



## **TEACHING APPROACHES AND WRITING ACHIEVEMENTS: A STUDY OF DIRECTED WRITING IN CAMEROON TECHNICAL SECONDARY SCHOOLS**

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### **Abstract**

This study establishes that teaching approaches exert a significant and direct influence on students' achievement in directed writing among technical secondary school students in Douala, Littoral region. Despite the centrality of directed writing within the English language curriculum, ongoing challenges related to pedagogy, contextual factors, and learner engagement continue to impede student performance. The research systematically identifies the predominant instructional methods employed, critically evaluates their measurable impacts on students' writing proficiency, assesses the role of teacher feedback, and investigates the manner in which specific contextual factors mediate these effects. Through the application of an integrated theoretical framework, encompassing genre-based theory, task-based language teaching, language process writing theory, communicative competence, and a competency-based approach, the study provides a comprehensive analysis of these interrelationships. Employing a mixed-methods methodology, including classroom observations, analysis of student scripts, and assessment of writing outcomes, the findings illustrate that differentiation in teaching approaches corresponds closely with student achievement across dimensions such as task fulfillment, content development, organization, language use, and mechanics. The consistently low levels of achievement observed across these criteria underline the necessity for educators and policy makers to implement targeted adaptations in instructional practice and curriculum design. The implications of this research are significant: it offers clear, evidence-based recommendations to inform and enhance instructional methodologies, guide curriculum reform initiatives, and reinforce the effective implementation of competency-based approaches within Cameroon's educational system, thereby contributing to the advancement of writing pedagogy in comparable educational contexts.

### **Keywords:**

*Directed Writing, Teaching Approaches, Writing Achievements, Feedback, Contextual Factors.*



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## Résumé

*Cette étude établit que les approches pédagogiques exercent une influence significative et directe sur la réussite des élèves en écriture dirigée du secondaire technique de Douala, dans la région du Littoral. Malgré la place centrale de l'écriture dirigée dans le programme d'anglais, des défis persistants liés à la pédagogie, aux facteurs contextuels et à l'engagement des apprenants continuent de freiner la performance des élèves. La recherche identifie systématiquement les principales méthodes pédagogiques employées, évalue de manière critique leurs impacts mesurables sur la maîtrise de l'écriture des élèves, évalue le rôle du feedback des enseignants et examine la manière dont des facteurs contextuels spécifiques atténuent ces effets. Grâce à l'application d'un cadre théorique intégré, englobant la théorie basée sur le genre, l'enseignement des langues par les tâches, la théorie de l'écriture basée sur les processus langagiers, la compétence communicative et une approche par compétences, l'étude fournit une analyse complète de ces interrelations. En utilisant une méthodologie mixte, incluant des observations en classe, l'analyse des copies des élèves et l'évaluation des résultats en écriture, les résultats montrent que la différenciation des approches pédagogiques est étroitement liée à la réussite des élèves dans des dimensions telles que l'exécution des tâches, le développement du contenu, l'organisation, l'utilisation de la langue et la mécanique. Les faibles niveaux de réussite observés pour ces critères soulignent la nécessité pour les enseignants et les décideurs politiques de mettre en œuvre des adaptations ciblées des pratiques pédagogiques et de la conception des programmes. Les implications de cette recherche sont importantes : elle offre des recommandations claires et fondées sur des données probantes pour éclairer et améliorer les méthodologies pédagogiques, guider les initiatives de réforme des programmes et renforcer la mise en œuvre efficace des approches par compétences au sein du système éducatif camerounais, contribuant ainsi à l'avancement de la pédagogie de l'écriture dans des contextes éducatifs comparables.*

## Mots-clés:

*Écriture dirigée, Approches pédagogiques, Réussite en écriture, Rétroaction, Facteurs contextuels.*

## Introduction

Writing constitutes a fundamental aspect of language acquisition and academic achievement. In Cameroon secondary schools, directed writing, which requires students to respond to specific prompts within the English language curriculum and national examinations, is a central assessment component. Despite its significance, technical student performance remains suboptimal, primarily due to pedagogical limitations, contextual constraints, and learner-specific challenges. This study equips teachers with practical strategies such as peer review, scaffolding, and genre-based instruction to improve student outcomes in directed writing. These methods enable educators to enhance the effectiveness of their pedagogical approaches and better support student achievement. Internationally, instructional models such as genre-based, task-based, communicative competence, and

competency-based approaches are designed to enhance writing outcomes. However, in Cameroon, empirical evidence connecting these pedagogical models to student achievement in directed writing remains scarce. This study investigates the influence of teaching approaches on writing performance, with particular attention to the mediating effects of feedback and contextual variables.

