CHAPTER 2

REVIEW OF LITERATURE

The related literature will be reviewed under six subheadings: (1) teaching of writing to speakers of other languages, (2) teaching writing in the Thai classroom, (3) error corrections in writing, (4) strategies to help students self-editing, (5) editing checklists, and (6) examples on the use of the editing checklists.

2.1 Teaching of writing to speakers of other languages

Teaching of writing differs from teaching other language skills. There is no doubt that it is the most difficult skill for learners to master. Richards and Renandya (2002, p.303) insist that the difficulty is not only in generating and organizing ideas, but also in translating these ideas into readable text. Celce-Murcia (2001, p.206) adds that the ability to express one's ideas in writing in other languages is not easy to master, even for native speakers.

Furthermore, writing requires thinking processes, putting ideas down on paper and transforming thoughts into words. The difficulties

are also to sharpen one's ideas, to make papers well-structured and coherent in organization (Brown 2001, p.335).

'The ability to write well is not naturally acquired skill, it is usually learned or culturally transmitted as a set of practices in formal instructional setting and other environments. Writing skills must be practical and learned though experience.'

<div align="right">Myles (2002)</div>

Writing therefore was a neglected area for a long time in language teaching. Writing was not viewed as a language skill to be taught in language learning (Brookes and Grundy 1998, p.1). It was taught as a support skill for language learner. Students were taught only taking down dictation, transcribing a tape, practicing handwriting skills for those whose native language differed graphically from English, and writing answers to grammar or reading exercise (Reid 2001, p.28 and Reid 1993, p.30).

The influence of the audio-lingual method (ALM) in 1970s played a vital role in language learning and focused on teaching correct oral language through the study of pattern conversation drills, pronunciation, and grammatical structure. Listening, speaking, and

reading were mainly emphasized in teaching language (Reid 2001, p.28).

More recently writing has been regarded as a 'process'. It has shifted from focusing on accuracy and pattern to process through making meaning, crafting and producing multiple drafts. Writing then is viewed as a form of problem solving which involves the process of generating ideas, exploring, planning, monitoring and evaluating as described by White and Arndt, (1991).

The process of writing is viewed as a complex process, recursive rather than linear in nature, involving thinking, planning, discovering what to say, drafting, and re-drafting (Howard 2001, p.11, Brookes and Grundy and 1998, p.9, Reid 2001, p.29, Brown, 2001, p.335, Rosen,1993 p.372, Murray 1993, p. 337).

Seow (2001) describes the process to teach writing as being comprised of four basic elements – planning, drafting, revising, editing as shown below:
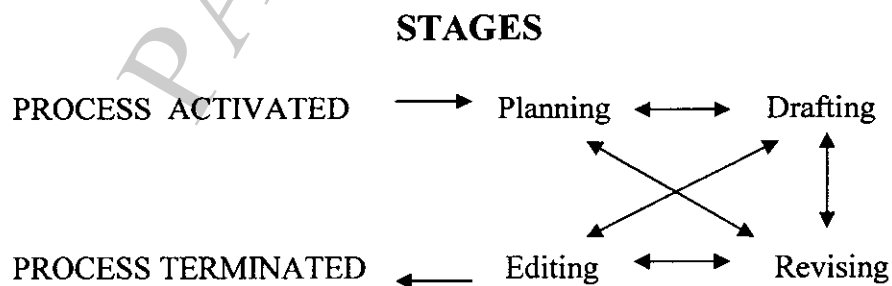
STAGES

PROCESS ACTIVATED ——▶ Planning ◀——▶ Drafting

PROCESS TERMINATED ◀—— Editing ◀——▶ Revising

Figure 1 The writing process

The teacher's role here is to encourage students to have creative thoughts and to get across the notion that writing is re-writing and revising. Product is less important than individual development. The most important part of correctness is not just the province for the teacher alone at the final stage of the process, but is equally the concern and responsibility of the students at every stage (White and Arndt 1991, p.5).

With these changes in pedagogy in teaching writing, students play an important role in the learning approach. Therefore, the role of the teacher has been changed to a facilitator or coach, not an authoritative director or arbiter.

'As a facilitator, the teacher offers guidance in helping students to engage in their thinking process of composing but in a spirit of respect for student opinion, must not impose his or her own thoughts on student writing.'

