

Developing Students' Writing Skills Through Effective Classroom Activities: A Case Study of Oludaye Grammar School, Oba-Akoko, Nigeria

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Abstract. This study investigates the effectiveness of classroom activities in enhancing students' writing skills at Oludaye Grammar School, Oba Akoko, Ondo State, Nigeria. The research focuses on identifying the current writing instructional practices, the challenges students face, and the impact of specific classroom activities on students' writing proficiency. The study gathered data through questionnaires, classroom observations, and document analysis of students' written compositions. Twenty Senior Secondary One (SS1) students participated in the study, representing a cross-section of the student body.

The findings reveal that essay writing is the most frequently practised and effective classroom activity, with 85% of the students favouring it to improve their writing skills. However, challenges such as limited vocabulary, punctuation errors, and difficulties with grammar and self-reflection persist. Teacher feedback emerged as a critical factor, with 75% of the students indicating it greatly enhanced their writing abilities.

The study concludes that while classroom activities like essay writing significantly contribute to developing writing skills, additional focus is required on vocabulary building, grammar instruction, and self-assessment techniques. Recommendations include increasing the time allocated for writing practice, simplifying vocabulary instruction, and incorporating more collaborative writing activities to foster peer feedback and engagement. These measures aim to improve students' writing proficiency and prepare them for academic and professional success.

Keywords: Writing Proficiency; Classroom Activities; Peer Feedback; Teacher Correction; English as a Second Language; Process-Oriented Writing.

INTRODUCTION

This chapter introduces the study, focusing on the importance of writing skills in the English language curriculum, particularly within the Nigerian educational context. Writing is a core language skill that enables students to express their ideas coherently, enhance critical thinking, and communicate effectively. However, despite its significance, many students struggle to develop proficiency in writing, largely due to factors such as traditional teaching methods, inadequate classroom activities, and lack of engaging instructional strategies.

The chapter outlines the background of the study by emphasising the role of English as Nigeria's official language and medium of instruction from primary to tertiary levels. The study explores how targeted classroom activities can help enhance students' writing proficiency, using Oludaye Grammar School in Oba-Akoko, Ondo State, as a case study. The statement of the problem addresses the persistent issues faced by students in mastering writing skills, such as poor vocabulary use and grammatical errors.

The research questions, objectives, and purpose are clearly articulated to guide the study's direction. By investigating effective teaching strategies, the chapter sets the stage for a detailed examination of how structured classroom activities can significantly improve students' writing abilities and overall language competence.

English language is important in the educational world, especially in Nigeria. English has been taught at various educational levels. For instance, this language has been taught in Nigeria from kindergarten to university. English has been learned at all levels of education in Nigeria because it is the nation's official language and the language of instruction.

As one of the four language skills, writing has always occupied a place in most English language courses [1]. In writing a sentence or a text, students must focus on the rules of writing, such as the paragraph's topic, body of the paragraph, and conclusions.

Writing is one of the important skills in language learning, including English as a foreign language. Writing skills are becoming increasingly important in the global community, particularly in education, either as a second or as a foreign language learning [2–5]. Having good writing skills

helps students share their ideas, inform others about their thoughts, and learn actively, particularly in written form [5–10].

Writing skill encompasses specific abilities that help writers put their thoughts into words in a meaningful form and mentally interact with the message. Writing skills help the learner gain independence, comprehensibility, fluency, and creativity in writing. If learners have mastered this skill, they will be able to write so that they can read what they have written, and other speakers of that language can read and understand it. Here are some kinds of writing skills that students are expected to master: comprehensibility skills for writing include understanding that writing is communicating messages or information. Fluency writing skills include recognising the linear sequence of sounds, mastering writing motions and letter shapes, recognising the chunking of words, recognising the need for space between words, and writing quickly. Creativity skill for writing includes the ability to write freely anything the learner wants. Independence is the ability to function in a given area without depending upon another's help. Independence in reading and writing is the ability to read and write anything one can say or understand in his or her language without depending upon another's help. Comprehension is the ability to grasp something mentally and the capacity to understand ideas and facts. Fluency is reading, speaking, or writing easily, smoothly, and expressively [11].

According to [12], writing is a process that occurs over time, particularly if the writer takes account of the sometimes extended periods of thinking that preceded the initial draft. In writing, the writer needs time to go through some processes. The length of time differs among writers. Some need to think longer about what to write before making the initial draft. This study explores how effective classroom activities can enhance students' writing skills, focusing on Oludaye Grammar School Oba Akoko in Akoko South-West Local Government Area, Ondo State.

Statement of the problem. Despite the recognised importance of writing skills, students often struggle to communicate their ideas effectively through writing. Factors such as lack of engagement, inadequate resources, and traditional teaching methods contribute to this challenge. Understanding and addressing these barriers are

crucial to empowering students with the ability to write proficiently.

While research has explored various aspects of writing skill development, a comprehensive understanding of how diverse classroom activities influence writing proficiency remains underexplored. For example, research [13] primarily emphasises error correction to improve grammatical accuracy. This approach, while effective, differs significantly from the present study, which seeks to examine a broader range of classroom activities beyond corrective feedback to enhance overall writing skills.

Similarly, authors [14] investigated collaborative writing projects and found that group work fosters cohesion in text construction by encouraging students to negotiate ideas and provide mutual feedback. However, their study primarily focused on group-based writing activities without exploring how individual writing tasks, such as journaling and creative prompts, can independently contribute to skill development and personal expression in writing.

Authors [15] examined writing; the focus on peer strategies alone does not fully account for the combined effects of varied activities, such as essay writing, creative exercises, and teacher-led feedback, in a classroom setting.

Thus, while these studies provide valuable insights, a critical gap exists in understanding how a diversified set of classroom activities impacts writing skills holistically. This study aims to fill this gap by examining the broader efficacy of structured classroom practices encompassing collaborative and independent writing activities.

Purpose of the Study. This research investigates the effectiveness of specific classroom activities in improving student writing skills. By examining the impact of targeted interventions, we aim to provide insights into practical strategies that can be implemented to enhance writing instruction and promote student success. Through this study, we aspire to contribute to the existing knowledge on writing skill development and provide actionable recommendations for educators, administrators, and policymakers.

Aim and Objectives of the Study. The primary aim of this study is to investigate the effectiveness of classroom activities in enhancing student writing skills at Oludaye Grammar School Oba-Akoko. The specific objectives are as follows:

- 1) To assess the current state of writing instruction practices at Oludaye Grammar School Oba Akoko;
- 2) To identify the challenges faced by the students in developing writing skills;
- 3) To explore the impact of implementing effective classroom activities on student writing proficiency;
- 4) To provide recommendations for improving writing instruction practices based on research findings.

