

CHAPTER 22

DEVELOPING ENGLISH WRITING SKILLS FOR SCHOOL EXAMINATIONS AND SUCCESSFUL WORK AND SOCIAL LIFE

SAMSON OLUSOLA OLATUNJI, Ph.D.

Linguistic Immersion Centre for Foreign Students

Faculty of Arts, University of Ilorin,

Kwara State, Nigeria

olatunji.so@unilorin.edu.ng, samsholat@gmail.com

ABSTRACT

Writing is a skill that is essential to effective communication of facts, feelings, ideas, judgements, and so on, to one's contemporaries as well as generations to come. Essay writing in various forms is thus taught in schools and examined in both internal and external examinations. As crucial to effective communication as essay writing skill is, students' performance in essay writing examinations has been generally described as poor. The current discourse, therefore, aims at providing a comprehensive explanation of the various components of the different types of essays, how to master the writing of each, and how the marks for essay writing are distributed among four scoring parameters: Content, Organisation, Expression, and Mechanical Accuracy. It is hoped that the article will be found useful by all stakeholders in the business of ensuring significantly improved student performance in English essay writing and ultimately better quality of writing in the world of work.

1. WHAT WRITING IS

Writing, broadly speaking, is the art as well as the product of representing words, feelings, requests, and so on with graphemes i.e. symbols on pages of books. The implications of writing being an art include the facts that it has to be learnt, various people have varying degrees of writing proficiency, and one's mastery of the writing art can be improved upon through practice. Therefore,

CHAPTER 22

DEVELOPING ENGLISH WRITING SKILLS FOR SCHOOL EXAMINATIONS AND SUCCESSFUL WORK AND SOCIAL LIFE

SAMSON OLUSOLA OLATUNJI, Ph.D.

Linguistic Immersion Centre for Foreign Students

Faculty of Arts, University of Ilorin,

Kwara State, Nigeria

olatunji.so@unilorin.edu.ng, samsholat@gmail.com

ABSTRACT

Writing is a skill that is essential to effective communication of facts, feelings, ideas, judgements, and so on, to one's contemporaries as well as generations to come. Essay writing in various forms is thus taught in schools and examined in both internal and external examinations. As crucial to effective communication as essay writing skill is, students' performance in essay writing examinations has been generally described as poor. The current discourse, therefore, aims at providing a comprehensive explanation of the various components of the different types of essays, how to master the writing of each, and how the marks for essay writing are distributed among four scoring parameters: Content, Organisation, Expression, and Mechanical Accuracy. It is hoped that the article will be found useful by all stakeholders in the business of ensuring significantly improved student performance in English essay writing and ultimately better quality of writing in the world of work.

1. WHAT WRITING IS

Writing, broadly speaking, is the art as well as the product of representing words, feelings, requests, and so on with graphemes i.e. symbols on pages of books. The implications of writing being an art include the facts that it has to be learnt, various people have varying degrees of writing proficiency, and one's mastery of the writing art can be improved upon through practice. Therefore,

people can best learn how to write by writing frequently (Welsh Assembly Government, 2010; Algomoul, 2011).

Writing is widely acknowledged to be the most complex of the language skills and the most difficult aspect of language learning (Datchuk and Kubina, 2013; Graham & MacArthur, 2013; Tangpermpoon, 2015). Most students' writing competency has usually been found to be below the mastery levels expected of them (Nordin and Mohammad, 2006). Worse still, language teacher education programmes have not been adequate in preparing teachers to handle this aspect of language development (Graham, Capizzi, Harris, Hebert and Morphy, 2014). Thus, Petraglia (2013) observes tension between writing and writing instructions.

Essay writing, to a typical student, is that aspect of language studies in which one is required to write an exposition, a description, an argument, or a letter. The importance of essay writing is underscored by the fact that it attracts fifty marks in a public examination, more than any other section of a language test. This is justifiable with the all-encompassing nature of the exercise. A student's mastery of morphology, lexis, syntax, semantics, pragmatics, and even such para-linguistic knowledge like logic, and so on can be easily assessed through a single essay. Each of the afore-mentioned is like a building block for the mansion, beautiful or otherwise, which an essay is (Petraglia, 2013; Ali, 2016). An essay can also be likened to a pot of soup with the student's knowledge of different aspects of language serving as ingredients. An essayist who knows which of the ingredients to add and at what rate is the one who gets scored higher than the one who does not.

