

For Better Composition Writing

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Abstract

This paper aims at explaining the importance of learning certain aspects of the writing skill which help learners to write good composition. Therefore, it presents a number of steps which can be followed in teaching composition and which can make its teaching clear, easy, understood, and interesting. In other words, the aim of this paper is to teach learners some basic points about writing composition because knowing how to express ideas in writing in an organized way is important for them.

The paper includes two sections. The first section is devoted to presenting and defining three important concepts: writing, speech and composition. It shows their vital role in the teaching process and the connection holding between them. This section serves as a base for presenting the ideas and explanations in the second section.

The second section is intended to provide answers to a number of questions related to different aspects of teaching composition. Answers to these questions constitute the theme of the second section. The questions include:

- What does writing require?
- How can learners' compositions be improved?
- What are the methods followed to build up good compositions?
- What type of difficulties do learners face when learning how to write?

As a result, a number of steps which can be used in teaching and which can make it effective and interesting are illustrated in this section. These steps should be followed systematically if one wants to master the written form of the language. Throughout the presentation of these steps, some methods and techniques will be suggested and explained to facilitate the process of teaching and to

ensure that learners will get ready for the act of writing and gain a high degree of efficiency.

1.Theoretical Background

1.1.Introduction:

During the first years of learning a new language, learners do not feel any real necessity to make themselves understood as they are usually given just mechanical exercises to do, and are not asked to express their thoughts. As a result, they do not have any strong motive which encourages them to improve their command of the language. Learners repeat the sentences that they hear, complete sentences that are in the book or construct sentences on the pattern of a given one .

The mechanical drills are, of course, necessary for them to construct simple sentences but they do not help them to express more complicated ideas, thoughts and feelings by using longer constructions. In other words, there must be occasions when the learners feel the necessity to inform someone of something, to explain, to construct, or to entertain with a story. The purpose of learning a new language is not to enable learners to construct simple sentences but to enable them to express more complicated ideas and it is the expression of ideas which is the difficult task that they have not attempted. The oral and written compositions provide the best means for developing one's mastery of the language.

The oral composition is considered as a valuable training. When learners use English to express their own ideas which they hold rather strongly, they use the language purposefully, and this helps their command of it to become more natural and fluent. Moreover, the oral composition can be considered as the base for learning the written one. Without any good and clear oral preparation, learners will find more difficulties when they express their ideas on paper. The oral composition helps learners to arrange words systematically, organize their ideas correctly and thus enables them to express themselves easily. This does not mean that the written composition cannot be learned in isolation from the oral one but it

heavily depends on learning it. We can say that the oral composition is the first and essential step for learning the written one.

Writing and speaking are alike in certain aspects. The following lines will illustrate the similarities between them:

"Writing is an active means of communicating ideas ... In its functional sense,

it is equated with speech since both are concerned with conveying information.

Thus a pupil practices in writing what he has practiced orally, and expresses

through it what he understands and wishes to convey " (Al-Mutawa, 1989 : 125).

"Writing, like talk, is nearly always directed to particular people or group of

people, to the end that they may be informed, or enlightened, or interested, or

persuaded" (Brewister, 1944 : 9).

In this paper, the main focus will be on illustrating some of the main aspects of the writing skill to enable learners to write compositions systematically and correctly.

1.2. What is writing?

The term ' writing ' has been given different definitions to identify it. All the concepts used to describe it, whether as an activity, a means of communication or a skill emphasize one fact, that is, the writing skill can not be dispensed with in foreign language teaching. Let's check the following definitions:

"Writing is a major classroom procedure, an important language activity (e. g.

dictation, composition, summary making, written exercises, tests, etc.) and an

effective technique to reinforce the oral and written language material " (Al-Mutawa, 1989 : 125).

"... it is an essential classroom activity ... it is of considerable importance for

consolidating learning in the other skill areas; ... and it will always remain useful as part of a program of testing " (Rivers, 1981 : 292-293).

"Our basic idea is that writing is not just a method of communication, it is a means of inquiry, a way of thinking " (Gordon et,al. 1964 : iii).

