



THE ROLE OF TEACHERS' INSTRUCTIONAL STRATEGIES ON THE TEACHING OF WRITING SKILLS IN ENGLISH AS A SECOND LANGUAGE

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Abstract:

Employing a qualitative single descriptive case study research design emanated from a constructivist worldview, the current study explores the role of teachers' instructional strategies on the teaching of writing skills in English as a second language. Data was collected via interview schedule, field notes and an open-ended questionnaire in which a criterion purposeful sampling technique was used to select 20 teachers from 20 schools. Data analysis was conducted through thematic analysis, typological analysis, and content analysis using Atlas.ti and MAXQDA. The findings established the role of teachers' instructional strategies on the teaching of writing skills, prevailing instructional strategies used and the interplay between them. Teachers need to study and learn the application of instructional strategies, apply strategies to optimise success and enhance teaching and learning, which results in student academic performance. Teachers should apply instructional strategies to enhance writing skills. Teachers' instructional strategies play a critical role in the teaching of writing skills, which affects students and teacher performance, resulting in positive and negative student academic writing performance.

Keywords: teachers' instructional strategies, teaching writing skills

1. Introduction

According to a study by Adil and Maliki (2025), the use of English as a second language has been a controversial topic for several decades. In a study by Wang (2019), researchers on the topic are divided into two perspectives, whereby some argue that English as a second language positively affect English second language writing, others contend that this results in language interference. According to a study by Moustauoui *et al.* (2019), proponents view English as a second language as a valuable helping tool for English

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second language students in developing their writing strategies while in a study by Saleh and Althaqafi (2022), opponents of English as a second language stress that English second language leads to linguistic interference, resulting in errors in English writing.

According to Sumabat and Martinez (2025), writing plays a crucial role in language learning as it allows students to develop their language skills in various ways. In Namibian context, English is taught both in public and private schools (Shapaka, 2024a) and in a study by Khezzinejad *et al.* (2025), despite the increase importance of English as a global language, many Namibian English second language students face difficulties with writing skill, and this is partly ascribed to several factors, namely limited number of study hours, insufficient vocabulary and grammar and limited exposure to English outside classrooms (Shapaka, 2024b). According to Soodmand *et al.* (2025), a small amount of time dedicated to English is not enough to help students develop writing skills. In a study by Adil and Maliki (2025), most Namibian English second-language students have little knowledge of vocabulary and grammar, a fact which has weakened their ability to express themselves and/or voice their thoughts effectively in writing. According to Saleh and Althaqafi (2022), limited exposure to English outside the classroom has limited students' opportunities for practice and reinforcement of writing skills (Shapaka, 2025a).

In a research study by Lee and Kim (2020), the role of the mother tongue in English as a second language instruction remains a subject of ongoing debate. According to a study by Chen (2019), while some advocate for its strategic use as the scaffolding tool or as a temporary framework put up for student support, access to writing strategies, vocabulary, grammar, content knowledge and meaning, others advocate for potential for negative transfer and interference, overgeneralisations, code-switching including writing errors: grammar, syntax, vocabulary, writing conventions, discourse structure and cultural conventions. According to El Bouzidi (2019), there exist many research works on the role of mother tongue in English as a second language writing in various contexts. However, according to Saleh and Althaqafi (2022), there is very limited research which investigates this very fact in the Namibian context. This being the case, the present study, in a bid to contribute to this discussion, explores the role of teachers' instructional strategies on the teaching of writing skills in English as a second language.

Studies like Anderson-Cooper (2020) and Teng (2020) have found that writing software packages, writing courses, and self-studies have contributed to students English learning whereas in a study by Abdullah *et al.* (2024) and Alisoy (2024), paraphrasing and direct quotation have found to be preferences with different justifications in citing, and implications for second language academic literacy development and source-based writing instruction.

Several studies, among others, Carless and Winstone (2023) and Fong and Schallert (2023) have surveyed extant literature on conceptualisation of second language teachers' pedagogical content knowledge of writing skills from three perspectives: categorical perspective, situative perspective and participatory perspective. According to

Kutasi (2023), a categorical perspective has its focus on the interconnected knowledge categories, elucidating the functions these categories fulfil in writing instruction. In a study by Liu and Hwang (2024), a situative perspective advocates for understanding pedagogical content knowledge of writing as an integrated entirety, and a socially situated phenomenon encompassing knowledge of and/or in practice. In a study by Mandouit and Hattie (2023), the participatory perspective emphasises teachers' active and iterative participation in critical experiences in their socio-professional lives, whereby problems of practice are addressed to enable the evolution of knowledge and adaptive expertise.

Studies such as Mao and Lee (2024) and Mercer and Gulseren (2024) have revealed the importance of a social constructivist approach to explore the dynamics of pedagogical content knowledge of writing and its manifestations in second language contexts based on situative and participatory perspectives whereas a study by Mili *et al.* (2024) have emphasised critical dimensions of second language writing teachers education, epistemological implications of a second language writing teachers knowledge, and potential agendas for emphasis into these area of inquiry.

According to Sumabat Jr and Martinez (2025), using instructional strategies, teachers navigate the complexities of balancing encouragement with critique, managing time, and addressing diverse writing issues through strategies like focused feedback and peer review. Molavi (2024) explains that teachers' Written Corrective Feedback (WCF) strategies prioritise clarity via simple language and/or examples, encompass metalinguistic explanations, direct correction, indirect guidance, and blended approaches. In a study by Moussa *et al.* (2024), using post-feedback, teachers address clarifications and/or conduct discussions. Muharmah and Fauzan (2024) further clarify that WCF is potentially enhancing student engagement, writing improvement, error correction, emphasising clarity or contextual relevance. According to Scherer *et al.* (2024), there is a significant influence of the student perceptions and emotions, and a need for constructive delivery to nurture a positive learning environment and meaningful writing development.

In a research study by Khezrinejad *et al.* (2025), English second language writing proficiency is not about stringing together grammatically correct sentences, but it also reflects students' ability to convey thoughts effectively and creatively. Thus, Shahab and Saeed (2024) have argued that exploring cognitive mechanisms has become imperative for teachers to enhance students' writing skills. Suliman (2024) has investigated the roles of three pre-task conditions, namely brainstorming, FonF, and metacognitive strategy instruction, on the cognitive processes of planning, translating, revising and complexity in accuracy and fluency of the students' writing production. In a study by Taye and Teshome (2024), students have experienced a very specific type of pre-task using brainstorming, metacognitive strategy instruction, and the FonF activities. According to Toufaha (2024), the pre-task conditions, though not equally, have a significant role in the

students' writing performance and cognitive processes, and argumentations are also have echoed by Williams (2024).

According to Soodmand *et al.* (2025) and Yenkimaleki and Heuven (2022), thorough analyses of WCF reveal four core dimensions, namely multidimensionality of written corrective feedback, effectiveness of direct and indirect written corrective feedback, written languaging, and negotiability of written corrective feedback. In studies by Bal-Gezegin *et al.* (2023) and Panadero and Jonsson (2020), it has been found that WCF is very much multi-faceted, improves grammatical accuracy, fosters metalinguistic knowledge, helps students to correct their errors during revision, and is negotiable between the teachers and the students. According to Soodmand and Doosti (2022) and Soodmand and Ranjbar (2023), the above findings have provided both theoretical and practical implications for reconsiderations of WCF in the field of teaching writing skills in English as a second language. Argumentations have also been echoed by Zheng and Liu (2023).

