

**TEACHERS' INSTRUCTIONAL AND FEEDBACK PRACTICES IN THE TEACHING
OF SECONDARY SCHOOL ENGLISH LANGUAGE ESSAY WRITING IN
DELTA STATE**

Emmanuel Akpoghene UMUKORO

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**A RESEARCH PROJECT WRITTEN IN THE DEPARTMENT OF EDUCATIONAL
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CERTIFICATION

We, the undersigned, certify that this research project was written by **Emmanuel Akpoghene UMUKORO** in Department of Educational Foundations, Faculty of Education, University of Benin, Benin city.

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Prof. R. B. Danner
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DEDICATION

With a heart full of gratitude, I dedicate this research project to the Almighty God for His unfailing love, strength, wisdom, knowledge, and understanding, which enabled me to successfully embark on and complete this academic journey.

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ABSTRACT

The study examined English Language teachers' instructional and feedback practices in the teaching of essay writing in secondary schools in Delta State. To guide the study, seven research questions were raised out of which four were hypothesized and tested at the 0.05 level of significance.

The study adopted a descriptive survey research design, integrating quantitative survey responses with qualitative observation protocols. All the 121 English Language teachers in Ughelli North and Ughelli South Local Government Areas of Delta State made up the population of the study. A total of 106 (51 males and 55 females) secondary school English Language teachers participated in the study. Two research instruments, a questionnaire tagged "Teachers' Instructional and Feedback Practices in the Teaching of Secondary School English Language Writing in Delta State" ($r=0.89$) and an observation schedule titled "Teachers' Instructional and Feedback Practices in the Teaching of Secondary School English Language Writing in Delta State" ($r=0.91$) were used for data collection in the study. The instruments were duly validated and their reliability ascertained. Data were analyzed using descriptive statistics and inferential tests such as independent samples t-tests and one-way Analysis of Variance (ANOVA) to assess differences based on sex and years of teaching experience.

Findings revealed that teachers generally reported moderate to high use of instructional strategies, including modeling, scaffolding, and guided writing processes. However, classroom observation data showed a lower frequency and quality of those practices in actual teaching. Similarly, while teachers claimed to provide timely and constructive feedback—primarily through written comments and verbal conferencing—observations indicated that such feedback was less frequent and less detailed during instruction. Support strategies for struggling writers,

such as differentiation and one-on-one support, were also reported more often than observed in practice. Notably, a significant sex difference was found in instructional practices, with female teachers reporting higher levels of use of the identified instructional practices than male teachers. No significant differences were found in feedback or support practices based on sex or years of experience. The study concludes that sex was a significant factor influencing instructional practices but not feedback practices, while teaching experience did not significantly impact either. These findings suggest that good writing instruction depends not merely on teacher characteristics but also on pedagogical training, exposure to best practices, and institutional support. It was therefore recommended that the gap between what teachers say and what they actually do should be fixed by concerned authorities through the provisions of the necessary resources and training needed to support teachers' implementation of effective instructional and feedback practices.

CHAPTER ONE

INTRODUCTION

Background to the Study

The English language in Nigeria is used for general communication and instruction in school. It is an International Language. Just like every other language, English has four major skills which include listening, speaking, reading, and writing. Listening and reading are called receptive skills while speaking and writing are called productive skills. Although the speaking and writing skills are developed from a strong foundation of the receptive skills (listening and reading), learners are required to master all the four skills to accomplish their objective of language acquisition. In the case of writing specifically, secondary school learners are expected to be able to organize materials in paragraphs that are logically coherent, control sentence structures accurately, exhibit variety in the use of sentence patterns, comply with the rules of grammar and spell and punctuate correctly. In addition, they should be able to pick out and summarize relevant information from passages read.

However, it has been observed that students seem not to be well prepared for writing assignments; they have great difficulty and anxiety towards learning it. Writing seems to be the most difficult skill for students to learn (Aika, 2020). The aspect of English Language that specifically teaches students the writing skill is essay writing. Essay writing is a structured form of writing where an individual expresses their ideas, thoughts, opinions, or arguments on a particular topic. It involves presenting information in a logical, organized, and coherent manner, often with the purpose of informing, persuading, explaining, or narrating. At its core, essay writing is a tool for communication. It allows the writer to explore a subject, reflect critically, and guide the reader through a thought process. Whether it is used in education, research, or professional

fields, essay writing remains a fundamental method of sharing knowledge and engaging with various issues in a thoughtful way. Essays could be narrative, descriptive, expository or argumentative.

In spite of the importance of the writing skill, the West Africa Examinations Council (WAEC) Chief Examiners' Reports have consistently revealed that candidates who sit for the English Language examinations perform poorly in the essay writing (paper II) section. For example, the Chief Examiners' Report of (2019) revealed that writing good or standard essays seem to pose a great challenge for many candidates. Most candidates failed to treat the contents of the essays adequately. Many failed to write the minimum of 450 words demanded for each essay. In some instances, the topic of the question was misunderstood or misinterpreted. Many Candidates failed to organize their essays well, in addition to other challenges faced. The aforementioned weakness was also reported in the WAEC Chief Examiner's Report of 2020-2022.

While several factors can affect students' essay writing achievement, the way it is taught seem to be a main factor. Instructional practices refer to the approaches, methods and strategies, that teachers use to deliver content, engage students, and facilitate learning. The instructional practices include direct instruction, modeling, guided practice, scaffolding, process writing approach, product writing approach, collaborative/group writing, peer review, explicit teaching of writing genres, use of graphic organizers, questioning and prompting, differentiated instruction, use of technology/multimodal instruction, practice through assignments and others. These practices are not merely mechanical steps in a lesson plan but are deeply human actions that reflect a teacher's philosophy, training, cultural context, and responsiveness to learners' needs. Understanding instructional practices, requires both technical insight and human sensitivity. Teachers are not just transmitters of content; they are facilitators, motivators, mentors,

and sometimes even caregivers. Their practices evolve in response to changing classrooms, curriculum demands, community expectations, and the lived experiences of the learners they serve.

However, it seems that many teachers are afraid to teach writing because they do not know how to teach it. Writing instruction seem to pose a great challenge to English Language teachers in Nigeria. Many teachers seem to use ineffective teaching methods, causing many students to struggle with writing. It has been observed by researchers that many teachers generally rely heavily on teacher-centered instructional strategies (Aika,2020). The use of teacher-centered instructional strategies has been found to render learners passive in the process of instruction; unlike the learner-centered process of instruction. It has also been observed that teachers teach writing infrequently, rarely giving students opportunities to write and they generally do not feel confident in their ability to teach some genres of writing (Aika, 2020).

Another factor that can influence students' essay writing achievement is the feedback practices adopted by the teacher. feedback is the information given to learners about their performance, understanding, or behavior in order to guide improvement, reinforce strengths, and support learning. It serves as a bridge between current performance and the desired learning goals. In the writing classroom, feedback can take many forms. It may come as teacher feedback, where the teacher guides the learner; peer feedback, where classmates offer suggestions. Sometimes it is given as oral feedback during discussions, or as written feedback on assignments. Feedback can also be direct feedback, where corrections are clearly provided, or indirect feedback, where errors are pointed out but left for the student to fix. Feedback can also take the form of formative feedback, which supports learning during the process, or summative feedback, which evaluates overall achievement at the end.

Feedback is one of the most powerful tools in the hands of a teacher. It is the bridge between teaching and learning, helping students understand their strengths, recognize their errors, and refine their skills. However, feedback is not just about correcting mistakes—it is a conversation, a form of care, and a means of guiding students to discover their potential. In secondary schools, feedback practices carry both cognitive and emotional weight, especially for adolescents navigating academic pressure and identity development. To understand feedback practices in secondary education is to understand how teachers communicate expectations, nurture student growth, and create space for improvement in a way that is meaningful, timely, and supportive. In the aspect of feedback, Akinbode (2021) indicates that rather than giving students feedback on structure and organization, teachers frequently concentrate more on minor mistakes in their writing. In addition, teachers frequently give final drafts summative evaluation rather than formative comments as students write. Teachers often struggle with time. With classes of 50 or more, offering detailed feedback on every script is nearly impossible. Still, teachers try.

Furthermore, several factors could affect teacher's instructional and feedback practices in the English Language writing classroom. They include teacher sex and years of teaching experience. The sex of the teacher is important when discussing the instructional practices adopted by a teacher. For example, Lim and Meer's (2015) study suggests that teacher classroom behaviour differs by sex as female teachers have stronger interaction with students and are considered more student-centered and respectful. Alabi and Olowa's (2023) study showed that male teachers may adopt more traditional, direct teaching methods, focusing on explicit instruction and formal aspects of writing such as grammar and structure.

Female teachers on the other hand are frequently noted for using more interactive and student-centered approaches, including collaborative writing activities and peer review. Female

teachers often employ varied instructional strategies to engage students and promote creativity. In the aspect of feedback male teachers often provide more concise and objective feedback. Their feedback tends to focus on specific areas of improvement and adherence to grading criteria. In contrast female teachers are described as providing more detailed and supportive feedback, which includes positive reinforcement and constructive criticism, in addition to their feedback being more personalized (Amedu & Dwarika, 2024). Since these seem to be an indication from literature that a teacher's sex may affect his or her instructional and feedback practices, this study investigated whether sex influences English Language teacher's instructional and feedback practices in the secondary school classroom.

Moreover, teachers' years of teaching experience can also affect their instructional and feedback practices in the writing classroom. The idea is that experience gained over time enhances the knowledge, skill and productivity of a worker. Teaching experience suggests that the most significant gains in students' performance will likely be realized when students receive instruction from teachers with good teaching experience. The underlying assumption is that, experience appears to promote competence. It appears that students attain higher levels of achievement when taught by more experienced teachers. Bolarinwa, Alonge, Olayinka, Oluwakemi and Francis's (2020) study indicates that on average, teachers with more than 10 years of experience are more effective than teachers with little or no experience but are not more effective than those with 5 years of experience. Therefore, this study determined whether teachers differ in their instructional and feedback practices in the English Language writing classroom based on years of teaching experience.

Statement of the Problem

Writing is a critical skill needed for success in school. In the senior secondary school certificate examination (SSCE) such as those conducted by WAEC, students are expected to be able to organize material in paragraphs that are logically coherent, control sentence structures accurately, exhibit variety in the use of sentence patterns, comply with the rules of grammar and spell and punctuate correctly. Students' performance in essay writing greatly affects their overall performance in the examination. However, it has been observed that students generally perform poorly in essay writing in the English Language examinations conducted by external examining bodies such as the National Examinations Council (NECO) and WAEC.

Although several factors could account for students' poor performance in writing, the role of the teacher seems to be paramount. Research seems to suggest that teachers do not adopt effective instructional and feedback practices in the writing classroom. However, studies that focus specifically on teachers' instructional and feedback practices seem to be few in the Nigerian context compared to quasi-experimental studies on methods of teaching writing. Specifically, in the context of this study - Ughelli - no research appears to have been done on the topic. Against this background, this study to examined teachers' instructional and feedback practices in the secondary English Language writing classroom in Ughelli Metropolis, Delta State. In addition, the influence of teachers' sex, and teaching experience on their instructional and feedback practices were investigated.

Research Questions

The following research questions were raised to guide the study,

1. What instructional practices are employed by English Language teachers in the senior secondary school essay writing classroom?

2. What feedback practices are employed by English Language teachers in the senior secondary school essay writing classroom?
3. What forms of support do English Language teachers give to struggling writers?
4. Is there a difference in the essay writing instructional practices of English Language teachers on the basis of sex?
5. Is there a difference in the essay writing instructional practices of English Language teachers on the basis of years of teaching experience?
6. Is there a difference in the essay writing feedback practices of English Language teachers on the basis of sex?
7. Is there a difference in the essay writing feedback practices of English Language teachers on the basis years of teaching experience?

Hypotheses

Research questions four to seven were hypothesized thus,

1. There is no significant difference in the essay writing instructional practices of English Language teachers on the basis of sex
2. There is no significant difference in the essay writing instructional practices of English Language teachers on the basis of years of teaching experience.
3. There is no significant difference in the feedback practices employed by English Language teachers in the senior secondary school English essay writing classroom on the basis of sex.
4. There is no significant difference in the feedback practices employed by English Language teachers in the senior secondary school English essay writing classroom on the basis of year of teaching experience.

Purpose of the Study

The purpose of this study is to examine the instructional and feedback practices employed by English Language teachers in the secondary school essay writing classrooms in Ughelli, Delta State. Specifically, the study aims to:

1. investigate the existing instructional practices used by English Language teachers in Ughelli Metropolis for teaching English essay writing;
2. identify the feedback practices employed by English Language teachers in the essay writing classroom;
3. identify the forms of support provided by English Language teachers to struggling writers;
4. determine if English Language teachers differ in their essay writing instructional practices by sex;
5. examine whether English Language teachers differ in their essay writing instructional practices by years of teaching experience;
6. examine if English Language teachers differ in their essay writing feedback practices based on sex;
7. determine whether English Language teacher differ in their essay writing feedback practices based on years of teaching experience.

Significance of the Study

Investigating teachers' instructional and feedback practices in the secondary English Language writing classroom can have far-reaching implications for student outcomes, educational practices, teacher professional development, and policy formulation in Nigeria when the results of this study are disseminated in academic journals, seminars and workshops.

