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DEVELOPING READING AND WRITING ASSESSMENT FOR SEVEN GRADE STUDENTS OF SMP IN MERANGIN DISTRICT BASED ON SCHOOL-BASED CURRICULUM

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Abstract

Language has an important role in developing the intellectual, social, and emotion of the students. That's why, the students must mastering some languages included English. In Indonesia, English has been taught since Junior High School. One of the purposes of learning English is the students are expected to have the basic competencies both oral and written forms to communicate effectively. To evaluate the improvement of students' ability in English, the English teacher needs to assess the language competence of the students. Two of the students' competences are reading and writing skill. The teacher can assess these skills by using authentic assessment. The authentic in authentic assessment usually means presenting students with tasks that are directly educationally meaningful instead of indirectly meaningful. It means, in creating assessment, the teacher must consider some aspects such us to whom they will assess, what part that they will assess, and for what the assessment given. For reading, the teacher can give text that closed by the students such as texts that are described about tourism places in Merangin District, etc. They can also add some comprehension questions to assess the students' understanding related to the content of the text. Next, for writing, the teacher can ask the students to write about someone or doing something. Both—reading and writing skills—can help the students to communicate in English.

Keywords*: Authentic Assessment, Reading, Writing*

1. INTRODUCTION

The society views that the education is not only a way to bequeath the culture from the old to young generation, but also as a way to transform the culture itself (Tanner and Tanner in Ansyar, 1989). So, they need an educational institution such as school, because they want their children to have many skills and knowledge. They also hope their children can live better in the future. Therefore, to realize these wishes, a school needs a curriculum that could represent the parents' wishes.

Related to the curriculum with the parents' wishes—children must have many skills and knowledge—some subjects are included into that curriculum. One of the subjects is English. In Indonesia, English has been taught since Junior High School. According to the National Ministry of Education Regulation No. 22 in 2006, there are three purposes of learning English at Junior High School. First, students are expected to have the basic competencies both oral and written forms to communicate effectively. Second, students know how important English in improving the quality of Indonesian Human Source. Third, students are expected to understand the relationship between the language and culture. Because of that, the students must be able to reach the three purposes above. So, to realize it, the teacher's role is the main part.

To evaluate the improvement of students' ability in English, the English teacher needs to assess the language competence of the students. Assessment is a broad term defined as a process for training information that is used for making decision about students, curricula and programs, and education. Language assessment is an institutional practice, whether it takes the form of large scale proficiency tests or curriculum-related assessment. Language assessment is still carried out to serve primarily institutional purposes, and the role of teacher is to gather data for administrative purposes of accountability or the fulfilment of policy.

The systems of evaluation are developed based on the need of assessment. It means, in creating assessment, the teacher must consider some aspects such us to whom they will assess, what

part that they will assess, and for what the assessment given. Teachers often need to make decision about students at the rate of one every 3 to 3 minutes. Sound teaching decisions require sound information. Sound assessment procedures gather sound information. Researchers estimate that teachers may spend from one third to one half of their time in assessment-related activities.

Based on the previous research, the writer found that the English teacher at SMP in Merangin District had difficulties in developing the assessment of learning English based on School-Based Curriculum (SBC). So, in this paper, the writer discusses about the assessment that can be used by English teacher to assess the students' competence in using English. The writer relates the designing of assessment with the SBC. To simplify, the writer focuses on the designing of the authentic assessment for reading and writing skills based on SBC for seven grade students of SMP in Merangin District.

2. REVIEW OF RELATED THEORIES
Teaching English based on School-Based Curriculum

Language has an important role in developing the intellectual, social, and emotion of the students. It is a way to get success in all of subjects. Learning the language is expected to help the students to know themselves, their culture, and other's culture. It can help the students to transfer their ideas and feeling, to participate in their society, and to find out and use their analytical ability and their imagination. Therefore, English is a tool in communicating with others especially with foreigners both in oral or written forms. Communication means being able to understand and to utterance the information, thought, feeling, and can develop the knowledge and science, technology, and culture.

The ability in communication means that someone has the ability to make a discourse both, oral or written forms, and then able to realize it into four skills: listening, speaking, reading, and writing (Wells, 1978). From this description, we know that four skills are the main point to have good communication with other. In Junior High School, English is taught four hours a week for each class in each grade (Depdiknas, 2007: 9). In the learning process, the students are expected to master listening, speaking, reading, and writing.