Al-Mutawa (1989: 126) points out that learning to write is a gradual process which begins with simple copying and ends with free expression. He also states that learners should be trained systematically under the guidance of their teachers, through several stages of writing experience which include: handwriting, copying, dictation, controlled, guided and free writing. Such gradation is necessary for developing the writing skill. It means that we, as teachers, cannot teach learners to write a paragraph before teaching them how to write a sentence. In other words, the mastery at one level of learning is quite necessary before the learners proceed to the next level. Moreover, in writing it is important to make up our minds of what we want to do before we decide how to start doing it. What proves that learning to write is a gradual process will be illustrated in the second section.

Rivers (1981: 296) points out that the writing skill is important in consolidating the learning to render it available for use in other areas of learning (i.e. listening comprehension, speaking and reading). He adds that this skill gives the student practice in manipulating structural variants and in selecting and combining lexical elements.

1.3. What is Composition?

Composition is a piece of writing about one specific topic. It may consist of one or more paragraphs. Sometimes the given topic needs to be divided into subtopics if it is broad. Each of these subtopics should be developed in at least one paragraph. A composition of more than one paragraph usually has an introduction and conclusion which are separate paragraphs.

Rivers (Ibid: 294) classifies writing activities into several types: writing down or notation, writing in the language, production,

expressive writing or composition and translation. These distinctions among the types of writing activities show the major areas of learning involved in the writing process. These stages must be followed systematically and accurately if one wants to write anything well. Writing composition is considered as the final stage which includes individual selection of vocabulary and structure for the expression of personal meaning.

Expressive writing or composition refers to the conveying of information or the expression of original ideas in a consecutive way in the new language. Writing composition may be used for practical purposes (e. g. the writing of reports, instructions, résumé, concrete descriptions ... etc.) or other creative purposes. The main goal in creative expression will be to express oneself in a polished form which requires a good vocabulary and correct structures.

Gurrey (1955: 139) considers composition in a new language as language practice. The purpose of this practice is not only to improve the use of new words and structures but also to increase skill in handling the foreign language. This skill will be skill in using it clearly, in handling it correctly, and in making use of it precisely and effectively. As a result, learners will learn how to use the language more accurately and vividly in description, explanation, narration and entertainment. This indicates that before attempting to write any piece of writing one must decide what he wants to do, i. e. to tell a story, to call up a picture in the reader's mind, to explain how something works, to apologize for a mistake, to ask for a favour, to persuade somebody to do something, or to describe a certain scene, person or thing ...

2. Aspects of Teaching Composition

2.1. Introduction:

The ability to write English correctly and accurately can be considered as the basis of success in learning the language for the following reasons: it brings one a better position, enables him to take part intelligently in community improvement, gives the learner satisfaction with what he achieves especially if he does things skillfully. But, unfortunately, most examination papers in composition are disappointing. Many learners with four or five

years of study of English are unable to express themselves in a clear, correct and comprehensive way in writing. Teachers usually follow different and effective methods and techniques for teaching this skill to make learners succeed in learning it. As a result, they expect learners to write well as a demonstration of learning. Rivers (1981: 291) points out that there are two facts often ignored by such language teachers:

" First, that many highly articulate persons express themselves very inadequately in writing in their native language, and, second, that only a minority of the speakers of any language acquire the skill of writing it with any degree of finesse, and then only after years of training in school and practice out of school ".

It must be kept in mind that there is no system of rules by which a learner can learn to write the kind of English that other people read for pleasure and which enables the incompetent learner to write good English for college or business purposes by just memorizing them. Practical competence, as well as brilliance in English, must depend on individual application. So what makes learners write well is not only the learning of rules which tell them to do this and avoid doing that but also the application of such rules in real- life situations. Systematic practice is very essential to learn the language, but there must be a certain system and methods in the practice that lead to better writing. Moreover, teachers have to find out why their students are making little or slow progress in their learning because the methods or techniques alone are not enough to make learners achieve success. We, as teachers, must diagnose the causes of their shortcomings and then apply remedies. There are many causes for a lack of progress in writing a foreign language, like: inadequate preparation for the writing, having to write without purpose or objective, lack of help that shows exactly how to improve the writing or inadequate subject to write about. In this section, a number of steps are suggested to be followed in teaching composition. These steps are presented in such a way that each includes illustration about the given topic and then suggestions leading to better writing. To write well, these steps must be followed systematically.