Extensive examination reports and scholarly studies consistently highlight enduring deficiencies in directed writing among students in Cameroon's secondary schools. These deficiencies, including weak content development, inadequate mastery of genre conventions, frequent grammatical inaccuracies, and misinterpretation of task requirements, are well-documented. However, previous studies have not yet measured the direct impact of specific pedagogical interventions on measurable student outcomes in directed writing. Although student-centered frameworks such as the competency-based approach (CBA) hold theoretical promise, their implementation is often hindered by systemic barriers such as overcrowded classrooms, limited instructional materials, and rigid curricular structures. Existing research predominantly describes these obstacles without sufficiently analyzing the impact of targeted instructional methodologies on student performance. Given the problem above, this study sought to answer the following research questions:

- What teaching approaches are most commonly used to teach directed writing in Cameroon secondary schools?
- What challenges do teachers face in applying different approaches?
- What role do contextual factors play in mediating the relationship between teaching approaches and writing outcomes?
- What pedagogical strategies can be recommended to enhance students directed writing achievements in ESL classrooms in Cameroon?

### **Theoretical Consideration**

This study systematically examines the influence of integrated pedagogical approaches on students' proficiency in directed writing, focusing explicitly on the constructs of content, organization, and communicative effectiveness as articulated in the national curriculum. The theoretical framework comprises five established models: genre-based instruction, task-based language teaching, process writing, communicative language teaching, and the competency-based approach, each selected for its demonstrated relevance and congruence with secondary education policies in Cameroon.

### **Genre-based Theory**

Swales (1990) define a genre as a category identified by its communicative purposes, which determine the structure and features of a text. Texts within a genre share common characteristics, including target audience, organization of ideas, and language choices. For instance, a thesis statement is required in an argumentative essay because the genre's communicative purpose is to present a position for or against a specific issue.

According to Hyland (2007), the genre-based approach to writing instruction has five sequential stages: setting the context, modeling, joint construction, independent construction, and comparing. The first stage, setting the context, involves analyzing a genre's communicative purpose. This helps learners situate the writing task within its broader discourse community. In the modeling stage, students observe a sample argumentative essay and identify its thesis statement, supporting arguments, and conclusion. They then assess these features with the instructor's guidance. The joint construction stage collaboratively reinforces these genre-specific features. Here, teachers and students co-construct a text—for example, drafting an introduction together on the board to exemplify the identified conventions (Hyland, 2007).

In the independent construction stage, learners write essays with instructors guiding their understanding of genre conventions. In the comparing stage, students analyze the communicative purposes and linguistic features of the target genre compared to others. This activity deepens metacognitive awareness of genre-specific expectations. This approach matches the Cameroon curriculum's emphasis on genre-based, directed writing. Structured genre awareness supports content, coherence, and proper language. Combining pedagogy with curricular goals highlights the role of genre-based teaching in building students directed writing competence.

### **Task-based Language Theory**

Task-based Language Teaching (TBLT) is a pedagogical framework that emphasizes integrating authentic, goal-oriented tasks into both curriculum planning and classroom instruction. This approach aligns directly with the present study's objective to enhance directed writing skills within curriculum-mandated environments. Unlike genre-based instruction, which prioritizes conformity to prescribed textual conventions, and process writing theory, which highlights individual cognitive processes, TBLT distinguishes itself by facilitating meaningful language use in real-world communicative situations. This emphasis on authenticity is intended to advance students' abilities to produce effective written communication within contextually relevant scenarios. Learners participate in tasks such as informational interviews, collaborative writing projects, and the creation of documents typical of professional correspondence. Each task is strategically designed to develop language proficiency that is both contextually appropriate and functionally relevant. As Ellis (2003) asserts, the success of TBLT depends on sustained student engagement and active involvement in communication-focused activities, with problem-solving and genuine exchanges serving as catalysts for substantive language acquisition. By embedding writing instruction within authentic communicative contexts, TBLT systematically addresses the research objectives and fulfills curricular requirements that prioritize demonstrable practical writing competence.

The structure of TBLT typically follows three interconnected phases: pre-task, task cycle, and post-task (Ellis, 2003; Nunan, 2004). Empirical evaluation of TBLT relies on

varied methodologies, including performance-based assessments that employ authentic tasks, attitudinal surveys that capture student perceptions of engagement and learning, and systematic classroom observations that measure communicative outcomes (Baralt et al., 2016). In alignment with the objectives of the present study, TBLT situates language skill development within pragmatically meaningful, goal-driven assignments, thus directly supporting students' communicative proficiency, critical reasoning, and contextually appropriate expression in directed writing tasks.