Brown 2001, p.340

2.2 Teaching writing in the Thai classroom, some related research

In the Thai educational system, English is one core school subject, along with Thai language, science, maths, and social studies. Based on the author's six-year experience, she has observed that 'chalk and talk' pedagogy and rote learning have an important role in Thai school education. Teachers are the center of teaching-learning activities. Kanadpon (1998) claimed that Thai students have to study hard so that they can pass the university entrance exam, which includes an English paper. It is a regulation for all candidates nationwide. Teachers work extremely hard to present and drill as much English as they can, mainly grammatical structures, vocabulary, and reading comprehension and previous exam paper exercises.

Apipataranan (2002) revealed that teaching writing has always been neglected by Thai teachers because of its complexity and difficulty. Students are rarely assigned to write because there is no requirement for writing essays for high school graduation and university entrance exams. Some teachers also believe that writing skills are personal development that cannot be taught.

Channiam (1998) conducted research on 'Nurturing Students to Learn Writing Skills through Portfolio'. The conclusion of this study indicated that self-assessment was perceived as effective in raising the

students' consciousness of their own learning processes. The finding shows a strong need on the part of the students for being informed of effective learning strategies in writing skills, the students were eager to know useful strategies they need to be an effective writer. Moreover, the researcher suggested further study to implement a student-teacher conference to help students reflect upon their own learning strategies, analytical thinking, attitudes and interest.

In 1989, Vessakosol developed a model for teaching English writing based on the process approach for Thammasat university students in the second semester of the academic year 1989.The developed model consisted of four elements: Students, Course Objectives, Course Content, and Instruction. The teaching procedures followed the three steps of writing process: planning, drafting, and re-writing. The result of the experiment showed that the mean achievement scores of experimental group was statistically higher than those of the control group. This suggested that the model of writing process positively affected the students' writing ability.

Savikabutr (1997) compared English writing efficiency, correcting efficiency, and gain scores of students who were taught through process writing with feedback-plus and normal feedback for eighth grade students of Sarapee Pittayakom School. The result

revealed that those students who obtained feedback-plus showed positive results and their scores were higher than those of students who were trained with normal feedback.

Na Chiang Mai (1997) revealed the success of the use Concept Mapping on composition writing of sixth grade students. The researcher compared the writing achievement of students learning to write composition through concept mapping with those learning to write composition through traditional approach. The results showed that the concept mapping enhanced students' ability in writing.

Teaching writing in Thai classroom has generated little research and resources for reference. There are few articles directly mentioning the editing process, so the author believes this research on the use of the editing checklists for Thai ninth grade students would be a useful resource for teaching students to self-edit.

2.3 Error corrections in writing

With the change of writing pedagogy, there is no doubt that teachers have to reconsider how to treat errors on student writing. Penaflorida (2002, p.344) noticed that there has not much change in terms of approach and classroom procedure. It might be the fact that some of the teachers teach the way they were taught, or they still stick

to age-old beliefs and teaching. Error correction in student writing is very difficult because it is a very personal skill with each individual having his or her own specific problems. The traditional teacher's role in reacting to papers is reading through errors and editing papers for grammatical and mechanical mistakes. Parsons (2001, p.117) questioned why many teachers in all subject areas spend so much of their time on the work of editing their students' writing. The teacher correcting all errors with red pens in hand and hunting every spelling mistake, punctuation error, or usage and grammar lapse cannot enhance student writing ability. In addition, a number of studies illustrated that the use of marking errors by teacher, marginal notes, and symbols for correction do not lead to improvement in student writing but cause them more confused and disoriented (Penaflorida 2002, p. 345, Allwright & Bailey 1991, p.84, Brender 1998, Kroll 2001, p.229). Therefore, an alternative approach to error correction should be developed.

2.4 Strategies to help students self-edit

During the last decade, researchers have studied the roles of teacher and student in error correction to find out what effective error correction method empowers and promotes students self-editing.

Teachers must realize the fact that for non-English native speakers, writing normally contains errors, it is therefore teacher's responsibility to help learners to develop strategies for self-corrections (Myles 2002).The idea here is how the teacher makes students realize that the paper is their own property, and that editing papers is not the sole responsibility of the teacher (Penaflorida 2002, p.345).

