

Developing a Teaching Program for the Students of English with Low Ability in Writing

¹Mashori, Ghulam Mustafa ²Dr. Chandan Lal

¹Assistant Professor and Incharge Chairman, Department of English, Shah Abdul Latif University, Khairpur,

²Chairman, Dept. of Business Administration Shah Abdul Latif University, Khairpur.

Abstract: The teacher of writing to the students of English with low or undeveloped ability is entirely justified in questioning whether the materials and methods he has at his disposal teach anything more than grammar manipulation which happens to be in written form, because he knows that the ability to write a logical paragraph involves more than just the ability to write a grammatical sentence. Writing topic sentences, supporting statements, and conclusions, and having them blend together cohesively, are intellectual and logical skills, rather than specifically linguistic ones. There is no theoretically sound reason to wait for a student to acquire advanced English proficiency before starting to write in English freely. In fact, because learning to write takes practice, the sooner we start teaching free writing skills, the sooner our students will be able to write well. This paper develops a writing program that can be most effective if coordinated with grammar instruction and enough classroom practice. Sample tasks, written in simple English, have been offered to suggest ways to teach students to write a sentence, to organize a paragraph in chronological order, to use chronological order to connecting words, to write with frequency adverbs, to add additional explanatory information, to write a topic sentence, and to begin to have an appreciation for variety and style.

Key words:

INTRODUCTION

This is on the basis of my experience of teaching writing for so many years that I frequently encounter students with low learning ability. Most of them so blocked and incapable to write even a single sentence in English. Facing such students is always a challenge for any teacher of ELT. Students with very poor academic background always get embarrassed with some thing a bit above their supposedly low level of writing English. The teacher of writing then can play a pivoted role by imparting the required skill on the basis of his training, experience & knowledge. A writing program that I am going to suggest will be helpful to a variety of contexts particularly where the students always live in a fear of grammatical and syntactical accuracy and can not develop their skill of writing English fluently.

Theoretical Background and Rationale:

The language skills which are taught to low-level ESL students, writing seems to be the most difficult, for a number of reasons (White and Arndt, 1991; Leki, and Carson, (1994). While teachers of grammar, reading, conversation, and listening comprehension have texts and materials of varying quality which they can use in their classes, teachers of writing are at a loss. The low-level writing teacher usually finds that all he has at his disposal are pattern practice tasks, grammar tasks, and controlled writing tasks. These tasks typically provide practice in carrying out various kinds of syntactic manipulations on the sentence level, manipulations such as assigning or changing verbal tense, placing or moving adverbs, and making subjects and their verbs agree. Sometimes these tasks give students the opportunity to “personalize” an essay by having them substitute facts and experiences from their own lives for information in a pre-written model essay. While these tasks are of value in giving students practice in sentence writing, the writing teacher is entirely justified in questioning whether these exercises serve any function beyond grammar manipulation which happens to be in written form. In other words, it seems that we should be asking ourselves if our attempts at teaching composition skills really teach composition, or whether we are simply providing written practice in grammar.

Corresponding Author: Mashori, Ghulam Mustafa, Assistant Professor and Incharge Chairman, Department of English, Shah Abdul Latif University, Khairpur,
E-mail: gmmashori@yahoo.com.

Johns, (1990) and Leki, & Carson, (1994) argue that it is necessary to make the distinction between written grammar and has mastery of the syntax and the common vocabulary of the language, will not necessarily be even a fair writer. The ability to write a clear, concise, logical, and convincing paragraph or essay involves more than just the ability to be able to write a grammatical sentence; it also requires knowledge of acceptable English rhetoric. It follows, then that a set of well-written sentences will not necessarily form a well-written paragraph. Bhatia, (199) Boshier, (1998) and Johns, (1990) suggest that the skill of weaving sentences together into a unified whole requires training and practice, not only for the ESL or EFL student, but for native speakers as well.