For listening, students are expected to understand the meaning in oral discourse both interpersonal and transactional or formal and informal. The teachers can play the cassette or movie in the classroom or language laboratory. For speaking, students are expected to be able utterance the meaning orally in simple interpersonal and transactional discourse or formal and informal discourse. In this part, the teacher builds the communication with the students or between students. They can communicate each other by using simple conversation that has close relationship with their daily life or activities.   For reading, the students are expected to understand the meaning in written discourse whether interpersonal and transactional or formal and informal. The teacher can give the text in recount, narrative, procedure, descriptive, or report form. Then teacher asks the students to get the meaning of the text. For writing, the students are expected to be able to utter the meaning in written form both in simple interpersonal and transactional discourse or formal and informal.

So, to reach the goals of SBC, the teacher can use Contextual Teaching and Learning (CTL) (Depdiknas, 2007: 41). It means the teachers taught the text based on the context that closed with the students' life. Meanwhile, to reach the objective of teaching English for Junior High School, the teacher should use Genre-Based Approach in implementing SBC. According to the National Ministry of Education Constitution No. 22in 2006about the Content Standardization *(SI)* for English subject in SBC, an English teacher of Junior High School (SMP) or Madrasah Tsanawiyah (MTs) has to teach English by using some texts: procedure, descriptive, recount, narrative, and report. These five types of the text are also called as genre. The term *genre* refers to a class of communicative events, such as a seminar presentation, a university lecture, or an academic essay. So, *genre* is a kind of text whether oral/written.

In genre-based, the teachers guide the students to learn the context of the genre. According to Paltridge (2001) the students also need the knowledge of the culture, circumstance, purpose, and motives that prevail in particular setting. Paltridge argues that the genre knowledge also includes an understanding of the social and cultural contexts in which the genres itself occur as well as how these

factors impact the language choices made within them. Students need to understand the purpose(s) of particular genres as well as the social situation.

In short, genre-based approach focuses on every skill in learning English whether listening, speaking, reading, and writing, even grammar and vocabulary. This aim is the same with the Educational Department suggested in which the government hopes that the students can reach the functional level—the students can communicate for their daily life context.

Learning Assessment based on School-Based Curriculum

To know the students' achievement in the teaching and learning process, the English teachers need to evaluate them. This evaluation can be given after the teaching and learning process happened for some meetings. It depends on the teacher's plan. The most important thing is the English teachers need to determine the criteria of the evaluation. The evaluation itself is done by teachers. It is called as internal assessment. The internal assessment is an evaluation that is planned and done by teacher during the teaching and learning process to improve the quality of students. In this case, the internal assessment can be classroom assessment; meanwhile.

Classroom assessment is an internal evaluation to the process and result study of the students which is done by teacher. In this case, teachers assess the student's competences at the end of meeting. Classroom assessment itself can be done by some ways such as performance assessment, paper and pencil test or oral, project, product, portfolio and self-assessment. According to the Head of Central Curriculum Development, Harianti (2005), there are six principles to design the classroom assessment. The principles are valid, reliable, whole, continuity, objective, and educated.

The same principles also suggested by Macken and Diana in Paltridge (2001). First principle is the assessment criteria that being used should be made explicitly to the learners. It means the criteria must be explained to the students. Second principle is the assessment method and ratings that being used should be explained to the learners. Third principle is the assessment must be related to the aims and the objectives of the program for the students. Fourth principle is the assessment should be reliable and valid. Fifth principle is the assessment tasks must be able to assess its aim. For example, an oral interview cannot used when a student is capable to carrying out particular rating tasks. The last principle is the assessment should be reported. It means the assessment must use descriptions that are common to and shared by each of the potential users of the results of the assessment.

Furthermore, Paltridge (2001) explains in assessing the genre-based, a teacher can use a story plan and observation schedule. Moreover, he gives some examples of genre-based assessment, they are, Genre-Based Placement Testing and Portfolio Assessment. In genre-based placement testing, the test should be integrated each other, so the students must listen to an academic lecturer, and then read an academic article, and the last one is the students must write an academic essay. Meanwhile, portfolio assessment is a collection of pieces of work that produced by the students over a period of time in a particular course of school. Portfolio assessment can be used for composition class or for assessing writing competence. In addition, Feez and Joyce (1998) put achievement and self-assessment in genre-based learning.