'Responsibility for the correctness of any given piece of writing should fall mainly on the students, not the teacher.'

Rosen, 1993, p.374

Frodeson (2001) suggested that the teacher should not overwhelm students with all errors in any one piece of writing but he or she should focus on errors students made that the teacher considers as most needing attention. In the early stage, teachers can alert students concern to the importance of drafts, and the error correction does not need to wait till the final draft.

Marking errors by the teacher may lead to student confusion and misunderstanding. Editing must be learned in learning writing, and it is never too early to start teaching (Rosen 1993, p. 381).

Several correction strategies have been introduced by many researchers aimed at enhancing students' ability to self-edit. Among the most useful are discussed below.

2.4.1 Self-monitoring technique

Self-monitoring is a technique in which students annotate their drafts with comments or queries on their problem areas before handing their texts into the teacher. The teacher responds in writing to these notes by giving direct and appropriate feedback on the points raised by the students.

Charles (1990) studied the advantages of using self-monitoring to help students become successful writers. The results showed that the students gained a measure of control over the process of learning to write when they were required to write. The self-monitoring technique makes it easy for students to express uncertainty about any parts of their text, and to receive direct answers to their queries. Teachers are also less frustrated toward students' texts than when responding to an unmonitored version. The most important finding was encouraging students to pay attention to the language problems they were encountering, and what sort of help they need from teachers.

Later Cresswell (2000) implemented the self-monitoring approach to develop learner responsibility in their own writing. The principle of the technique is to increase the element of autonomy in learning. The study illustrated that the training was effective in encouraging students' responsibility and handling of the language problems they encounter while composing. However, Cresswell makes the point that the successful results he obtained depended on the proficiency level. He questioned whether, if the students had not been trained in the self-monitoring at an earlier stage, the technique would have been successful.

In addition, Xiang (2004) implemented the use of self-monitoring approach in her Chinese students' English writing. The finding showed that students had positive attitudes toward this technique. Students believed this technique could help them revise their drafts, and improve their writing proficiency, especially for high achievers. Lower achievers showed less improvement in their writing.

2.4.2 Modeling

Ferris (2002) indicated the use of a three-stage approach to teaching editing skills that can help students become independent. The approach consisted of stage 1: focusing on form, stage 2: recognizing

major error types, and stage 3: self-editing practice. Ferris used in-class activities where students looked at their own sentences or short essays that contain a variety of language problems. Not only simply finding and correcting errors, they discussed how these errors impede the understanding of the text. Then Ferris provided students with the major patterns of errors, which were particular errors most students frequently make. At the final stage, students were asked to find errors and correct them on their own and also peer's drafts.

Additionally, Rosen (1993, p.376) recommended modeling the editing process by obtaining permission from one student in class to make a transparency of his or her paper for editing by the whole class on the overhead projector. Students then identify and correct individual's errors, the teacher corrects each on the transparency, giving a brief explanation of the reason for the correction, and also starts a list on the chalkboard of kinds of errors identified; spelling, capital letters, run-on sentences, etc. The teacher can point out errors the students cannot identify and take this opportunity to discuss the errors. Students finally apply this process to their own paper by using the list on the board as a guide for errors they have to look for.

2.4.3 Conferencing

The writing conference is face-to- face conversation between the teacher and the student, and can work both outside the boundaries of the classroom or in the classroom. It is a negotiated teaching event, a chance to address student's individual needs through dialogue (Reid 1993, p.220). The following is an example: 'OK, John looks like you're ready for a final proofreading and polishing. First I 'd like you to circle all the words you think might be misspelled and look them up in the dictionary. Then work on to complete sentences. There are several places in your paper when you've got two sentences strung together' (Rosen 1993, p.377).

After this process, the teacher might work with John in identifying the first few run-on sentences and correcting them before telling John to do the same throughout the rest of his paper and let the teacher check it again.

Brender (1999) revealed that conferencing is a dynamic interchange and negotiation can take place and through one-on-one conferences, teachers could reduce students' anxiety, trace the causes of the problems, and apply strategies for enhancing language acquisition.

