

CHAPTER - III

TYPES OF WRITTEN COMPOSITION

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III.1 INTRODUCTION

In the previous chapter while discussing the meaning of composition the researcher has discussed the oral and written composition in detail. In the same chapter She has also explained the meaning, importance and scope of guided and free composition. The aim of present chapter is to deal with the types of written composition in detail.

There are various types of composition. Some types are cultivated in the lower classes and some in the highest classes usually goes by the name of Composition writing. Composition broadly means "Putting or arranging things in a certain order". In this sense composition can be started from the very first year of teaching. In the lower classes the writing exercises will be confined to the transcription or copying from the blackboard. The study of the investigator is limited to VII Standard. So she has discussed in detail, the compositions which are cultivated in the lower classes and especially in the VII Standard. She hasn't discussed in detail those types which are not cultivated in VII Standard. They are given in brief.

III.2 TYPES OF WRITTEN COMPOSITION

(a) Composition from structure tables.

In this type of composition, the pupils are not free to use any word outside those written in the set. Both structures and vocabulary are controlled. Pupils can make many sentences by choosing any item from vocabulary. But they are free to choose any item from a variety of items. "A large number of sentences can be made", remarked F.L. Billows, "by interchanging the words in each column"¹~~P.4~~. The structure remain the same but the content words differ from pupil to pupils.

For example consider the following table

TABLE NO. III. 1
SUBSTITUTION TABLE

He			Played a game		
She	have	just	drawn a map		
We	has	already	washed the clothes	.	
I			bought a book		

Some pupils may write, 'He has just played a game
Others may write, 'He has already drawn a map.
It means to say that vocabulary is controlled but pupils are free to choose any item from a variety of items. These tables are very useful to teach

the pupils how to write a few connected sentences on a given situation. Menon and Patel rightly remarked,

"The object of this exercise is to allow the pupils mind to play round what has been taught in listening and speaking, and so fix it firmly."²

(b) Copying from the black-board

In this type of composition the teacher asks some questions to the pupils and develops a piece of composition with their help. The teacher will write it on the black-board. The pupils copy the composition from the black-board. One of the advantages of this exercise is that the pupils know the marks of punctuation.

(c) Jumbled sentences

A few jumbled sentences are written on the black-board and the pupils have to arrange them in their proper order. It enables the pupils to learn correct sequence of events e. g. arrange the following jumbled sentences into a paragraph e.g.

- (1) He could not climb the well.
- (2) The fox called the goat.
- (3) Once the fox fell into the water.
- (4) The goat was passing by.
- (5) He asked the goat to jump in.

When correctly arranged the order of these sentences will be 3, 1, 4, 2, 5.

(D) CONVERSION EXERCISES -

In this type of composition writing pupils have to change a paragraph from one form to another i.e. from direct to indirect, from assertive to exclamatory, from affirmative to negative, from present tense to past or future tense and vice versa. e.g. change the following paragraph into the first person.

Kamal is a girl. She is ten years old. She learns in the seventh class. Her father is a teacher. Her mother is a teacher, too. She has two brothers and three sisters.

(E) Filling blanks -

There are two types of this exercise. First is one word blanks such as articles adverbs, adjectives, prepositions etc. Second is longer blanks in which a few words are given at a time. Pupils have to reproduce the whole paragraph with the help of blanks. Such exercise helps the pupils to learn a few connected sentences in their logical sequence.

(F) Dictation -

Dictation is also clasified under controlled

or guided composition. It is a useful exercise in guided composition. It is both an aid and an exercise to teaching writing.

Dictation is more difficult than transcription. It is a means of fixing in the mind of what is already known by oral and reading work. It is useful for the recognition of sound. It provides the pupils listening opportunity which is one of the skills of learning a language. It provides practice in spelling, practice in writing. It trains the pupils in using the proper pronunciation. It increases the speed of writing. It gives practice in oral composition. Structures and vocabulary are reinforced.

(G) Picture composition -

Oral and written composition with controlled and free can be developed with the help of pictures. By showing the pictures the teacher can stir the imagination of his pupils. Pictures attract their attention and arouse their curiosity. Picture composition may be developed by showing appropriate pictures of or matchstick figures. By asking the pupils some questions the teacher may enable the pupils to describe the picture. To describe a picture, it is necessary to observe the picture

carefully. Then the teachers have to ask suitable questions. The following questions are based on the near by picture.