Research questions

- 1) What are the current writing instructions practices at Oludaye Grammar School Oba-Akoko?
- 2) What do the students face the primary challenges in developing writing skills?
- 3) How do effective classroom activities impact students' writing proficiency?
- 4) Based on research findings, What recommendations can be made to improve writing instruction practices?

Scope of the Study. This study evaluates the effectiveness of specific classroom activities in enhancing students' writing skills at Oludaye Grammar School Oba-Akoko in Akoko South-West Local Government Area, Ondo State. This research will encompass an in-depth analysis of current writing instruction practices, identify challenges faced by students, and examine the impact of targeted classroom activities on students' writing proficiency. The study will be limited to English language writing skills. The time frame for this study includes the academic year of 2023-2024.

Significance of the Study. This study is significant for several reasons:

1. Educational Improvement: By identifying effective classroom activities, this research will provide practical strategies educators can implement to enhance writing instruction, thereby improving student writing proficiency.
2. Student Empowerment: Improved writing skills can empower students to communicate their ideas more effectively, boosting their academic performance and confidence.
3. Policy Development: The findings can inform policymakers and educational administrators in

developing curricula and instructional methods that prioritise writing skill development.

4. Literature Contribution: This study will contribute to the knowledge of language acquisition and writing skill development, particularly in Nigeria's secondary education context.

Limitations of the Study. The study has several limitations:

1. Geographical Scope: The research is limited to Oludaye Grammar School Oba Akoko in Akoko South-West LGA, Ondo State, which may affect the generalizability of the findings to other regions or schools.

2. Sample Size: The study's findings are based on a sample of students from a single school, which might not represent the broader student population.

3. Data Collection: Relating self-reported data from students and teachers may introduce bias, as respondents might not accurately recall or report their experiences and behaviours.

4. Temporal Limitation: The study is conducted within a specific academic year, which may not capture longer-term trends or changes in writing instruction practices and student proficiency.

5. External Factors: Factors outside the classroom, such as students' home environments and extracurricular activities, which may influence their writing skills, are not considered in this study.

By acknowledging these limitations, the study aims to provide a clear and contextually grounded understanding of the research findings, contributing valuable insights while recognising the boundaries within the research.

METHODOLOGY

The research design adopted for this study is a quantitative case study approach. This approach is selected to investigate the effectiveness of classroom activities on the writing skills of Senior Secondary One (SS1) students at Oludaye Grammar School Oba Akoko. A case study provides an in-depth understanding of the context-specific factors influencing writing skill development and allows for detailed data collection. The quantitative aspect involves using structured questionnaires and measurable observations to gather numerical data, which will be analysed to identify trends and relationships.

Population and Sample. The population for this study consists of all SS1 students at Oludaye Grammar School Oba Akoko. Given the time and resource constraints, 20 students will be selected from this population. The sample will be chosen using a simple random sampling technique to ensure that every student in the SS1 class has an equal chance of being selected, thereby minimising selection bias and enhancing the generalizability of the findings.

Data Collection Methods. Questionnaire. A structured questionnaire will be administered to the 20 selected students. The questionnaire will include both closed-ended and open-ended questions designed to gather information on students' perceptions of the classroom activities, their engagement levels, and their self-assessed improvements in writing skills. The questionnaire will be divided into sections focusing on writing instruction and activities.

This questionnaire and composition assignment aims to gather insights into students' perceptions of classroom writing activities and assess their writing skills through a practical task. The information collected will be used to evaluate these activities' effectiveness and identify areas for improvement.

Writing Scoring Content: 30; Organisation: 20; Vocabulary: 20; Sentence formation: 25; Mechanics: 5; Total 100.

Data Collection Methods. Observation. Observations will be conducted during classroom activities to gather real-time student engagement, participation, and interaction data. An observation checklist will systematically record specific behaviours and actions related to the writing activities. This method will provide insights into the classroom environment's dynamics and the activities' effectiveness in fostering writing skills.

Data Collection Methods. Document Analysis. Document analysis will involve the examination of students' written compositions. The students will be asked to write compositions on a general and fun topic, such as "My Dream Vacation" or "A Day in the Life of My Favorite Animal." These compositions will be collected and analysed to assess the quality of writing, including coherence, grammar, vocabulary, and creativity. This method will provide direct evidence of students' writing abilities and the impact of the classroom activities.

Data Analysis Techniques. The data collected from the questionnaires, observations, and document analysis will be analysed using thematic analysis. This technique involves identifying, analysing, and reporting patterns (themes) within the data. Thematic analysis will be used to interpret the qualitative data from the open-ended questionnaire responses and observations and categorise and evaluate the writing samples. Quantitative data from closed-ended questionnaire responses will be statistically analysed to identify trends and correlations.

Literature Review

Language is the cornerstone of communication, enabling individuals to share information, ideas, and emotions. Across the world, English is unique, functioning as a first, second, or foreign language in many countries. In contemporary society, learning English is paramount, especially in our globalised world, where it serves as a medium for international discourse [16]. For many non-native speakers, English is learned for casual conversation and academic, professional, and social purposes, making it an essential skill for personal and professional development [17].

Writing, as one of the four foundational language skills, alongside listening, speaking, and reading, presents challenges and opportunities. It is often considered the most complex skill to master, particularly for students learning English as a second or foreign language [18]. The complexity stems from the need to convey structured thoughts clearly through written words, which requires mastery of vocabulary, grammar, punctuation, and syntax. Writing is often seen as a form of communication and a critical tool for thinking and learning. It allows individuals to process, organise, and refine their thoughts before expressing them [19].

Moreover, writing goes beyond mere communication; it facilitates deep cognitive processing and helps learners engage with their ideas meaningfully. It allows for reflective thinking, enabling students to articulate their understanding of complex topics and contribute to academic discourse. However, this complexity makes writing one of the most difficult skills to acquire, as it demands linguistic accuracy and the ability to organise and present ideas coherently [2].

In this context, mastering writing in English becomes not just a language skill but an essential

tool for academic success. It requires dedication, practice, and instruction that targets writing mechanics and the higher-level thinking skills that writing helps develop [18]. The interconnectedness of these components, clear communication, structured thought, and reflective learning, illustrates why writing is a fundamental skill for learners of English as a second language.