2.2. The Construction of Sentences and Paragraphs:

If one wants to learn writing, he must write full sentences, not isolated words. This indicates that to write English, one must observe the principles of sentence construction because knowing only words, even if they are good and expressive, is not enough to achieve the desired aims. The first step in writing, after thinking about the subject, includes choosing the right words, and then joining these words in the best possible order – right words in the right order. To be able to choose the right words means that a learner must have good vocabulary in which he knows what almost most of the words in the language mean and how they should be used. This is best done by reading different types of books, references or encyclopedias. To be able to put these words in the best order means that one must know most of the syntactic rules used to join these words together in a correct order to form acceptable phrases, clauses and then (different types of) sentences.

It has been agreed that knowledge of English composition is some working knowledge of the meanings and associations of English words. But words usually have value only when combined into certain constructions, i.e. acceptable and grammatical constructions. Learners have to get some good knowledge of English syntax, that is to say, some knowledge of the different types of relations holding between words and the order in which these words must be arranged. We usually have learners who are able to do most difficult exercises in grammar and who can quote definitions of nouns, verbs, prepositions, etc. but who have the greatest difficulty in joining words to make larger constructions. It can be said that students have almost mastered the elements of grammar but lack the power of turning that knowledge into practical ends.

In any good piece of writing, the sentences often vary in length and pattern. There are many different ways of saying the same thing. Moreover, sentences can be joined together and built up in many ways. A writer can choose any way to express his ideas depending on what he wants to say and on what elements of the sentence he wants to put emphasis. Besides, the writer does need some knowledge of the general principles of sentence structures to

be able to use them effectively. So it is necessary to study most of (if not all) the elements of grammar in order to write well. First, he must be able to recognize and know the different forms and types of English sentences, relations holding between the parts of a sentence (or sentences joined together), rules of using different parts of speech, the suitable tense used to express the given topic and different types and forms of phrases and clauses. Such subjects are supposed to be taught in the grammar lessons but this is sometime not enough to ensure that learners are able to use such grammatical information practically. Thus, it can be re-taught while teaching learners composition. This is done to enable them to use the theoretical knowledge practically, and it is chiefly in composition lessons that learners use the language practically (in real – life situations).

A group of related sentences which communicates one central idea joined together is called a paragraph. So a paragraph is "a number of sentences grouped together and relating to one topic, or, a group of related sentences that develop a single point" (Wren et.al.,1977:523). The paragraphs of a composition are not mere arbitrary divisions. The division of composition into paragraphs must be made according to the changes of ideas introduced. As a result, there is no rule to the length of paragraphs. They may be short or long according to the simplicity or complexity of the subject.

A composition may consist of three paragraphs, at least three: introduction, body and conclusion. The first line of each paragraph must be indented. This means that you must leave an empty space to show the beginning of the paragraph. One should capitalize the first word in each sentence and end it with a period. Before doing such things, the title of the composition must be put at the top of the paragraph. Such notes on the form of a composition, though simple, must be taken into consideration the moment one starts writing.

A paragraph usually begins with a general statement. It is called the main idea sentence or the topic sentence. The topic sentence expresses the main idea of a paragraph and the other sentences of the paragraph form the illustration and development of that sentence and give more information about it. So it tells the reader what the

paragraph is about and limits the kind of information that should be included in the paragraph. The topic sentence is usually the first sentence of the paragraph, but writers sometimes put it in the middle or at the end of the paragraph for variety or emphasis. Moreover, ideas in a paragraph are often connected with transitions which show the relationship between the written ideas. These transitions or conjunctions or relative pronouns, whatever called, act like a railway, train. They keep a sentence(s) smooth and straight and it is they which help learners to write pleasantly. They include words like: **first**, **finally**, **in addition**, **for example**, **moreover** ... (Campbell, 1961: 89; Gordan and et.al., 1964: 115).

It must be noted here that the use of paragraphs in writing composition, one for each main idea, helps the reader to grasp the ideas or facts you want to convey quickly and clearly. If learner does not make a good division, the reader will find it difficult to understand what he wants to convey.