At this point, we would be quite justified in asking whether low-level EFL/ESL students have the ability to execute this kind of language manipulation. Traditionally, developers of ESL materials have thought that they did not. Many textbook writers and teachers have believed, and still do believe, that writing skills, per se, are best reserved for students with at least an intermediate proficiency in the language. Moreover, texts like Mary Lawrence's 'Writing as a Thinking Process' are designed to teach the kind of real writing skills which I have been referring to, but they are not suitable for low-level ESL students because of the complexity of the language required. Is it then, possible or even desirable to teach free writing skills to low-level students? Some authors have taken the paucity of texts designed to teach these skills to be indicative of our inability to do so (Kiniry and Rose, 1993). I prefer to think, however, that it is both possible and desirable.

As argued by Swales and Feak (1994), writing skills require training and practice. There is considerably more involved in writing than just being reasonably proficient in the language. While speaking and listening are skills which either first or second language learners can acquire simply from exposure to the language, writing, like reading, requires specific training because neither is entirely linguistic.

Harmer (2003 and 2004) maintained that reading involves much more than knowledge of the language. A reader must also be able to recognize shapes of words or letters, concentrate the focus of his eyes on a word, phrase, or sentence, and move his eyes from one side of the page to the other. He must also be able to see a relationship between a word, phrase, or sentence as pronounced and a symbol on paper, follow the logic of a passage in order to extract the meaning, and anticipate, both linguistically and intellectually, what is coming next so as to speed up his reading rate. Reading, then, involves not only linguistics abilities, but also visual, intellectual, conceptual, and psychological abilities and strategies. Since there are many native speakers of English who cannot read, but no normal individuals who can read but not speak, it should be clear that reading involves more than just linguistic proficiency.

Similarly, in addition to linguistic ability, writing involves the muscular coordination entailed in handwriting Byrne, (1988) and Prior, (1994). Paragraph or essay writing requires knowledge of the rhetorical rules of the language and of paragraph and essay structure. For English, these rules involve knowledge of topic sentences, supporting sentences which elaborate on or explain the topic sentence, and concluding statements. In this connection, Reid (2000) and White (1987) suggest that the writer must know that the supporting statements can serve any of a number of logical roles within the paragraph or essay, such as chronological order, cause and effect, process, comparison, contrast and description. Furthermore, writing entails knowing the difference between a generalized and a specific piece of information. And last, the writer must know how to decide what is necessary to support his topic sentence and what is extraneous.

The above list of abilities necessary to mastering writing skills is not meant to be exhaustive. Nevertheless, I believe that it does point out the extent to which non-linguistic factors are significant in learning to write. Because these abilities are intellectual and logical rather than specifically linguistic, there is no theoretically sound reason to wait until an ESL student has mastered all or even most of the complexities of the language before we proceed to teach these free writing skills. In fact, because learning to write takes long practice, there is reason to believe that the sooner we start teaching free writing, the sooner our students will be writing well.

Teaching basic writing skills, then, does not necessitate high target language proficiency. The essential organizational structure of paragraph and essay writing can be taught as soon as students can write reasonably acceptable simple sentences. While not absolutely necessary, coordination between the grammar program and the writing program would be desirable. As students acquire mastery of more complex sentence structures, then, these sentence types could be incorporated into the writing program. Once students have learned to write sentences with subordinate clauses, for example, the writing program could reinforce this newly acquired grammatical knowledge by teaching students how subordinate clauses can be used as sentence connectors and semantic transitions between and among sentences in a paragraph. Similarly, coordination of grammar and writing would facilitate teaching students how to make structures parallel. It seems, then, that if we can devise a writing program which can teach basic writing skills to low-level ESL students, we will not only be teaching writing, but also reinforcing the grammatical structures which the students have learned and showing practical applications of those structures in writing.