### **Process Writing Theory**

Flower and Hayes (1981) conceptualize writing as a recursive and dynamic cognitive process encompassing the stages of planning, translating, and reviewing. This process-oriented framework enables a nuanced analysis of the cognitive strategies writers employ goal-setting, ideation, and iterative revision and underscores the importance of metacognitive awareness in writing development. Process writing theory thereby provides a robust scaffold for instructional interventions that cultivate learners' abilities to enact, self-monitor, and systematically refine their texts. A typical pedagogical sequence might involve students brainstorming argumentative essay ideas, structuring outlines, drafting in incremental stages, and engaging in structured peer review prior to producing final versions. This iterative cycle supports the internalization of self-regulatory strategies and responsiveness to feedback, reinforcing the development of writer autonomy. Additionally, the recursive, time-intensive nature of process-oriented instruction often conflicts with curricular schedules and institutional time constraints, prompting educators to curtail or bypass essential revision stages. These challenges not only compromise the full realization of process writing's pedagogical benefits but also highlight the intrinsic need for integrative frameworks. Purposeful integration of process writing methods with approaches that foreground social context, genre norms, and communicative authenticity is therefore essential for achieving both regulatory and instructional alignment within curriculum-mandated environments.

### **Communicative Language Teaching**

Communicative Language Teaching (CLT) is a language teaching method that prioritizes meaningful and effective communication in real-life situations over the mastery of grammar rules or vocabulary lists. This learner-centered approach is based on the principle that communication is the primary goal of language learning. CLT emphasizes language as a tool for interaction and understanding rather than as an object of study. Instructional strategies include role-playing, conversation practice, problem-solving, and completion of authentic tasks. Canale and Swain (1980) define Communicative Language Teaching (CLT) as a pedagogical approach designed to foster learners' communicative competence across four key domains: grammatical, sociolinguistic, discourse, and strategic competence. Within this framework, instructors adopt the roles of facilitator, guide, and co-communicator, designing instructional tasks and delivering feedback that targets both the fluency and appropriateness of learners' language use. The relevance of CLT to this study lies in its emphasis on the functional aspects of language, which support learners in

identifying communicative purposes and adapting language to audience, tone, style, and contextual variables. This theoretical grounding, therefore, informs the development of learners' ability to select appropriate language functions, aligning closely with the objectives of directed writing tasks.

### **Competency-Based Approach CBA**

The competency-based approach (CBA) is a pedagogical framework that systematically develops learners' explicit knowledge, practical skills, attitudes, and values through engagement in authentic, contextually meaningful tasks (Hyland, 2002). CBA is utilized in this study for its evidence-based emphasis on fostering transferable competencies, enabling students to apply acquired skills in diverse real-life contexts (Hyland, 2002). In directed writing, CBA requires students to complete communicative writing tasks that replicate authentic scenarios, such as composing letters, preparing reports, or drafting speeches. Learners demonstrate competence through performance-based assessments that reflect real-world communicative demands. Assessment in CBA is outcomes-oriented, with proficiency measured by task completion and the ability to meet authentic communicative requirements (Hyland, 2002). Educators design activities and materials that simulate professional or societal environments, providing ongoing formative feedback to support the personalized development of skills. The adoption of CBA in this research is justified by its status as the mandated pedagogical approach in Cameroon's national curriculum. Its focus on authentic task performance aligns the framework with the study's objective of evaluating students' ability to transfer written communication skills to practical writing contexts, ensuring both contextual and methodological alignment (Hyland, 2002).

In summary, this study's integrated theoretical framework facilitated a systematic and nuanced analysis of how distinct and combined instructional methodologies namely: genre-based, task-based, process-oriented, communicative, and competency-based approaches affect student achievement in directed writing tasks. The empirical findings not only corroborate but also extend previous research (Hyland, 2007; Flower & Hayes, 1981; Canale & Swain, 1980) by demonstrating that, despite their established theoretical strengths, the practical efficacy of these models is substantially moderated by classroom realities and broader contextual variables. The documented, persistent deficits in content relevance, genre conformity, and mechanical accuracy across various writing genres strongly align with extant literature indicating that isolated pedagogical interventions often fail to address the full spectrum of student needs in resource-limited settings. These underperformances reinforce the consensus in scholarly work that effective writing instruction necessitates a deliberate integration of explicit genre instruction, recursive process-writing strategies, and authentic communicative practice (Hyland, 2007; Baralt et al., 2016).

