a mistake. By the end of the year the rate was one mistake in
at the beginning of the year, every seven words contained

with learners in other countries.

mistakes per hundred words. Similar results have been achieved
section. The graph shows the decrease in the average number of
The procedure followed in the classes is described in the next

minutes.

eight learners were told to write as much as they could in forty
the college in Indiana (North 1972). Each week the twenty-
learners in the English department in a government teachers' train-
A record was kept of the writing performance of a group of

Improvement in free composition

with some useful grammatical rules of thumb.

met, a procedure for handling free writing is described above
most mistakes in writing can be expected to make most improve-
This article, however, presents evidence that mistakes can be

It must be admitted that this idea is unattractive in practice.
In theory no mistake should ever appear in writing. Though
most mistakes are the one which the learner will learn best.
Experience, however, proves that the pupil who makes the
more mistakes he makes, the more he would learn. Common

attitude towards free composition

Bright and McGregor (1970:180) express a common point held

New Zealand
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Free Composition and Remedial Work

June 95 (REC)
words, the graph will not be such a strong motivator because in most of the learners are making less than the mistakes per hundred blocks of composition, except for the present. If the composition is to some extent of guided composition, the learners make more than hundred mistakes per hundred words. It is important for students to see their mistakes in the present. If most of the mistakes are made on the first composition, then the learners have to be more careful in their composition. However, if the learners are asked to write their compositions on the same day, then the learners have to be more careful in their composition. The following table shows the average improvement made by learners of each composition. The average number of words written every twenty-two words. The average number of words written
The calculation is done in this way.

The teacher calculates the number of mistakes per hundred words. This is the learner's mark for the piece of writing.

This figure above the total number of words if the same mistake occurs twice it is counted as two mistakes.

The teacher counts the total number of mistakes and withes.

Steps.

1. First the learner will make their composition. They should concentrate on producing a reasonably grammatical and material sentence. The composition will be smooth and simple. There are certain steps to follow. For the composition class to run smoothly, there should be a certain amount of organization and style.

2. After writing they count the number of words that they have written. The counting is done in the following way.

   - Write the word exactly as it is written in the text and make a stroke after the letter.
   - Then they count up to fifty and make a stroke after the fifty.
   - Then they count up to the hundred and make a stroke after the hundred.
   - Then they count up to the thousand and make a stroke after the thousand.

3. Then whether is given to the teacher to mark. The marking is usually done out of class time. The marking is not correct.

4. Then the marking is given to the teacher to mark. The marking is usually done out of class time. The marking is not correct.

5. The teacher calculates the number of mistakes per hundred words.

\[
\text{mistakes per hundred words} = \frac{\text{total mistakes}}{\text{total words} \times 100}
\]

6. The calculation is done in this way.
I. The procedure described above for producing free compounds is not to the assumption that

"Quantity of writing is stressed. This emphasis is not to the

Important features of the procedure

need to be more careful.

A) mistakes vs. mistakes etc. To recognize where they decrease the learner recons the classification of mistakes. Learners can use the classification of mistakes to identify which mistakes do not close the teacher can give praise. If the mistakes do not decrease then the learning process can be given to the teacher. The vertical axis of the graph can be used to indicate mistakes per hundred words (mistakes per hundred words). Usually, they are capable of correcting corrections. Usually, they are able to correct mistakes themselves.

B) mistakes are corrected. In the context of the errors, the learner is able to correct the mistakes themselves. Errors are marked on the graph. The teacher can give praise or feedback.

C) the learner is returned to the teacher one by one to have their work corrected. This is done to make the learning process as effective as possible to the learner. This is done to make the learning process effective.

D) the mistakes are marked on the graph. The teacher can give praise or feedback.

E) the number of errors per hundred words is low. The calculation of the number of errors per hundred words is low. For example, if a learner writes 265 words and makes 14 mistakes, the number of mistakes per hundred words is 6.2.

\[ \frac{265}{14 \times 100} = 5.2 \]
about the language to become applied to use of the language.

1972: 79.