The Teaching Method:

For students of low ability, training in free writing can begin at the sentence level (Leki, & Carson, 1994). Before a teacher can expect to be able to teach basic paragraph structure, including topic sentences, supporting statements, and conclusions, the students must be able to write a sentence on a piece of paper. For students whose native language is written in a non-Roman alphabet, handwriting lessons may be required. Beyond handwriting lessons, students should receive practice in sentence writing. This kind of training could entail written grammar tasks of various kinds. For example, the teacher could use a form of pattern practice in written form, having the students write their answers. These tasks could involve simple grammatical substitutions or making changes in sentences, such as tense or number. Alternatively, the teacher could provide a task in which the students answer questions on paper. The essential point to bear in mind at this level of writing is that the students should be made aware of what a sentence is, what it looks like on paper, and how to write one.

Mashori (2003) used a number of kinds of tasks to teach sentence writing to Shah Abdul Latif University under graduates. For a very low-level class a task like the following might be appropriate.

Task I:

copy the following paragraph on a separate sheet of paper and use the correct form of the verb *be* in the present tense.

My name ___ Bilal. I ___ a Pakistani. I ___ from Khairpur, and my language ___ Sindhi. I ___ 19 years old. Habib ___ my friend. He ___ not Pakistani; he ___ from Syria. He is a Syrian. His language ___ not Sindhi; it ___ Arabic. He ___ 20 years old. etc.

Notice that the sentences are written in paragraph form, and there are blanks throughout. The students simply need to copy the sentences and provide the correct form of *be* in the present tense.

In Task II, the students are required to provide, for each question, a yes-no answer in a complete sentence, and then write a statement if their answer was “no”.

Task II:

Answer these questions using complete sentences.

Example: Is Bilal from Pakistan?—No, he is not from Pakistan. He is from Syria.

1. Is Bilal from Syria?
2. Is Bilal’s language Arabic?
3. Is Bilal 19 years old?
4. Is Habib 20 years old?
5. Is Habib Bilal’s friend? etc.

Once students have learnt how to write simple basic sentences, they can begin to write these sentences in paragraph form. Task III, for example, provides a good deal of control in paragraph structure, but not in the information conveyed. Students can be instructed to simply answer the questions in full sentence form and then write them down in a paragraph, making sure that they can make the first sentence. If each student can be assigned a partner, each can then interview the other (thereby practicing question formation) and then write a simple paragraph about his partner.

Task III:

Write a paragraph answering the following questions:

1. What is your name?
2. Where are you from?
3. What is your language?
4. How old are you?
5. What is your occupation?
6. Where are you now?
7. Is this your first trip to Pakistan?

Now, ask your partner the questions at the top of this task. Write a short paragraph about your partner.

Task IV:

provides students with a dialogue which contains only one speaker’s part, and they are asked to write the other speaker’s part. To complete this task, students must be aware not only of how to write a sentence or question, but also of semantic appropriateness.

Task IV:

Write Ali's part in the following conversation:

Ali:.....
Nasir: My name is Nasir
Ali:
Nasir: I am from Multan. Where are you from?
Ali:
Nasir: Yes. I am a student at the BZU. Are you a student here?
Ali:.....
Nasir: I'm twenty years old. Are you hungry now?
Ali:.....
Nasir: That is fine. Let's go to the cafeteria.

Now, write a short paragraph about Ali, using the information in this conversation.

Notice that in Task IV a student cannot write Ali's part until he has read Nasir's responses. Once he has written Ali's responses, he will have four pieces of information about Ali. He will know where Ali is from, if Ali is a student at the BZU, that he is hungry, and, probably, Ali's age. Equipped with this information, written in first person dialogue form, the student will then be able to write a short three or four sentence paragraph, in the third person, about Ali.

Task V teaches the student this first kind of logical paragraph organization—chronological order.

Task V:

copy this paragraph and write the verbs in the correct form.

I (get up) ___ every morning at 8:00. First, I (wash)___my face. Then, I (brush)___my teeth. The first thing then is offering Sallaat Next, I (eat)___breakfast in the cafeteria. I always (have)___eggs, toast, and tea. I never (drink)___coffee. Finally, I (look for)___my books, (put on)___my coat, and (walk)___to the BZU. Now, write by telling what Ali does in the morning.

