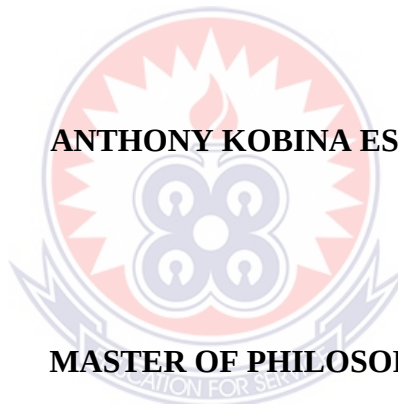


UNIVERSITY OF EDUCATION, WINNEBA

**Effects of model text deconstruction practice on the teaching of writing among
Junior Jigh School students in the Gomoa Central District**

ANTHONY KOBINA ESSEL

MASTER OF PHILOSOPHY



UNIVERSITY OF EDUCATION, WINNEBA

**EFFECTS OF MODEL TEXT DECONSTRUCTION PRACTICE ON THE
TEACHING OF WRITING AMONG JUNIOR HIGH SCHOOL STUDENTS
IN THE GOMOA CENTRAL DISTRICT**



**A thesis in the Department of Basic Education, School of
Education and Lifelong Learning, submitted to the School of
Graduate Studies, in partial fulfilment
of the requirements for the award of the degree of
Master of Philosophy
(Basic Education)
In the University of Education, Winneba**

MAY, 2024

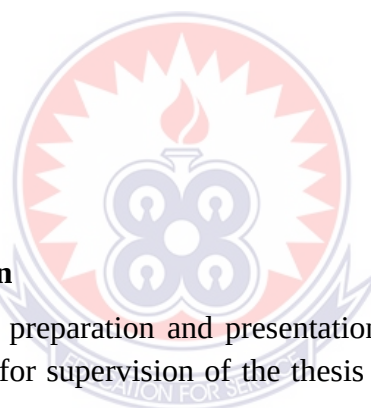
DECLARATION

Student's Declaration

I, Anthony Kobina Essel, declare that this thesis, except quotations and references contained in published works, which have all been identified and duly acknowledged, is entirely my original work, and it has not been submitted either in part or whole for another degree elsewhere.

Signature:

Date:



Supervisor's Declaration

I hereby declare that the preparation and presentation of this work were supervised following the guidelines for supervision of the thesis as laid down by the University of Education, Winneba.

Supervisor's Name: Prof. Emma Sarah Eshun

Signature.....

Date.....

DEDICATION

I dedicate this project work to God, my family, especially to my wife, Elizabeth Dickson, and my children: Kwamena Buabeng Essel, Fiona Ekua Egyirwa Buabeng Essel, and Ekua Adom Buabeng Essel.



ACKNOWLEDGEMENTS

I give all the glory to God the Father for making this piece of work a success. Wholeheartedly, I say thank you, God Almighty.

I am very grateful to my able Supervisor, Professor. Emma Sarah Eshun for reading through this work and offering meaningful corrections, suggestions, and contributions.

My profound gratitude to all the staff of Pomadze/Asebu D/A “B” Basic School, the headteacher, Ms. Rose Quansah, Mr. Bright Bedzrah, Human Resource Manager, GES, Afransi, and Mrs. Charlotte Hini, GES, Afransi. You have all contributed in a small way to my career and academic development during my program.

I am very grateful to Professor Asonaba Kofi Addison, Basic Education, UEW, from whom I learned the importance of education and also the tenacity to follow my academic dream. I appreciate your generosity and support. You have been my greatest inspiration for my academic pursuit, and without your support, I would not have completed this program. Also, I owe you the highest appreciation, Doctor Isaac Benning, Department of Mathematics Education, University of Cape Coast, for your encouragement and support in diverse ways during the writing of this work. Finally, special thanks to Ms. Agnes Gyesi and the team for the typing and editing and to you all who assisted me in one way or another; God richly bless you.

TABLE OF CONTENTS

Contents	Page
DECLARATION	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF FIGURES	x
ABSTRACT	xi
 CHAPTER ONE: INTRODUCTION	 1
1.1 Background to the Study	1
1.2 Statement of the Problem	6
1.3 Purpose of the Study	8
1.4 Objectives of the Study	8
1.5 Research Questions	8
1.6 Significance of the Study	9
1.7 The Scope of the Study	10
1.8 Organisation of the Study	10
 CHAPTER TWO: REVIEW OF RELATED LITERATURE	 12
2.0 Introduction	12
2.1 Theoretical Framework	12
2.2 Conceptual Framework	14
2.3 The Concept of Writing	23
2.4 Challenges in Employing MTDP during Writing Lessons	25

2.5 Elements of Writing	27
2.6 Teachers' Knowledge of the Use of MTDP on the Teaching of Writing.	32
2.7 Writing as a Process vs. Product	33
2.8 Effects of MTDP on Students' Attitudes towards the learning of Writing	36
2.9 Teachers' Perceptions of the Effectiveness of MTDP in Writing	
Instruction	38
2.10 Advantages and Disadvantages of Model Texts	43
2.11 Empirical Studies	44
2.12 Summary of Identified Gaps	52
CHAPTER THREE: METHODOLOGY	54
3.0 Overview	54
3.1 Philosophical Paradigm and Assumptions	54
3.2 Philosophical Underpinning	55
3.3 Research Approach	56
3.4 Settings	58
3.5 Research Design	60
3.6 Population	62
3.7 Sampling Techniques and Sample	65
3.8 Research Instruments	68
3.9 Intervention	73
3.10 Validity and Reliability of the Questionnaire	79
3.11 Reliability of the Questionnaire	80
3.12 Data Collection Procedure	82
3.13 Data Analysis	83
3.14 Ethical Considerations	84

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS,	
AND DISCUSSION	85
4.0 Introduction	85
4.1 Demographic Characteristics of Participants	85
CHAPTER FIVE: SUMMARY, CONCLUSION, LIMITATIONS,	
AND RECOMMENDATIONS	123
5.0 Introduction	123
5.1 Summary of Findings	123
5.2 Conclusion	124
5.3 Limitations	124
5.4 Recommendations	124
5.5 Suggestions for future research	125
REFERENCES	127
APPENDIX A: TEACHER'S QUESTIONNAIRE	140
APPENDIX B: STUDENT QUESTIONNAIRE	144
APPENDIX C: INTERVIEW GUIDE	147
APPENDIX D: OBSERVATIONAL GUIDE	152
APPENDIX E: SAMPLE ESSAY FOR THE MODEL TEXT	
INTERVENTION EXERCISE	154

LIST OF TABLES

Table	Page
3.1: Accessible Population for English language teachers in	644
3.2: Accessible Population for students in	644
4.1: Gender of Participants (Students)	866
4.2: Age Range of Respondents (students)	866
4.3: The academic level of the Respondents (students)	877
4.4: Age Range of Respondents (teachers)	877
4.5: Years of experience of Participants.	888
4.6: Participants' Educational Level	89
4.7: Participants' Interest in Teaching Writing	89
4.8 Level of teachers' knowledge on MTDP on the teaching of Writing	911
4.9: How MTDP affects students' attitudes towards the learning of writing	96
4.10: Teachers' Perceptions of Effectiveness	101
4.11: Students' Perceptions of Effectiveness	106
4.12: Teacher Questionnaire: Challenges in Using MTDP	112
4.13: Students' Questionnaire: Challenges in Using MTDP	117

LIST OF FIGURES

Figure	Page
1: Conceptual Framework	155
3.1: Sequential explanatory mixed methods research design	622



ABSTRACT

This study explored the effects of Model Text Deconstruction Practices (MTDP) on the teaching of writing among the Junior High School students in the Gomoa Central District. A Sequential Explanatory mixed-method research design was employed, focusing on 10 English Language teachers and 220 students in four Junior High Schools in the Ekwamkrom Circuit. Convenience, census, and simple random sampling techniques were used to select the schools, teachers, and students for participation. The findings indicated that MTDP significantly enhances students' writing skills. Through the analysis of well-constructed model texts, students gained a deeper understanding of writing techniques, leading to improvements in proficiency, coherence, organisation, and language use. Teachers also expressed positive perceptions of MTDP, viewing it as an effective tool for promoting critical thinking and enhancing students' learning. Based on these results, the study recommends offering professional development opportunities to support teachers in effectively implementing MTDP. Additionally, creating a repository of high-quality model texts and promoting a balance between model-based instruction and encouraging originality in student writing would help address resource limitations and foster students' creativity.



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Looking at the global usage of the English language, it can be said that it has brought interconnectivity to the global world (Nazarova, 2023). As an official language in Ghana, English is commonly used by many individuals from diverse socio-cultural backgrounds (Djorbua, Orfson-Offei & Anderson, 2021). English has brought many individuals from various tribes of different languages together by contact (Taylor, 2016), and has strengthened simple foreign exchange and other economic and political development in countries and different cultures. Many foreign organisations organise their meetings in the English language as a medium of communication (Zerzová, 2015). Colleges offer English language lessons, and visitors and travellers use English as an international language across the globe (Jenkins, 2007). It is used in foreign and local contexts, technological and academic communication, as well as in businesses as an official medium of communication (Dawit, 2013). English is widely used in most daily activities in Ghana, especially in schools (Rauf, 2024), from basic schools to tertiary institutions.

According to Klimova (2013), there are four major English language skills, i.e., reading, writing, speaking and listening skills. Among these skills, writing has been noted as one of the most essential skills for students (Kim & Graham, 2022). Therefore, writing is a vital ability for young students, allowing them to read not just for academic reasons, but for career purposes as well as for life skills. There are many other opportunities writing gives to children and adults. Campbell (2011) states that writing reflects one's nature, encourages collaboration, improves one's reasoning ability, enables one to construct rational and convincing points, and offers one the

opportunity to focus on his/her ideas later and re-evaluate them. It also provides and receives input, and prepares one for school and jobs.

Saed and AL-Omari (2014) state that composition writing in the English language has been seen as a very important skill in the teaching and learning phase in Junior High Schools (JHS), as it is a holistic skill that develops vocabulary reinforcement, grammar, thinking, and revision. English writing often tends to improve other English language skills, such as reading, listening, and speaking, since they are all interrelated. English composition writing not only enhances reasoning, but also helps students to organise, summarise, evaluate and critique their thoughts in a well-composed text (Maghsoudi & Haririan, 2013).

Even though writing facilitates students' English language skills, students continue to make a lot of mistakes in their writing (Ferris, 2011). Therefore, to help curb these errors and enhance students' writing skills, there is a need for feedback to check these errors. Hence, English language teachers still make effective use of a lot of written corrective feedback (WCF) that gives students good outcomes in writing assignments (Chen et al., 2017). To write their final essays properly, students should benefit from ample writing sessions and rewrite their revised essays.

The best way to improve second-language writing abilities, according to Polio (2019), has been a big target for teachers and educational researchers around the world, of which Ghana is part. Al Shahrani (2013) also notes that the use of feedback is one strategy widely implemented to help students learn how to develop their writing, which may take multiple forms such as Written Corrective Feedback, peer feedback, and oral feedback. The utilisation of these types of feedback is seen as an integral part of English as a Second Language (ESL) in educators' teaching and learning of essays.

The teacher-written corrective feedback, as one of the instructor's types of feedback, further shows how close students come to achieving their expectations to enhance their overall results (Bitchener & Ferris, 2012).

Extensive studies have explored various approaches and strategies to improve students' writing skills, emphasising process-based and genre-based approaches (Paltridge & Starfield, 2013; Albore, 2024). Process-based approaches consider writing as a complex cognitive process involving stages such as pre-writing, drafting, revising, and editing. Conversely, genre-based approaches focus on the specific features, structures, and language conventions of different genres (Paltridge & Starfield, 2013). These approaches aim to develop critical thinking, creativity, and communicative competence through writing. Writing instruction in Africa, including the specific region under study, faces unique challenges (Ndlovu, 2017). Many educational systems in Africa prioritise rote memorisation and examinations over the development of writing abilities (Brock-Utne, 2002). This approach neglects the cultivation of students' writing skills and inhibits their capacity to express themselves effectively in writing.

Ghana recognises the importance of writing skills in the English language curriculum (GES, 2019). However, factors such as overcrowded classrooms, limited instructional resources, and a lack of professional development opportunities for teachers hinder the provision of individualised writing instruction and feedback to students (Adu-Gyamfi & Osei-Tutu, 2016). As such, the implementation of effective writing instruction strategies remains a challenge (Omane, 2017). The Gomoa Central District faces similar issues concerning writing instruction, including limited resources and overcrowded classrooms (District School Performance Appraisal Meeting Report,

2023&2024). These factors contribute to difficulties in providing personalised writing instruction and hinder students' progress in writing proficiency.

Practical evidence suggests that Model Text Deconstruction (MTD) has shown enhancement in students' writing skills in various educational contexts (Teng, 2018). The model involves the practice of deconstructing model writing samples, allowing students to analyse and dissect the underlying structures, language features, and rhetorical strategies employed (Hyland, 2003). By engaging in this process, students gain a deeper understanding of the writing process, develop genre awareness, and enhance their overall writing proficiency.

Model text deconstruction involves breaking down and analysing model writing samples to uncover the underlying structures, language features, and rhetorical strategies employed (Rose & Martin, 2012). This process allows students to develop a better understanding of the expectations and conventions of different writing genres. It also helps students recognise effective writing strategies and apply them in their writing. By engaging in model text deconstruction, students can gain insights into the organisation of ideas, use of evidence, coherent argumentation, and appropriate language use (Swales & Feak, 2012). Furthermore, the model promotes genre awareness, which is crucial for effective writing (Paltridge & Starfield, 2013; Albore, 2024). By deconstructing model texts, students become familiar with the specific features, structures, and language conventions of different genres. This awareness enables them to adapt their writing style and language use according to the requirements of different writing tasks. It also enhances their ability to comprehend and produce texts in various disciplinary and professional contexts. Another significant aspect of the model is its emphasis on scaffolding students' writing

development. Through the deconstruction process, teachers can provide explicit guidance and support to students as they analyse model writing samples. This scaffolding helps students bridge the gap between their current writing abilities and the desired level of proficiency. By closely examining model texts, students can internalise effective writing strategies, apply them in their writing, and gradually develop independence and autonomy as writers.

Despite the recognition of writing as a critical component of the English language curriculum in Ghana, persistent challenges in teaching and learning writing continue to undermine students' proficiency, particularly at the Junior High School level. In the Gomaa Central District, reports of poor writing performance at the BECE, coupled with issues such as overcrowded classrooms, limited resources, and insufficient teacher support, underscore the urgent need for innovative instructional strategies (District School Performance Appraisal Meeting Report, 2023; 2024). Existing methods, such as written corrective feedback and process-based approaches, while valuable, have not adequately addressed these gaps (Bitchener & Ferris, 2012; Polio, 2019; MoE, 2018; UNESCO, 2021). Model Text Deconstruction Practices (MTDP) present a promising alternative, as they enable students to explicitly analyse and internalise the structures, features, and conventions of effective writing (Hyland, 2003; Rose & Martin, 2012). Given the persistent writing challenges in Gomaa Central, investigating the effects of MTDP provides both a timely and contextually relevant intervention that has the potential to improve students' writing skills, inform teacher practices, and contribute to addressing broader national educational quality concerns.

1.2 Statement of the Problem

Writing proficiency is a vital skill for academic achievement, communication, and future career opportunities (Graham & Perin, 2007). In the Gomoa Central District, however, students continue to exhibit low writing proficiency despite ongoing educational interventions (District School Ranking Report, 2023 & 2024). According to Troia (2017), poor writing skills, characterised by challenges in organising thoughts, producing coherent texts, and applying correct language conventions, remain a persistent issue that hinders student progress. Various teaching methodologies employed in the district have failed to fully meet the needs of students, creating a significant gap between the desired and actual levels of writing proficiency (District School Performance Appraisal Meeting Report, 2023 & 2024; Chief Examiner's Report, 2023).

Globally, educational systems have placed a strong emphasis on writing as a key competence, implementing frameworks such as the Common Core State Standards (CCSS) in the United States to promote writing proficiency across various disciplines (CCSS, National Governors Association Centre, 2010). Many countries have also taken steps through curriculum reforms and teacher development programs to improve writing instruction (Kihara, Graham & Hawken, 2009). The National Council for Curriculum and Assessment (NaCCA) advocates that the implementers of the Standard-Based Curriculum should adapt writing models and scaffolding techniques to improve students' writing proficiency (NaCCA, 2019). In the Gomoa Central District, initiatives like professional development workshops and the provision of writing resources have been introduced to address these writing challenges. However, the effectiveness of these initiatives has been limited, as

students in the district continue to struggle with core writing skills (District Public School Ranking, 2023 & 2024).

The implications of poor writing skills go beyond mere academic underperformance (Toba, Noor& Sanu, 2019. Students who lack proficiency in writing are at a disadvantage in higher education and the workforce, as they struggle to express ideas, engage in critical thinking, and articulate their thoughts clearly (Graham & Perin, 2007; Javanmiri&Bdaiwi,2021). This inadequacy in writing perpetuates a cycle of low academic performance and limited life opportunities for students in the Gomaa Central District.

Given the ongoing challenges with writing instruction in the district, there is an urgent need for alternative approaches to improve writing outcomes. One of the approaches to improving the writing skills of students is the use of Model Text Deconstruction (Gardner, 2012). This technique involves analysing and breaking down high-quality writing samples to help students better understand the structure, organisation, and language use in exemplary texts. Model text deconstruction has been shown to improve students' ability to organise their ideas and enhance their use of language conventions. Research by Smith and Johnson (2018) demonstrated significant improvement in students' writing performance through the application of this practice. Additionally, a meta-analysis by Brown and Lee (2019) found that model text deconstruction increased writing fluency, accuracy, and overall composition quality.

Despite the potential of model text deconstruction, it has not been thoroughly explored in the Gomaa Central District. This study seeks to address the gap by investigating the effects of MTDP on the teaching of writing within the district. The

study aims to determine whether this approach can bridge the gap between students' current writing abilities and the expected standards, ultimately enhancing writing proficiency. In doing so, the study hopes to contribute to addressing the persistent problem of poor writing skills in the Gomoa Central District and to provide insights into effective strategies for improving writing instruction.

1.3 Purpose of the Study

The purpose of the study was to investigate the effects of MTDP on the teaching of writing among the Junior High School students in the Gomoa Central District.

1.4 Objectives of the Study

1. To assess the level of teachers' knowledge on the use of MTDP on the teaching of writing in the Gomoa Central District.
2. To investigate the effects of MTDP on students' attitudes towards the learning of writing in the Gomoa Central District.
3. To explore the perceptions of teachers and students regarding the effectiveness of MTDP on the teaching and learning of writing in the Gomoa Central District.
4. To examine challenges faced in employing MTDP during teaching and learning of writing in the Gomoa Central District.