2.3. The Oral Composition.

After long hours and years of teaching the foreign language, teachers expect their students to be able to make competent use of it. They expect them to use the language orally among their friends in the class and outside it. Unfortunately, teachers are shocked with students' lack of ability and courage in expressing their ideas correctly and fluently. And here comes the teacher's role in encouraging them to use the language orally.

Rivers (1981 : 291 – 292) states that writing a language comprehensibly is much more difficult than speaking it and this is the most important fact which must be realized first. When we write, we are "communicating into space ", but when we communicate a message orally, we know who is receiving the message and we know the situation, including the mood and tone it requires of us. In the latter case, we receive feedback from the audience which helps us to know how the message is being received and if it is being understood. Using the language orally makes many things clear for both the speaker and the receiver of the message. But in the former case, such things must be made explicit and unambiguous for the reader through syntactic arrangement and

lexical choice, whereas in speech the omissions, ambiguities, and misconception can be made clear by action, restatement, or expansion on the part of the speaker or even of the audience. Accordingly, speaking the language is easier than writing it. But we find that our students prefer writing to speaking the language. They prefer to remain silent most of the time. The majority are tongue – tied and are always hesitant to express their ideas. Students must be encouraged to use the language orally as it is the first and basic step towards having a good mastery of the written form of the language.

The teaching of the oral composition has many values. First, it trains learners to think clearly and precisely because their confused ideas can be clarified when they are expressed orally. Second, using the language orally in front of an audience, even to one person, forces the speaker to express his ideas more intelligibly and correctly than he would when thinking them over to himself. The speaker is forced to use the correct grammatical forms and patterns of the language while speaking, otherwise, his ideas would be confusing or unintelligible. So it is the knowledge that someone is listening which forces the speaker to make himself understood and his attempts to make himself understood all the time help him to improve his speaking of the foreign language. Third, teaching good oral composition promotes the clearer and more accurate thinking that will make the learning of all other subjects on the curriculum easier and more exact, and thus easily and correctly understood and remembered (Gurrey, 1955: 120 – 122).

To help students to produce good oral composition, it is quite essential to have some good and careful preparation beforehand especially for those who find difficulty in speaking or who run out of ideas, or who hesitate frequently and become tongue – tied. The preparation should continue until such students can stand up and speak continuously for a considerable length of time. Moreover, students who hesitate or find difficulty in expressing their ideas continuously must not be discouraged by blaming them or stopping them while talking to correct their mistakes because their self – confidence becomes undermined, and thus they are unable to think or speak.

The subjects which are used for the oral – composition should be well – known to the students and the vocabulary familiar because the purpose of using the oral composition is not to increase one's vocabulary or to practice the expression of difficult ideas but it is to increase the fluent use of English to give ease and confidence in speaking and then to make use of such fluency and confidence in writing down ideas.

In the preparation for the oral composition, there cannot be much variety. Usually the same procedures are followed starting with oral exercises and ending with free discussion of certain chosen subjects. Besides, difficult oral work must not be attempted at first, but a smooth transition from simple to difficult subjects should be made. So, first, different oral exercises should be attempted. These exercises should include all the grammatical points which are taught to students to ensure their mastery of such points. This enables them to utter simple sentences correctly as a first step and then more complex ones and if possible continuous speech. Second, certain topics can be chosen by the students themselves or familiar ones chosen by their teachers to be discussed in the class. The discussion of the given topics can be made easy by starting the lesson with the oral questioning on this topic. This makes students participate by giving short answers if they fear talking for a fair length of time as a beginning. Gradually, students are able to make well- connected statements about the subjects when they are asked to give longer answers. Oral questioning should drive students to discover more and more details and to think accurately of facts, ideas and of everything related to the subject (Ibid: 130).

Student's composition textbooks can provide much material for oral composition. Students can reproduce whole paragraphs orally from their books. They can either keep close to the text, or make use of forms of expressions they have learnt. Students must prepare the given subjects thoroughly because the more thorough the preparation, the better the oral will be. Later on, students can reproduce the same paragraphs without looking at their books. At this stage, it is possible to make them try discussing more difficult subjects. The teacher must also lead them on by asking questions to make them express different ideas related to the subject than these

given in the text. This kind of guidance in step by step progress is quite necessary because it motivates students to do their best in producing correct and accurate forms of expression (Ibid: 131).

