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EDITORIAL

Every academic environment is sustained by learning through rigorous methods. Research is one and the focal point for assessment. A serious member of the academic community is measured by the quality and number of academic articles.

In spite of the desire to acquire many research reports, this edition has insisted on standards and quality. It is important to note that many articles have been rejected for not meeting our requirements.

The first and most obvious task of our journal is to provide a level playing field for researchers all over the globe in language-related disciplines, which is the vehicle for conveying knowledge. In this edition, thirty-one (31) articles have undergone academic scrutiny from our blind reviewers.

To our esteemed contributors and readers, thought-provoking articles are expected and we are ready to publish them in the next volume.

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Department of Languages and Linguistics,
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Exploring the Nigerian undergraduate situational needs in ESL writing skills

Abstract

This is a qualitative study built within the maximum variation criterion of purposive sampling. It uses representatives of Nigerian undergraduates for a sequence of three focus-group interview sessions. Eventually, content analysis was utilised in identifying the emerging themes from the transcribed data. Content coding schema and narrative discourse analysis were applied to categorise and interpret the identified themes. The research findings revealed three (03) core-themes, including sociolinguistic concepts, psychological values and administrative factors challenging Nigerian undergraduate students' ESL writing skills. Similarly, nine (09) sub-themes, including academic background, mother tongue interference (MT), first language (L1) transfer, social media slangs, material designers, feedback, language policies, reading culture and plagiarism were also found to posit challenges on them. The situational needs identified to enhance their ESL writing skills consist of teacher cognition, cognitive constructivism and writing pedagogy. The theoretical implications support process-based, genre-based and discourse-based oriented approaches that would guide in strengthening their ESL writing skills. The pedagogical implications provided insights to the creation of writing curriculum centres, collaborative learning, self-activity-learning, and ESL writing clubs are some possibilities for sustaining their ESL writing skills.

1.0 Introduction

The need to enhance the quality, competence, strength and proficiency of learners' literacy skills pertaining to writing cannot be overstressed. In the Nigerian context, the results of previous studies have criticised undergraduate students to be deficient in ESL writing skills. Such deficiencies symbolise genuine roles of a higher proportion to failures in their academic and administrative settings. In this 21st century, most nations, both developed and developing, are facing the challenging issue of producing ESL/EFL learners that demonstrate a qualitative and gifted

command in writing notwithstanding their level of study. In other words, the high demand for writing skills affects both ESL/EFL learners at various level of education, including those at the primary, the secondary, and even universities (Akujobi & Chukwu, 2012; Aliyu, 1981; Bodunde & Sotiloye, 2013; Garba, 2013). It remains a basic part in their learning processes, their administrative conventions, their professional disciplines, their area of specialisation and their daily activities (Rienecker & Jörgensen, 2003). In such circumstances, theoretical and empirical studies on ESL writing situational needs have proven a strong relationship to ESL learners' social factors and psychological attitudes towards pedagogic approaches on language and/or literacy skills acquisition (Abdullah, et al. 2014; Ferris, 2016; Habali & Fong, 2016).

Yet, very limited studies were found to have a keen interest in exploring the Nigerian ESL situational needs concerning constrains in ESL writing skills (Adesanoye, 1973; Akujobi & Chukwu, 2012; Kayode, et al. 2014). More critically, none of these aforementioned studies was keenly involved in exploring the factors that constrain most of the Nigerian undergraduates' ESL writing, least to the extent of suggesting some trends and traits on the possible remedies, as proposed in this article. Consequently, this article proceeded onward to explore the Nigerian undergraduates' voices on the conceivable and the most ideal ways they assume would upgrade their competence, quality, credibility, strength and authority in ESL writing. Such concepts have provided this study with these key questions presented below:

> **i)** What are the situational needs playing a crucial role in challenging Nigerian undergraduates' ESL writing skills?
> **ii)** What tactical situational needs, if formulated, would enhance the Nigerian undergraduates' skills in ESL writing?

Fundamentally, by re-observing the research objective and questions set purposely for this article; it can be clearly comprehended for its motive to explicitly provide the pivotal space of the factors decimating the Nigerian undergraduates' ESL writing skills. By its situational nature, this article has been placed within the terrains of situational analysis (SA). SA involves the pedagogical collection of information closely related to learning and teaching activities. In a sense, such information would academically serve as a premise for designing syllabus plans, amending and creating policies and implementing pedagogical concepts evolving within and outside the classroom settings (Basturkmen, 2010, p. 17-30). Furthermore, SA is viewed as a framework that records on different problems as recognized by experts, specialists, practitioners and task-based instructors, as well as on those problems expressed or experienced by learners (Berwick, 1989; Chambers, 1980; Seedhouse, 1995).

In both traditional and modern eras, the paradigms of target situational analysis (TSA) and those of the present situation analysis (PSA) for long are considered as two broad categories, which easily provide specific information affecting both ESL/EFL learners and the way-out in which the problem is easily drawn into positivity. Earlier, Chambers (1980), Berwick (1989), Robinson (1991), Jordan (1997), Dudley-Evans and St. Johns (1998) and Fulcher (1999) have affirmed on

these two approaches prominently rooted from the much earlier developed Munby Model of Communicative Syllabus Design (CSD). Comprehensively, the TSA and PSA parameters have been blended and utilised in this article towards providing the situational needs that facilitates Nigerian undergraduates ESL writing skills (Berwick, 1989). Some other researchers have utilised the TSA and PSA to explore the Nigerian ESL learners' pedagogic capacity to university education and policies (Costa, et al. 2016). Likewise, Jose and Abidin (2016) used the same parameters to explore on the practices leading to pedagogic development among learners of English.