- e.g. 1) What is this picture of ?
2) How many class-rooms are there ?
3) How many windows does the class-room have ?

Such type of questions may be asked about the desks tables, black boards, pupils, (boys and girls) duster, maps, charts etc.

Then the composition can be developed with the help of some of the following questions.

- (1) Where is the black-board ?
- (2) Where is the teacher standing ?
- (3) What is the teacher asking ?
- (4) What is on the table ?
- (5) What is on the wall ?
- (6) What are the boys doing ?

When the answers put together, make a piece of composition.

Instead of a single picture a seties of picture may be used for developing the composition (essay or a story). The teacher should collect the pictures from magazines, news papers etc.

H) Essay Writing -

Meaning - The word essay can be defined as "a literary composition (usually prose and short) on any subject." 'The word 'essay' literally means a 'trail' or an 'attempt'. Any piece of composition you write on any subject is an essay in this sense. Dr. Johnson defined an essay as 'a loose sully of mind, an irregular, indigested piece not a regular and orderly composition. This implies that you are free to treat the subject as you please and that you should write on it from a personal standpoint. Johnson probably meant no more by this than that the essay is an unassuming literary form, that its range is modest and that it makes no pretensions.

If he did so he has no doubt correct, because that is what the essay is a form of intimate self-expression, which gives one the opportunity to set down one's thoughts and feelings and experiences, so far as they are relevant to the subject of the piece, in an interesting and attractive manner in other words, something personal, familiar informal and pleasing.

According to the definition of Dr. Johnson, it is explicit that writing essay is a skillful task.

And it is out of the capacity of school children. But the essays for the lower standard pupils are narrative and descriptive. The narration and imagination are neither imaginary nor reflective. The pupils should compose some sentences and express themselves in simple correct English.

"In the modern sense of the word an essay is no longer an unsystematic putting together of ideas, but it is a work of art with a technique of its own". 3

It possesses an artistic unity, a comparative brevity and an elegant style.

For our school pupils one agrees with the definition of David Green. He defined the term essay as,

"The essay, is properly speaking an attempt at expressing your thoughts on a given topic and differs in this respect from a treatise which is an elaborate and thorough study of a subject". 4

So far as we are concerned here an essay is an exercise in composition and it is well to remember that the word essay means literally an attempt. The essays written at school are trial exercises or 'attempts' to express their thoughts in good English. Such an essay is a composition written upon a given

theme, or subject. To write an essay is to put into words, thoughts or ideas on a given topic. It is an expression of the pupils mind.

In the handbook of Standard XII the term 'essay' is defined as,

"An essay is a continuous composition of thoughts, ideas and experiences in systematic and logical manner on a given topic".⁵

I) Types of Essays -

Generally essays can be divided into various types on the basis of content and form.

a) Descriptive Essays -

A descriptive essay is the simplest type of essay consisting of a description of some place, person, thing or a scene. It treats the topics like 'My favourite Book', 'Visit to a Museum', 'A water-fall', 'A Village Fair' etc. The descriptive essay consists

- 1) Animals, Plants, Minerals.
- 2) Towns, countries buildings etc.
- 3) aspects and phenomena of nature.
- 4) Manufactured articles.
- 5) Mountains, seas, rivers, lakes etc.
- 6) Character sketches.

In descriptive essays students only describe about the things or a subject that they have seen. They have a clear picture of the place or object that they have seen and have to put it into words. This is the kind of writing which is likely to be most natural.

b) Narrative Essays :-

A narrative essay consists mainly in the narration of some incidents and series of events. In narrative essays there is narration of the object, place, incident, situation etc. Narrative essays deal with -

- 1) historical stories or legends.
- 2) biographies,
- 3) incidents
- 4) an accident or natural disaster
- 5) a story,
- 6) a journey
- ~~7) A story.~~

It treats the topics like 'A Street Fight', 'Flood', 'A Train Accident', 'The Boyhood of Tilak', 'The Reign of Shivaji' etc.

"Our daily lives are full of the material of narratives. Every walk we take in an great city or out in the country gives us suggestions for stories, if we keep our eyes and ears open."6

said Prof. Speight and Sethi.