1.5 Research Questions

1. What is the level of teachers' knowledge on the use of MTDP on the teaching of writing in the Gomoa Central District?
2. What effect does the use of MTDP have on the students' attitude towards the learning of writing in the Gomoa Central District?

3. What do teachers and students perceive about the effectiveness of the use of MTDP on the teaching and learning of writing in the Gomoa Central District?
4. What challenges do teachers and students encounter when MTDP is employed during writing lessons in the Gomoa Central District?

1.6 Significance of the Study

The study holds significant implications in three areas, namely, policy, practical and theoretical.

a. Policy Significance

This study holds significant implications for educational policies aimed at improving writing instruction and addressing the persistent problem of poor writing skills among JHS students in the Gomoa Central District. By examining the effectiveness of MTDP, the findings of this study would inform policy decisions related to curriculum development, teacher training programs, and resource allocation. Policymakers would use the insights gained from this study to shape evidence-based policies that prioritise effective writing pedagogy and support teachers in implementing innovative instructional practices.

b. Practical Significance

The findings of this study have practical implications for classroom practice and instructional strategies in teaching writing. By exploring the effects of MTDP, teachers can gain a deeper understanding of its effectiveness and potential benefits for students. The study would provide teachers with evidence-based insights into how to effectively incorporate MTDP into their writing instruction. It would guide teachers in designing engaging and meaningful writing activities that enhance students' writing skills, promote critical thinking, and improve their overall writing proficiency.

c. Theoretical Significance

The study contributes to the existing body of knowledge on writing instruction and pedagogical theories. By investigating the effects of MTDP, the study provides empirical evidence that can enrich theoretical frameworks related to writing instruction and cognitive processes involved in writing. The findings would help validate or refine existing theories regarding the development of writing skills, the role of modelling and scaffolding in writing instruction, and the influence of motivation and engagement on writing outcomes. The study's theoretical contributions can enhance the understanding of effective writing pedagogy and provide a basis for further research in the field.

1.7 The Scope of the Study

Delimitations are restrictions set by the researcher (Simon & Goes, 2011). They provide an idea about the generalizability of the research findings (Theofanidis & Fountouki, 2018). In terms of scope, the researcher focused on only Junior High School English language teachers and students. The researcher also restricted himself to the use of three instruments, namely, a questionnaire, a semi-structured interview protocol and observation for data gathering. Regarding the geographical scope, the study was restricted to JHS teachers and students within the Ekwamkrom Circuit in the Gomaa Central District in determining the effectiveness of MTDP.

1.8 Organisation of the Study

The study is organised under five chapters. Chapter one, which is the introductory chapter, captures the background to the study, statement of the problem, purpose of the study, objectives of the study, research question, significance of the study, delimitations, and organisation of the study. Chapter two deals with the Literature

review. Chapter three is the methodology of the study. Chapter four gives details of the results and discussion. Chapter five deals with the summary, conclusion, recommendations, and limitations of the study. Chapter five ends with suggestions for further studies.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

The chapter deals with the literature review of the study on the impact of MTDP on the teaching of writing in the Gomoa Central District. The following subheadings would be discussed: Theoretical Framework, Conceptual Framework, Process Approach Model, and Concept of Writing. It will also discuss Elements of Writing, Approaches to Writing, and Model Techniques.

2.1 Theoretical Framework

The study was underpinned by Social Constructivism Theory, rooted in the works of Vygotsky (1978) and further developed by scholars like Bruner (1996), which emphasises that knowledge is constructed through social interactions and cultural practices (as cited in Adams & Green, 2024). Social constructivism posits that learning is a collaborative process where knowledge is co-constructed through interaction with others and engagement with cultural tools (Kim & Lee, 2024). Bruner (1996) opines that key social constructivism concepts include the Zone of Proximal Development (ZPD) and scaffolding, which suggest that students can achieve higher levels of understanding with appropriate support from more knowledgeable others (as cited in Harris & Patel, 2024). As a result, for an English Language teacher to effectively use the MTDP approach in teaching writing, they will have to use concrete examples as tools for cognitive development and provide a framework for students to construct their understanding of writing. The English Language teacher will have to provide scaffolding practices, including step-by-step deconstruction and guided practice, to significantly improve students' writing skills by helping them internalise and apply effective writing strategies. Johnson and Lee (2024) posit that scaffolding

each other's learning, providing feedback and support that enhance the students' ability to analyse and replicate effective writing strategies and help them to improve their writing. The researcher conceptualised that social constructivist principles help students connect with and replicate culturally valued writing practices.

Gomez and Singh (2023) postulated that students working in groups to deconstruct and discuss model texts benefited from diverse perspectives and peer insights, leading to a richer understanding of writing conventions and techniques. Constructive feedback from peers and teachers, coupled with opportunities for reflection, helps students refine their understanding and application of writing techniques. On the contrary, a lack of constructive feedback from peers and teachers, combined with limited opportunities for reflection, can hinder students' ability to refine their understanding and application of writing techniques. Without meaningful feedback and reflective practices, students may struggle to identify areas for improvement, leading to stagnation in their writing development and reduced effectiveness in applying writing techniques.

The Zone of Proximal Development (ZPD) is a key concept in Vygotsky's social constructivism theory. It represents the range of tasks that students can perform with the help of more knowledgeable others but cannot yet accomplish independently. This review explores how students' ZPD affects their engagement with and learning outcomes from Model Text Deconstruction in writing instruction.

According to Miller and Park (2022), when teachers tailor their support to students' ZPD, students are better able to engage with model texts. Scaffolding strategies, such as breaking down model texts into manageable segments, guided questions, explanations, and examples that were adjusted based on students' current writing

abilities, helped students in their ZPD understand and apply writing techniques more effectively. This approach allowed students to progressively build their skills and confidence, leading to more effective learning outcomes.

Similarly, Kumar and Singh (2024) postulated that deconstructing model texts aligns with Vygotsky's theory of the Zone of Proximal Development (ZPD). If scaffolding is properly done, students move from imitation to internalisation, eventually mastering writing strategies independently. The teacher's role in guiding this process is critical, as students need structured support to gradually take ownership of their writing practices.

The researcher believes that when students are given appropriately challenging but achievable support, it motivates them to participate actively in the deconstruction process.

2.2 Conceptual Framework

Figure 1 shows the conceptual framework of the study on the effects of MTDP on the teaching of writing in the Gomoa Central District.

A conceptual framework provides a structured approach to understanding the relationships between different variables in the study. In the context of model text deconstruction for teaching writing, the framework will outline how MTD impacts writing skills development, considering various influencing factors.

Independent variable, dependent variable

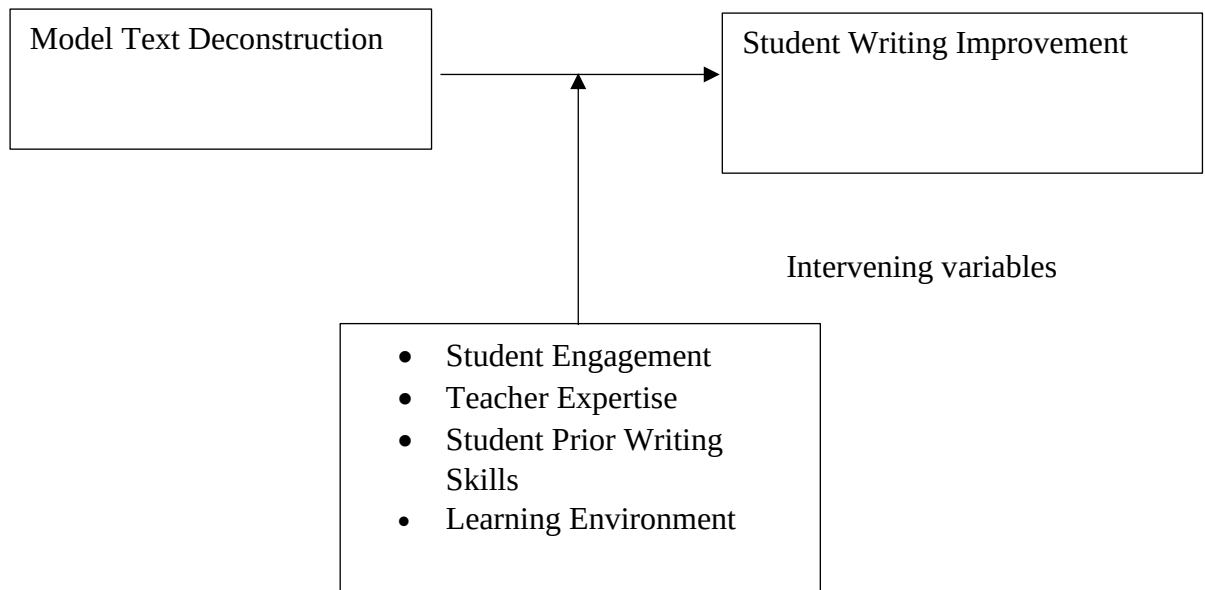


Figure 1: Conceptual Framework

Source: Researcher's Construct (2024)

It could be seen from Figure 1 that the independent variable is made up of one perceived component that is expected to directly influence the Dependent Variable (Student Writing Improvement). However, its effectiveness is shaped by four Intervening Variables. They are: Student Engagement, Teacher Expertise, Student Prior Writing Skills and Learning Environment

2.2.1 Model Text Deconstruction and Student Writing Improvement

Model Text Deconstruction (MTD) is an instructional practice where students break down and analyse high-quality written examples to understand writing techniques, structure, and style. The goal is to help students internalise these techniques and apply them to their writing. According to Li and Wang (2024), MTD provides students with tangible examples of effective writing, which is particularly important for novice students who may struggle to internalise abstract writing concepts. This emphasised how explicit analysis of model texts, guided by teachers, helps students become more

aware of various writing techniques, such as organisation, coherence, and tone, leading to improved writing abilities. On the contrary, without explicit guidance on how to analyse model texts, students may struggle to grasp the structure, coherence, and flow needed to produce well-organised writing. They may fail to understand how to organise their ideas effectively, leading to disjointed or poorly structured work.

Additionally, Kim and Lee (2024) argue that MTD fosters a deep understanding of genre conventions and writing styles. This shows that by closely examining model texts, students can better understand how different genres require specific organisational patterns and language use. This aligns with the fact that genre-specific writing instruction, when paired with model text analysis, is likely to lead to significant improvements in students' writing proficiency. However, without clear examples as a guide, students might produce inconsistent writing across different assignments or genres, as they may not fully understand how to adapt their skills to varying writing. MTD in teaching writing is likely to improve student writing through structured analysis of high-quality texts, which may help students internalise genre conventions, develop cognitive flexibility, and apply writing techniques across different tasks.

2.2.2 Model Text Deconstruction and Student Engagement

Students' writing improvement refers to the process by which students develop and enhance their ability to communicate effectively through written text. This improvement is marked by a progression in various aspects of writing, including: The ability to structure ideas logically and coherently, expressing thoughts in a clear, understandable manner, incorporating originality and unique expression in writing, mastery of grammar, punctuation, and sentence structure, adapting writing style and

tone to suit different readers or purposes and the ability to review, edit, and improve drafts for better quality.

Student engagement is crucial for the effective implementation of MTD. When students are actively involved in analysing model texts, they not only learn the mechanics of writing but also develop a deeper appreciation for its nuances. Clark (2020) highlights the role of engagement in enhancing motivation and comprehension, which are critical for mastering writing techniques.

Garcia and Edwards (2022) categorise engagement into behavioural, emotional, cognitive, and social dimensions, all of which are vital in MTD. For example, behavioural engagement ensures participation in activities like text annotation and group discussions, while emotional engagement fosters a sense of belonging and enthusiasm for writing tasks. Cognitive engagement is particularly important in MTD as it involves deep processing and critical analysis of text structures, leading to a better grasp of writing strategies.

Thompson and Walker (2023) argue that writing improvement is closely linked to how invested students are in the writing tasks they are given. Likely, students who are motivated by topics they are passionate about or who have a clear understanding of the relevance of writing in their future careers will show more effort and improvement.

Furthermore, Hughes and Kim (2024) asserted that by incorporating game-like elements, such as challenges, rewards, and interactive writing exercises, students showed increased engagement and persistence in their writing tasks. This shows that when students are given autonomy in the writing process, their ability to develop

complex arguments and express ideas creatively improves significantly, leading to more frequent revision and ultimately greater improvement in writing skills. Anderson and Lee (2024) concluded that writing improvement is most pronounced when students are actively engaged in a writing process that includes multiple drafts, feedback, and opportunities for revision. The model text deconstruction helps students understand writing structures and techniques that they can apply in their work.

In the Gomaa Central District, JHS students utilise the process approach in writing. However, the level of engagement with this approach appears to be lacklustre. According to Anderson and Miller (2021), students' engagement can be categorised into behavioural engagement, which includes involving students' participation in learning activities, such as attending class, completing assignments, and following classroom rules. It reflects how students behave in their academic tasks and classroom expectations.

2.2.3 Teacher Expertise and Its Role in MTD

The success of MTD heavily relies on Teacher Expertise. Expert teachers are adept at selecting appropriate model texts, guiding detailed text analysis, and providing feedback that addresses students' individual needs. Lee and Thompson (2023) argue that skilled teachers enhance the efficacy of MTD by scaffolding complex writing concepts, making them accessible to students of varying skill levels.

Vygotsky's (1978) work on the Zone of Proximal Development (ZPD) underpins the scaffolding process in MTD. In the ZPD framework, students are provided with the necessary support by more knowledgeable others (such as teachers or peers), which aligns with how MTD facilitates learning by guiding students in analysing complex texts before they can independently apply writing techniques. Teachers provide the

necessary scaffolding to help students complete tasks they cannot yet do independently. This process is crucial for MTD as it enables students to grasp the structures and techniques used in high-quality writing. Teachers with expertise can provide the targeted feedback necessary for students to understand complex writing structures. This kind of structured guidance allows students to internalise key writing techniques that will improve their writing over time (Harris & McKenzie, 2014).

Moreover, teacher involvement in MTD is essential for providing continuous practice and demonstrating how specific components of writing (such as grammar, vocabulary, and structure) function within the context of a genre. In this way, students are not just imitating a model but engaging in a deeper cognitive process that enhances their understanding of writing conventions (Mangal, 2021)

2.2.4 Prior Writing Skills as an Intervening Variable

Students' prior writing skills are the existing level of writing proficiency and experience that students bring to a new writing task or instructional approach. These skills include various aspects of writing ability, such as grammar and syntax, vocabulary, organisation and structure, writing techniques, revision and editing. The level of students' prior writing skills provides a baseline for measuring progress and improvement. Students with more developed skills may experience different challenges and successes compared to those with less experience.

Students with strong prior writing skills are generally better equipped to understand and apply new writing techniques, such as those introduced through model text deconstruction.

Students' prior writing skills are likely to affect how effectively they respond to and benefit from various instructional approaches. For instance, students with advanced skills might benefit more from nuanced feedback, while beginners may need more foundational support. Also, Prior writing skills can influence students' confidence and motivation. Students who feel competent in their writing abilities are more likely to engage positively with new writing instruction and take on challenging tasks.

Furthermore, Johnson and Wong (2024) argued that tailoring instruction to students' prior writing abilities enhances learning outcomes. This suggests that students with higher prior skills benefit from advanced writing tasks, while those with lower skills require support that helps build foundational competencies. Students with weaker prior writing skills might find it hard to apply the techniques learned from model texts to their writing. Their lack of foundational skills can hinder their ability to transfer theoretical understanding into practical writing improvements.

Students' prior writing skills can act as an intervening variable in the relationship between MTD and students' achievement by influencing how effectively students engage with and benefit from the model text deconstruction process. The researcher believes that Students with well-developed prior writing skills are likely to be better equipped to understand and apply the new techniques demonstrated through model text deconstruction. Their existing knowledge will provide a strong foundation for integrating new writing concepts from model texts into their writing practices. On the contrary, students with limited prior writing skills may struggle to fully understand and analyse the model texts. They might find it challenging to grasp complex writing techniques, structures, and stylistic elements demonstrated in the models.

2.2.5 Learning Environment and Its Mediating Role

A learning environment refers to the physical, psychological and social context in which learning takes place. It encompasses the settings, resources, relationships, and conditions that influence the learning process (Hativa, 2013; Wubbels, Brekelmans & den Brok, 2015). This shows that the learning environment encompasses the physical space, which is the physical surroundings where learning occurs, such as classrooms, libraries, labs, or even outdoor spaces. It includes factors like lighting, seating arrangement, and technology that affect students' comfort and engagement in the psychological environment. This includes the mental and emotional climate that supports or hinders learning and social interaction, the relationships between students, instructors, and peers in the learning environment (Huang & Lin, 2023). A positive psychological environment will likely foster a sense of safety, respect, and motivation, which will in turn encourage students to engage, take risks, and express themselves. The same collaborative learning, open communication, and supportive interaction are more likely to enhance the learning experience. Learning environments that foster psychological safety and social interaction positively impact students' engagement and academic performance (Browne, 2023).

The learning environment is likely to play a crucial role in determining how effectively model text deconstruction is implemented and understood by students. It can mediate the process in that the availability of resources (like access to deconstruction tools, textbooks, and digital aids) affects students' ability to engage deeply with the deconstruction process. For instance, a classroom with interactive whiteboards, model texts projected for analysis, and flexible seating for group work can enhance students' participation in text deconstruction activities. However, without these tools, teachers would have to rely on handouts or verbal explanations, which are

less engaging and may lead to passive learning. Students may find it harder to follow the logical flow of text analysis, especially for complex texts. Also, a positive psychological learning environment can boost students' motivation and confidence to engage in complex activities like text deconstruction. If students feel supported, safe, and encouraged to explore new ideas without fear of failure, they are more likely to be open to breaking down texts and applying these insights to their writing tasks. Whereas a negative psychological learning environment is likely to make students experience stress, anxiety, lack of motivation, and diminished self-confidence, which can all hinder their capacity to effectively break down and analyse model texts for writing purposes.

A learning environment that promotes discussion, peer analysis, and teacher-student interaction is likely to help students share insights and deepen their understanding (Mercer & Howe, 2012). Group discussions are likely to lead to different interpretations and deeper engagement with the material, which ultimately enhances student performance. Also, a negative psychological learning environment may make students feel they are constantly being judged or criticised, which is most likely to create a fear of making mistakes (Hattie & Timperley, 2007). This will be detrimental in tasks like model text deconstruction, where critical thinking, exploration, and trial and error are key to understanding and breaking down text structures.