Ali gets up every morning_____

This task functions on a number of levels. Very superficially, it is an task in subject-verb agreement. The first part provides practice in making verbs in the present tense agree with the first person subject pronoun, "I." When this part of the task is completed, students then go on to write a comparable paragraph about Nasir, a paragraph which provides practice in third person subject-verb agreement. This task involves more than simple mechanical syntactic manipulations, however. The students are also made aware of some of the devices which we use to convey chronological order. They learn, for example, that the order of presentation of the sentences is important—that the order, in fact, represents the order in which the activities are carried out. They also learn that in paragraphs of chronological order in which there is a sequence of events, the verbs referring to those events are all in the same tense and chronological order structure words, such as first, second, third, then, next, after that, and finally, are used to help clarify the sequence for the reader.

Equipped with this knowledge of the basic structure of a paragraph written in chronological order, students can then write their own paragraphs. Given a set of questions like the following they can write about themselves or, as this task directs, they can interview a partner and write a paragraph about him.

Task VI:

Ask your partner what he does every evening and write a paragraph that answers these questions:

1. When do you arrive at home every evening?
2. What do you do first?
3. Then what do you do?
4. What time do you do after dinner?
5. What do you eat for dinner?
6. What do you do after dinner?
7. What time do you go to bed?
8. How long do you sleep?

While this task seems to have a good deal of structural control, it should be pointed out to the students that the questions only provide guidelines for the organization of their paragraphs. The essential point for them to realize is that the real structure come not from the questions which are asked, but rather from the inherent

logical relationships which obtain among the various activities-in this case, the order in which the activities take place. If students adhere to the imposed guideline of writing down the events as they occur and insert chronological order structure words, they not fail to produce structurally acceptable paragraphs.

One notable characteristic of student written paragraphs structured in chronological order is that they frequently sound more like lists of events or schedules than real paragraphs. One of the reasons for this particularly unnatural sounding quality is that, in their zeal for maintaining strict chronological order, students frequently leave out details and explanations. What they need to learn is how to “flesh out” their time schedules and provide more information about each particular activity which they relate.

In Task VI, for example, questions # 5 and # 8 do not further the strict chronological order. What the student eats for dinner and how long he sleeps at night, rather than conveying sequence, provide additional information about activities which do form part of the sequence. These two questions were inserted to have the students begin to learn how to make their paragraphs in chronological order more interesting. They also learn that if they want to provide information explain an activity in the sequence, that information must be presented at the time the activity is mentioned, and before they go on to the next activity in the sequence.

Task VII and VIII provide experience in “fleshing out” chronological order paragraphs. Before students attempt to complete Task VII, frequency adverbs should have been presented.

Task VII:

Write Akhtar’s part.

Bilal: I always eat dinner at 8:30 in the evening. When do you always eat dinner?

Akhtar:I_____. Where_____?

Akhtar: I usually eat in the cafeteria, but I sometimes go to a restaurant.

Do you always eat at home?

Akhtar: No, What do you usually order in the restaurant?

Bilal: I usually order Chicken Karhai because I like it. I never have fish. What do you usually order?

Akhtar: I_____,but I never order_____becasue_____

Bilal: Sindhis often eat mushroom-vegetables. Do you ever eat mushroom dinner?

Akhtar:Yes, I_____,but I seldom have_____

Bilal: I like coffee very much. Do you usually drink coffee with your dinner?

Akhtar: No, I never_____.I always_____.

This task, which is a dialogue with one speaker’s part missing, gives students practice in writing sentences with the adverbs always, usually, often, practice in writing sentences with the adverbs always, usually, often, sometimes, seldom, and never. After practicing writing sentences with frequency adverbs, students are then prepared to write their own paragraphs, as in Task VIII.