Beside questioning, it is necessary to write up all suggestions (notes) about the subject on the board. The suggestions are given in the form of points to be discussed one by one. Moreover, students can write down their own notes about the subject and can express them orally by either reading them (if they are hesitant and weak) or by using them while speaking. After following these steps, students will be able to prepare not only simple notes but also new ideas, analyses, experiences and explanations. The importance of this procedure is to remind students of what to say. Notes help them to discuss different aspects of the same point and to give different points of view and thus the discussion will be more active, vivid and enthusiastic.

2.4. The Organization of Written Composition:

We have already noted that words are used to form sentences and then sentences dealing with the same theme to form paragraphs. Now, we have to use all of this in writing composition whatever it may be narrative, descriptive, regulative, explanatory, letter ... To get good compositions, writers must arrange their ideas beforehand in the form of notes because if one starts writing without logical thinking of what he wants to write, he will see that many ideas, which must come first are written at the end or the opposite, and sometimes the whole idea of the composition must be changed. Logical thinking makes things definite, objective, specific and clear, and conclusions easily – reached. Therefore, it is necessary to make out a plan with paragraph headings first and then write the whole composition on the basis of these notes. Campbell (1961: 120) describes building up compositions as building a house or a ship. Both of them must be carefully built, the architect or shipbuilder would never try starting his work without making careful plans because he cannot make any change in his plans after starting work to add an extra room or funnel, or the result would be very bad.

Students usually present different pieces of writing related to one topic. We have noted that the same idea can be expressed in many

ways and no two students can have the same ideas or ways of expressing them because expressing ideas in any language is a matter of option. So different types of compositions will be presented with various types of mistakes: some of them related to grammar, others to style or organization of the composition and still others to the ideas expressed, which might be good or bad, many or few, relevant or irrelevant, arranged or disarranged ... So good writing involves different rules of writing to which a writer must conform when writing a foreign language. We are going to present some of the principles, techniques and methods of the art of writing in a systematic way. This will help learners control their means of expression and thus be more certain of the quality of writing that they present.

2.4.1. Choosing the Subject:

The subject for either oral or written compositions must be chosen very carefully. Gurrey (1955: 139) emphasizes the importance of doing this because students should not have to face difficulties of subject matter as well as difficulties of language and because the main aim of discussing or writing compositions is not to develop thought in unfamiliar subject or strange ideas in a familiar one. The purpose of writing composition is to give students practice in the expression of ideas and facts and it is not to increase their skill in setting out ideas effectively.

So teachers must choose subjects which will help learners to learn how to handle the language with ease and confidence, subjects that are either of particular interest to them or that are easy to express. This means that the topic should be meaningful and interesting to the students or else the composition lesson will be boring. Teachers can set them subjects that arise from their everyday lives so that students will not face any difficulty in composing and expressing their ideas. This is mainly done to ensure that students will not have to look for ideas at the same time as they are paying attention to the ways of expressing them effectively. We do not want to trap students into making more grammatical mistakes and not to see if they can use complex constructions in expressing their ideas. But rather, we intend to give them too much good practice in correct

usages so that these will be used efficiently and correctly by the continuous practice. And this comes through using familiar, realistic and easily – expressed subjects (Ibid: 141) .

So, as a first step, subjects for composition must be about the student's everyday lives, and only about events, happenings or incidents that they know very well. This means that subjects of particular, limited, realistic and concrete nature are the best to be chosen while subjects of a general nature make students commit different types of mistakes. Such subjects do not stimulate student's exact thinking because they do not have enough facts and knowledge about the subjects to be discussed. So instead of writing about, for example, **town life, travel, friends, time**, we can make them more specific and say **life in my town, travel in a new train, my friends, how to make use of your time**. Such titles help students to think in one direction and to write correctly and continuously. This does not mean that teachers will never let students write about subjects that are general or difficult. Subjects of a particular nature are given to them to make them master the correct choice of words, ideas and structures and thus master the essentials of simple good writing. After that difficult subjects can be attempted to promote their language for as we have noted previously that language learning is a gradual process, i.e. it must be developed gradually (step by step).