Technological Integration is likely to enhance the learning environment, for instance, a learning environment that incorporates tools such as online collaborative platforms, and gain access to a wide variety of texts across different genres, levels of complexity, and formats (Wegner et al, 2023). This diversity is essential for providing students with a comprehensive understanding of text structures and styles needed to facilitate

the deconstruction process. Students may use these tools to break down model texts more efficiently, improving their critical thinking and analytical skills, which translates into better performance in tasks requiring textual comprehension or creation. However, without technology, students may have access to only a limited range of physical model texts (e.g., those provided in textbooks or printed handouts), making it harder for students to engage with texts that are appropriate for their skills and preferences.

2.3 The Concept of Writing

Writing is the process of composing text for various purposes and audiences. It involves the use of symbols, typically letters and punctuation, to convey ideas, emotions, information, or stories. Writing continues to be viewed as a crucial competency in the workforce. A report by Baker (2021) highlights employers' increasing demand for strong writing skills, emphasising the need for graduates to be effective communicators. The study recommends that educational institutions prioritise writing instruction across all disciplines to prepare students for success in their careers. Writing serves multiple functions, such as:

- **Communication:** Writing allows students to express thoughts and share information with others, whether in personal, academic, or professional contexts.
- **Expression:** Through writing, students can convey their feelings, opinions, and experiences. This can include creative writing, such as poetry and fiction, where personal expression is a primary focus.
- **Documentation:** Writing is used to record information, such as historical events, scientific discoveries, or business transactions. This function is crucial for maintaining records and facilitating communication across time and space.

- Persuasion: Many forms of writing aim to persuade or influence the reader, such as argumentative essays, advertisements, and speeches. Writers use rhetorical strategies to appeal to their audience's emotions, logic, and ethics.
- Education: Writing is a fundamental component of education. It allows students to demonstrate their understanding of topics, develop critical thinking skills, and engage with course material through essays, reports, and research papers.

Creativity: Writing can be a creative outlet, allowing individuals to explore their imagination and invent stories, characters, and worlds. This aspect of writing can also serve therapeutic purposes, helping individuals process emotions and experiences.

2.3.1 Writing Across Disciplines

Writing is increasingly recognised as a fundamental skill across various fields of study. A comprehensive study by Thompson (2023) emphasises the need for discipline-specific writing instruction, asserting that students in STEM fields, humanities, and social sciences require tailored writing strategies that reflect the conventions of their respective disciplines. This approach not only improves students' writing skills but also enhances their understanding of the content.

In a related study, Kim and O'Connor (2024) explore the role of writing in developing critical thinking skills in higher education. The research indicates that writing assignments that require analysis and argumentation promote deeper engagement with course material, encouraging students to think critically about their subject matter.

Writing continues to be viewed as a crucial competency in the workforce. A report by Baker (2021) highlights employers' increasing demand for strong writing skills,

emphasising the need for graduates to be effective communicators. The study recommends that educational institutions prioritise writing instruction across all disciplines to prepare students for success in their careers.

Furthermore, Torres (2022) discusses the relationship between writing and emotional intelligence, arguing that writing can be a tool for personal reflection and self-awareness. This perspective positions writing not only as a technical skill but also as a means of personal growth and emotional expression.

2.4 Challenges in Employing MTDP during Writing Lessons

Despite the potential benefits of MTDP, several challenges may arise when employing it during writing lessons. One of the most significant challenges is the time required for the effective implementation of MTD. Breaking down and analysing model texts can be a time-consuming process, particularly when teachers need to provide in-depth guidance and allow for student practice (Hattie, 2009). This can conflict with the fast-paced nature of the English language curricula, where there is pressure to cover a wide range of content within a limited timeframe (Behrman, 2017). Teachers may find it difficult to balance the need for detailed analysis with the requirement to cover other essential topics or skills.

Also, some students may struggle with the cognitive demands of deconstructing model texts, particularly those who have limited prior writing experience or are not familiar with the genre-specific conventions being taught (Graham & Perin, 2007). In such cases, students may feel overwhelmed by the complexity of the task, leading to disengagement or frustration. The teacher's ability to provide differentiated support is essential to address this challenge, but it can be difficult to provide individualised attention to all students in large classes such as those found in the Gomoa Central

District. Effective MTD requires a high level of teacher expertise. Teachers must be skilled not only in the content area but also in how to scaffold students through the process of analysing and applying model texts. For teachers without extensive experience or training in genre-based pedagogy or writing instruction, this task can be daunting. Lack of teacher training in MTD can result in less effective implementation, leading to limited student understanding or engagement (Larkin & Torkington, 2021). Without a strong understanding of the theory behind model text deconstruction, teachers might fail to identify key elements that students need to focus on, reducing the overall effectiveness of the practice.

Additionally, for MTD to be successful, students must be actively engaged in the process of analysing model texts and applying their insights to their writing. However, not all students may find this process engaging. In some cases, students may view text analysis as tedious or overly technical, especially if they are not invested in the genre being studied. Additionally, if the model texts are too difficult or abstract, students may disengage or fail to see the relevance of the task to their writing (Lee & Lee, 2021). Ensuring that model texts are appropriately challenging and relevant to students' interests is critical for maintaining engagement. In the same way, Limited access to resources, such as suitable model texts, digital tools for collaborative learning, and technology for displaying and interacting with model texts, can hinder the effectiveness of MTD. While model text deconstruction can be facilitated through interactive whiteboards or digital platforms, not all schools or classrooms are equipped with these tools. In such cases, teachers may have to rely on traditional methods, such as printed materials or overhead projectors, which might not provide the same level of interactivity or engagement (Huang & Lin, 2023). This resource gap can limit the depth and effectiveness of MTD activities.

2.5 Elements of Writing

Good writing has four main characteristics: unity, coherence, support, and strong sentence skills. In writing, the writer anticipates the level, interest, and queries of the readers or audience. Another thing the writer should consider is the purpose of writing. Handwriting, spelling, and punctuation – the mechanics of writing play a vital role in making a text impressive. In situations where writers need to present their work in handwritten form, handwriting is an effective means to impress the readers, and poor handwriting can negatively influence the reading experience (Harmer, 1999). For students of English, spelling is quite difficult since there is no obvious correspondence between the sound of a word and the way it is spelt. However, correctness in form only is not enough; the writer must select words (word choice) appropriately and weave them in proper sentence structures, also considering stylistic choices, which are very often personal. Organisation of words, sentences, paragraphs, ideas, and layout of the text, along with the content, which is no less significant, are other components that altogether communicate ideas more effectively.

There are some aspects of writing required to be considered by the writer should consider to make good writing. These are vocabulary, grammar, mechanics, organisation, and content, which would be analysed and discussed in the study, and are defined as follows:

2.5.1 Vocabulary

Vocabulary is essential in students' writing engagement. Students have to master the vocabulary in their minds, because by mastering the vocabulary, they can choose the appropriate words to make good writing. According to Larrota (2011), vocabulary learning is a step-by-step process requiring work and training. This means students

cannot write effectively without mastering vocabulary for a meaningful message. This aligns with Vygotsky's concept of ZPD, where English Language teachers in the Gomoa Central District can apply the concept in MTDP to help the JHS students improve their writing skills. Nunan (1991) states that the more one's vocabulary develops, the easier it is to add new words. By memorising so much vocabulary in your mind, you will find it easier to generate your ideas. So, the development of a rich vocabulary is an important element in the acquisition of a second language.

2.5.2 Grammar

Grammatical structures of a text help in writing text to transfer a meaningful message from the writer to the reader (Halliday & Matthiessen, 2014). As long as students use a good grammatical structure, it helps the reader to understand the text. Oshima and Hogue (2007) have stated that having a correct sentence structure can express a complete thought. From these definitions, it can be said that the use of correct grammar is very important to make the readers understand what the writer means, especially in straightforward language.

Much like transcription skills instruction, teaching grammar and usage (i.e., capitalisation and punctuation) is a concern among all teachers at all grades, especially because unique grammatical structures and usage conventions are associated with text types used in different disciplines. Although the empirical support for grammar and usage instruction as a means to improve writing quality is relatively weak, the key to positive benefits lies in authentic opportunities to use existing grammatical knowledge to improve text quality, versus decontextualised practice routines with less emphasis on esoteric terminology and rules. Traditional grammar instruction focused on developing extensive meta-linguistic knowledge about the

grammatical structure and rules is not a means to improve writing, or even grammatical knowledge for that matter (Campbell, Brady, & Linehan, 1991).

Sentence Combining Instruction involves teaching students to use the generative combinatory nature of syntax to combine simple sentences into more sophisticated ones. The instruction, combined with instruction to assist students with recognising and producing the four basic sentence types (i.e., simple, compound, complex, and compound-complex), can result in student writing that has a complex and varied sentence structure. Typically, both kinds of instruction capitalise on controlled practice opportunities with teacher-selected sentences plus student-generated sentences from written texts to develop flexibility with sentence construction skills (Kanellas, Carifio, & Dagostino, 1998).

2.5.3 Mechanic

Mechanics play an important role, like the other elements of writing do. Mechanics are also related to spelling, capitalisation, and punctuation. Having correct spelling is helpful to the reader in understanding what the writer means exactly, because different spellings will convey different meanings. Capitalisation also has some rules which have to be obeyed.

Again, students still have to pay attention to the punctuation that they are going to use in their written text because if they make a mistake at this point, they will convey a different meaning. Oshima and Hogue (2007) reiterate that punctuation is necessary to make a sentence have a clear meaning, because different punctuation has different meanings.

Sufficient vocabulary knowledge is essential to both text comprehension and written expression and encompasses knowledge of common and rare general vocabulary, specialised common vocabulary, and technical vocabulary terms. Highly targeted and explicit topic-area vocabulary and genre-specific vocabulary instruction to build capacity for generating texts should have the following features (Duin & Graves, 1986):

A focus on both definitional knowledge (i.e., formal categorical understanding) and contextual knowledge (i.e., linkages to prior knowledge and other vocabulary), the identification and use of morphological patterns (i.e., Greek and Latin roots, base words, and frequently used affixes), multiple exposures in varied and authentic contexts to facilitate fast and slow mapping, exposure to words in meaningful groups to examine similarities and differences and build lexical networks, and strategies and activities for acquiring new vocabulary such as semantic mapping/webbing, semantic features analysis, keyword mnemonics, and concept ladders.

Most students focused instruction in transcription skills (i.e., spelling) and/or how to physically produce texts (i.e., handwriting and typing) (Berninger et al., 2002).

2.5.4 Organization

Organisation is the student's ability to arrange their ideas and information in a chronological and logical sequence. Organising the text is very important for writers to make their writing effectively understood by the readers. As stated by Oshima and Hogue (2007), every single paragraph has to be related to the other.

Paragraph Structure Instruction aimed at helping students construct well-organised paragraphs (i.e., those with engaging topic sentences, impactful concluding sentences

or logical transition sentences, and integrated and relevant topic elaboration sentences) is essential to helping students build their knowledge of how texts are effectively organised. Graphic aids can help students visualise and follow the prototypical structure of paragraphs. Explicitly teaching students vocabulary terms that illustrate ways in which elaborative sentences are organised (e.g., comparative, conditional, temporal, spatial, causal) within a paragraph will help students maintain cohesion in their writing (Dowell, Storey, & Gleason, 1994).

2.5.5 Content

Writers need to consider the content of their writing so that the readers will understand the ideas and messages expressed in their writing.

Students must use appropriate conventional patterns for accomplishing purposes through their writing if they wish to effectively communicate with their readers. Familiarity and facility with these conventional patterns, or genres, will position students to attempt writing assignments with confidence, explore hybrid patterns of writing, or even invent new types of writing. A carefully orchestrated routine can guide students' appropriation of text-structure knowledge associated with genres; one such routine is genre study. In genre study, each instructional cycle focuses on a single genre (e.g., poetry) and one or two forms of that genre (e.g., cinquain, haiku). To develop a strong sense of the genre and its forms, a genre study cycle may last up to an entire marking period. In each cycle, teachers use graphic aids or mnemonic devices to introduce and help students remember the key elements of text structure (e.g., story parts), share touchstone texts that exemplify the structure and valued genre traits and represent high-quality writing, and give students plenty of opportunities to

create texts that use the target text structure and sound like the touchstone texts they have read (Bryson & Scardamalia, 1996; Gambrell & Chasen, 1991).

2.6 Teachers' Knowledge of the Use of MTDP on the Teaching of Writing.

Teachers' expertise plays a crucial role in the effectiveness (MTDP) in writing instruction. MTDP involves analysing high-quality model texts to teach students writing techniques, structures, and styles. Teachers' pedagogical knowledge and understanding of genre-based writing instruction significantly impact how well students learn these writing skills. Teachers with strong pedagogical skills and knowledge of genre-based teaching are better equipped to guide students through analysing model texts (Larkin & Torkington, 2021). These teachers can identify key writing techniques in model texts and help students understand the purpose and structure of different genres. However, teachers without sufficient expertise in writing instruction may struggle with effective implementation, leading to less successful learning outcomes for students (Graham & Perin, 2007). Teachers guide students through the deconstruction process, offering targeted feedback and scaffolding to help them internalise writing techniques (Zhang & Ma, 2022).

Similarly, effective teachers play a vital role in scaffolding students' understanding of writing techniques. According to Vygotsky's Zone of Proximal Development (ZPD), teachers help students perform tasks they cannot yet do independently by providing the necessary guidance. In the context of MTDP, teachers guide students through the deconstruction process, offering explanations, prompts, and feedback to deepen their understanding (Zhang & Ma, 2022). Scaffolding is essential, particularly for novice writers, as it helps bridge the gap between students' current writing abilities and their potential growth.

In furtherance, teachers' knowledge of genre theory is integral to the success of MTDP. Genre theory emphasises that writing instruction should focus on the conventions and structures of specific genres, as these mirror real-world writing practices. Teachers need to be familiar with the specific characteristics of genres and how to teach students to identify and apply these features. By analysing model texts, students can internalise the organisational patterns and linguistic features required for effective writing in various genres (Martin & Rose, 2012). Teachers must have both theoretical and practical knowledge of genre conventions to guide students through this process successfully.

However, challenges such as limited time, diverse student abilities, and a lack of resources can hinder the successful implementation of MTDP (Behrman, 2017). Teachers must adapt their approach to meet the needs of different students while ensuring active engagement with model texts. Furthermore, a solid grasp of genre conventions is essential, as it allows teachers to help students understand and replicate writing features specific to various genres (Martin & Rose, 2012).

2.7 Writing as a Process vs. Product

Writing as a process emphasises the stages of writing — from brainstorming and drafting to revising and editing. Scholars like Emig (2021) have reemphasised the cognitive and developmental aspects of process-oriented writing, which encourages writers to focus on discovery, revision, and growth over time. Murray's (2022) work further supports this, noting that writing is recursive rather than linear, with students frequently moving back and forth between drafting and revising as they reflect on their ideas.

Conversely, writing as a product focuses on the final written piece. This approach is concerned with the structure, grammar, and overall quality of the finished work, as highlighted by Bizzell (2023), who argues that in academic and professional settings, the final product often holds more weight than the process. The product-oriented model sees writing as a task with a specific output that meets predefined standards, making it easier to assess and grade objectively.

2.7.1 Pedagogical Implications

Recent studies have shown that both approaches significantly impact pedagogy. Research by Ferris (2020) highlighted that when writing is taught as a process, students are encouraged to see writing as an evolving activity. This approach can reduce the fear of failure, as students understand that revision is a natural part of writing. In a large-scale study, Harris (2021) found that process-oriented instruction improves critical thinking and creativity by allowing students to experiment with ideas before settling on their final drafts.

However, a 2023 study by Johnson and Lee revealed that product-focused teaching can lead to higher proficiency in technical aspects of writing, such as grammar, punctuation, and structure. This approach also aligns well with standardised testing environments, where clear, polished essays are often required. Moreover, some students, especially those with time constraints, find the product-focused method more manageable, as it emphasises clear expectations and deadlines.

Furthermore, Student development differs greatly depending on the approach taken. Lee, Kumar and Singh's (2024) longitudinal study on high school students found that process-oriented teaching leads to better long-term writing development, as students internalise writing strategies that they can apply to various genres and contexts. This

reflective approach fosters metacognition, helping students become more self-aware writers.

On the other hand, a 2023 study by García and Smith found that product-oriented instruction can be beneficial for students in professional programs, such as business and engineering, where the final deliverable is prioritised. These students benefit from the clear objectives and structured formats typical of product-oriented assignments, which closely mimic workplace expectations.

Despite advancements in writing pedagogy, challenges remain. Research by Brown and Martinez (2024) identifies common obstacles faced by students, such as anxiety, lack of motivation, and difficulties in organising their thoughts. The study suggests that educators should implement strategies to support students' mental well-being and create a positive writing environment.

2.7.2 Technology's Influence on Writing as a Process

The role of technology in writing instruction has grown significantly in recent years, influencing how educators and students approach the writing process. McMillan and Grey (2024) argue that digital tools like collaborative platforms, writing apps, and AI-driven feedback systems have reinforced the process-oriented approach. These technologies allow students to receive real-time feedback, collaborate with peers, and revisit earlier drafts easily.

However, technology can also shift the focus toward the product, particularly with tools that automatically correct grammar and syntax errors. Research by Taylor (2023) showed that while these tools improve the final product's technical quality,

they sometimes discourage deeper engagement with the revision process, as students may rely too heavily on automatic corrections rather than revising meaningfully.

Despite the benefits of both approaches, students often struggle to write coherent essays. Process-oriented instruction, while valuable for fostering creativity and revision skills, can be time-consuming and harder to implement in classrooms with tight schedules or large student groups (Martin & Wilson, 2024). Additionally, some students struggle with the open-endedness of process writing, finding it difficult to gauge when their work is “finished.

Product-oriented instruction, while beneficial for developing concise and structured writing, may limit students’ exploration of ideas. A study by Ramos (2023) found that students in product-focused classrooms were less likely to engage in deep revision, focusing instead on surface-level corrections. Looking ahead, many scholars advocate for a hybrid approach that integrates the strengths of both models. Kang & Richards (2023) suggest that educators should teach writing as a process but still emphasise the importance of producing a polished product. This balance encourages creativity and reflection while ensuring that students meet academic and professional standards.

2.8 Effects of MTDP on Students’ Attitudes towards the learning of Writing

The model text deconstruction approach to writing instruction, which includes phases such as modelling, joint construction, and independent construction, has been advocated to address these challenges. This approach aims to enhance students’ understanding of text structures and purposes, ultimately improving their writing skills.

Model texts provide students with concrete examples of text features and structures (Hyland, 2004). Recent literature emphasises that the modelling stage helps students explore genre-specific rhetorical structures and formulaic sequences, thus easing the process of writing in a new genre (Hyland, 2003, 2004; Crinon & Legros, 2002). Model texts can also alleviate writing anxiety by offering clear examples of what is expected in a given genre (Macbeth, 2010).

