
The Necessity of Giving Importance to and Revitalization of Composition Lesson in High School

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ABSTRACT

Writing language, writing skill and writing profession have long been communication channel of humankind and of the means of social survival. Persian language and literature has received the highest degree of influence from Islam and has always looked at this topic as something of high position the aim of which is revolution, dynamism, beauty and finally, life. The author, within this article, tries to show the importance of composition lesson within different education levels, to investigate the students' weakness reasons in this lesson and to provide solutions for fortifying, improvement and skill development of students in these courses.

Key words: Composition Lesson, Writing, Teacher, Student, Education.

Introduction

ndoubtedly, the value of thinking, speech and whatever is used for transformation of them is not unknown to anybody, especially among us, the Muslim Iranian, who became the recipient of this religion with open arms; a religion that nurtures wisdom, thought, science and at last human salvation through the clearest and most unique speeches. Persian literature, that has always been saturated with God's words, wisdom and goodness cultivation, announces its great and human-cultivating message through the phenomenon of writing and composition to humankind. Trans: Nobody put aside the veil of thought like Hafez Until the time his speech head (simile) was combed with (writing) pen God has also sworn to pen and whatever writes that: "I swear to pen

and whatever writes" because writing and composition means creating and breeding, being born again, revitalizing, evolution, dynamism, beauty and after all life. Therefore composition semantically means creating and actions alike and in writing terminology is a technique or art that can communicate messages and mental concepts of writer or speaker to the recipient in a better and more potent way. By composition as a lesson, we mean that the student should learn how to provide a good writing in a limited time, special setting and under a contractual or favorite topic or subject. So the student should be educated in a way so as to succeed in such an exam. Having this aim, it is necessary for the teacher to teach his/her students the following items:

A: Study of books, newspaper, etc. so as to enhance the level of culture, knowledge and awareness.

B: Application of rules and principles mentioned in Persian-Language book

C: Practical writing practice ("How to write Composition and Dictation, p.20)

Problem Statement

With this introduction, we will come to a question involving the minds of many people in the field of education and nurturing. The question is: " Why is composition lesson, once regarded as equivalent of creation and finding lingual-mental talents, has been so neglected in our schools?"; " Why dictation and composition classes have not been considered thoroughly within educational programming?" and " Why, for years, instead of talking about speaking and writing level of student, complement and compound verb kinds are discussed within literature faculty meetings without coming to a definite result?" Essays, speeches have been provided and conferences held on this subject none of which have come to a definite result. Anyway, this event shouldn't dim our role and responsibility about this scientific problem as literature teachers. As Sadi says: Trans: Going into the desert is better than sitting idly If no aim is gained, at least afford has been made.

Discussion

As we know, the main aim of Persian literature and language lesson is to read better, to understand better, to speak better and to write better. Nowadays, if the children of a nation become deprived of these principal skills, they will be practically behind the top level of development and civilization. In such a situation, nothing but cultural, scientific

and economical decadence will remain for our country because the pupils will not be able to correctly understand and read or they won't be able to communicate their experiences to others. However, the capability of writing in a level enough to resolve daily needs is essential for everybody because it has such a wide and all-encompassing application that no one can consider him / her needless of it. But it should be noted that many of elementary and high-school students are not able to write a personal or official letter or even a few sentences on their own. (Above, p.15-16). Isn't it a fact that we daily see teachers, professors and trainers within school classrooms, offices and universities excessively complaining about writing and speaking disorders of college students and pupils? Unfortunately exam papers of students and even official letters of most of the people responsible within the field of education are filled with obvious dictation and composition errors. Majority of students are not capable of writing, they don't know what to write and how to write. They even haven't learned the correct studying methods and one can say that they are not interested in studying either. Where is the basis of this weakness and disorganization? How can they be found? What is the solution of surviving this educational crisis? These questions are those that have involved the minds of many teachers and trainers within this field. Most of the teachers and parents believe that students are not really into this lesson. But in my and many of my colleagues' opinion, students have no problem with composition lesson itself. Their problem is the incorrect method of teaching this lesson within elementary and high school. We force students to write about our favorite subjects instead of letting them to write down their thoughts freely. Cliché subjects and methods are