2.4.2. Outlining (Forms and Uses)

Outlining is a useful skill to learn. It helps learners both in their reading and writing because " writing is language that is intended to be read, reading and writing are different ends of the same communication process " (Yorkey , 1970 : 77). It is quite necessary to make an outline before beginning to write. An outline helps learners to organize their thoughts and ideas clearly, to uncover the organization of writing for readers (i.e. it makes things clearer and more understood), to see at a glance the main parts and subparts of the composition, to arrange and modify the parts of the essay quickly and easily, and to add other parts easily.

An outline is an organized list of related items (topics) or ideas. It is a method of grouping together things that are similar in some

selected way, then presenting them in a simplified manner that clearly illustrates the relationship within each group and among all of the groups (loc. cit). There are usually two forms for writing an outline depending on its purpose and subject: a topic outline and a sentence outline. In the sentence outline each idea is expressed and punctuated as a complete sentence. A sentence outline is usually more detailed than the topic one, and it indicates more clearly the structure and organization. In the topic outline, on the other hand, each idea is expressed or stated by words or phrases rather than sentences. Ideas are grouped according to similar features. This kind of organization is helpful in making the distinctions between things clear and in focusing on one particular distinction at a time. The ideas stated in the topic outlines are usually expressed by using similar grammatical structures.

Planning is an important step which must be taken before attempting to do anything in life. After choosing a topic, we need to plan the main points that will develop it. These points can be set down as the main headings in our outline. Some students can think logically of three or four points that they will use. Others may set down other points haphazardly. After writing, they will note that some points which must come at first written at the end or vice versa. So they have to think of how to arrange them in order according to their occurrence, importance or gradation. This, of course, depends on the students themselves who have the ideas and must know how to arrange them. If the outline is good, The paper will march forward, each idea will lead to the next, and thus there will be a strong link between the ideas expressed. Some students may write without making an outline, and this makes them write down ideas randomly. So they may write ideas that are not really related to the main points of the paragraph and thus its unity will be destroyed.

Teaching students how to write an outline is quite necessary because it helps them to keep the unity of the paragraph and then of the entire composition. The outline should be a real guide that will keep the ideas in some logical order.

2.4.3. General Conditions or Principles of Writing

The study of English composition must be based on a number of general conditions that accompany the act of writing. These conditions are necessary to understand the nature of English composition. Many of them are common to writing in all languages as well as to speaking. Brewster (1944: 10) considers these conditions as essential to any theory of writing which will be useless if it tried to avoid them. These principles include the following:

2.4.3.1. The Principle of progression:

We have noted that knowledge of English composition is some working knowledge of the meanings and associations of English words. But words have value only when combined into sentences. The sentence is the chief instrument for the statement of fact and this requires some knowledge of English syntax by means of which words are arranged into sentences. The combination of words into sentences or sentences into others to make a paragraph or of paragraphs into others to make a complete composition is not a lawless one. It is bound by the ideas to be expressed, by the ordinary meanings and associations of words and by the preceding and following sentences. So words are the base of everything said and it is the writer's skill, desire or taste, which makes him express his ideas efficiently and skillfully (Ibid: 12).

So when we want to say something, we have to use words. These words must be arranged in a certain order. When we listen or read, we have to take ideas piece meal, we need to have time to listen or read. Meaning is conveyed by a series of approximations and thus we are obliged to be progressives in all cases. This condition for expression in any language is called progression.

2.4.3.2. The Principle of Intelligibility:

This principle is the most important condition of all communication, written or spoken. A writer should know his facts and the things he wants to say. He should think in an orderly way about them and should use words and sentences that his readers will understand. A writer should do this thing so as to be clear and thus avoid falling into all kinds of vagueness, obscurity and error.

2.4.3.3. The Principle of Order:

Order is fundamental to good composition. Order simply means whatever facts, ideas or thoughts a writer has must be arranged in a certain way and this arrangement is necessary if one wants to get good, accurate, clear and meaningful writing.