In the context of learning English, writing takes on heightened significance. As noted by scholars like [2, 4], writing plays a crucial role in the educational experiences of English learners, as it helps them articulate their ideas, thoughts, and opinions in a structured manner. Writing promotes active learning, especially in academic contexts where students are expected to produce essays, research papers, reports, and other written materials. Students can better communicate effectively in academic and professional settings by developing strong writing skills.

The role of writing in English language education has led many governments and educational systems to emphasise it within their curricula. In countries where English is a second or foreign language, such as Indonesia, the national curriculum integrates writing at various educational levels, from secondary school to higher education [20]. This reflects the understanding that writing is not merely a skill to be learned in isolation but one that underpins many other aspects of language proficiency. From constructing basic sentences to writing complex academic essays, students are progressively taught to develop their writing skills. In this way, writing bridges language acquisition and the ability to communicate ideas effectively globally.

Writing Process and Feedback. The writing process is a structured sequence of stages that guides learners through creating written work. The author [21] noted that writing is not simply a linear task but a cyclical process involving pre-writing, drafting, revising, and editing. Each stage is critical to the quality of the written product, and effective instruction in writing helps students navigate these stages to produce coherent and well-structured texts.

The first stage in the writing process is prewriting, where students brainstorm, plan, and organise their ideas. This stage is vital because it helps learners clarify their thoughts before drafting. According to [22], prewriting activities, such as brainstorming, encourage students to generate and organise ideas efficiently before starting the

drafting process. Brainstorming techniques, such as mind mapping or listing, allow students to explore ideas and select the most relevant ones for their writing task [23]. Planning follows, where students organise their ideas into a logical structure, typically in the form of an outline. The author [21] emphasises the importance of outlining in helping writers stay focused during the drafting stage, ensuring their writing follows a clear progression of ideas. Planning provides a framework that guides students through the writing process, making their drafts more coherent and organised [8].

Drafting is the second stage, where students begin to put their ideas into sentences and paragraphs. At this stage, the focus is on getting ideas down on paper without worrying too much about accuracy or perfection. The goal is to translate thoughts into written form, allowing students to create a rough draft they can refine later. As the author [18] suggests, drafting allows students to express themselves freely while focusing on content rather than form.

The third stage, revising, is perhaps the most important writing process. Students review their drafts during this stage, making changes to improve clarity, coherence, and organisation. Revising often involves reordering paragraphs, refining thesis statements, and adding or deleting information to enhance the overall flow of the text. This stage encourages students to think critically about their writing and consider how best to communicate their ideas to the reader.

Finally, the editing stage focuses on correcting mechanical errors such as grammar, punctuation, and spelling. At this point, students polish their work to ensure it adheres to the conventions of written English. Editing helps to eliminate errors that could distract the reader or obscure the meaning of the text. By paying attention to details, students can produce a final draft that is both clear and error-free.

Feedback is crucial in helping students improve their writing throughout the writing process. The author [18] identifies two types of feedback: oral and written. Both forms provide valuable guidance to students as they revise and refine their work. Oral feedback, typically given in the classroom setting, allows for immediate clarification and discussion, while written feedback gives students a more detailed analysis of their strengths and weaknesses. Students can make targeted im-

provements and develop their writing skills by incorporating feedback into the writing process.

Characteristics of Good Writing. Good writing is more than just the ability to string sentences together; it requires a combination of clarity, coherence, and organisation. According to [23], a well-constructed paragraph is the foundation of good writing. A paragraph should include a clear topic sentence, supporting details, and a concluding sentence. The topic sentence introduces the main idea, while the supporting details expand on that idea with evidence, examples, or explanations. The concluding sentence, in turn, reinforces the main idea and provides closure to the paragraph.

Beyond the basic structure of a paragraph, good writing also requires unity and coherence. Unity refers to the idea that all sentences within a paragraph should focus on a single topic. If a paragraph contains sentences unrelated to the main idea, it can confuse the reader and weaken the overall effectiveness of the writing [23]. Coherence, however, refers to the logical flow of ideas within and between paragraphs. Coherent writing allows readers to follow the writer's argument or narrative easily. To achieve coherence, writers often use transition signals, words or phrases that connect ideas and guide the reader through the text. Examples of transition signals include "however," "therefore," and "in addition" [21].

In addition to structure, good writing requires attention to style and tone. Style refers to how a writer expresses ideas, including word choice, sentence variety, and figurative language. A good writer can adjust their style to suit the purpose of the text, whether it is formal, informal, persuasive, or descriptive [8]. Tone, closely related to style, refers to the writer's attitude toward the subject matter and audience. For instance, a serious essay on a serious topic requires a more restrained and respectful tone, whereas a personal narrative might allow for a more conversational tone [24].

Proper mechanics, grammar, punctuation, and spelling are also essential for good writing. Errors in mechanics can distract the reader and obscure the meaning of the text. A writer who pays attention to these details demonstrates a commitment to clear communication [2]. For instance, proper punctuation helps clarify meaning by indicating pauses, separating ideas, and denoting relationships between clauses [21].

Ultimately, good writing is a product of both creativity and discipline. It requires writers to think critically about their ideas, organise them logically, and express them clearly. Writing is about conveying and shaping information to engage and inform the reader [22]. Through practice and feedback, students can develop the skills necessary to produce writing that is both effective and compelling.

Definitions and Perspectives on Writing. Various scholars have defined and analysed writing from different perspectives as a form of expression. Authors [23] point out that writing is more than simply putting spoken language into written form. They argue that writing involves a higher level of cognitive engagement, as it requires the organisation and communication of complex ideas in a structured manner. In this sense, writing is not merely a transcription of spoken words but a deliberate act of constructing meaning.

The author [12] expands on this by describing writing as a process that unfolds over time. He emphasises that writing involves reflection and planning before drafting begins. This process-based view of writing highlights its complexity, requiring writers to think critically about their ideas, organise them effectively, and refine them through revision. Harris also stresses the importance of writing in education, noting that it is fundamental to personal development and academic achievement. Writing is a means of communication and a tool for learning, as it encourages students to engage with ideas deeply and meaningfully [12].

The author [12] further elaborates on the complexity of writing by describing it as a process that involves multiple operations occurring simultaneously. These operations include planning, drafting, revising, and editing, all contributing to the final written product. Hedge notes that successful writers understand how to navigate these stages effectively, producing clear and coherent texts. This view reinforces the idea that writing is not a linear process but a dynamic and iterative one.

Authors [13] take a more technical approach, defining writing as producing graphic symbols arranged according to linguistic conventions. These symbols, letters, words, and sentences must be organised to convey meaning to the reader. Byrne emphasises that writing is not just about producing words on a page but about constructing sentences and paragraphs that adhere to the

rules of grammar and syntax. This technical competence is essential for effective communication, ensuring the writer's ideas are conveyed clearly and accurately.