Task VIII:

Write a paragraph about what your partner eats at Supper time. Be sure to answer the following questions:

1. When does your partner usually eat at supper?
2. Does he/she always eat dinner at that time?
3. Where does he/she usually have dinner?
4. Does he/she always have supper there?
5. What does he/she usually eat at supper time?
6. What does he/she never eat at supper time?
7. Does he/she often drink coffee with supper?
8. Does he/she usually drink milk?
9. Does he/she ever drink tea?
10. What does he/she usually to after supper?

Since the students now know one method of adding explanatory information to a paragraph of chronological order and how to use frequency adverbs, the paragraphs resulting from the answers to Task VIII will be more varied and interesting than earlier ones.

Up to this time there has been no instruction in how to write or use topic sentences. Because most of the paragraphs which students have been writing up to this point have been strictly chronological, it has not been necessary to teach this very important device of English writing.

The topic sentence can be considered to be the backbone of the paragraph. It is usually (but certainly not always) the first sentence of the paragraph and tells the reader what the topic of the paragraph is going to be. The topic sentence is more than just an introductory sentence, however. It also guides the writer and the reader through the discussion which follows. It is the topic sentence which sets the tone and the focus of the paragraph and holds the supporting sentences together.

Instruction in writing topic sentences should focus on two important points. First, students should be made aware of the introductory function of the topic sentence. They should learn that the sentence should be direct, straight-forward, and clear; there should be no question about what the main idea of the paragraph is going to be. Second, students should learn the unifying function of the topic sentence. Topic sentences should bear a clear relationship to all information conveyed in the paragraph. And conversely, all information in the paragraph should serve to elaborate on or explain the topic sentence. Any sentence or part of a sentence which is extraneous and does not meet these criteria should be eliminated.

I have found two successful ways of teaching students the function of a topic sentence. One, as exemplified by Task IX, is to give students several unrelated paragraphs without topic sentences and to have them write a topic sentence for each. If the teacher first goes through several comparable sample paragraphs with the class and suggests possible topic sentences for each, the students, after reading the sample paragraph in Task IX, for example, should be able to write a topic sentence such as "I had experienced an unforgettable Journey to Kallam in the last summer"

Task IX:

----- I once took with a group from my hotel to the mountains near Kalam gave me wonderful memories. Before we started the hike, the sunlight was shining brightly. When we went into the woods it was quite dark, like the sun was no longer in the sky. We felt that we were walking in hallways because the trees so big and tall that they prevented sunlight from coming through. It was absolutely quiet and silent, like a sad grim night. In the distance, we heard some birds cackling and some turkeys gobbling as if they didn't want us to be in this place. Also, small brooks were bubbling here and there. Although the weather was extremely hot, the water of the brooks was almost too cold to touch. After hiking four miles, we became exceedingly tired. We felt we had accomplished a great journey.

Another way to teach students the function of the topic sentence is to give them several possible sentences and to ask them to choose the one which best expresses their own feelings. Task X, for example, asks students to write a paragraph about what they usually do on Saturday. The task asks for present tense (to indicate habitual activity), chronological order, and frequency adverbs. The task then offers four possible topic sentences which students could choose and includes the option of writing their own if none of the suggestions is suitable.

Task X:

Write a paragraph that tells what you usually do on Saturday.

1. Use present tense.
2. Use frequency adverbs—always, usually.
3. Use chronological order—first, then, next, afterwards, in the morning, in the evening, in the afternoon, before lunch, after dinner, after breakfast ...

Possible topic sentences:

1. I never work very hard on Saturday.
2. I always work hard on Saturday.
3. I always relax on Saturday.
4. Saturday is always a busy day for me.

Most of the students have no difficulty with this kind of task, and if a student should choose a topic which is inappropriate in terms of what he later writes, the error can be easily recognized and corrected.

One theoretical teaching principle which is rapidly gaining popularity is spiralization (Hyland, 1998). Spiralization is a process by which a body of material is taught, allowed to live in the student's minds for a period of time, and is then re-taught, usually with more elaborate and complex explanations. Spiralization is especially appropriate for the kind of writing program which I have been outlining. Since new writing skills build on previously taught skills, it is an especially sound pedagogical practice to go back to the foundation periodically to see that it is still stable.