2.5 The editing process

In everyday English usage, revising and editing are used interchangeably. For instance, Webster's New World Dictionary gives the following definitions:

edit: To revise and make ready a manuscript for publication

revise: To read over carefully and correct, improve or update where necessary

Whereas Longman Dictionary 2001 defines:

edit: As to prepare a book, piece of film etc. for printing or broadcasting by deciding what to include, and making sure there are no mistakes.

revise: To change a piece of writing by adding new information, making improvement, or correcting mistakes.

However, there is a slight difference between revising and editing in the process writing according to Parsons (2001, p.8). He viewed revision as manipulation and alteration in a number of specific ways to ensure that the meaning capsulated in the writing will be effectively presented to the reader. The task of revision is to filter through the content, discarding, recycling, changing, rearranging, and recreating mechanicals aspects of the language: punctuation,

spelling, sentences, paragraph structure, and usage are congruent with standard practice. Since revising and editing are two separate processes, they must be conducted separately to preserve the integrity and effectiveness of the drafting process itself. Parsons (2001, p.9) gives a definition of editing is 'as a relatively straightforward undertaking: look for errors and correct them'.

White and Arndt (1991) viewed editing as the final step in the process of completing the final draft before the writer submits to the reader. It is the time for checking up language including spelling, capitalization, punctuation and the use of written language such as the avoidance of abbreviated or numerical forms in certain types of text.

In teaching the procedure of editing, the teacher provides students a sample edited draft text, displays or distributes the unedited draft and edits errors with students. The teacher makes a list of the editing points he or she would like to cover. Finally, the teacher asks students to apply the same procedure to their own writing paper. The editing stage is an aspect of the writing process which has many strategies aimed at enhancing students' ability to self-edit. As a writing teacher, it is necessary to help students develop and improve their editing skills (Ferris 2001, p. 338).

The editing checklist is one useful correction strategy to be a guideline when students edit their own papers (Rosen 1993, p.378). South (1998) stated that the process of using the editing checklist saves valuable teacher time and helps students be able to correct their own mistakes. Moreover, it puts responsibility on the students. Teachers would not get frustrated students' careless writing errors as students make the same mistakes in basic conventional usage such as capitalization, punctuation, or spelling. Self-editing with checklists gives students specific advice on the nature of their errors and students must look critically and analytically at their writing and place themselves in the position of readers instead of receiving excessive markings by teacher (South 1998, and Parsons 2001, p. 117).

The role of editing is essentially working to eliminate grammatical and other mechanical problems in the production of a good paper. However, the teacher has to be aware of exacerbating whatever insecurities students might have if it is overt grammar instruction. The long-term goal of writing class is to develop students' technique for learning to edit their own work appropriately (Kroll 2001, p.229).

The question arises how teachers can encourage students to be able to self-edit. Many language experts propose using the editing

checklist, which Rosen (1993) defines as lists of common errors that students can use as a guide when proofreading their own papers. A simple checklist is for young learners who can ask questions about spelling and capital letters, while advanced learners can be instructed to check their writing for a dozen or more surface features such as run-ons and fragments, subject-verb agreement, possessives, etc. Fletcher and Portalupi (2001) view the editing checklist as a clear procedure for editing and sharing of correcting work and guide students on what to look for. The checklist should reflect the ability of the students and should not be too complicated.

Checklists give students information on the nature of their errors. They must read error descriptions, reread their drafts and reflect upon what corrections should be made. In contrast, when students' errors are corrected by the teacher, students often pay little attention to them. Teachers can take advantage through a review of drafts to see which mistakes students are catching and which language forms they cannot master. But perhaps the biggest advantage of teaching student self-editing is to encourage students to edit their paper properly, and the teacher can focus on the content and rhetoric.

2.6 Examples of the use of the editing checklists

Many researchers have argued for the effectiveness of using self-editing checklists. For instance, Howard (2001) explained that process of editing is to help teachers teach grammar by providing an example of error correction such as a pronoun-antecedent agreement error. Students look at their own work, and they spot errors in their own writing. The goal is to give students the role of editor of their draft, and help them avoid making the errors in the future. Howard (2001, p.12) provides a checklist as follows:

Editor's Checklist

Name..Project ....

Date ....

Carefully check your writing with this checklist.