In narrative essays it is easier perhaps than in any other kind to collect the facts arrange them in a certain order and subdivide into paragraphs. The order of paragraphs naturally follows the order of time, and if it is unnecessary to comment on some fact or event in passing, no uncertainty can be felt as to the place where such comment should come.

c) Reflective Essays -

A Reflective Essay consists of reflections of thoughts expressed by the writer on topics of abstract nature. A reflection is a thought on some subject or an idea arising in the mind. A reflective essay is one in which, from the nature of the subject set the writer is called upon to express his thoughts. It is therefore quite distinct from narrative or descriptive essay.

In reflective essay the students have to put forward their ideas, original ideas in a systematic manner. Such essays can be successful only when they are full of original thoughts. It deals with the following topics.

- 1) habit qualities
- 2) social, moral, prudential questions of any kind, political and domestic topics
- 3) philosophical subjects
- 4) religious and theological topics.

It deals with the topics like 'Truthfulness,'
 'Thrift,' 'Heroism', 'Patriotism', 'Industry', 'Friendship'
 'Poverty', 'Education', 'Democracy', 'War',
 'International Peace', 'The Purpose of Living', 'The
 Immortality of the Soul' etc.

"Sometimes an essay is of one of those kinds only, descriptive, narrative or reflective; but generally the kinds are mingled. If you are reflecting on your childhood it is natural that you describe a person or some thought on that you tell of something that happened"7

said Prof. Speight and Mr. Sethi.

d) Imaginative Essays -

These essays deal with imaginary situations. The writer has to imagine himself to be in a position or place of which he has no actual experience, in which he has never been before and describe what he would do in such circumstances. Such subjects as 'If I were a King', 'The autobiography of a Fort', 'The Autobiography of a Horse' 'Cast on a Desert Island' etc. "An autobiography is the history of the life of a person written by himself"8 said Wren and Martin.

Sometimes pupils are asked to imagine themselves to be an animal or an object, and to write an autobiography.

of him or it. He must then think himself to be the animal or object, and using the first person, write that particular animal or object might tell its own story. The story must be made as interesting as possible, and told in simple language.

e) Expository Essays -

An expository essay is one in which, from the nature of the subject set, the writer is called upon to explain and expand something. Being concerned with facts rather than thoughts, with results rather than opinions. An expository essay is of a less abstract character than a reflective one, or deals with a reflective subject in a less abstract way. These essays expound a theory or doctrine. An expository essay consists of an exposition or explanation of some subject. Expository essays are generally objective and impersonal. The personal element appears in varying degrees in the other types of essays. Perhaps the most subjective type is the rambling kind of essay developed as a fine art by writers like A. G. Gardiner and Robert Lynd. Such an essay is a 'loose sally of the mind' and the essayist often appears to be 'a snapper-up of unconsidered trifles'. It is not easy to write such an essay to our pupils. So they are

advised to attempt the following topics.

- 1) Institutions, industries, occupations
- 2) Scientific topics
- 3) literary topics such as 'The Press', 'Farming'
'Evolution', 'Astronomy', 'Rebirth', 'The Art of
Story Writing', 'Literature and Life' etc.

f) Argumentative Essays -

In an argumentative essay the writer should state both sides of the question justly and impartially. The demerit of such essays is that of see-sawing now to this, now to that, side of a question without any indication of one's own preference. Unless each side is understood by the writer, no question arises as to which side of the question is right or wrong. In discussing a debatable subject, each side of the question should be understood by the writer and handled rationally.

Argumentative essays deal with

- a) Contraversial topics,
- b) Polemic subjects. It treats the topics like 'Country Life versus Town Life', 'Science, Curse or Blessing', 'Uses and Abuses of T.V.' etc.

g) Story Writing -

Story writing or story telling is an art which can

be learnt only by practice. Not all of us can tell stories, very few can tell or write them interestingly. But by listening to people, by reading books and observing life around us all of us can cultivate the skill of telling and writing stories. Every child loves to read a short story or hear it told. Story-writing is a beautiful form of composition. It is a form of composition that is at once interesting and instructive. A story-writer particularly of short stories, is a true artist. He gives full play to his powers of imagination and invention and produces a work of art which amuses, entertains or delights both young and old and points a moral. Pupils also like to write stories. But as their vocabulary is poor, expression power is weak, they need the help of points. "Y.G.Patwardhan said, "The School exercise in a short story consists in making a full story from a few given hints"

For story writing usually the points or key words are given. The outline makes the students to think and imagine how to expand it in a way that is natural and then to reproduce it in a suitable language. The Kernel of a story is its plot. And to make a plot is no ordinary achievement. It comes either as a natural gift or by constant practice.