Nevertheless, the implementation and evaluation of such integrative frameworks are challenged by empirical complexities, notably the overlapping constructs among



pedagogical models and methodological difficulties in attributing outcomes to specific interventions. The study's quantitative results further substantiate findings by Nunan (2004) and Hyland (2002) regarding the decisive role of contextual variability such as disparities in resource allocation, class size, and teacher expertise in shaping the fidelity and efficacy of instructional practices. These results underscore the necessity highlighted by Canale and Swain (1980) for adaptive, contextually responsive instructional planning. Consequently, the present evidence supports calls in the literature for flexible, data-driven strategies, including differentiated instruction, targeted teacher development, and feedback systems responsive to local educational realities. The study's limitations also highlight the ongoing need for contextually grounded research to disentangle the interactions among micro-level variables and pedagogical innovation in shaping writing outcomes. Future research should build on these findings by probing the mechanisms by which contextual and instructional factors intersect, thereby informing the design of scalable and sustainable pedagogical reforms suited to Cameroon's diverse educational landscape.

## **Methodology**

### **Research Design**

A mixed-methods research design was employed, integrating quantitative and qualitative approaches to address the research objectives. The quantitative component assessed the statistical relationship between pedagogical approaches and students' achievement in directed writing, supporting the evaluation of teaching strategy effectiveness. The qualitative component examined students' perceptions and teachers' challenges, providing contextual and interpretive insights into factors influencing writing outcomes. This design enabled comprehensive exploration and robust interpretation of the complex dynamics in directed writing in teaching and learning, aligning with the dual focus on outcome evaluation and experiential understanding.

### **Population and Sampling**

The study targeted a population of 100 Form Five technical students, balanced by gender, alongside 10 English language teachers who were directly responsible for the instruction of directed writing. Two schools were purposively selected Government Bilingual Technical High School, Bonamatoumbe (public), and Atlanta Bilingual Comprehensive and Technical High School (private) both located in Bonaberi, Douala, to provide contrasting institutional environments for comparative analysis. The school selection criteria incorporated considerations of student population heterogeneity, the presence of structured directed writing curricula, logistical accessibility, the willingness of personnel to participate, and documented engagement in prior educational research. This methodological decision was influenced by the curricular relevance of Form Five, as students at this instructional level participate in the GCE Ordinary Level English Language examination, which formally assesses directed writing. The sampling protocol employed a multi-stage procedure: purposive selection of institutionally distinct schools, stratified sampling to ensure proportional representation across gender and academic streams, and

purposive recruitment of teachers with demonstrable experience in directed writing pedagogy.

### Variables of the Study

Three variables were considered in this study, each defined below to clarify their roles within the research framework.

- **Independent variable:** The teaching approaches implemented by teachers. These approaches include genre-based (teaching forms and structures of different text types), task-based (using real-world writing tasks), communicative (focusing on interaction and communication in writing), process-oriented (emphasizing drafting, revising, and feedback), and traditional teacher-centered methods (relying on direct instruction and modeling by the teacher).
- **Dependent variable:** Students' achievement in directed writing. This was measured by student performance in writing tasks, focusing on the following criteria:

- (1) organization and coherence (the logical flow and arrangement of ideas),
- (2) content development (the depth and relevance of ideas),
- (3) language use (accuracy and variety of vocabulary and grammar), and
- (4) mechanics (correct use of spelling, punctuation, and capitalization).

Within the research framework, moderators are defined as factors that can influence the strength or direction of the relationship between teaching approaches (independent variable) and writing outcomes (dependent variable). Examples include school environment and class size; for example, a smaller class size may enhance the effectiveness of a communicative approach. Mediators are defined as factors that explain how teaching approaches affect writing outcomes. In this study, the mediators include teachers' feedback strategies and resource availability. These factors modify the impact of teaching methods by shaping the pathway from instruction to student achievement. For example, personalized feedback can enhance the effectiveness of a teaching method in supporting student writing skills.

### Data Collection Instruments

To ensure the validity and reliability of the research instruments, a rigorous multi-instrument data-collection strategy was employed, closely aligned with the outlined research objectives. Initially, instrument development began with an extensive review of the scholarly literature and consultation with field experts. Collectively, the triangulation of validated surveys, structured interviews, and classroom observation not only strengthened methodological rigor but also enhanced the accuracy and credibility of findings regarding the determinants of achievement in directed writing.



- Classroom observation guide for analyzing prevalent teaching methods, feedback techniques, and instructional practices.
- Questionnaires and interviews with teachers and students to capture students' perceptions, challenges, and the contextual realities they face.
- Directed writing tasks were administered to students to gather quantitative data reflecting proficiency in key dimensions of writing, including organization, content development, language use, and mechanics. The hypotheses were subsequently evaluated using inferential statistical analyses, including t-tests to compare group means, ANOVA to assess differences across multiple teaching approaches, and regression analysis to identify predictors of students' writing achievement. This enabled the identification of statistically significant relationships among the variables under investigation. Tasks administered to students were based on an article, a speech, a formal letter, and a debate.