In short, in SBC, the English teachers can assess the students' competences by using authentic assessment. According to O'Malley and Pierce (1996: 12), there are eight types of authentic assessment that can be used by teacher as guidance to assess students' knowledge and performance. They are oral interview, story-telling, writing samples, project / exhibition, experiments / demonstrations, constructed-response items, teacher's observation and portfolios.

3. DATA ANALYSIS AND DISCUSSION

Performance assessment is sometimes called alternative assessment or authentic assessment (Nitko, 2001: 244). These terms are not interchangeable, however. The *alternative* in alternative assessment usually means in opposition to standardized achievement tests and to multiple-choice (true-false, matching, completion) item formats. From an educational philosophy perspective, the *authentic* in authentic assessment usually means presenting students with tasks that are directly educationally meaningful instead of indirectly meaningful. For example, reading several long works and using them to compare and contrast different social view-points is directly meaningful because it

is the kind of thoughtful reading educated citizens do. Reading short paragraph and answering questions about the "main idea" or about what the characters in the passage did, on the other hand, is indirectly meaningful because it is only one fragment or component of the ultimate learning target of realistic reading. Realistic and meaningful are terms educators writing about authentic assessment often use.

Assessing Reading

Reading is viewed as an interaction between the text and the reader, with comprehension varying according to a number of text features and reader characteristics. Text features include discourse and grammar, while reader characteristics include not only language proficiency, attitudes, and motivation, but also background knowledge. We could add to these context characteristics as well, namely, the physical surroundings (light, noise, comfort, and so forth) and the amount of time allowed for reading (Cohen, 1994: 212).

When the readers approach text on the basis of the prior content, language, or textual schemata that they may have with regard to that particular text, this is referred to as top-down reading. When readers focus exclusively on what is present in the text itself, and especially on the words and sentences of the text, this is referred to as bottom-up reading. Successful readers usually display a combination of top-down and bottom-up reading.

When reading in a second language, we are usually confronted with far more unknown vocabulary words. Also, the sentences structure may pose an obstacle, but perhaps less than might be expected. Readers use various tricks for overcoming unfamiliar sentence structure. One such trick is to focus almost exclusively on vocabulary and to infer probable sentence structure based on the likely relationship of words.

Some areas among assessing reading comprehension: Awareness and use of cues in text; Perception of the author's plan; Insight into the nature of the text; Strategies for retrieving information after reading; Schemata selection; Cognitive monitoring skill; and The knowledge of summarization rules.

Cohen (1994: 250) explains that there are some principles for Assessing L2/FL Reading Comprehension. They are:

1) Choose the text with a familiar topic, that is interesting, has an unambiguous intent, and is of an appropriate length.
2) Where appropriate, allow students to do some or extensive conceptualizing in their L1
3) Determine the reasoning behind the students' conclusions
4) Design the assessment task so that the students can demonstrate the schemata that they have for the content, textual organization, and language of the text given
5) Be flexible about acknowledgement individual interpretations that students may have for test.

These five principles must be included in designing the assessment. Beside these principles, O'Malley and Pierce (1996: 99) give some procedures in giving authentic assessment of reading, such as:

1. Identifying the purpose. In this step, the designer can outline the major instructional goals or learning outcomes
2. Identifying instructional activities or tasks currently used in the classroom that can also serve for assessment. In this plan, you will be making the direct link between assessment and instruction and saving the time involved in planning separate activities for assessment.
3. Collecting and documenting information at least twice and preferably several time.
4. Provide students with feedback periodically and each time you conduct an assessment.

Goals are the guidance for test designer in designing the assessment. It will help the designer to evaluate comprehensively the students' reading ability. So, we can conclude that the key in designing assessment is setting the goal. Connecting the goal of learning and assessment, we can use types of assessment "*texts with comprehension questions*" that is suggested by O'Malley and Pierce. Here, the teacher makes a copy of one page from a short reading passage or story students have been asked to read (1996, 118). Then, on the reverse side of this page, the students respond independently to several comprehension questions posed by the teacher. Students can also create their own questions if teachers have prepared them to do so.

Based on the explanation above, let we see the assessment model which is presented in **Box 1**! Here, the writer takes the example of descriptive text. The reason of choosing descriptive text is caused by the seven grade students study this text at the beginning of the semester course.

Box 1. Comprehension Text and Questions

Objective : Describe place (to inform)
Direction : Read the following text carefully. Then, find the meaning of the words which are underlined. Finally, answers the questions grammatically!

