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Thank you.

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AN APPROACH TO IMPROVING GRAMMAR SKILLS IN WRITING AND PRESENTATION IN SECONDARY SCHOOLS

AJIBADE, Mufuliat Iyabode (Ph. D)[1] and MALIK, Ambali Qasim[2]

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Abstract: Recent years have seen an increase in research interest in teaching writing and speaking skills, driven by concerns about many Nigerian students facing challenges in speaking correct English, producing quality writing, and handling presentation. This situation has raised alarms, with fears that unless the underlying causes are addressed, the education sector may fail to provide future leaders with essential skills. This study aims to investigate and identify effective strategies for improving grammar skills through writing and presentation techniques among students of selected secondary schools in Ilorin west local government of Kwara State. The study employed the descriptive survey using field survey questions. Stratified sampling was used to select five secondary schools and 25 English teachers from SSS1, SSS2, and SSS3 were randomly selected, thereby making the total to be 125 samples. The data collected were analyzed using frequency count and percentage (%). The study observed that the English teachers' use of effective style for teaching writing and presentation skills has declined, largely due to limited exposure to essential approaches. To boost students' confidence and competence in grammar to better their academic performance and communication skills, the study recommends that the English teachers emphasize teaching research evidence and comparative argumentation. Additionally, students should be exposed to foundational language skills like listening and reading to develop their writing, speaking and presentation abilities. Furthermore, stakeholders should ensure the availability of necessary instructional materials, well-equipped libraries, and language laboratories to support effective teaching and learning of writing and speaking skills in our secondary schools.

Key Words: Grammar Skills**,** Secondary schools, Writing techniques, Speaking skill, Presentation skills, Language Instruction

Introduction

Effective communication is the backbone of any successful academic or professional endeavour. Teaching writing and speaking skills in the classroom is crucial for students' language development, presentation methods and future success. Writing skills allow them to convey their message in a written format while speaking skills enable students to express their thoughts and ideas verbally. As Harmer (2007) notes, writing is a way of exploring and communicating ideas and it is also a fundamental skill that is essential for academic and professional success. According to Brown (2001), speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. However, many students struggle with these skills and face challenges in writing exercises using correct grammar and making a good speech before an audience. This highlights the need for effective techniques for improving grammar, writing and presentation skills in secondary Schools.

As Richards and Renandya (2002) emphasize, the goal of language teaching is to enable students to communicate effectively in the target language. It is however unfortunate that over the years, many students panic when faced with writing assignment, getting up to speak before a group and sometimes find it difficult to find the right research materials. It is consequent upon this that the present study focused on the effective

strategies and techniques to address the challenges faced by students to improve grammar, writing and presentation skills which are to all students relevant to all students using selected senior secondary schools in Ilorin west local government as a case study.

The study is particularly necessary because writing and speaking are very important aspects of the language use and essential ways through which students communicate. This is to say how well a student write assignment and present it depends on his or her writing skills. It is generally assumed that students' inability to write assignment and speak fluently in English is the major cause of failure at secondary level at the end of the terms, and senior secondary school examinations such as WAEC, NECO, GCE, SSCE, NAPTEB and so on.

This study therefore intends to find out the most effective teaching strategies for developing writing, speaking and presentation skills in English language, explore various techniques that teachers can use to improve students' writing and speaking abilities, determine best practices and investigate challenges teachers face when teaching writing and speaking skills. It also put forward some insights and recommendations for teachers, educators and policymakers to improve writing and speaking in the classroom teaching.

Statement of the Problem

The situation that surround the teaching of speaking and writing skills in English language which has been a persistent challenge, with many secondary school students struggling with grammar, writing and present assignments clearly and confidently constitute the data base for the study and the attention of the researcher will be directed at reasons why students often struggle with writing, speaking and presentation skills among secondary school students. One of the main challenges facing the students in secondary schools generally and the selected senior secondary schools in Ilorin west local government of kwara State in particular is ineffective language proficiency and vocabulary gaps. Hence, the questions are: What are the most effective teaching strategies for developing teaching writing and speaking skills in the classroom? How do teachers' feedback and assessment methods impact students' writing skills development? What role does technology play in enhancing students' writing and speaking skills among students? What are the common challenges faced by students in developing writing and speaking skills and how can teachers and students address these challenges? How can teachers tailor their instruction to meet the diverse needs of students in grammar, writing, speaking and presentation skills development? The purpose of this study, therefore, is to provide answers to these questions. It is very clear that there is no way language skills can be discussed without examining the effectiveness of instructional techniques, classroom engagement and teacher-student interaction that facilitate language learning. This means that understanding the effective strategies of teaching these skills are very important to help student become a better writer, speaker and presenter.