First of all, effective feedback mechanisms are essential in guiding students towards improvement and mastery of the writing skill. In the context of the secondary English Language writing classroom, constructive feedback serves as a compass, directing students towards correcting errors, refining their communication skills, and nurturing a growth mindset. Effective instructional practices can significantly enhance students' writing skills. By studying teachers' instructional practices, researchers can identify effective strategies that can help students improve their writing abilities in English, a crucial skill for academic and professional success.

Secondly, understanding how teachers provide feedback can contribute to the improvement of educational practices. Constructive feedback plays a crucial role in student learning and development, and by examining feedback practices, educators can enhance teaching methods. Research on instructional practices can inform curriculum development to better meet the needs of students. Findings from this study could lead to recommendations for effective writing instruction methods to be built into the curriculum, ultimately benefiting students across various schools. Effective instructional practices and feedback mechanisms have the potential to increase student engagement and motivation in the writing process. By exploring how teachers engage students in writing activities, researchers can offer insights into optimizing classroom dynamics for improved learning outcomes.

Thirdly, teachers' instructional practices could also serve as a basis for professional development initiatives. By identifying areas where teachers may need additional support or training, stakeholders can design targeted professional development programs to enhance teachers' pedagogical skills.

Lastly, finding from this study could have implications for educational policies at the local and national levels in Nigeria. Policy makers could use research-based evidence to implement

changes that support teachers in delivering high-quality writing instruction and feedback to students.

Scope/Delimitation of the Study

This study focuses on teachers' instructional and feedback practices in the secondary English Language Writing Classroom in Ughelli North and South of Delta State. The study will be delimited to English Language teachers in public senior secondary schools. The study will concentrate on English Language composition writing, including aspects such as articles, letters writing, narrative, descriptive, expository and argumentative writings.

Definition of Terms

The following terms are defined operationally as used in the study

English Language Writing: The practice of producing written text in English, involving the application of grammar, vocabulary, punctuation, and stylistic conventions. It includes various forms of writing such as narration, descriptions and argumentations. It also known as composition or essay writing.

Instructional Practices: The specific activities and strategies employed by teachers to facilitate students learning and engagement.

Feedback Practices: The approaches used by teachers to provide students with information about their writing performance. This includes comments, suggestions, and evaluations aimed at helping students improve their work and develop their skills. Feedback can be oral or written and is intended to guide students towards better learning outcomes.

Years of Teaching Experience: The length of time a teacher has been actively engaged in teaching.

Teacher Sex: The biological classification of a teacher as either male or female.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter present a review of related literature discussed under the following subheadings.

- Theoretical Framework
- The concept of Essay Writing
- Teachers ' Instructional Practices in the English Language Essay Writing Classroom
- Teachers' Feedback Practices in the English Language Essay Writing classroom
- Teacher Support for Struggling Writers
- Teachers Sex and Their Instructional Practices
- Teachers Experience and Their Instructional Practices
- Teachers Sex and Their Feedback Practices
- Teachers Experience and Their Feedback Practices
- Summary of Literature Reviewed

Theoretical Framework

Two theories underpin this study. They are the Activity theory and Vygotsky's sociocultural theory.

The Activity Theory

The Activity Theory was propounded by Russell in 1997. His contextual view of writing development focuses on the writing context, particularly on the writing activity. In his influential work, 'Rethinking Genre in School and Society: An Activity Theory Analysis', Russell (1997) reconceptualizes genre not merely as a textual form or a set of rules but as a social action situated within activity systems. Russell argued that genres are deeply embedded in the tools, rules, roles,

and objectives of specific social contexts. As such, writing and genres are not isolated products but processes shaped by the interactions between learners, teachers, tasks, and institutional structures. According to Russell, writing develops through learners' participation in specific activity systems such as school classrooms where social roles, cultural tools, institutional norms, and communicative goals all influence how writing is taught and learned.

This theory is particularly relevant to the current study as it focuses on teachers' instructional practices in the teaching of writing. It shifts attention away from viewing writing instruction as a neutral or standardized process, and instead emphasizes that effective writing instruction must be context-sensitive, reflecting the real communicative purposes and expectations of the classroom environment. Russell's contextual view highlights the need for instructional practices that are dynamic, interactive, and situated within meaningful writing experiences. For instance, rather than teaching writing as a mechanical process, teachers are encouraged to create opportunities for students to engage with authentic writing tasks such as letter writing, narratives, argumentative essays, and reflective pieces that are relevant to their social, academic, and cultural realities.

Russell's theory also emphasizes the role of the teacher as a mediator in the writing development process. Teachers guide students in using the tools of writing language, genre convention and, planning strategies within particular contexts. This implies that instruction should involve modeling writing processes, facilitating peer interaction, encouraging revision, and helping students understand the audience and purpose of each writing task. In line with this, teachers should design lessons that are responsive to learners needs, rather than strictly following examination syllabuses.

Furthermore, Russell's view supports the integration of student-centered and inquiry-based writing activities, which allow learners to take ownership of their writing and build confidence in expressing their ideas. In a multilingual and multicultural context like Nigeria, where students bring diverse linguistic backgrounds into the classroom, this approach encourages teachers to recognize and value these differences while scaffolding learning through meaningful instruction. Although feedback practices are embedded in Russell's activity theory, another related theory, Lev Vygotsky's Sociocultural theory, provides a more comprehensive theoretical underpinning on teacher's feedback practices.

Lev Vygotsky's Sociocultural Theory

Lev Vygotsky's Sociocultural Theory, developed in the early 20th century and formally articulated in 1934, provides a foundational perspective on how learning occurs through social interaction, cultural tools, and language. At the core of Vygotsky's theory is the Zone of Proximal Development (ZPD) the range between what a learner can achieve independently and what they can achieve with support from a more knowledgeable other, such as a teacher. Vygotsky believed that meaningful learning takes place within this zone, and that scaffolding, or guided support, is essential for helping learners progress.

In writing instruction, feedback serves as a scaffold within the ZPD, facilitating learners' progression from current capabilities to higher levels of writing proficiency. Vygotsky's Sociocultural Theory offers a valuable lens for understanding how teacher feedback can effectively support students' writing development. In line with the ZPD, teacher feedback functions as a scaffolding mechanism, helping students move from their current level of writing ability to a higher level. Feedback promotes deeper understanding, allowing learners to ask questions, seek clarification, and become active participants in their learning process.

Writing in English for many Nigerian students involves navigating between their mother tongue and English as a second language. Teacher feedback, grounded in an understanding of the students' sociocultural context, can help bridge this gap. Teachers who provide culturally responsive feedback, for example, by referencing local examples or acknowledging students' linguistic backgrounds, support learning in a way that aligns with Vygotsky's emphasis on the cultural tools of learning.

Vygotsky also advocated for the role of more capable peers in supporting learning. Peer review and group writing tasks are examples of feedback practices that offer opportunities for students to learn from each other. Teachers who facilitate structured peer feedback activities are enacting Vygotsky's principle that learning is not isolated but embedded in social collaboration.

The Concept of Essay Writing

Essay writing is a structured way of expressing ideas, opinions, or arguments in written form. It allows a writer to explore a topic in depth and communicate their thoughts clearly to the reader. A well-written essay is typically divided into three main parts: the introduction, the body, and the conclusion. The introduction sets the stage by providing some background information and presenting the thesis statement, which is the main idea or argument of the essay. The body consists of several paragraphs, each focusing on a single point that supports the thesis. These points are developed with explanations, examples, or evidence. To ensure the essay flows smoothly, the writer uses transitional words and phrases to connect ideas between paragraphs. The conclusion brings everything together by summarizing the main points and restating the thesis in a fresh way, often leaving the reader with something to think about. A good essay is not just about content—it should also be clear, well-organized, grammatically correct, and properly referenced if other

sources are used. Ultimately, essay writing is a skill that helps individuals organize their thoughts and communicate effectively in academic and professional settings.

There are several main types of essays, each designed for a specific purpose. An expository essay is used to explain or inform the reader about a topic using clear facts and logical organization, without including personal opinions. A narrative essay tells a story, often based on personal experience, and is written in a way that engages the reader through vivid details and a clear sequence of events. A descriptive essay focuses on creating a detailed picture of a person, place, object, or event by appealing to the reader's senses. Lastly, a persuasive or argumentative essay is written to convince the reader to accept a particular viewpoint or take a specific action, using evidence, reasoning, and persuasive language. While each type has a unique focus, all require clear structure, coherence, and effective communication.

Teachers' Instructional Practices in the English Language Essay Writing Classroom

Instructional practices in the writing classroom refer to the planned and purposeful strategies, techniques, and activities that teachers use to help students develop their writing skills. These practices are not random or one-size-fits-all; they are carefully chosen to meet the needs of learners at different levels of writing developments. Instructional practices cover everything from how a teacher introduces a writing task to how they guide students through planning, drafting, revising, editing, and sharing their work. They also involve classroom management, the use of teaching aids, assessment techniques, and the way the teacher creates a supportive learning environment.

These practices are guided by the writing process, which includes five key stages: prewriting, drafting, revising, editing, and publishing. In the prewriting stage, teachers help students generate and organize ideas. During drafting, students begin writing, focusing on content

rather than correctness. Revising involves improving clarity, structure, and meaning, while editing focuses on grammar, punctuation, and spelling. Finally, publishing allows students to share their work with an audience, reinforcing the value of their writing. Throughout this process, teachers provide modeling, scaffolding and differentiated support to meet individual student needs. Effective instructional practices are student-centered, interactive, and reflective, creating an environment where learners are encouraged to express themselves, refine their thoughts, and grow as confident writers.

Effective instructional practices in the English Language writing classrooms are important for fostering students' writing skills, particularly in diverse educational contexts across Nigeria. Recent literature highlights various pedagogical approaches, integration of technology, cultural relevance, and the need for professional development among teachers.

For example, Mzinganjira, Chauma, and Mthatiwa (2024) investigated teacher's use of writing approaches in teaching composition writing in secondary schools in Central West Education Division, Malawi. The population of the study include English Language teachers and learners in secondary schools within the Central West Education Division of Malawi. The study utilized a case study design, allowing for an in-depth exploration of teaching practices. The study employed purposive sampling to select three secondary schools. Within these schools, six English Language teachers and 72 learners participated in the research. The researchers adopted a qualitative methodology and employed multiple data collection instruments to ensure triangulation. These included (in-depth interviews, focus) Group discussions and classroom observations. The research revealed that teachers predominantly used traditional product-oriented approaches in teaching writing. It highlighted a lack of emphasis on process-oriented and genre-based approaches, which are essential for developing students' writing skills. Abebaw (2022)

explored the instructional practices and challenges faced by English as a Foreign Language (EFL) teachers in teaching writing skills in a secondary school in Ethiopia. The research design used is a qualitative case study design. Four experienced EFL teachers from a single secondary school were selected via purposive sampling. Data were collected through classroom observations, stimulated recall interviews, and analysis of course documents. It was discovered that teachers predominantly employed a product-oriented approach, focusing on rhetorical features and text patterns. Challenges included large class sizes, students' limited language proficiency, insufficient instructional time, and teachers' limited pedagogical competence in teaching writing.

Ntombela, Ngubane and Govender (2020) investigated the writing approaches and strategies employed by teachers in English First Additional Language (EFAL) classrooms in South Africa. The sample were 60 teachers selected from EFAL classrooms in South Africa. A qualitative case study research design was used for their investigation. Classroom observations, teacher interviews, and analysis of teaching materials were adopted. It was discovered that teachers predominantly used the product approach to writing instruction, focusing on grammar and structure. There was limited use of the process approach, which emphasizes stages like planning, drafting, and revising. Teachers faced challenges such as large class sizes and limited resources, affecting their ability to implement diverse writing strategies.

Graham and Perin (2007) studied the effective Strategies to Improve Writing of Adolescents in Middle and High Schools in United States of America., it examined the elements of effective writing instruction, emphasizing structured scaffolding, modeling, and process-oriented approaches rather than relying solely on evaluating final written products. The study employed a meta-analysis methodology, synthesizing findings from 123 experimental and quasi-experimental studies conducted between 1992 and 2006. The participants across the studies were

students in grades 4–12 (ages roughly 9–18) from diverse backgrounds and school settings in the United States. The results showed that effective writing instruction requires more than assigning writing tasks and assessing final drafts. Key practices that significantly improved students’ writing performance included: explicit teaching of writing strategies (planning, drafting, revising, and editing), use of models and scaffolding to demonstrate writing processes, frequent opportunities for writing, collaborative writing and peer review, which promote active engagement and reflection, summarization instruction and sentence combining, which enhance language and structural skills.

Also Akinwamide (2012) examined the Influence of Process Approach on English as Second Language Students’ Performances in Essay Writing. Conducted in Ekiti State. This study explored how adopting the process approach—which involves pre-writing discussions, collaborative planning, multiple drafts, and peer feedback—affects the essay writing performance of secondary school students learning English as a second language. The researcher a quasi-experimental pretest–posttest design and worked with 80 senior secondary school students drawn from selected schools in Ekiti State. The students were divided into experimental and control groups, with the experimental group receiving instruction based on the process approach, while the control group was taught through conventional product-based methods. The results showed that students exposed to the process approach performed significantly better in essay writing than those taught through traditional methods. The study concluded that structured scaffolding through stages such as brainstorming, drafting, revising, and editing helps learners internalize effective writing habits.