2.4.3.4. The Principle of Interest:

Interest is commonly called the emotional side of writing, as opposed to the intellectual side which requires clearness. It is whatever makes us read things not for information or under compulsion. The condition of interest is inherent in human nature. Writing in an interesting way is difficult and necessary at the same time. It is difficult because not every writer can write in this way. Some prefer to be clear rather than interesting. It is necessary to avoid boredom and dullness which are the worst danger in any good writing. A writer will not be interesting " if his ideas are hazy, if he does not know his facts, if he is uncertain of his own mind; if, in short, he is tongue – tied at the start " (Ibid : 24). Interest must depend on clearness of thought, of arrangement and of expression.

2.4.3.5. Unity:

Unity is not an abstract principle, but it rather means knowing in any particular instance, what you want to say, knowing what each book, chapter, section or paragraph is to be about and what type of facts to be conveyed in each. It also means making these matters clear to the reader. Every paragraph of any piece of writing should be a unit of thought. What helps the writer to control his unity is the topic sentence which usually appears at the beginning of the paragraph. When the writer includes ideas which are not related to the topic sentence, the unity of the paragraph is destroyed. Thus, unity, to speak figuratively, abhors irrelevancy and heterogeneity (Shaffer, 1972: 9; Brewister, 1944: 59 – 60).

The best way to gain unity is not to think about how to achieve it, but to think of the subject till we know what ideas, facts or thoughts we want to say about it. This way forces the writer to make his ideas related to each other and makes him avoid including the irrelevant ones.

2.4.3.6. Coherence:

In addition to unity, a paragraph should also have coherence. Coherence means that the parts of the composition should stick together so that the reader can notice without difficulty the relationship between them. Making a careful plan helps writers to achieve coherence because it will keep related points together and put them in a logical order.

The use of certain connecting links such as **after this, because, as result, besides**, ...is necessary to obtain coherence. Even though, the writer should be very careful not to overdo their use. Sometimes a whole sentence may be necessary to carry the reader from one point to the following. This is called a transition sentence. Moreover, the repetition of certain words, the use of synonym or a pronoun referring to a word or an idea in a preceding material and the use of parallel order of details in several paragraphs will also help to gain coherence.

Achieving unity and coherence in one's composition will help the reader to understand the thoughts as a clear and meaningful unit. Unity and coherence do not mean the same thing, but they are related. The former refers to the way all the parts of writing fit together to form a whole, while the latter refers to the relationship of those parts to each other.

2.4.3.7. The Principle of Revision:

Any specific act of writing usually includes the three fold process of planning, writing and revision. Each of these acts requires too much preparation and good work to get satisfactory results. After finishing his composition, a writer has to check the validity and values of ideas, their organization, the sentence structures ... Good writers often write a certain piece of work many times so as to ensure completeness and fineness. Revision is very important for writing because without it the reader will discover different types of mistakes and defects in one's writing.

2.4.4 Having a Good Style:

To write well does not only mean to avoid making grammatical mistakes. To avoid making mistakes is, of course, quite necessary to get acceptable and good writing, but such difficulties can be overcome gradually. At this time, arises the even greater difficulty of writing English which will be clear and pleasant to read. And this is what is meant by having a good style. Style simply means manner and when we say style of writing, we mean manner of writing. Thus we speak of English style, or manner of writing, as of speech, or dress, or behaviour, or we speak of the style of Dickens, or his manner to express himself. As a result, style can be described in the same way as that of manner. We can call it good, bad, ornate, simple, distinguished, vulgar, cheap, precise ...etc.

When writers start writing, they usually develop an ear for good prose and a sense of the appropriate rhythm. To get a good style, writers look for certain aspects in writing their sentences, paragraphs and even the words they are using. Concerning the structure of sentences, they look for variety of length and patterns in the sentences used, and for connections of thoughts that give fluency and ease. In paragraphs, on the other hand, they look for unity of thoughts and also for connection of thoughts between the paragraphs and in using words, they look especially for economy in the use of words. Sometimes, using a few words gives a great deal of meaning. Style is said to be good if a great deal of meaning is packed into the fewest and simplest words, and it is said to be wordy or bad if certain words or phrases are left out without affecting the whole meaning. (Bright: 1966, 111-112; Shaffer: 1972, 39).