Objectives of the study

Primarily, the study is set to critically investigate the impact of effective teaching methods on students' grammar, writing, speaking and presentation skills development in secondary schools. The specific objectives of the study are to:

i. Identify effective teaching strategies for developing speaking skills in the classroom.
ii. Examine the impact of teachers' feedback and assessment methods on students' writing skills development.
iii. Explore the role of technology in enhancing writing and speaking skills among students.
iv. Investigate the common challenges faced by students in developing writing and speaking skills and identify potential solutions.
v. Develop recommendations for teachers to tailor their instruction to meet the diverse needs of students in writing and speaking skills development.

Literature Review

According to (Olanrewaju, 2018), all human languages have four distinctive skills. These are listening, speaking, reading and writing. She stresses further that, for a human being to communicate in any language, he must belong to a particular speech community where members understand the vocal noise produced as speech or the graphic representation of the vocal noise. She however, concludes that among all language skills,

speaking is the most widely used even among the illiterates. So, for speaking skills to be effectively used, especially among students in higher institutions, we need to be familiar with its nature, manner, types and factors. Olanrewaju (2022) similarly confirms in her work that speaking refers to the ability to communicate effectively and accurately through spoken language. It involves conveying ideas, thoughts and opinions in a clear, coherent and meaningful way, taking into account the audience, context and purpose of communication. Olanrewaju refers to speaking skill as a crucial aspect of communication which enable individuals to express themselves, build relationships and convey information in various person, social and professional settings. She noted that effective speaking skill can enhance communication and collaboration, build confidence and credibility, foster relationships and networking opportunities, facilitate learning and knowledge sharing and also support personal and professional development and success. By understanding the components of speaking skill and practicing regularly, individuals can become more confident and effective communicators. Ultimately, the purpose of speaking is to effectively convey meaning and achieve a specific goal. Olanrewaju's work provided useful information on how to improve speaking skill.

According to Babatunde (1998), writing means composing. It is the ability to effectively communicate thoughts, ideas and messages through written words, using proper grammar, syntax, vocabulary and style to engage and convey meaning to the reader. Oyeyẹmi (2006) explains that English language scholars considered writing to be the most difficult, tasking and demanding of the language skills; because the process calls for the writer's presence of mind simultaneously with thinking, organizing and writing. This is to say the writer reads as he or she writes. Babatunde (1998) submitted that writing is a process which involves pre-writing, writing and editing. It is an interaction between the writer and the reader(s) in an occasion and purposed; while Ajibade (1994) opines that the principal goal of any writer is to communicate with the audience; to share message, ideas, feelings, attitude, impressions or knowledge on a given topic. Bọdunde and Ṣotiloye (2013) further posit that writing is most used skill in assessing students' performance in virtually all courses in tertiary institutions. Therefore, developing the skills right from primary school level is essential.

Aims of Speaking and Writing Skills

According to Olanrewaju (2018), speaking is a vital form of communication that serves various purposes and occurs in diverse contexts. She asserts that we communicate for different reasons such as chatting friends, express exactly what you think or feel about something, convince or persuade others, share knowledge and experiences. At school, you have to prepare different kinds of reports. These reports can be written or presented orally (spoken). She however concludes that, how we communicate verbally depends on our audience and whether the message is public or private.

According to Medubi (2005), writing takes place for a number of reasons. Such reasons definitely influence where we write and when we write. Medubi asserts that we write for different reasons such as responding to class assignment, presenting a report on an experiment of research, joining a debate in the newspaper, putting down our thoughts when we are moved by natural occurrence among others. He further explains that writing is a way of expressing ourselves to others in original form either to affect their points of view by presenting ours, make them change their position on certain things, make them take action in certain matters. Our purpose of writing is basically to achieve results. Among the different types of oral communication identified by Olanrewaju (2018) are: Face-to-face conversation, public speaking, in meetings, in telephonic conversation, in video conferencing, in group discussions, for interviews, for debate, for presentations, and in informal chats.