Adebayo., Animashaun, Lynda, Mbanusi, Adedeji, David and Nnamdi (2024) investigated students’ writing skills through effective classroom activities: A case study of Oludaye Grammar

School, Oba-Akoko, Ondo state .The researchers were particularly interested in how teachers guide students through the writing process—by modelling how to draft and revise essays, and by encouraging idea-sharing and collaboration before writing begins. The researcher used a mixed-methods case study design, the researchers combined surveys, classroom observations, and analysis of students’ written work. The study was conducted at Oludaye grammar school in Oba-Akoko, Ondo State, and involved 20 senior secondary students. This small, focused sample allowed for a detailed exploration of classroom practices and student experiences. The findings revealed that essay writing was the most frequently used and most effective classroom activity for improving writing skills. Teachers played an active role by modelling the stages of drafting, revising, and editing, while also creating opportunities for students to discuss ideas before writing. These practices helped learners clarify their thoughts, structure their essays more effectively, and improve the overall quality of their writing. However, students still struggled with grammar, vocabulary, and punctuation, indicating that more sustained practice and feedback were needed. Overall, the study concluded that process-based classroom activities—especially those involving teacher modelling and peer interaction—significantly enhance students’ writing development.

Gowon and Yashim (2022) studied the concept mapping strategy on sentence construction, paragraphing and editing in junior secondary school students’ composition writing achievements in Kafanchan education Zone, Kaduna State. The study was based on the idea that visualising and organising ideas before writing could help students produce more coherent and structured compositions. The study adopted a quasi-experimental pretest–posttest control group design. The participants were 66 Junior Secondary School Two (JSS II) students drawn from two intact classes in public schools. The experimental group received explicit instruction in the use of concept mapping as part of the writing process over an eight-week period, while the control group was

taught through conventional, teacher-centred writing instruction. The main instrument used was the Students' Composition Writing Achievement Test (SCWAT), which measured performance in sentence construction, paragraphing, and editing. The results revealed that students taught with concept mapping performed significantly better than their counterparts in the control group across all writing components. Learners exposed to the concept mapping strategy were better able to construct coherent sentences, organise their ideas into well-linked paragraphs, and identify and correct grammatical and structural errors during revision. The researchers concluded that using concept mapping as a pre-writing and planning tool encourages deeper engagement with writing tasks and supports more thoughtful redrafting and self-editing.

Teachers' Feedback Practices in the English Language Essay Writing Classroom

Feedback in educational contexts refers to information provided to learners about their performance or understanding, intended to guide improvement. In writing classrooms, especially in English language instruction, feedback serves not only to correct errors but also to develop learners' critical thinking, autonomy, and writing competence. There are different types of feedback that a teacher can use. They include direct feedback, indirect feedback, formative feedback, summative feedback and peer feedback.

Direct feedback occurs when the teacher explicitly identifies an error and provides the correct form. For instance, in writing, a teacher may correct a grammar mistake by rewriting the sentence or inserting the correct word. Indirect feedback occurs when the teacher indicates that an error exists but does not provide the correct answer. This might be done by underlining the error, placing a question mark next to it, or using a code. Instead of fixing the mistake, the teacher shows where the problem is and lets the student figure it out.

Formative feedback is the type of feedback happens while the student is still working on a piece of writing. It is meant to guide them before they submit the final version. This helps students improve as they go, rather than after everything is done. Summative Feedback comes at the end of the task, often with a score or final comment like, “Well structured, but weak conclusion.” It tells the student how well they did overall. While it does not always lead to revisions, it gives a sense of progress and achievement. Peer feedback is where students review and respond to each other’s writing. This practice encourages collaboration and helps students learn not only from the teacher but from their classmates. Though not yet widespread in many Nigerian classrooms, it is slowly gaining ground, especially in writing workshops or during group tasks. When properly guided, students can offer helpful suggestions and grow by reading and reflecting on their peers’ work.

Teachers can also use other feedback methods. Some give metalinguistic feedback, using short grammar cues like “check verb tense” or “awkward phrasing.” Others prefer reformulation, rewriting a sentence in a clearer way while keeping the student’s original meaning. There is also oral feedback, which allows for back-and-forth discussions. In more digitally equipped settings, electronic feedback is used—adding comments through emails or online platforms, especially when handling large classes or remote learners.

Feedback is a critical component of effective writing instruction, playing a vital role in students learning and development. In English Language writing classrooms, teachers employ various feedback practices that influence student engagement, writing quality, and overall academic success. Feedback serves multiple purposes in the writing process, including informing students about their performance, guiding improvements, and fostering a growth mindset.

Araromi and Olatunji (2019) studied teachers’ perception of peer assessment of essay writing among senior secondary students in Lagelu Local Government Area, Oyo State, Nigeria.

The research design used was a descriptive survey design. The researchers used the random sampling technique to select participants. The sample consisted of 40 English Language teachers drawn from 20 randomly selected private senior secondary schools. Two teachers were selected from each school. The instrument of study was an assessment in essay writing scale. The study found that teachers predominantly used immediate feedback and demonstrated a high level of implementing peer inquiry strategies. However, some teachers lacked diversity in feedback methods, relying heavily on immediate feedback without incorporating delayed or formative feedback techniques. The researcher suggested the necessity for professional development programmes to expose teachers to a broader range of feedback strategies, enhancing the effectiveness of peer inquiry implementation.

Taole (2022) studied English First Additional Language (EFAL) teachers written feedback practices in multi-grade classrooms in rural South African primary schools. The research focused on a specific group of educators within a defined educational context. The qualitative research design was employed. The purposive sampling method was employed to select four EFAL teachers from four distinct multi-grade primary schools situated in rural areas. These educators were chosen based on their experience and involvement in teaching English writing in multi-grade classrooms. Semi-structured interviews were conducted to gather insights into teachers' feedback practices. It was discovered that teachers recognized the importance of feedback in enhancing learner achievement. There was also a prevalent view of feedback as a product rather than a process, with practices often limited to providing correct answers and delayed feedback, which may not effectively support learner development. The study emphasized the need for training programs to shift teachers' perceptions of feedback toward a more process-oriented approach, fostering continuous learner engagement and improvement.

Mekonnen (2021) investigated EFL writing teachers' and students' perceptions, preferences and practices of written corrective feedback (WCF) techniques in improving grammatical accuracy in the College of Social Sciences & Humanities, Wollo University, Dessie, Ethiopia. The research design used a descriptive survey design. Eleven EFL writing instructors and 60 first-year students were selected through random sampling. Questionnaires were administered to both teachers and students. It found that teachers frequently provided comprehensive WCF, addressing various linguistic errors to aid student improvement. There was also misalignment between teachers' feedback practices and students' preferences, with some students feeling overwhelmed by extensive corrections, leading to potential demotivation. The research highlighted the need for teachers to balance thoroughness with clarity in feedback, ensuring it is manageable and constructive from the students' perspective.

Jolayemi, Adeniyi and Adebola (2023) studied the effects of technology in English Language teaching and learning among selected secondary school students in Osun State, Nigeria. The study employed a descriptive survey research design. The researchers administered 600 questionnaires to students and 300 to teachers, totaling 900 participants. The stratified random sampling technique was used to select the sample. Data were collected using a validated questionnaire designed to assess various aspects of multimedia resource availability and utilization. The study found several impediments to effective utilization, of technology including inadequate funds, insufficient trained personnel, poor or inconsistent power supply, and a lack of computer hardware. These challenges indirectly impact the provision of formative feedback, as limited access to digital tools can hinder timely and effective communication between teachers and students.

Nwani (2022) investigated the use of assessment for learning (AFL) in a School in Lagos State, Nigeria. The study used purposive sampling to select participants. The sample comprised nine teachers from a single school in Lagos State, Nigeria. These participants were selected based on their involvement in classroom assessment practices. The case study design was adopted and data were collected using semi-structured in-depth interviews. The study found that teachers understood the importance of feedback as a core element of AFL. Many of them emphasized providing constructive feedback to help students improve. However, they also noted that time constraints, large class sizes, and students' low readiness to engage with feedback limited its effective use. Despite these challenges, some teachers reported using oral and written feedback to guide writing and adjust instruction.

Olorunfemi (2018) investigated the relationship between teachers' feedback and students' motivation in English writing classes, using Landmark College, Ikorodu, Lagos, as a case study. Purposive sampling was used to select participants. Students were selected from different classes, while teachers were chosen based on their experiences in teaching English Language. Participants included 100 students and 5 English teachers from Landmark College. Semi-structured interviews, classroom observations, and document analysis were employed to collect data from English teachers and students. The study found that teachers' attitudes towards teaching writing significantly influenced their feedback practices. Many teachers recognized the importance of providing constructive feedback but faced challenges such as large class sizes and limited time, which hindered effective feedback delivery. The research highlighted the need for professional development programs to equip teachers with effective feedback strategies and time management skills to enhance writing instruction in secondary schools in Nigeria.

Manuel and Geduld (2020) conducted a study on the impact of corrective feedback on students' language acquisition in South Africa. The specific population consisted of Intermediate Phase English teachers and their students in the Western Cape Province. A purposive sample of 8 teachers and approximately 240 students was selected across four public schools. The study used a mixed-methods research design and data were collected through classroom observations, teacher interviews, and analysis of student writing samples to assess the nature and impact of corrective feedback provided by teachers. They found that teachers' corrective feedback practices significantly influenced students' language acquisition. Effective feedback strategies, such as providing specific, timely, and constructive comments, were associated with improved students writing skills and language proficiency. The research highlighted the need for professional development programs focused on enhancing teachers' feedback techniques to maximize their positive impact on student learning outcomes.

Moreover, peer feedback is an increasingly popular practice in writing classrooms, promoting collaboration and critical thinking. Adeyemi and Afolabi (2023) investigated the implementation and effectiveness of peer review practices in classrooms in Nigeria as a method of fostering collaborative learning. The research was conducted in Ibadan North Local Government Area (LGA) in Oyo State. The sample consisted of 150 secondary school students and 30 English Language teachers from various schools within the LGA. The study used the mixed-methods design. The students and teachers were selected using the stratified random sampling technique to ensure diverse representation across different schools and grade levels. Questionnaires were administered to both students and teachers to gather quantitative data on their perceptions and experiences with peer review practices and interviews and classrooms observations were also conducted with selected teachers to obtain qualitative insights into the challenges and benefits of

implementing peer review in their classrooms. The study found that structured peer review sessions allowed students to engage with each other's work, providing diverse perspectives that enhanced their understanding of writing conventions. This practice not only improved writing quality but also fostered a sense of community among students, as they learned to support one another in the writing process.

Oral feedback is another form of feedback that teachers commonly used for individual students. Teachers oral feedback is responses in the form of interaction, and students can evaluate and respond to teacher's feedback and seek elaboration, thereby facilitating dialogic practices (Gamlem & Munthe, 2014). Most feedback allows students to appreciate information in a variety of ways and apply it to improve their situations Mohammed & Fairz, (2013). Oral feedback targets students who have difficulty understanding some concepts. Oral Comments are provided to guide and promote students' learning proficiency (Bitchener & Storch, 2016) boost students self-confidence in writing and facilitate their engagement in the learning processes.

Teachers' Support for Struggling Writers

A struggling writer is someone who faces persistent difficulties in effectively expressing his/her thoughts, ideas, or knowledge in written form. These difficulties may arise from various cognitive, linguistic, educational, or psychological factors. Struggling writers can be found at any educational level, from primary school to university, and even in professional settings. Struggling writers often face various challenges, including low self-esteem, lack of motivation, inadequate writing skills, and difficulty in organizing their thoughts. Several practices could serve as teacher intervention for struggling writers as available in the literature.

For example, Ogunyemi (2021) investigated teachers' implementation of differentiated instruction across diverse educational settings in Ibadan, Oyo State, Nigeria. The study involved

200 secondary school teachers. The selected schools were from different educational zones within the state to provide a comprehensive understanding of the implementation of differentiated instruction across diverse educational settings. The teachers were selected using purposive sampling to ensure that participants had experience in implementing differentiated instruction in their classrooms. The study adopted the descriptive survey research design. Questionnaire was administered to gather information on teachers' practices, challenges, and perceptions of differentiated instruction. Semi-structured interviews were conducted to obtain in-depth insights into teachers' experiences and the contextual factors influencing the implementation of differentiated instruction. The study found that differentiated instruction positively impacted student engagement and learning outcomes. Teachers reported that tailoring instruction to meet diverse student needs led to improved academic performance and increased motivation among students.

Juin (2021) explored the characteristics and challenges of teaching struggling secondary school writers, emphasizing the need for self-regulation strategies-based instruction in Malaysia. The study targeted Malaysian secondary school students learning English as a Second Language (ESL), particularly those identified as struggling writers. The sample comprised 35 students from a government secondary school in Malaysia. The sample included 17 male and 18 female students. The study employed a qualitative research design to explore the characteristics and challenges of teaching struggling secondary school writers. The purposive sampling technique was used to identify students who were specifically struggling with writing, ensuring that those chosen for the study had challenges with writing in English as a second language. The sample comprised 35 secondary school students, they comprise 17 male and 18 female students. The study found the importance of self-regulation strategies in addressing the writing difficulties of struggling ESL

learners. Struggling writers exhibited various challenges, such as difficulty in organizing ideas and managing time effectively while writing. The research pointed out that self-regulation strategies, like setting writing goals, monitoring progress, and self-reflection, can significantly aid these learners in improving their writing skills.

Teachers' Sex and Their Instructional Practices

Studies in Nigeria and other countries have investigated the relationship between teachers' sex and their instructional practices. These studies reveal that teachers' sex-related beliefs and attitudes can significantly influence classroom dynamics and student engagement. For instance, research indicates that some teachers may, consciously or unconsciously, perpetuate sex stereotypes through their teaching methods and interactions with students.