The purpose of this study is to address gaps in existing empirical findings by exploring the role of teachers' instructional strategies on the teaching of writing skills in the English second language. This study expands on the previous efforts of quantitatively studying the effects of teachers' pedagogical strategies on the students' outcomes by considering previously neglected strategies: teachers' instructional strategies. Many studies (Sah & Shah, 2020) have specified the writing effects on students' outcomes. Non-academic writing and/or policymaking efforts have been intensified, trying to link different types of strategies to student achievement (Akinkugbe, 2025). Therefore, the need for teachers' instructional strategies on the teaching of writing skills in English as a second language is warranted.

Considering the above, this study sees an urgent need to investigate the role of teachers' instructional strategies on the teaching of writing skills in English as a second language, aiming to explore the role of teachers' instructional strategies on the teaching of writing skills in English as a second language in Oshana Region in Namibia.

The primary research questions the study explored were:

- Which instructional strategies are used by teachers to teach writing skills in English as a second language?
- What instructional strategies do teachers use in Oshana Region?
- What existing writing skills are in the Oshana Region?
- Which existing instructional strategies enhance writing skills in the Oshana Region?
- What existing writing skill is associated with instructional strategies?

2. Literature review

2.1 Instructional strategies and writing skills

In recent times, there has been an increase in recognition of complex cognitive and linguistic demands placed on the English Second Language (ESL) students, especially students writing in a Second Language (SL). Comprehending how these demands relate to disciplinary norms and/or writing skills is critical for designing more effective strategies and highlighting the implications for ESL students. A recent study by Akinkugbe (2025) explores the application of Bereiter and Scardamalia's cognitive models of writing from the perspective of knowledge telling and knowledge transforming to ESL students from different educational disciplines, and the findings have indicated substantial differences in writing strategies, text quality, and engagement with ideas, providing insights for educators and researchers in academic writing.

In a study by Shen and Coker (2022), academic writing is sometimes used as a stand-alone skill, but it is more often the case that writing is linked with reading, especially in senior primary and junior and senior secondary phases. Studies like Hirvela and Du (2013) and Zhao *et al.* (2025) have indicated that reading and writing are vital contributors to developing the ESL student literacy skills because a great deal of academic writing involves the use of source texts. According to Flowerdew and Wang (2015), students' ability to write depends heavily on the quality of reading as well as on what students have gained from what they have been reading. Polio and Shi (2012) highlight that students' ability to read signifies not only their skills in reading for comprehension of the meaning, but also their ability to use reading as a means to better understand how to use texts. According to Shaw and Pecorari (2013), ESL students learn about writing through reading, while they also identify content that may be used in their writing.

In an earlier study by Keck (2014), academic writing instruction often focused on how ESL students can transfer information from source texts into a new textual product they are creating. Belcher and Hirvela (2001) have argued that in the realm of reading-writing connections scholarship, source-based writing becomes very critical. Macbeth (2010) further explains that source-based writing includes looking at specific kinds of activities in which ESL students compose using the source texts. In Pecorari (2008); Zhao *et al.* (2015), assigned essay types such as argumentative essays, book reports, research papers, and literature reviews require ESL students to navigate between reading and writing. Spivey (1990) posits that whether these tasks are assigned for the purpose of learning to write, as in writing courses or writing to learn, as in the case of content courses, ESL students must gain the command of the necessary skills associated with source-based writing. In earlier studies by Stotsky (1983), Tierney and Pearson (1983), this includes not just managing those essay types, but also more specific applications of source-based writing within them, such as direct quotation, paraphrasing, summarising, and synthesising.

In a recent study by Akinkugbe (2025), synthesising is a more demanding reading-to-write task than any other source-based writing activity for two reasons. In Alavi *et al.* (2022), one reason is that reading and writing skills are needed by ESL students to develop in order to choose pertinent literature from multiple sources while they are reading. In Albus *et al.* (2021), the other reason is being able to select information most appropriate for linking ideas and issues across texts, that is, to evaluate what an ESL student has read and then use it successfully while writing. Zhao *et al.* (2025) further explain that these actions place considerable cognitive demands on ESL students, as they learn to write in a more source-based environment. According to Shen and Coker (2022), what makes synthesising especially complex are the specific operations which have to be performed to generate a synthesis. Spivey (1990) has shed important light on the nature of the synthesising process using a constructivist model of discourse synthesis in which ESL students have to perform three essential operations, namely organising, selecting, and connecting, as students make connections from numerous sources, construct meanings, and create different textual products.

In an earlier study by Bereiter and Scardamalia (1987), there are two major differences that underlie ESL students' utilisation of source-based information while integrating reading and writing. In Zhao (2015), the first is knowledge telling, which is when ESL students demonstrate their ability to identify and then present appropriate source text information while exhibiting a broader comprehension of sources, addressing a particular topic. Shaw and Pecorari (2013) explain that this is done in a straightforward way, such as when summarising. In Polio and Shi (2012), the second one is knowledge transforming, where the source text information is utilised by the ESL students in a more interpretive and elaborate manner as a means of constructing a bigger theme, predominant argument through selected source information. In Shaw and Pecorari (2013), this process highlights how the original source material is reshaped to fit a new purpose as opposed to the more perfunctory reuse which can be observed in knowledge telling.

In a research study by Nhongo (2024), the terms for use in teaching and learning need not be prescribed to the users, but they should be harvested from functional academic spaces and then compiled for the writing of books and use in the classroom. A systematic way in which the end users are involved in the process of term creation for specialised subject fields needs to be adopted. According to Mthombeni and Ogunnubi (2020), demand for promoting bilingual and multilingual language policies can be regarded as a decolonial force for driving pedagogical changes in teaching and learning. In Esperanzate (2025), the findings indicate similar challenges related to vocabulary size, lexical issues, and negative first language transfers. There are also difficulties in argument formation and source integration. Additionally, the pressure to write independently contributes to writing anxiety, low motivation, and other institutional barriers. Identifying key methods revealed that strategies such as genre-based instruction, collaborative learning, technology integration, and iterative feedback processes are

particularly effective. These findings have offered valuable insights for educators aiming to develop module-based and multimethod instructional support to enhance ESL/EFL students' academic writing abilities.

In a recent study by Abdullah *et al.* (2025), descriptive writing is a fundamental component of English language learning, but it presents persistent challenges for ESL/EFL students, including limited vocabulary, grammatical errors, and poor organisation of ideas. Students taught with the Four-Square Writing Method (FSWM) have demonstrated significant gains in descriptive writing performance, particularly in coherence, vocabulary usage, and/or confidence in expression. By addressing a notable gap in the current literature, these findings have contributed to ESL/EFL pedagogy by demonstrating the applicability of the FSWM to descriptive writing instruction. And according to Dube and Gumbo (2020), the language of instruction has a major influence on students' academic achievement. While most teachers have a good command in the language of instruction, they have to use coping strategies such as code-switching and translation to help students understand the lesson properly.

In a research study by Mupupuni (2024), while teachers have employed various methods, including brainstorming and/or peer editing to improve writing competence, these approaches fall short of preparing students for professional demands. As such, teacher training institutions in Namibia should incorporate academic process model writing skills into their programs, and practising teachers should receive further training through workshops and seminars. This approach would better prepare students for success in both academic and professional settings. In Taringa and Manyike (2023), findings have revealed a patched implementation of the language in education policy that may limit the rights of Ndau-speaking students to students' linguistic heritage. It is then argued that the constitutional amendment and associated educational legislation remain theoretical at the level of declaration and/or are yet to be realised in practice in education. According to Mthombeni and Ogunnubi (2020), poor policy implementation may also rob speakers of other National Indigenous Languages (NILs) of the opportunity to use their mother tongue as a medium of instruction in schooling and thereby achieve academic success.

