julie Moore

Feedback in EAP
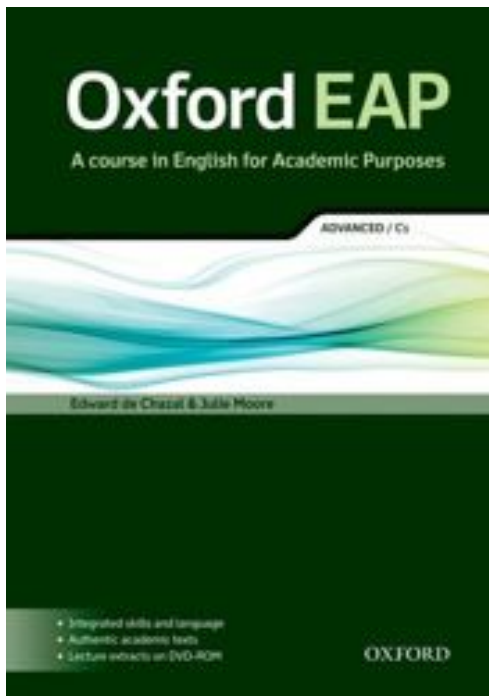BALEAP PIM
Oxford Brookes University, Nov 2013

EAP writer to tutor
Editee to editor

Professional Development

Lessons from being edited

- Too much feedback makes your heart sink

- Staged & focused feedback is much more manageable

- You need a 'right to reply' sometimes

- Positive comments really make you glow

Professional Development

From 'marker' to editor
1. Focused & staged feedback

- **Content editing** – focus on content, ignore surface errors

- **Copy editing** – structure, style, voice, etc.

- **Proofreading**

Professional Development

From 'marker' to editor
2. Collaboration

- Encourage collaboration

- Raise questions that need answers

- Allow time for discussion of feedback

- Celebrate the final result!

Editing: a joint effort
An example

This paper demonstrates how the main management methods being deployed in ZARA and argues why they can be learnt by other retail corporations.

Editing: a joint effort
An example

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This paper [demonstrates](#) how [the main management methods](#) being deployed in [ZARA](#) and argues why they can be learnt by other retail corporations.

- Is *demonstrate* the best verb here – a little too confident?

- "*the main management methods*" - in what area? With relation to marketing, staffing, customer service, corporate governance, ethical sourcing…? This is a huge topic, you need to be more specific.

- Explain a little what "ZARA" is – your reader may not be familiar with the brand.

Editing: a joint effort
An example

This paper, through analysing the main management methods such as supply chain management and information system management applied by ZARA, a transnational retail company who belongs to INDITEX group of Spain, attempts to argue that taking advantage of those methods could facilitate greatly the corporation's development in the area of marketing.

3. Student autonomy

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TASK 3 Developing a personal proofreading checklist

1 Make your own proofreading checklist of common language issues, based on feedback on your previous writing. You could include:

- general language areas: *spelling, punctuation, …*
- specific areas of grammar: *articles before nouns, sentence structure issues (e.g. subject-verb agreement), …*
- specific areas of vocabulary: *uncountable nouns (research, evidence), …*

2 It can be difficult to spot errors in your own writing. Work in groups and discuss how you can use the tools and techniques below to systematically check your writing. Add other ideas.

computer spell-check   computer 'find' facility   copies of source material
a dictionary / thesaurus   peer review / feedback   reading aloud

Example: *If your tutor highlights a problem with a specific word, use your computer's 'find' facility to search for all examples of that word in your text and check you haven't made the same mistake each time.*

3 Briefly compare with the class. Which techniques seem most useful?

Source: Oxford EAP Advanced/C1

Professional Development

Teacher as editor
Lessons learned

- Break down the editing process into stages

- Make editing a collaborative task

- Student autonomy & tricks of the trade

References & links

Oxford EAP Advanced/C1 – De Chazal & Moore (2013)

Oxford Learner's Dictionary of Academic English (forthcoming)

Oxford Learner's Thesaurus (2008)

lexicoblog.blogspot.com

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