In Nigeria, Ifegbesan (2010) studied secondary school teachers' perception of their classroom sex-stereotyped beliefs and practices. The sample of the Study was 250 secondary school teachers. The study adopted a mixed-methods research design. The instruments of the study were a questionnaire and an interview guides the study found that many teachers, consciously or unconsciously, promoted sex stereotypes in their classrooms, which can influence their instructional practices.

In Kenya, Muasya and Kazungu (2018) studied examined sex and pedagogical practices in public preschools in Nairobi. The population of the study consisted of all preschool teachers in public preschools within Nairobi. The study involved 15 preschool teachers, who were the sample. The descriptive research design was adopted. Questionnaires and interviews were administered. These participants were selected through purposive sampling to provide in-depth insights into sex perspectives and pedagogical practices in teaching writing in English Language. It was discovered that teachers' personal beliefs and societal norms significantly influenced their classroom practices,

often perpetuating gender biases. It highlighted the need for targeted interventions to challenge and change deep-seated gender stereotypes in early childhood education.

Aika (2020) studied English Language teachers' attitudes towards the teaching of writing and their writing self-efficacy in Benin city, Nigeria. The sample of the study was 60 English Language teachers gotten through purposive sampling. The study utilised descriptive survey design. Structured questionnaire was administered to the participants. The findings of the study showed that male teachers exhibited more positive attitudes and higher writing self-efficacy compared to female teachers. Self-efficacy could in turn affect teacher's writing practices.

Onwuegbuchulam, Adaobi, Menakaya, Cherechi Miracle and Patrick (2024) investigated English Language teaching through sex-responsive pedagogy in secondary school in Nsukka Local Government Area, Enugu State. The population of the study consisted of all English Language teachers in secondary schools. The sample of the study was 77 teachers selected using purposive sampling. The study used the descriptive survey design. A structured questionnaire was administered. The research indicated that female teachers were more inclined towards student-centered approaches, incorporating collaborative writing and peer review techniques. This participatory method fosters a more engaging learning environment, allowing students to express their ideas and develop their writing skills collectively. On the other hand, male teachers tended to adopt traditional teaching methods, focusing primarily on grammar and mechanics, which often leads to a more rigid learning atmosphere and limits students' opportunities for creative expression. Classroom dynamics play a crucial role in the effectiveness of writing instruction.

Moreover, Hassaskhah and Zamir (2013) investigated how the teacher's sex influence teachers' student interactions in English Language classrooms in an Iranian College. The study involved 20 English teachers (10 female and 10 male) and 500 students (392 females and 108

males). The purposive sampling technique was employed to select the sample. The researchers employed a qualitative research design, which allowed for an in-depth exploration of gender-based differences in classroom interactions. Classroom observations, audio recordings and interviews were administered to the participants. The study found notable differences in the instructional practices of male and female teachers in the classrooms. Female teachers were observed to use more collaborative and student-centered approaches, while male teachers tended to employ more traditional and teacher-centered methods. Students reported feeling more supported and encouraged in writing activities led by female teachers. However, both male and female teachers faced challenges such as large class sizes, limited resources, and cultural biases that impacted their teaching effectiveness. The study highlighted the need for sex-sensitive training programs and policies to address these challenges and promote more equitable and effective writing instruction in classrooms.

Suhirman., Yektingtyas and Sutoro (2024) examined how sex dynamics influence teacher–student interactions in English as a Foreign Language (EFL) classroom in Indonesia. Three classes were selected through purposive sampling. A hundred and fifty eleventh-grade students across five classes and one female and one male EFL teacher participated in the study. The study employed a qualitative research design (case study approach). Classroom observations, audio recordings of classroom interactions, focus Group Interviews and individual interviews with teachers, were administered to the participants. The study revealed that female teachers created a more inclusive classroom environment, encouraging all students to participate in discussions about their writing. This inclusivity fostered a sense of community and collaboration among students. Conversely, male teachers tended to dominate discussions, leading to a lack of diverse voices and

less engagement from students. Such dynamics can significantly impact students' confidence and their willingness to share their work

Mulji's (2016) studied the effect of teacher sex on students' academic performance in Tunisia. The sample comprised of 4,949 students. A two-stage random sampling technique was used. The study employed a quantitative, causal-comparative (ex post facto) research design. This design was appropriate for examining the relationship between teacher sex (a pre-existing variable) and student performance outcomes without manipulating variables. Data were collected using a standardized writing assessment and teacher questionnaires. The study revealed that students taught by female teachers generally achieved higher scores in writing tasks compared to those taught by male teachers. This can be attributed to the supportive feedback and nurturing environment typically provided by female educators, which enhanced students' writing abilities and confidence. In contrast, male teachers' emphasis on performance and correction may inhibit students' willingness to experiment with their writing styles. Cultural expectations surrounding gender roles significantly influence teaching practices.

Muasya (2021) examined sex responsive pedagogy and early childhood teacher education: A study of pre-primary school teachers in Nairobi. The study employed a cross-sectional design to capture data at a specific point in time. The study employed the purposive sampling method. A total of 15 pre-primary school teachers participated in the study. The researcher utilized interviews to gather qualitative data from the participants. The study found that female teachers often faced societal pressures that restrict their adoption of innovative writing strategies, as they are expected to conform to traditional roles. This limitation can hinder their effectiveness in providing diverse writing instruction, ultimately impacting students learning outcomes.

Moreover, the professional development opportunities available to teachers can also differ based on sex. James (2023) investigated the relationship between teacher's sex and their experience of teaching writing in secondary schools in Nigeria. The population targeted English Language teachers in junior and senior secondary schools in South-South Nigeria. The sample of the study was 100 English Language teachers and the sample was divided into 58 male and 42 female teachers. The descriptive survey design was used. The study utilized a questionnaire. The study highlighted that female teachers often have less access to training programs focused on innovative instructional strategies for writing. This disparity can limit their ability to enhance their teaching practices and negatively impact their writing skills.

The intersection of sex and writing pedagogy is further analyzed by Berecha (2023) who studied the practices and challenges of sex-responsive pedagogy in government secondary schools of South West Shoa Zon, Ethiopia. A total of 231 participants were involved, comprising 164 students and 67 teachers. The study used the descriptive survey design. Participants were selected using the random sampling method. The findings revealed that female teachers often integrated culturally relevant materials and collaborative projects that resonate with students' experiences, thereby fostering a sense of ownership and connection to their writing. Male teachers, conversely, tended to rely on standardized tests and assessment which may not adequately engage students in the writing process.

Teachers' Experience and Their Instructional Practices

Teachers' experience plays an important role in shaping their instructional practices, especially in writing classrooms. Experienced teachers tend to develop refined strategies based on years of trial and error, student feedback, and exposure to various pedagogical approaches as buttressed by several studies.

For example, Adenike and Aregbesola (2018) studied teacher's experience and students' academic performance in secondary school Chemistry in Ido Local Government Area of Ibadan. A total of 50 chemistry teachers were selected using the simple random sampling technique. The study adopted a descriptive survey design and data were collected using a questionnaire and unstructured interviews. The study found that experienced teachers tended to employ a wider range of instructional strategies, including collaborative learning, differentiated instruction, and technology integration. These strategies were shown to enhance student engagement and promote higher-order thinking skills in writing tasks. In contrast, novice teachers often relied on traditional approaches, focusing primarily on mechanics, which can limit students' creative expression and overall writing proficiency. Teacher experience plays a vital role in classroom management and student engagement during writing activities.

Adeyemi (2008) investigated the impact of teachers' teaching experience on students' learning outcomes in secondary schools in Ondo State. A hundred and eighty secondary schools were selected through stratified random sampling for this purpose. The descriptive survey design was adopted. The study utilized an inventory and a semi-structured interview schedule. It was discovered that schools with more teachers having five years or more of teaching experience achieved better results in the Senior Secondary Certificate Examinations (SSCE). The study established a positive link between teacher experience and students' performance.

Similarly, Suleiman, Hassan, Koroka and Gimba (2024) investigated the relationship between secondary school science teachers teaching experience and students performance in Minna, Niger State. The study employed a correlational research design.

A hundred and twenty-three science teachers and 385 science students served as the sample of the study they were selected using purposive sampling. A questionnaire was administered to

teachers and an analysis of student's mock examination results was done. A positive relationship was found between science teachers' teaching experience and student's academic performance.

Ewetan and Ewetan (2015) investigated the influence of teachers' teaching experience on the academic performance of public secondary school students in Mathematics and English Language in Ado-Odo/Ota and Ifo Local Government Areas in Ogun State. The sample of the study comprised 388 students gotten through cluster sampling. The study used a causal-comparative research design (ex post facto design). The instruments of the study were an inventory schedule and a questionnaire. It was discovered that teachers' teaching experience significantly influenced students' academic performance in English Language. Schools with more teachers having over 10 years of experience achieved better results than those with little or no experience. The aforementioned studies on the relationship between teacher experience and students' academic achievement suggests that experienced teachers employ more effective instructional practices which translate to better student outcome

Bello (2025) investigated the influence of teachers' years of teaching experience on their teaching approaches in secondary schools in Ilorin Metropolis, Kwara State. The research employed a descriptive survey design. The stratified random sampling technique was employed to ensure representation from different schools, levels of teaching experience, and both sexes. Schools were categorized into public and private institutions, with teachers selected from each category. The study sample consisted of 150 teachers drawn from 20 secondary schools in Ilorin Metropolis, Kwara State. Questionnaires were administered to the participants. The study found significant differences between experienced and novice teachers in their use of differentiated instruction strategies in writing. Experienced teachers were more adept at tailoring their instruction to meet diverse student needs, utilizing a wider range of strategies such as flexible grouping, varied

instructional materials, and ongoing assessment to inform instruction. Novice teachers, on the other hand, struggled more with implementing differentiated instruction effectively and often relied on more uniform teaching methods. Common challenges across both groups included large class sizes, insufficient training, and limited resources.

The aforementioned studies on the relationship between teacher experience and students' academic achievement suggests that experienced teachers employ more effective instructional practices which translates to better student outcomes. Therefore, this study intends to further investigate whether English Language teachers differ in their writing instructional practices based on sex.

Teachers' Sex and Their Feedback Practices

Studies have shown that teachers' sex could influence the type of feedback they give to their learners. For example, Odunaike, Ijaduola and Amoda (2013) investigated the effect of teachers' sex on students' academic performance in Business Education in Ogun State. The sample of the study were 40 professionally qualified teachers (20 males and 20 females) selected from 8 senior secondary schools using stratified random sampling. The descriptive survey design was utilized. The instrument of the study was a structured questionnaire. The results of the study revealed that female teachers were more supportive in instructional feedback, showing a stronger commitment to student learning. Male teachers, however, were less engaged in providing personalized feedback.

Osiesi, Fajobi, Oke and Aruleba (2022) examined how sex influences teachers' perception of their role, training, and interaction with students in secondary schools in Ekiti State. The sample of the study were 222 teachers across several public secondary schools. The study used was descriptive survey design. The stratified random sampling technique was used to select participants

for the study. The instrument of the study was a structured questionnaire. It was discovered that female teachers provided more detailed and nurturing feedback to students. Male teachers emphasized discipline and task-oriented feedback. Teachers' sex significantly influenced their perception and approach to feedback delivery.

In Oromia, Ethiopia, Mulisa and Getahun (2018) studied sex differences in the perception and use of feedback among secondary school English Language teachers. The sample of the study were 30 English teachers (15 males, 15 females) from five secondary schools selected through purposive sampling. The descriptive survey design was employed. The instrument of the study was a structured teacher questionnaire and a classroom observation checklist. It was discovered that female teachers were more likely to use formative feedback techniques like praise, clarification, and prompting. Male teachers leaned toward corrective feedback and error marking. These differences were attributed to pedagogical beliefs and communication styles linked to sex. The preceding discussion on teachers' sex and their feedback practices reveals that there seems to be only a few empirical literatures in the area. Thus, there is a need to add to the growing body of literature focusing specifically on teachers' sex and their feedback practices. To this end, this study intends to examine whether English Language teachers differ in their feedback practices in the writing classroom on the basis of sex.

Teachers' Experience and Their Feedback Practices

Studies have shown that experienced teachers often provide more effective feedback in the writing classroom for example, Halilu (2022) examined the relationship between teachers' professional competency and students' academic achievement in English Language in senior secondary schools in Adamawa State. The sample of the study were 232 English Language teachers from 115 senior secondary schools in Gombi and Yola education zones, selected using

stratified random sampling. The research design used was the correlational survey research design. The instrument of the study was a structured questionnaire. It was discovered that there was a high level of relationship between teacher professional experience and students' academic achievement in English Language.

Esom, Atsineka and Lekyong (2022) investigated the impact of teachers' qualifications and experiences on students' performance in English Language in Colleges of Education in Taraba State. The sample of the study were 15 English Language teachers from two Colleges of Education selected using purposive sampling. The study employed descriptive survey design and the instrument of the study was a questionnaire. It was discovered that students taught by qualified and experienced teachers showed significantly better performance in English Language than those with less experience.

Likewise, Odutayo, Ishola and Adewuyi (2023) studied how teacher attributes especially teaching experience can influence the use of resources in English grammar instruction in secondary schools in Ilorin, Nigeria. The sample of the study were 268 English teachers from both public and private schools. The study employed the descriptive survey design. The instruments of the study were a questionnaire and an observation schedule. It was found that teachers with more years of experience were more likely to use diverse teaching resources effectively than those little experience.