These perspectives highlight the complexity and significance of writing as both a skill and a process. Writing requires technical competence in grammar and syntax and the ability to think critically, organise ideas logically, and express them clearly. Through practice and reflection, writers can develop the skills to produce effective written communication in various contexts.

Theoretical Frameworks in Writing Skill Development

The study of writing skill development is supported by several theoretical frameworks that offer insights into the processes and factors influencing writing proficiency.

Process Approach to Writing. The process approach to writing emphasises writing as a recursive and iterative process involving prewriting, drafting, revising, editing, and publishing. This approach encourages students to view writing as a series of steps that can be refined through practice and feedback. According to Graham and Sandmel (2018), the process approach fosters a deeper understanding of writing as a craft, allowing students to develop their ideas progressively and improve their writing through multiple drafts [25].

Writing involves distinctive thinking processes that writers orchestrate and organise during composing [26]. The purpose of writing could be to inform, persuade and manipulate language and express meaning. The process approach encourages learners to write about experiences and individual differences, giving their writing a powerful purpose [27].

The writing processes encompass both the cognitive and practical processes. According to [26], the major units of analysis involved in the process approach to writing are elementary mental sub-processes, such as generating ideas. The writers implicitly learn the cognitive process, but teachers must explicitly teach the practical processes involved in writing [28].

The classroom environment plays a crucial role in how students view learning. The students learn implicitly when a process-oriented approach creates a community setting where peer-

led instruction affects the learning process [27]. On-going support is crucial as students share their writing and give feedback to other students about their writing pieces in a non-threatening way [27]. Therefore, assessing students' work becomes a part of their commitment to being responsible for their learning. Since they are graded on a holistic rubric type of scale, they learn to focus on higher-order concerns and can master each of these concerns by setting goals and developing as writers [29].

Teachers are models in this crucial environment where the classroom is bustling with activity. Students work independently and with others engaged in brainstorming and other prewriting activities, complete first drafts, make revisions and edit for conventional errors. Teachers allow students to see how they move through the writing process as they work on their writing, and teachers encourage students to make their own decisions on what to write about and to set their research questions, thus enabling them to be independent writers and thus explicitly teach the practical processes involved.

The five steps of the Writing Process are listed below, as they are widely used today.

Step	Description	Strategies
	piece.	Proofreading
Publishing	The writing piece is prepared in final form, including illustrations. The writer shares his writing with others.	Reading aloud Reading to a group Displaying in the room Printing the books Web publishing

Figure 1 – 5 Steps of the Writing Process

Sociocultural Theory of Writing. As proposed [30], sociocultural theory emphasises the role of social interaction and cultural context in developing cognitive skills, including writing. This theory suggests that writing skills are developed through collaborative activities and meaningful interactions with more knowledgeable peers and adults. Authors [31] highlight that sociocultural theory provides a framework for understanding how classroom activities, such as peer review and collaborative writing projects, can enhance writing development by fostering a supportive learning environment.

The sociocultural theory of writing, grounded in the broader sociocultural framework proposed [30], emphasises the role of social interaction and cultural context in developing cognitive skills, including writing. This theory posits that learning and cognitive development are fundamentally social processes influenced by individuals' interactions with their environment, including peers, teachers, and cultural artefacts.

Core Concepts. Vygotsky's Zone of Proximal Development (ZPD) concept is central to the sociocultural theory. The ZPD represents the gap between what a learner can achieve independently and what they can achieve with guidance and support from a more knowledgeable other (MKO), such as a teacher or more capable peer. In writing, the ZPD can be seen when students engage in collaborative writing tasks, receive feedback, and participate in guided practice, which helps them progress beyond their current abilities [30].

Role of Social Interaction. Social interaction is pivotal in the development of writing skills. According to [31], collaborative writing activities and peer review sessions allow learners to articulate their thoughts, negotiate meaning, and

Step	Description	Strategies
Prewriting	An activity that causes the writer to think about the subject. The writer organises his thoughts before he begins to write.	Drawing Talking Brainstorming Graphic organisers Research Listing Field Trips
Drafting	The process of putting ideas down on paper. The focus is on content, not mechanics.	Taking notes, Organising thoughts into paragraphs, Writing a first draft
Revising	The process of refining the piece of writing. The writer adds to a writing piece. The writer reorganises a piece of writing. The writer shares his story and gets input from peers or teachers.	Peer editing Conferencing Share Chair or Author's Chair
Editing	Mechanical, grammatical and spelling errors are fixed in the writing	Checklists Rubrics Editing Checklists

co-construct knowledge. These interactions allow students to internalise new writing strategies and concepts, leading to cognitive development. For instance, when students work together on a writing project, they learn from each other's strengths and weaknesses, which enhances their understanding and improves their writing abilities.

Cultural Context. The cultural context in which writing occurs also significantly influences the development of writing skills. Cultural tools, such as language, writing conventions, and digital technologies, shape how individuals learn to write and express their ideas. Authors [32] research on literacy practices in different cultural settings demonstrates that writing is not just a technical skill but a socially and culturally situated practice. They found that literacy practices varied widely across cultures and were deeply embedded in the community's daily activities and social interactions.

Scaffolding. Scaffolding is another key concept derived from Vygotsky's theory, referring to the support teachers or peers provide to help learners perform tasks they cannot do independently. In writing instruction, scaffolding might include providing students with graphic organisers, modelling the writing process, or giving constructive feedback. As students become more proficient, the support is gradually withdrawn, enabling them to write independently [32].

Implications for Writing Instruction. The sociocultural theory has significant implications for writing instruction. It suggests that effective writing instruction should involve collaborative activities that foster social interaction and the co-construction of knowledge. Teachers should create a supportive classroom environment where students feel comfortable sharing their ideas and receiving feedback. Additionally, writing tasks should be meaningful and connected to students' cultural and social experiences to enhance engagement and motivation.

Empirical Support. Empirical studies support the application of sociocultural theory in writing instruction. For example, authors [33] found that collaborative dialogue among students during writing tasks led to improved writing performance and a deeper understanding of writing strategies. Similarly, research [34] demonstrated that students who engaged in collaborative writing produced texts of higher quality and exhibit-

ed greater linguistic accuracy than those who wrote individually.

In conclusion, the sociocultural theory of writing emphasises the importance of social interaction, cultural context, and scaffolding in developing writing skills. This theoretical perspective highlights that writing is not just an individual cognitive activity but a socially situated practice deeply influenced by the interactions and cultural tools available to learners.