2.2 Reading-writing relationship

The relationship between reading and writing as literacy practices was not studied until the 1980s. Stotsky's (1983) innovative synthesis analysis on reading-writing connections, plus Tierney and Pearson's (1983) assertion that both reading and writing were primarily similar practices of meaning making, were the first pieces of literature on this topic. In First Language (FL) composition studies, researchers such as Haas and Flower (1988), Spivey (1990), assumed reading (a counterpart of writing) was a constructive process instead of a receptive one. According to a study by Barrot and Gabinete (2021) supported by a study by Jagaiah *et al.* (2020), in authenticity, considering reading as a composing process has challenged the insufficient notion that considers reading as a decoding or

encoding process, which restated the preceding argument on the cognitive or social lens of literacy.

Inspired by their FL contemporaries, SL writing researchers such as Akinkugbe (2021) and Shen and Coker (2022) have been exploring reading-writing relationships when providing instruction on SL writing started leaning towards and/or focusing on source-based writing during the 1990s. Responding to prior research that focused on the teaching of SL composition where reading and writing were considered different, Khezlrou (2021) and Mohseni *et al.* (2020) have emphasised the noteworthy part that reading plays in SL writing courses and have encouraged using reading as a means to teach composition. Belcher and Hirvela (2001) highlighted several meaningful areas in connecting diverse types of literacy and according to Sam *et al.* (2021), some of these diverse types of literacy are on how empirical research on textual borrowing and/or source use has contributed to a bountiful ground of research in SL composition studies (Shen & Coker, 2022). According to Shi *et al.* (2020), although the prominence of the SL reading-writing relationship has been broadly recognised, it is still an inadequately examined and less theorised area. In Zare *et al.* (2021), the SL composition turf does not have a theoretical framework for reading-writing relationships, but this is essential, especially when it comes to SL source utilisation.

According to Albus *et al.* (2021), in SL writing research, synthesising has received less attention than in FL writing research. In Elli *et al.* (2019), the use of sources in academic writing has been explored widely by SL researchers, including, among others, Flowerdew and Wang (2015) and Shaw and Pecorari (2013). According to Keck (2014); Macbeth (2010), much of the focus has been on source-based tasks such as summarising and paraphrasing. In Hirvela and Du (2013) and Pecorari (2008), less attention was devoted to synthesising, and it continues to be insufficiently researched and according to Zhao (2015), a much undertheorised area. However, as Hirvela and Du (2013) contend, synthesising, as a teaching and learning tool, provides rich opportunities for SL students to develop reading and writing abilities. Lamb *et al.* (2019) argue that synthesising is especially useful in drawing students' attention to connections between reading and writing.

Barrot and Gabinete (2021), supported by Kim *et al.* (2023) argue that one of the most common genres of writing ESL students use is written essays because these texts are themselves difficult to write, primarily because ESL students must take on a degree of authority over their essays that they did not need to hold much when they were class activities/tasks. However, in Etemadi and Abbasian (2023), one major avenue that ESL students adopt in evaluating writing progress is by written assignments, even though according to Kaushik (2023) and Lasauskaite *et al.* (2023), written assignments vary depending on the country and educational system.

Li and Zhang (2023), supported by Mellati *et al.* (2022), argue that the common denominator in SL synthesising research is its focus on ESL students, especially at senior primary and junior and senior secondary phases. In Saeedi (2023), while this is an

important domain, there is a need to examine synthesising at the ESL students' examination level because at this level, ESL students are far more likely to be assigned longer and more complex written tasks involving synthesising. In Tomazin *et al.* (2023), these written tasks require the use of more source texts and in Woymoy *et al.* (2024), more extended use of kinds of synthesising operations. Yoon and Abdi (2023) argue that to gain a deeper understanding of synthesising as a major type of source-based writing, there is a need to shift attention to the ESL students' domain. Based on the current study by Akinkugbe (2025), supported by the study by Zhao *et al.* (2025), below are two excerpts on how the reading-writing relationship can be applied in practice using two examples from two students, namely Ester and Mateus.

A. Ester's reading-to-writing process

Based on the written essays Ester had to write for her grade 12 exam, she was operating in a reading-to-write position of reading source materials, then writing about them. In other words, her reading transitioned into writing. Since she was taking an argumentative stance in her written essays, she used sources intentionally to build her arguments, and spent approximately two months on the reading side of her written essays. When she was moving from reading to writing, the first step involved preliminary work on her research summary, which was an outline and findings of a prior experiment that was connected to what eventually became her written essays. This outline included a breakdown of her ideas on her topic, information about a previous written work she has conducted, which was connected to her research topic, results of the experiment, and material she wanted to cite. While developing her research summary, she would summarise more notes from her further reading on conventional transmission electron microscopy as she processed her thoughts, so that she could have access to them later when she was writing her essays.

Knowing that she was not going to be meeting with her English teacher once she started writing her written essays and/or could not ask her for feedback on her writing and/or was going to be engaging in some synthesising in her essay, during her reading phase, Ester adopted a reading-to-write strategy of reading a lot, writing notes and summaries, and extracting relevant information from her source materials (e.g., articles and books). These notes and summaries were placed into Microsoft Word files, where she categorised notes based on each section of her written essays. To enhance her efficiency, Ester utilised an elimination strategy in her search for relevant source texts by searching for topics using keywords, reading abstracts, skimming, and/or scanning parts of the discussion and/or conclusion portions of source materials (instead of the whole texts) to ascertain whether she wanted to read them closely. Ester then called this technique she adopted screening papers. Later, during her close reading, she paid a lot of attention to sources that were being used frequently because this would help her choose the texts to emphasise. This was a very important step towards synthesising in

her writing, as it gave her an opportunity to consider some possible connections across texts.

Throughout her writing that followed, she made decisions about using sources and synthesising based on how significant and relevant the content was. She was not particular about the time in which a source was published, because the introductory section of her essays was focused on generational timelines of TEM machines, dated as far back as 1954, and she felt that she had to acknowledge pioneering work that writers had done because they were important sources to cite in her essays. Since she was writing argumentative written essays which focused on how using scanning TEM machines was better than conventional TEMs in assessing structural details in metal glasses, she had selected sources that focused on both techniques to enhance and support her argument. In terms of choosing when to summarise, paraphrase, and/or directly quote, as she synthesised, Ester was concerned about being identified as a plagiarist, and so she opted to mostly paraphrase or summarise instead of directly quoting source material because she wanted to avoid plagiarism. She knew that direct quotes, even if presented accurately, could still be falsely flagged as acts of plagiarism. After she had produced the first draft of her written essay, she reviewed and edited her essay six more times to generate the final draft.

Based on the excerpt above, Ester's story is that of a novice and reluctant writer who learned to use sources to synthesise by imitating and possibly appropriating models to write her grade 12 essay and/or engaging in a process of argumentation at the same time. She was also learning how to perform this process relative to the practices of her subject of physical science. This was a daunting situation given the role of grade 12 as a gate-keeping device that separates the coursework of the junior secondary phase from the senior secondary phase. It is a pity that Ester has relied heavily on drawing upon pre-existing knowledge from memory, directly translating those ideas into text. It appeared that Ester did marginal planning and revision. She seemed to focus more on mechanical accuracy and correctness, which led her to adopt a knowledge-telling approach in her essay.

B. Mateus' reading to writing process

Mateus adopted a strategy of reading a lot, writing notes, and recording relevant quotes from the source texts (e.g., articles and books). These notes and quotes were entered into Microsoft Word files, where he categorised notes based on each written essay he had to write about. To maximise his efficiency, Mateus adopted a process of elimination in his search for relevant source material by searching for sources that were associated with his topic using keywords, then reading abstracts and parts of the discussion and conclusion sections of these texts (instead of the whole texts) to decide if he really wanted to read them more closely. Thus, he was selective and strategic as he screened the texts. Then, during his close reading, he paid attention to which sources and writers were being cited

frequently, as this would help him decide on the texts to emphasise. This was an important step toward eventual synthesising in his writing.