Task XI was designed as a review of chronological order and topic sentences, and as a vehicle for introducing the notions of variety and style in writing. The task consists of a chronological list of activities and a paragraph, in chronological order, relating those activities. The students' task is to improve the paragraph.

Task XI:

Saturday:
10:00—get up
10:15—get dressed
10:30—eat breakfast
11:00—clean my room
12:00—have lunch
12:45—go shopping
2:00—play tennis
4:00—take a shower
4:00—take a nap
5:00—eat dinner
6:00—write a letter
7:00—watch television
10:00— go to bed

Now, read the following paragraph. How can we improve it?

Saturday is always a busy day for me. First, I always get up at 10:00. Then I always get dressed at 10:15. Then I eat breakfast at 10:30. After that I always clean my room from 11:00 to 12:00 then I always have my lunch at 12:00. Then I go shopping at 12:45. Then I always play tennis from 2:00 to 4:00. Then I always take a shower from 4:00 to 4:30. Then I take a nap from 4:30 to 5:00 then I eat dinner at 5:00. Then I write a letter at 6:00. Then I always watch television from 7:00 to 10:00. After that I always go to bed at 11:00

A quick reading of the paragraph in task XI reveals a strict adherence to chronological order, almost to the point of absurdity. The essential problems with the paragraph are the lack of explanatory, additional information, redundancy in using both then and a time expression in the same sentence and the overuse of the transitional expression then and the frequency adverb always.

Improvement of this paragraph should be a class-oriented task rather than a student-oriented task. The lesson could be most profitable be undertaken by having the teacher read the paragraph to the class, accentuating the redundancy and the repetitious style. By the time the teacher has finished reading the paragraph, most students will have grasped how tedious and repetitious it is, and the teacher can then ask students to state what they think is wrong with the passage. As a group, the class can then make suggestions for improvement. Throughout the discussion of improvements, the teacher should encourage students to eliminate some of the redundancy and to vary the placement of some of the temporal adverbs. The teacher should also suggest other forms of transitional expressions that could add variety and should remind the students that it is not necessary to mention the specific time of every activity. For example, the teacher could encourage the students to rewrite the paragraph into something like the following:

Version 2:

Saturday is always a busy day for me. I always get up at 10:00. Then I get dressed. At 10:30 I eat breakfast. After breakfast I clean my room for an hour. At noon I have lunch. Then I go shopping. From 2:00 to 4:00 I always play tennis I take a shower. Then I take a nap. I always eat dinner at 5:00. After dinner I write a letter. Then I watch television. At 10: At 1:00 I go to bed.

While this paragraph is still not the most impressive we have ever seen, it is a vast improvement over the original plan. This improvement can be attributed to a reduction of redundancy, a shift in the placement of adverbs of time, and an elimination of the specific time of every activity, allowing the chronological order to convey the sequence. With encouragement, some explanatory information such as what the writer eats for breakfast, where he goes shopping, what he eats for dinner, and which television programs he watches can be added. Finally, if students have already been taught how to combine simple sentences with conjunctions, the style of the paragraph will be even better. Consider the following improved paragraph:

Version 3:

Saturday is always a busy day for me. On Saturday I get up at 10:00 and then get dressed and eat breakfast. I usually have toast and coffee, but sometimes I have eggs, too. After breakfast I clean my room which is not common in Pakistan and then go for shopping. I like going to the main town, I like going to main town, but sometimes I go to neighborhood stores. From 2:00 to 4:00 I play tennis. After tennis I take a shower and then take a nap. At 5:00 I eat a light dinner, and then I write a letter. Afterwards I watch the comedies on television. At 10:00 I go to bed before 12:00.

There is nothing in this improved paragraph which students do not already know. By simply reinforcing the idea of chronological order, minimal redundancy, explanation and elaboration, and variety in the use and placement of transitional expressions, a teacher can get students to write this kind of paragraph.

