



TYPES OF WRITING PROCESS AND WRITING ASSESSMENT IN LANGUAGE TEACHING

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Abstract. The present article presents implementing the steps of writing process on improving learners' writing abilities alongside with utilizing some interactive activities for developing writing process. Meanwhile, the article is devoted to give some explanations about types of writing assessment which can be used in language teaching.

Keywords: writing process, interactive activities, and types of writing assessment.

Writing is one of the vital types of language skills to develop in language learning as well as teaching. The development of writing competence in language class is nowadays questionable to all language teachers along with much more complex skill in comparison with listening, speaking and reading. Writing is a kind of process which learners can discover as well as explore their creative thoughts and world view in addition to it, examine writing skill simultaneously. It is sometimes difficult to make implementation the process of writing for students who are in beginning level. Learners who are in beginner level is to practice writing skill at the level first afterwards, extend to the paragraph level. In this article, I am going to say some words about essential ways of improving learners' writing abilities via stages of writing process as well as types of writing assessment which can be used in language teaching.

Writing process consists of pre-writing, while-writing and post-writing. Moreover, Tompkins adopts writing process in five stages such as writing, drafting, revising, editing and sharing. In general, pre-writing process pays attention to students' creativeness and viewpoints through different classroom activities such as

- Brainstorming
- Listing
- Clustering
- Reading a passage

- Skimming and scanning a passage
- Free writing [1].

Additionally, Kroll gives explanation each of them. According to his viewpoints **brainstorming** is a type of group exercise in which group of students share their ideas about a concrete topic meanwhile, **listing** is a kind of an individual activity in which learner is encouraged to write main ideas and subclasses about a certain topic. Unlike listing, **clustering** connects ideas each other. In clustering, writer puts down a key word in the middle of a piece of paper and develop the topic via free-association. Finally, without stopping within limited time writings of learners give the meaning of **freewriting**. In addition to aforementioned pre-writing activities, **skimming and scanning a passage** devoted to writing topic. The main aim of reading a large amount of material requires from learners to summarize, analyze along with synthesize the original texts.

Continuously, Ron White states some activities for drafting which help students transition from idea generating to drafting. While drafting learners take into account getting ideas on paper without worrying about grammatical mistakes teacher as well as learners should not take into consideration error-free early drafts. They should focus on topic, evidence and organization ignoring spelling, punctuation and wordiness.

In revising, as Brown explains teachers provide learners with concrete direction for revising through self-correction, peer-correction alongside with teacher comments.

In **editing** stage, learners correct grammatical mistakes of peer's writing considering in detail editing is the final process for clarifying cohesion and coherence of writing

One of the influential types of completed work is called **sharing** (in some books **publishing**). Sharing is a social activity which develops confidence and sensibility of learners as writers. Sharing can be displayed on newspaper and magazines as well as give chance to learners the sense of a professional writer among audiences such as friends, peers, families, teachers or community.

Writing assessment is the area of evaluating of a writer's writing ability through writing task. Writing assessment mainly divided in to direct and indirect assessment. Indirect assessment includes multiple choice tests or grammar usage and vocabulary. Meanwhile, direct writing assessments requires at least one sample of students writing, like the timed essay test. Portfolio assessment is also viewed as a type of indirect assessment of writing which assessors to check multiple samples of student writing and drafts of single topic. Mostly, methods of writing assessment differentiate depending on the context and types of assessment.

Alternative assessments consist of portfolios, diaries, conferences, peer assessments and self-assessments. Some common features of alternative assessments are that they involve students to use higher thinking and problem solving skills, tasks are expressive and stimulating, and process is judged as well as product [4]. Alternative assessments assess students on what they produce during day-to-day classroom activities [1]. Anderson [5] explains that because different people have different understandings about knowledge

Moreover, **portfolio assessment** is usually used to evaluate what students have learned at the end of a course or over a period of several years. Course portfolios cover many examples of student writing and a reflective essay or letter in which students define their writing and work for the course. The term "Showcase portfolios" means final drafts of student writing, and "process portfolios" cover several drafts of each piece of writing.

Furthermore, **Rubric** is a tool utilized in writing assessment that can be used in several writing contexts. It can be sub classed into a five-factor by French author Diederich(1961) such as:

Ideas- relevance, clarity, quantity, development and persuasiveness

Form- organization and analysis

Flavor- style, interest, sincerity

Mechanics- specific errors in punctuation, grammar, etc.

Wording-choice and arrangement of words

Timed essay tests were advanced as an unusual to multiple choice, indirect writing assessments. Timed essay tests are often used to place students into writing courses appropriate for their skill level. These tests are usually proctored, meaning that testing hold in a specific place in which students are given a hint to write in answer to within a set limit.

Multiple-choice tests cover queries about usage, grammar, and vocabulary. Standardized tests like the GRE, SAT and ACT are typically exploited for graduate school admission or college.

Automated essay scoring (AES) is the usage of, computer-assisted assessment practices to level, grade, or score writing tasks.

All in all, even though teaching writing is one of the difficult type of language among others, there are several types of writing process approaches as well as assessment criteria for improving writing competence of learners.

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