Moluayonge (2022) investigated the impact of teachers' mastery of English Language (influenced by their experience) on students' academic achievement in HTTTC Kumba, Cameroon. A sample of 20 English Language teachers and 150 students from a teacher training college was gotten through purposive sampling. The study used descriptive survey design. The instrument of the study was a structured questionnaires administered to teachers and students.

Findings of the study revealed that teachers with better mastery and longer teaching experience contributed significantly to improved student performance in writing than teachers with little or no experience

Although the aforementioned studies focused primarily on teachers experience and students' academic achievement, it may be assumed that teachers with more experience would use better feedback practices which led to better achievement for their students. In addition, the review also indicates that studies focusing specifically on teachers experience and their feedback practices seem to be lacking. Hence, this study seeks to examine whether English Language teachers differ in their feedback practices in the writing classroom on the basis of teaching experience.

Summary of Literature Reviewed

The review of literature discussed Russell's activity theory (1997) and Lev Vygotsky's sociocultural theory (1934) as the theoretical underpinning of the study. In addition, past studies on teachers' instructional practice, feedback practice and support for struggling writers were examined. From the review of empirical literature, several gaps in research emerge. First of all, is the fact that a majority of the studies reviewed on instructional practices were carried out in foreign EFL, EFAL or ESL contexts. (Mzinganjira, Chauma, and Mthatiwa (2024). In terms of feedback practices alone some studies exist in the Nigerian context. However, the focus of this study is on teachers' instructional and feedback practices.

Any gap identified from the literature is that studies done in Nigeria predominantly utilized questionnaires and interviews. However, this study will combine the use of both a questionnaire and an observation schedule to provide a comprehensive description of teachers' instructional and feedback practices in the English Language writing Classroom.

Lastly the present study differs from past studies in the area of variables studied. While, as earlier mentioned, there are existing studies on teachers' instructional and feedback practices in teaching writing, the combination of teaching sex and years of teaching experience as intervening variables seen to be absent. In view of the identified gaps in literature, this study intends to examine teachers' instructional and feedback, practices in secondary school English Language writing classroom in Ughelli metropolis. In addition, the study intends to investigate whether English Language teachers differ in their instructional and feedback practices based on their sex and years of teaching experience.

CHAPTER THREE

METHODOLOGY

This chapter focused on the discussion of the research design for the study under the following headings:

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Research Instruments
- Validity of the Instruments
- Reliability of the Instruments
- Method of Data Collection
- Method of Data Analysis

Research Design

The descriptive survey research design was adopted for the study. The purpose of the descriptive survey research is to collect factual information that describes existing phenomena. The survey design was used to find out English Language teachers' instructional and feedback practices in the secondary school English Language writing classrooms in Ughelli metropolis, Delta state.

Population of the Study

The population of the study comprised all 121 English Language teachers in the 81 public secondary schools in Ughelli North and Ughelli South Local Government Areas in Delta state. There are 76 English Language teachers in the 48 secondary school in Ughelli North and there are

45 English Language teachers in the 33 secondary school in Ughelli South Local Government Area.

Sample and Sampling Technique

The sample of the study consisted of 106 teachers. The whole population sampling technique was used for the study. However, the teachers used for ascertaining the reliability of the instruments (15) was not be used for the study.

Research Instruments

Two research instructions, a questionnaire and an observation schedule will be used for data collection. The questionnaire is titled "Teachers' Instructional and Feedback Practices in the Secondary School English Language Writing Classroom in Ughelli Metropolis ". It is made up of four sections, A-D. Section A elicits information on teachers' demographic data such as sex, and years of teaching experience. Section B-D are modified Likert scale using four options of " Strongly Agree =4" "Agree=3" "Disagree=2" "Strongly Disagree=1" for worded items. The reverse is the case for negatively worded items. A scale of 2.5 (the average of the scale) was set as the decision marker. When the mean of the response to an item is greater than or equal to 2.5, the item is accepted vice versa. Section B consist of 13 items designed to elicit teachers' response on their instructional practice in English Language writing classrooms. Section C consists of 9 items designed to elicit teachers' response on their feedback practices in the English Language writing classroom. Section D consists 7 items designed to elicit teachers' response in their support for stronger writers.

The second instrument, the observation schedule was titled, "Observation Schedule on Teachers' Instructional and Feedback Practices in the Secondary School English Language Writing Classroom in Ughelli Metropolis ". It designed to observe the actual instructional and feedback

practices employed by teachers in their English Language writing classrooms. Section A of the observation elicit teachers' demographic data such as school, class, date of observation, sex and years of teaching experience. Section B contains 28 items. The scoring is "Not observed=1" "Rarely observed=2", "Occasionally observed=3" and "Frequently observed=4". The scale of 2.5 (the average of the scale) was set as the decision marker. When the mean of the responses for an item is below 2.5, it is rarely observed. When the mean of the response is equal for or greater than 2.5, it is frequently observed. In addition, when the mean of the response is equal to 0 it is not observed.

Validity of the Instruments

To validate the instruments, draft copies of the questionnaire and observation schedule were given to the researcher's supervisor and two other lecturers in Language Education, Department of Educational Foundations. Their comments and suggestions were incorporated in the final copy of the instruments.

Reliability of the Instruments

To ascertain the reliability of the questionnaire, it was administered on fifteen (15) English Language teachers drawn from the population of the study who will not be part of the main study. The filled questionnaires were collected from the respondents and subjected to Cronbach Alpha statistics. It yielded a reliability co-efficient of 0.89.

The observation schedule was pilot-tested on five (5) English Language teachers who filled out the questionnaires. An Intraclass Correlation Coefficient (ICC) was calculated to assess the intra-rater reliability of the measurement of the observations carried out. The analysis used a two-way mixed-effects model with consistency agreement. The results indicated an ICC value of 0.91, suggesting an excellent reliability (Koo & Li, 2016).

Method of Data Collection

The distribution and collection of questionnaires was carried out by the researcher and one research assistant. The researcher personally observed ten (10) teachers who was randomly selected from the sample that filled out the questionnaires using the observation schedule. The observation was carried out twice for each teacher.

Method of Data Analysis

The questionnaires were collected, scored, coded and analysed using both descriptive and inferential statistics with the aid of the Statistical Package for Social Sciences (SPSS). Research questions one and two was answered using mean and standard deviation. Hypotheses two and four were tested using one-way ANOVA, while hypotheses one and three were tested using the independent sample t-test. All hypotheses were tested at 0.05 level of significance. Where there is a case of significance difference, a post hoc analysis was carried out to determine the direction of the difference

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

In this chapter, the results obtained from the analysis of data using the statistical procedures discussed earlier in chapter three are presented. The analysis of the data is presented in two sections, the first section deals with the presentation of results, while the second section presents the discussion of the findings.

Presentation of Results

Research Question One: What specific instructional practices are employed by English Language teachers in the teaching of essay writing in Senior Secondary Schools?

Table 1: Teachers' Self-Reported Instructional Practices of Writing

S/N	Instructional Practice	Mean	Std. Dev.	Interpretation
1	Stating the learning objective for the writing lesson	3.22	.49	Frequently used
2	Including regular practices in drafting	3.30	.65	Frequently used
3	Using regular practice in revising written work	3.28	.51	Frequently used
4	Encouraging brainstorming as a pre-writing strategy	3.20	.52	Frequently used
5	Outlining as a pre-writing strategy	3.19	.57	Moderately used
6	Writing workshops for peer feedback	2.99	.56	Occasionally used
7	Collaborative learning via group discussion	2.90	.76	Occasionally used
8	Tailoring instruction to skill level and needs	3.16	.52	Moderately used
9	Tailoring instruction to individual needs	3.11	.64	Moderately used
10	Tailoring instruction to individual needs	2.78	.78	Occasionally used
11	Use of technology for student engagement	2.79	.83	Occasionally used
12	Relevance to student interest	3.14	.47	Moderately used
13	Relevance to real-world applications	3.18	.53	Moderately used
	Overall	3.10	.29	Moderately used

Table 1 presents teachers' responses to 13 instructional practices using a Likert-type scale, with the mean score and standard deviation for each item. The overall mean ($\bar{x} = 3.10$, $SD = .29$) indicates that teachers moderately use the instructional practices listed. All individual item means fall between $\bar{x} = 2.78$ (item 10) and $\bar{x} = 3.30$ (item two), suggesting moderate to frequent use. The mean scores for most items ranged from $\bar{x} = 3.11$ (item nine) to $\bar{x} = 3.30$ (item two), indicating frequent use of conventional writing instruction strategies such as drafting, revising, and pre-writing activities. The highest mean was for regular practice in drafting (item two, $\bar{x} = 3.30$) and revising (item three, $\bar{x} = 3.28$). Teachers also frequently stated learning objectives and encouraged brainstorming and outlining.

However, practices involving collaboration and technology use were the least frequently used. Incorporating peer feedback and collaborative writing workshops scored lower (item six, $\bar{x} = 2.99$; item seven $\bar{x} = 2.90$, respectively), while technology use for instruction and engagement had the lowest mean scores (item ten, $\bar{x} = 2.78$; item eleven, $\bar{x} = 2.79$), indicating only occasional usage. These results suggest that while teachers are committed to the process approach to writing, they may not be fully utilizing 21st-century teaching tools and interactive methods.

Table 2: Classroom Observation of Teachers' Instructional Practices

S/N	Instructional Practice	Mean	Std. Dev.	Interpretation
1	Stating the learning objective for the writing lesson	2.80	0.79	Occasionally used
2	Including regular practices in drafting	2.60	0.52	Occasionally used
3	Using regular practice in revising written work	2.40	0.70	Minimally used
4	Encourage students to use pre-writing strategies, such as brainstorming to improve their writing	2.30	0.95	Minimally used
5	Encourage students to use pre-writing strategies, such as outlining, to improve their writing	2.50	0.53	Occasionally used
6	Incorporate writing workshops or group discussions to facilitate peer feedback	2.00	0.67	Minimally used
7	Incorporate writing workshops or group discussions to facilitate collaborative learning	2.00	0.47	Minimally used
8	Tailoring writing instruction to address the varying skill levels of individual students	2.30	0.82	Minimally used
9	Tailoring writing instruction to address the varying needs of individual students	2.20	0.79	Minimally used
10	Incorporating technology, such as writing software or online resources, to enhance writing instruction	1.90	0.57	Minimally used
11	Incorporating technology, such as writing software or online resources, to enhance student engagement	1.70	0.48	Minimally used
12	Ensuring that writing assignments are relevant to students' interests	3.00	0.67	Moderately used
13	Ensuring that writing assignments are relevant to students' real-world applications	3.30	0.48	Frequently used
	Overall	2.38	0.43	Minimally used

Table 2 shows the data on classroom observation of teachers' instructional practices in writing. The overall mean ($\bar{x} = 2.38$, $SD = 0.43$) suggests a generally low-to-moderate level of implementation across the sampled classrooms. The most consistently practiced instructional strategies were those that emphasize relevance and real-world application of writing tasks.

Specifically, the highest observed practice was ensuring that writing assignments are relevant to real-world applications (item thirteen, $\bar{x} = 3.30$, $SD = 0.48$) This indicates not only frequent implementation but also consistency among teachers in connecting writing tasks to practical, authentic contexts. Similarly, ensuring that writing tasks align with students' personal interests had a high mean (item twelve, $\bar{x} = 3.00$, $SD = 0.67$), reinforcing the idea that teachers are making efforts to foster motivation by selecting meaningful content for writing.

In contrast, many of the core practices central to the writing process are less frequently observed. Stating the learning objective for the writing lesson received a mean of 2.80 and a standard deviation of 0.49 (item one, $\bar{x} = 2.80$, $SD = 0.79$), suggesting that most teachers occasionally identify learning goals at the beginning of instruction. Practices such as providing regular opportunities for drafting (item two, $\bar{x} = 2.60$, $SD = 0.52$) and revising written work (item three, $\bar{x} = 2.40$, $SD = 0.70$) were occasionally implemented, though the lower mean for revision suggests that process-based writing instruction may not be fully embedded. Similarly, results were found for item four ($\bar{x} = 2.30$, $SD = 0.95$) and item five ($\bar{x} = 2.50$, $SD = 0.53$) respectively. The higher standard deviation for brainstorming ($SD = 0.95$) indicates significant variation in its use among teachers.

The use of collaborative practices, such as writing workshops and group discussions, was among the lowest-rated strategies. Both items incorporating group discussions for peer feedback , (item six, $\bar{x} = 2.00$, $SD = 0.67$) and for collaborative learning (item seven $\bar{x} = 2.00$, $SD = 0.47$). Indicate minimal and inconsistent integration of cooperative learning structures in writing instruction, which may limit opportunities for student interaction and peer learning.

Differentiated instruction was also rated poorly. Tailoring instruction to meet individual students' skill levels (item eight, $\bar{x} = 2.30$ $SD = 0.82$), and addressing the varying needs of learners

(item nine, $\bar{x} = 2.20$, $SD = 0.79$) scored even lower suggesting a lack of personalized approaches in the observed classrooms, which could hinder support for students who struggle or need enrichment.

The least observed instructional practices involved the integration of technology into writing instruction. Incorporating writing software or online resources to enhance instruction and student engagement had the lowest scores (item ten; $\bar{x} = 1.90$, $SD = 0.57$) and (item eleven, $\bar{x} = 1.70$, $SD = 0.49$). These findings point to a significant gap in leveraging digital tools that can facilitate more engaging, interactive, and individualized learning experiences in writing.