what make students bored of composition lesson. (Mashgh-aftab monthly publication, p.12) Teaching this lesson begins from early school days and it should be followed later in elementary and high school making education deeper and wider. But in our educational system, no efficient program in high schools is provided for those talented people within elementary schools experiencing different ebbs and flows in education courses and suffering lack of principle and diversity in principal methods of composition-writing teaching. Neither have literature teachers passed especial training courses for this issue nor is there any suitable book or lesson item or any separate time-period. How one can teach something that is not within teaching program?! As you know the usual 90-minute Persian language classrooms are not enough for covering different aspects of this lesson. For students to learn the principles and main points of Persian language they should be practically taught in a laboratory called Composition Class just as other lessons like chemistry, biology and physics need practical teaching and laboratory. Persian language also needs such a setting and this setting is made within composition lesson. Students will never learn until they write what they have been taught and till they read; in this way they will get the main benchmarks and principles of Persian language constituting part of the aims of education and nurturing. They will have problems in learning other lessons because teaching, learning and evaluating these lessons are based on speaking and writing. The factors of indifference and negligence of Composition class are the following: In sum, we can regard the following factors as influential in negligence of composition lesson:

a-Making students forced in to use difficult and artificial phrases

b-We don't want to accept that writing simply is art. A teacher that condemns his student's simple writing instead of encouraging him will affect him in the most negative way.

c-Professional courses of composition/dictation methods by using expert professors have never been held.

d-In the old educational system, no independent hour had been considered. It was always considered that Composition lesson is the least important of all and its time was used whenever other lessons were short of time.

e-Generally, no high importance is given to writing in our culture.

f-In new elementary teaching system, no definite time is there for composition lesson.

g-Huge number of students within classrooms does not allow the teacher to evaluate and correct the writings of all students.

h-Defining difficult library research for student not familiar with writing principles and lacking enough time will make them plagiarize resulting in lack of talent cultivation.

i-In our country no evaluation of writing skills is officially done within employment and audition exams.

j-There exists no unique and codified principle for writing from primary school up to university level and using different styles. This has resulted in confusion of students, teachers and experts within different fields.

Solutions

But anyway we, as literature teachers, should use the smallest opportunities in revitalization and giving importance to composition and dictation lessons especially in Persian-language classes. In order to create stimuli, to cultivate skills and to help the talented in writing, we can

use the following methods in Persian-language classes:

a-The hours of composition writing are of the most difficult, most innovative and strangest lesson hours. The teacher should have a program for such tough hours.

b-The initial and essential steps of composition writing should be practically taught to students. These steps include: seeing well, hearing well, sense mixture, writing practice, observation classification and then mixing them.

c-In the case of lack of separate time of composition lesson, we should define 20-30 minutes of Persian-language classes for this lesson.

d-The chosen subjects should be accessible and sometimes descriptive.

e-In most cases, keeping activities and methods of composition writing student-oriented should be paid enough attention by teachers.

f-In the beginning, we should discuss subjects that don't use any starting sentence because this stage is the most difficult one for students.

g-Correct methods should be taught to students.

h-Interesting, suitable and understandable books should be introduced to students.

i-Students should be encouraged to recite and learn poems so as to create harmony in their minds and to make them use poetry beauty unconsciously in future.

j-Practice sections of Persian-language lesson can be used as subjects by using the following methods:

k-

- We can use untaught poems of Persian-literature book selecting five lines and after giving the meaning of difficult words, we can ask them to rewrite it in simple language.
- In story-writing lessons, we can select an unfinished story and ask students to

write it in a complete page selecting a good title for it.