To develop a good style, one must use a number of techniques like varying the form of short sentences, joining different types of clauses, changing an independent statement to phrase or subordinate clause, using an appositive, ... etc. Even though, a writer should not overuse such techniques because problems will certainly appear and which will distort the meaning and form of any piece of writing.

Different and necessary rules, techniques or manners are not enough to get good writing. Writing also heavily depends on the intelligence of the writer who knows how to use them and how to

express himself and thought in a good style. Good writers do not only give us new ideas, but also give us new ways of treating and arranging them.

3. Conclusions

The study of English composition is, therefore, the study of the means by which various kinds of material may be fitted into the mould of beginning, middle and ending. Writing composition requires adequate preparation. Thus, the teacher must instruct his students in the mechanics of free composition such as: adequate margins, the title (correctly – capitalized), indentation and clear hand writing. The teacher must teach them the qualities and principles of constructing a good composition such as: order, unity, coherence, emphasis, correctness (careful use of vocabulary, correct spelling and punctuation, good use of grammatical structures and a good conclusion that draws the paragraphs together).

It has been noted that it is necessary for learners to have thorough preparation for all written composition works. This preparation should nearly always be carried out orally at the beginning because without careful preparation, writing compositions will not help much in the learning of a new language. Good preparation has many advantages: " it can enlarge vocabulary, improve choice of words, and establish correct usages. It can teach an orderly arrangement of facts and can increase fluency and clarity" (Gurrey, 1955 : 129).Gurrey's statement ' the better the preparation, the better the written work' best emphasizes the importance of preparation. Moreover, to make learners prepare well for the oral or written compositions, we must avoid giving them subjects that invite mistakes. The aim of good language teaching is to arrange for endless practice in the correct forms and structures of the new language and not to confuse them with difficult subjects which make them try to express what they do not really know – in a medium they have not really mastered.

We must always keep in mind, that good writing in English (or in any other language) does not consist of successful obedience to certain rules and principles, but in the successful conveying of the

thoughts and feelings of the writer to the reader. Besides, we do not expect learners to reach a point where they do not make mistakes at all in their writing because the most accomplished writers those who have devoted most of their life to their writings, still make mistakes and careful readers can find flaws in their works. So, learners must be sure that their writing will gradually improve and that the level of skill with which they began their study will rise appreciably. Remember that one course in English composition, or even more, a year or more of study will not make you a perfect writer. Being patient, eager to learn, courageous to express oneself, and ready to be criticized, will help you much in developing your skill in writing.

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الخلاصة

يهدف البحث إلى شرح وتوضيح أهمية تعلم جوانب معينة من مهارة الكتابة والتي تساعد المتعلمين في كتابة قطع إنشائية جيدة لهذا فالبحث يقدم عدد من الخطوات والتي يمكن إتباعها في تعليم كتابة الإنشاء والتي من الممكن أن تجعل تدريسه واضحا "سهلا" مفهوما "وممتعا".

بتعبير آخر أن هدف البحث تدريس المتعلمين بعض النقاط الأساسية حول كتابة الإنشاء لان من المهم بالنسبة لهم معرفة كيفية التعبير عن أفكارهم بطريقة منظمه .

يتضمن البحث جزئين : كرس الجزء الأول إلى تقديم وتعريف ثلاثة مبادئ مهمة وهي:

الكتابة - الكلام - الإنشاء . يبين هذا الجزء دورها المهم في عملية التعليم والعلاقة التي تربطهم معا" يمثل هذا الجزء أساسا" لتقديم الأفكار والشرح المقدم في الجزء الثاني .

إما الجزء الثاني فيهدف إلى توفير الإجابات لعدد من الأسئلة المتعلقة بجوانب مختلفة من

عملية تعليم كتابة الإنشاء تكون الأجوبة لهذه الأسئلة الفكرة الأساسية لمادة الجزء الثاني .

لهذا سيتم تقديم وشرح عدد من الخطوات التي يجب استخدامها في تعليم كتابة الإنشاء

لأنها من الممكن إن تجعل تدريسه مؤثر وممتع يجب إن تتبع هذه الخطوات بصورة

منتظمة إذا أراد المتعلم التمكن من الشكل الكتابي من اللغة المراد تعلمها .