The next step involved writing an outline that included a breakdown of his ideas on the different sections of his essays and points he wanted to make, as well as material he wanted to cite. While writing an outline, he would also jot down more notes as he processed his thoughts. According to him, this jotting helped him a lot, because he went back to it more than the earlier notes he had written. Once he had a comprehensive outline for an essay and received his English teacher's approval to move forward, he continued writing until he had a final product. His preference here was to produce one draft he was happy with instead of multiple drafts that underwent revision.

During his writing process, he made decisions about using sources and/or synthesising based on how deep and/or important the relevant content was, along with when a source was published. In the latter regard, he preferred to use more recently published work; he tended to ignore sources published in the 1990s or earlier, except for a book that was written in 1965, which was included in his paper because it was an important source that he needed to cite. In terms of choosing when to summarise, paraphrase or directly quote, this depended solely on how vital the information was. For example, if the quote was very important and he needed to capture its essence, he opted to quote directly instead of summarising and/or paraphrasing. After he had produced a full draft, he reviewed and edited his essay.

In summary, Mateus' story is that of a meticulous, strategic, and perfectionist reader and writer who used sources adequately to support his topic and present a new perspective on it. One major point that stands out is his understanding of the importance of working effectively with sources. Mateus has engaged in extensive planning, generating drafts and revising his ideas throughout his writing process. He often took time to reflect on the logical flow of the argument he was making, consequently integrated new information, and adapted text to suit the theoretical framework he used to present information in a transformative way.

The two examples highlight considerable differences between knowledge telling and knowledge transforming in grade 12 written essays. Although Ester is a grade 12 student, her dependence on knowledge telling in her essay aligns with Bereiter and Scardamalia's (1987) description of a novice writer, who prioritises information recall over analytical engagement. By contrast, Mateus' transforming approach reveals expert-level writing, depicted by problem-solving and reorganising of ideas.

A study by Zhao *et al.* (2025) has indicated that disciplinary writing conventions (e.g. grade 12 written essay in this case) can impact an individual's cognitive demands and/or processes during writing, especially for those dependent on adopting a knowledge telling approach. Nevertheless, it also emphasises the potential for disciplinary training to nurture deeper cognitive engagement, as demonstrated by the ability to navigate between theoretical frameworks and integrate diverse perspectives (e.g. grade 12 written essay in this case). The two examples have implications for grade

12 written essay writing instruction, specifically for ESL students across disciplines. Thus, ESL teachers should support strategies that encourage knowledge transforming, like outlining, iterative drafting, and theoretical synthesising, and continually provide scaffolding to assist ESL students in managing linguistic and cognitive demands.

In Akinkugbe (2025), these two examples emphasise the value of Bereiter and Scardamalia's models in understanding disciplinary writing processes. By comparing knowledge telling and knowledge transforming in two grade 12 written essays, it offers insights into various insights and challenges encountered by academic writers and highlights strategies for supporting effective grade 12 writing essay instruction.

3. Material and Methods

3.1 Research design

Using a qualitative research design, this study explores the role of teachers' instructional strategies on the teaching of writing skills in English as a second language. In Dey (2003), the theoretical underpinning of constructivism as applied to learning theory is an interpretivist notion. In Creswell and Creswell (2018), Ling and Ling (2017), it represents an untruth about the way individuals learn. This study employed a qualitative, exploratory, single descriptive case study to explore the role of teachers' instructional strategies on the teaching of writing skills in English as a second language in Oshana Region in Namibia.

In this study, it is taken that the research paradigm takes the prime position, meaning researchers should be certain about the research paradigm in which the research is carried out. According to Ling and Ling (2017), this is very important to make sure that all aspects of the research endeavour are congruent, the research exercise is coherent and/or outcomes are very appropriate and defensible. Considering the above, the interpretivist paradigm was used to provide evidence, coherent and subjective insight into and/or understanding of the role of teachers' instructional strategies on the teaching of writing skills in English as a second language in Oshana Region in Namibia.

Following the interpretivist paradigm, the study employed a qualitative, exploratory, single descriptive case study to explore and describe the role of teachers' instructional strategies on the teaching of writing skills in English as a second language in Oshana Region in Namibia. In Creswell and Creswell (2018), case studies focus on contemporary issues within real-life issues. The issue in this case refers to the role of teachers' instructional strategies on the teaching of writing skills in English as a second language in the Oshana Region in Namibia. A case study was chosen for this study because the study's aim was to explore the role of teachers' instructional strategies on the teaching of writing skills in English as a second language in Oshana Region in Namibia.

The emerging nature of this study is best suited to a constructivist research design that can yield a rich understanding of key issues by minimising distance between researcher and participants to develop practical and theoretical understanding; generate

new and alternative understanding into concepts and issues under study, and argumentations also echoed by Leedy and Ormrod (2023). According to Dey (2003), the purely dominant positivist research design has adversely affected the relevance of resulting research because researcher needs not only to consider technical aspects but also social aspects and their continuous interaction concerning the study, an approach to which the constructivist worldview is suited.

When a researcher is interested in immediate responses to a particular situation, such as this study, it may require that the researcher use subjective data since it is unlikely that objective data would have been collected at precisely the right times or instances. This is not to devalue positivist research design but to suggest that alternative approaches can supplement and strengthen this study since the quantitative approach cannot reveal the completely story.

The investigation of the role of teachers' instructional strategies on the teaching of writing skills in English as a second language in Oshana Region in Namibia cannot be studied outside of its natural setting, with its current focus on this contemporary issue. The issue is that control and/or manipulations of subjects, in this instance, the investigation of the role of teachers' instructional strategies on the teaching of writing skills in the English second language, is not possible. Theoretical knowledge on the issue under investigation is limited and not yet mature. The case study method was thus a suitable method for this study, as argued by Dey (2003).

3.2 Participants

Using Oshana Directorate of Education's latest statistics of 2025, the researcher selected 20 teachers from 20 schools in junior and senior primary and junior and senior secondary schools in Oshana Region in Namibia. Teachers were chosen because they were involved in the teaching of writing skills in English as a second language. Teachers' instructional strategies play an integral, pivotal role in influencing the teaching of writing skills in English as a second language.

Criterion purposeful sampling was used, based on the researcher's exposure to and engagement with 20 teachers from 20 schools in Oshana Region. The researcher utilised a criterion purposeful sampling technique, and only teachers with seven years of experience and above in teaching English as a second language were selected. According to Oshana Directorate of Education's latest statistics of 2025, there are five Circuits in Oshana Region; they are Eheke, Oluno, Ompundja, Onamutai and Oshakati circuits. The researcher selected four teachers for each circuit.

Data was collected through an interview schedule, field notes and an open-ended questionnaire to find out participants' views on the role of teachers' instructional strategies on the teaching of writing skills in English as a second language in the Oshana Region. Data were collected using an interview schedule in which the same interview schedule was used to find participants' views on the role of teachers' instructional strategies on the teaching of writing skills in English as a second language in Oshana

Region in Namibia. The study used an interview schedule with a written list of questions, which were covered during interview sessions and administered to participants. The same interview schedule was used for participants; however, indications showed whether answers were given by participants in junior, senior primary, and junior and senior secondary to give another dimension to research, possible findings and recommendations. For this purpose, an open-ended questionnaire was utilised. The researcher used an open-ended questionnaire that was developed from questions and discussions from the interview session. According to Creswell and Creswell (2018), the more open-ended the question, the better, as the researcher listened carefully to what participants said or did in their own context and settings. Data were only collected as a response to an open-ended questionnaire and were only used to support qualitative data in the study. Field notes were taken during interview sessions. There was one interview session per participant for up to one hour and 20 minutes, depending on the number of responses to research questions. Participants were interviewed individually because they came from different schools, and every participant was different. A pilot test ensured the instrument's accuracy, reliability, and appropriateness. Qualitative research experts reviewed interview questions for clarity and relevance.