But the usefulness of an adequate knowledge of essay writing goes beyond the classroom or the examination hall. For example, in the world of work, social and official networking, administration, and so on, one would be required to write a type of essay or the other once in a while or frequently (Grabe & Kaplan, 2014). As observed by Ali (2016), the significance of most writing done daily, especially outside the classroom, is often overlooked by people. But the inability to write well could have terrible consequences like loss of job or position, denied promotion, and even in extreme cases, undeserved imprisonment. This is no exaggeration. Good writing skills, on the other hand, can attract a lot of goodwill, extra earnings and other good things.

1.1. Forms of Writing

The writing types commonly done in examinations are:

1. Letters (formal and informal)
2. Descriptive Writing
3. Narrative Writing
4. Expository Writing
5. Argumentative Writing

1.2. Letter Writing

There are two major types of letters: Formal letters and informal letters. There is, however a third type, which is a hybrid from the major two, known as semi-formal letter. A formal letter is that which is addressed to an office. This means whoever is expected to act on the content of the letter would do so in the capacity of that office. So, if somebody else starts occupying the office between the time of writing the letter and that of its delivery, the new officer will treat it. A formal letter is thus also known as an official letter. Examples of formal letters are letters to a school principal, a governor, a commissioner, the registrar of a college or university, etc.

An informal letter, on the other hand, is a friendly letter. An informal letter may be addressed to a friend, a family member, or an acquaintance. It is written to a particular individual with a distinct personality. A semi-formal letter is an unofficial letter written to a person with whom one does not have any closeness. So, a level of formality is injected into the writing in order not to be accused of rudeness.

2. COMPONENTS OF A LETTER

A well written letter is supposed to contain:

2.1. Address (es)

Whether formal or informal, the address of the writer must be at the top right corner as one faces the page of the letter. But if a formal letter is emanating from an established organisation that has an official letterhead, the address of the writer may not be necessary since the letterhead must have included that. A formal letter, in addition, must include the address of the expected receiver. This address starts on the line after the date of the letter. This address appears at the left side of the page from the writer's or reader's view.

There are two major forms that an address can take: The block form and the slanting form. In making the block form, the first letter or digit of every next line comes directly under that of the preceding line. So, the whole address appears in block form. As for the slanting type, the first letter or digit of the next line begins under the second letter or digit of the previous one. But the block form is very much recommended because before one gets to the end of the address, there may not be enough space left on a line for what is necessary to be written on such a line. This is because on every next line, there is a letter space jumped.

It should be noted that the practice of starting the writer's address with a personal name is outdated. Of course, the writer's name will appear in the subscription.

Here are examples of both types of address:

2.2.1. The Block Form

Plot 61, Ire-Akari Layout,
Oredebi Street,
Owode-Academy,
Ibadan,
Oyo State.

2.2.2. The Slanting Form

with each paragraph containing a central idea
topic sentence". The other sentences in

Oreda's Station,
Owode-Akashere,
Ibadan,
Oyo State.

points of the written

In punctuating the address, care must be taken to end each line with a comma while the final punctuation mark at the very end of the address must be a full-stop. The writer may decide not to punctuate the address at all. This is acceptable. But it is advisable to always punctuate one's addresses appropriately because should one mistakenly punctuate a line while the others are not punctuated, it will be considered inadequately punctuated and that translates automatically into loss of marks in an examination situation, and it may have image-damaging consequences in business transactions.

2.3. Date

The date of writing the letter is paramount for reference. Though the date comes immediately after the writer's address and in the same corner of the page, the two are distinct and one should not be taken as a continuation or concluding part of the other. So, whether the writer's address is punctuated or not, the date must be punctuated e.g.