### **Data Collection Procedures**

Data collection was structured systematically into three interrelated phases to ensure alignment between the data sources and the core research questions. In the initial phase, classroom observations were conducted to record teaching approaches, instructional strategies, and teacher-student interactions, specifically those related to directed writing instruction. These observations directly addressed the first two research questions regarding prevalent teaching practices and the challenges teachers encounter. Subsequently, the second phase involved administering structured writing tasks to students, enabling quantitative evaluation of their performance across key domains such as organization, content development, language use, and mechanics. These tasks provided empirical data relevant to the research questions on student achievement and its link to pedagogical practices. In the final phase, standardized questionnaires and semi-structured interviews were administered to both students and teachers to elicit detailed perspectives on instructional challenges, the influence of contextual factors, and perceived effectiveness of various teaching approaches. Interview prompts were refined using observational insights to maximize contextual relevance and thematic depth. This phased, integrative data collection strategy ensured that each method contributed targeted evidence to address specific research questions, resulting in comprehensive, methodologically coherent data collection fully aligned with the study's investigative objectives.

Quantitative data exploration began with descriptive statistics to examine teaching approaches, followed by inferential statistics to test the hypotheses. Before embarking on the correlation analysis, critical assumptions such as normality and multicollinearity were rigorously tested to ensure analytical robustness. The correlation analysis then unpacked relationships among students' writing outcomes, teacher feedback strategies, and contextual variables. As for qualitative data examination, it began with transcribing and reviewing all interview transcripts, field notes, and questionnaire responses to ensure accuracy. Open coding was employed to generate initial categories, paving the way for axial coding, which unpacked connections and identified recurring themes. The coding process

leveraged NVivo software, which added rigor and transparency by systematically organizing and analyzing qualitative data. To ensure the trustworthiness of the qualitative findings, strategies such as member checking were employed, where participants validated the accuracy of the transcriptions and interpretations

## Results and Discussion

The primary objective of this study was to systematically evaluate the extent to which students' written communication aligns with explicit task requirements and established academic conventions across multiple genres. Student performance was assessed across four directed writing tasks: letter writing, speech, article writing, and debate. The evaluation criteria included selecting relevant content, clarity of expression, structural conformity, mechanical correctness, appropriate slant, and adherence to word and paragraph limits. Data is presented in tables.

**Table 1:**  
**Students' Performance Task on Letter Writing**

| <i>School</i>                    | <i>CNT</i> | <i>EXP</i> | <i>AF</i> | <i>AM</i> | <i>SL</i> | <i>WL</i> | <i>PL</i> |
|----------------------------------|------------|------------|-----------|-----------|-----------|-----------|-----------|
| <b><i>GBTHS Bonamatoumbe</i></b> | 15         | 8          | 7         | 4         | 6         | 5         | 7         |
| <b><i>ACBHS Bonaberi</i></b>     | 14         | 6          | 7         | 5         | 6         | 5         | 5         |
| <b><i>Total</i></b>              | 29         | 14         | 14        | 9         | 12        | 10        | 12        |
| <b><i>Percentage</i></b>         | 29%        | 14%        | 14%       | 9%        | 12%       | 10%       | 12%       |

The quantitative evaluation of students' letter-writing performance provides critical evidence to address the initial research question regarding the prevalence and pedagogical efficacy of current instructional practices for directed writing in Cameroonian secondary schools. The findings reveal that only 29% of participants (15 from GBTHS Bonamatoumbe and 14 from ACBHS Bonaberi) integrated content relevant to the specified prompt, evidencing substantial difficulties in both task interpretation and the articulation of pertinent ideas. This trend is consistent with documented literature highlighting ESL learners' frequent struggles with prompt analysis and appropriate content selection, as articulated by Hyland (2007) and Flower and Hayes (1981).

Furthermore, just 14% of respondents demonstrated clarity of expression, while an equivalent proportion adhered to formal conventions of business letter writing. This limited internalization of genre-specific features aligns with extant scholarship indicating insufficient mastery of textual conventions and communicative clarity in similar educational settings. Only 9% of students achieved mechanical accuracy, with comparably low levels in slanting (12%), paragraph structuring (12%), and compliance with word limit

requirements (10%). Collectively, these metrics underscore the persistent discrepancy between curricular expectations and measurable student achievement, thereby informing the second research question regarding the instructional and contextual barriers educators face. The alignment of these findings with prior research further substantiates the argument that structural impediments such as excessive class sizes, inadequate resources, and restrictive curricular guidelines adversely affect the implementation of learner-centered, genre-based writing instruction. Synthesizing these empirical results with the broader literature underscores the urgent necessity for pedagogical reform, including the integration of explicit genre instruction, iterative feedback mechanisms, and recursive drafting processes. Consequently, the data provide an evidence-informed foundation for comprehensive and contextually sensitive instructional interventions aimed at enhancing directed writing proficiency among secondary school learners in Cameroon.