In this study, data were analysed using typological analysis, content analysis, thematic analysis, Atlas.ti and MAXQDA. Categories pertaining to the role of teachers' instructional strategies on the teaching of writing skills in English as a second language in the Oshana Region were used to create patterned and/or thematic meaning from qualitative data. Major themes were derived from questions of the study, a description of each theme was done, analysed, interpreted critically and objectively. The researcher used Atlas.ti and MAXQDA to conduct thematic analysis, explore his coded material, and systematically analyse his data. While the name "MAXCODA" does not directly appear in the search results, MAXQDA is a prominent tool for content analysis tasks.

Following advice of Creswell and Creswell, (2018), Dey (2003), Leedy and Ormrod (2023) and Ling and Ling (2017), among others, qualitative interview data were analysed using five levels of analysis (Levels 1 through 5) with additional level that considers data collection and recording process itself as first level of analysis (Level 0) as discussed explicitly below. From the onset, it is imperative to note that data collection/analysis is an iterative process, and the researcher iterated between different levels of analysis throughout data collection processes, even though they were discussed consecutively.

Firstly, the researcher reviewed his notes immediately after each interview and added additional notes for clarity and detail. He then transcribed interviews in exact order that they were conducted as soon as he returned from fieldwork, using a de-naturalistic transcription style where idiosyncratic elements of speech, such as stutters, pauses, nonverbal, and involuntary vocalisations were removed.

Secondly, the case study narrative was both thematic and chronological because the narrative explains the use of data, systems and information in relation to the role of teachers' instructional strategies on the teaching of writing skills in English as a second

language in Oshana Region in Namibia. The following are primary themes that were established as the key focal points for case narratives based on the interview schedule, notes which were taken and an open-ended questionnaire:

- Instructional strategies teachers use to teach writing skills;
- Instructional strategies teachers use;
- Existing writing skill;
- Existing instructional strategies which enhance writing skills;
- Existing writing skill which associates with instructional strategies.

The researcher shared case narratives with participants and asked that if there were any inaccuracies, misunderstandings or content that they were unhappy with for any reason, they kindly let him know within two weeks; after that, he would assume that they agreed with the write-up of the interview.

Thirdly, a priori approach used with themes established before analysis based upon descriptors in the role of teachers' instructional strategies on the teaching of writing skill in English as a second language in Oshana Region in Namibia.

Fourthly, the researcher compared findings from the previous level with what has been reported in empirical literature.

Lastly, the researcher used identified themes and connections to explain his findings by considering what it all meant and what was necessary. The researcher developed a list of key points and important findings while thinking about what he had learnt, what the major lessons were, what things he learnt, and what the possible application to another setting. Furthermore, researchers studied what those who use the findings of the study would be most interested in knowing. In other words, the researcher interpreted data by attaching meaning and significance to the analysis through developing a list of critical points or essential findings that he discovered as a result of categorising and sorting data. The researcher then used direct quotations and/or descriptive examples to illustrate his points, bringing data to life.

Finally, the researcher opted to present case narratives from Level 1 of analysis as stories, compare cases in as much detail as possible in Level 2 of analysis and/or formalise his cross-case analysis findings in Level 3 of analysis. Furthermore, the researcher compared findings to extant literature in Level 4 of analysis, included his description, commented and protected participants' anonymity by assigning numbers to cases, changed names and omitted them to identify details to the fullest extent possible without sacrificing rich description. He opted to present the implications of findings on the role of teachers' instructional strategies on teaching writing skills in English as a second language in Oshana Region in Namibia.

The researcher used member checking to determine the accuracy of qualitative findings by taking the themes back to participants and determining whether participants felt that they were accurate. The researcher triangulated different data sources of information from the interview schedule, open-ended questionnaire and/or field notes to strengthen the depth of its findings, as data from one source supported by data from

another source. The researcher examined each information source and found evidence to support themes, ensuring that the study was accurate. The researcher checked transcripts to ensure that they did not contain the apparent mistakes made during transcriptions, compared data with codes, and wrote memos about codes and their definitions.

After all the required permissions were sought and granted, the researcher sent a letter to participants informing them about information concerning the study. This process was done to avoid the reality and appearance of coercion. Confidentiality was maintained and/or participants were informed of the rationale, recording, transcriptions and safekeeping of audio-taped interviews. Ethical measures were done through making sure that the participants signed informed consent, ensuring privacy in subsequent interviews, guarding against manipulating participants during data collection, and reporting processes. Anonymity and confidentiality were observed when reporting on the utterances and narratives of participants. Participants' names replaced by pseudonyms to protect participants' identity. Participation was voluntary.

4. Findings

This section presents findings on the role of teachers' instructional strategies on the teaching of writing skills in English as a second language in Oshana Region in Namibia. The section comprises the views of 20 teachers who participated in this study. Some teachers' responses were summarised and were presented in descriptive forms, while others were reported verbatim and were presented in italics.

4.1 Instructional strategies and writing skills

The theme presented in this section is derived from thematically analysed data obtained from the interview schedule, open-ended questionnaires and field notes, with 20 selected teachers from 20 schools in Oshana Region in Namibia. The theme presented here is on the role of teachers' instructional strategies in the teaching of writing skills in English as a second language in Oshana Region in Namibia. It is worth noting that the theme relates to the manner in which the relation between the teachers' instructional strategies and measures of writing skill could be constructed and/or developed to find the interplay between the two. In this study, the researcher has to determine whether teachers understand the role of teachers' instructional strategies on the teaching of writing skills in English as a second language. This was done to respond to the question: Which instructional strategies are used by teachers to teach writing skills in English as a second language? Thematic analysis of interview schedules, field notes and the open-ended questionnaire data revealed four core themes, which reflected instructional strategies that are used by teachers to teach writing skills in English as a second language, and these themes include FonF strategy instruction, brainstorming strategy instruction, metacognitive strategy instruction and explicit grammar instruction.

4.1.1 FonF strategy instruction

"FonF strategy is an opportunity to get jumbled ideas out of the head. New ideas came to the students' minds." (Teacher#1 at junior primary phase)

"Students' use of their brain can be their worst enemy. Students may encounter a vague idea that may be confusing." (Teacher#2 at senior primary phase)

One teacher mentioned in the interview that FonF strategy instruction caused many questions in students' minds. This strategy accelerates the process of writing, helps students shape their minds and gives them the chance to choose between ideas.

4.1.2 Brainstorming strategy instruction

"Brainstorming strategy instruction helps students not to get away from the topic, but to focus on the topic. By applying the brainstorming strategy instruction, students can generate many new ideas from other students." (Teacher#3 at junior secondary phase)

"Sometimes it might be difficult for students to work cooperatively on a project. Brainstorming strategy instruction helps them to obviate this problem." (Teacher#4 at senior secondary phase)

Another teacher narrated in the interview that brainstorming strategy instruction is useful in the development of writing processes and overall quality of writing skills. Creativity increases when students come together to discuss a task, each idea helps shape another idea, and students come up with new solutions from each other's ideas.

4.1.3 Metacognitive strategy instruction

"Metacognitive strategy instruction plays a very critical role in both coherence and cohesion of written texts. During the revision process, students can see mistakes and then fix them; the accuracy of written texts increases." (Teacher#5 at junior primary phase)

"This strategy instruction has a lot of influence on students' writing accuracy. The number of compound and complex sentences increases drastically." (Teacher#6 at senior primary phase)

One teacher stated in the interview that critical thinking helps students take a particular issue and/or situation and think about it logically, free from personal biases. This allows students to think critically when solving specific problems and develop creative ideas.