Recent studies have continued to support the efficacy of model text deconstruction approaches in L2 writing instruction. For example, a study by Wang and Zhang (2021) found that model text deconstruction instruction significantly improved L2 students' ability to produce coherent and contextually appropriate argumentative essays. The modelling phase was particularly effective in helping students understand complex genre-specific structures and expectations.

The integration of digital tools and platforms in model text deconstruction instruction has gained attention. Studies by Parker and Williams (2024) demonstrate that digital model texts and interactive writing platforms can enhance the genre-based approach by providing dynamic and engaging ways for students to interact with texts and receive feedback.

MTDP has been shown to positively influence students' attitudes by demystifying the writing process. When students analyse exemplary texts, they develop a clearer understanding of writing expectations, reducing anxiety and boosting confidence. Research by Hyland (2007) reveals that students feel more empowered when they can deconstruct model texts and identify transferable writing strategies. The structured nature of MTDP fosters a sense of achievement, leading to a more positive attitude toward writing tasks (Gibbons, 2015).

Recent literature highlights the importance of considering cultural and contextual factors in writing instruction. A study by Nguyen et al. (2024) found that culturally responsive pedagogy, when integrated with model text deconstruction instruction, helps address the diverse needs of L2 students by making writing tasks more relevant and accessible.

A study by Emilia (2010) found that MTDP increases students' engagement by providing concrete examples that connect abstract writing concepts to practical applications. The practice promotes active learning, where students critically examine texts rather than passively receive instructions. It is upon this bedrock that this study was conducted on the effects of MTDP on the teaching of writing in the Ekwamkrom Circuit, Gomoa Central District

2.9 Teachers' Perceptions of the Effectiveness of MTDP in Writing Instruction

Teachers generally view MTDP as an effective tool for scaffolding writing instruction. In a study by Paltridge (2014), teachers reported that using model texts helped them provide explicit guidance, which is particularly beneficial for struggling students. However, some expressed concerns about the time-intensive nature of deconstruction and the challenge of selecting appropriate model texts. For instance, Friese et al. (2008) stress that without adequate time, the benefits of this practice may not be fully realised. Research by Bifuh-Ambe (2013) and Cremin & Baker (2010) suggests that teachers' perceptions are influenced by their own experiences as writers, their understanding of writing as a process, and their beliefs about student learning. These factors all play a role in how they view MTD as a tool for improving writing skills.

Moreover, some teachers report that while MTD can be transformative for students' learning, the practical difficulties of time and resource constraints can lead to hesitation in implementing it effectively in the classroom. The ongoing tension between the perceived benefits of MTD and the practical challenges it presents has led to discussions about the need for professional development and support to help teachers overcome these obstacles and refine their teaching practices (Cremin & Baker, 2010; Bifuh-Ambe, 2013).

2.9.1 Students' Perceptions of the Effectiveness of MTDP in Writing Instruction

Students' perceptions of the MTDP have been explored in various studies, with most indicating that the approach helps students improve their writing skills by providing a clear framework for understanding the structure and components of texts. Through MTDP, students analyse mentor or model texts, focusing on elements like vocabulary, grammar, and organisation, which allows them to replicate these features in their writing. This scaffolding process helps students progress from their current level of understanding to a higher level of competence, aligning with Vygotsky's Zone of Proximal Development (ZPD). For instance, according to Humphrey et al. (2016), students appreciate the clarity and structure that model texts provide, as it makes the writing process less intimidating. However, some students find the initial stages of deconstruction repetitive or overly technical. Students generally perceive this approach as valuable because it provides them with explicit examples of good writing, making abstract concepts like coherence, cohesion, and structure more accessible.

In a study conducted by Kim & Lee (2022) on the impact of model text deconstruction on student writing skills and perceptions, it was found that guided learning helps students not only in identifying what makes writing effective but also

in applying these principles to their work, thus fostering self-confidence in their writing abilities. This indicates that when students engage in tasks like deconstructing model texts, they become more aware of the language choices they make and develop a deeper understanding of the writing process. Brown & Murphy's (2023) study on students' perceptions of MTDP among middle school students found that students' perceptions of model text deconstruction (MTD) can vary depending on their previous writing experiences and understanding of writing strategies.

2.9.2 Benefits of Using the Model's Technique

There are some benefits we can take from using model techniques in teaching writing. Some benefits of models according to Bashyal (2009), are providing a model as an example and a chance to learn, helping them to develop confidence, including as creative process, providing a sample practice and interaction, systematic, orderly, and organized, providing components of writing, giving a model which is helpful to make an idea to categorize, draft, and edit, developing thinking about the text, and helping students to have a good organization on their written text. Another benefit for students is given by Annandale and Rourke (2013), helping students to understand how effective writers compose texts and how writing is composed for a specific audience and purpose, developing an understanding of the process of writing, understanding how particular text forms are explicitly constructed, and using a piece of writing as a reference point for their writing. The more students engage in the process, the more likely they are to develop critical thinking and ownership over their work (Bain, 2004).

In other words, by using a model technique, the teacher can guide the students directly by giving them a model as an example in their writing. Using models,

students can find it easier to generate their ideas about what exactly they want to write about because they can analyse the model and imitate it in their first writing.

Models also become a technique chosen by teachers to teach writing because they can encourage students to generate their ideas into their writing easily. So, by knowing the benefits that belong to the model technique, the researcher wants to try to use the model technique in improving students' writing ability in the Gomaa Central District.

The conceptual framework of this study was adapted from the Process Genre Approach theoretical model for teaching writing skills (Badger and White, 2000). The model holds the view that effective teaching methodology for writing should integrate the insights from product, process, and genre approaches to develop students' writing communicative competence. Similarly, Tangpermpoon (2008) claims that by integrating the three approaches, the strengths of each approach can successfully complement each other and help teachers to develop students' writing competence by providing appropriate input of knowledge and skills in the writing process.

MTDP supports the value of differentiation in the classroom, as it helps to address varied learning paces and styles, thus promoting more inclusive and effective teaching (Tomlinson, 2014; Pozas, Letzel & Schneider, 2020). Drawn from this theoretical model are various aspects of the integrated approach that influence the learning of L2 writing skills. Badger and White (2000) point out that adopting the integrated approach to the teaching of writing skills allows for collaborative learning and effective interaction between teachers and students in L2 writing classrooms. For instance, by working in groups or pairs, students interact freely and also develop their critical thinking. It also enables teachers to monitor students' progress at every

writing stage, to determine the kind of input needed, as well as to use teaching and learning resources to illustrate the organisation of a particular genre. Thus, adopting the integrated approach to the teaching of L2 essay writing skills, the possible desired outcomes will be mastery of writing skills and achievement in essay writing among students. Based on this study, the independent variable is the challenges that influence the learning of essay writing skills, which is the dependent variable, while the intervening variable is the integrated approach.

2.9.3 Deconstruction Influence and Criticism

In all the fields it influenced, deconstruction called attention to rhetorical and performative aspects of language use, and it encouraged scholars to consider not only what a text says but also the relationship and potential conflict between what a text says and what it “does.” In various disciplines, deconstruction also prompted an exploration of fundamental oppositions and critical terms and a re-examination of ultimate goals. Generally, deconstruction joined with other strands of post-structural and post-modern thinking to inspire a suspicion of established intellectual categories and scepticism about the possibility of objectivity. Consequently, its diffusion was met with a sizeable body of opposition. Some philosophers, especially those in the Anglo-American tradition, dismissed it as obscurantist word play whose major claims, when intelligible, were either trivial or false. Others accused it of being ahistorical and apolitical. Still, others regarded it as a nihilistic endorsement of radical epistemic relativism. Despite such attacks, deconstruction has had an enormous impact on a variety of intellectual enterprises.

2.10 Advantages and Disadvantages of Model Texts

The research to date is far from conclusive, but scholars generally agree that model texts are a vital component in the writing process. Swales (1990) maintains that the inclusion of models helps students to focus on the formal and functional properties of a text and the strong associations that exist between them. It is necessary for writing instructors to tie the formal and functional properties of a language together to facilitate students' recognition of how and why linguistic conventions are employed for particular rhetorical effects (Bhatia, 2004). If students have opportunities to analyse the rhetorical structure of content, common patterns can be identified in each genre. These patterns will provide background knowledge for students to activate in the next learning situation. Some have argued that an approach that incorporates models is more effective for students to advance their writing skills in a second language than other approaches because it helps free students from their anxiety about writing (Kay & Dudley-Evans, 1998). For this reason, genre-based instruction is seen to be more suitable for students at the beginning or intermediate levels of proficiency in a second language rather than those at advanced levels. When writers learn a new genre, they commonly want to find some cases that they can refer to or consider as samples. There is little doubt that writing tasks can be more demanding than other language skills, so students at low levels of proficiency need something that they can rely on since they have little exposure to English writing. Moreover, it also allows students to become more flexible in their thinking and eventually realise how authors organise their writings.

Despite the advantages that modelling can have in helping students to produce written work, several concerns have been voiced by scholars. The most common issue is that the use of model texts does little to facilitate the process of imparting meaning

in L2 writing. Modelling hinders students' creative thoughts about content (Bawarshi, 2000), and it overlooks natural processes of learning and creativity (Badger & White, 2000). Critics also claim that many L2 writing instructors follow a predetermined sequence of models and activities in their lessons. This approach, they argue, is misguided since assumptions are made regarding problems students will encounter rather than discovering them in a continual process of assessment that should occur throughout the writing process. An additional concern is that because teachers spend class time explaining the features and conventions of a certain genre, students are likely to be more passive. The use of modelling and instruction is potentially reductionist; ignoring the complex nature of different genres and how organisational and rhetorical features can be manipulated to serve a writer's purpose could be problematic (Swales & Feak, 2012). Models may be misinterpreted as a formulaic way to write and lead students to believe that there is one standard format for writing a genre. Students may end up writing genres as meaningless reproductions of the models they learned. Students are more likely to apply models inappropriately or too literally to their particular rhetorical situation (Smagorinsky, 1992; Werner, 1989).

To counter this outcome, Macbeth (2010) cautions that teachers must help students move from writing in a simplified and artificial style toward manipulating features found in the model to serve their purpose.

2.11 Empirical Studies

2.11.1 Teachers' knowledge of the use of MTDP on the teaching of writing.

Teachers' knowledge and expertise play a central role in determining the effectiveness of Model Text Deconstruction Practices (MTDP) in the teaching of writing. Empirical studies consistently highlight that without an adequate

understanding of the method, teachers are unable to fully exploit its pedagogical potential. For instance, Lee and Thompson (2023) argue that teacher expertise in writing pedagogy is critical for the successful implementation of MTDP, as it equips teachers to select appropriate model texts, guide learners through the stages of deconstruction, and provide structured feedback. Their study found that classrooms where teachers demonstrated strong knowledge of writing strategies showed significantly higher improvements in students' written expression compared to classrooms where teacher expertise was limited. This suggests that MTDP requires not just a surface-level application but deep pedagogical understanding to be impactful.

Similarly, Johnson and Lee (2024) observed that while teachers often recognise the value of MTDP, many face challenges in striking a balance between scaffolding student learning and keeping lessons engaging. Their study revealed that teachers who lacked extensive training in MTDP tended to either provide excessive support, which reduced opportunities for learner autonomy, or insufficient scaffolding, which left students confused. This finding underscores the importance of professional development in ensuring that teachers acquire the nuanced skills necessary for the method's effective delivery.

Further, Kim and Lee (2024) expanded on this by highlighting that teacher knowledge of MTDP extends beyond technical expertise in writing. It also encompasses an awareness of the diverse needs of learners in the classroom. Their study, conducted across different grade levels, found that teachers who adapted MTDP strategies to suit varying learner abilities achieved better outcomes in terms of student confidence and engagement with writing tasks. Conversely, teachers who adopted a uniform approach

often struggled to maintain student motivation, particularly among low-achieving learners. These findings suggest that teacher adaptability and differentiated instruction are key components of effective MTDP implementation.

In addition, Thompson and Walker (2023) reported that disparities in access to professional development significantly affect teachers' ability to use MTDP effectively. Their study showed that teachers in resource-constrained schools, who had limited exposure to workshops or training sessions on innovative writing instruction methods, were less confident in employing MTDP strategies. This gap in knowledge and expertise ultimately constrained student outcomes, indicating that teacher preparedness is not only an individual responsibility but also a systemic issue tied to institutional support. These studies provide empirical evidence that teacher knowledge is the backbone of MTDP's success in the writing classroom. The findings stress the need for continuous professional development, context-specific training, and systemic investment in teacher capacity-building to ensure that MTDP achieves its intended outcomes in improving students' writing skills.

2.11.2 Effects of MTDP on students' attitudes towards the learning of writing

Students' attitudes towards writing often determine their willingness to engage in writing tasks and the extent to which they develop competence. Research indicates that Model Text Deconstruction Practices (MTDP) have a profound effect on shaping these attitudes by making writing more accessible, engaging, and less intimidating. According to Garcia and Kim (2023), students exposed to MTDP demonstrated higher levels of enthusiasm for writing tasks compared to peers taught through traditional approaches. Their study revealed that the step-by-step analysis of model texts reduced

writing anxiety, enabling students to perceive writing as a structured, achievable task rather than an abstract or overwhelming activity.

Similarly, Akinyi and Oduor (2022), in a study conducted among junior secondary learners in Kenya, found that MTDP significantly improved students' confidence and motivation to write. Learners reported that seeing clear examples of quality writing and working collaboratively with teachers to deconstruct those texts helped them develop a more positive mindset toward writing. The authors argue that MTDP fosters a sense of ownership in students by showing them not only *what* good writing looks like but also *how* it is achieved, thus transforming writing from a chore into a meaningful intellectual activity.

In another study, Zhang and Wu (2023) highlighted the role of MTDP in reducing negative perceptions associated with writing. They observed that students who previously viewed writing as tedious or difficult began to approach it with curiosity and creativity when exposed to MTDP strategies. This shift in attitude was attributed to the interactive nature of the approach, which allows students to explore language features, structures, and stylistic devices in engaging ways. The study also reported that positive attitudes were particularly pronounced among low-achieving students, suggesting that MTDP has an equalising effect in diverse classrooms.

Moreover, Mensah and Boateng (2024) examined the impact of MTDP in Ghanaian junior high schools and noted that students developed greater resilience in tackling writing tasks. Learners expressed that MTDP gave them a clearer roadmap, which increased their persistence even when tasks became challenging. The study concluded that by demystifying the writing process, MTDP nurtures positive affective

dispositions such as perseverance, curiosity, and self-efficacy—factors strongly correlated with improved learning outcomes.

However, challenges remain. A study by Lee and Thompson (2024) found that while MTDP generally fosters positive attitudes, its effectiveness may vary depending on how consistently teachers apply it. In classrooms where teachers rushed through model texts or failed to connect them to learners' experiences, students' attitudes were less positive, indicating that the success of MTDP in shaping attitudes is contingent upon the quality of its implementation.

Collectively, these empirical findings suggest that MTDP not only enhances students' writing performance but also reshapes their attitudes towards the act of writing itself. By reducing anxiety, increasing confidence, and promoting engagement, MTDP creates a more supportive environment for learners to view writing as an enjoyable and meaningful practice rather than a burdensome academic requirement.

2.11.3 Perceptions of teachers and students regarding the effectiveness of MTDP on the teaching and learning of writing

The perceptions of both teachers and students play a central role in determining the effectiveness and sustainability of Model Text Deconstruction Practices (MTDP) in writing instruction. Teachers' perspectives often reflect their confidence in the method and its practicality, while students' views highlight the extent to which MTDP fosters engagement, comprehension, and motivation in learning writing. According to Chen and Park (2022), teachers perceive MTDP as a powerful instructional strategy that makes writing less abstract by providing learners with concrete examples and frameworks to emulate. Teachers reported that the method reduces the cognitive load

on students, enabling them to focus on structure, coherence, and linguistic accuracy, rather than grappling with writing as an entirely new and daunting task.

From the students' standpoint, MTDP is often perceived as a supportive and less intimidating approach to learning writing. A study by Garcia and Lee (2023) revealed that students appreciated the step-by-step modelling and breakdown of texts, as it gave them a clearer understanding of genre-specific features and organisation. Students expressed that MTDP increased their confidence, as they could draw on examples when attempting to produce their own texts. However, some learners indicated that repeated exposure to the same text models could become monotonous if not varied with engaging activities, suggesting a need for flexibility in the approach.

Further evidence from Okeke and Mensah (2023), focusing on Sub-Saharan African classrooms, highlights a mixed perception. Teachers acknowledged MTDP as beneficial for scaffolding weaker students and bridging gaps in writing competence, but they also raised concerns about the time required to effectively implement it within already packed curricula. Similarly, some students perceived MTDP as highly beneficial in improving their writing accuracy and fluency, but others viewed it as overly structured, limiting creativity and independent thinking.

The alignment of teacher and student perceptions is particularly critical for successful adoption. Taylor and Robinson (2024) argue that when teachers see MTDP as effective and students recognise its value, the method creates a synergistic environment that fosters improvement in both writing performance and learner motivation. However, mismatched perceptions—for example, teachers viewing MTDP as innovative while students find it repetitive—can hinder its effectiveness.

This suggests that continuous dialogue between teachers and students is essential for refining the practice to suit diverse learner needs.

Empirical studies suggest that both teachers and students generally perceive MTDP positively, valuing its structured and scaffolded approach to writing instruction. Nevertheless, challenges such as time demands, the risk of monotony, and concerns about creativity remain. These perceptions underscore the importance of balancing structured deconstruction with opportunities for learner autonomy and creativity, ensuring that MTDP is both effective and engaging in the teaching and learning of writing.

2.11.4 Challenges faced in employing MTDP during teaching and learning of writing

While Model Text Deconstruction Practices (MTDP) have proven effective in enhancing writing instruction, empirical studies reveal that their implementation is not without significant challenges. One of the most frequently reported barriers is the time-intensive nature of the approach. According to Li and Wang (2021), teachers often find it difficult to allocate sufficient instructional time to deconstruct model texts, discuss structural features, and scaffold learners through guided practice, especially within rigidly prescribed curricula. The time constraint becomes even more pronounced in large classes where individual support is needed.

Another challenge relates to teachers' preparedness and professional competence. Mensah and Owusu (2022) report that many teachers lack adequate training in genre-based pedagogy and MTDP strategies. Consequently, while they may recognise the potential benefits of the approach, their limited knowledge of how to effectively model text structures and integrate them into writing lessons reduces its impact. This

gap is compounded by insufficient professional development opportunities and limited access to updated teaching resources.