On a very basic level, this article has been situated within the qualitative paradigm not only for ESL writing skills. But it stand put amongst the most catching pedagogic and literacy elements that remain conflicting in an ESL academic community (Bernard, 2006; Braun & Clark, 2006; Rienecker, & Jörgensen, 2003; Pranoto, 2014; Roni, 2014). It also aims to give situational needs discursivity to the Nigerian undergraduates' voices concerning those factors that confine, as well, limits their skills in ESL writing (Ferris, 2016; Hartse, 2016; Kayode, et al. 2014). In this case, the opinions and responses of the sampled Nigerian undergraduates were made available to generate the findings of this article. As such, the TSA and PSA parameters would provide us with some of the Nigerian undergraduates' voices and opinions concerning the concrete and strategic ways they presumed would evidently enhance their ESL writing skills.

2.0 Situational Needs of English in Nigeria

The situational needs scoping for the development of ESL writing skills of the Nigerian ESL learners has been on-going and can be dated to the existence of English in Nigeria from 1883 (Kamal, 2004). Approximately, it can be presumed that since the late 1960s and 1970s, the demand for ESL writing skills has got higher and higher for most Nigerian ESL learners (Aliyu, 1981). Yet, their credibility, strength, authority and competence in ESL writing keep declining to the most reduced levels. Geographically, their problems may be credited to the Nigerian ethnolinguistic situation, as a multilingual nation with over five hundred (500) ethnic languages (Adesanoye, 1973). However, looking into the years English has been in Nigeria as a second language (L2), and an official one (EOL), such reason can't be yet legitimised, as the major cause for their incompetence in ESL writing. In the event of this article, the theory of newly defined constructive rhetoric remains a critical model utilised to define Nigerian undergraduates' situational needs in ESL writing by its virtue of practical orientation to the cultural and linguistic values. The theory was first coined in 1966 by an American applied linguist, Robert Kaplan, who examines linguistic relativism of ESL/EFL learners on the inferences of the MT or L1 (Connor, 1996). Later on, Ulla Connor marked it to be widely affected by more written genres with specific textual features to the social contexts as as summarised and presented in Figure 1 below:
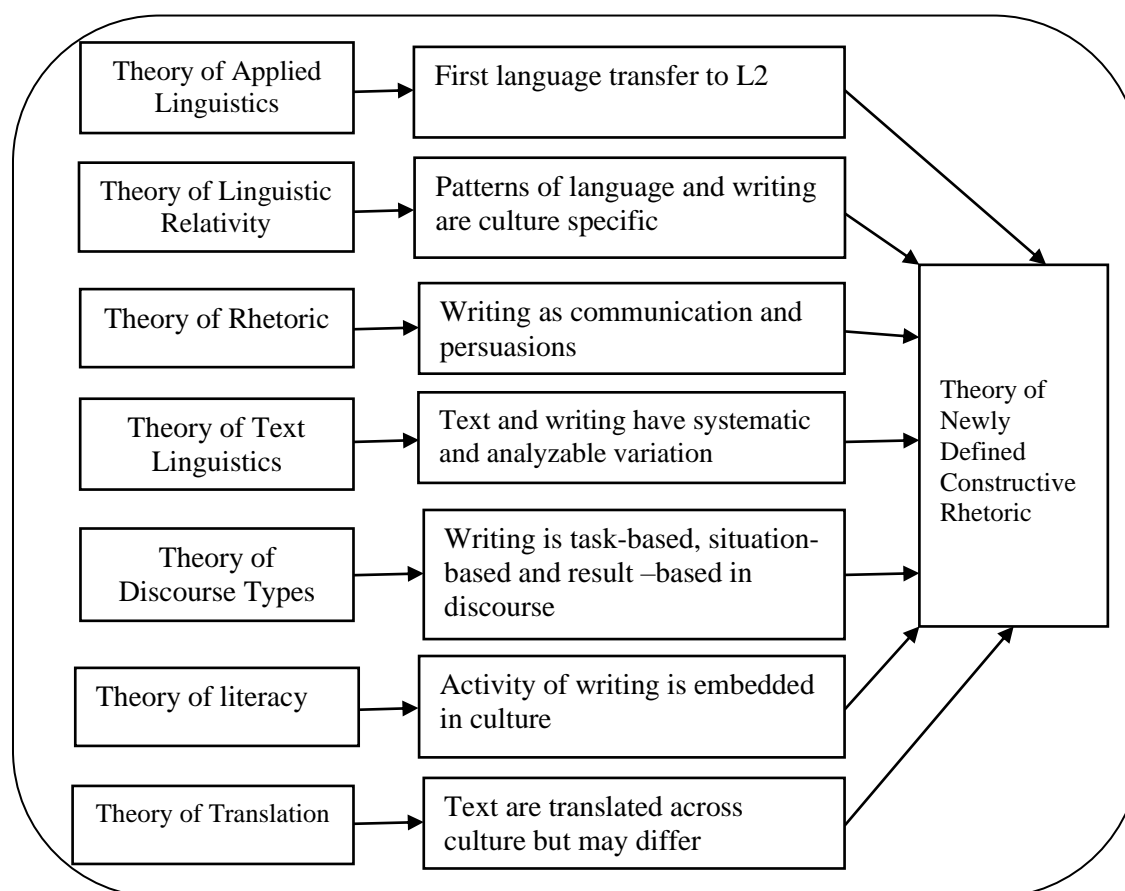
Figure 1. Haejung's (2007) newly defined contrastive applied linguistic theoretical model