21st January, 2018.

or

January 21, 2018.

Note that:

1. in the first type, "st" in 21st is not on top of figure 1 but both are at the same level.
2. the punctuation mark within the date is a comma in each instance while a full stop also ends it.

2.2.2. The Slanting Form

Plot 61, Ire-Akari Layout,
Oredebi Street,
Owode-Academy,
Ibadan,
Oyo State.

In punctuating the address, care must be taken to end each line with a comma while the final punctuation mark at the very end of the address must be a full-stop. The writer may decide not to punctuate the address at all. This is acceptable. But it is advisable to always punctuate one's addresses appropriately because should one mistakenly punctuate a line while the others are not punctuated, it will be considered inadequately punctuated and that translates automatically into loss of marks in an examination situation, and it may have image-damaging consequences in business transactions.

2.3. Date

The date of writing the letter is paramount for reference. Though the date comes immediately after the writer's address and in the same corner of the page, the two are distinct and one should not be taken as a continuation or concluding part of the other. So, whether the writer's address is punctuated or not, the date must be punctuated e.g.

21st January, 2018.

or

January 21, 2018.

Note that:

1. in the first type, "st" in 21st is not on top of figure 1 but both are at the same level.
2. the punctuation mark within the date is a comma in each instance while a full stop also ends it.

2.4. Salutation

This is the very brief greeting comprising from one word to about three that serves to call the attention of the target audience e.g. *Dear*, *Dear + the recipient's first name*, *Sweetheart*, *Darling*, *Dear friend*, *Dear sister*, *Dear Ma*, etc. for informal letters. The salutations appropriate for formal letters are *Dear Sir*, *Dear Madam*, *Dear + title of the recipient* (e.g. *Dear Editor*, *Dear Manager*), etc. Note that the appropriate salutations for informal letters are different from those of formal ones. Also note that *Ma* is the informal version of *Madam*.

It is also good to be acquainted with the feminist movements and their achievements so far in discouraging sexist expressions, including salutations in letters. If one writes *Dear Sir* and, unfortunately, the officer is a woman and a feminist at that, one's letter may not enjoy a favourable treatment. So, it is safe to use a non-sexist salutation when one is not sure of the sex of the officer to whom a formal letter is addressed. A comma should appear after the salutation.

2.4. Subject Line or Title of Letter

This is found only in formal letters. It is a concise and, specific caption that tells what the letter is about at a glance. This is very much needed in official situations when a particular letter may need to be retrieved in the future and there may not be much time to start reading the whole letter in order to know its content. It appears a double line space below the salutation.

2.5. Body of Letter

This contains the essence of the writing exercise in explicit form. This is where the writer's communication ability comes to the fore. If the letter is that of condolence, the writer should make the emotion contagious to the reader. If it is a description, the reader must be able to see the object of description with the eye of the mind as the writer's words create a mental picture of the object.

The body of the letter is divided into paragraphs, with each paragraph containing a central idea expressed in a sentence. Such a sentence is technically called “topic sentence”. The other sentences in the paragraph are to support that sentence by explaining or illustrating it.

2.6. Conclusion

This is the last paragraph of the letter. It sums up. It re-emphasises the key points of the written discourse.

2.7. Subscription

This is the actual ending of the letter. Examples of appropriate subscriptions for informal letters are *Yours faithfully*, *Yours sincerely*, *Love*, *Lots of love*, *Thank you*, *Thanks*, *Best wishes*, *Your friend*. Those often used in official or formal letters are *Yours*, *Yours faithfully*, *Yours truly*, *Respectfully yours*. In recent times *Yours* has started disappearing from subscriptions. So, *Truly* or *Sincerely* are considered fashionable by a school of thoughts. After this is a comma.

Note that in every two-word subscription, only the first word begins with a capital letter, the second begins with a small letter. So, *Yours Sincerely* or *Yours Faithfully* is unacceptable. Some candidates in examinations wrongly put an apostrophe between *r* and *s* in *Yours*. Do not make this mistake. It is wrong to write *Your's faithfully*.