_____ I read the work for meaning. It makes sense.

_____ I checked the work for clear and complete sentences.

_____ I checked the spelling using the spell check tool on the computer.

_____ I read the work for correct word usage that the computer spell checker won't catch (to, too, two, they're, their, etc).

_____ The first word in all sentences starts with a capital letter.

_____ Proper nouns that name a specific person, place, or thing have been capitalized.

_____ The title has capital letters where needed.

_____ Each sentence ends with a punctuation mark.

_____Commas connect the parts of compound sentences.

_____Quotation marks begin and end words that someone says.

_____I read the document carefully for all errors.

Figure 2   Editor's Checklist provided by Howard

South (1998) added that the process of using the editing checklist is the time for the teacher to review language forms in class so that students can understand them better. It is reasonable to expect the students to self-correct through a proofreading checklist. Both teacher and student use a checklist to encompass forms and structures covered in class. It is necessary for students to be able to find out and correct their own mistakes at the initial stage. South (1998) therefore, created the proofreading checklist as shown below:

Proofreading Checklist

Instruction: After you've finished your first draft (the first writing of a paper) use this list to go over it and look for errors. Put check mark or X for each item on the list after you've reviewed your writing for that item. After you've checked your document or all items, rewrite it and make the corrections.

Sentences, Clauses & Punctuation

_____Each sentence and name begins with a capital letter.

_____Each dependent clause is connected to an independent clause that completes its meaning.

_____Every dependent clause either ends with a period, a question mark, or exclamation mark or is joined properly (not with only a comma) to another clause.

_____Every clause (and sentence) has at least one verb and one subject.

Verbs

_____All verbs use the correct tense for your meaning.

_____All past participle (eaten, gone, etc.) used as verbs have BE or HAVE auxiliary verb in front of them.

_____Every present-tense verb (or auxiliary) for singular, third-person subjects

(he, she, Mr. Smith, the company, etc.) ends with an 's'.

Number Agreement

_____Singular articles (a/an) are not used with plural or non-count nouns.

Pronouns

_____Pronouns agree in singular or plural with the nouns they represent (for example, Americans tend to be individualistic. They often like to do things alone.)

_____Each pronoun you use is clearly related to a noun or nouns that come before it.

Words & Word Forms

_____The words you've used are in the correct form (verb, noun, adjective, etc.).

_____You've checked the spelling of words you're not sure about.

_____You've looked up word meanings you're not sure about in an English – English dictionary.

Page Layout

_____Your paper has a margin of about 3 centimeters all the way around.

_____Your lines of writing are double-spaced.

Figure 3 Proofreading checklist provided by South

South suggested that lower-level students can use a shorter item list, and the instructor can add to it when there are new forms or grammatical elements to teach in class. The first step of the writing procedure is for students to use brainstorming and free writing to collect all their ideas on paper. Then, at the stage of self-correction, they should be told to set the drafts aside and check each item on the list. Or the teacher collects the first drafts, keeps them for a day or two, and then turns up with instruction on how to self-edit. In order to make sure students actually use the checklist, the teacher can require

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the submission of both first and second drafts. After the second draft is written, the teacher can focus primarily on content and rhetoric. Through the checklist students are given more practice in understanding and finding their own mistakes. After the teacher reviews the second draft, the students do another revision. South reported that the second drafts would be more comprehensible than the first drafts.

A simple checklist for students to alert them to some of the common surface errors found in students' writing as shown below.

- Have you used your verbs in the correct tense?

- Are the verb forms correct?

- Have you checked for subject-verb agreement?

- Have you used the correct propositions?

- Have you left out the articles where they are required?

- Have you used all your pronouns correctly?

- Is your choice of adjectives and adverbs appropriate?

- Have you written in complete sentences?

Figure 4   Checklists provided by Seow 2001,p.318

As regards the purpose of using the editing checklist, Fletcher and Portalupi (2001) stated that it is to encourage students to share the responsibility for correcting work also to help students by giving them guidelines on what to look for. The most important thing is the editing checklist should not be too ambitious or too long because it would be difficult for student to focus on so many skills at one time. The longer the list, the less likely it is that students will pay attention to it.

The date provides a record of the student's growth.

Select no more than four skills. These should represent the cutting edge of the student's knowledge. Skills should be within reach but still offer a challenge. Once students begin to use these skills as they dra with a li demand

The student or teacher may use this bank space to add another skill specific to writer's needs.