Types of Writing

Longman Active Study Dictionary (2004) classifies human communication into two broad categories: written and non-written forms. This study is concerned with both. According to Ọmọtayọ (1998), the written form is normally used in the following situations: For personal and business letters, in queries (used to discipline staffs), in reports, for circulars and memo, in essays, composition and all forms of creative writings, for questionnaires and forms designed for collecting information's, in speech, and in minutes of meeting.

Essence of Using Effective Strategies in the Classroom Teaching

Effective teaching is not just about conveying information, but also about engaging students, promoting understanding, develop love for learning and making learning enjoyable. One key aspect of effective teaching is the use of techniques and strategies in the classroom. Techniques therefore, refer to the specific methods or approaches used to accomplish a particular task or achieve a specific goal. In teaching, techniques might include methods like role-playing, think-pair-share, or graphic organizers. Strategies, on the other hand, are broader plans or approaches that incorporate multiple techniques to achieve a long-term goal or objective. In teaching, strategies might include differentiated instruction, project-based learning or technology integration (Oyeyemi, 2006)

The use of techniques and strategies in classroom teaching according to Oyeyemi has numerous benefits for both teachers and students. Some of the benefits are that: it helps students understand and remember things easily, make students stay engaged and motivated to learn, make students feel more confident and willing to try new things, assist teachers manage the classroom and keep students on track, using different methods help students with different learning styles and needs, it will help students express themselves clearly and effectively, good methods encourage students to participate and take ownership of their learning, good strategies can help students with different abilities and needs and also assist teachers to reflect on their teaching and make improvements. He concludes that by using good and effective methods to teach English language in classroom, teachers can make a positive impact on student learning and achievement.

Strategies and Techniques defects and causes in the Classroom Teaching of Speaking and Writing

According to Olanrewaju (2018), effective teaching of writing and speaking are crucial for students to communicate confidently and accurately in the language use. However, many language teachers face challenges in delivering high-quality instruction, leading to defects in students' writing and speaking abilities. There are numbers of common defects and causes of good writing and speaking abilities in the classroom which teachers and students faced. Most of these challenges as seen in developing countries like Nigeria include the following: insufficient practice of writing, speaking and presentation before audience, inadequate feedback from teachers, ineffective teaching methods and overemphasis on grammar rules which lead to neglect of other essential aspects, such as fluency, vocabulary and coherence. To this, Balogun (2009) in Oyewole (2010) states that:

> Students are given exercises to test the application of the skill which have never been taught. In the first place, students are generally required to write reports, minutes, essay of different forms or types of writing skills when there is no teaching of the guide to speaking, writing and research skills where they can source for information; and there is no development toward the students' independent applications of these skills.

Muhammed, F., Alonas, A., and Muhammed, B. (2016) also maintained that limited vocabulary, grammatical errors and pronunciation issues are factors that are affecting speaking and writing skills negatively in an English as second language (ESL) setting.

Difficulty in organizing thought, generating ideas and critical thinking can affect the speaking and writing skills of students in an ESL setting as identified by Ajadi (2022). Lack of mastery of correct pronunciation of English language words has also been linked to what negatively affect the speaking and writing skills of students in an ESL setting as Vaughen in Bodunde and Ṣotiloye (2013) identified inability to differentiate between monophthong and diphthong as common error in second language learners' speaking and writing.

Olanrewaju (2018) said lack of training or professional development, limited resources or support for teachers and large class sizes or inadequate classroom environment are teacher-related factors. While low motivation or interest in learning speaking and writing skills, limited language proficiency or prior knowledge and cultural or linguistic differences that may affect learning are cited under student-related factors. For curriculum-related factors, there is inadequate

emphasis on speaking and writing skills in the curriculum and insufficient time allocated for teaching speaking and writing in the classroom. Besides, students from diverse backgrounds may also face challenges adapting to new linguistic and cultural norms.