4.1.4 Explicit grammar instruction

"Explicit grammar instruction influences students' writing accuracy. Students realise that they use grammar correctly."(Teacher#7 at junior secondary phase)

"The number of students' compound, complex sentences increases drastically. Students become acquainted with grammar usage." (Teacher#8 at senior secondary phase)

Another teacher narrated in the interview that the more students use this writing process, the better they will be at facing a problem and thinking critically about it. This writing process will help them to think creatively, come up with solutions that lead to better ideas, suggestions and argumentations. The teacher's responses in the interview showed that the teacher uses instructional strategies to encourage them to focus on teaching and/or learning the writing skill. The phrase *"instructional strategies and/or techniques facilitate teaching and learning"* highlights the role that teachers' instructional strategies play in the teaching of writing skills in English as a second language. The teacher mentioned in the interview about understanding the meaning of *"instructional learning strategies the teacher employs"* suggests that teachers' instructional strategies facilitate the teaching of writing skills.

4.2 Instructional strategies used by teachers in Oshana Region

In order to determine instructional strategies used by teachers, the researcher asked the question: What instructional strategies do teachers use in Oshana Region? Thematic analysis of interview schedule, field notes and open-ended questionnaire data revealed four core themes that reflected instructional strategies teachers use to teach writing skills in English as a second language. These themes include WCF strategies, teachers' pedagogical content knowledge of writing, knowledge telling, knowledge transforming, cognitive models of writing, and synthesising reading-to-write tasks.

4.2.1 WCF strategies

"The importance, significance of written texts should be defined. This helps textual coherence."(Teacher#9 at junior primary phase)

"Students should know the starting and end point of their writing. This increases their writing speed."(Teacher#10 at senior primary phase)

One teacher stated in the interview that while some students held neutral or negative opinions toward explicit grammar instruction, they articulated ideas about FonF tasks, especially during writing feedback. Students preferred direct correction; many

expressed strong requests for self-correction and interactive activities in the revision process.

4.2.2 Teachers' pedagogical content knowledge of writing

"The question is always what teaching strategies, techniques, activities, enable students to effectively learn to write economically and effectively?" (Teacher#11 at junior secondary phase)

"Grammar knowledge is more important than having ideas. When students have an idea and do not have the necessary knowledge of grammar, they cannot implement the idea." (Teacher#12 at senior secondary phase)

Another teacher mentioned in the interview that when student works in a group, one person does not feel like they are carrying the entire task workload or developing a sense of ownership over the team; everyone in the group session should learn to work together.

4.2.3 Knowledge telling, knowledge transforming, cognitive models of writing

"Students encounter vague thoughts which are very confusing. Students might not be able to think about them clearly." (Teacher#13 at junior primary phase)

"Students' awareness of different parts of written texts might increase. Students might write more carefully." (Teacher#14 at senior primary phase)

One teacher narrated in the interview that students' brains can be their worst enemy. They think more about structuring correct grammar when writing paragraphs, revising writing assignments more acutely and modifying their grammatical errors before preparing the first draft.

4.2.4 Synthesising reading-to-write task

"This strategy encourages students to relax, be enthusiastic about writing process. Students have more time to edit to avoid irrelevant sentences." (Teacher#15 at junior secondary phase)

"Students acquainted with grammar write longer texts. Students focus on grammar mistakes and fix them." (Teacher#16 at senior secondary phase)

Another teacher said in the interview that students need to realise their full potential, bringing ideas and passion to their projects. This will take the students' learning process to the next level. The responses of teachers in the interview indicated that the majority of teachers use various instructional strategies. The narration of "*direct instruction*" is noted as a key strategy in capturing attention, suggesting that this strategy makes a lesson more dynamic and appealing. The phrase "*first gives instructions*" indicates the heightened level of intrinsic motivation, as the teacher feels actively drawn into the teaching and/or learning process. This aligns with theories of engagement, which emphasise the role of aesthetically stimulating materials in sustaining attention. For instance, a teacher uses cooperative learning whereby students work in small groups, uses note-taking and summarising strategies, and bottom-up and/or top-down strategies. The teacher appreciates clear and integrated presentations of instructional strategies, including a combination of "*pre-writing, during writing, after writing processes*" in order to consolidate instructional strategies that align with the preference for streamlining learning experience, particularly for text preparation. The use of "*makes it easier for students to summarise, take notes*" suggests that visual clarity reduces cognitive effort, catering to instructional strategies. This reflects principles of information handling, where visual hierarchy enhances accessibility. For instance, a teacher establishes students' schemata by asking probing questions and asking students to establish if they know the subject matter. These responses underscore how teachers' pedagogy mitigates the overwhelming nature of the traditional teachers' pedagogy. The term "*a more relaxing*" suggests that teachers' pedagogy creates a less stressful learning environment, likely due to concise, visually appealing presentation. The mention of "*do project*" indicates that the visual design aids in breaking down complex information, making it easier to process and understand. This aligns with the principle that visuals can reduce cognitive load by externalising information processing. For example, after reading a text, students do a project to write essays related to their subject matter. Though metacognitive strategy instruction slows writing speed, this strategy greatly helps students to write efficiently and effectively

4.3 Existing writing skills in the Oshana Region

In order to determine existing writing skills, the researcher asked the question: What existing writing skills are in the Oshana Region? The narration of the teacher in the interview gave concrete observations about the current practices in the Oshana Region. The teacher explicitly connects "*reading, writing and/or prediction*" to increase the students' motivation and enjoyment. The metaphor of "*predict what will be included next*" suggests that the teacher uses process-based instruction and comprehension-based instruction to create and engage in a creative and engaging experience. The teacher uses vocabulary-building strategies, self-regulation-based instruction, and strategy-based instruction. The teacher highlights how the teacher identifies and explains difficult words from the reading passage, such as "*find meanings of these words*", during the lessons. The improved

focus on the teacher's explanations makes the learning process more interactive, engaging, and supports sustained attention during the writing lessons. Students use them in sentences, reading text and answering questions, reading text and summarising, and reading text and taking notes. The teacher describes the writing learning process as sparking curiosity and a desire to explore writing tasks further. The use of "*extract*" and the sense of "*write and/or rewrite*" suggest that the writing learning process has created an emotionally engaging learning experience, motivating students' active participation. The teacher, contrasting instructional strategy with "*extract essay from reading activity, writing, and/or model writing*," indicates a preference for concise, visual summaries that prevent confusion. The phrase "*writing and rewriting*" highlights the efficiency of teachers' instructional strategies in delivering key information quickly, aligning with students' preference for immediate and/or intuitive understanding. And the use of the phrase "*reading and/or paraphrasing*" suggests that teachers' instructional strategies cater to learning strategies by simplifying complex information. This aligns with cognitive load theory, whereby visuals reduce extraneous processing demands. For instance, students extract an essay from reading tasks, read, model act, read and retell, and read and paraphrase.