Figure 1 above reveals that the theory of newly defined constructive rhetoric is a more systematic, comprehensive and a more methodical ESL model in understanding the Nigerian undergraduates' situational needs in ESL writing skills. This goes by its nature of systematic exploration to identify differentiation and similarities. It also uses L1 transfer to enable realisation of language learner's needs. It also argues that patterns of writing are culture specific and texts are translated across cultures, but may differ in terms of cognition and persuasion. It gives emphasis to practice outside the classroom activities and considers writing as a task-based, situation-based and result-based in a given discourse. It plays a crucial roles in academic discourse settings, as it safeguards reference to the parental, societal, socioeconomic and academic schemes such as the collaborative revision, cooperative, concept learning, student-teacher conference, etc., to uphold ESL writing skills.

The theory passes by the behaviourist supposition to look across factors that influences ESL writing skills within structural linguistics and postmodern views, alongside pragmatic views. This is in the fact that some of the non-English natives begin learning and acquiring ESL writing at their tender ages, particularly at pre-primary school levels, and this is pertinent on the side of the Nigerian undergraduates. So, it is believed that when it comes to English writing, non-native

learners are required to contextually and structurally pattern their writing proficiently. Thus, this theory guided this article to communicatively, interculturally, textually, generically, and functionally define the Nigerian undergraduate sitautional needs in ESL writing skills (Connor, 2011).

3.0 The Methodological Approach

The methodological approach of this article has been orchestrated within the philosophical thoughts of the pragmatic assumption (Creswell, 2014; Dörnyei, 2011; Tagliamonte, 2012; Tavakoli 2012). From his side, Tavakoli sees the pragmatic research approach blending the "positivist and postmodern empiricist phenomenology in articulating speculations and practices to the real world problems in order to identify solutions that may help" (Tavakoli, 2012, p. 483). To her perception, Tagliamonte perceived the pragmatic research approach as logically opting for discourse-pragmatic explanations that "permit an enterprise of textual explanations on factors causing certain changes for linguistic repertoires and to suggest possible remedies" (Tagliamonte, 2012, p. 269-270).

In his terms, Creswell outlines the pragmatic research approach to representing "strategic movements and evaluations into issues that will contribute to greater understanding of curtained definitional problems" (Creswell, 2014, p. 33-34). Likewise, as Dörnyei stated the approach deals with three differentiated sources: "**(a)** ideological, **(b)** categorical and **(c)** impression of individual or group's assorted qualities" (Dörnyei, 2011, p. 25). Thus, this article set up the pragmatic research approach to achieve its aims and respond to its designed research questions. It basically guides in identifying the factors that constrain most of the Nigerian undergraduates ESL writing skills and the possible ways to support their ESL writing.

3.1 The Research Sampling

This article used the maximum variation type of purposive sampling strategy to select thirty-six (36) Nigerian undergraduates learning at Bayero University, Kano (BUK) in the 2014/2015 academic session for a sequence of three focus group interview sessions (Friedman, 2012). BUK is a public university that was set up in 1984 in one of the oldest northern Nigerian cities known as Kano. In the process, we selected twelve (12) members originating from the Hausa ethnic group (six males and six females) with additional twelve (12) members from the Igbo ethnic group (six males and six females) and the remaining twelve (12) informants from the Yorùbá ethnic group (six males and six females). The rationale behind this selection is to acquire extensive information concerning those factors that constrain their ESL writing skills as well as the possible remedies based on their geographical dissemination, ethnolinguistic experiences, sociocultural differences and academic backgrounds. Specifically, the sample representatives were located with the help of five (5) research assistants that have actively contributed to the greater effectiveness of this article (Seidman, 2006).

3.2 The Research Instrument

In order to acquire comprehensively rich data, focus group interview questions (FG*i*Q) were utilised as the research instrument. The questions work towards

understanding the factors that constrain student's competence in ESL writing and identifying possible remedies (Baralt, 2012; Jacobs & Ferguson, 2012). They were grouped into three distinct groups (i.e., the Hausa Group, Igbo Group, and Yorùbá Group) in a succession of three focus-group interview sessions (Tagliamonte, 2012).

3.3 **The Research Strength, Transparency and Trustworthiness**

To ensure the strength of this article, a pilot study was first conducted among 4 undergraduates studying in a public university in Nigeria. This was done to validate whether the FG*i*Q questions would enable the researcher to gather sanction data for qualitative analysis (Lazaraton, 1995). The pilot study guided us in perceiving some of the concealed issues, which may have hindered the feasibility of our findings (Taylor, *et al.*, 2016). Thus, the pilot study familiarised us on the best way to confront Nigerian undergraduates in order to source them as research informants and as the sampled representatives. It guided our familiarity to the research questions and familiarised us on the strategic way to free the informants from getting tensed in order to extract vivid information from them (Costa, et al., 2016; Mohan, 2011). Therefore, during the pilot study processes, all the necessary changes were made and then finalised all the necessary practical procedures that proved to be sufficient to answer Research Questions 1 and 2 designed in this article.