**Table 2:**  
**Students' Performance Task on Speech**

| <i>School</i>                    | <i>CNT</i> | <i>EXP</i> | <i>AF</i> | <i>AM</i> | <i>SL</i> | <i>WL</i> | <i>PL</i> |
|----------------------------------|------------|------------|-----------|-----------|-----------|-----------|-----------|
| <b><i>GBTHS Bonamatoumbe</i></b> | 18         | 10         | 4         | 3         | 4         | 7         | 4         |
| <b><i>ACBHS Bonaberi</i></b>     | 20         | 10         | 3         | 2         | 4         | 4         | 7         |
| <b><i>Total</i></b>              | 38         | 20         | 7         | 5         | 8         | 11        | 11        |
| <b><i>Percentage</i></b>         | 38%        | 20%        | 7%        | 5%        | 8%        | 11%       | 11%       |

The quantitative analysis of students' performance on the speech-writing task reveals systematic shortcomings across all evaluative criteria, underscoring the challenges associated with achieving the directed writing outcomes theorized in the study's integrated pedagogical framework. Specifically, only 38% of students demonstrated the capacity to select and incorporate information relevant to the writing prompt, a result that signals persistent difficulties in interpreting task requirements a core competency addressed within genre-based instruction (Hyland, 2007). Furthermore, merely 20% of students articulated their responses with sufficient clarity and coherence, reflecting limited mastery of communicative competence as emphasized by Communicative Language Teaching (Canale and Swain, 1980). Structural fidelity to speech conventions was observed in only 7% of submissions, indicating insufficient internalization of genre features central to both genre-based and competency-based approaches.

Mechanical accuracy, comprising orthographic and syntactic correctness, was achieved by only 5% of participants, illustrating ongoing deficits in foundational language skills. Moreover, only 8% of students succeeded in aligning their rhetorical strategies with the communicative aims of the speech task, highlighting a shortfall in pragmatic awareness and audience adaptation, central to both CLT and competency-based models. Organizational

competence, as reflected in coherent word and paragraph structure, was limited to 11% of respondents, further corroborating the underutilization of process-oriented writing strategies (Flower and Hayes, 1981). Thus, these findings not only confirm the pervasive underachievement noted in previous research but also illuminate the complex interplay between instructional approaches, genre awareness, and process-oriented methodology. The results substantiate the argument that substantive pedagogical reforms particularly the integration of scaffolded genre-based instruction and iterative process writing practices are essential for bridging the gap between curricular intent and observable student performance in directed writing tasks.

**Table 3:**  
**Students' Performance Task on Article**

| <i>School</i>                    | <i>CNT</i> | <i>EXP</i> | <i>AF</i> | <i>AM</i> | <i>SL</i> | <i>WL</i> | <i>PL</i> |
|----------------------------------|------------|------------|-----------|-----------|-----------|-----------|-----------|
| <b><i>GBTHS Bonamatoumbe</i></b> | 15         | 8          | 7         | 3         | 4         | 3         | 8         |
| <b><i>ACBHS Bonaberi</i></b>     | 18         | 9          | 6         | 3         | 5         | 5         | 6         |
| <b><i>Total</i></b>              | 33         | 17         | 13        | 6         | 9         | 8         | 14        |
| <b><i>Percentage</i></b>         | 33%        | 17%        | 13%       | 6%        | 9%        | 8%        | 14%       |

Table 3 presents a detailed quantitative analysis of students' performance on the article writing task, systematically disaggregated by assessment criterion. The quantitative findings reveal consistently low levels of student achievement across all assessed dimensions of the article writing task. Specifically, only 33 percent of students successfully identified and developed relevant content, while only 17 percent demonstrated clarity and coherence in their written expression. Adherence to prescribed structural conventions was noted in just 13 percent of submissions, and only 6 percent achieved grammatical and mechanical accuracy. Furthermore, appropriate slanting, essential for aligning with the communicative intent of article writing, was observed in 9 percent of cases. Compliance with word and paragraph limits remained particularly weak, with only 8% and 14% of students, respectively, meeting these formal requirements. Collectively, these results illustrate widespread deficiencies in both the substantive development of ideas and conformity to formal structural standards, highlighting significant obstacles to effective article writing performance.

