

## DIRECT STRATEGIES: WRITING

### STRATEGY GROUP: Metecognitive

#### STRATEGY SET: Evaluating your learning

##### STRATEGY: Self-monitoring

This strategy does not center as much on using the language as it does on students' conscious to monitor their errors in any of the language skills. It is good to write down and also to say aloud the difficulties in their language learning notebooks and try to eliminate them. For writing, avoid teachers' frequent practices of appropriating the whole error-monitoring function and splashing fountains of red ink over students' compositions. These practices can lead to a sense of defeat for both you and your students. Learners can help each other monitor their writing difficulties without the constant intervention of the teacher.

Here are some examples. Alberto, an Italian student of English, is writing a letter to Beth, his English friend, in order to make plans for a trip. Alberto mistakenly uses an Italian *pensare-type* construction when he writes, "*we think to come by car*". In rereading the letter, he realizes this is an inappropriate construction and changes it to: "*we are thinking of coming by car*".