For a formal letter, the special security-measure signature of the writer is required immediately after *Yours faithfully*, etc. But this is not required in informal letters.

3. FORMAT FOR SCORING ESSAYS

In most examinations, public ones especially, any candidate that attempts any writing question has got the full marks allotted to the question. The traditional mark is always 50. It all now depends on each candidate's readiness to either retain or throw away as much of the marks as possible through adherence to the rules of good writing or satisfaction with mediocre or poor writing. So, you should not spare any effort to make your writing excellent.

The marks allocation format goes thus:

3.1. Content = 10 marks

The content of a write-up refers to the quantity as well as the quality of the points raised in the work. It is advisable to write at least five well developed points in a write-up. The quality of the points has to do with their relevance. So, it is not just a matter of writing a lot of points that have nothing to do with the focus of the question asked or the proposition made. With five or more relevant and well developed points, a candidate can score up to 8 marks here.

One type of essay writing stimulus or question that candidates in public examinations usually fail to get right contents for is such that requires writing a story to illustrate a popular saying or the other. A lot of candidates have scored outright zero on content in such questions because they wrote stories, sometimes very interesting with minimal expression and grammatical errors, but that did not clearly illustrate the given sayings. It is thus advisable to be very sure that one's story is very much in line with what it is supposed to illustrate. If otherwise, one should choose another question.

Another point worthy of note here is that one should understand all that an essay stimulus requires. Does the question require only one thing or does it require two parts? If a question requires two aspects of an issue and a candidate writes excellently to treat only one part of the question, such a candidate can at best have 5 marks out of the 10 that is normally at stake. This means such a candidate has thrown away the 5 marks allotted the untreated part. For example, if a question requires (i) the causes of a social problem and (ii) the solutions to the problem. Any candidate that addresses only one part of the question well should forget about getting any marks above 5 out of 10 marks here.

3.2. Organisation = 10 marks

The format and formal features of the particular genre to which the essay a candidate has written are assessed here. The structural features of a letter to the editor of a newspaper, for instance, are different from that of an article for publication in the same newspaper. While the former has the writer and the recipient's addresses as well as greetings, the former has none. So, writing a letter to an

editor when an article contribution to a newspaper is demanded robs the candidate of 5 out of the 10 marks at stake for organisation.

Furthermore, the logicity of arrangement of the points made is assessed. No matter how relevant and convincing the points made are, a candidate would lose substantial marks if they are haphazardly arranged.

3.4. Expression = 20 marks

The nature of the writing determines the formality or informality of the expressions used. It should be noted in the process and efforts at vocabulary development that while two words or expressions can be synonymous, one may be appropriate in formal situations while the other is informal. For example, “complex” is formal while “complicated” is informal. So, using one instead of the other irrespective of the formality or informality of the situation amounts to throwing away valuable marks mindlessly.

Also of importance is the aptness of the chosen diction. Since the possibility of perfect synonymy is very much remote (Bamigbade, 2004), care needs to be taken to ensure that those ones that best express the actual thoughts are picked. The words to be used should be “infectious”, such that the feelings and convictions of can be felt by the reading audience. The words and expressions should be such that would elicit the expected type and degree of emotion.

3.5. Mechanical Accuracy = 10 marks

This covers correctness of spellings, tenses, punctuation, capitalization and other things that have to do with the mechanics of writing. Every error in any of these categories attracts the deduction of half mark. So, if there are up to twenty of such errors in a write-up, all of the 10 marks at stake will have gone with the wind.

3.6. Implications of the Scoring Format

Whatever quality one's write-up has is a product of mastery of and carefulness in a number of sub-skills. In an examination situation, care must be taken to master every constituent factor and avoid losing any of the marks at stake.

3.7. Descriptive Writing

This is an attempt by a writer to elicit a vivid mental picture of a person, place, or thing in the reader. A very good power of description through precision and accuracy of words and expressions is an essential requirement on the part of a writer for enabling the reader to form the correct picture of the object of description in the mind. For example, one could describe one's best friend, a place one visited sometime ago, one's favorite car, etc. According to Adeyanju (2004), there are two types of descriptions; namely objective and subjective descriptions. As the names denote, an objective description is factual while a subjective description is that which is influenced by and laden with the writer's emotions and private convictions.