From the learners' perspective, language proficiency and over-reliance on models can also pose challenges. Garcia and Lopez (2022) found that some students struggle to transfer the knowledge acquired from deconstructing model texts into independent writing tasks. Instead, they tend to rely heavily on memorisation and imitation, which limits creativity and the development of authentic writing voices. In multilingual contexts, students with low proficiency in the language of instruction face additional difficulties in understanding the grammatical and rhetorical patterns within model texts.

Furthermore, studies highlight resource constraints as a significant obstacle in implementing MTDP. Okeke and Mensah (2023) note that teachers in under-resourced schools often lack access to high-quality and varied model texts, which restricts the diversity of genres and examples they can introduce to learners. Without adequate teaching and learning materials, MTDP risks becoming repetitive and less engaging.

Finally, student attitudes and engagement present another layer of difficulty. While many students view MTDP positively, others perceive the repeated analysis of texts as monotonous or overly prescriptive. Taylor and Robinson (2024) observed that some students resist the structured approach, preferring more creative or free-writing opportunities. This tension suggests that MTDP, if not carefully adapted, can lead to disengagement and limit learner autonomy. Empirical evidence suggests that the successful employment of MTDP is hindered by time constraints, limited teacher

expertise, learners' language challenges, resource shortages, and varying student attitudes.

2.12 Summary of Identified Gaps

Although the reviewed empirical studies acknowledge the potential of the Model Text Deconstruction Pedagogy (MTDP) to enhance writing instruction, several gaps remain unaddressed, particularly in relation to its contextual application in Ghana. First, while scholars emphasise that teacher expertise is central to the effective use of MTDP (Thompson & Walker, 2023; Chen, 2021), limited attention has been given to examining the depth of teachers' knowledge and their practical capacity to adapt MTDP to varied learner proficiencies in resource-constrained settings such as the Gomoa Central District. This underscores a need to assess how prepared teachers in such contexts are to employ the pedagogy effectively.

Second, existing studies highlight the time-intensive nature of MTDP and its competition with overloaded curricula (Garcia & Edwards, 2022; Brown & Murphy, 2023). However, little is known about how teachers working in high-enrolment classrooms and with scarce resources manage these competing demands. This creates a gap in understanding the real challenges that constrain the pedagogy's effectiveness in districts like Gomoa Central.

Third, the literature consistently stresses the importance of selecting appropriate model texts as a foundation for effective deconstruction (Anderson & Miller, 2021; Zhang, 2022), yet empirical studies rarely explore how teachers, especially those with limited training in genre-based pedagogy, navigate this task. It remains unclear how teachers in Ghanaian classrooms balance text accessibility with academic rigour, warranting further investigation.

Fourth, though student motivation and engagement are recognised as pivotal to the success of MTDP (Clark, 2020; Brown & Murphy, 2023), few studies investigate students' perceptions and attitudes towards the pedagogy, particularly in semi-urban and rural contexts. This gap makes it difficult to ascertain how learners in the Gomoa Central District respond to MTDP in terms of interest, confidence, and writing performance.

Finally, while MTDP is theoretically anchored in constructivist and sociocultural learning theories (Piaget, 1952; Vygotsky, 1978), empirical research offers little insight into how scaffolding, peer collaboration, and other principles are operationalised in the Ghanaian classroom context. The absence of such studies limits the ability to determine how these theories can be localised to strengthen writing pedagogy and outcomes.

Collectively, these gaps highlight the need for a comprehensive inquiry that examines teacher knowledge, implementation challenges, and both teacher and student perceptions of MTDP, as well as its impact on student attitudes. Addressing these issues will not only advance writing pedagogy in Gomoa Central District but also generate insights that inform national policy and professional development for writing instruction in Ghana.

CHAPTER THREE

METHODOLOGY

3.0 Overview

This chapter covers the methodology of the study. It used a sequential explanatory mixed-methods research design as part of a mixed-methods approach, which stems from the pragmatist paradigm. This chapter provides a detailed description of the methodology used to investigate and find answers to the questions posed by this research. The chapter dealt with philosophical paradigm, philosophical underpinning, research approach, research design, population, target population, setting, sample and sampling procedures, instrumentation and methods of data collection and analysis, procedure, as well as ethical considerations.

3.1 Philosophical Paradigm and Assumptions

According to Kivunja and Kuyini (2017), the term paradigm is derived from a Greek word meaning ‘pattern’, and it has been widely defined by many academics. For instance, a paradigm is “a set of beliefs about how particular problems exist and a set of agreements on how such problems can be integrated” (Fraser & Robinson, 2004: p.56). The researcher’s philosophical assumptions about the research, as well as the materials, instruments, participants, and procedures used in a study, are influenced by the paradigm chosen (Denzin & Lincoln, 2000b). A paradigm in educational research can be described as the researcher’s “worldview” (Mackenzie & Knipe, 2006). This worldview guides the significance of research data by presenting a viewpoint, thus, what the researcher thinks about the world and the problem. A research paradigm, according to Lather (1986), is also characterised by the researcher’s assumptions about the society in which he or she lives and wishes to live. It consists of the abstract concepts and values that form how a researcher perceives the universe, as well as how

he or she interprets and behaves within it. Paradigms are human constructs that deal with first concepts that show where the researcher is coming from to create value from evidence (Lincoln, 2000). He goes on to claim that paradigms are important because they include beliefs and dictate what should be studied, how it should be studied, and how the study's findings should be interpreted for scholars in a specific discipline.

3.2 Philosophical Underpinning

The pragmatism paradigm was hence chosen for this study. Pragmatism is pluralistic and oriented towards “what works and practice” (Creswell & Plano Clark, 2011, p. 41). In other words, pragmatism uses multiple methods, but the use of the methods is always guided by research problems. It values both objective and subjective knowledge to meet research objectives. Creswell and Clark (2007) opine that researchers adopting a pragmatist position have the liberty to choose those research methods or strategies that can best answer their research questions. According to Feilzer (2010), pragmatism brushes aside the quantitative/qualitative divide and ends the paradigm war by suggesting that the most important question is whether the research has helped to find out what the researcher wants to know. Tashakkori and Teddlie (1998) suggest that pragmatists study what interests them and is of value to them. They study research problems in different ways that they deem appropriate.

Therefore, the main reason for adopting a pragmatist position in this study was to allow the researcher to have a pluralistic stance of gathering all sorts of data to best answer the research questions.

3.3 Research Approach

In this study, a mixed-methods research approach was used. The method uses both quantitative and qualitative research approaches, which help to understand the situation through indicative results by exploring through tools like participant observation and interviews and quantitative approaches, which also help derive objective findings by using tools like a survey. Moreover, quantitative results can be triangulated with qualitative findings and vice versa. Triangulation, as a research strategy, is the use of multiple methods or data sources to develop a comprehensive understanding of a research problem or to test validity through the convergence of information from different sources (Carter et al., 2014). A mixed-methods approach, therefore, offers the best chance of answering research questions by combining two sets of strengths while compensating at the same time for the weaknesses of each method (Johnson & Onwuegbuzie, 2004). Consequently, “mixed-method research approaches are becoming increasingly relevant to addressing impact research questions” (Saville, 2012, p.7).

A mixed-methods approach offers several benefits to approaching complex research issues as it integrates philosophical frameworks of both post-positivism and interpretivism (Fetters, 2016), interweaving qualitative and quantitative data in such a way that research issues are meaningfully explained. It also offers a logical ground, methodological flexibility and an in-depth understanding of smaller cases (Maxwell, 2016). In other words, the use of mixed methods enables researchers to answer research questions with sufficient depth and breadth (Enosh, Tzafrir, & Stolovy, 2014) and helps generalise findings and implications of the researched issues to the whole population. For example, the quantitative approach helps a researcher to collect the data from a large number of participants; thus, increasing the possibility of

generalising the findings to a wider population. The qualitative approach, on the other hand, provides a deeper understanding of the issue being investigated, honouring the voices of its participants.

The adoption of a mixed-methods research approach for this study is justified by the nature of the research purpose and objectives, which require both breadth and depth of understanding. The study sought not only to assess measurable aspects such as teachers' knowledge levels and students' attitudes but also to explore subjective dimensions such as perceptions and challenges experienced in the use of MTDP in the teaching of writing. Addressing these multiple dimensions demands the integration of both quantitative and qualitative approaches.

First, the quantitative approach is essential for gathering data from a large sample of teachers and students to determine the extent of knowledge of MTDP and its effects on students' attitudes. This enables generalisation of findings to the wider population in the Gomoa Central District. For instance, survey instruments can provide statistical evidence about the prevalence of certain practices and attitudes, thereby offering objectivity and reliability in measuring the effects of MTDP.

Second, the qualitative approach is critical for capturing the nuanced perspectives of teachers and students regarding the effectiveness and challenges of MTDP. Through interviews and focus group discussions, the study can explore lived experiences, contextual challenges, and subtle factors influencing the teaching and learning of writing that might not be captured in quantitative measures. This ensures that participants' voices are represented and that the complexity of the teaching-learning process is not oversimplified.

The integration of both approaches enhances the validity and robustness of the study. Quantitative findings can be triangulated with qualitative insights, while qualitative explanations provide meaning and context to the numerical patterns observed. This aligns with the argument of Johnson and Onwuegbuzie (2004) that mixed methods combine the strengths of both paradigms while mitigating their weaknesses. Furthermore, given that education research often involves complex human interactions and contextual factors (Fetters, 2016), the use of mixed methods provides a more holistic and comprehensive understanding of the effects of MTDP.

3.4 Settings

The study was conducted in the Gomoa Central District. The Gomoa Central District was selected for this study because it presents a unique blend of academic challenges and educational opportunities that make it a suitable context for examining the effects of Model Text Deconstruction Practices (MTDP) on writing. The District Chief Executive (DCE) in 2019 lamented the poor performance of boys in the Basic Education Certificate Examination (BECE) compared to girls, indicating a persistent gender disparity in learning outcomes (ModernGhana, 2019). Such disparities highlight the urgency of exploring pedagogical strategies like MTDP that could enhance writing performance across genders.

Additionally, the district has experienced notable infrastructural challenges. For instance, in 2023, the Gomoa Central District Assembly donated 1,250 dual desks to basic schools to reduce classroom congestion (ModernGhana, 2023). This intervention points to the ongoing structural difficulties in ensuring conducive learning environments, which may affect both teaching and learning of writing.

Studying MTDP within such a context is therefore timely, as it provides insight into how innovative teaching practices can function in resource-constrained settings.

Beyond infrastructure, Gomoa Central is also administratively accessible. The Ghana Education Service (GES) in the district has been open to collaborations aimed at improving teaching and learning outcomes, making the area practical for research engagement. Furthermore, the district reflects broader rural–semi-urban educational realities in Ghana, where challenges such as low literacy levels, limited resources, and pedagogical gaps are common (Ampiah & Adu-Yeboah, 2009; UNESCO, 2021). This makes the findings potentially transferable to similar educational contexts across the country.

Within the Gomoa Central District, the Ekwamkrom Circuit was purposively selected for this study because it provides a practical context for investigating the effects of Model Text Deconstruction Practices (MTDP) on the teaching and learning of writing. The circuit has recorded fluctuating performance levels in the Basic Education Certificate Examination (BECE), particularly in English language, where writing continues to be a major challenge for learners. These persistent difficulties in writing proficiency make the circuit an appropriate site for exploring the extent to which MTDP can improve both teaching effectiveness and student learning outcomes.

The circuit also reflects a mix of rural and semi-urban school settings, where teachers often grapple with limited resources, overcrowded classrooms, and inadequate teaching and learning materials. Such conditions present a meaningful ground for examining how MTDP, as an instructional strategy, can be adapted to contexts where infrastructural and logistical challenges affect the delivery of writing instruction. Conducting the study in this circuit, therefore, makes it possible to assess not only the

pedagogical effectiveness of MTDP but also its practicality in real classroom situations.

Furthermore, the Ekwamkrom Circuit is known for its administrative accessibility and the willingness of teachers and headteachers to collaborate in educational research. This creates an enabling environment for obtaining reliable data on teachers' knowledge, students' attitudes, and the challenges encountered in applying MTDP. The circuit thus serves as a representative microcosm of the broader educational realities in Gomoa Central and other similar districts in Ghana. Findings from this study are therefore expected to offer insights that are both locally relevant and transferable to other contexts facing comparable challenges in the teaching and learning of writing.

3.5 Research Design

A research design, according to Creswell and Creswell (2018), is a plan that outlines the procedures for collecting, analysing and interpreting data in a research study. This is the overarching technique for relating the different scientific problems to the various philosophical questions. A third alternative way of describing the above is to suggest that the study design notes how data is obtained, as well as how it is to be retrieved and how the research issue is to be answered (Grey, 2014).

In this study, a sequential explanatory mixed-methods research design was employed. This design begins with the collection and analysis of quantitative data. Building from the quantitative findings, qualitative measures are developed (Terrell, 2012; Wisdom & Creswell, 2013), and finally, a researcher quantitatively tests the variable that they have identified and interprets in what ways the quantitative data generalises and extends the qualitative findings (Creswell & Plano Clark, 2018).

Sequential Explanatory research design is a two-phase study in which a researcher works from the constructivist principle. During the second phase, a researcher explores an issue in-depth, and as they reach the first phase, they shift to the post-positivist principle to identify and measure the variable and statistical trend (Creswell & Plano Clark, 2018). In this design, quantitative data are collected and tested first, and later the qualitative data are gathered and analysed (Schoonenboom & Johnson, 2017; Shorten & Smith, 2017). The researcher, therefore, purposely used this design to investigate the effects of MTDP on the teaching of writing.

The quantitative phase of the research involved the use of a questionnaire to collect data on demographic information of participants, the impact of MTDP, perceptions and experiences of English language teachers' implementation of MTDP, the effect of MTDP on students' motivation and engagement in writing and challenges in the implementation of MTDP, while the qualitative data focused on the use of semi-structured interviews to ascertain the impact of MTDP in teaching writing during English language instructional periods.

The qualitative data were needed to help explain in detail the quantitative results, which is the overall purpose for the use of this design. The merits of the sequential explanatory method include its straightforward nature, serving as its main strength and how it is easy to implement because the process involved falls into clear, separate stages. It is also easy to describe and report, hence the preferred choice. The main demerit of this design is that much time is spent during data collection, especially when the two phases are given equal priority (Buus, 2019), but this, however, can be rectified if enough time is allotted for the study.

The researcher also used this design in order to encourage him to ask unanswered questions despite having no previous information on the specific research study in the Gomaa District. Often, in cases like this where the researcher refers to questions using the relative pronoun “what” or “how,” the explanatory design should be used to allow the researcher to provide usable answers to these questions.



Figure 3.1: Sequential explanatory mixed-methods research design

Source: Adopted from Tamanja (2014).

3.6 Population

The term “population” refers to the collection of units from which a sample is taken. A population, according to Creswell (2012), is a group of people who have common characteristics. According to Taherdoost (2017), the whole set of cases from which the researcher’s sample is taken is called the population. Since the study was focused on investigating the effects of MTDP on the teaching of writing in the Gomaa Central District, the population for the study comprised all fifty-four (54) English Language Teachers and Fourteen Thousand Two Hundred and thirty-one (14,231) students in Public Junior High Schools (JHS) in the Gomaa Central District in the Central region of Ghana.

3.6.1 Target population

A target population, according to Creswell (2012), is also known as the sampling frame, which consists of a group of individuals who possess common characteristics

that define them, which the researcher can identify and study. The Gomoa Central Education Directorate has five (5) Circuits. Ekwamkrom Circuit, where the study was conducted, per statistics from the Gomoa Central Education Office, has 10 Junior High Schools with an English Language teacher population of nineteen (19) and One Thousand Two Hundred and Ninety-Eight (1,298) students. Four of the JHS in the circuit were used for the study because that was where the problem of the study was identified. The researcher, therefore, saw the number of schools as convenient for the study.

The justification for this particular circuit is that the JHS in this particular circuit have consistently performed low three consecutive times in a writing composition quiz organised by the Education Service in the District, as well as their relatedness and importance to the problem identified within the district.

3.6.2 Accessible population

According to Johnson and Christensen (2012), the accessible population is the research participants who are available for participation in a given study. Ten (10) JHS English Language teachers and Five Hundred and Nineteen (519) students in public JHS in four basic schools in the research circuit were used for the study.

Tables 3.1 and 3.2 present the accessible population for the English language teachers and students, respectively, in the Ekwamkrom Circuit.

Table 3.1: Accessible Population of English language teachers in JHS

Name of school	Number of females Teachers	Number of males teachers	Total
Ekwamkrom Methodist Basic School	1	1	2
Borofoyedur D/A Basic	1	2	3
Jukwa Catholic Basic	2	0	2
Osamkrom D/A Basic	1	2	3
Total	5	5	10

Source: Headteachers' situational report (2023)

In Table 3.1, the statistics show that in Ekwamkrom Methodist Basic School, there is one (1) female English language teacher and one (1) male English language teacher, totalling two (2). Also, in Borofoyedur D/A Basic, out of the three (3) JHS English language teachers, one (1) is a female and two (2) are males. Additionally, in Jukwa Catholic Basic, there were 2 female English language teachers. Lastly, there are three (3) English language teachers in Osamkrom D/A Basic, comprising one (1) female and two (2) males. The total English language teachers for JHS for the four public basic schools is ten (10)

Table 3.2: Accessible Population for Students in JHS

Name of school	Number of females Students	Number of males Students	Total
Ekwamkrom Methodist Basic School	76	54	130
Borofoyedur D/A Basic	88	71	159
Jukwa Catholic Basic	52	56	108
Osamkrom D/A Basic	67	55	122
Total	283	236	519

Source: Headteachers' situational report (2023)

Table 3.2 provides an overview of the Junior High School (JHS) student population across four public basic schools within the Ekwamkrom Circuit. At Ekwamkrom Methodist Basic School, the total number of JHS students is One Hundred and Thirty (130), consisting of Seventy-Six (76) females and Fifty-four (54) males. Similarly, Borofoyedur D/A Basic has a total of One Hundred and Fifty-nine (159) JHS students, with Eighty-eight (88) females and Seventy-one (71) males. Jukwa Catholic Basic recorded One Hundred and eight (108) JHS students, comprising fifty-two (52) females and Fifty-six (56) males. Lastly, Osamkrom D/A Basic had One Hundred and twenty-two (122) JHS students, including Sixty-seven (67) females and Fifty-five (55) males. Collectively, the total number of JHS students across all four schools is Five Hundred and Nineteen (519).

3.7 Sampling Techniques and Sample

Researchers often face time and resource constraints, making it impractical to analyse an entire population. To address this, sampling techniques are employed to reduce the number of cases under study while maintaining the validity of the research (Taherdoost, 2016). For this study, convenience sampling, census sampling, and simple random sampling were used to select participants, ensuring a diverse and representative sample.