Title _____ Name _____ Date _____		
SKILL	Student	Teacher
I have written complete sentences.		
I have used capital letters at the beginning of sentences.		
I have used correct ending punctuation.		
I have checked for spelling.		

Students check off each item as they edit.

Teacher records observations about student's editing strengths along with notes on a skill she plans to teach.

Figure 5 A sample second-grade editing checklist provided by

Fletcher and Portalupi 2001, p.93

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Fletcher and Portalupi (2001, p.143) also suggested skills should include on an editing checklist as follows:

Primary writers

Did I write my name and date?

Have I given my piece a title?

Have I been rereading , pointing to each word?

Can I hear any more sounds?

Can I add any words I may have left out?

Did I begin each sentence with a capital letter?

Did I end each sentence with a period?

Did I use capital letters in all the important words of the title?

Did I underline three words, I'd like to see the correct spelling of?

Elementary writers

Have I used capital letters for the names of specific people or places?

Did I end each sentence with the proper punctuation: ; !?

Have I fixed sentences that are strung together with the phrase?

Am I using the comma for lists?

Have I circled the words that look wrong?

Have I underlined incorrect words and found the correct spellings?

Have I used quotation marks to show when people are speaking?

Did I get rid of any unnecessary words?

Intermediate writers

It is important to move beyond the basics with older writers and show them how editing can fine-tune their writing in more sophisticated ways.

Have I used commas for compound sentences?

Have I correctly written dialogue in paragraph form?

Have I indented paragraphs when needed?

Have I avoided passive tense whenever possible?

Have I varied the pace of sentences to get the effect I want?

Have I pruned out the small words that quality how I feel and think (a little, sort of kind of, quite, pretty much, in a very real sense?

Have I cut clutter and tightened my writing by using precise language?

Have I chosen strong verbs?

Have I used contractions when appropriate to bring more natural voice to the writing?

Figure 6 An Editing checklist adjusted to the level of students provided by Fletcher and Portalupi 2001, p.143

The use of checklist can be a valuable tool for the editing process in terms of maintaining consistency, enabling less effort, and allowing editing of multiple documents with greater efficiency and accuracy. Editing checklists are able to cover both content and language use .The mechanical checklists for Turpin (1997) cover spelling, capitalization, punctuation, grammar, syntax, usage of words

and phrases, incorrect spacing, inconsistencies and format requirements. He insisted that if students were trained with editorial checklists and the more students rely on the list, the better students would be in consistency, awareness and accuracy.

Fletcher and Portalupi (2001) stated that checklists do not teach editing skills, instead giving students direction to read in particular kind of way by paying attention to the conventions of language. Teachers need to show students how to use checklists and ask them to read once for each item on the list. It helps to demonstrate the process by putting a piece of writing on the overhead and going through the list pausing to give students a chance to practice each editing step in their own drafts.