Pupils have to form the main threads of the story. The students are expected to be filled in. They have to put flesh and blood in the skelton and give it a beautiful shape. What is required is a little imagination, some common sense and sense of appropriateness. Pupils have to suggest a suitable title to the story and some times they are also asked to tell the moral of the story. Both these skills are depended upon the comprehension of the story and the ability to put them in a proper form of language.

As an aid to original composition, it is a good exercise to write a story from a set of pictures. The pictures help to suggest the various incidents of the story as they take place. These should be taken up and woven in to a piece of striking narration.

h) Comprehension -

Prior to 1917 reading was defined as "the ability to transform printed words into oral responses" Then teachers emphasized accuracy in word identification and oral reading.

In 1917 research laid to a change in the defination of reading. Torndike defined "reading as reasoning"¹⁰ Acting on this defination teachers began to limit oral reading to diagnosis and audience situations

and started to emphasize silent reading as soon as possible so that students could focus their attention on use of their reasoning process during reading.

The word 'comprehension' is a noun from the verb 'comprehend' which means to understand or to grasp fully. The intension behind the comprehension test is to test the student's ability of which and accurate understanding and his manner of correct expression. "Comprehension is of course, closely linked with general intelligence"¹¹ said F.G.French.

Reading is one of the basic skills in language learning. But reading is not merely a simple mechanical skill.

'To comprehend' is to understand or grasp.

"Comprehension therefore, means the act or faculty of understanding or grasping the meaning of a given passage."¹²

said Prof.M.A.Muzmudar.

In the handbook of teachers Standard XII the defination is given "Comprehension means the faculty or power of understanding."¹³.

Sometimes unseen passages may be set and students may be asked to answer certain questions based on the passage. For the beginners sometimes seen passages may be set because their maturity of comprehension is low.

Due to the restricted vocabulary they cannot understand the new passages. So the passages from their text books must be selected for comprehension writing. Questions based on such passages are asked to test the student's ability to understand the content of the given text to information and meanings from it.

Especially school pupils are asked to read a piece of descriptive or narrative prose. Such exercises in composition help the pupils to read accurately and to think intelligently about what they have read. They give them practice in writing short answers which are precise and to the point.

We read to understand. All types of reading, reading for information, knowledge and for pleasure presuppose understanding of what is read. K.K.Bhatia remarked properly,

"When used properly, reading can become an effective means of gaining knowledge as well as pleasure. Thus reading is a means to an end, and no end in itself. In this way reading is an important way of putting the newly acquired language skills to productive use."¹⁴

Thus intelligent reading means reading with speed and comprehension.

"Comprehension is understanding the meaning of a given material both at surface level and at a deeper level."¹⁵

said K.Bose.

If we do not understand what we read we feel discouraged from reading further. S.Velayudhan pointed out,

"Comprehension as you know, depends both on the nature of the subject matter content and the nature of language style."16

As far as content is concerned an educated person should be familiar with topic of general interest. Difficulty arises only when we approach highly specialized subjects. As for language, comprehension rests on our knowledge of the meanings of words as well as our ability to understand grammatical constructions. Thus familiarity with the subject matter and ability to understand the language are essential in teaching comprehension exercises.

Generally a fair-sized passage should be asked to answer the questions appearing below it. The answers are expected to show the understanding of the passage clearly. One has to express himself in correct and readable English. He is also required to answer them correctly in his own words.

i) Translation -

"Translation means giving the meaning of something said or written in one language in another."17

said S.Velayudhan.



The Secondary School Certificate Examination Board expects pupils to translate a passage of about 100 words in simple English in one of the Indian languages. Translation is a very useful kind of exercise. This exercise in translation is a great help to pupils in fixing and making permanent knowledge of the two languages involved. Translation benefits them by making them conscious of the curious differences of the idioms of the two languages.

Translation is a skill which can be developed after careful practice. It is an aid to language learning. It helps the pupils to grasp the peculiar shades of meanings involved in the vocabulary and idiom of the language that is to be translated and also of the language in which the original stands translated.

The skill of translation not only involved pupil's understanding of the vocabulary and idiom of the both languages but also of the thoughts and emotions, running underneath. Translation demands the knowledge of vernacular equivalents of words and sentences, vernacular explanation of usage and meaning.