It was noted that the aforementioned common defects and causes in teaching speaking and writing skills have their impact on student learning. For instance, students who struggle with speaking and writing may become hesitant to communicate and thereby reduce his confidence. Also, inadequate speaking and writing skills can hinder students' ability to express themselves effectively and thereby impact students' academic performance, particularly in the subjects that require effective English language communication.

Methodology

The survey approach method was employed in this study due to its suitability when compared to experimental or historical approach. This method is effective for collecting data from large number of samples. The target population for the study is the generality of all English teachers of senior secondary schools in Ilorin west local government area of Kwara state. However, since it is impossible to use the entire teachers in this category, the English teachers of four randomly selected schools in Ilorin metropolis were involved in this investigation.

The four schools selected out of the number of senior secondary schools in Ilorin west local government area are:

i. Ilorin Grammar School, Ilorin;
ii. Gbagba Secondary School, Gbagba area, Ilorin;
iii. Glorious Vision International College, Ilorin
iv. Baptist Model Hight School, Ilorin.
v. Queen Elizabeth School, Ilorin.

In each of the selected schools, five (5) students were randomly sampled from each of the classes SSS 1 to SSS 3, making a total of fifteen (15) teachers from each school bringing the overall total to (60) teachers in all. The instrument used for this study was questionnaire. Items on the questionnaire were generated from available related literature and consist of two sections; A & B. Section A consists of personal data while section B contains information about speaking and writing skills. A pilot test was undertaken to determine the applicability or error in the instrument. The test was carried out among (10) teachers from Ilorin Grammar School and Gbagba High School respectively and the result obtained from this study was suitable o establish that the instrument is reliable. In the light of this, the content validity of the instrument was established by obtaining the agreement of experts as whether or not the scale measure what it is designed to measure. The forms were given to lecturers in the department of English and Guidance and Counselling (G/C) for comments and approval.

Results and Discussion

Table 1: Teaching Methods Used by Teachers to Develop Students' Speaking and Writing Skills

Variable	Category	Frequency	Percentage
Teaching methods	Role Playing	65	52.00
	Debate	41	32.80
	Group Discussion	47	37.60
	Presentation	88	70.40
Incorporation of writing activities into lessons	Daily	31	24.80
	Weekly	68	54.40
	Monthly	19	15.20
	Rarely	07	05.60
Technique use to encourage students' writing creativity	Free Writing	58	46.40
	Journaling	25	20.00
	Writing Prompts	43	34.40
	Peer Review	41	32.80

Table 1 shows that 70.40% of respondents adopted presentation teaching technique while 52% used role playing, 37.60% and 32.80% employed group discussion and debate methods respectively. Also,

68 respondents representing 54.40% incorporate writing activities into their lesson on weekly bases. 24.80% and 15.20% of the respondents incorporate writing activities into lessons on daily and monthly bases respectively while only 7 representing 5.60% of respondents rarely incorporate writing activities into their lessons. This implies that presentation and role playing are the two teaching methods commonly used by language teachers.

Table 2: The Use of Technology Tools to Support Language Instruction

Variable	Category	Frequency	Percentage
Technology Tools	Online Resources	72	57.60
	Language Learning Apps/Software	56	44.80
	Digital Portfolios	28	22.40
Impacts of the use of technology	High Positive	36	28.80
	Low Positive	67	53.60
	Low Negative	14	11.20
	High Negative	08	06.40

Table 2 reveals that 72 respondents representing 57.60% use online resources, 44.80% use language learning software while 22.40% employ digital portfolios to support their instruction. On the impact of the use of technology, 28.80% of the teachers perceived the impact of technology on teaching and learning to be high positive, 53.60% viewed it to be low positive, while 11.20% and 6.40% agreed that technology has low negative and high negative impact respectively.

Table 3: Assessment of Students' Speaking and Writing Skills

Variable	Category	Frequency	Percentage
Assessment Technique	Presentation	54	43.20
	Debate	34	27.20
	Essay/Composition	92	73.60
	Peer Editing	63	50.40
	Interviews	38	30.40

More teachers use essay/composition than other assessment techniques as reflects in table 3. 73.60% of respondents adopt essay, 50.40% use peer editing, 43.20% employ presentation method while 30.40% and 27.20% use interview and debate respectively. This implies that language teachers are more comfortable with essay/composition assessment technique than other forms of assessment in determining students' speaking and writing skills.