- We can ask him/her to write a summary of his/ her own life and characteristics after reading biography or autobiography sections.
- Based on the lessons of literature history, we can ask them to choose the life of one poet/ writer and to make a drama out of it, and then we can tell him/ her to play it within composition or Persian-language classes. (This method can be used in teaching of literature history too.)(Learning theory and meta-recognition theory in teaching process, Learning, first version, p.45)
- We can give students a short text in which there is dictation and composition errors to edit.
- In debriefing sessions we can read a short story by Sadi and ask students to recreate it in one page using some other words, for examples word related to rain: small rain, steady rain, a river in slum. We can ask him/ her to use these words too and write a story for us.
- Student can be asked to write a 10-questions list about his favorite subject.
- We can request them to watch a film played on TV in a special day, let's say Friday, and to talk about the features of one actor based on his/ her role within it. (Writing and Speaking, vol. 1, p.30)
- We can permit the students to prepare a notebook and to write a few minutes of their time about their memories as a secondary activity. Writing memory in notebook is one of most entertaining and easiest composition-writing activities because it has no definite principle and rules. Student can simply draw a painting in it, write whatever he/ she wants and go from one subject

- to another. This freedom and calmness in writing can itself be a practice and a beginning for writing in a coherent, disciplined and codified manner in later steps.
- We can make students take note of teaching sessions of the teacher and then organize them.
- We can ask him to prepare a short report of daily meeting and events for example going on vacation, visiting a library, report of a scientific camp, different celebrations, a report on how to build a mosque, etc.

In summarizing lessons, we can give them five poem lines along with the meaning of difficult words and ask them to write a summary of them through understanding general idea. Or we may define a piece of a long lesson so as to help them delete unnecessary words and sentences making it into a one-page summary.

Conclusion

Anyway by application of different and diverse methods, one can show to students that how students can enjoy writing just like playing sports. We should help them understand that there is not enough time for writing in a literature class. There is no time for stopping; they should write as much as they can and should their hands on the paper as long as possible. They should not allow thoughts like "I can't think about anything" and "What should I write?" to stop them. Composition papers and other writings of students, if properly analyzed and classified, can express problems and give solutions. They are a huge information and raw data source for practical programming. Based on all this real and logical information, one can write essays, provide theories and forward new programs. These writings are full-of-information questionnaires that tell everything without being asked. This

friendly writings and words help the parents, teachers and programmers to know how to treat different students, to know their wishes and to solve their problems. They try to solve their problems for creating a better and more ideal world along with analyzing and describing their different personal and social issues. These small hands can be new future thinkers of this homeland through us enabling them to write composition papers and dictation properly if are possessed by of learning science and other skills. (Persian Literature, year 16, version 63, p.45) Finally we should say that if we add all new advantages of creative writing to the importance of writing composition, vocabulary understanding, improvement of human thought and health but subtract them of Persian-literature lessons, the thing that has happened for years in our elementary schools, we have brought irrecoverable disadvantages to the future of Persian language and literature. This is while no other education in other courses and through any media can replace it and make up for it. (Learning pattern and step-by-step learning of Persian composition writing, p.30) Our suggested subjects for writing papers in composition lesson are the following:

- a- The necessity of giving value to this lesson as a basic one in all education levels
- b- New and effective techniques in teaching composition writing with the attitude and theories of teaching-learning
- c- Degree of composition writing influence upon learning process of different items
- d- The factor of negligence of or lack of interest in composition lesson in elementary education and finding solutions for solving problems
- e- Necessity of attributing a separate time to this lesson in program chart of elementary schools

f- Negligence of writing and composition lesson paper forwarding means an irrecoverable negative effect upon education and learning

g- Proving negligence of composition writing among other lessons through research among writings and speeches of students and analyzing them in quantities and qualitative manner.

h- Time restriction in the hours of Persian language lesson hours

i- Importance of Composition lessons in nurturing mental, lingual and writing skills of students.

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