Convenience sampling was used to select four public basic schools within the Ekwamkrom Circuit for the study. This method was chosen because the researcher lacked the time and budget required to compile a complete population list. Convenience sampling allows researchers to select participants based on their availability and accessibility, making it suitable when resources are limited.

To involve all English language teachers in the selected schools, census sampling was employed. This technique is appropriate when every individual in a target population is of interest and can feasibly be studied. In this case, all 10 English language teachers from the four public Junior High Schools (JHS) within the Ekwamkrom Circuit were included for the interview. Census sampling ensures comprehensive data collection and is ideal when the population size is manageable without resource constraints. As Kumar (2019) explains, this method is particularly valuable when detailed insights from every member of the population are essential for accurate results. For the qualitative phase, a purposive sampling approach was used to select participants for interviews and classroom observations. Classroom observations were conducted in 4 JHS classes (one from each selected school) to validate and triangulate the findings from the questionnaires and interviews.

Simple random sampling was utilised to select students for the study. This method ensures that every individual in the population has an equal chance of being selected, promoting fairness and representativeness (Bryman, 2016). The process involved writing “Yes” and “No” under bottle tops of the same brand, turning them upside down, and allowing students to pick one. Students who selected “Yes” were included in the study. This innovative approach ensured randomness and reduced bias in participant selection.

The sample size was determined using Krejcie and Morgan’s (1970) sample size table. For a population of 519 students, the recommended sample size is 220. This aligns with the guidelines provided by Krejcie and Morgan, ensuring adequate representation and statistical reliability. Krejcie and Morgan’s table works by providing researchers with a scientifically established method of determining the

appropriate sample size needed from any given population. The table is based on the principles of probability and sampling theory, where the goal is to ensure that the sample selected is large enough to represent the entire population with a reasonable level of confidence, while minimising sampling error.

The table assumes a 95% confidence level and a 5% margin of error, which means that the sample results are expected to represent the true population parameters 95 times out of 100. For each possible population size, Krejcie and Morgan calculated the corresponding minimum sample size required. For example, for a population of 500, the table suggests a sample of 217; for a population of 600, the sample size is 234. Therefore, with a population of 519, the recommended sample size is approximately 220, which falls between these ranges. By following this guideline, the study ensured that the student sample (220 out of 519) was not only statistically valid but also representative of the population, thereby enhancing the credibility and generalizability of the findings.

For the qualitative phase, a purposive sampling approach was used to select participants for interviews and classroom observations. Out of the 10 English language teachers, 6 were purposively sampled and interviewed to provide deeper insights into the teaching and learning of writing using MTDP. Additionally, classroom observations were conducted in 4 JHS classes (one from each selected school) to validate and triangulate the findings from the questionnaires and interviews.

By employing these three sampling techniques, convenience sampling for schools, census sampling for teachers, and simple random sampling for students, the study achieved a robust and comprehensive approach to participant selection. These

methods ensured the inclusion of diverse perspectives while adhering to resource and time constraints, thereby enhancing the validity and reliability of the findings.

3.8 Research Instruments

Three instruments were used in the collection of data for the study: a questionnaire for the quantitative phase, a semi-structured interview guide and an observation guide for the qualitative phase. The combination of several data collection strategies allows for triangulation. This involves confirming evidence from different sources to shed light on a particular issue (Dzwigol, 2020).

3.8.1 Questionnaire

A Likert-type scale questionnaire was used to gather insights from both teachers and students. The teachers' questionnaire included statements to which teachers were asked to respond by ticking the option that best described their preference. The questionnaire was put into four (4) sections (Section A – Section E). The first section (Section A) contained five items which focused on *demographic characteristics* of the respondents. The second section (Section B) was made up of ten (10) items relating to the impact of MTDP on students' writing, with another ten (10) items on teachers' perception regarding MTDP in Section C. There were another nine (9) items relating to the effect of MTDP on students' motivation and engagement (Section D). The fourth section also had 9 items that looked at the challenges that impede the implementation of MTDP (Section E).

The students' questionnaire was made up of items capturing students' demographic information in Section A, 6 items on how MTDP affects students' attitude towards learning writing, 6 items regarding their perception of the effectiveness of MTDP, and 6 items on challenges they face in using MTDP.

The options for both questionnaires ranged from strongly agree, which indicated that the participant strongly agreed with a statement, to strongly disagree, which indicated that the participant strongly disagreed. The first three options (i.e., *strongly agree*, *agree* and *neutral*) were considered indicative of the participant's agreement to the statement, whereas the other two options (*disagree* and *strongly disagree*) were regarded as indicative of their disagreement. Each answer in the questionnaire was given a value, which would help to understand the mean value of each item in the questionnaire. Value of questionnaire options strongly agree, agree, neutral, disagree and strongly disagree were 5, 4, 3, 2, 1, respectively. Respondents were required to select one of the options that best explained their opinion on corresponding items.

3.8.2 Semi-Structured Interview Protocol

Conversations in which a researcher gently directs a conversational partner in a prolonged dialogue are what a qualitative interview is (Rubin & Rubin, 2012). According to Friedman (2011), an interview is one of the most widely used instruments for data collection, and it plays an important role in qualitative research. In qualitative interviews, participants are free to respond in any way they want and provide as much detail and background as they are comfortable with. Unlike a fixed survey, questions in a qualitative interview may be changed to fit the participant's understanding, experience, or comfort level (Rubin & Rubin, 2012). The use of interviews as a data elicitation tool also assists in the investigation of the issue at hand from the viewpoint of the participants. The interview questions aim to encourage participation on a specific topic. As a result, rather than dominating the interview, the interviewer provides supportive feedback to encourage the participants to discuss the topic in depth by allowing the researcher to investigate different perspectives from the participants.

Semi-structured interviews were one of the most appropriate instruments chosen for this study, because, as Brown (2016) notes, the process of participating in an interview triggers reflection for both the teachers and the students on the need for composition writing. Based on this, the researcher was hopeful that the participating students would engage in critical reflection and meaning-making through the interview that potentially could be incorporated into the reflective section of their summative essays.

In a semi-structured interview, the interviewer prepared an interview protocol that included a set of questions centred on the topic and research questions. Semi-structured interviews, unlike structured interviews, use open-ended questions that can be further developed based on the responses of the participants and the research needs. One of the generalised guidelines for semi-structured interviews identified by Friedman (2011) is the need to avoid closed-ended questions. Similarly, 'leading questions' should be avoided if they impose a point of view or lead to specific types of responses. Interview questions should be easy to understand and not overly complicated. The interviewer should be focused on one thing at a time rather than asking multiple questions at once (Friedman, 2011). The goal of an interview is to learn what is going on in someone else's head. As a result, the general interview guide format was used in this study. Each teacher participant was interviewed using a semi-structured interview schedule.

When teachers and students are interviewed, the interview technique chosen exposes multiple perspectives as well as a complete understanding of their feelings, expectations, wants, and responses (Muchemwa et al., 2019). The use of face-to-face semi-structured interviews was used by the researcher in order to observe and read the

expressions of the participants to find out the authenticity of their responses to the research question. The researcher used the research question to help shape the interview questions in a manner that is significant to the research study.

The areas covered by the structured interviews were: Section A- effects of MTDP on students' writing skills. Section B- Perception and experiences of teachers regarding MTDP effect on students' writing organisation and grammar after using model text deconstruction, and Section C- effect of MTDP on students' motivation and engagement and Section D- Challenges of implementing MTDP.

3.8.3 Observation Schedule

An observation schedule is a systematic tool designed to guide the process of recording behaviours, events, or interactions as they naturally occur during a study (Dzwigol, 2020). Unlike general observation, an observation schedule provides a structured framework that ensures consistency, reliability, and focus on specific variables relevant to the research objectives. It enables the researcher to capture real-time actions and interactions in a more organised and comparable manner. Observation schedules can be designed for different approaches, including Participant and Non-Participant, Structured and Unstructured formats. In this study, a Non-Participant Structured Observation Schedule was employed. This approach allowed the researcher to observe classroom activities and teaching–learning interactions without directly engaging in them, while following a predetermined checklist of indicators.

Preserved the natural flow of events, minimising the risk of participants altering their behaviour due to the researcher's presence. Allowed the researcher to observe multiple aspects of the environment and interactions simultaneously, providing a

comprehensive understanding of the classroom dynamics. The observation schedule was structured into four distinct sections—A, B, C, and D—each designed to address a specific aspect of the study and align with the research questions. These sections are as follows: Section A: Teacher competence and instructional practices.

This section focuses on evaluating the teachers' knowledge and delivery of the MTDP, examining the teachers' preparation, teaching methods, and the clarity with which they explain and apply MTDP strategies. Section B: Students' Engagement and Attitudes. In this section, the focus is on assessing students' participation, motivation, and overall attitude toward writing tasks after engaging with MTDP. It looks at how students interact with the material, express their confidence in writing, and how their engagement changes over time.

Section C: Perceived Effect and Effectiveness. Here, the researcher observes and records students' and teachers' perceptions of the effectiveness of MTDP in improving writing skills. This section also evaluates any observable improvements in student writing performance and the overall classroom environment resulting from the intervention. Section D: Obstacles and Difficulties in Implementation. This section documents any challenges or difficulties encountered during the implementation of MTDP, including issues related to student comprehension, teacher delivery, time management, resource availability, and any other barriers to successful intervention.

These sections were designed to ensure a comprehensive observation of classroom dynamics, instructional strategies, and student responses, which will help address the research questions effectively. The detailed observations across these categories provided valuable data for understanding the impact and challenges of implementing MTDP in the classroom.

3.9 Intervention

3.9.1 Implementation of the Intervention: Researcher's Role and English Teacher's Facilitation

The study aimed to explore the effects of the MTDP on improving students' writing skills. To ensure objectivity and avoid influencing the outcomes, the researcher engaged an English language teacher to administer the intervention. The researcher provided comprehensive training to the teacher on how the MTDP should be implemented. The intervention ran for four weeks, with the researcher observing sessions as a non-participant to document students' engagement and progress.

Objectives of the Intervention

The MTDP was designed to address specific challenges commonly faced by students in writing, including:

- Poor writing organisation
- Weak transitions between ideas
- Inconsistent punctuation and grammar
- Low engagement and confidence in writing tasks

Intervention Structure

The intervention consisted of eight sessions over four weeks, with two sessions per week. Each session lasted one hour and followed a structured approach aimed at improving various aspects of writing:

Through this structured approach, students participated in guided activities that involved:

- Analysing model texts to identify effective writing strategies.
- Practising the application of these strategies in their writing.

- Engaging in discussions about the importance of organisation and coherence in writing.

By focusing on these aspects, the MTDP aims to significantly improve students' writing skills and foster a deeper engagement with their writing tasks.

Week 1: Focus on Writing Organisation and Idea Clarity

Session 1: Introduction to Text Deconstruction

Objective: To introduce students to the concept of model text deconstruction and its importance in developing writing skills, with the researcher guiding students through the process.

Activity:

The teacher begins the session by engaging students in a discussion on what makes a piece of writing clear and well-organised. The teacher prompts students to share their thoughts on elements such as logical flow, structure, and clarity, drawing on their prior experiences with writing. The teacher presents a model text (essay with the title “Benefits of reading”) to the class. The teacher asks students to read the text carefully, emphasising that they should focus on how the ideas are presented and connected.

After the students have read the text, the teacher leads them through a detailed deconstruction. Together, they identify the key components of the text:

Introduction: The teacher points out how the writer introduces the topic and sets the tone for the rest of the piece.

Main Ideas: The teacher guides students in identifying the main ideas presented in the body paragraphs, noting how they are articulated and logically connected.

Supporting Arguments: The teacher emphasises the use of supporting evidence or arguments that strengthen each main idea.

Conclusion: Finally, the teacher highlights how the conclusion ties everything together and reinforces the writer's main points. Throughout the deconstruction, the teacher explains how the writer maintains logical organisation and ensures clarity in the presentation of ideas. The teacher encourages students to reflect on how these techniques could be applied in their writing.

Reflection: Students discuss how these techniques could improve their writing.

Session 2: Practice of Deconstructing for Organisation

Objective: Guide students in practising how to organise ideas by breaking down a model text with the teacher's support.

Activity:

The teacher begins the session by explaining the importance of text organisation in writing. The teacher outlines the session's goal: helping students understand how to effectively organise ideas for clarity and flow.

The teacher puts the students into groups and provides each group of students with a new model text. The teacher then asks the students to read the text carefully, keeping in mind the key components of a well-organised piece of writing, such as the thesis statement, main ideas, and supporting details. Working in small groups, students identify the thesis statement, main ideas, and supporting points within each paragraph. The teacher goes round the room, offering guidance, answering questions, and prompting deeper analysis as necessary.

After deconstructing the text, the teacher leads the students in creating an outline based on their findings. The students discuss, with the teacher's input, how the writer structured the ideas to maintain clarity and logical flow throughout the text.

To conclude, the teacher encourages students to reflect on how they can apply this organisational strategy to their writing. The teacher facilitates a discussion where students share how they might use the deconstruction techniques to improve their writing projects.

Class Discussion: Groups present their findings, and the teacher provides feedback.

Week 2: Paragraph Structure

Session 1: Understanding Effective Paragraphs

Objective: Teach students how to structure strong, coherent paragraphs with guidance from the researcher.

Activity:

The teacher presents the model text and guides the students through a detailed analysis of its paragraphs. Together, they identify the topic sentences, supporting details, and concluding sentences. The teacher leads a discussion on what makes a paragraph effective, focusing on unity, coherence, and completeness. The teacher prompts students to share their thoughts on how each paragraph contributes to the overall clarity of the text.

The teacher provides students with poorly structured paragraphs and asks them to restructure these based on the principles learned from the model text. The teacher goes around to offer feedback and help students apply the concepts.

Interactive Discussion: How do well-structured paragraphs contribute to overall clarity? The teacher asked students to share their thoughts.

Session 2: Building Paragraphs from Scratch

Objective: Guide students in writing well-structured paragraphs with active support from the teacher.

Activity:

The teacher provides students with a prompt and asks them to write a paragraph, applying the structure learned (topic sentence, supporting details, concluding sentence). The teacher emphasises how each element should work together to form a coherent paragraph.

After writing, the students swap paragraphs with their peers. The teacher guides them through a peer review process, encouraging students to analyse and provide constructive feedback based on the model text deconstruction techniques.

Class Feedback: Teacher provides overall feedback, emphasising improvements.

Week 3: Transitions and Flow

Session 1: Analysing Transitions in Model Texts

Objective: Help students understand the role of transitions in creating smooth, logical flow between ideas and paragraphs, with guidance from the researcher.

Activity:

The teacher presents a model text and points out the transition words and phrases used between paragraphs and ideas. The teacher explains how these transitions contribute to the overall coherence and flow of the text.

The teacher leads a discussion on the importance of transitions in writing. The students, with the teacher's guidance, suggest alternative transitions that could be used in the text, discussing their impact on readability. In small groups, students work to identify transitions within the text. The teacher moves from group to group, offering support and clarifying any questions that arise.

Group Discussion: Groups suggest alternative transition phrases and discuss their impact.

Session 2: Writing with Transitions

Objective: Practise writing paragraphs with effective transitions, with the researcher facilitating the activity.

Activity:

The teacher provides students with disconnected ideas and asks them to link these ideas using appropriate transition phrases to form a coherent paragraph. The teacher then instructs students to write their short essays, paying special attention to the use of transitions between paragraphs. The teacher emphasises how transitions help maintain the flow of thought. During peer review, the teacher encourages students to focus on evaluating transitions in each other's essays and provide feedback on how to improve the flow between paragraphs.

Week 4: Grammar and Punctuation

Session 1: Deconstructing Grammar and Punctuation in Model Texts

Objective: Improve students' understanding and application of correct grammar and punctuation with direct input from the researcher.

Activity:

The teacher reviews the model text with the students, focusing on sentence structure, proper use of punctuation (commas, periods, and semicolons), and grammar usage.

The teacher leads a discussion on common mistakes that students make in grammar and punctuation. The teacher highlights how the model text avoids these errors, emphasising strategies for improving accuracy. The teacher provides students with exercises featuring poorly constructed sentences. The students work to correct these

sentences based on what they have learned from the model text, with the teacher offering feedback and clarifications.

Session 2: Writing with Precision

Objective: Practise writing grammatically correct and well-punctuated sentences with guidance from the teacher.

Activity:

The teacher asks students to write a short piece (a paragraph or a short essay), focusing on applying the correct grammar and punctuation rules discussed in the previous session. The teacher monitors students as they write, offering support as needed. Students peer review each other's work, highlighting grammar and punctuation errors. The teacher encourages students to provide constructive feedback based on the model text and the rules they have practised. The teacher concludes the session by leading a reflection on how deconstructing the model text helped students improve their understanding of grammar and punctuation. The teacher encourages students to apply these lessons in their future writing.

At the end of the 4-week intervention, students were made to complete a writing task that incorporated all the elements learned (organisation, paragraph structure, transitions, grammar, and punctuation). Their performance was assessed using a rubric that evaluates how well they applied the deconstruction techniques from the model texts to their writing.

3.10 Validity and Reliability of the Questionnaire

Validity

Having designed the instruments for the analysis, the items on the instruments were sent to the researcher's supervisors for review to make sure that the items stand for

the concept that is being investigated, the effect of MTDP on the teaching of writing. The supervisors also ensured that the items were standard. Similarly, Patton (2002) claims that a quantitative study is dependent on meticulous data collection. Methods are used to ensure that the instrument measures what it is supposed to measure.

Validity also refers to the extent to which a measurement or observation accurately captures the phenomenon being studied (Briner & Walshe, 2014; Creswell & Creswell, 2018). The researcher tested the face validity using his MPhil colleagues. Before giving them out, students proofread the items on the interview list and assisted in identifying errors related to tenses, grammar, spelling, and punctuation. These ideas were taken into consideration, and the instrument was redesigned as needed. In other words, only the most significant questions covering all parts of the study's variables were examined and preserved, while extraneous questions were eliminated. Following the corrections, the instruments were likewise restructured.

3.11 Reliability of the Questionnaire

According to Ayisi (2017), reliability is the rate at which the research can be replicated. In other words, it refers to an instrument's ability to achieve the same effect (Durrheim et al, 1999), i.e., it indicates measurement consistency. The researcher used Cronbach's alpha to estimate the reliability of the instrument after the pilot study. This was done by inputting the data from the questionnaire items from the pilot study into Statistical Package for the Social Sciences (SPSS) Version 26. Cho (2021) argued that any scale with a Cronbach's alpha of less than 0.7 could not be considered reliable. The scale for the questionnaire was 0.8. Based on this, the value of 0.8 is above 0.7; hence, the scale can be considered reliable.