'The first item asks you to check for complete sentences. Read the piece aloud to yourself, beginning at the first word and ending when you come to period. Pause. Consider. Does that make sense? Is it too long or too short? Make any correction you think is needed. Pick up and begin reading with the next word. When you are done, check off the box and go on to number two.
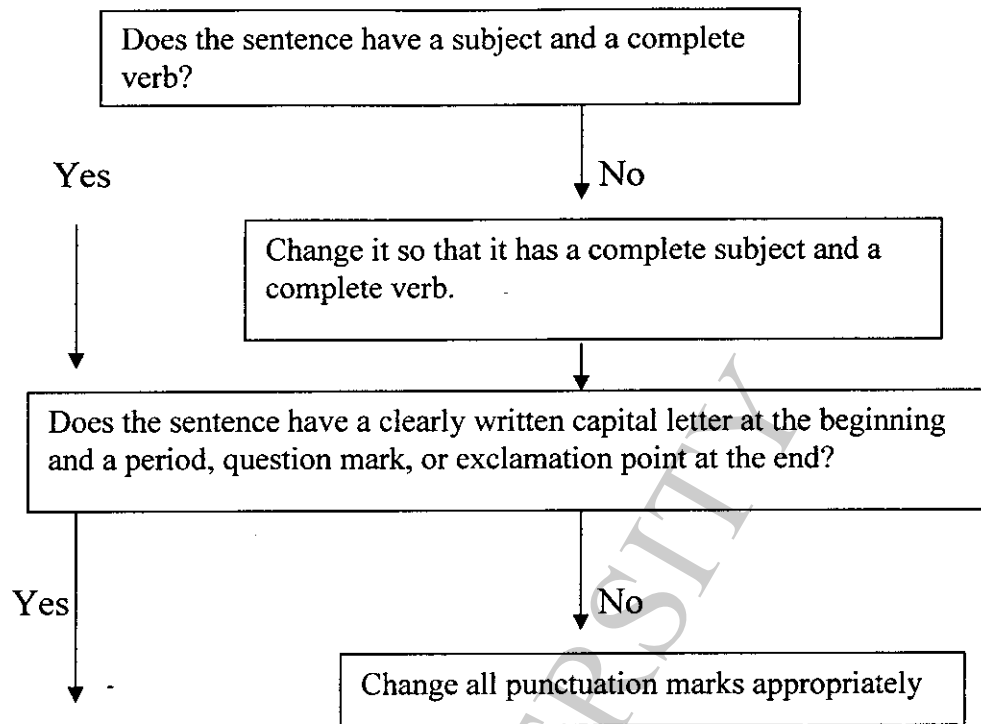
Next the checklist directs you to check for capital letters at the beginning of sentences. Trace your finger across the page, stopping at

each period. Look at the next word. Have you begun the sentence with a capital letter? Continue to the end, checking the box when you are done. Now, look at each sentence. Read them aloud one at a time, asking yourself whether each is a statement or a question mark. Check the box and move on to spelling.

Instead of reading sentence by sentence, you can point to each word and ask whether the spelling looks right. (Many professional proofreaders read the piece backward to check for spelling errors.) If you find a word that seems to be spelled wrong, underline it'.

Figure 7. The editing procedure provided by Fletcher and

Portalupi 2001,p.94

Raimes (1998) proposed a flowchart with comprising 21 editing trouble spots for students to self-edit. The role of the editing flowchart was not to review English grammar, but rather to concentrate on rules, so it would remind students the general rules in grammar. The questions would emphasize students' attention on language problems. This focusing is precisely what students need to find and correct errors.

```
┌─────────────────────────────────────────┐
│ Does the sentence have a subject and a   │
│ complete verb?                           │
└─────────────────────────────────────────┘
                         │
      Yes                │ No
                         ▼
              ┌──────────────────────────────────────────┐
              │ Change it so that it has a complete       │
              │ subject and a complete verb.              │
              └──────────────────────────────────────────┘
                         │
       ▼                 ▼
┌──────────────────────────────────────────────────────────────┐
│ Does the sentence have a clearly written capital letter at the │
│ beginning and a period, question mark, or exclamation point at │
│ the end?                                                       │
└──────────────────────────────────────────────────────────────┘
                                        │
      Yes                               │ No
       │                                ▼
       ▼              ┌──────────────────────────────────────────┐
                      │ Change all punctuation marks appropriately │
                      └──────────────────────────────────────────┘
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Raimes (1998, p. 202)

Figure 8 The editing flowchart

After implementation of the process of using the editing checklist, students may or may not find errors on their papers, in addition they may get confused what to edit. Teachers therefore should assist them and explain the procedure clearly. Many teachers who adopt the editing checklist process to teach students self-editing on own papers report results revealing positive feedback, and students show improvement in identifying their own errors (Fletcher and Portalupi, 2001, p.93, Ferris, 2002, (p 328, Howard, 2001, p.11, South, 1998)

Writing skills are very important to language learners who need to communicate with others. Although some view writing as a very personal ability, writing can be taught. Many language educators view teaching writing skills for other language speakers as particularly challenging. Writing teachers play a vital role in responding to students' writing, and the teacher's role is not only to say 'right' or 'wrong' sentence. However, it is a time to make a decision when to correct errors, who will correct errors, which errors to correct, and how to correct errors (Kroll 2001, p.229).

To sum up, editing checklist is one of several correction strategies which aims to gradually wean students away from relying on teachers correction to correction of their own work. Self-correction provides them with strategies and tools for their continuing growth as writers and for the successful fulfillment of future writing tasks.