Table 4: Provision of Feedback on Students' Speaking and Writing Skills

Variable	Category	Frequency	Percentage
Types of Feedback	Grammar and Mechanics	53	42.40
	Content and Organization	41	32.80
	Style and Tone	38	30.40
Frequency of Feedback	Always	30	24.00
	Often	58	46.40
	Sometimes	29	23.20
	Rarely	08	06.40

Table 4 shows that 42.40%, 32.80% and 30.40% of respondents use grammar/mechanics, content/organization and style/tone, respectively as means of providing feedback on students' speaking and writing skills. Also, 24% of respondents always give feedback, while 6.40% rarely provide feedback on students' speaking and writing skills.

Table 5: Roles of Stakeholders

Stakeholder	Role	Frequency	Percentage
Teachers/Educators	Professional development	95	76.00
	Curriculum guides	74	59.20
	Technology integration	89	71.20
	Student centered approach	91	72.80
Policy Makers	Increase funding for Language programs	112	89.60
	Emphasis on language skills in curriculum standard	97	77.60

Respondents identify professional development (76%), curriculum guides (59.20%), technology integration (71.20%) and use of student-centered approach (72.80%) as teachers' major roles in enhancing students' grammar skills in writing and presentation. Similarly, increase funding for language programs and emphasis on language skills in curriculum standard (89.60% and 77.60% respectively) are suggested as policy makers responsibility.

Conclusion

Following the observation in the study, although conclusions were established from the result of the finding; defect in teaching speaking and writing skills have significant impact on student learning outcomes. The study further observed by understanding the common defects and causes, teachers can implement strategies to improve their instruction and promote student learning. To this extent therefore, by incorporating task-based learning, peer feedback, technology integration, formative assessment and teacher training, teachers can create a supportive and engaging learning environment that fosters effective speaking and writing skills.

Recommendations

In most developed countries, the language skills (reading, speaking, writing and listening skills) and the research skills are defined as part of the curriculum. For instance, in England and Wales, the National curriculum requires the teachers to play a vital role in implementing the school curriculum. Teachers in the developed countries hammer on the following: teaching of the curriculum content in a clear, engage and effective manner, assess student learning, provide constructive feedback and track students' progress; plan and prepare lessons that align with curriculum standards and objectives; create a supportive and inclusive learning environment; adapt instruction to meet diverse student needs and abilities; communicate with students, parents and colleagues about student progress and curriculum development and stay updated on curriculum developments, best practices and subject matter expertise. The study is of the view that, by fulfilling these expectations, teachers can help students achieve academic success and develop essential skills.

In view of these developments, the following are recommended for effective strategies and techniques improvement in the aspect of teaching speaking and writing skills in the classroom.

1. Teachers should use real-life texts, videos and audio recordings to make speaking and writing instruction more engaging and relevant.
2. Encourage students to take an active role in learning through discussions, debates and presentations.
3. Utilize online resources, multimedia tools and educational apps to enhance speaking and writing instruction.
4. Provide regular feedback that guides students' improvement and encourages them to reflect on their own learning.
5. Cater to diverse student needs by offering tiered assignments, learning centers and technology-based learning.
6. Allocate sufficient time and resources for speaking and writing instruction in the curriculum.
7. Incorporate speaking and writing activities in various subjects to promote cross-disciplinary learning.

8. Create assessment frameworks that evaluate students' speaking and writing skills in a comprehensive and nuanced manner.
9. Offer professional development opportunities and resources to support teachers in teaching speaking and writing skills.
10. Ensure the classrooms are equipped with necessary resources, such as technology, audio-visual aids and comfortable seating arrangements.
11. Encourage a culture of collaboration, creativity and critical thinking in the classroom.
12. Facilitate opportunities for teachers to share best practices, resources and expertise in teaching speaking and writing skills.
13. Regularly evaluate teaching practices and provide feedback to teachers to improve instruction.
14. Create policies that prioritize language learning and provide resources for teachers and students
15. Allocate funds for teachers' professional development opportunities that focus on teaching speaking and writing skills.
16. Encourage the integration of language learning across various subjects and disciplines.
17. Fund research and development initiatives that focus on improving speaking and writing instruction.