In an examination, a candidate who chooses a descriptive essay topic still needs to present the description so vividly that the examiner that reads it will have reasons to accept it as a factual description a real entity. It is noteworthy that the description is usually limited to physically observable features by which one could recognize the object.

3.8. Narrative Writing

This type of writing is done to tell a story which may be factual or fictitious. When the account given is of an actual event that is also reported as exactly as it occurred, it is factual but when it is fabricated (i.e. built upon the writer's mere imagination), it is fictional. Whether factual or fictional, however, the story should be presented to be as real as life itself through the use of various make-believe strategies like using events and characters that are common in real life.

The place of figurative expressions like simile, metaphor, alliteration, synecdoche, metonymy, onomatopoeia and so on in making a story vivid is significant. Also because whatever story is being

narrated must have happened, the past tense is most appropriate for it. The exception to this rule is whenever a person is being quoted verbatim.

The story must be so convincing that whoever reads it will be kept glued to the edge of their seat until the conflict therein is resolved. It must appear so real as to elicit spontaneous reactions of pity, fear, joy, anger, exasperation, and so on as the story dictates. An amateur writer or an experienced writer who is writing for a children audience needs to arrange the events sequentially. But a matured writer of a story meant for matured minds may arrange the plot episodically i.e. not as they follow one another naturally. The narration must still be coherent and cohesive.

3.9. Expository Writing

This is a deep level description of a concept, an idea, a procedure or process. Like an advanced form of a descriptive writing. But one of the differences between them is that a descriptive writing usually deals with tangible entities while the expository focuses on intangible concepts (e.g. love, cooperation, diligence, etc.), processes (e.g. food preparation, how to get and keep the right kind of spouse, how to deal with difficult colleagues in workplaces, etc.).

Another difference is that a descriptive is preoccupied with merely giving information while an exposition does the same but also aims at a clear definition, explanation, and education.

3.10. Argumentative Writing

This is discussion that is filled with reasons in favour of one thing as against another. It attempts at making the reading audience to accept the writer's point of view. So, it requires very effective persuasion skills. It needs a lot of logic. Rhetorical questions are also very useful here in ensuring that the reader participates in the writer's thought flow and thus identify with it as if both are co-originators of the idea.

Language is employed to make the writer's position known clearly. The conclusion reached too must be unequivocal. A systematic and stylistic repetition of key words, catch-phrases, clauses or sentences can help stamp the writer's idea on the reader's mind.

An argumentative essay can take the form of a straight-forward explanation of the writer's preference between two opposite ideas, practices, opinions, etc. It could also be in form of a contribution to a debate on a given motion. The former is just an article that is supposed to be expository and, in fact predominantly, argumentative at the same time. But the latter has some additional peculiar features such as opening vocatives in form of greetings and acknowledgement of the officers of the debate: Chairman/Coordinator/Moderator, Panel of Judges, Time-keeper, Co-debaters, and the Audience.

The writer of a contribution to a debate can display maturity and expertise by mentioning two or more points with which his or her may be queried, and go ahead to debunk such points through clever argument. This shows that the writer is aware of divergent opinions but has remained convinced about his or her original position because of the logicity of same. Rhetorical questions and a modest touch of exaggeration can be employed to whip up sentiments in favour of one's point of view.

Note that whether an argumentative essay is in form of an article or a debate, you are not allowed to restructure the given topic. You argue either for or against the motion. For example, if you are given the motion "Teachers are More Important to National Development than Farmers", even when you are in support of farmers, you must not re-arrange the topic to read, "Farmers are More Important to National Development than Teachers".

The conclusion which must be a reiteration of the writer's standpoint is compulsory. This is to be followed by thanks to the audience for their listening attention because it is supposed to be a record of an oral presentation.