Research Question Two: What feedback practices are employed by English Language teachers in the senior secondary essay writing classroom.

Table 3: Teachers’ Self-Reported Feedback Practices

S/N	Feedback Practice	Mean	Std. Dev.	Interpretation
1	Provide timely feedback	3.19	.48	Frequently used
2	Written comments to support writing	3.18	.58	Frequently used
3	Oral feedback to support writing	3.16	.60	Frequently used
4	Use of peer review	3.04	.53	Moderately used
5	Encourage revision using feedback	3.13	.63	Moderately used
6	Integrate peer feedback sessions	2.97	.58	Occasionally used
7	Feedback aligned with writing objectives	3.14	.56	Moderately used
8	Focus on both strengths and areas for improvement	3.25	.55	Frequently used
9	Feedback on specific writing elements like grammar	3.15	.53	Frequently used
	Overall	3.13	.27	Moderately used

Table 3 presents teachers’ feedback practices in error correction in writing instruction. The overall mean ($\bar{x} = 3.13$, $SD = .27$) indicates that feedback practices are frequently used by teachers. All item means fall between 2.97 (item six) and 3.25 (item eight), suggesting that teachers tend to agree or frequently apply the listed feedback practices. The standard deviations (SDs) range

from .48 to .63, showing a moderate level of agreement among teachers. The Table shows that teachers reported frequent use of direct feedback strategies, including timely responses, written and oral comments, and attention to both strengths and weaknesses in student writing. The highest-rated practice was focusing on both areas of improvement and achievement (item eight, $\bar{x} = 3.25$), followed by providing timely feedback (item one, $\bar{x} = 3.19$).

In contrast, peer feedback methods received lower ratings. Integrating peer feedback sessions had the lowest mean (item six, $\bar{x} = 2.97$), indicating infrequent use. This may point to a reliance on teacher-centered feedback approaches and limited adoption of collaborative evaluation strategies.

Table 4: Classroom Observation of Teachers' Feedback Practices

S/N	Statement	Mean	Std. Dev.	Interpretation
1	Provides timely feedback on students' writing assignments to help them improve their work	2.70	0.48	Occasionally used
2	Uses feedback methods, such as written comments, to support student writing development	3.10	0.32	Moderately used
3	Uses feedback methods, such as oral feedback, to support student writing development	2.50	0.53	Occasionally used
4	Uses peer review to support student writing development	2.20	0.63	Minimally used
5	Encourages students to use feedback to revise their writing before submitting a final draft	2.00	0.47	Minimally used
6	Integrates peer feedback sessions into writing instruction to help students learn from each other	2.30	0.48	Minimally used
7	Provides feedback that aligns with the writing objectives set for each assignment	2.40	0.70	Minimally used
8	Focuses on both strengths and areas of improvement in students' writing	2.60	0.52	Occasionally used
9	Uses feedback to address specific writing elements such as grammar	2.50	0.71	Occasionally used
	Overall	2.47	0.36	Minimally used

Table 4 presents the data on classroom observation of teachers' feedback practices in writing instruction. The table reveals varying levels of implementation across different strategies. Among the nine feedback practices observed, the highest mean score was recorded for the use of written comments to support students' writing development (item two, $\bar{x} = 3.10$, $SD = 0.32$). This suggests that written feedback is the most consistently employed method by teachers, likely because it provides tangible, individualized guidance that students can revisit. Similarly, providing timely feedback on students' writing assignments yielded a relatively high score, (item one, $\bar{x} = 2.70$, $SD = 0.48$), indicating that most teachers are aware of the importance of timely responses in supporting student progress.

Teachers also showed moderate implementation of feedback that focuses on both the strengths and areas needing improvement in students' writing, (item eight, $\bar{x} = 2.60$, $SD = 0.52$). This demonstrates some level of awareness regarding the role of balanced feedback in fostering student confidence and learning. Oral feedback (item 3; $\bar{x} = 2.50$; $SD = 0.53$) and feedback targeting specific writing elements such as grammar (item nine, $\bar{x} = 2.50$; $SD = 0.71$) were equally observed to be occasionally practiced. However, the standard deviation for feedback on grammar ($SD = 0.71$) was relatively high, suggesting variability in how frequently this practice is employed among different teachers. Several important feedback strategies were less consistently observed. For example, the provision of feedback aligned with the writing objectives of each assignment (item seven, $\bar{x} = 2.40$, $SD = 0.699$), reflecting some application but with inconsistency. Even less frequently practiced were peer-related feedback strategies. The use of peer reviews to support writing development (item four, $\bar{x} = 2.20$, $SD = 0.63$), and the integration of peer feedback sessions into instruction (item six, $\bar{x} = 2.30$, $SD = 0.48$) was similarly low. These figures indicate

that opportunities for collaborative learning through peer assessment are limited in the observed classrooms.

The least practiced feedback strategy was encouraging students to revise their writing based on feedback received, (item five, $\bar{x} = 2.00$, $SD = 0.47$). This finding is particularly concerning, as it suggests that the feedback loop is often not completed; students may receive feedback but are not being guided to apply it meaningfully through revision. This gap undermines the principles of process writing, which emphasizes drafting and redrafting as essential components of learning to write effectively.

Research Question Three: What forms of support do English Language teachers give to struggling writers to improve their essay writing in Senior Secondary Schools?

Table 5: Teachers’ Self-Reported Support Practices for Struggling Writers

S/N	Support Practice	Mean	Std. Dev.	Interpretation
1	Identify struggling writers early	3.14	.47	Moderately used
2	Provide targeted support for challenges	3.13	.65	Moderately used
3	Modify assignments for struggling writers	3.07	.67	Moderately used
4	Use of differentiated instruction	3.20	.59	Frequently used
5	Create a supportive classroom environment	3.10	.63	Moderately used
6	Provide scaffolding tools like graphic organizers	2.98	.69	Moderately used
7	Pair with proficient peers for collaboration	3.04	.69	Moderately used
	Overall	3.09	.37	Moderately used

Table 5 shows the support practices English Language teachers provide for struggling writers. The table shows that the mean scores range from 2.98 (item six) to 3.20 (item four), which falls within the “Frequently” range on a 4-point Likert scale. This overall pattern suggests that teachers are generally aware of and use a variety of support strategies for struggling writers. The standard deviations which range from .47 to .69; indicate a moderate level of agreement among teachers,

with more variability in some support strategies than others. The table shows that most teachers frequently identify struggling students early, (item one, $\bar{x} = 3.14$) and tailor instruction using differentiated strategies (item four, $\bar{x} = 3.20$). Teachers also indicated a commitment to creating emotionally supportive environments (item five, $\bar{x} = 3.10$) and offering targeted support (item 2; $\bar{x} = 3.13$; $SD = 0.65$).

However, certain specific interventions are used less consistently. Providing scaffolding tools like graphic organizers received the lowest mean (item six, $\bar{x} = 2.98$). Similarly, fostering peer collaboration for supporting struggling writers was only moderately practiced (item seven, $\bar{x} = 3.04$). This implies that while teachers are willing to adapt instruction, the use of structured instructional aids and peer-based interventions may not be fully integrated.

Table 6: Classroom Observation of Teachers' Support Practices for Struggling Writers

S/N	Support Practice	Mean	Std. Dev.	Interpretation
1	Modify assignments for struggling writers	2.20	0.79	Minimally used
2	Use of differentiated instruction	2.30	0.48	Minimally used
3	Create a supportive classroom environment	2.20	0.63	Minimally used
4	Provide scaffolding tools like graphic organizers	2.10	0.74	Minimally used
5	Pair with proficient peers for collaboration	2.10	0.88	Minimally used
	Overall	2.18	0.47	Minimally used

Table 6 shows the observation results of teachers' support for struggling writers. The table indicates that the practices are generally rated between "Sometimes" and "Rarely", with mean scores ranging from 2.10 (item five) to 2.30 (item two) across all items. The overall mean ($\bar{x} = 2.18$, $SD = 0.47$) reinforces the fact that targeted support for struggling writers is implemented

inconsistently and infrequently. The highest-rated support strategy was the use of differentiated instruction strategies (item two $\bar{x} = 2.30$, $SD = 0.48$). While this score is the most favorable, it still indicates that such strategies are used only occasionally, rather than regularly or consistently.

Modification of writing assignments to meet the needs of struggling students (item one, $\bar{x} = 2.20$, $SD = 0.79$) and creating a supportive classroom environment (item three, $\bar{x} = 2.20$, $SD = 0.63$) were also observed at a moderate frequency, but with substantial variation among teachers, especially in the case of assignment modification. Scaffolding strategies, such as providing graphic organizers (item four, $\bar{x} = 2.10$, $SD = 0.74$), and peer collaboration practices, such as pairing struggling writers with more proficient peers (item five, $\bar{x} = 2.10$, $SD = 0.88$), were observed only sometimes, and with high inconsistency.

Hypothesis 1: There is no significant difference between male and female teachers in their essay writing instructional practices.

Table 7: Independent Samples t-test Comparing Teachers’ Instructional Practices by Sex

Variable	Sex	N	Mean	Std. Dev.	t	df	Sig (2-tailed)	Result
Teachers’ Instructional Practices	Male	51	3.02	0.28	-2.62	104	0.01	Significant
	Female	55	3.17	0.28				

Table 7 indicates a statistically significant difference in instructional practices between male ($M = 3.02$, $SD = 0.28$) and female ($M = 3.17$, $SD = 0.28$) teachers, $t(104) = -2.62$, $p = 0.01$. Since the p-value is less than 0.05, the null hypothesis is rejected. This suggests that female teachers demonstrate significantly higher engagement in writing instructional practices than their male counterparts.

Hypothesis 2: There is no significant difference in teachers' essay writing instructional practices based on years of teaching experience.

Table 8: Mean and Standard Deviation of Teachers' Instructional Practices by Years of Teaching Experience

Years of Teaching Experience	N	Mean	Std. Deviation
Below 5 years	34	3.11	0.264
6 – 10 years	27	3.02	0.216
11 – 15 years	29	3.07	0.341
16 years & above	16	3.24	0.322
Total	106	3.10	0.290

Table 8 presents the mean scores and standard deviations of responses from 106 teachers' instructional practices categorized by their years of teaching experience. Teachers with 16+ years of experience reported the highest average score (3.24), suggesting they may use more of the instructional practices compared to less experienced teachers. The lowest mean score (3.02) was observed in the 6–10 years group. Despite slight differences in means, the values are fairly close (range: 3.02 to 3.24), indicating moderate consistency across groups. Standard deviations are relatively small, suggesting low variability within each group. The group with 11–15 years showed the greatest variability (SD = 0.34), while the 6–10 years group was the most consistent (SD = 0.22). To test whether there was significant difference among the mean scores, a one-way Analysis of Variance (ANOVA) was conducted to examine the differences in mean scores of writing instructional practices among teachers with varying years of teaching experience.

Table 9: One-Way ANOVA Summary for Teachers' Instructional Practices by Years of Teaching Experience

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.487	3	0.162	1.983	0.121
Within Groups	8.351	102	0.082		
Total	8.838	105			

Table 9 shows that the differences in teachers' writing instructional practices based on years of teaching experience are not statistically significant, $F(3, 102) = 1.98$, $p = 0.12$. Since the p-value is greater than 0.05, the null hypothesis is retained. This suggests that years of teaching experience does not significantly influence how teachers engage in writing instructional practices.

Hypothesis 3: There is no significant difference in English Language teachers' feedback practices based on years of teaching experience.

Table 10: Independent Samples t-test Result for Teachers' Feedback Practices by Sex

Variable	Sex	N	Mean	Std. Dev.	T	df	Sig (2-tailed)	Result
Teachers' Feedback Practices	Male	51	3.09	0.26	-1.600	104	0.113	Retained
	Female	55	3.17	0.26				

Table 10 shows that there is no statistically significant difference in feedback practices between male and female teachers, $t(104) = -1.600$, $p = .113$. Since the p-value is greater than the 0.05 level of significance, the null hypothesis is retained. This indicates that sex does not significantly influence how teachers engage in feedback practices.

Hypothesis 4: There is no significant difference in English Language teachers' feedback practices based on years of teaching experience.

Table 11: Mean and Standard Deviation of Teachers' Feedback Practices by Years of Teaching Experience

Years of Teaching Experience	N	Mean	Std. Deviation
Below 5 years	34	3.14	0.25
6 – 10 years	27	3.10	0.21
11 – 15 years	29	3.11	0.25
16 years & above	16	3.22	0.40
Total	106	3.13	0.27

Table 11 summarizes the mean **scores** and standard deviations for teachers' feedback practices, grouped by their years **of** teaching experience. A total of 106 teachers participated. Teachers with 16+ years of experience have the highest average score on feedback practices ($\bar{x} = 3.22$), suggesting that they may be more confident or consistent in applying feedback strategies, though the variability ($SD = 0.40$) suggests some inconsistency within the group. Teachers with 6–10 years of experience have the lowest mean (3.10) and lowest variability, indicating uniform but slightly lower engagement in feedback practices. The differences in means are small (range: 3.10 to 3.22), suggesting that years of experience may not drastically affect how teachers perceive or report their feedback practices, though more experienced teachers tend to report slightly higher usage. To test whether there was significant difference among the mean scores, a one-way Analysis of Variance (ANOVA) was conducted to examine the differences in mean scores of writing feedback practices among teachers with varying years of teaching experience.