Suggestions for learning good writing and presentation skills for academic purposes

To improve writing and presentation skills for academic purposes, it is recommended that students:

- **i.** Clearly state their main argument or point using accurate words that convey their intended meaning.
- **ii.** Use an introduction, body and conclusion to guide their writing.
- **iii.** Arrange their ideas in a logical and easy-to-follow manner.
- **iv.** Use transitional phrases and words to link ideas and paragraphs.
- **v.** Present their arguments in a logical and well-supported manner.
- **vi.** Use active voice which is more engaging than passive voice.
- **vii.** Ensure their language is unambiguous and easy to understand.
- **viii.** Use clear examples and illustrations to make their writing more engaging.

Under introduction, students should provide an overview of their work. Use an interesting fact, quote or question to engage their audience. Give context and background details about their topic, present their main argument and outline the key points they'll cover in the work.

Under body of the work. students will have to provide the following:

Supporting details and evidence.

Use of data if necessary.

Provide literature review or examples to support their claim.

Break down complex information,

Identify patterns and explain their significance,

Use logical reasoning and evidence to build a convincing case,

Consider alternative perspectives and respond to potential criticisms,

Use clear headings, subheadings and transitions to guide their reader through their argument. Interpret their evidence

Draw conclusions, and

Make arguments based on their analysis.

Under conclusion, students are expected to:

Recap the main points made in their paper,

Restate the central argument in the light of the evidence presented,

Offer a concluding remark and recommendation with a call to action.

Writing an Article or Assignment

To ensure clarity and coherence writing, students should consider the following:

1. Always be yourself.
2. Use words or expressions that sound right,
3. Avoid using words and phrases that seem more impressive than those you will normally use, especially if you are not quite sure of their exact meaning.

4. Say out loud what you have written as this can help you decide if it natural and flow easily.
5. Learn from experts and great books.
6. Read the best kinds of writing in fiction and nonfiction.
7. Don't try to consciously imitate or copy.
8. Be simple.
9. Use simple word and don't use clichés (be careful when you use figures of speech).
10. Always use complete sentences (with a subject and a predicate) to present a complete thought which the reader will be able to understand. For example:

1. A subject and a verb must agree in person (1st- l or we, 2nd – you, and 3rd – he, she it or they); and in number (singular or plural).
2. Note that, it is sometimes hard to decide whether something is singular or plural.
3. Note that either, neither, each, nobody, anybody, someone, no one and none are treated as singular. On the other hand, both, few, many and several are treated as plural.
4. If the subject is separated from the verb, errors of agreement can easily rise.
5. Note that if the subject is separated from the verb, errors of agreement can easily occur.
6. If two singular nouns are joined by 'and' they take a plural verb.
7. You need to ask yourself who or what is the subject of the verb, and if the subject is singular or plural.
8. Remember that pronouns stand for a noun, therefore, a pronoun must agree with its noun in gender, number and person. The noun that it stands for must also be clear but when there is problem of unclear antecedent or doubt about who or what is being referred to, the trick is to repeat the appropriate noun rather than using a pronoun.
9. Words or phrases that modify other words or phrases must do so clearly.
10. Beware of the 'dangling' modifier. Ask yourself if the noun following the verb in these 'dangling' constructions is the subject of the action.
11. Beware the misplaced modifier. This is a phrase or clause that is placed too far away from the word it is intended to modify. As a result, it seems to modify another word incorrectly. So, ask yourself: to which verb does the modifier actually apply.
12. Generally, you should use one verb tense throughout your paper. If your paper describes past events, you will probably want to use the past tense. For present-day subjects you will use the present tense. Be consistent.
13. Each paragraph must contain a topic sentence.
14. All the other sentences in the paragraph must be connected in a clear way to the topic sentence.
15. The sentence topic usually appears at the beginning of the paragraph, but sometimes it occurs at the end or even in the middle.
16. A paragraph usually consists of two or more sentences. The sentences should follow each other in such a way that the paragraph is coherent. If you keep antecedents clear from sentence to sentence, then the paragraph will be coherent. Use the antecedent test to check your sentence is clearly constructed.
17. Just as you must link sentences in a paragraph, so must you link paragraphs to each other. Paragraphs must be linked logically according to the ideas they present.
18. There are two types of link. The verbal and discursive links. The verbal link reflects the outline that guides the development of your 'argument.' It alerts the reader to the unfolding structure of your paper. Without the verbal links, the reader can get lost and will not understand why a paragraph is where it is.