Previous Studies on Classroom Activities and Writing Skills Enhancement

Research on the relationship between classroom activities and writing skills development has been an area of significant interest both within and outside Nigeria. Scholars have explored various pedagogical approaches to improve students' writing abilities, noting the importance of structured activities, peer interaction, and iterative feedback in enhancing writing proficiency. These studies provide valuable insights into how teachers can foster writing development in diverse learning environments, supporting continental and intercontinental perspectives.

Authors [35] conducted a comprehensive study examining the role of writing workshops in improving writing skills. Their research in the United States emphasised the value of peer feedback and iterative revisions, key components of writing workshops. These workshops involve students drafting, reviewing, and revising their work based on feedback from peers and instructors. Troia's team found that these activities led to a measurable improvement in writing quality as students became more adept at revising their drafts, considering multiple perspectives, and refining their writing techniques. The study highlights the centrality of collaborative learning environments where students are encouraged to engage with one another's work, facilitating critical thinking and reflective practices.

Building on this, authors [33] explored the benefits of journaling as a classroom activity, particularly in promoting self-reflection and personal expression. Their research showed that journaling enhances students' fluency in writing by providing them with a low-stakes platform to explore their thoughts and emotions. Journaling activities allow students to write without the constraints of formal writing assignments, encouraging creativity and the development of a

personal voice. Swain's findings align with research [33], which emphasises the importance of freewriting exercises in fostering students' cognitive development and emotional intelligence. Swain and Angelo advocate for integrating journaling into everyday classroom practices to improve writing fluency and creativity, further illustrating the global relevance of reflective writing activities.

Authors [14] investigated collaborative writing projects on a broader scale, focusing on how group work can enhance writing skills by fostering student cooperation [14]. Their study in Taiwan showed that students who participated in collaborative writing activities demonstrated improved abilities in constructing coherent and well-organised texts. The researchers noted that negotiating ideas, providing feedback, and working toward a shared goal allowed students to understand writing conventions and textual structure better. This finding is consistent with recent research [15] examining collaborative writing in Nigerian classrooms. Musa's work revealed that group-based writing projects improved writing skills and increased students' confidence in their abilities to communicate effectively in English, highlighting the positive impact of social learning on language acquisition.

Additionally, research [36] focused on the role of digital storytelling as an innovative writing activity. This study, which spanned multiple countries, including Turkey and Germany, emphasised how integrating multimedia elements in writing projects fosters creativity and technical skills. Digital storytelling requires students to combine visual and written narratives, allowing for a multimodal approach to learning. This method, which merges traditional writing instruction with digital literacy, has been shown to engage students more deeply, improving their writing proficiency while also preparing them for the digital demands of contemporary communication. Authors [37] supported research [38] that observed similar outcomes in Chinese classrooms, where digital storytelling improved engagement and higher-quality writing outputs.

In conclusion, research from both continental and intercontinental perspectives underscores the value of diverse classroom activities in writing instruction. From writing workshops and journaling to collaborative projects and digital storytelling, these activities enhance students' technical writing abilities and promote creativity, collaboration, and self-reflection. The global con-

sensus is that interactive, student-centred learning environments are crucial for developing strong writing skills, with implications for classrooms worldwide.

Analysis of Effective Classroom Activities. Effective classroom activities for writing instruction are characterised by their ability to engage students, provide practice opportunities, and facilitate feedback. Below are analyses of several key activities:

1) Writing Workshops. Writing workshops create a collaborative environment where students can share their work, receive feedback, and revise their writing. Authors [25] emphasise that writing workshops help students understand the value of feedback and revision, which are critical components of the writing process. These workshops also allow teachers to provide individualised support and guide students in developing specific writing strategies.

2) Journaling. Journaling activities encourage students to write regularly and reflect on their thoughts and experiences. According to [38], journaling helps students develop a habit of writing and enhances their ability to express themselves clearly. Journals can be used for free writing, responses to prompts, or reflections on learning experiences, providing a versatile tool for writing instruction.

3) Creative Writing Prompts. Creative writing prompts stimulate students' imagination and encourage them to explore different genres and styles of writing. Research [39] suggests creative writing activities help students develop their narrative skills and experiment with language. Prompts can range from story starters to thematic prompts, providing a foundation for students to build upon.

4) Collaborative Writing Projects. Collaborative writing projects involve students working together to produce a single piece of writing. These projects promote teamwork, communication skills, and collective problem-solving. The author [34] found that collaborative writing leads to higher-quality writing as students pool their knowledge and skills to create a well-rounded text. Additionally, these projects help students learn to negotiate meaning and integrate different perspectives.

5) Digital Storytelling. Digital storytelling integrates multimedia elements, such as images, audio, and video, into the writing process. Accord-

ing to [40], digital storytelling engages students in creative and critical thinking, enhancing their ability to convey stories compellingly. This activity also develops students' digital literacy, preparing them for the demands of modern communication.

6) Implications for Language Teaching. The insights gained from the literature on writing instruction have significant implications for language teaching practices. Educators should consider incorporating various classroom activities catering to writing development aspects. Teachers can create a supportive environment that fosters writing proficiency by providing opportunities for collaborative learning, feedback, and creative expression.

Additionally, integrating technology into writing instruction, as seen in digital storytelling, offers new avenues for engaging students and enhancing their writing skills. Educators should leverage digital tools to create interactive and multimodal writing experiences that reflect the changing communication landscape.

In summary, effective writing instruction requires a multifaceted approach that combines traditional and innovative activities. By drawing on theoretical frameworks and empirical research, educators can implement strategies that support students' writing development and prepare them for academic and professional success.

RESULTS AND DISCUSSION

This part presents the findings obtained from the research on the effectiveness of classroom activities in enhancing the writing skills of secondary school students. It discusses the results of the research questions, analysing data collected through questionnaires, observations, and document analysis. The chapter provides detailed interpretations of the data, illustrating how specific classroom activities impact students' writing proficiency. Furthermore, it discusses students' challenges in developing their writing skills and how current practices meet their learning needs. This chapter emphasises the significance of active classroom participation and constructive feedback.

Analysis of Data Obtained through Questionnaires

This section analysed, presented and interpreted the sourced research data via questionnaires.

Frequency count and percentage summary were used to analyse the respondents' social demographic characteristics. Similarly, a frequency count and percentages summary were used to analyse the research questions raised. All analyses were summarised and presented in tables.