4.4 Instructional strategies which enhance writing skills

In order to determine existing instructional strategies which enhance writing skills, the researcher asked the question: Which existing instructional strategies enhance writing skills in the Oshana Region? The narration of the teacher in the interview consistently indicated that the teacher uses teaching and learning instructional strategies to monitor teaching, the learning process, and to ensure students' writing skills are taken care of. The teacher emphasises the low-stress nature of learning with an instructional strategy, linking it to increased confidence and motivation. The phrase "*ensure many written assessment tasks/activities*" suggests that a clear, visual presentation of information reduces cognitive and/or emotional strain, creating a positive learning experience for students. The desire to "*learn more, explore more*" indicates that this stress-free environment fosters intrinsic motivation, encouraging deeper engagement with writing tasks and/or activities. This aligns with theories of motivation; it highlights the role of positive roles and self-efficacy in learning. In other words, the teacher ensures students are drilled on how to answer examination questions. And the teacher ensures that writing skills are given enough practice. The teacher contrasts the "*promote writing skill*" of instructional strategies with "*black-and-white text*," highlighting the role of visual aesthetics in learning preference. The phrase "*produce written text*" suggests that appealing instructional strategies foster a positive emotional connection to written texts, while "*ensuring teaching and learning*" indicates that visual appeal sustains attention. This reflects the importance of aesthetic strategies in catering to visual students, which enhances engagement with the written texts. For example, the teacher ensures that teaching and learning instruction and written texts promote and/or produce good writers. The creative and/or clear visual

appeal enhances concentration, confidence, and a desire to explore, and fosters intrinsic motivation. These responses also highlight the role of visual appeal in driving engagement and the practical utility of instructional strategies in making learning writing skills more accessible and/or enjoyable. In other words, the teacher ensures teaching, learning and developing good writers, ensuring that assessments enable students to perform in writing activities.

4.5 Writing skills associated with instructional strategies

In order to establish the existing writing skill which associates with instructional strategies, the researcher asked the question: What existing writing skill associates with instructional strategies? The narration of the teacher in the interview highlights the efficiency of *"direct instructions, cooperative learning"* in facilitation of *"writing, prediction."* The ability to use *"process-based instruction"* and *"use images as memory triggers"* suggests that instructional strategies leverage visual memory to enhance the retention process. The phrase *"task-based instruction"* indicates that instructional strategies provide a condensed way to review, reenergising the cognitive effort required for retrieval, reflecting the power of visual mnemonics in writing skill learning. Notably, the majority of writing skill learning has been associated with instructional strategies depending on the expected learning outcomes that a teacher has set for himself/herself.

5. Discussion

This section discusses the findings on the role of teachers' instructional strategies on the teaching of writing skills in English as a second language in Oshana Region. The discussion is based on the views of 20 teachers who participated in this study.

5.1 Instructional strategies and writing skills

This study explored the role of teachers' instructional strategies on the teaching of writing skills in English as a second language in Oshana Region in Namibia. The main question answered by the study was: Which instructional strategies are used by teachers to teach writing skills in English as a second language? The prominent issues which emanated from the findings were that there is a direct link between teachers' instructional strategies and the teaching of writing skills, which has a direct influence on teaching, learning and assessment of writing skills. Researchers such as Skripsi (2024) have found that teachers' instructional strategies allow the learning-focused process, which fosters improvement in learning writing skills. One such finding is that instructional strategies and writing skills interact to contribute to the development and enhancement of writing skills in English as a second language. Studies such as Ortega and Contreras (2021) have found that instructional strategy is very critical in advancing student academic achievement in writing skills in English as a second language.

In Baillo *et al.* (2025), research finding supports using the Task-Based Language Teaching (TBLT) strategy in language instruction, suggesting that the strategy can improve student engagement and confidence in writing skills in English as a second language. This finding implies that TBLT, which employs real-life tasks and student-centred learning, is more effective in developing writing skills than the traditional teacher-centred strategy. According to Khezzinejad *et al.* (2025), ESL writing proficiency is not merely about stringing together grammatically correct sentences, but it reflects students' ability to convey thoughts effectively and creatively. Exploring the cognitive mechanisms becomes imperative for teachers to enhance students' writing skills using three pre-task conditions (brainstorming, FonF, and metacognitive strategy instruction) on the cognitive process (planning, translating, revising) and the Complexity, Accuracy, and Fluency (CAF) of the students' writing productions.

Another issue emanated from the findings was that teachers' instructional strategies promote and enhance the teaching and learning of writing skills. However, studies, among others, Abad (2023) and Khezzinejad *et al.* (2025) have found that while some teachers have enjoyed teaching, the learning process, others are frustrated because of insufficient preparation and/or training workshops, unclear procedures, coupled with poor academic literacy skills and lack of commitment shown by some of the students. Nevertheless, findings of this study confirm that all four instructional practices are associated with writing skill, namely process-based instruction, comprehension-based instruction, self-regulation-based instruction, and strategy-based instruction. Studies like Fenyi *et al.* (2021) and Xu *et al.* (2021) indicate that instructional strategy is essential for students' writing skills, whereas Eragamreddy (2024) highlights that instructional strategy, which contains explicit instruction of writing skills, is very beneficial for students' writing skills (Shapaka, 2025b).

5.2 Instructional strategies used by teachers in Oshana Region

In this study, the principal issue encompassing these findings is that this link is attributed to the manner teachers' instructional strategies are used to monitor teaching, learning of writing skill, thus confirm similar study by Hamuda *et al.* (2023), evidence to Abdelgawad and Selim (2022) argumentation that explicit instruction of writing skill helps students to acquire effective writing habits while enhancing their writing skill abilities. However, effective writing habits might not be naturally acquired via implicit learning. Students need to be taught how to use these writing strategies in their own writing process, which was also congruent with Arfanti and Risnawaty (2021). Students' writing strategies are enhanced if they are exposed to various writing strategies. Students should be explicitly taught a combination of writing strategies to enable them to actively perform in writing skills, an argumentation which corresponds with Waluyo and Wangdi (2024). The main reason why some students struggle with writing skills is that they lack the prerequisite knowledge for writing skills (Shapaka, 2024a). According to Attachoo and Imsaard (2024), Nhani and Quang (2025), writing skill difficulties are associated with

a lack of background knowledge, poor word recognition, limited vocabulary and a lack of understanding of word meanings.

In particular, studies by Soodmand *et al.* (2025) reveal four core strategies: multidimensionality of written corrective feedback, effectiveness of direct and indirect written corrective feedback, written languaging, and negotiability of written corrective feedback. The study finds that WCF is multifaceted, improves grammatical accuracy, fosters metalinguistic knowledge, helps students to correct their errors during revision, and is negotiable between the teachers and the students. As such, the findings provide theoretical and practical implications for a reconsideration of WCF in the field of teaching writing skills in English as a second language.

However, in Sumabat Jr and Martinez (2025), teacher experiences have revealed navigating the complexities of balancing encouragement with critique, managing time, and addressing diverse writing issues through strategies such as focused feedback and peer review. Their WCF strategies prioritise clarity via simple language and/or examples, encompassing metalinguistic explanations, direct correction, indirect guidance, and/or blended strategies. Teachers address clarifications and conduct discussions, perceive WCF as potentially enhancing engagement, writing improvement, and error correction, emphasising clarity and contextual relevance. Teachers have also noted the significant role of student perceptions and emotions, stressing the need for constructive delivery to nurture a positive learning environment and meaningful writing development.

According to Akinkugbe (2025), the application of Bereiter and Scardamalia's (1987) cognitive models of writing (knowledge telling and knowledge transforming) to ESL students is appealing. By examining their writing processes, textual outputs, and/or writing strategies in composing their essays, researchers have revealed cognitive and/or linguistic challenges faced by the ESL students, indicating substantial differences in writing strategies, text quality, and/or engagement with ideas, providing insights for educators and/or researchers in academic writing studies. In the realm of reading-writing connections scholarship, source-based writing has become very important topic of interest. This includes looking at the specific kinds of activities in which students compose using source texts. Frequently assigned essay types, such as argumentative essays, book reports, research papers, and literature reviews, have required students to navigate between reading and writing. According to Tatsanajamsuk (2024), whether these tasks are assigned for the purpose of learning to write, as in writing courses or writing to learn, as in content courses, students must gain command of various skills associated with source-based writing. In Zhao *et al.* (2025), this includes not just managing those essay types, but also more specific applications of source-based writing within them: direct quotation, paraphrasing, summarising, and synthesising.