19. These verbal links are of two main kinds. First, are the discursive links where you introduce a paragraph by referring to what you present and indicates what is going to happen next.
20. These discursive links are often used to mark major stages of development in your paper. They often set the pattern for a series of paragraphs. They also indicate that a previous pattern is to be changed. They are particularly important when writing a longer paper. The second kind of verbal link is provided by linking word or phrase. Such words or phrases mark the transition from one paragraph to the next. Some examples are: however, on the other hand, therefore, in spite of. You can also establish a sequence of paragraphs by numbers: first, second, third and so on. If you follow these tips, your readers will enjoy what you write.
21. Note that careless spelling mistakes can spoil good writing. Use a dictionary to check the spelling of any word that you are not sure.
22. If you use a quotation, be sure to copy it exactly and enclose it in quotation marks. If the passage is more than five lines long, present it as a block that is indented and single-spaced. If you omit part of the quotation, use ellipsis (…) in place of the part left out. To make a quotation fit into your text easily, or to make its meaning clear, you will need sometimes to add some words of your own. This should be enclosed in square brackets [ ]. You should introduce each quotation by giving the name of the author or by making another form of reference.
23. Document your sources adequately under footnotes. Otherwise it may look as if you have stolen other people's ideas and passing them off as you own.
24. Provide list of all the published sources that you used to prepare your paper under list of references which will appear at the end of your paper. Do not include items that you consulted, but did not actually use. The references identify your sources exactly and usually provides more information about them than the footnotes. The entries are arranged alphabetically; by surname of the author, or if there is no author by the first word that is not 'the', 'a', or 'an' in a title of an article.

Presenting Your Work

Effective writing and presentation skills are essential for academic success. To excel in writing articles and assignments and to present them confidently, students need to develop a range of skills. Here are some steps to help you improve your writing and presentation skills:

i. Organize your thoughts and structure your presentation.
ii. Rehearse your presentation to the point that you are sure you can deliver the speech confidently and without hesitation.
iii. Decide what kind of format to use in delivering your speech. You have four choices: a. reading the speech, b. memorizing the speech, c. speaking impromptu, and d. speaking extemporaneously. In choosing a speech format, make sure it is the one you are comfortable with and one that suits the occasion.
iv. Begin rehearsing by using your outline or reading aloud your manuscript. As you repeat the speech many times, you'll come to depend less and less on your written words. You can practice in front of mirror, paying attention to your posture and gesture. Ask someone to listen to your speech and give and honest reaction to both the content and delivery. Your listener may be able to spot distracting mannerisms that you should correct, such as clenching your fists at your sides or shuffling your feet.

v. Pay attention to the volume, speed and pitch of your voice and clarity of pronunciation.

vi. Dress neatly in comfortable clothing that is suitable for the occasion. Avoid unusual clothes or jewelry that might distract the audience or get in your way as you speak. Stand up straight, but in a relaxed manner. Don't slouch or lean on the podium if you are using one. Try to keep a pleasant expression on your face. As you speak, keep eye contact with your audience. Don't look up at the ceiling or down at the floor. If you're reading from a manuscript, hold it up slightly so that you can easily glance at the audience from time to time. Gestures can help emphasize important parts of your speech but don't overdo them.

vii. Use audio-visual aids to enliven your presentation. Such as drawings, photographs, maps, charts, graphs, diagrams, blackboards, models, slides, films, records, tape recordings and video-tapes. Whichever kind of audio-visuals you choose, be sure it serves a definite purpose. For example, to clarify, illustrate or dramatize a fact or idea. Be sure your audio-visual aid fits your needs precisely.

viii. When the time finally comes to deliver your speech, take a deep breath or two to help stay calm. Act confident, even if you don't feel confident. Remember that your audience is on your side. Walk briskly to your place and look directly at the audience to gain people's attention. Then begin. Once you begin speaking, your nervousness will decrease.

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