Table 1 – Frequency Distribution showing Respondents Gender

Factors	Options	Frequency	%
Gender	Male	8	40.0
	Female	12	60.0
	Total	20	100.0

The result in Table 1 presents the gender distribution of the respondents, and it was indicated that 40% of them were male, while 60% were female. This means that both genders were duly considered and represented in this study.

The result in Table 2 presents the age distribution of the respondents. It was observed that 10% were aged 15 years and below, 75% were aged between 16 and 19 years, and 15% were aged 20 years and above.

Table 2 – Frequency Distribution showing Respondents Age

Factors	Options	Frequency	%
Age	15 Years and Below	2	10.0
	16-19 Years	15	75.0
	20 Years and Above	3	15.0
	Total	20	100.0

The distribution of the respondents' class, as presented in Table 3, revealed that a good number of them (55%) were students in SS1 A, 25% were in SS1 B, 5% of them were students in SS1 C, and 15% were SS3 students.

Table 3 – Frequency distribution showing Respondents Class

Factors	Options	Frequency	%
Class	SS1A	11	55.0
	SS1B	5	25.0
	SS1C	1	5.0
	SS3	3	15.0
	Total	20	100.0

Analysis of Research Questions

Research Questions 1: What is the current state of writing instruction practices at Oludaye Grammar School Oba Akoko?

The findings on statements relating to the current state of writing instruction practices at Oludaye Grammar School Oba Akoko were presented in Table 4. The enquiry about the rate at which students participate in writing activities during English classes was with consent such that a larger number of them (80%) said they always participate in writing activities, 5% of them said they often participate in writing activities, 10% of them said they sometimes do. Meanwhile, 5% affirmed that they had never been engaged in writing activities.

Concerning the writing activities students enjoyed most, it was reported by the majority of the students (85%) that they mostly enjoyed participating in writing essays, 40% of them had enjoyed participating mostly in creative writing, 15% of them had mostly enjoyed participating in journaling, and 25% of them had mostly enjoyed participating in collaborative writing. In comparison, 5% of them had mostly enjoyed participating in composition writing.

Table 4 – Frequency Distribution relating to the current state of writing instruction practices at Oba Akoko Grammar School

Factors	Options	Frequency	%
How often do you participate in writing activities during English classes?	Always	16	80.0
	Often	1	5.0
	Sometimes	2	10.0
	Never	1	5.0
	Total	20	100.0
Which of the following writing activities do you enjoy the most?	Writing Essays	17	85.0
	Creative Writing	8	40.0
	Journaling	3	15.0
	Collaborative Writing	5	25.0
	Others (Composition)	1	5.0
How helpful do you find teacher's feedback in improving your writing skills?	Very Helpful	15	75.0
	Helpful	3	15.0
	Neutral	2	10.0
	Total	20	100.0

It was the impression of a higher percentage of the respondents (75%) that they had found their

teacher's feedback very helpful in improving their writing skills; 15% of them had said they found their teacher's feedback helpful in improving their writing skills, 10% of them were equivocal to the possibility of teacher's feedback been helpful at all towards improving their writing skills.

Summarily, it is observed that the majority of the students (95%), though at varying degrees, engage in diverse writing activities, and most of them (85%) had a preference for participating in essay writing, a larger percentage of them (75%) had also complied that their teacher's feedbacks due to their engagement in English writing activities had been really helpful in improving their writing skills. Considering the variation in frequencies, it is thus justified that students in Oludaye Grammar School Oba Akoko engage in writing instruction practices to a great extent, which has helped develop their writing skills.

Research Question 2: What challenges do the students face in developing writing skills?

Table 5– Frequency and percentage summary relating the possible challenges faced by the students in developing writing skills

Factors	Options	Frequency	%
Do you practice writing outside school assignments?	No	5	25.0
	Yes	15	75.0
	Total	20	100.0
If yes, what writing activities do you engage in outside school?	Story Telling	6	40.0
	Story Writing	4	26.7
	Composition	5	33.3
	Total	15	100.0
What challenges do you face during writing activities?	Sometimes struggles with Punctuation	5	25.0
	Difficulty with proper English language vocabulary usage	7	35.0
	Inability to use adequate grammar in appropriate places	4	20.0

The result of the possible challenges the students face in developing writing skills is presented in

Table 5. Most students (75%) reported engaging in writing activities outside school assignments, though 25% reported differently. This implies that the students who withdrew their engagement in writing practice aside from the school assignment may be due to their felt challenges attached to the practice.

Concerning the students who had consented to engage in writing practice aside from school assignments, it was indicated that 40% preferred engaging in storytelling, 26.7% of them preferred engaging in story writing, and 33.3% preferred writing composition.

The student's consent to the felt challenges during English writing activities was such that 25% of them had said they sometimes struggle with the use of punctuation marks, 35% of them complied they had difficulty with proper English language vocabulary usage, and 20% of them had complied they have difficulty in self-reflection during writing activities. In comparison, a similar percentage (20%) affirmed their inability to use adequate grammar in appropriate places. This has shown that students do encounter varying challenges during English writing activities.

In summary, it is revealed that most of the students (75%) engage in English writing activities aside from completing their assignments; meanwhile, from the students' disposition, they encounter varying challenges during these writing activities. Therefore, it is inferred from this result that the most common challenge for students during English writing activities is difficulty with proper English language vocabulary usage, and they often struggle with punctuation.

Research Question 3: Does the effectiveness of classroom activities impact student writing proficiency?

The result in Table 6 shows statements about the effectiveness of classroom activities in impacting student writing proficiency. The majority of the respondents (80%) agreed that classroom activities have helped improve their writing skills, and 15% of them affirmed it has been helpful to them. However, 5% of them were neutral about whether classroom activities could be helped or not towards improving their writing skills.

Table 6 – Frequency and percentage summary relating to the possibility of the effectiveness of classroom activities to have an impact on student writing proficiency

Factors	Options	Frequency	%
To what extent have classroom activities helped to improve your writing skills?	Very Helpful	16	80.0
	Helpful	3	15.0
	Neutral	1	5.0
	Total	20	100.0
Which classroom activity do you think has most improved your writing skills?	Writing Essays	17	85.0
	Journaling	1	5.0
	Peer Review	1	5.0
	Others	1	5.0
	Total	20	100.0
How engaged are you during writing activities?	Very Engaged	12	60.0
	Engaged	3	15.0
	Neutral	5	25.0
	Total	20	100.0

A similar percentage of the respondents (85%) agreed that essay writing was the most effective English writing classroom activity that has helped improve their writing skills, 5% of them said journaling is the English writing classroom activity that has helped improve their writing skill, a similar percentage of them (5%) had complied that peer review is the English writing classroom activity that has helped improve their writing skill. In comparison, 5% of them also affirmed they had other English writing classroom activities that have helped improve their writing skills, though not identified in this study.