4. OTHER TYPES OF WRITING

4.1. Reports

Report writing is an activity that one may have to do at least once in while. A report is a presentation of factual information in a formal or an informal situation. It is defined by Soola (1998) as a specialized, professional, academic and well structured writing aimed at aiding correct decision

making by the authorizing organisation. The most frequently recommended qualities of a good report are good structure, orderliness of presentation, specialty, objectivity and professionalism.

There are different categories of reports like periodic reports, progress reports, disciplinary reports, situation reports, investigation reports, feasibility reports, and so on. The dissertations or theses written by graduating classes in our tertiary institutions also belong to this category (Tiwari, 2017). In writing most reports, data collection is required. Also, a report usually ends with recommendations.

4.2. Memos

Information dissemination within an organisation is crucial to the realization of the organisation's goals. A memorandum (plural = memoranda) serves this intra-organisational information dissemination. Brevity is one of the most easily observable feature of a memorandum. The usual contents of memos are routine enquiries, responses, directives, management decisions, and so on. Other features of memos are:

- a- They omit both salutation and complimentary close;
- b- They have subject lines;
- c- The first letter of the writer's name, the reader's name and the subject phrase are lined up vertically;
- d- They never use indented paragraphs;
- e- An inch margin is left on the right and left sides as well as the top and bottom of the page;
- f- Single line spacing within paragraphs and double line spacing between paragraphs;
- g- Text format is preferred in writing the date e.g. August 22, 2010.

4.2.1 A Sample Memo

LEADERS OF TOMORROW UNIVERSITY, IBADAN

Internal Memorandum

From: The Registrar	To: All Academic Staff
Ref: LTU/REG/070/15	Date: July 22, 2010.

Important Information on the On-going Examination

This is to inform all academic staff members that students whose names do not appear on the attendance sheets should not be allowed, under any circumstances, to write exams.

Please, note that any invigilator who does not comply with this instruction will be duly penalized as the student's tuition will be deducted from the offending invigilator's salary.

Thank you for your usual cooperation.

Dr Mrs Kemi Ajanlekoko

Registrar

Cc: All Academic Staff

Bursar

Director of Examinations and Records

4.2.2. Reviews

A review is a presentation of an analytical assessment of a piece of writing of whatever volume or size that one has read. It is supposed to be a critical and objective response to what has been read. Comments are to be passed on all aspects of the material read and suggestions for improvement offered where necessary as the strong points of the material are commended.

In reviewing a written or printed work, the reviewer first previews the material by stating the book title, author's name, name of publishers, year of publication, genre of publication, name of reviewer, and so on. The reviewer also goes ahead to preview the work.

4.2.3. Preview

Information about the author's biography, other works by the same author, his usual writing styles and others is relevant here.

4.2.4. Reading

Make an intensive reading of the book with the intention to understand, analyse, and evaluate the information given as well as the mode of presentation in terms of diction and arrangement of thoughts. At this stage, there is need to highlight the strong as well as the weak parts of the book by marking them off with underlining or colour markers.

4.2.5. Actual Review

This is the stage at which answers six paramount questions: **Who? What? When? Where? Why? and How?** Show how the book has been able to fulfill its set objectives as indicated by its title, its standing with any other of its kind, the audience that would benefit most from its content and other personal but reasonable judgments of the reviewer on the book.

5. GENERAL STEPS IN WRITING

- a- Choose a topic that you are most comfortable with among those given. If none is given, think out one.
- b- If it is a long-term writing exercise, start gathering information. But if it is in an examination, the information gathering is within your memory. Think well. Search your mind for relevant points. If you are not convinced about the relevance of a point, forget about it.
- c- Write the points as they occur to you. But do not number them yet because you may have to re-order them to flow into one another.

- d- Make an outline of the series of thoughts i.e. number them according to the logical order you want them to follow one another.
- e- Start writing, taking care to avoid all of the identified pitfalls.
- f- Read over what you have written to correct any observed error.