The class can be divided into small groups and the whole

self-correction before the marking is continued (George

work is shared to the learner for recitation and

pictures occur in any of the sentences and for self-correction, 

on the content of the course, or a test, the marking stops

whether it is work for the composition class, an assignment

worksheets. Whether the messages are set of the piece of "writing"

on this self-correction. Of the piece of the piece of writing.

3. Each learner gets personal attention. When the teacher checks

apologies to the teacher when this occurs.

2. The graphic plays an important role as a motivator for im-

improvement. Concern for improvement in "grammatical

plenty of practice in writing is one of the requirements for

accuracy should not result in decreased output.
The composition topic and date

The number of errors

per 100 words

Self-correction

copy of the graph and marking system.

more useful self-correction strategies. Each learner should have a
Let us look at the graph and marking system and some of the

with clues. They must learn how to make the best use of them.

check their own work. The marking system provides the learners

Learners need certain knowledge and strategies in order to

61
from position 4 is followed by been which is the stem + ed of be.

The verb, which is from position 5 is followed by the stem + ed form of the verb. Verbs from position 6 are followed by the stem + ing form.

Rules

| Tense | be | be | been | been | been | been | was | was | was | was | are | are | am | am | is | is | is | can | could | would | shall | should | may | must |
|-------|----|----|------|------|------|------|-----|-----|-----|-----|-----|-----|----|----|----|----|----|-----|--------|--------|--------|--------|--------|------|------|
| 1     |    |    |      |      |      |      |     |     |     |     |     |     |    |    |    |    |    |     |        |        |        |        |        |      |      |
| 2     |    |    |      |      |      |      |     |     |     |     |     |     |    |    |    |    |    |     |        |        |        |        |        |      |      |
| 3     |    |    |      |      |      |      |     |     |     |     |     |     |    |    |    |    |    |     |        |        |        |        |        |      |      |
| 4     |    |    |      |      |      |      |     |     |     |     |     |     |    |    |    |    |    |     |        |        |        |        |        |      |      |
| 5     |    |    |      |      |      |      |     |     |     |     |     |     |    |    |    |    |    |     |        |        |        |        |        |      |      |

The verbs which govern the parts of a verb group are can, could, will, would, shall, should, may, must. This system will allow them to make verb groups that are followed by some of the forms that are not standard. The sentence (c) contains an error, for the object is not a noun that can follow a verb. The verb, which is from position 5 is followed by the stem + ed form of the verb. Verbs from position 6 are followed by the stem + ing form.
Here are the most important ones:

1. **If** the noun is **plural**, you must not have a **each**, **every**.

2. **If** the noun is singular, **does** it have a **the** or a similar word?

3. **If** the noun is **uncountable**, is it singular or plural?

<table>
<thead>
<tr>
<th>I.</th>
<th>The noun is in countable. It won't.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>If the noun is countable, is it singular or plural? It won't.</td>
</tr>
<tr>
<td>3.</td>
<td>If the noun is uncountable, it won't.</td>
</tr>
</tbody>
</table>

---

By locating at each noun and going through the following steps:

1. Does **each** and **every** need a **the** or a similar word?
2. **Is** it possible to check if nouns have been used correctly? When nouns occur without any item like a **the** or **his** in front of them, when nouns can have a different grammar. Countable nouns can be singular or plural. Uncountable nouns are usually. Articles (a) mistakes involve the use of countable nouns. The mistakes involve more than just a and the (a).
There are three finite and non-finite forms of the verbs 'be', 'can', 'could', 'get', and 'have'.

Notice that a verb may be finite in one context but non-finite in another. It all depends on its position and function in a particular sentence.

These are finite.

So, for example, you could say:

'I spoke to the people concerned.'

'So spoke I.'

'I am waiting for him.'

'So am I.'

These are non-finite.

So, for example, you could say:

'I was waiting for him.'

'I was at the meeting.'

These are infinitive.

So, for example, you could say:

'I had spoken to the people concerned.'

'I had spoken so spoke I.'

'I had been waiting for him.'

'I had been at the meeting.'

These are participial.

So, for example, you could say:

'I had spoken to the people concerned.'

'I had spoken so spoke I.'