Table 12: One-Way ANOVA Result for Teachers' Feedback Practices by Years of Teaching Experience

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.151	3	0.050	0.704	.552
Within Groups	7.299	102	0.072		
Total	7.450	105			

The results of the ANOVA in Table 12 indicates that there is no statistically significant difference in teachers' feedback practices across different years of teaching experience, $F(3, 102) = 0.704, p = .552$. Since the p-value exceeds the 0.05 level of significance, the null hypothesis is retained. This suggests that teachers' feedback practices do not vary significantly with their length of teaching experience.

Discussion of Findings

- *Teachers' Instructional Practices in Essay Writing*

The results of research question one revealed that English Language teachers reported that they frequently employed a variety of instructional strategies including key component of the process approach when teaching essay writing. These include the use of model texts, regular drafting, revising writing work, pre-writing, guided writing, brainstorming activities, step-by-step composition exercises, collaborative writing, and integrating writing tasks with reading. This finding aligns with Hyland (2003) and Graham & Perin (2007), who observed that effective writing instruction requires structured scaffolding and modeling, not just final-product evaluation. However, Aika (2020) argued that teachers who lack confidence or hold negative attitudes are less likely to use time-consuming strategies (model texts, extended guided writing,

collaborative cycles) regularly — so while those strategies exist in the literature, they are not uniformly or frequently used across all contexts.

Over the past few years, a number of studies have shown that Nigerian English teachers are increasingly treating writing as a process rather than a one-off product. In some schools, teachers now encourage students to brainstorm ideas together, draw up outlines, and draft their work in stages. For example, Akinwamide (2012) describe classrooms in Ekiti State where teachers walk their students through pre-writing discussions, group planning, and several rounds of drafting and revision. Not only did students become more engaged, their writing improved markedly. Similar results were reported in Abuja by Kosemani, Chukeuggu and Ola (2020), who found that when teachers built in time for brainstorming, multiple drafts and feedback, students wrote more coherent and better-organized essays.

In Kaduna State, Gowon and Yashim (2022) used concept mapping as a pre-writing tool and combined it with regular redrafting; students' sentence structure and paragraphing benefited significantly. Qualitative accounts from Adebayo, Animashun, Lynda, Mbanusi, Adedeji, David and Namdi (2024) at Oludaye Grammar School echo this pattern, with teachers modelling how to draft and revise and encouraging students to share ideas before writing. Those align practices with Graham and Perin (2007), emphasized on the importance of multiple drafts and focused revision in improving student writing quality. The use of instructional practices that focus on the process of writing helps develop students' organization, coherence, and fluency in expression. However, the finding is in contrast with previous studies which reported that teachers mainly used the product method in writing instruction (Ntombela et al., 2020; Abebaw, 2022; Mzinganjira et al., 2024). More, the regular use of learning objectives is also consistent with best practices in instructional planning, as suggested by Richards and Renandya (2002), where clear objectives guide students'

understanding of writing tasks. In addition, the study revealed that collaborative writing workshops and the use of educational technology were less frequently employed. This echoes observation by Hyland (2019), who noted that while teachers often value interactive writing technique in theory, practical constraints such as class size, limited resources or insufficient training may limit their implementation. The low mean scores for the integration of technology suggest a gap in the adoption of digital tools for writing instruction, which are known to enhance engagement and personalization (Godwin-Jones, 2018).

Moreover, the comparison between teachers' self-reported practices in the teaching of essay writing and classroom observations revealed notable discrepancies. This divergence is consistent with prior research that suggests that self-reports often reflect aspirational rather than actual classroom behaviour (Desimone & Le Floch, 2004; Klassen et al., 2014). Teachers generally rated themselves highly in using explicit writing instruction strategies such as stating objectives, modeling writing processes, and using pre-writing strategies. However, classroom observations revealed a lower mean score, indicating limited or inconsistent application. For instance, while 80% of teachers reported using drafting and revising routines regularly, observations indicated that these were either absent or minimally implemented. This divergence could point to the fact that while teachers value the writing process, they are unable to fully implement it due to insufficient instructional time and their limited pedagogical competence in writing instruction (Abebaw, 2022).

Furthermore, female teachers reported higher mean scores in instructional practices than males, and this difference was statistically significant. This may be attributed to variations in teaching styles, empathy levels, or classroom management approaches as found in some gender-related pedagogical studies (Ajayi, 2017). This supports findings of previous studies (Muaya, 2021; Onwuegbuchulam et al., 2024; Suhirman et al., 2024) who observed that female teachers

tend to be more student-centered in their instructional style, often incorporating more varied strategies to support writing development. The finding is however, at variance with that of Aika (2020) who reported that male teachers used more innovative strategies in teaching writing.

On the other hand, years of experience had no significant impact on instructional practices, consistent with the study by Cutler and Graham (2008), which showed that despite years in the classroom, many teachers lacked specialized preparation for writing instruction and relied on general teaching experience rather than evolving their approach. This finding is at variance with that of previous studies (Ewetan & Ewetan, 2015; Adenike & Aregbesola, 2018; Bello, 2025) who found that more experienced teachers make use of a wider range of instructional strategies, collaboration, differentiated instruction and technology integration and that novice teachers struggle more with implementation of innovative instructional methods.

- *Teachers' Feedback Practices in Writing*

The findings of research question two revealed that English Language teachers reported that they frequently used timely feedback in correcting their students writing. These include the use of written comments, in-text annotations, oral conferences, underlining or circling errors, and occasionally, using correction codes. Teachers often focused on grammar, punctuation, spelling, and sentence structure, while fewer emphasized content and organization. These results are in line with the principles of formative assessment (Araromi & Olatunji, 2019), which emphasize ongoing feedback to inform student improvement. The frequent use of written feedback and oral feedback reflects a commitment to individualized support, consistent with the work of Ferris (2006), who found that targeted, timely feedback significantly improves writing outcomes in second language learners.

However, peer feedback practices and structured peer review sessions were the least utilized, with the lowest mean recorded for integrating peer feedback sessions. Contemporary Nigerian research largely supports the finding that peer feedback and structured peer review sessions remain underused in English Language writing classrooms, even though teachers often acknowledge their value. For instance, Araromi and Olatunji (2019), studying teachers in Oyo State, found that most teachers held positive attitudes toward peer assessment but rarely integrated it into their teaching. They noted that while teachers recognised the potential of peer feedback for developing students' writing skills, they cited the need for clearer guidelines, time, and supportive environments before it could be effectively embedded. Similarly, Bamidele and Ali (2023) carried out a quasi-experimental study in Ondo State and confirmed that peer review significantly improved students' essay writing when implemented. However, their motivation for the study makes clear that peer feedback was not a common classroom practice, and deliberate interventions were required for it to work.

This pattern – high theoretical acceptance but low actual practice – has been echoed in other Nigerian studies. Obateru & et al (2023) argues that despite the pedagogical advantages of process writing approaches, structured peer review is often omitted due to large class sizes, exam-driven teaching, and teacher workload and teachers lack of experience on how to carryout peer feedback and peer review. These challenges are not unique to Nigeria; systematic reviews (e.g., Wei, Liu, 2024) have documented similar obstacles globally. But in the Nigerian context, they are compounded by infrastructural limitations and minimal opportunities for professional development in formative assessment practices. Students' own readiness also plays a role. Research on feedback literacy (e.g., Man et al., 2022) shows that students often lack the skills to give and receive constructive peer feedback without explicit training. This aligns with findings

from *Frontiers Education* (2025) on why students sometimes reject peer feedback: lack of trust in peers' competence, fear of embarrassment, and cultural preferences for teacher authority. Together, these factors explain why peer review remains underutilised despite its proven benefits.

Similarly, Araromi and Olatunji (2019), Olorunfemi (2018), Mekonnem (2021), and Nwani (2022), reported that teachers were aware of the importance of peer review/feedback but failed to provide constructive feedback possibly due to large classes and limited time in building student confidence, reflection, and editing skills. The underutilization of peer feedback may stem from teachers' skepticism about its effectiveness or a lack of confidence in students' ability to evaluate each other's work constructively.

Data were also collected through classroom observations to compare teachers' self-reports. While teachers' self-reports indicated a strong commitment to providing timely and constructive feedback, particularly through written comments and conferencing, the observational data reflected less frequent use of formative feedback strategies, such as individualized writing conferences and peer review. The contradiction between teachers' self-reports and their actual practices in this study is not unique. It reflects a pattern noted in several recent Nigerian studies. For instance, Bamidele and Ali (2023) found that peer review and conferencing were rare despite teachers' claims to value them.

Similarly, Adebayo et al. (2024) observed that writing instruction was dominated by teacher-led whole-class corrections, while personalised feedback—through conferencing or small-group work—was infrequent. Like the current study, their findings highlighted a clear gap between teachers' expressed beliefs about the importance of formative feedback and what was observed in practice.

However, not all Nigerian studies support the conclusion that formative feedback strategies are consistently absent. For instance, research on feedback interventions shows that when teachers receive professional development and structured support, they are more likely to embed formative strategies into their teaching. The Feedback Intervention on Team-Teaching Project (Anani et al, 2016) demonstrated that with adequate training and collaboration, teachers were observed engaging students in dialogue about their drafts and organising structured peer-feedback sessions. Such findings suggest that the gap is not necessarily due to teachers' unwillingness but rather systemic and contextual constraints.

So why does this mismatch between teacher self-reports and observed practice persist in many Nigerian schools? Several interrelated factors appear to be at play. One of the most frequently cited is the heavy workload and large class sizes that teachers face (Adebayo et al., 2024). Individualised conferences and peer-review sessions require time and planning, which is difficult to achieve when one teacher has over 50–70 students in a class. Additionally, Nigeria's exam-oriented curriculum often prioritises summative assessments over process-oriented writing development (Bamidele & Ali, 2023). In such contexts, teachers may feel compelled to focus on surface-level error correction rather than engaging in time-consuming formative feedback.

Another reason is the lack of targeted professional development in feedback literacy. Studies consistently show that when teachers are supported with clear protocols and training, their ability to implement formative feedback increases dramatically (Ogunyemi, 2016; Bamidele & Ali, 2023). Without such support, however, even teachers who value feedback (as reflected in their survey responses) may default to summative methods.

Also, self-report bias should not be overlooked. Teachers may interpret any written comment or quick oral remark as “conferencing” or “constructive feedback,” which explains the

discrepancy between what they report and what observers classify as formative strategies (Adebayo et al., 2024). This is consistent with findings in broader educational research that self-reported practices often reflect ideals rather than day-to-day realities.

Taken together, these Nigerian studies suggest that while teachers hold positive beliefs about feedback, their classroom enactment is constrained by systemic factors such as class size, workload, exam pressures, and lack of professional development. Importantly, research also shows that formative feedback is possible when the right structures are in place. This points to the need for professional development programmes focused on feedback literacy, as well as policies that support smaller class sizes and the integration of formative assessment strategies.

Furthermore, the findings of hypothesis three revealed that sex differences in feedback practices were not statistically significant. This implies that sex does not influence how English teachers provide feedback on students' written work. This result is at variance with some previous studies (Odunaike et al, 2013; Osiesi et al., 2022; Mulisa & Getahun, 2018), which reported differences in the type of feedback provided by teachers based on their sex. Similarly, the findings of hypotheses four revealed that years of teaching experience did not significantly affect feedback practices. This finding is in contrast with previous studies (Halilu, 2022; Esom et al., 2022; Moluayonye, 2022; Odutayo et al., 2023) which found teachers with more years of experience to be more likely to use diverse feedback practices than those with little or no experience.

- *Teachers' Support Practices for Struggling Writers*

The findings of research question three, although not hypothesized, revealed that teachers use a range of support strategies for struggling writers, such as: differentiated instruction, additional guidance, peer support, and use of visual aids or writing frames. These align with the support practices outlined by Ogunyemi (2021) and Juin (2021), which advocate for differentiated

support and self-regulation strategies. The use of differentiated instruction is particularly significant, as it shows awareness of varied student needs. These findings also support Vygotsky's (1978) Zone of Proximal Development (ZPD) theory, which emphasizes the importance of scaffolding in helping learners move from current to potential performance levels.

However, the use of specific scaffolding tools (e.g., graphic organizers) and peer collaboration for support was not widely adopted. Several investigations report that these strategies remain rare in many schools. Avaa et al. (2024), for example, found that poor teacher preparation, overcrowded classrooms and limited instructional materials often push teachers towards traditional lecture methods rather than student-centred approaches. Likewise, a 2024 review of twenty-first-century pedagogies noted that rigid curricula, exam pressures and resistance to change further discourage teachers from adopting collaborative practices.

Yet other research shows that when scaffolds are deliberately introduced and supported, they can significantly improve student outcomes. Pepple, Danladi and Okoro (2024) demonstrated that graphic organisers combined with jigsaw activities boosted retention and performance among secondary students. Akinwamide (2022) reported similar gains with Think-Pair-Share strategies in essay writing, while Bamidele and Ali (2023) found that structured peer review enhanced the quality of students' drafts. Emerging studies on digital graphic organisers also point to positive effects when teachers and students receive adequate training. These results are in consonance with those of Abebaw (2022), who found that while teachers recognize the value of structured writing supports, practical classroom constraints often hinder their use. In other words, while teachers are willing to support struggling writers, they often lack adequate training in structured interventions or specific remedial techniques.