**Table 4:**  
**Students' Performance Task on Debate**

| <i>School</i>             | <i>CNT</i> | <i>EXP</i> | <i>AF</i> | <i>AM</i> | <i>SL</i> | <i>WL</i> | <i>PL</i> |
|---------------------------|------------|------------|-----------|-----------|-----------|-----------|-----------|
| <i>GBTHS Bonamatoumbe</i> | 12         | 7          | 4         | 4         | 3         | 7         | 13        |
| <i>ACBHS Bonaberi</i>     | 17         | 8          | 7         | 3         | 4         | 5         | 6         |
| <i>Total</i>              | 29         | 15         | 11        | 7         | 7         | 12        | 19        |
| <i>Percentage</i>         | 29%        | 15%        | 11%       | 7%        | 7%        | 12%       | 19%       |

The quantitative findings presented in Table 4 demonstrate consistently low student achievement across all evaluated dimensions of the debate writing task, thereby highlighting entrenched deficiencies in both content development and adherence to formal writing conventions. Only 29% of students (12 from GBTHS Bonamatoumbe and 17 from ACBHS Bonaberi) successfully identified and integrated pertinent information from the given source, evidencing serious limitations in task comprehension and the selection of genre-appropriate material. Likewise, only 15% of participants demonstrated clarity of expression, reflecting enduring challenges in formulating logically cohesive, well-structured arguments. Mastery of debate-specific structural features was observed in only 11% of responses, underscoring the insufficient acquisition of essential genre conventions. Deficits in mechanical accuracy, as evidenced by acceptable grammar and spelling in only 7% of submissions, further illustrate gaps in foundational language competence. Similarly, appropriate adjustment of content to reflect the required debate perspective was observed in just 7% of cases. Regarding adherence to formal parameters, only 12% met the prescribed word limits, and 19% complied with the paragraphing requirements. These persistent shortcomings transcend individual skill domains and point to the systemic flaws of prevailing instructional practices.

Table 5 provides a systematic analysis of students' aggregate performance on directed writing tasks including speech, letter writing, article, and debate through the lens of essential assessment criteria. The table specifically evaluates the degree to which students select relevant content, articulate ideas with clarity, adhere to genre-specific conventions, demonstrate mechanical accuracy, tailor content to task requirements, and meet structural expectations within each genre. By offering a comprehensive breakdown of these indicators, Table 5 serves not only to clarify the domains in which students demonstrate proficiency but also to highlight specific areas needing improvement. This analysis ultimately underscores the need for targeted instructional interventions aimed at strengthening both foundational and advanced competencies in academic writing.

**Table 5:**  
**Combined Students' Performance in Directed Writing (Speech, Letter writing, Article and Debate)**

| <i>School</i>                    | <i>CNT</i> | <i>EXP</i> | <i>AF</i> | <i>AM</i> | <i>SL</i> | <i>WL</i> | <i>PL</i> |
|----------------------------------|------------|------------|-----------|-----------|-----------|-----------|-----------|
| <b><i>GBTHS Bonamatoumbe</i></b> | 60         | 33         | 22        | 14        | 17        | 22        | 32        |
| <b><i>ACBHS Bonaberi</i></b>     | 69         | 33         | 23        | 13        | 19        | 19        | 24        |
| <b><i>Total</i></b>              | 129        | 66         | 45        | 27        | 36        | 41        | 56        |
| <b><i>Percentage</i></b>         | 32.25%     | 16.5%      | 11.25%    | 6.75%     | 9%        | 10.25%    | 14%       |

A comprehensive evaluation of students' aggregated performance in directed writing tasks reveals significant gaps in their mastery of core assessment domains, with content selection and relevance emerging as particularly critical concerns. The data indicate that only 32.25% of students successfully identified and incorporated content pertinent to the assigned prompts. This deficiency is compounded by the finding that a mere 16.5% of participants conveyed their ideas with clarity, suggesting not only a lack of precision in content choice but also weaknesses in articulating and contextualizing key information. With just 11.25% adhering to genre-specific conventions and only 6.75% demonstrating mechanical accuracy, it becomes apparent that many students struggle to navigate the interconnected demands of academic writing, including understanding task requirements, applying disciplinary conventions, and achieving technical correctness.