To ensure the research ethics of this article, all the informants that participated first filled in a consent form to safeguard research ethical issues. After the successful focus-group sessions, a transcription process took us about two-and-half months. This made it the most tiring and the most time-consuming process in this article. This is because we had a total of three different groups and each of the audio files has a 100MB capacity of 105, 650,688 bytes with an equivalence of two hours thirty minutes (2hr, 30 minutes).

Moreover, for the purpose of trustworthiness, all the informants' names were profiled in codes, such as "RESP.1/H/Male", that meaning Respondent One originates from the Hausa ethnic group and is male by gender; "RESP.19/I/Female" that meaning Respondent Nineteen is from the Igbo ethnic group and is female by gender; "RESP.33/Y/Female" that meaning that Respondent Thirty-three originates from the Yorùbá ethnic group and is also female by gender and so on. This was done so that readers may have the clarity and the credibility to understand from which respondent the theme comes from (Braun & Clarke, 2006; Polio, 2012).

For the purposes of trustworthiness, content analysis was utilised in coding the patterns of the emerging themes from the transcribed data. It guided us in generating the emerging themes that systematically precede with the content schematic approaches of the open, axial and selective coding schemes (Révész, 2012). Here (a) the open coding was utilised to set up the subjective core elements by allotting initial codes from the condensed transcribed data as the core-themes. After that point, (b) the axial coding was utilised in clarifying theme consistency in an expressive and limited viewpoint. This guided us towards building up the sub-theme elements, thereby integrating them with the "axis of the core-themes in terms of their interconnectedness and interrelationships" (Tavakoli, 2012, p. 72). Next,

(c) the selective coding scheme gave us the fitness to build stories on the propositions of narrative discourse for the interpretation purposes. In this case, the identified core-themes and sub-themes were unfurled by establishing the general picture of the informants' comments, observations, self-exchanges, actions, gestures, rhetorical and argumentative textualisation and ideas on the factors that constrain their ESL writing skills and the possible ways to enhance them from the transcribed data as a form of discourse (Mohan, 2011).

4.0 Results and Discussions

In terms of practice, Hyland (2012), Basturkmen (2010) and Gass (2012) specifically posit situational analysis to be mostly directed towards two basic and categorical roles, i.e. TSA and PSA. In it, all of the roles trigger the information needed for the development of certain pedagogic problems experienced by both ESL/EFL learners within and outside their academic contexts. In providing answers to Research Question One (RQ-1), the open coding scheme provided us with three (3) core-themes, alongside nine (9) sub-themes that were identified from the axial coding scheme on the factors that constrain most of the Nigerian undergraduates ESL writing skills, as summarised and presented in Figure 2 below:
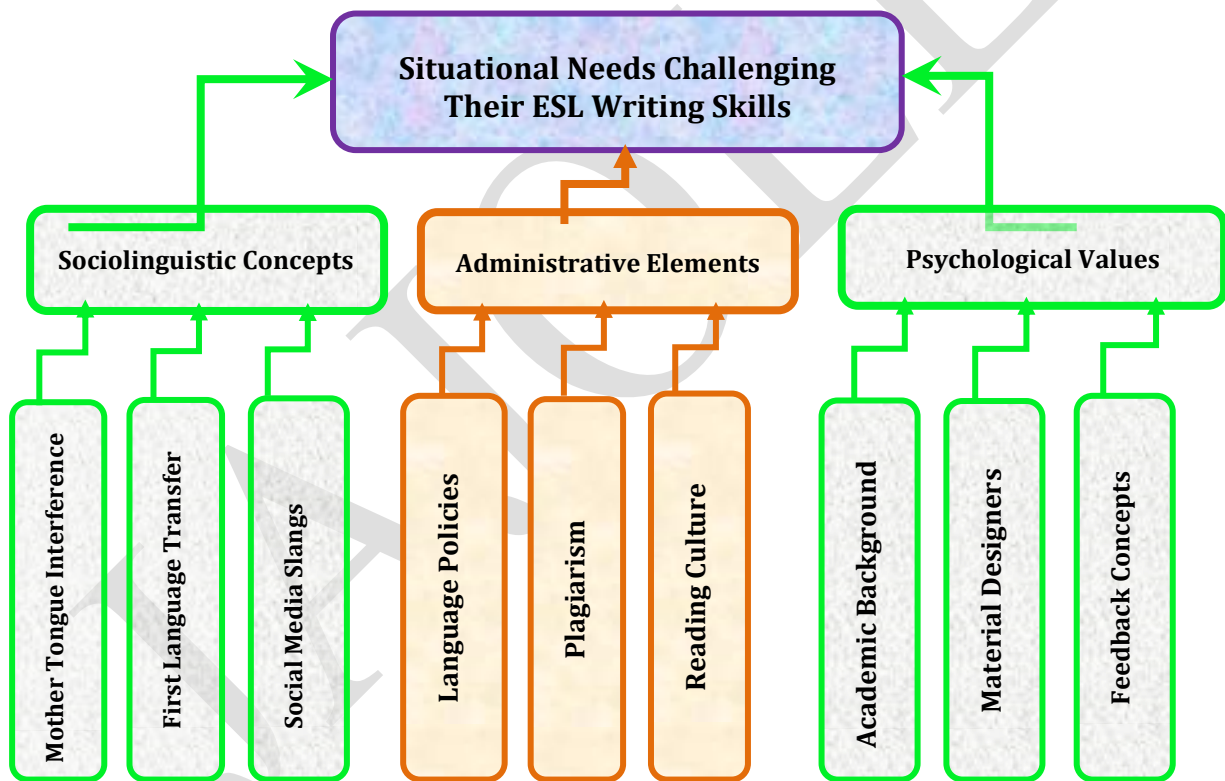
Figure 2. The identified three (03) core-themes and the nine (09) sub-themes as the situational needs that constrain the Nigerian undergraduates ESL writing skills