A reasonable number of the respondents (60%) affirmed they are very engaged during writing activities, 15% said they are also engaged during writing activities, and 25% were indecisive about being engaged during writing activities.

In summary, it is affirmed by most students (80%) that engagement in English language classroom activities has helped improve their writing skills. Most of them (85%) confirmed the potency of essay writing in improving their writing skills, and due to that, a reasonable number of these students (60%) were always very engaged during English writing activities. Considering the variation in frequencies, it is ascertained that the effectiveness of English language classroom activities positively impacts student writing proficiency.

Research Questions 4: What are the possible measures for improving writing instruction practices?

Table 7 – Frequency and percentage summary relating the possible measures for improving writing instruction practices

Factors	Options	Frequency	%
In your opinion, what are the strengths of the writing activities conducted in your English classes?	Improving spoken Grammar	6	30.0
	Build my confidence in writing	6	30.0
	Creative Expression	3	15.0
	Enhanced Critical Thinking	5	25.0
	Total	20	100.0
What suggestions do you have for improving writing activities in your classroom?	Creating more time for practice will help in the classroom	6	30.0
	Vocabularies should be broken down	6	30.0
	Group activities on writing games during trans-curricular activities	2	10.0
	Self-reflection and assessment will help build confidence to enhance vocabulary development	3	15.0
	Continuous engagement in writing skills for preparation for real-world application	3	15.0
	Total	20	100.0

Table 7 shows the possible measures for improving writing instruction practices. Information regarding the strengths of the writing activities conducted in students' English classes was with consent, such that 30% of the respondents complied that writing activities in English had improved their spoken grammar. A similar percentage of them (30%) consented that their participation in English language writing activities had built their confidence in writing, and 15% had

shown that their participation in English language class writing activities had enhanced their creative expression. In comparison, 25% of them affirmed that revealed that their participation in English language class writing activities had enhanced their critical thinking.

Concerning the possible suggestion towards improving writing activities in secondary was such that 30% of the respondents thought that creating more time for practice would help in the classroom, similar percentage of them (30%) had said English vocabulary should be broken down, 10% of them had said there should be group activities on writing game during trans-curricular activities, 15% of them were of the impression that self-reflection and assessment will help build students confidence to enhance vocabulary development, and similar percentage of them (15%) said that there should be continuous engagement in writing skills for preparation for real-world application.

Summarily, it has been clarified by the respondents that students' participation in English language writing activities in varying instances improved their spoken grammar and helped build their confidence in writing. Inference from the frequency variation had shown that adopting as recommended was a possible measure for improving writing instruction practices.

Discussion of Findings

The study aimed to investigate classroom activities and their role in developing the writing skills of secondary school students at Oludaye Grammar School Oba Akoko. The findings from the analysis reveal several key points regarding students' participation in writing activities, the challenges they face, and the effectiveness of classroom interventions.

Gender and Age Distribution. The gender distribution of the respondents indicated a reasonable balance, with 60% females and 40% males, ensuring representation across genders. Similarly, the age distribution shows that most respondents (75%) were between 16 and 19 years old, aligning with the typical secondary school demographic. This age group's engagement in writing activities is crucial, representing a formative period for literacy development.

Classroom Participation in Writing Activities. Most students (80%) reported always participating in

writing activities during English classes, with essay writing being the most favoured activity (85%). This suggests that essay writing forms a critical part of the curriculum at the school, providing students with an opportunity to develop structured writing skills. The student's engagement in other writing activities, such as creative writing (40%) and collaborative writing (25%), demonstrates diversity in the writing instruction practices.

The findings indicate that teacher feedback plays a significant role in students' writing development, with 75% of students finding it helpful. This aligns with educational best practices, where constructive feedback is essential for student improvement, particularly writing skills. An analysis of the essays written by the students revealed common strengths and weaknesses. Most students understood paragraph structuring and idea development well, reflecting their familiarity with the basic principles of essay writing. However, limited vocabulary, repetitive sentence structures, and incorrect punctuation were prevalent. These findings suggest that while students are comfortable with the general framework of essay writing, targeted instruction on refining their language use and grammatical accuracy is still necessary to enhance their writing proficiency.

Challenges in Developing Writing Skills. A significant portion of students (75%) reported engaging in writing activities outside school, showing they are motivated to practice writing beyond classroom assignments. However, the challenges they face are noteworthy, with 35% indicating difficulty with English vocabulary usage and 25% struggling with punctuation. These challenges highlight areas where additional support and targeted instruction may be needed to improve student's language proficiency and technical writing skills.

Moreover, 20% of the students reported difficulties in self-reflection, and another 20% cited issues with grammar usage. These findings suggest that while students are willing to engage in writing, they may need more focused instruction on reflective writing and grammar application to enhance their overall writing quality.

Impact of Classroom Activities on Writing Proficiency. The effectiveness of classroom activities on writing proficiency was affirmed by 80% of the respondents, with essay writing again emerging as the most impactful activity. The level of

engagement during writing activities was also notable, with 60% of students reporting being very engaged. This suggests that the classroom environment fosters active participation, which is crucial for developing proficiency in writing.

These findings confirm that classroom activities, particularly essay writing, significantly improve students' writing skills. However, the relatively lower engagement in activities like peer review (5%) may indicate areas where further enhancement of collaborative writing practices could be beneficial.

Measures for Improving Writing Instruction. The students' feedback on potential measures to improve writing instruction focused on creating more time for practice (30%) and simplifying vocabulary (30%). These suggestions reflect a need for more dedicated writing sessions and tailored language support to meet the diverse needs of learners. Additionally, recommendations such as incorporating self-reflection and continuous engagement in writing activities highlight the importance of fostering a holistic approach to writing instruction that prepares students for real-world applications.

In conclusion, the findings suggest that while students at Oludaye Grammar School Oba Akoko actively engage in writing activities, specific challenges, particularly in vocabulary and grammar usage, must be addressed. The emphasis on essay writing and teacher feedback has positively impacted, but more varied and reflective writing practices could further enhance students' writing proficiency.

CONCLUSIONS

This segment summarises the key findings, highlighting the positive impact of classroom activities on student writing proficiency. It concludes by acknowledging the existing challenges and provides actionable recommendations for educators. The chapter underscores the need for diverse instructional strategies to address students' unique learning needs and promote overall writing proficiency.