The difficulty in content selection further manifests in the low percentage (9%) of students effectively tailoring their responses to align with specific task parameters, reflecting broader challenges in synthesizing, integrating, and framing content within the expected academic context. Additionally, only 10.25% of students met the structural criteria of the word count, underscoring persistent organizational and developmental obstacles. The absence of data on paragraph structure limits a more granular analysis of textual organization; however, the aggregate findings consistently indicate that inadequate content selection undermines both the relevance and coherence of student writing. To address these challenges, pedagogical interventions should focus explicitly on enhancing students' ability to analyze prompts, discern relevant material, and synthesize information within genre-specific frameworks. By prioritizing scaffolded instruction in content selection and integrating iterative feedback mechanisms, educators can better support students in developing the analytic and compositional skills necessary for competent academic writing across genres. Overall, these synthesized findings highlight the urgent need for targeted curricular reforms that foster both foundational and advanced proficiency in content relevance and integration.



Analysis of classroom observations, teacher interviews, and student questionnaires revealed key patterns in the implementation of directed writing instruction, each carrying significant pedagogical implications. Observations showed that genre-based and process-oriented instructional frameworks were present in approximately 80% of lessons, with explicit modeling of writing forms such as letters, speeches, and reports. In contrast, talk-based strategies were observed in fewer than 20% of lessons, suggesting limited facilitation of dialogic learning. Qualitative analysis of interview responses further identified challenges in applying the competency-based approach. Teachers reported that its implementation often led to highly structured, teacher-centered discourse, limiting students' active engagement in the writing process. These findings underscore the need to re-evaluate current instructional practices and to incorporate more student-centered, interactive methods that foster the development of writing competency through authentic engagement and collaborative learning.

Multiple contextual factors further constrained the effectiveness of instructional practices. Notably, classes frequently exceeded 40 students, a condition linked to elevated ambient noise, diminished student participation, and severely restricted capacity to provide individualized feedback. Empirical evidence suggests that such large class sizes substantially hinder teachers' ability to monitor student progress and tailor instruction (Blatchford et al., 2011). (Blatchford et al., 2010) Assignment marking was irregular, with oral feedback as the predominant mode of assessment, thereby limiting both its scope and lasting impact. Moreover, during corrective activities, instructional focus predominantly targeted discrete error correction in grammar and mechanics, while comprehensive aspects of writing, such as coherence and organization, received comparatively less attention.

(Hillocks & George, 1983) One potential solution to improve the feedback loop in large classes is to implement quick, repeatable formative feedback cycles. Students encountered several challenges that directly hindered their attainment of key learning outcomes in directed writing. Many had difficulty recognizing and applying genre-specific conventions, organizing their written work coherently, and demonstrating proficiency in English spelling and grammar. These skill gaps, together with limited opportunities for meaningful writing practice, diminished students' capacity to meet curricular standards for written communication. Teachers also identified systemic barriers that further constrained student learning outcomes. They included logistical challenges such as managing large class sizes, insufficient instructional time for writing tasks, and the difficulty of addressing varying levels of English language proficiency. Furthermore, limited access to ongoing professional development in current writing pedagogy restricted teachers' ability to implement effective instructional strategies, thereby impeding student progress toward educational objectives. By framing these constraints as equity issues, stakeholders can better advocate for resources and policies that address these disparities.

A set of prioritized and feasible interventions is recommended to address these instructional challenges. First, collaborative writing and structured peer review should be

incorporated into classroom routines, using manageable group sizes and clear peer evaluation criteria to accommodate large classes. This aligns with the objective of improving students' understanding of genre conventions, which could be assessed by their proficiency in identifying genre features in texts. Third, scheduling should be modified to allocate dedicated time for process-oriented writing practice, supporting student engagement at multiple stages of composition. Fourth, regular in-service professional development workshops on evidence-based writing pedagogy should be established and supported by teacher peer-coaching networks to facilitate practical application and sustained growth. Finally, as a long-term objective, curricular enhancements should incorporate authentic case studies and application-based activities that demonstrate the vocational relevance of English writing for technical students. This approach is intended to increase student motivation and align instruction with real-world communication demands.

## Conclusion

Integrating process-based, genre-based, task-based, communicative language, and competency-based instructional approaches, especially when combined with timely feedback, can substantially improve student outcomes in directed writing. The following analysis is organized into three sections: quantitative findings on student performance, an examination of instructional strategies and their implications, and recommendations for teacher development. Quantitative assessment of student work in letter writing, article composition, speeches, and debates indicates consistent underperformance in content relevance, clarity of expression, grammatical accuracy, organizational coherence, tone appropriateness, and adherence to required length. Each instructional approach addresses specific challenges: process-based instruction supports content development; genre-based strategies clarify disciplinary conventions; task-based methods situate language in authentic activities; communicative language teaching develops interactional competence; and competency-based approaches target specific skill acquisition. However, systemic barriers such as low student motivation, inadequate resources, and large class sizes impede progress. Addressing these challenges requires targeted professional development for teachers to strengthen their ability to implement these pedagogical strategies and thereby improve student achievement in directed writing.

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