'I had been waiting for him.'

'I had been at the meeting.'

There are other rules which can be made from these steps. An uncountable noun cannot be plural. A singular countable noun must have a the or a similar word in front of it.
In neutral comprehension, language learning 2: 4.169-172.

Mass: Newbury House.


Second language. London: Longman.


References

monitor their progress.

Their own efforts provide encouragement and an opportunity to

must feel that they can succeed. If the emphasis on

a new angle. Repeated work also encourages a teacher’s goals. Learners

then with self-correcting is a way of commut it old problems from

more negatively than positive effects. The composition in concur-

more unsuccessful than positive effects. Any composition that has previously

kind of remedial work. Any remedial work requires a fresh ap-

At advanced levels, the composition may be viewed as a

their subject.

(Corrected mistakes) Non-finite verbs do not agree with

It occur. (C mistakes)

3. In some positions in a sentence only non-finite verbs can

join two joining words and so on. (d mistakes)

join two joining words. If it contains more than one verb, it must con-

In a sentence containing two finite verbs, it must contain one

verbs. (Verbal mistakes)

1. Deeply sentence (except a command) must contain a finite

There are some exceptions to the rules, but they are generally true.

We can make some rules about finite and non-finite verbs.

<table>
<thead>
<tr>
<th>Non-finite</th>
<th>Finite</th>
</tr>
</thead>
<tbody>
<tr>
<td>been</td>
<td>give</td>
</tr>
<tr>
<td>given</td>
<td>meaning</td>
</tr>
<tr>
<td>meant</td>
<td>mean</td>
</tr>
<tr>
<td>put</td>
<td>be</td>
</tr>
</tbody>
</table>
VI

Incorrection of omitted punctuation in respect of

Wellington Airport

noun (The windy left from the
tree of that tree what a capital letter)

noun (If it is a good work,)

verb (not)

noun (He put book on)

Failure to use a or the of his or a

Failure construction of noun groups

Step 1

Faulty concord of tense — Inflexional alteration of tense

Faulty Construction of Tense (An)

If you're ready, you start the next

Faulty concord of tense

Faulty Construction of Tense (An)

Verb tich

Commission of be in sentences with the SVA pattern.

He ...

(3) of sentence subjects (Public can't

... who are

Tell the pupil to put their pupil

A teacher what

of number (Things which interfere

she, his and her)

Faulty concord (conjunction of he and

Faulty concord

English

Following kinds (1, 2, III, IV, V, VI) should apply to spoken as well as written

Students' official work should be free from mistakes of the

Appendix

English Basic-Sent. 2: 6-9.

Nation '71 4, 1972. Teaching Composition. Publickistin. Munich. Re-
receive exception seize (c) eliciting

their/c their/t here (t)

the Рeال иh: ihe dinning room

аdded. or misspelled doubling (b)ж

sound when -ed. -ed, -ing are preserved a preceding short vowel

(2) change to double p, t, b in m, n, l (l)

VII Penalty spelling

country

begun the name of a person, town or the first word of a sentence, and to fail to use a capital letter to begin

(2) failure to distinguish in size or shape

Incorrect or omitted punctuation in respect of
Other Composition Grading Systems

The grading system is one of the most important elements of any composition class. It sets the stage for the entire semester and helps determine the final grade. The system should be simple, fair, and easy to understand. It should also be flexible enough to accommodate individual needs.

A criterion-based grading system is the most effective way to assess student performance. It provides clear guidelines for what is expected and gives students a chance to improve their work. This system is also the most efficient way to grade large classes.

The grading system should be designed to encourage student success. It should be motivating and provide feedback to help students improve. The system should also be consistent and fair.

The grading system should be communicated to students at the beginning of the semester. It should include the criteria for grading, the weight of each criterion, and the final grades.

The grading system should be based on a combination of factors, such as participation, homework, quizzes, and exams. This approach allows for a more comprehensive assessment of student performance.

Overall, the grading system is a crucial component of any composition class. It sets the tone for the entire semester and helps determine the final grade. A well-designed grading system will encourage student success and promote a positive learning environment.