Sengayau Cave

Sengayau <u>Cave</u> is located in *Sungai Pinang* village of *Sungai Manau* sub-district. The cave was formed from <u>capillary</u> rocks which are consists of <u>stalactites</u> and <u>stalagmites</u>rocks. It is fully decorated by beautiful natural <u>ornaments</u>. Moreover, when someone <u>hit</u>the wall of the cave, they will hear good melodies around the cave. Like another cave, there are many bird wallets live in this cave. So, the society who lives around *Sungai Pinang* village took the <u>nest</u> of bird wallet as their income. We only need 1,5 hours to reach this cave, started from Bangko city through *Semantuk*<u>bridge</u>. There are many <u>winding</u>spaces in the cave. The air in the cave is fresh. The condition in the cave is save, event it's quite <u>horrible</u>. At the back of cave, we can see the mini water fall. Then, at the end of the cave, we can enjoy the natural rocks and take a rest under *Sungai Keruh* water fall.
(taken from Pesona Wisata Merangin 2009)

Questions:
1. What is the topic of the text above?
2. How does Sengayau Cave look like?
3. What will happen if someone hit the wall of the cave?

The reader probably had no difficulty in answering the questions; however, this obviously did not show that you had understood the passage. In other words, the reader did not in fact "read" the text successfully at all, in the sense in which the words is understood here. The conclusion has to be that answering 'comprehension' questions, as such, may not encourage, or provide proof of, successful reading.

The answer, perhaps, is that their vocabulary simply echoes the text, while the grammar of both text and questions is fairly obvious and corresponds neatly, so that if you recognize the grammar context, you can simply slot in the appropriate vocabulary. Here, the reader would have to understand the content of the passage in order to answer these questions.

The questions here are different in that they do not quote verbatim from the text but paraphrase it, or request paraphrase, or invite some measure of interpretation and application of the reader's background knowledge. The thud demand real comprehension, and encourage an interactive, personal 'engaging' with the text, as well as being more interesting to do. Interpretative questions often have more than one possible answer and can be used as a basis for discussion.

As the teacher, we can use other form of reading assessment. Let we see the assessment of reading in **Box 2.**

Box 2.Questions given before the text

> **Diretion :**
>
> Read the questions and guess what the answer are going to be. Later, you will read the text and be able to check how many you got right.
>
> **Questions:**
>
> 1. Where is Sengayau Cave located?
> 2. How does Sengayau Cave look like?
> 3. What will happen if someone hit the wall of the cave?
> 4. Why is the society need to prevent the Sengayau Cave?
> 5. Why Sengayau Cave can be interested for tourist?

Before reading on, try to answer the questions given (assuming that the students did not cheat each other). Then, give the complete text. In this chance, the reader probably felt more motivated to read, and the reading itself was more purposeful, because of the challenge of finding out whether the reader had got answer right or not. Whether the reader found the reading text easier to understand is more difficult to judge, since the reader's level of English is obviously too high. But, for a learner, the passage would probably have been easier simply because of the preparation of the topic and vocabulary which was provided through the questions. Guessing and answering to comprehension questions before reading is only one way of motivating learners to read a text. There are, of course, many others, and theses can often be based on the learner's previous own ideas on the topic.

Setting questions to answer, whether before or after the text, is not, of course, the only way to get learners to engage with the meaning of a reading passage. Sometimes, no actual task is necessary, if the passage is easy and motivating to read: the learner reads, as in his or her mother tongue, for enjoyment or information. But a task is useful for two reasons. First, it may provide the learners with a purpose in reading and make the whole activity more interesting and effective. Second, we need to know how well our learners are reading, and we can get this information conveniently through looking at the result of comprehension task.

With less proficiency learners, we usually simplified texts in order to make them appropriate in lever for our learners; and tasks also may not represent any kind of real-life reading purpose. However, we want our learners to be able to cope with the same kinds of reading that are encountered by native speakers of the target language.

To evaluate students' assessments, teacher needs to work on a rubric. For example:

Table 1. Reading Comprehension Scoring Rubric

Point	Criteria
3	The written response is complete, provides accurate, relevant details, information, and supportive reasoning
2	The response is partial and indicates a fairly good understanding of the text. Although the information selected includes mostly accurate details and ideas, some may be irrelevant or unrelated to the content of the text.
1	The response is fragmentary and indicates only minimal understanding of the text. It includes mainly random details and irrelevant information
0	There is little or no response. Inaccurate and irrelevant details and ideas indicate a serious misunderstanding of the text.