6. REASONS FOR AN OUTLINE

- a- An outline helps one to be sure that one has enough points on the chosen topic before starting on it.
- b- It helps to arrange one's points logically, which may not be achievable if one just plunges into the writing exercise, writing and developing each point as it comes to mind.
- c- It prevents brain blockage in the midst of writing. Since all the points must have been listed, the case of forgetting a point when needed does not arise.

CONCLUSION

In this chapter, we have looked into the mechanics of good writing skills development, how to retain as much mark as possible in essay writing in an examination as well as write good correspondences in the world of work. All these attest to the fact that writing skills should be developed not only to pass examinations but also to really live meaningfully in the present dispensation.

Exercises

1. Write the type of essay writing to which each of the following belongs:
 - a. Democracy is the Best System of Government
 - b. The Place of Love and Money in Marital Success
 - c. My Journey through Prison
 - d. My Best Friend

2. List any three types of essay known to you and fully discuss one of them.
3. List and fully discuss any five differences between a formal letter and an informal letter.
4. Discuss any three similarities and five differences between a formal letter and a memo.
5. Write an essay of about 450 words on any of the following:
 - i. Arresting the Menace of Indecent Dressing in Nigerian Communities
 - ii. The Problem of Governance in Nigeria – A Leadership Problem or Followership Problem
 - iii. Write your contribution as the lead speaker in a debate for or against the motion, “Male Children are More Beneficial to their Parents than Females”.
 - iv. Write a letter to invite your best friend from overseas to your fortieth birthday celebration, also describing how he/she can get to your new place of abode from the nearest airport.

REFERENCES

- Adeyanju, D. (2004) Developing Effective Writing Skills. In Alo, M, and Ogunsiji, A. (Eds.) *English Language Communication Skills for Academic Purposes*, Ibadan: University of Ibadan GSP Unit. pp. 248 – 263.
- Ali, J. A. M. (2016). *Investigating the Role of Vocabulary in Developing Writing Skills among the Students EFL* (Doctoral dissertation, Sudan University of Science and Technology).
- Algomoul, M .D. S. (2011). Teaching and assessing writing strategies for secondary school students and investigating teachers’ and students’ attitudes towards writing practice. *International journal of educational science* 3(1), 25-36
- Bamigbade, W.A. (2004). Introduction to Meaning. In Oluga, S.O., Adewusi, C.O., Babalola, H.A.L., Oyediran, A.O. (1999) *Essentials of Use of English. A Pragmatic and Comprehensive Approach*, Ede: BOA Educational Publishers. Pp. 120 – 153.

Datchuk, S. M., & Kubina, R. M. (2013). A review of teaching sentence-level writing skills to students with writing difficulties and learning disabilities. *Remedial and Special Education*, 34(3), 180-192.

Grabe, W., & Kaplan, R. B. (2014). *Theory and practice of writing: An applied linguistic perspective*. Routledge.

Graham, S., & MacArthur, C. A. (Eds.). (2013). *Best practices in writing instruction*. Guilford Press.

Graham, S., Capizzi, A., Harris, K. R., Hebert, M., & Morphy, P. (2014). Teaching writing to middle school students: A national survey. *Reading and Writing*, 27(6), 1015-1042.

Nordin, S. M., & Mohammad, N. (2006). The best of two approaches: Process/genre-based approach to teaching writing. *The English Teacher* 35, 75-85

Petraglia, J. (2013). *Reconceiving writing, rethinking writing instruction*. Routledge.

Soola, E.O. (1998). *Modern Business Communication*, Ibadan: Kraft Books Ltd.

Tangpermpoon, T. (2015). Integrated approaches to improve students writing skills for English major students. http://repository.au.edu/bitstream/handle/6623004553/13895/abacj-v28-n2_1.pdf?sequence=1

Tiwari, V. K. (2017). Report Writing. IGNOU pp 88-105. Retrieved on 12th January, 2018 from <http://14.139.40.199/bitstream/123456789/39238/1/Unit-5.pdf>

Welsh Assembly Government (2010). Guidance on the teaching of writing skills. Opportunities for teachers of all subjects across the curriculum at key stages 2 and 3. Retrieved Oct. 19, 2015 from www.wales.gov.uk/educationandskillss