Figure 2 highlights the three (03) core-themes and the nine (09) sub-themes identified in this article that explain the situational needs affecting the academic competence of Nigerian ESL learners invariably rooted in their constrain in ESL writing skills. The first core-theme signify the sociolinguistic concepts most Nigerian undergraduates are heavily associated with the differences of their social values in terms of ethno-cultural contexts. It was recorded that both the recorded Nigerian Federal Government Decree of 1979 revised in 1981 recognised as National Policy on Education (NPE) proclaimed that at Primary School level, which

last six (6) years, at Junior Secondary School (JSS) level, which last three (3) years and at the Senior Secondary School (SSS) level which also last for good three (3) years each student must learn in this criteria:

    a) Learners at primary level must study two languages, to be precise:
    i) MT (if available for study) or an indigenous language of wider communication in his area of domicile;
    ii) English language;
    b) Learners at JSS level must study three languages, explicitly:
    i) MT (if available for study) or an indigenous language of wider communication in his area of domicile;
    ii) English language
    iii) Any one of the ethnic groups that is he/she is distinct from;
    c) Learners at SSS level must study two languages, specifically:
    i) Only an indigenous ethnic group languages;
    ii) English Language.

In this case, most the informants accredited their ignorance to ESL writing skills, which is been overpowered by the ethnolinguistic nature of the Nigerian nation, where an average ESL learner is required to learn the metalinguistic approaches of his or her mother tongue (MT). This certainly confuses most of them concerning which skills are meant for which written repertoires. In this terrain, one of the informants further shares on this issue by saying:

> *[….] My native language has its basic rules and alphabets for writing it….., even though it uses Roman alphabet which are similar to the English……, we mostly find those rules ambiguous…. because we misplace certain features which are meant for writing our native languages into our English repertoires (RESP.31/H/Female)*

Based on the excerpt above, it is important to note that the socio-linguistic situation of Nigeria has extended English language to be extended not only to language teaching, learning, and research, but as a language of instruction, and administration in the long term. Even the Hausa ethnic group that has the largest number of speakers in Nigeria and Africa at large, could not represent the Nigerian national symbol. This signifies a Nigerian undergraduate's situation in a multi-lingual and multi-ethnic situations. In this same scenario, another respondent pointed that:

> *[….] You see when you talk about ESL writing skills (pause) it is different from speaking (pause) my native language has its basic writing rules and alphabets (pause) I still find it difficult to substantiate between my ethnic language writing and the English writing rules (pause) you see it ambiguous for us as ESL learners (pause) at times we use our ethnic language rules when writing English and vice versa (pause) the policy makers need to act on this (RESP.4/H/Male)*

To a certain extent, the existing and the old strategic rules of policy makers have been drafted to increase Nigerian ESL learners' competence across the curriculum. But over the years, lack of specific-projects that were implemented to tackle their academic writing deficiencies has paved the way for a further disintegration of most Nigerian ESL learners' skills in ESL writing. Turning to Nigerian budgetary system on education, over the years other defined units have over shadowed planning proper capital expenditures that would enhance most of the Nigerian ESL learners' needs in writing. That is, over the years, Nigerian budgets lack visibility over operational projects that would tackle most of the Nigerian ESL learners'

educational needs, talk less of designing plans that would serve as a clear-cut to sustain their competence in ESL writing (Bodunde & Sotiloye, 2013). Even though instructor's problems have been attributed to have resulted due to poor infrastructural development, poor administration, lack of academic sponsorship, ignorance and lack of proper technological awareness on pedagogic contents, lack of workshop and conference trainings and, on the other side, their lack of passion and commitment to teaching. These sorts of problems that have been prevailing in the Nigerian educational system over the years, among others, have left the growing generations of Nigerian ESL learners heavily influenced in constraining their ESL writing skills. One of the respondents affirms that even Nigerian private institutions are only interested in imposing higher school fees on students', not necessarily concentrated on improving the quality of instruction. She said:

> *[....] You see (pause) we like collecting notes from our friends to photocopy (pause), I save myself from taking notes even in lecture (pause) because ever since technology comes we don't care to write (pause) we don't know even what it is now formal or informal writing (pause) I don't know to synthesise or to punctuating my writing (RESP. 7./I/Female).*

In this situation, it is clear that undergraduates who cannot write at the time of the lecture solely depend on photocopier machines, recording gadgets and other types of play stores provided in their smartphones. And to compound the problem, they do not mind attending lectures knowing they have such alternative means to save themselves. Without a doubt, ESL writing becomes compulsory to them only during examinations. In this case as well, it is certain, for them to be less pragmatically skilled in the ESL writing:

> *[....] You see we are writing a report now (pause) Ohm… (pause) even dedication (laughed)….I can't write, we are just copy and pasting, changing names (pause) even the teachers are not encouraging and the educational system is not encouraging (RESP. 11/Y/Female).*

On a very basic level, this is quite worrisome, because, in their project papers, they could not write on their own. They could only plagiarise or copy and paste on previous works. This occurs due to their shortage in terms of proper instruction on the part of their trainers, which an average L2 learner is needed to be exposed to (Adogwa, 1992). For a reason, majority of the Nigerian ESL learners could not relate their visual and cognitive ideas into text. One of the respondents reveals:

> *[....] You see the social slang, (pause) the issue of shorthand writing in text messages, the level of education, (pause) the use of abbreviation, and the learning situation affects my English writing (pause) lack of seriousness is another issue (RESP.10/I/Female).*

Considering the extract above, they have familiarised with shorthand text messages, which they often replicate from their social writing into academic writing. In this case, one of the major situational needs expressed by them is associated with the inconsistency in terms of governance and administration. The context of administration in the respondents' mindset refers to the Nigerian federal, state, and local government education sectors. Their voices opined that the administrative irregularities do not provide a comprehensive ESL writing skills. As such, they express their concern over the saturation of ESL learning in the Nigeria context as

the significant factor that constrains their ESL writing. One of the respondents expressed his views by saying:

> *[….] I know that my command in English writing is poor…….., It was not easy during my WASSCE……., they have created all these NUC, SUBEB, WASCCE, NECO, JAMB examinations….., but they all fake…., they lack the proper budget and……., accurate funding from the government to discharge their official duties…, then how can we have good ESL writing skills……, any type of writing skills (RESP. 30/Y/Male).*

The extract above attributed their cause for failures in the ESL writing skills to the Nigerian administrative system. This article recalled that there a different sort of movements from the part of the Nigerian administrative system. This is certainly obvious because the existing education and language bodies, including the National University Commission (NUC), the State Universal Basic Education Board (SUBEB), the West African Examination Council (WASSCE), the National Examination Council (NECO), the Joints Admission and Matriculation Board (JAMB), etc., have not determined the basic ways that Nigerian undergraduates ESL writing skills can be enhanced. In like manner, they failed to provide them with basic rules and funding that will facilitate an average Nigerian ESL learner's writing skills. In this context, one of the respondent says:

> *[….] … in our local community the secondary schools and primary solely relied on National Youth Service Corps Members (NYSC)…… and these corps members majorities of them are not qualitative teachers and they do not specialise in English language teaching……. (Pause) so they teach us what they seem to have understood as well…. In my case I have not been taught specifically on how I should improve my English writing skills …. (Pause)….. The issue is that most of the class nowadays is only concerned with school fees and salary issues rather than qualitative education (pause)….. This started since at our primary and secondary time…. We could develop our speaking skills through listening to music, watching films, and our passion to socialisation or affectation to get famous (laughed) you should understand (RESP.26/Y/Male).*

Aware of these deficiencies, the majority of the respondents expressed their concern over the saturation of ESL learning in Nigeria. In fact, the administrative situation at both public and private sectors do not favour their aid for academic excellence. They lamented on a situation affirming that in government public schools, they are fixed without basic learning amenities including, chairs, tables, qualitative instructors and writing materials. Also, to an extent, in some public schools, there are not enough classes, as some of the students study under tree shades. And those that attended private schools expressed their grievances over the school's administrative preference for the payment of school fees over the quality of the knowledge imparted to them. As a result of this, the majority of Nigerian undergraduates lack skills in ESL writing, which is attributed to insufficient instruction and the lack of proper guidance on the part of their instructors.

In providing answers to Research Question Two (RQ-2), the open coding scheme provided us with three (03) core-themes alongside nine (09) sub-themes that were identified from the axial coding scheme on the strategic ways that would enhance most of the Nigerian undergraduates situational needs in ESL writing skills as summarised and presented in figure 1.2.
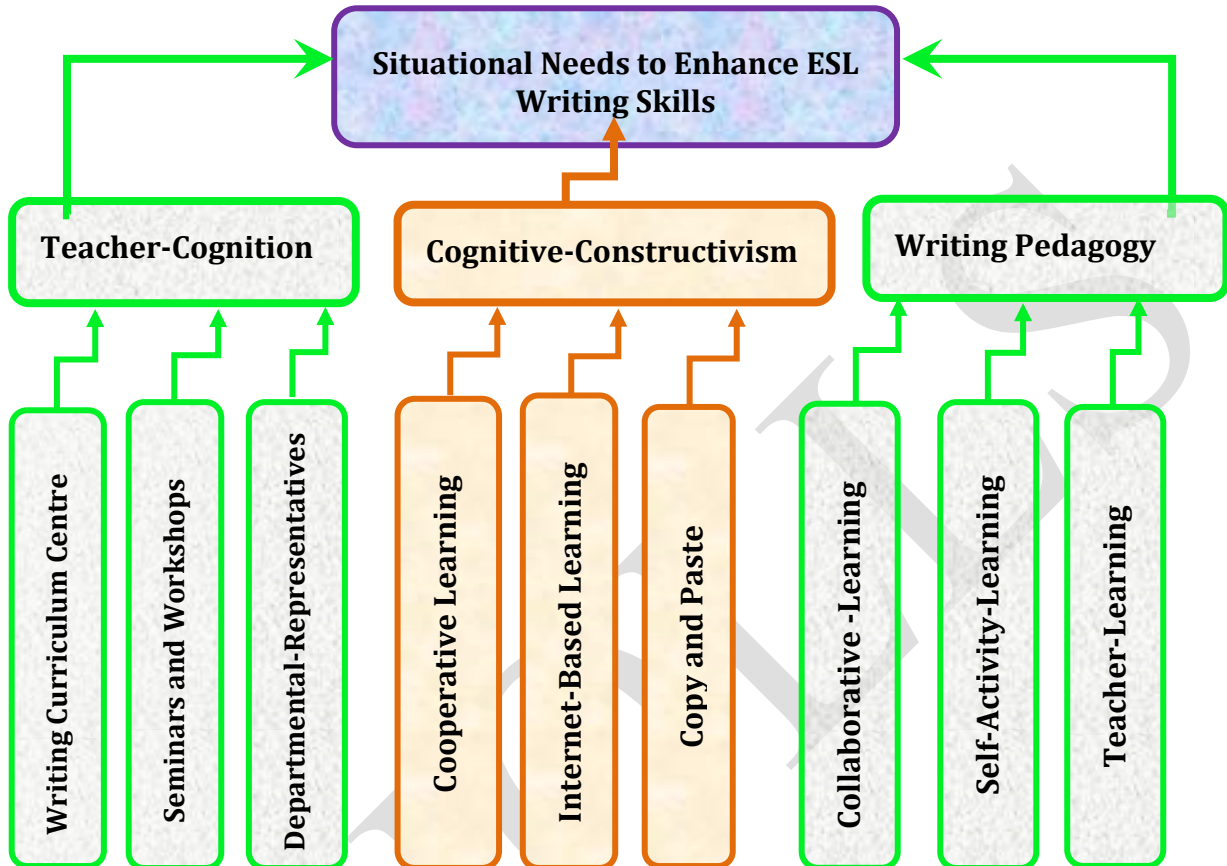
Figure 3. The identified core-themes and sub-themes on factors that constraint most of the Nigerian undergraduates ESL writing skills