Translation from English into the mother-tongue forms an important part of the written work in English course. Such an exercise will be a searching test in comprehension. Unless the pupils have understood the

full meaning of every sentence of the original, they cannot give an effective rendering in the Indian languages.

j) Letter Writing -

i) Importance -

Now a days to some extent letter writing has lost its appeal. For one thing, travelling has become so cheap and easy and swift that people prefer visiting their friends, relatives to writing long letters to them. For another the influence of the telephone, the telegraph, and the wireless has been to make communications as brief as possible.

Yet letters have to be written to friends, relatives, strangers, official letters, and business letters. Letter writing plays an important part in one's life. It has its use in every day life. Every person should know how to write a clear and readable letter. We have to write many letters of one kind or another during our life. Hence it is desirable to know what makes these letters interesting and attractive. We resort to letter writing when personal communication is not possible.

The object in correspondence is to please those to whom we write, in addition to giving them some information. Attention must be given, therefore, to

elegance and certain standards of form without which our letters may seem offending. A knowledge of this kind of composition is therefore, essential to the beginner. Letters are written between persons who are at some distance from each other to keep up friendly connection, to give information or to discuss matters which they are not able to do in person. To avoid the travel, we can communicate to the person who is far from us. Letter writing saves time, money and labour. So it is necessary to cultivate the art of letter writing.

ii) The language of the letter -

The language of the letter must be direct, simple and unaffected. A pompous and affected style is out of place in a good letter. In actual life, the style of the letter sometimes falls to the level of colloquy and many slang expressions find their way in.

Letters to relatives and friends should be written in conversational style and the pupils should be made to imagine the presence of the person to whom the letter is addressed.

Business letters should be of a formal nature. They should be clear and to the point. The effect of naturalness is not aimed in these letters. One has to secure by turning one's private letters into essays or sermons or lectures into a dull catalogue of facts.

It is important then to have your correspondent in your mind. In other words, don't forget your correspondent.

iii) Types of Letters -

Letter may be classified into two broad categories viz.

a) Social or personal letters including letters to relatives, friends, and notes of invitation.

b) Business letters including applications, official letters, & letters to newspapers.

The first class consists of letters written for the sake of keeping up an interchange of kind feelings and cultivities between friends or relatives, who live at some distance apart and cannot communicate in any other way.

The second class consists of letters written on any kind of business, either private or public.

a) Social or Personal letters -

Personal or private letters consist of letters written to one's relation and friends and notes of invitation etc.

Personal letters i.e., letters written to members of one's own family or friends. They should be written

in familiar and intimate style depending upon the degree of intimacy you have with the person addressed. They should be written in easy, conversational style. They are really of the nature of friendly chat. Being generally spontaneous, they may be written in any order, touching on various subjects. The writer can use colloquial expression which would in formal essays be quite out of place. But this does not mean that he may be careless and should not crowd and confuse ideas nor scrawl. For it is insulting to ask a friend to decipher a badly-written, ill-composed letters.

The personal letter should express or rather exude the writer's personality. It should be like a friendly, heart-to-heart talk and reader should feel as he is hearing the writer's voice as he goes through his letter.

The writer must write about things of common interest and about people whom he knows. One of your main ~~aims~~ aims in writing a personal letter should be to give pleasure to the person to whom it is addressed, and for this you must show genuine interest in him.

b) Business letters -

In business letters there should not ^{be} room given for vagueness of meaning, ambiguity due to incompleteness

or indefiniteness. They should be strictly written in formal communications. Colloquialism, slang etc. should be carefully avoided.

Businessmen are busy men and have no time to read long rambling and confused letters. Time is money in business and one should therefore confine oneself to the matter in hand. He should be terse clean and to the point.

The following then are the qualities to be looked for in a good business letter :- clearness, pertinency, conciseness definiteness, completeness, courtesy, avoidance of colloquialisms, slangs etc.

Letters are of many different kinds, and each of these must be written in a particular way. But all of them have a common form based on certain rules. These rules must be observed carefully and followed strictly, in the writing of all types of letters. In all kinds of letters, there are six points in common. They are called the parts of the letter.

iv) Parts of the letters -

i) Heading :-

The heading consists of

- a) The writer's address and
- b) the date.

