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ABSTRACT

Applied Linguistics and the Teaching of Writing and Composition in a Foreign Language

This paper aims at drawing a theoretical framework for teaching writing and composition in a foreign language, from the perspective of applied linguistics. It discusses several core issues such as the important role of teaching writing when teaching a foreign language and the connectedness of reading and writing. It also provides a historical overview of teaching composition in English, and sheds light on how it benefited from theoretical, socio-, and computational linguistics. in addition to modern literary criticism. the paper pays close attention to composition teaching curricula, and focuses on the process approach and concludes with methods for assessing composition written in a foreign language.

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(Nelson and Calfee:)	
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the reader response ()	-
()	movement
the process writing ()	-۲
	movement
the whole language movement	-۳
construction the comprehension as " "	-۴
	movement
the discourse community movement	-۵

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(Tierney and Pearson :)

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(N. Chomsky)

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- (2) Ester USO-Juan and others, **Towards acquiring communicative competence through writing**, in: Ester USO-Juan and Alicia Martinez-Flor, (2006), *Current Trends in the Development and Teaching of the Four Language Skills*. Mouton de Gruyter. Berlin, p385,

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Text-based approach))

Genre- Based Approach(
Content- based approach,

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(1) Ester USO-Juan and others, **Towards acquiring communicative competence through writing**, pp386-387.

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⁽¹⁾(Robert B. Kaplan)

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(Controlled Composition) ()

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Paragraph Pattern Approach

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Process Approach

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(1) I.S.P. Nation, (2009), Teaching ESL/ EFL Reading and Writing, Routledge, New York, p123.

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(1) Anthony Seow, **The Writing Process and Process Writing**, in: Jack .Richards and Willy A.Renandya (2004), *Methodology in Language Teaching*,p316.

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(1) Anthony Seow, Ibid, p318.

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