3.11.1 Validation and Trustworthiness of Qualitative Instruments

According to Creswell (2013), qualitative validity refers to the techniques used by the researcher to ensure the accuracy and trustworthiness of the findings. Creswell and Miller (2000) also listed several techniques used by qualitative researchers to boost the reliability and credibility of their research and conclusions. These techniques are: member checking, triangulation, peer reviews, external audits, and thick description. To improve the study, some strategies from the already mentioned methods were used with precision.

First of all, triangulation of data from different sources was used to ensure the credibility and accuracy of the data that was gathered. According to Yin (2014), data triangulation is one of the major strengths of thematic analysis, as it allows for cross-checking the collected information gleaned from a variety of sources. It entails combining several sources of data evidence or relying on more than one source to study social occurrences (Ayisi, 2017). This was accomplished in this study by combining the questionnaire, interview and observation data.

To improve the accuracy of the data, member validation, a process whereby a researcher provides the people with whom he or she has completed research and provides an explanation of their findings,” (Birt et al, 2016; Erdmann & Potthoff, 2023) was undertaken. According to Bryman (2015), this is done to see if the research findings are substantiated or not. In this study, respondents’ interview responses were summarised after they were recorded. Each session, as well as the accounts read to them, is used to double-check their responses for accuracy and to imitate for confirmation reasons. The data’s reliability was improved in this study as a result of interviewing the right people who have a good understanding of what the

researcher was looking for, and also to locate and use acceptable documents that are relevant to the study's objectives, i.e the students' composition exercise books.

3.12 Data Collection Procedure

According to Brittain et al. (2020), respecting the site where research takes place and obtaining permission before entering are paramount in research. In line with this, the researcher first obtained an introductory letter from the Head of Department of Basic Education, University of Education, Winneba, which was used to seek permission from the GES Municipal Directorate of Education. The Directorate subsequently granted a formal authorisation letter, which enabled the researcher to approach the heads of the selected Junior High Schools for access to conduct the study. Copies of the letter were delivered to the respective school heads, and the purpose of the study was clearly explained. Each school was visited twice. The first visit was used to seek permission from the school heads and to explain the study to the teachers to secure their consent to participate. During this initial visit, suitable dates and times were also scheduled for data collection. In the second phase, the researcher carried out the actual data collection using both quantitative and qualitative methods to ensure the reliability and validity of the findings.

The quantitative data were collected using structured questionnaires administered to the teachers. The questionnaires were designed to capture measurable information on teachers' perceptions, practices, and attitudes toward the implementation of the Model Text Deconstruction Pedagogy. Administering the questionnaires ensured that data could be statistically analysed to identify trends, patterns, and relationships within the population.

The qualitative data were gathered through semi-structured interviews and classroom observation schedules. Semi-structured interviews were conducted with selected teachers to gain deeper insights into their experiences, perceptions, and challenges in implementing the pedagogy. The flexible format allowed probing of responses for richer data.

A non-participant structured observation schedule was employed to document how teachers applied the pedagogy in practice. This provided firsthand evidence that complemented and validated the self-reported data from questionnaires and interviews.

Participants were assured that their participation was voluntary and that they could withdraw at any time without providing a reason. They were also guaranteed confidentiality and anonymity throughout the process. By combining questionnaires, interviews, and classroom observations, the study ensured triangulation of data to provide a comprehensive understanding of the phenomenon under investigation.

3.13 Data Analysis

Data analysis is a process which involves explaining findings in words about a study or explaining the information gathered from the field for the study and conclusion (Cresswell, 2018).

3.13.1 Quantitative Data Analysis

In the mixed-method research approach, the analysis of data involves the analysis of both quantitative and qualitative data (McNabb 2020). Each data set was analysed using the appropriate method; quantitative data were analysed quantitatively, and qualitative data were analysed qualitatively.

The descriptive statistics function of the Statistical Product for Service Solution (SPSS version 23) was used to organise participants' responses to the questionnaire items into frequencies, percentages, mean and standard deviation. The first three options (i.e., *strongly agree*, *agree* and *neutral*) were considered indicative of the participant's agreement to the statement, whereas the other two options (*disagree* and *strongly disagree*) were regarded as indicative of their disagreement.

3.13.2 Qualitative Data Analysis

The qualitative data was analysed thematically, which involves the search for and identification of common trends that extend throughout an entire interview or set of interviews. To answer the research questions, the researcher transcribed the tape-recorded interview under appropriate themes.

3.14 Ethical Considerations

In terms of important ethical considerations in research, the researcher had to avoid causing any harm to the respondents or making them feel uncomfortable in any way. As a result, the researcher obtained permission from the appropriate authorities before conducting the research study. A letter authorising the researcher to conduct the research, in the Basic Education Department, University of Education, to the district education director and the heads of the sampled schools, respectively.

Each participant's privacy was respected, and any publicly identifiable information was stored in a secure location, which is the researcher's hard drive. The interview contained a statement of confidentiality to express an ethical pledge not to disclose findings in a way that any individual's answers can be identified as their own (Dillman, 2014).

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND DISCUSSION

4.0 Introduction

This chapter presents the findings of the study through analysis and discussion of the data collected. The chapter is structured to address the study's four research questions, focusing on key aspects of MTDP on the teaching of writing.

The analysis begins by evaluating the level of teachers' knowledge regarding the implementation of MTDP in writing instruction. It then examines the impact of MTDP on students' overall writing performance. Additionally, the chapter explores the perceptions of both teachers and students on the effectiveness of MTDP in enhancing the teaching and learning of writing. Finally, it identifies and discusses the challenges encountered in employing MTDP in writing lessons.

To achieve these objectives, data were collected from teachers and students and analysed using statistical tools, including means and standard deviations. The results are presented in tables to ensure clarity and to provide a structured framework for interpretation and discussion (American Psychological Association, 2020; Miles, Huberman & Saldana, 2020).

4.1 Demographic Characteristics of Participants

This section presents the demographic characteristics of the respondents selected from the Junior High Schools within the Ekwamkrom Circuit in the Gomoa Central District, located in the Central Region of Ghana. The demographic data for students includes gender, age, and academic level (Creswell, 2014; Fraenkel, Wallen & Hyun, 2019), while the teachers' demographic information encompasses years of teaching experience, age, educational level, and interest in teaching (Shah & Udgaonkar, 2018;

Dien, Ha & Quyet, 2022). The findings from the analysis of these demographic variables are presented in Tables 4.1 to 4.8. Specifically, Tables 1 to 3 provide a detailed breakdown of the demographic information for the student respondents.

Table 4.1: Gender of Participants (students)

Gender	Frequency	Percentage (%)
Male	104	47.0
Female	116	53.0
Total	220	100

Source: Field Data (2023)

Table 1 presents the gender distribution of the student respondents, with the majority of participants being female, 116 (53%), compared to male respondents, 104 (47%). This indicates a higher number of female students than male students in the sample.

Table 4.2: Age Range of Respondents (students)

Years	Frequency	Percentage (%)
10-12	28	12.7
13-15	101	46
16-18	56	25.3
above 18	35	16
Total	220	100

Source: Field Data (2023)

Table 2 shows that the ages of the participants ranged from 10 to over 18 years. The highest proportion of respondents, 101 students (46%), fell within the 13-15 age range. This was followed by 56 students (25.3%) in the 16-18 age group. Additionally, 35 students (16%) were above 18 years, while the 10-12 age range had

the lowest number of respondents, with only 28 students (12.7%). The data suggests that the majority of students are within the 13–15-year age range.

Table 4.3: The academic level of the Respondents (students)

Level	Frequency	Percentage (%)
JHS1	79	36
JHS2	73	33
JHS3	68	31
Total	220	100

Source: Field Data (2023)

Table 3 shows that the majority of the participants, 79(36%) of the student respondents, were in JHS1, followed by 73 (33%) in JHS2. JHS3 recorded the lowest number of students, 68 (31%)

Tables 4 to 8 present the demographic information of the teacher respondents for the study.

Table 4.4: Age Range of Respondents (teachers)

Years	Frequency	Percentage (%)
20-25	1	10
26-30	2	20
31-35	3	30
36-40	2	20
Above 40	2	20
Total	10	100

Source: Field Data (2023)

Table 4 presents the age distribution of the teacher respondents. The data reveals that 1 teacher, aged 20-25 years, accounts for 10% of the total respondents. Again, 26-30 years: 2 teachers, making up 20% of the respondents. In addition, 31-35 years: 3

teachers, representing the largest group at 30% of the respondents, while 36-40 years: 2 teachers, also representing 20% of the respondents and above 40 years: 2 teachers, contributing 20% to the total. This connotes that the majority of teacher respondents fall within the 31–35-year age range, with a relatively even distribution among the other age groups. The total number of teacher respondents is 10, comprising a diverse age group representation.

Table 4.5: Years of experience of Participants.

Years of Teaching	Frequency	Percentage (%)
1-3	3	30
4-6	4	40
7 and above	3	30
Total	10	100

Source: Field Data (2023)

Table 5 shows the distribution of the teaching experience of the teacher participants, 1-3 years, 3 teachers, which accounts for 30% of the total respondents. Also, 4-6 years had 4 teachers, making up 40% of the respondents. However, those of 7 years and above had 3 teachers, contributing 30% to the total.

In summary, the majority of the teacher respondents (40%) have 4-6 years of teaching experience, followed by an equal proportion (30%) with 1-3 years and 7 years and above of experience. The total number of teacher participants is 10, reflecting a diverse range of teaching experience.

Table 4.6: Participants' Educational Level

Educational Level	Frequency	Percentage (%)
Diploma	3	30
Degree	5	50
Masters	2	20
Total	10	100

Source: Field Data (2023)

Table 6 shows the educational levels of the teacher participants. Diploma recorded 3 teachers, representing 30% of the total respondents. While Degree 5 teachers make up 50% of the total respondents. Finally, Masters recorded 2 teachers, accounting for 20% of the respondents.

In conclusion, the majority of the teacher respondents (50%) have a Degree, followed by those with a Diploma (30%) and master's degrees (20%). This suggests that the teacher participants are generally well-educated, with the highest proportion having a bachelor's degree. The total sample size of participants is 10.

Table 4.7: Participants' Interest in Teaching of Writing

Variable	Frequency	Percentage (%)
Yes	7	70
No	3	30
Total	10	100

Source: Field Data (2023)

Table 7 shows the level of interest among teacher participants in teaching writing. The statistics from the table provide evidence that the majority of the teacher participants (70%) have an interest in teaching writing, while a smaller portion (30%) does not.

This suggests that most teachers are motivated or willing to engage with teaching writing, which may positively influence the effectiveness of MTDP in their lessons.

Section B

Research Question 1 1. What is the level of teachers' knowledge of the use of MTDP on the Teaching of Writing?

Research Question 1 aims to assess the level of teachers' knowledge regarding the use of MTDP on the teaching of writing in the Gomoa Central district. To evaluate this, seven statements were presented to the respondents, who indicated their level of agreement or disagreement using a five-point Likert scale: Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA). For analysis purposes, responses of SD and D were combined to reflect disagreement with the statements, while SA and A were considered agreement, and N was interpreted as neutral. The data was analysed using the mean and standard deviation. A mean score below 3 indicated disagreement with the statement, while a mean score above 3 indicated agreement. A score exactly at 3 was considered neutral. The standard deviation helped determine the variability of responses: a standard deviation below 1 indicated that responses were similar, showing a consensus among the teachers, while a standard deviation of 1 or above signified a more heterogeneous response, with greater variation in the teachers' opinions.

In terms of interpreting the level of teachers' knowledge of MTDP, the mean score was categorised as follows: a mean score between 1.0 and 2.4 represented a low level of knowledge, a score between 2.5 and 2.9 indicated a moderate level of knowledge, and a mean score above 3.0 indicated a high level of knowledge.

Table 4.8 Level of teachers' knowledge on MTDP Practice for teaching Writing

Statement	M	SD
I am familiar with the concept of MTDP (MTDP).	3.0	1.0
I use MTDP regularly to teach writing.	2.4	1.1
I feel confident in my ability to guide students in deconstructing texts effectively.	2.8	1.2
I believe that MTDP helps students improve their writing organisation.	3.8	1.2
I face challenges when selecting appropriate model texts for deconstruction.	4.0	1.1
I am aware of the different strategies involved in the MTDP.	2.8	1.2
I have received formal training or professional development on the use of MTDP in teaching writing.	2.3	1.0
Overall mean	3.01	0.61

Source: Field Data (2023), Key: M Mean SD Standard Deviation

The data in Table 4.8 presents the analysis of responses from teachers who teach English at the Junior High School (JHS) level in the Gomoa Central District, concerning their knowledge and use of MTDP on the teaching of writing. The quantitative results reveal that teachers in the Gomoa Central District demonstrated a moderate level of knowledge of the Model Text Deconstruction Pedagogy (MTDP) in the teaching of writing, with an overall mean score of 3.01 (SD = 0.61). This score indicates that while teachers are somewhat knowledgeable about the pedagogy, there are notable gaps in both their conceptual understanding and practical application. Specifically, familiarity with the concept of MTDP recorded a mean of 3.0 (SD = 1.0), suggesting that teachers have heard of the approach but may not fully grasp its principles or methodologies. In terms of classroom practice, the frequency of MTDP use was relatively low, with a mean score of 2.4 (SD = 1.1), highlighting that even those who are aware of MTDP do not often apply it in their lessons.

Interestingly, teachers' belief in the potential benefits of MTDP yielded the highest rating, with a mean of 3.8 (SD = 1.2). This suggests that although their practical knowledge and usage remain limited, teachers generally perceive MTDP as an effective strategy for improving students' writing organisation and coherence. On the other hand, awareness of specific MTDP strategies was moderate (M = 2.8, SD = 1.2), reflecting that teachers may understand the overall idea but lack detailed knowledge of techniques such as text modelling, guided deconstruction, and collaborative writing exercises. The area that posed the greatest difficulty was the selection of suitable model texts, which had the highest mean challenge rating (M = 4.0, SD = 1.1). This indicates that teachers struggle with identifying and adapting texts that align with the learners' needs, linguistic abilities, and curriculum requirements. Finally, participation in professional training on MTDP scored the lowest mean (M = 2.3, SD = 1.0), revealing that few teachers have had formal opportunities to develop expertise in this pedagogy. Collectively, these findings point to a situation where teachers value MTDP but are hindered by limited training, inadequate resources, and insufficient exposure to the pedagogy's practical applications.

The interview data provided further depth to these statistical patterns by highlighting the personal experiences and challenges teachers face in engaging with MTDP. For instance, although familiarity with MTDP averaged 3.0, several teachers admitted that their knowledge was only surface-level. One participant explained, *"I don't feel very confident in my understanding of MTDP. The concept was introduced to me briefly, but I haven't had enough time to fully grasp how to implement it effectively"* [ET1]. This illustrates that awareness exists but is not accompanied by mastery of the approach. The low mean score of 2.4 for frequency of use in teaching was also supported by the narratives of teachers who confessed to inconsistency. A teacher

remarked, *“I’ve tried using MTDP a few times, but I haven’t been consistent with it. I struggle to find the right moments to introduce it into my lessons”* [ET2]. These accounts suggest that the infrequent application is less a matter of unwillingness and more an issue of confidence, clarity, and pedagogical support.

At the same time, the relatively high belief in MTDP’s benefits ($M = 3.8$) was strongly echoed in the qualitative data. One teacher observed, *“When students engage in deconstructing model texts, they become more aware of introductions, transitions, and effective use of language. Their writing becomes more sophisticated”* [ET3]. This suggests that teachers clearly recognise the potential of the pedagogy to enhance writing outcomes. However, the gap between belief and practice remains striking. This dissonance was particularly visible in the issue of selecting appropriate texts, which scored as the most challenging aspect ($M = 4.0$). Several teachers lamented the lack of readily available or culturally relevant model texts. One teacher reflected, *“The students are not very familiar with the MTDP approach... they don’t see how it applies to their writing, and I feel like they’re disengaged”* [ET7]. Such challenges not only limit implementation but also reduce learner engagement.

The interviews further underscored the lack of training opportunities highlighted in the survey results ($M = 2.3$). Teachers expressed frustration that professional development on MTDP was minimal and often superficial. As one noted, *“The initial training wasn’t enough... practical examples and a guidebook would give me a clearer framework for implementing the practice”* [ET4]. Another added that follow-up workshops and resource sharing were necessary to make the approach more accessible. These qualitative insights align with the quantitative evidence and paint a holistic picture: teachers in the district generally acknowledge the importance and

potential effectiveness of MTDP, but their limited training, lack of practical strategies, and resource challenges hinder its consistent and effective application in writing lessons.

The responses from teachers reveal a blend of uncertainty, challenges in implementation, and differing levels of effectiveness regarding the use of the Multi-Tiered Developmental Pedagogy (MTDP) in the classroom. Several teachers expressed feelings of uncertainty and a lack of confidence in their understanding of MTDP. For instance, some indicated that although the concept was introduced during training, it was not sufficiently explained or practised, which left them unclear about how to consistently apply it in their teaching. This points to a broader issue of inadequate initial training and limited opportunities for continuous professional development, both of which are essential for the successful integration of new instructional strategies into classroom practice.

Other teachers echoed these sentiments by highlighting the inconsistency in their use of MTDP. They admitted struggling to identify appropriate opportunities to integrate the approach during lessons and, as a result, often reverted to more familiar traditional teaching methods. This challenge suggests that, in the absence of a structured framework for weaving MTDP into lesson planning, teachers find it difficult to apply the approach with consistency. The lack of clear guidelines makes it harder for them to build confidence and develop routines around the use of MTDP in everyday classroom contexts.

On a more positive note, some teachers observed that MTDP had a substantial impact on students' writing skills when applied effectively. They noted that the approach heightened students' awareness of critical elements of writing, such as the use of clear

introductions, logical transitions, and appropriate language. As a result, learners produced more sophisticated and coherent written work. This feedback demonstrates that MTDP, when properly understood and implemented, has the potential to significantly improve students' writing performance by equipping them with the tools to think critically about structure and language use.

However, even among teachers who recognised the benefits of MTDP, there were calls for more implementation support. Several indicated that the initial training provided was insufficient and that they required additional guidance on how to incorporate MTDP into daily lessons. They also stressed the need for practical resources, teaching aids, and concrete examples that could serve as models for classroom application. This underscores the importance of continuous professional development and resource provision, which are necessary to empower teachers to fully embrace MTDP and adapt it to diverse classroom contexts. Without such support, the sustainability and effectiveness of MTDP remain limited despite its potential benefits.