By the term address is meant the place where a person lives. The address is generally written in the top of right-hand corner of the page. This informs the reader where the writer wrote the letter from and when. The writer gives the address to which the reader may reply, and when is for reference, as it gives him the date on which you wrote.

The heading may be punctuated and arranged in either in 'intended style', that is, the sloping style or in the 'block-style' that is the squarish style. The punctuation may be open or closed. Open punctuation means omission of punctuation marks at the end of the line. The address may be written with end punctuation, it is called closed punctuation.

The date may be written in full or abbreviated. In private letters the shortened form (5-3-88) should be avoided as it looks too arithmetical.

The telephone number, if you have one, is written immediately after the address while using abbreviations one has to be careful about how they are conventionally abbreviated.

ii) Salutation - or Greeting :-

The salutation comes below the heading a little lower down on the left hand side of the page followed by a comma.

The form of greeting depends upon the relation in which the writer stands to the person to whom he is writing. In personal letters it depends upon the intimacy. To members of your family for example 'Dear Father', 'My dear Mother', 'Dear Uncle', 'Dear Hari' etc. My dear is more intimate and affectionate than 'Dear'.

To friends, the salutation will be 'Dear Gopal' (more intimate) 'Dear Mr.Gopal', (not very intimate), 'My dear Gopal' (very intimate and affectionate).

If the friend is older than you, the writer has to greet him as 'Dear Mr.Gopal'.

To business people, it will be 'Dear Sir' for men and 'Dear Madam' for women. Teachers and official superiors are to be greeted as 'Dear Sir' or 'Sir'. In such letters the term 'Dear' is purely formal and is a mere polite expression, not necessarily implying any special affection.

iii) The Communication or Body of the letter:-

This is the main part of the letter. The style depends upon the kind of the letter. It should be written in simple natural style. If the letter is long, it should be divided into paragraphs. Paragraphing is also useful to mark the changes of subject matter. Try to be complete. It is a sign of slovenly thinking

when one has to add postscripts at the end of a letter. It is necessary to think out before writing. Points should be put in some logical order, neat and legible writing is essential. Correspondent has to read what has been written. Thinking of punctuation, and putting commas and semicolons and fullstops in their proper places is necessary. Incorrect punctuation may differ the whole meaning of a sentence.

iv) Leave-taking or subscription :-

Leave-taking phrase has to be written to the right side of the page and put signature below it. A letter must not end abruptly, simply with the writer's name. This would be like rude. So certain forms of polite leave-taking are prescribed.

Superscription means complimentary close or valediction. It also depends upon the degree of intimacy with the person. The usual subscriptions: 'Yours sincerely', 'Yours very sincerely'. If one wants to sound less formal then he has to write 'Sincerely yours' For relatives 'Your loving brother/son/cousin' etc.

Note that 'Y' in 'Yours' is always in capital letter while sincerely, affectionately etc. begin with small letters and are always followed by a comma. In business letters 'Yours truly' or 'Yours very truly'

or also used 'Yours faithfully'. Valediction should match the salutation.

Remember that no apostrophe in 'Yours' is used. There should be comma after 'sincerely'.

v) The Signature - or the name of the writer :-

This must come below the superscription. If the friend is intimate and the writer addresses him by his first name, then the writer's first name should be written. On the contrary if the person addresses the as Mr./Mrs./Miss and the surname, then the writer has to write just the initials and his surname.

In business letters the signature should be clearly written. It should be legible. Sometimes it is the only clue to the name of the writer. If the letter is typewritten, it is advisable to type the writer's name below his signature. The name must not be written in capital letters.

vi) The Superscription :- or Address on the envelope -

This address can also be written either in 'intended style' or 'Block style'. It consists the name and address of the person to whom the letter is addressed. This is generally written on the envelop. Sometimes it is written in the letter itself. In letter it is written below the heading to the left side of the letter.

III . 3 CONCLUDING REMARKS -

In the foregone pages the investigator alluded fourteen types of composition writing. First five types of writing composition are useful for lower classes. They are guided (controlled) compositions. Next six types are useful for middle classes. And last three types are useful for higher classes. The investigator discussed first eleven types in detail because they relate to the lower and middle classes. Her study was limited to VII Standardx. So she was not interested in discussing the last three types i.e. precis writing, paraphrasing and dialogue writing. She thought that it need not to explain them with their importance, meaning and vice versa. So she has only alluded these types of written composition.

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