Assessing Writing

Writing assessment with English Language Learners students meets at least three purposes. First, writing assessment in English and/or in the native language is used for identification and program placement in ESL or bilingual programs. Second, writing assessment can be used to monitor student progress and determine if changes in instruction are required to meet student need. A third purpose of writing assessment with ELL students is accountability (O'Malley and Pierce, 1996: 136). Writing assessment is often conducted as part of district or statewide accountability assessment programs for all students.

Teacher judgment has always played an important role in the assessment of writing. Teachers ask students to write on any number of topics and then assess the substantive information contained in the message, the clarity of the message conveyed, and the mechanics of writing (spelling, capitalization, and punctuation). Teachers typically define the topics of writing, establish the criteria for evaluating the writing, and grade the writing themselves.

According to O'Malley and Pierce (1996: 136), in writing the essay, the students will rely on at least four types of knowledge: knowledge of the content, procedural knowledge to organize the content, knowledge of conventions of writing, and procedural knowledge required to apply the three other types of knowledge in composing a written product. In expressing knowledge of the content, students conduct a memory search and call on prior knowledge and experience. Second, students need the procedural knowledge to organize the content, to group ideas, and to sequences the ideas in ways that match the purpose of the writing. The third type of knowledge students use in writing is knowledge of discourse structures, syntactic forms, and conventions of writing. The fourth type of knowledge students rely on procedural knowledge for integrating all the types of knowledge.

Students write to accomplish a variety of purpose and use a number of different genres to do so. Purpose of writing determines the nature of the writing. Students need clear specification of the purpose in order to plan and compose a piece that responds to the task. The genre defines the style the writer will use and suggest choices about the language and structure of the composition.

There are at least three purposes in writing: informative writing, expressive/narrative writing, and persuasive writing. The three purposes described are similar to the purposed used in national assessment. Writer use expository or informative writing to share knowledge and give information, direction, or ideas. Expressive/narrative writing is a personal or imaginative expression in which the writer produces stories or essay. These types of writing are often based on observation of people, objects, and people and may include creative speculation and interpretations. In persuasive writing, writers attempt to influence others and initiate action or change.

In examining the nature of writing, we have looked at the writer and the type of knowledge writers bring to the writing task. We have indicated that the purpose of writing and the genre determine what and how students write. Two important components in authentic assessment of writing are the nature of the task and the scoring criteria. The criteria of the writing assessment should meet the following criteria:
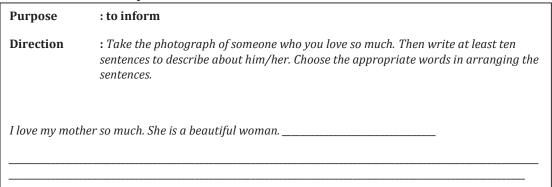
1. Invite the desired type of writing or genre
2. Engage the thinking, problem solving, composing, and text-making process central to type of writing
3. Be challenging for many students and accessible to respond
4. Provide equitable opportunities for all students to responds
5. Produce interesting, not just proficient writing
6. Be liked by many students

In assessing writing, the test designer can integrate it with reading. For example, students were provided with reading in the topics, including a newspaper and other articles discussing evidence related to the influence of television violence on violence behavior in society. Students were asked to write a persuasive piece taking a position for or against public control of violence on TV. The topic and the reading can easily be adjusted to the level of English proficiency of the students.

One of the most important types of writing students use in school is writing to summarize (O'Malley and Pierce, 1996: 150). The teacher can provide opportunities for students to read a text, summarize it, and then compare their summary with a model. Students can edit and evaluate summary provided by their peers. In this writing, the writer would like to give example as seen in the following box:

Based on the standard competence of writing for seven grade students at the first semester in Junior High School, it is stated that the students must be able to write the meaning from simple and short functional texts to interact with their environment. Then, for the second semester, they must be able to write the descriptive and procedure texts that are related with their environment, too. So, in this paper, there are some examples of authentic assessment for writing as seen in the boxes below:

Box 3. Write the Descriptive Text

Purpose	: to inform
Direction	: *Take the photograph of someone who you love so much. Then write at least ten sentences to describe about him/her. Choose the appropriate words in arranging the sentences.*

I love my mother so much. She is a beautiful woman. _____

_____
_____

The assessment of writing in **Box 3** is to inform about someone who's special. The students may describe about their parents, brothers and sisters, grandpa and grandma, friends, teachers, or other people. They can describe about many aspects form these people such as their characteristics, hobbies, occupation, etc.. Finally, they have to compose sentences by sentences to be a good paragraph. So, in giving scoring, the teacher can use variety of criteria to produce a single score.