Even though the pedagogical contextualisation of world problems has made both ESL learners' situational needs, which have neither a single way nor a universal approach that would perfectly suit all situations of teaching and learning to be varied. Yet, Figure 3 above has provided us with the three (03) core-themes, including teacher cognition, cognitive constructivism as well as writing pedagogy that expressed specific information concerning the Nigerian undergraduates' situational needs on ESL writing. Hopefully, the identified core-themes, if they were to be strategically implemented, would effectively and decisively enhance their quality, credibility, strength, and authority in ESL writing. The three identified core-themes are heavily linked to Munby (1978) CSD model that encompasses parameters of the Communicative Needs Processor (CNP) and that of Communicative Competence Specification (CCS). In studies by Hyland (2012), Gass (2012), Ferris (2016) and Storch (2016) where specifically, Gass (2012, p. 43-60) affirmed on the CNP and the CCS parameters as extensively utilised in exploring situational linguistic elements, forms or factors constraining the ESL learners' skills, which are revitalised under the realms of TSA and PSA. In reality, the TSA makes available the specific ways needed to enhance the general and as well as the detailed areas of learning and teaching. Then, the PSA provides the

evaluative scenarios needed of the ESL/EFL learners situation in terms of their target level, complexity, constraints, settings, instrumentality, linguistic-encoder, pedagogic needs, lack, deficiency, learner-centeredness, communicative key and other purposive domains within and outside of their academic settings. As such, many researchers have utilised the TSA and the PSA parameters to establish the pedagogic learning and teaching processes in various perspectives and from different disciplines.

Scoping further within TSA and PSA, contextual frames of inclusive learning accommodate diverse ESL learners' studying in a multi-linguistic nation like Nigeria. It posit the emerging needs for their relevance, opportunity, engagement and accessibility pertaining to real classroom learning activities. ESL learners that possessed varied levels of English language skills and had Arabic, Chinese, Hausa, Iban, Malay, Punjabi, Tamil and Thai as their mother tongues (MT), among others, inferred on the situational needs for creating positivity to learning environments. Their sense of relatedness, increased self-esteem and accommodating social and emotional challenges are the favourable factors needed to be tackled and acquired for a successful learning in such kind of multicultural and diverse environment. However, their discursive practices have proven about these skills features too often relate to the linguistic diversity of ESL learners' ESL writing skills.

In various writing assessment forms within the concept of TSA and PSA, researchers, including Pranoto (2014), Roni (2014), and Barrot (2016) have repeatedly pointed on the awareness and acquaintance to the discourse, pragmatic, linguistic, intercultural, metacognitive, communicative, sociolinguistic, psycholinguistic or socio-pragmatic rules stand to be the central literacy or language elements required for the attainment of strength, authority, and competence amongst both ESL learners. On the opposite, these literacy or language elements confuses and have been the problem detected among most of the Nigerian undergraduates as argued by Adogwa (1992), Bodunde and Sotiloye (2013), and then by Malgwi (2015). Their works tested and found them to be ignorant in the knowledge of blending these types of literacy elements to strengthen their competence, authority, and strength in ESL written repertoires.

Therefore, the nine (09) sub-themes identified in this article revealed the creation of writing curriculum centres, facilitating seminars, workshops, cooperative learning, internet-based learning, collaborative learning and teacher learning schemes on ESL writing skills are some of the situational needs that would enhance the Nigerian undergraduate ESL writing skills. To an extent, the FGiQ revealed that international bodies, including the United Nations Children Emergency Funds (UNICEF), the United States Agency for International Development (USAID), the United Nations Development Programme (UNDP), the Department for International Development (DFID), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the African and American Women's Association (AAWA), boards and associations have less interest and initiative towards strategising the Nigerian undergraduate students' situational needs in ESL writing skills.