Data were also collected through classroom observations to compare teachers' self-reports on teachers' use of support strategies for struggling writers. The self-reported data showed that teachers claim to implement differentiated instruction, scaffolding, and peer collaboration to support struggling writers, but observational data revealed much lower actual practice, with limited use of visual organizers, tailored instruction, or collaborative learning activities. This suggests that while teachers are aware of supportive strategies, their classroom practices may be constrained by lack of resources or practical know-how. For example, a study of English language classrooms in Ibadan by Olajide (2023) found that although teachers endorsed interactive, student-centred approaches in surveys, lessons were largely teacher-led and traditional. Similarly, a systematic review of observation studies in Nigerian secondary schools by Ike-Nwafor (2020) reported that visual organisers, tailored instruction, and collaborative activities were rarely used in practice. Local case studies in Ondo and Akoko (Oludaye, 2023–2024) confirm that while teachers claim to differentiate tasks and provide scaffolding, such practices are limited and inconsistently applied. At the same time, Nigerian research also shows what is possible when teachers receive proper support. Oguntade and Akinwamide (2022) demonstrated that when teachers were trained to use Think-Pair-Share and reading–writing strategies, students' essay performance improved significantly. Other studies across English, mathematics, chemistry, and biology classrooms (Akanmu, 2022; Okafor and Nzomiwu, 2023; Omeje, 2022) show similar results: collaborative and scaffolded approaches can boost achievement and retention when teachers are guided, resourced, and monitored.

Overall, these findings suggest that the gap is not due to a lack of willingness or understanding of effective pedagogy, but to systemic barriers. Large class sizes, heavy workloads, examination pressures, limited professional development, and scarce teaching materials all

constrain teachers' ability to translate their intentions into observable classroom practice. When these challenges are addressed, as intervention studies show (Oguntade and Akinwamide, 2022; Akanmu, 2022), the strategies teachers report using can become a real, impactful part of classroom instruction. This supports Pressley et al.'s (2006) conclusion that awareness does not always translate into action in writing instruction.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter is a presentation of the summary, conclusion and recommendations of the study.

Summary

The study examined teachers' instructional and feedback practices in the teaching of secondary school English Language essay writing in Delta State. To guide the study, seven research questions were raised out of which four were hypothesized and tested at the 0.05 level of significance. The study adopted a descriptive survey research design. All 121 English Language teachers in Delta State made up the population of the study. A sample size of 106 (51 male and 55 female) secondary school English Language teachers took part in the study. Two research instruments, a questionnaire tagged "Teachers' Instructional and Feedback Practices in the Teaching of Secondary School English Language Essay Writing in Delta State" and an observation schedule were used for data collection in the study. Descriptive statistics (mean and standard deviation) were used to answer research questions 1 – 3. Independent sample t-test was used to test hypotheses 1 and 3, while one-way ANOVA was used to test hypotheses 2 and 4.

Findings

The following were the findings of the study:

- Teachers reported moderately high use of explicit writing instruction strategies such as modeling, scaffolding, and structured processes, but classroom observations revealed a lower level of actual implementation, highlighting inconsistencies between reported and practiced instruction.

- Teachers frequently provide timely and constructive feedback through written comments and conferencing. However, observations showed these practices were less frequent and detailed in real-time, revealing a gap between intention and classroom reality.
- Teachers self-reported frequent support for struggling writers through differentiated instruction, scaffolding, and peer collaboration, but classroom observations indicated limited and inconsistent application of these strategies, suggesting a disparity between perceived and actual support practices.
- Female teachers reported significantly higher use of instructional practices than male teachers.
- Teachers' instructional practices did not differ significantly across teaching experience levels.
- Male and female teachers reported similar feedback practices in writing instruction.
- Teachers' feedback practices did not vary significantly with years of experience.

Conclusion

This study investigated teachers' instructional, feedback, and support practices for struggling writers using both self-reported questionnaires and classroom observations. The study concludes that English language teachers generally reported moderately high engagement in explicit writing instruction, timely and constructive feedback, and supportive strategies such as scaffolding and differentiation. However, classroom observation data revealed lower levels of actual implementation across these domains, highlighting a notable gap between reported intentions and real classroom practices.

The study also concludes that sex was a significant factor influencing instructional practices but not feedback, while teaching experience did not significantly impact either. These

findings suggest that good writing instruction depends not merely on teacher characteristics but also on pedagogical training, exposure to best practices, and institutional support.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Education authorities should organize workshops that focus on step-by-step writing instruction, process writing, collaborative learning, addressing individual needs and skill and genre-based pedagogy.
2. Teachers should be trained to go beyond surface-level corrections (spelling, grammar) and provide feedback on content development, argument structure, and coherence. Peer review and peer feedback should be incorporated into classroom activities.
3. Since experience alone does not guarantee better instructional or feedback practices, mentorship programmes should encourage cross-generational exchange of effective strategies.
4. Since sex differences were noted in instructional practices, capacity-building programmes should ensure equal access and tailored support for both male and female teachers.
5. The gap between what teachers say and what they actually do should be fixed by concerned authorities through the provisions of the necessary resources and training needed to support teachers' implementation of effective instructional and feedback practices.

Contribution to Knowledge

This study on teachers' instructional and feedback practices in teaching secondary school English Language writing contributes significantly to the field of English language education, particularly in the context of secondary school writing instructions. The following are the key contributions to knowledge:

- The triangulation of questionnaire responses and classroom observations revealed notable discrepancies between teachers' perceptions of their practices and their actual classroom behaviours.
- Furthermore, the study highlights a gender-based difference in instructional practices, with female teachers demonstrating higher self-reported engagement in explicit writing instruction strategies. However, no significant differences were found in feedback practices based on gender or years of teaching experience, suggesting that professional development efforts may need to be more targeted and practice-based rather than relying on general teaching experience.
- The study provides an understanding of the challenges teachers face in supporting struggling writers, which underscores the importance of continuous, classroom-based professional learning and reflective teaching practices to bridge the gap between what teachers say they do and what is actually observed.

Suggestions for Further Studies

Based on the conclusion and recommendations of this study, the following are suggested for further research.

- Future studies should examine how school location (urban/rural), teacher beliefs, and classroom size influence instructional and feedback practices in writing.
- Investigate how teachers' instructional and feedback practices may influence students' writing outcomes.

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APPENDICES

**APPENDIX A
RESEARCH INSTRUMENT**

**DEPARTMENT OF EDUCATIONAL FOUNDATION, UNIVERSITY OF BENIN,
BENIN CITY.**

**QUESTIONNAIRE ON TEACHERS' INSTRUCTIONAL AND FEEDBACK
PRACTICES IN THE SECONDARY SCHOOL ENGLISH LANGUAGE WRITING
CLASSROOM IN UGHELLI METROPOLIS**

Dear Respondent,

I am a student of the above- named university and currently carrying out a research on "**Teachers' Instructional and Feedback Practices in the Secondary School English Language Writing Classroom in Ughelli Metropolis**". This questionnaire is purely for research purposes. Kindly assist by filling it. Your cooperation will be highly appreciated and all the information supplied will be treated with confidentiality.

Thank you.

SECTION A: Demographic Data

Sex: Male () Female ()

Years of teaching experience: Below 5 years () 6- 10 years () 11 -15 () above 15 years ()

SECTION B: Instructional Practices in the English Language Essay Writing Classroom

Instruction: Please kindly (√) tick the option that best represent your views.

S/N	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Stating the learning objective for the writing lesson				
2.	Including regular practices in drafting				
3.	Using regular practice in revising written work				
4.	Encourage students to use pre-writing strategies, such as brainstorming to improve their writing				
5.	Encourage students to use pre-writing strategies, such as outlining, to improve their writing				
6.	Incorporate writing workshops or group discussions to facilitate peer feedback				

S/N	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
7.	Incorporate writing workshops or group discussions to facilitate collaborative learning.				
8.	Tailoring writing instruction to address the varying skill levels of individual students				
9.	Tailoring writing instruction to address the varying needs of individual students				
10.	Incorporating technology, such as writing software or online resources, to enhance writing instruction				
11.	Incorporating technology, such as writing software or online resources, to enhance student engagement				
12.	Ensuring that writing assignments are relevant to students' interests				
13.	Ensuring that writing assignments are relevant to students' real-world applications				

SECTION C: Feedback Practices in the English Language Essay Writing Classroom

S/N	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Provide timely feedback on students' writing assignments to help them improve their work				
2	Use feedback methods, such as written comments to support student writing development				
3	Use feedback methods, such oral feedback to support student writing development				
4	Use feedback methods, such as peer reviews, to support student writing development				
5	Encourage students to use feedback to revise their writing before submitting a final draft				
6	Integrate peer feedback sessions into my writing instruction to help students learn from each other				
8	Provide feedback that is aligned with the writing objectives set for each assignment				
9	Focus on both strengths and the area of improvement in students writing				
10	Use feedback to address specific writing elements such as grammar				

SECTION D: Support for Struggling Writers

S/N	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Identify struggling writers early in my classroom				
2.	Provide targeted support to address students' specific challenges				
3.	Modify writing assignments to better meet the needs of struggling writers while maintaining academic rigor				
4.	Use differentiated instruction strategies to provide appropriate levels of support for struggling writers.				
5.	Create a supportive classroom environment where struggling writers feel comfortable seeking help and taking risks.				
6.	Provide struggling writers with scaffolding, such as graphic organizers to help them organize their thoughts and ideas.				
7.	Foster peer collaboration by pairing struggling writers with more proficient peers for support.				

APPENDIX B

OBSERVATION SCHEDULE FOR TEACHERS' INSTRUCTIONAL AND FEEDBACK PRACTICES IN THE SECONDARY SCHOOL ENGLISH LANGUAGE WRITING CLASSROOM IN UGHELLI METROPOLIS

SECTION A

Observation information

School.....

Class.....

Topic.....

Date of Observation.....

Sex: Male () Female ()

Work experience: 5 years and below () 6- 10years () 10-15 years() 20years and above()

SECTION B

1. Not Observed, 2-Rarely Observed, 3- Occasionally Observed, 4-Frequently Observed.

S/N	Statement	Not Observed	Rarely Observed	Occasionally Observed	Frequently Observed
	Instructional Practices				
1.	Teacher clearly states the learning objective for the writing lesson.				
2.	Teacher writing instruction includes regular practice in drafting.				
3.	Teacher writing instruction includes regular practice in revising written work.				
4.	Teacher encourages students to use pre-writing strategies, such as brainstorming to improve their writing.				
5.	Teacher encourages students to use pre-writing strategies, such as outlining, to improve their writing.				
6.	Teacher regularly incorporates writing workshops or group discussions to facilitate peer feedback.				

S/N	Statement	Not Observed	Rarely Observed	Occasionally Observed	Frequently Observed
7.	Teacher regularly incorporates writing workshops or group discussions to facilitate collaborative learning.				
8.	Teacher tailor his or her writing instruction to address the varying skill levels of individual students.				
9.	Teacher tailor his or her writing instruction to address the varying needs of individual students.				
10.	Teacher incorporates technology, such as writing software or online resources, to enhance writing instruction.				
11.	Teacher incorporates technology, such as writing software or online resources, to enhance student engagement.				
12	Teacher ensures that writing assignments are relevant to students' interests.				
13	Teacher ensures that writing assignments are relevant to students' real-world applications.				

Feedback Practices

S/N	Statement	Not Observed	Rarely Observed	Occasionally Observed	Frequently Observed
1	Teacher provides timely feedback on students' writing assignments to help them improve their work.				
2	Teacher uses feedback methods, such as written comments to support student writing development.				
3	Teacher uses feedback methods, such as oral feedback to support student writing development.				
4	Teacher uses feedback methods, such as peer reviews, to support student writing development				

S/N	Statement	Not Observed	Rarely Observed	Occasionally Observed	Frequently Observed
5	Teacher encourages students to use feedback to revise their writing before submitting a final draft.				
6	Teacher integrates peer feedback sessions into my writing instruction to help students learn from each other.				
7	Teacher provides feedback that is aligned with the writing objectives set for each assignment.				
8	Teacher focuses on both strengths and the area of improvement in students writing.				
9	Teacher uses feedback to address specific writing elements such as grammar.				

Support for Struggling Writers

S/N	Statement	Not Observed	Rarely Observed	Occasionally Observed	Frequently Observed
1	Teacher identifies struggling writers early and provides targeted support to address their specific challenges.				
2	Teacher modifies writing assignments to better meet the needs of struggling writers while maintaining academic rigor.				
3	Teacher uses differentiated instruction strategies to provide appropriate levels of support for struggling writers.				
4	Teacher creates a supportive classroom environment where struggling writers feel comfortable seeking help and taking risks.				
5	Teacher provides struggling writers with scaffolding, such as graphic organizers to help them organize their thoughts and ideas.				
6	Teacher fosters peer collaboration by pairing struggling writers with more proficient peers for support.				

APPENDIX C

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	15	100.0
	Excluded ^a	0	.0
	Total	15	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.887	29

APPENDIX D

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	5	100.0
	Excluded ^a	0	.0
	Total	5	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.806	2

Intraclass Correlation Coefficient

	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.676 ^a	-.300	.960	5.166	4	4	.070
Average Measures	.806 ^c	-.859	.980	5.166	4	4	.070

Two-way mixed effects model where people effects are random and measures effects are fixed.

- a. The estimator is the same, whether the interaction effect is present or not.
- b. Type C intraclass correlation coefficients using a consistency definition. The between-measure variance is excluded from the denominator variance.
- c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.