The teacher can use the holistic scoring rubric based on four dimensions which is suggested by O'Malley and Pierce (1996: 142) as follow:

1. Idea development/organization: focus on central idea with appropriate elaboration and conclusion
2. Fluency/structure: appropriate verb tense used a variety of grammatical and syntactic structures
3. Word choice: use varied and precise vocabulary appropriate for purpose
4. Mechanics: absence of errors in spelling, capitalization, and punctuation

Organizational means that how the students compose their writing. They have to develop their idea chronologically. Next, fluency or structure means that they have to use appropriate tense. It must be considered about the using of present tense than other kind of tenses if the students want to write the descriptive or procedure text. For word choice, the students must eliminate the same word in every sentence. It means that don't make the writing to be monotonous. The last one is mechanic. It means that they have to be careful in using comma, colon, semicolon, and other types of mechanic. More detail, the scoring rubric for writing can be seen in the table 5 below.

Table 2. Analytic Scoring Rubric for Writing

Domain Score	Composing	Style	Sentence Information	Usage	Mechanics
4	Focuses on central ideas with an organized and elaborated text	Purposefully chosen vocabulary, sentence variety, information, and voice to affect reader	Standard word order, no enjambments (no sentence fragments), standard modifiers and coordinators, and effective transitions	Standard inflections (e.g. plurals, possessives, -ed, -ing with verbs, and ly- with adverbs), subject-verb agreement (we were vs we was), standard word meaning	Effective use of capitalization, punctuation, spelling, and formatting (paragraphs noted by indenting)

3	Central idea, but not as evenly elaborated and some digressions	Vocabulary less precise and information chosen less purposeful	Mostly standard word order, some enjambment or sentence fragments	Mostly standard inflections, agreement, and word meaning	Mostly effective use of mechanics; errors do not detract from meaning
2	Not a focused idea or more than one idea, sketchy elaboration, and many digression	Vocabulary basic and not purposefully selected; tone flat or inconsistent	Some non-standard word order, enjambment, and word omission (e.g. verbs)	Some errors with inflections, agreement, and word meaning	Some errors with spelling and punctuation that detract from meaning
1	No clear idea, little or no elaboration, many digression	Not controlled, tone flat, sentences halted or choppy	Frequent non-standard word order, enjambment, and word omission	Shift from one tense to another; errors in convention (them/those, good/well, double negative, etc)	Misspell even simple words; little formatting evident

Source : O'Malley and Pierce (1996: 145)

From this scoring rubric, the English teacher can check the product of writing from each student. The teacher can see the improvement of students' writing ability based on this scoring. He or he can judge the students whether they have good ability or not in writing.

Then, in **Box 4**, is example of authentic assessment for procedure text. The teacher must consider about the students' environment which is stated in the standard competence and basic competence. Here, the teacher can ask the students to write about "*How to Use the New SIM Card for Mobile Phone*". Completely, it can be seen as follow:

Box 4. Write the Procedure Text

Purpose	**: Doing something**
Direction	**:** *Mobile phone is something that familiar for people, nowadays. Sometimes, for some purposes, they change their SIM Card with the new one. So, how to use or activate the SIM Card for Mobile phone? Please write the procedures of using or activate it. You must consider to use the directive words and imperative sentences..*

. _____
_____
_____

Based on this assessment, the students must write the procedure completely. It can be started from cutting the SIM Card until operating the SIM Card itself in a Mobile Phone. This content is very closed by the students. They can find SIM Card and Mobile Phone anywhere. So, they can construct they writing easily.

4. CONCLUSIONS

Our aims in (real-life) reading usually go beyond mere understanding. We may wish to understand something in order to learn from it. Other pieces of writing, into which the writer has invested thought and care demand a personal response from the reader to the ideas in the text. Tasks that are based on more complex thinking are likely to involve a more complex process. Also, in general, more advance language work of any kind tends to involve longer, multi-stage activities, in order to explore to the full the opportunities to engage with the language in different ways.

Then, the purpose of writing, in principle, is the expression of ideas, the conveying of a message to the readers; so the ideas themselves should arguably be seen as the most important aspect of writing. On the other hand, the writer needs also to pay some attention to formal aspects; neat handwriting, correct spelling and punctuations, as well as acceptable grammar and careful selection of vocabulary.

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