Conclusion:

The purpose of this paper has been to demonstrate how real writing skills can be taught to EFL/ESL students whose mastery of English is limited. Several different kinds of sample writing tasks, all requiring minimal syntactic and vocabulary knowledge, have been illustrated and discussed. These tasks run from those which teach students how to write simple sentences to those which require that students vary their styles to make their essays more interesting and readable. While each task has its own goals, the tasks themselves are sequentially ordered to encourage maximum transfer of skills from one task to the next. The common goal of the task is, of course, to teach students to write reasonably interesting and well organized paragraphs which contain topic sentences and logically ordered supporting statements.

Although the tasks presented here have only concentrated on topic sentences and chronological order, similar kinds of tasks can be used to teach other logical semantic relationships such as cause/effect and comparison/contrast. As the writing program proceeds, students will need additional practice in writing practice, in writing appropriate topic sentences and in "sticking to the topic"-especially in maintaining focus and avoiding including extraneous, unnecessary information in their writing. If a writing program, such as the one which has been outlined here, can be implemented and we can expect to see rapid progress in students' writing performance well before they reach the advanced proficiency levels. Their writing will be organized, meaningful, and varied, and they will readily see applications for new grammatical knowledge in their writing ability.

REFERENCES

- Bhatia, V.K., 1990. Integrating products, processes, purposes, and participants in professional writing. In C.N.Candlin and K. Hyland (Eds.), *Writing: texts, processes, and practices.*, pp: 21-30. London: Longman.
- Bosher, S., 1998. The composing processes of Southeast Asian writers at the post-secondary level: An exploratory study. *Journal of Second Language Writing.*, 7: 205-240.
- Byrne, D., 1988. *Teaching writing skills (new Ed.)*- London: Longman.
- Fairclough, N., 1992. *Discourse and social change.* Cambridge, UK: Polity Press.
- Harmer, J., 2003. *The Practice of English Language Teaching.* Longman.
- Harmer, J., 2004. *How to teach writing.* Longman.
- Hyland, K., 1998. Talking to students: Metadiscourse in introductory course-books English for Specific Purposes, 18: 3-26.
- Johns, A.M., 1990. L1 composition theories: Implications for developing theories of L2 composition. In B. Kroll (Ed). *Second language writing: Research insight for the classroom.* pp: 24-36. New York: Cambridge University Press.
- Johns, A.M., and T. Dudley-Evants, 1991. English for Specific Purposes: International in scope, specific in purpose. *TESOL Quarterly*, 25: 297-314.
- Kiniry, M., and M. Rose, 1993. *Critical strategies for academic thinking and writing.* Boston: Bedford Books. St. Martin's Press.
- Leki, I., and J.G. Carson, 1994. Students' perceptions of EAP writing instruction and writing needs across the disciplines. *TESOL Quarterly*, 28: 81-101.
- Mashori. G.M., 2003. Developing Creative Writing Abilities in University Students in Pakistan. *Pakistan Journal of Languages.* 4:1.
- Prior, P., 1994. Response, revision, disciplinarily: A micro history of a dissertation prospectus in sociology. *Written Communication*, 11: 483-533.
- Reid, J.M., 2000. *The Process of Composition.* Longman.

- Swales, J.M., and Feak, C.B., 1994. Academic writing for graduate students: essential tasks and skills. Ann Arbor: University of Michigan Press.
- Swales, J.M., and Feak, C.B., 2000. English in today's research world: A writing guide. Ann Arbor: University of Michigan Press.
- Tribble, C., 1996. Writing. OUP.
- White, R.V., 1983. Teaching written English. London: Heinemann Educational Books.
- White, R.V., 1987. Approaches to writing. In M.H. Long and J.C. Richards (Eds.), Methodology in TESOL: A book of readings, pp: 259-266. New York: Newbury House.
- White, R.V., and V. Arndt, 1991. Process writing. London: Longman.
- Williams, J., 2005. Teaching Writing in Second and Foreign Language Classrooms .McGraw.