In addition to this, the national boards, including the Nigerian Ministry of Education (NME), the National Universities Commission (NUC), the National Policy on Education (NPE), the Universal Basic Education Commission (UBEC), and the National Institute of Nigerian Languages, Aba (NINLAN), as well as the United Nation Children Fund (UNICEF), the Nigerian Educational Research and Development Council (NERDC), the Nigerian Organisation of Women (NOW), the International Labour Organisation (ILO), the Women Farmers Advancement Network (WOFAN), and the Education for all (EFA) obviously seem to forget about the Nigerian undergraduates situational needs for strategic development and for funding support in their ESL writing skills. These boards and associations are mostly engrossed with solving epidemic issues in the country. In this case one of the respondents' says:

> *[….]…both the Federal, states and local administrative are all responsible for our problem of writing skills……., also……, the national and international bodies of NUC, SUBEB, UBE, NERDC, UNICEF, USAID, UNESCO, UNDP, DFID……, are not fully committed into correcting our errors in ESL writing skills……….., they are much engross into epidemic activities rather than improving our ESL writing skills by sponsorship,……, funding……., counselling....., and providing us with writing materials (RESP.17/I/Female).*

Going by the extract above, one of the respondents attributed the situational needs that would facilitate Nigerian undergraduates ESL writing skills can possibly be intervened through funding, sponsorship and counselling by the national and international bodies. These bodies should provide conceivable financing and other strong means where distinctive strategies can be utilised for the smooth advancement of undergraduates' competence in ESL writing. In truth and practically, support and aids by these organisations will make Nigerian universities a better place to inculcate atmospheric spheres for a sustainable future for academic excellence. Therefore, such boards and associations should also embark on supporting and providing funds for developing strategies to pragmatically develop students' competency in ESL writing in general.

To a reasonable extent, it is essentially vital for Nigerian policy makers, administrators, academicians and organisations to note that writing centres have been established in renowned universities around the globe. For instance, European and American established universities have situated key writing centres to be in charge of assisting as well as consolidating both students' and instructors writing skills to the standard level. Specifically, clear examples are the University Michigan Writing Centre (USA), the York University Writing Centre (Canada), the Appalachian State University Writing Centre (USA), the City University Centre for Creative Writing (UK), the University of Kentucky Writing Centre (USA), the Newcastle University Writing Development Centre (UK), the University Alabama Birmingham Writing Centre (USA), the Coventry Centre for Academic Writing (UK), the University of Iowa Writing Centre (USA), the East Carolina University Writing Centre (USA), etc., to facilitate and improve ESL writers' critical skills. Basically, these types of writing centres expose students' writing across the curriculum and prove to be not in existence, particularly in public and even private universities in Nigeria. Therefore, the availability of similar writing centres in

Nigerian universities is crucial. In conformity with this, this article seized this opportunity to support its recommendation with studies by William (2005) and Muhammad (2017), who as well are of the opinion that the establishment of writing centres in Nigerian universities would promote ESL leaner's competency and their pragmatic success and assist their writing skills, provides them with written administrative proficiency and also enhances models in terms of learning and even instructional approaches.

5.0 Conclusion

Practically, this article investigated the Nigerian undergraduates' situational needs in ESL writing skills. In view of the findings of this article, it was established that Nigerian ESL learners' are at a very far of the reach to develop ideal ESL writing skills. It has been observed that the situational needs of the Nigerian undergraduates gives the impression they write English within the level of amateurs or beginners. Their selected extracts of the FGiQ plays a crucial role on situational needs that constrain and those that enhance their ESL writing skills. The content analysis is situated based on the emerging themes, so as to provide the present article with the limitations of generating conclusions on how best Nigerian undergraduates commit language errors in the content of descriptive essay writing. This duly provides us with the capacity to identify their ESL writing skills on the basis of competence and performance. With this claim, we perceive the sub-theme's findings revealing a need for proper instruction, infrastructure, creation of writing curriculum centres, facilitating seminars, workshops, cooperative learning, internet-based learning, collaborative learning and teacher learning schemes in order to solve these problems.

By implication, the discoveries in this article are aimed to serve as a directing standard to the NME, NUC, NPE, SUBEB, NINLAN, UNICEF, among other national and international bodies should take the charge of mandating and supporting the creation of strategic writing centres right from the primary to the tertiary levels. In this manner, the centres would centralise, specifically in identifying students' weaknesses, thereby integrating their competency in ESL writing. And this can be through cognitive, implicit-task, concept-learning strategies and/or through constructivist, competitive team-based, audio-visual and cooperative learning strategies. Moreover, not the students alone; either males or females, even their instructors require training sessions to facilitate and promote their teaching strategies and proper knowledge implementation. This assertion was also supported by Nair, et al. (2014) that the teacher trainee programme enhances and creates the sustainability of instruction strategies in terms of content learning, which facilitates their efficiency through cultural and relevance to impart knowledge to learners'.

In terms of its contribution, the findings identified of this article would strategically suit other ESL learners' around the world, more especially those that share similar sociocultural, socioeconomic, ethnolinguistic, learning style and specific skills problems, as in the Nigerian concepts. As such, the results identified in this article

stand as effective and strategic situational needs of writing pedagogical practices that promote the wellbeing, quality, credibility, strength and authority of ESL learners writing skills. On the part of the instructors, the results identified in this article would guide them in engaging with appropriate teaching strategies and the various techniques that would contribute to their mastery of handling the strategic ways of teaching current writing skills to their students. Likewise, the results identified would globally improve ESL learners as well as their instructors' confidence and consistency towards developing writing skills and would generally develop their sense of the purpose of being into various academic communities and build their competence in the quality of teaching and learning around the globe.

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