The study aimed to explore the effectiveness of classroom activities in enhancing the writing skills of SS1 students at Oludaye Grammar School Oba Akoko. The research utilised a combination of questionnaires, observations, and document analysis to gather data, focusing on students' par-

participation in writing activities, the challenges they face, and the impact of various classroom interventions on their writing proficiency.

A significant portion of the students (80%) reported actively participating in writing activities during their English classes, with essay writing being the most favoured and effective. 85% of respondents said they enjoyed writing essays more than other activities. This suggests that essay writing is critical in developing writing skills at Oba Akoko Grammar School, allowing students to organise their thoughts, practice structured writing, and express ideas clearly. The preference for essay writing highlights the importance of this exercise in fostering a deeper understanding of writing conventions and improving overall proficiency.

The role of teacher feedback emerged as a crucial factor in enhancing students' writing abilities. According to the findings, 75% of students found teacher feedback helpful in improving their writing. This result emphasises the importance of formative feedback in guiding students through the writing process, helping them identify areas for improvement, and building their confidence as writers. Teacher feedback, especially when constructive and specific, supports students in refining their writing and addressing common errors related to grammar, punctuation, and sentence structure.

Despite the generally positive response to writing activities, the study identified several challenges that hindered students' writing development. A notable 35% of students reported difficulties with vocabulary usage, highlighting a need for more focused instruction on expanding their lexicon and using words in context. Additionally, 25% of respondents indicated that they struggled with punctuation, a fundamental aspect of writing that affects clarity and comprehension. Another 20% reported difficulties with self-reflection during writing tasks, suggesting that some students may find it challenging to critically assess their work or engage in deeper analysis. Similarly, 20% of the students faced issues with grammar usage, which further points to the need for targeted interventions to improve technical writing skills.

The study also examined the broader impact of classroom activities on writing proficiency. 80% of the respondents confirmed that classroom activities positively influenced their writing skills, particularly through essay writing, consistently

rated as the most impactful. This finding reinforces the role of structured writing tasks in helping students develop their abilities to express ideas coherently. However, less commonly practised activities like peer review and collaborative writing did not receive as much appreciation, with only 5% of students engaging in these exercises. This suggests that expanding the variety of writing activities could benefit students by exposing them to different writing styles and processes.

In terms of recommendations, students advocated for creating more time for writing practice, with 30% suggesting that additional time dedicated to writing exercises would help them improve their skills. Another 30% of students recommended simplifying vocabulary instruction, making it more accessible and understandable for learners. Further suggestions included incorporating self-reflective writing tasks and promoting continuous engagement in writing activities to prepare students for real-world writing demands. These recommendations underscore the need for a more comprehensive and supportive approach to writing instruction that addresses students' specific challenges and fosters long-term improvement in their writing proficiency.

The findings from this study underscore the significant impact that classroom activities, particularly essay writing, have on enhancing students' writing skills at Oludaye Grammar School Oba Akoko. Essay writing emerged as the most favoured and effective activity, with 85% of students expressing a preference for it. This shows that structured writing tasks play a vital role in helping students organise their thoughts, express ideas clearly, and develop coherence in their writing. The emphasis on essay writing also indicates its usefulness in promoting critical thinking, argumentation, and the logical presentation of ideas. As a central part of the curriculum, essay writing has proven to be a powerful tool in fostering writing proficiency.

Teacher feedback has also been identified as critical in improving students' writing abilities. The data shows that 75% of students found teacher feedback helpful, emphasising the importance of providing timely, constructive, and detailed responses to students' work. Effective feedback not only helps students understand their mistakes but also guides them in refining their writing skills. It builds confidence and enables students to progress in grammar, structure, and content

development. However, while feedback is beneficial, its success depends on how well it is communicated and how students apply it in their subsequent writing tasks.

Despite the positive engagement in writing activities, the study reveals persistent challenges that hinder some students from fully realising their writing potential. Vocabulary usage, punctuation, and grammar were identified as the primary areas of difficulty for many students. With 35% of students struggling with vocabulary and 25% facing challenges with punctuation, it is clear that additional support is needed in these technical areas. Moreover, 20% of students reported difficulties with grammar, which impacts the overall quality and clarity of their writing. These challenges suggest that while students are engaged in writing, more targeted instruction and reinforcement in these areas are required to help them overcome these obstacles.

The study also highlights the need to diversify writing activities in the classroom. While essay writing is highly effective, the limited practice of other writing forms, such as peer review and collaborative writing, suggests room for improvement. These activities could allow students to interact with their peers, receive diverse feedback, and engage in collaborative problem-solving, which can deepen their understanding of the writing process. By incorporating more varied writing tasks, students could develop a broader range of writing skills, including critical analysis, reflection, and communication, essential for academic success and future professional writing.

In conclusion, while classroom activities at Oludaye Grammar School Oba Akoko have positively contributed to enhancing students' writing skills, addressing vocabulary, punctuation, and grammar challenges and incorporating more collaborative and reflective writing exercises will further strengthen the effectiveness of writing instruction.

Based on the findings of this study, several recommendations are proposed to enhance further

the writing instruction practices at Oludaye Grammar School Oba Akoko.

Firstly, it is recommended that teachers allocate more time for writing practice in the classroom. Many students (30%) suggested that additional practice time would help them refine their writing skills. Providing more opportunities for students to write, revise, and reflect on their work will encourage them to engage more deeply with the writing process, improving fluency and accuracy.

Secondly, there is a need for more targeted instruction in vocabulary usage. With 35% of students identifying vocabulary as a challenge, teachers should incorporate vocabulary-building exercises into their lessons. These activities could include focused vocabulary drills, context-based learning, and more diverse reading materials to expose students to a wider range of words. Simplifying vocabulary instruction and breaking down complex words into manageable parts will also help students improve their usage in writing.

Additionally, it is recommended that teachers integrate more collaborative writing activities, such as peer review and group writing tasks. Collaborative activities allow students to learn from their peers, share diverse perspectives, and develop critical thinking and editing skills. With only 5% of students engaged in peer review, expanding this practice can foster a more interactive and supportive writing environment.

Furthermore, teachers should provide additional instruction on punctuation and grammar. Regular workshops or focused lessons on these areas will address the issues faced by 25% of students struggling with punctuation and 20% facing grammar difficulties. Continuous feedback and reinforcement will help students internalise and apply these rules effectively in their writing.

Lastly, incorporating self-reflective writing exercises will help students develop critical awareness of their writing progress and promote greater autonomy in improving their skills.

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