The sample of this study revealed that teachers use direct instruction to give instructions to the students to accomplish the writing tasks. Students, too, are drilled on how to answer examination questions. That said, it should be noted that the concern in this study was on the role of teachers' instructional strategies on the writing skill, not vice

versa (cf. Methodology Section). However, a possible interpretation for this finding can be that there are arrangements on the implementation of the ministerial mission and vision statement within educational setting (Ministry of Education, Arts and Culture [MoEAC], 2024). As a result of the top-down cascades of ministerial mission, vision, and/or policies (Shapaka, 2025a), some teachers may have difficulties adapting or changing the status quo. However, anomalies like these should be addressed by involving various stakeholders in the planning, implementation, evaluation, and reflection process (Shapaka, 2024b).

5.3 Existing writing skills in the Oshana Region

Another principal issue worth noting from the study is that teachers use instructional strategies to monitor teaching and learning of writing skills and to ensure that students' writing skills are developing. This finding is consistent with the previous studies by Attachoo and Imsaard (2024) that assessed the usefulness of direct instruction, which empowers students, promotes academic well-being, provides learning opportunities, and improves the quality of students' learning. Finding points where teachers' instructional strategies foster collaborative learning and continuous improvement. This finding correlates with a study by Chanratana *et al.* (2024) on the importance of communication, cooperation and trust within the group. A similar study by Skripsi (2024) explored the role of writing processes, and teachers' methodologies: silent, subvocalisation, on the writing performance of the English ESL students, considering cognitive strategies of impulsivity and reflectivity. By comparison, according to Xu *et al.* (2021), effective ways of acquiring a second language require teaching and learning through e-learning, self-regulated learning and constructivist methods of learning, which may be practical and useful for EFL students. These findings corroborate recent studies by Arochman *et al.* (2023), Chung (2023), and Nhan (2023), which have demonstrated the benefit of writing skill and engagement in students, which in turn enhances their cross-context transfer in ESL instruction in the Namibian context.

According to Chanratana *et al.* (2024), students' vocabulary acquisition and text comprehension are associated with the promotion of students' writing interest. Knowledge of the different teaching strategies on students' writing outcomes and interest in writing promotes students' writing skills. In Nhani and Quang (2025), to expand vocabulary, students should make it a habit to learn new words regularly, identify unfamiliar words while writing, and look them up in a dictionary to understand their meanings. Additionally, students should create flashcards or use online tools to memorise the new words. According to Muhammad and Batubara (2023), in the age of internet and mobile phone utilisation, the same strategy should be applied to enhance writing skills in a more interesting and entertaining manner for the students. And in Arfanti and Risnawaty (2021), summarisation is an excellent skill that enhances both writing and critical thinking abilities.

5.4 Instructional strategies which enhance writing skills

In this study, the principal issue encompassing these findings is that teachers use teaching, learning and instructional strategies to ensure students' academic writing performance is taken care of. Teachers also ensure that written assessments enable students to perform in writing activities. From this perspective, studies such as Waluyo and Wangdi (2024) have identified a positive correlation between classroom engagement, communicative proficiency, and academic writing performance, with engagement emerging as a significant predictor among highly and moderately engaged students in comparison to less engaged peers.

5.5 Writing skills, which is associated with instructional strategies

Finally, the most obvious findings that emerge from the study are that this direct link between teachers' instructional strategies and writing skills is attributed to the factors which determine the choice of instructional strategies. Studies such as Latupono and Nikijuluw (2022) indicate that teachers' instructional role plays an important part in teaching and learning of writing. Teachers' instructional strategies positively correlate with students' academic writing performance and a culture of continuous improvement in writing skills. Studies such as Abad (2023) and Abdelgawad and Selim (2022) have found a positive correlation between instructional strategies, teaching and learning practice in writing skills. Researchers such as Hoang and Yen (2024) posit that students should be provided with explicit instruction in writing skills to help them understand the text they are asked to write.

However, while authors like Abdullah *et al.* (2025); Esperanzate (2025) have effectively synthesised past literature in other parts of the globe, there is limited engagement with empirical findings from African and/or southern hemisphere contexts outside Namibia. Studies such as Dube and Gumbo (2020) and Mupupuni (2024) have researched ESL writing instruction in the Zimbabwean school context; for instance, they have provided a richer regional comparison. One area where several studies could be more critically nuanced concerns the assumption that teacher training and strategy adoption will not automatically translate into better student outcomes. As noted by Williams (2024), Yenkimaleki and Heuven (2022), the success of teachers' instructional strategies often depends on contextual factors such as class size, availability of teaching resources, and students' prior linguistic exposure. Future study could have benefited from a more detailed discussion of these moderating variables. Similarly, while the study stresses the need for teachers to study and learn the application of teachers' instructional strategies, the absence of concrete examples of successful strategy implementation limits the practicality and utility of the findings for educators. The study's emphasis on teacher agency, reflective practice, and continuous learning is commendable, even if the causal link between strategies and student outcomes remains somewhat tentative. However, the current study reinforces existing evidence that effective instructional strategies, when thoughtfully applied, can transform the teaching and learning of writing in ESL

classrooms, contributing to deeper and/or more sustained language proficiency among students. This connection between theory and practices enriches the study's argument that teachers' instructional strategies are both cognitive and relational.

6. Conclusion

Based on the design used and findings of the study, teachers' instructional strategies have a role to play in teaching and learning writing skills. Teachers' instructional strategies play a critical role in the teaching and learning of writing skills, which affects schools, teacher performance and results in positive and negative students' academic writing performance. Teachers should apply instructional strategies to enhance writing skills. It was evident from this study that teachers should take instructional strategies very seriously.

In view of the findings of the study, the following recommendations are made for practice: Firstly, teachers should use instructional strategies to optimise their performance, and students' writing performance. Secondly, teachers should use instructional strategies to enhance writing skills. Lastly, teachers should study and/or learn the application of instructional strategies, apply them to optimise their success, enhance teaching and learning, which results in students' writing skill performance.

This study has several limitations which should be taken into consideration. Only 20 teachers were selected for interview sessions and open-ended questionnaires in which the role of teachers' instructional strategies and the teaching of writing skills were of interest. The researcher utilised a criterion purposeful sampling technique, and only teachers with seven years of experience and above in teaching English as a second language were selected. This selection may have influenced responses. Researcher attempts to explore the role of teachers' instructional strategies on the teaching of writing skills in English as a second language, whereby teachers are the influential individuals in the schools. Responses might be affected by this. The sample size includes public school teachers who volunteered to participate in the study, with the exclusion of private school teachers. Therefore, a question of generalisability to private school teachers is a limitation. Its scope is confined to the Oshana Region in Namibia, which narrows the generalisability of its findings and thus limits the broader applicability of its findings. The researcher acknowledges the reliance on self-reported data, which could introduce bias, as teachers' perspectives may be influenced by their experiences and perceptions of their own effectiveness. While the study is thorough in exploring teachers' strategies, it does not directly measure student writing outcomes through standardised testing or observational metrics that could strengthen the linkage between instructional strategies and writing results. While the study emphasises the importance of teachers' instructional strategies, it stops short of exploring how students perceive or respond to these strategies, an omission that limits the full understanding of the teacher-student dynamic. Nonetheless, the author cannot claim that instructional strategies directly lead to

improved student outcomes since it might be slightly overstated given the study's reliance on teacher self-reports rather than objective measures of student performance. However, the study has applied a multi-method approach in which more than one data collection technique and/or corresponding data analysis procedures were used to strengthen analysis and possibly to enhance the robustness of findings. Based on the findings of the study, the following recommendation is made for future research: Future research should conduct longitudinal comparative studies across different regions, explore the role of teachers' instructional strategies and teaching of writing skills, since this was beyond the scope of this study.

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Conflict of Interest Statement

The author declares no conflicts of interest.

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