Research Question 2: What effect does the use of MTDP have on the students' attitude towards the learning of writing?

This question explores how MTDP affects students' attitudes towards learning writing. Students were asked to respond to six statements about the practice, using a five-point Likert scale (1-SD, 2-D, 3-N, 4-A, 5-SA). For analysis, responses of "SD" and "D" were grouped as disagreement, while "SA" and "A" indicated agreement, with "N" representing neutrality. The mean score helped determine overall attitudes, with a mean below 3 indicating disagreement, above 3 indicating agreement, and a mean of 3 signifying neutrality. Standard deviation was used to assess response

consistency, where a value below 1 indicates agreement consistency and above 1 indicates variability. Table 3: Perceptions of Teachers regarding MTDP

Table 4.9: How MTDP affects students' attitudes towards the learning of writing

Statement	M	SD
I enjoy writing tasks more after learning how to deconstruct model texts	3.6	1.3
After learning about MTDP, I feel more confident in my writing abilities.	3.5	1.0
I believe that deconstructing model texts has made writing tasks easier for me.	3.1	0.8
I am more motivated to complete writing assignments since using MTDP.	3.6	0.6
I think the strategies I learned from MTDP can help me in future writing tasks.	3.0	0.9
Through MTDP, I have become more comfortable with revising and improving my written work.	2.4	1.1
Overall mean	3.20	0.95

Source: Field Data (2023), Key: M Mean SD Standard Deviation

The data in Table 4.9 presents the responses of Junior High School (JHS) students in the Gomoa Central District on how MTDP influences their attitude towards the learning of writing. The overall mean score of 3.20 (SD = 0.95) suggests that students' attitudes towards writing after exposure to MTDP are moderately positive, leaning just above neutrality. This indicates that MTDP has the potential to positively shape students' writing attitudes, although the degree of influence is not uniform across all aspects of writing.

Specifically, enjoyment of writing tasks recorded a relatively high mean (M = 3.6, SD = 1.3), indicating that many students find writing more enjoyable when supported with text deconstruction. However, the high standard deviation suggests considerable

variability, with some students expressing strong enjoyment while others were less enthusiastic. Similarly, the statement on confidence in writing after MTDP ($M = 3.5$, $SD = 1.0$) shows that most students felt more capable, though some inconsistencies in confidence levels remained. Perceptions of writing tasks becoming easier ($M = 3.1$, $SD = 0.8$) further reinforce that MTDP simplifies the process for students, with responses being fairly consistent.

Motivation to complete writing tasks ($M = 3.6$, $SD = 0.6$) had one of the highest levels of agreement and the lowest variability, suggesting that MTDP strongly supports students' persistence in writing. However, views on applying MTDP strategies to future writing tasks were neutral ($M = 3.0$, $SD = 0.9$), implying that students were unsure of the long-term relevance of these strategies. The lowest-rated statement concerned revising and improving work ($M = 2.4$, $SD = 1.1$), with many students expressing discomfort in applying MTDP to revision, and responses varying widely across the group.

The quantitative results established that the Model Text Deconstruction Pedagogy (MTDP) had a statistically significant and positive effect on students' motivation, engagement, and critical thinking in writing. High mean scores were recorded for confidence in approaching writing tasks, enjoyment of writing activities, and the ability to analyse and apply writing strategies. While these results provide a broad measure of MTDP's impact, the qualitative interviews enriched the picture by capturing the subtleties of students' personal experiences, attitudes, and perceptions toward the intervention.

The qualitative findings revealed results that closely aligned with the quantitative patterns. Several students reported that MTDP gave them clarity and reduced their

fear of writing. For instance, S2 explained that the pedagogy “made writing less difficult because I now know where to start and what to include,” while S3 shared that “the model texts gave me examples I could follow, so I don’t feel lost when writing.” These reflections illustrate how MTDP demystified the writing process and gave learners a structured pathway, reinforcing the quantitative finding that students’ confidence levels rose significantly. However, S1 admitted, “I still don’t enjoy writing; it feels stressful no matter the method,” which signals that motivational gains were not uniform. This divergence resonates with the variability in the survey data, where not all students reported maximum confidence scores.

The intervention appeared to draw reluctant learners into more active participation. S5 recalled, “At first, I didn’t like breaking down the texts; it was confusing, but later I saw how it helped me,” and S7 stated, “I became more interested because the method gave me something practical to follow.” These accounts mirror the quantitative evidence of significantly higher engagement scores after MTDP. Yet the responses also point to challenges, as S4 confessed, “Sometimes the steps were too many, and I felt lost halfway.” This suggests that while most students were positively engaged, the method could initially overwhelm some learners, highlighting the need for gradual scaffolding.

Students described becoming more reflective and intentional in their writing choices. For example, S3 explained, “I now ask myself why the writer used a particular introduction or example and then try it in my own work,” showing how MTDP fostered deeper analysis. Similarly, S4 commented, “I learnt how to use hooks and transitions more effectively because we practised them step by step,” indicating application of analytical insights into writing practice. These reflections strongly align

with the quantitative results, which showed notable improvements in critical thinking measures. Nevertheless, not all experiences were positive, as *S5 admitted*, “*Sometimes it was too much information at once, and I couldn’t apply everything correctly.*” This response highlights that, although MTDP encouraged analytical growth overall, differentiated pacing may be necessary for students who find the method cognitively demanding.

The integration of quantitative and qualitative data shows a high level of convergence: MTDP significantly enhanced students’ writing confidence, engagement, and critical thinking. At the same time, divergences in students’ responses underscore that the extent of improvement varied across individuals. The convergence strengthens the argument that MTDP is an effective pedagogical approach for writing instruction, while the divergences point to the importance of tailoring the method to account for learner differences. Thus, the integration of findings affirms that MTDP is impactful, but its success depends on careful scaffolding, ongoing support, and sensitivity to students’ varied learning needs.

Together, the quantitative and qualitative findings suggest that MTDP exerts a moderately positive effect on students’ attitudes towards writing in the Gomoa Central District. While many students reported increased enjoyment, confidence, and motivation, others struggled with applying the strategies consistently, especially in revision and long-term writing contexts. The variability observed in both the mean scores and student narratives indicates that MTDP is most effective when learners are given sustained practice, scaffolding, and encouragement. Without these supports, some students may perceive the process as too complex or fail to see its long-term relevance. The evidence indicates that MTDP has the potential to shift student

attitudes positively, but its effectiveness depends on adequate guidance, continuous practice, and explicit connections to future writing tasks.

Research Question 3: What do teachers and students perceive about the effectiveness of the use of MTDP on the teaching and learning of writing?

The purpose of this research question is to explore teachers' and students' perceptions of the effectiveness of MTDP in improving teaching and learning outcomes in writing. To gather these insights, respondents were presented with six statements related to various aspects of MTDP's effect on writing instruction and student learning. They were asked to indicate their level of agreement using a five-point Likert scale: 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), and 5 (Strongly Agree). For the analysis, means and standard deviations (SD) were computed. A mean score below 3 signifies a general disagreement with the statement, a score above 3 indicates agreement, while a score of 3 reflects neutrality. The standard deviation provides insight into the consistency of the responses: an SD below 1 indicates relatively homogeneous views, while an SD of 1 or above suggests more diverse opinions.

Perception levels were categorised as follows: Low perception: Mean of 1.0-2.4, Moderate perception: Mean of 2.5-2.9, High perception: Mean above 3.0

This analysis helped capture how teachers and students view the effectiveness of MTDP in enhancing key aspects of writing instruction, such as improving students' writing organisation, grammatical accuracy, and overall motivation. The data gathered also provides a nuanced understanding of the perceived strengths and areas for improvement in the application of MTDP in the classroom.

Table 4.10: Teachers’ Perceptions of Effectiveness of the use of (MTD) in writing.

Statement	M	SD
I believe that using MTDP improves students’ overall writing skills	3.6	1.3
MTDP effectively helps students understand how to organise their ideas logically.	3.5	1.0
I believe that MTDP contributes significantly to students’ ability to write coherent essays.	3.1	0.8
I find that MTDP positively influences students’ engagement with writing tasks.	3.6	0.6
MTDP has improved my ability to provide constructive feedback on students’ writing.	3.0	0.9
The use of MTDP has made writing lessons more engaging and interactive for students.	2.4	1.1
Overall mean	3.20	0.95

Source: Field Data (2023), Key: M Mean SD Standard Deviation

The data presented in Table 4.10: Teachers’ Perceptions of Effectiveness indicates a generally positive view of the MTDP, with an overall Mean ($M = 3.20$), suggesting that the overall perception level of teachers regarding the effectiveness of the MTDP falls in the High Perception category (mean above 3.0). This indicates that, on average, teachers view the MTDP as effective in enhancing aspects of writing instruction. However, the relatively moderate standard deviation ($SD = 0.95$) suggests that there is some variation in teachers’ perceptions, but the responses are not widely dispersed. Certain statements (e.g., “MTDP positively influences students’ engagement with writing tasks” with $SD = 0.6$) show more consistent agreement among teachers, whereas others (e.g., “The use of MTDP has made writing lessons more engaging and interactive for students” with $SD = 1.1$) reveal a broader range of perceptions. Additionally, teachers’ High Perception Areas could be seen from their

responses on the statement: “Teachers strongly believe MTDP improves students’ overall writing skills” ($M = 3.6$) and enhances their engagement with writing tasks ($M = 3.6$). While still viewed positively, perceptions regarding MTDP’s contribution to teaching coherent essays ($M = 3.1$) and providing constructive feedback ($M = 3.0$) are less emphatic, showing Moderate Perception Areas. Finally, the use of MTDP to make writing lessons more engaging and interactive received the lowest score ($M = 2.4$), falling into the low perception category. This indicates a potential area for improvement.

The data suggest that teachers generally perceive the MTDP as effective in improving writing instruction, particularly in areas like writing skills and engagement. However, the low mean score for making lessons engaging and interactive highlights a need to explore how MTDP can better capture student interest during writing lessons.

The survey results quantitatively confirmed that teachers viewed the Model Text Deconstruction Pedagogy (MTDP) as an effective instructional tool for enhancing students’ writing skills ($M = 3.6$, above the neutral midpoint). The interviews provided rich insights into why teachers held this perception. One recurring theme was the improvement of instructional strategies. Several teachers explained that MTDP reshaped their approaches to teaching writing. For example, a teacher noted that *“the process of deconstructing texts is time-consuming. In a packed curriculum, it’s challenging to allocate enough time for MTDP without sacrificing other important content”* [ET4]. This comment adds nuance to the survey’s generally positive rating by highlighting a structural challenge that could limit implementation. Yet, other teachers stressed its instructional value, with one pointing out that *“MTDP bridges the gap between theory and practice. Students don’t just learn about writing;*

they learn how to apply these strategies in their work” [ET6]. Another emphasised that the approach enabled differentiation, since *“struggling students benefit from step-by-step analysis, while advanced learners are stretched with complex texts”* [ET7]. These reflections reinforce the survey’s quantitative evidence by showing that teachers not only believed MTDP was effective but also experienced practical improvements in pedagogy, despite time-related constraints.

The quantitative results also indicated that teachers saw MTDP as promoting student engagement, which was corroborated and enriched by the interviews. Teachers described how the approach fostered a student-centred learning environment, shifting the classroom dynamic away from teacher-led instruction. For instance, one observed that *“when students are actively engaged in deconstructing model texts, they take more ownership of their learning”* [ET2]. Another explained that *“MTDP has made me more aware of how I can step back and let students explore texts on their own”* [ET5]. These perspectives validate the survey results on student engagement but also deepen the understanding: teachers saw engagement not merely as attentiveness or participation, but as critical involvement and ownership of the writing process. This convergence between survey and interview data strengthens the claim that MTDP fundamentally alters classroom interaction by empowering learners to take a more active role.

The third and perhaps most striking revelation was teachers’ belief that MTDP led to improved student performance, which closely aligns with the quantitative results. In the survey, teachers rated the approach as significantly effective in enhancing students’ writing ability ($M = 3.6$). The interviews added rich detail to this finding. One teacher remarked, *“Since incorporating MTDP, I’ve noticed that students’*

writing has improved. They are better at structuring their work and using more sophisticated language” [ET2]. Another reported that “*students are producing higher-quality essays. They can analyse their drafts and make improvements more effectively*” [ET9]. Similarly, [ET3] explained that struggling students gained more confidence in tackling writing assignments through exposure to model texts. These observations give real-life examples of the statistical trend, showing how the improvement in writing skills manifests in practice, better structure, vocabulary use, and self-editing skills.

The integration of the quantitative and qualitative results reveals strong convergence: both datasets confirm that teachers regard MTDP as an effective pedagogical approach. However, the qualitative findings enrich the interpretation by uncovering the mechanisms behind the survey scores, such as its role in bridging theory and practice, supporting differentiated instruction, fostering student ownership, and boosting confidence. At the same time, the interviews draw attention to contextual challenges, particularly time constraints, which the quantitative data did not capture. This suggests that while MTDP is pedagogically sound and positively received, its long-term sustainability in the Ghanaian classroom context depends on adjustments to curriculum pacing and workload.

The responses provided by the teachers offer valuable insights into the mixed perceptions of the MTDP in the classroom. These views reflect both the potential benefits and challenges of implementing this approach within a busy teaching schedule.

ET4’s comment highlights a common challenge faced by educators: time constraints. In many educational settings, especially with a packed curriculum, teachers are often

forced to balance various teaching priorities. The time-consuming nature of deconstructing texts, as mentioned by ET4, may indeed pose a challenge in contexts where the curriculum is already overloaded. This finding is consistent with other studies that show teachers struggle with time management when integrating new teaching methods, particularly those that require detailed student engagement (Kumi-Manu & Kwegyir-Aggrey, 2022; Osei, Quansah & Abudu, 2024). However, it's important to recognise that while MTDP can be time-intensive, its benefits could lead to more profound learning outcomes in the long term, as students develop stronger writing skills through consistent practice and targeted deconstruction.

In contrast, ET6 emphasises the strength of MTDP in bridging the gap between theory and practice. This perspective aligns with Vygotsky's (1978) Zone of Proximal Development, which suggests that learning is most effective when students are guided through tasks just beyond their current abilities. By deconstructing model texts, students actively engage with writing techniques that they can immediately apply to their work, making the learning process more practical and relevant. This approach enhances not only students' understanding of writing but also their ability to execute writing tasks effectively, which aligns with the concept of "learning by doing" (Asuncion et al, 2024). Teachers who can successfully integrate MTDP, like ET6, bridge theoretical understanding with hands-on practice, thus making writing instruction more impactful.

ET7's response reveals a key strength of MTDP: its capacity to cater to students' diverse learning needs. This approach allows teachers to provide scaffolding for struggling students while also offering challenges for more advanced students. This differentiation ensures that all students can benefit from the writing process at their

level. Research supports the value of differentiation in the classroom, as it helps to address varied learning paces and styles, thus promoting more inclusive and effective teaching (Tomlinson, 2014; Graham et al, 2021). By offering more complex texts to advanced students, as ET7 suggests, MTDP can be adapted to suit a wide range of students, which enhances its overall effectiveness.

Table 4.11: Students' Perceptions of Effectiveness of the use of MTD in writing

Statement	M	SD
MTDP has helped me better understand how to structure different types of writing tasks	3.6	1.3
Learning through MTDP has made me feel more involved in the writing process.	3.5	1.0
The MTDP helped me improve my writing skills significantly.	3.1	0.8
I think the use of model texts helps me understand how to organise my ideas better.	3.6	0.6
I find MTDP to be an effective approach for learning how to write well-organised essays.	3.0	0.9
The strategies I learned from MTDP have helped me become more confident in my writing.	2.4	1.1
Overall mean	3.20	0.95

Source: Field Data (2023), Key: M Mean SD Standard Deviation

The findings in Table 4.11 indicate that students generally perceive the Model Text Deconstruction Pedagogy (MTDP) as moderately effective in supporting their writing development. The overall mean score of 3.20 (SD = 0.95) reflects a broadly positive orientation towards the approach, though with significant variability in responses. This suggests that while MTDP is appreciated by many learners, its benefits are not uniformly experienced across the student population, highlighting both its potential and its limitations.

One of the strongest areas of perceived benefit lies in students' understanding of writing structure. The statement "MTDP has helped me better understand how to structure different types of writing tasks" received a mean score of 3.6 (SD = 1.3), indicating that many students feel the approach has enhanced their awareness of structural organisation. Similarly, the statement "I think the use of model texts helps me understand how to organise my ideas better" also received a high mean of 3.6 (SD = 0.6), with the low standard deviation showing strong consensus. These findings point to MTDP's effectiveness in providing learners with clear models that make the implicit features of writing more visible. This supports Wang and Zhang's (2021) argument that explicit modelling helps students internalise writing conventions and develop more coherent texts.

Engagement in the writing process was another area where MTDP demonstrated impact. The statement "Learning through MTDP has made me feel more involved in the writing process" was rated at $M = 3.5$ (SD = 1.0), suggesting that students felt the method encouraged active participation rather than passive reception. This resonates with constructivist perspectives, which emphasise student-centred approaches that position learners as active meaning-makers (Vygotsky, 1978). However, the moderate standard deviation implies that not all students felt equally involved, indicating that while MTDP can foster greater engagement, some learners may require additional scaffolding to sustain their participation.

When considering writing improvement, students' responses were more cautious. The statement "The MTDP helped me improve my writing skills significantly" received a mean of 3.1 (SD = 0.8), suggesting that students recognise some level of improvement but stop short of perceiving a transformative impact. Similarly, the

statement “I find MTDP to be an effective approach for learning how to write well-organised essays” scored $M = 3.0$ ($SD = 0.9$), reflecting a neutral stance. These scores suggest that while MTDP is seen as valuable for raising awareness of writing techniques, students may not yet feel that this awareness consistently translates into tangible gains in their writing performance. This finding is consistent with Graham and Perin (2007), who argue that explicit instruction must be accompanied by guided practice and feedback if students are to apply new strategies effectively.

Confidence in writing emerged as the weakest area of impact. The statement “The strategies I learned from MTDP have helped me become more confident in my writing” received a mean of just 2.4 ($SD = 1.1$). This indicates that most students did not feel a significant increase in confidence, and the wide variability in responses shows that while a few benefited, many remained uncertain about their abilities. Confidence in writing is often closely linked to opportunities for repeated practice and positive feedback (Kington & Soden, 2023). The relatively low perception here may suggest that while MTDP provides tools for understanding writing, it does not automatically foster the self-assurance needed to apply these tools independently.

The results suggest that MTDP is particularly effective in helping students understand the organisation and structure of writing, and to some extent in fostering engagement. However, its impact on overall skill development and confidence appears more limited. This implies that while MTDP provides an essential foundation by making the writing process more transparent, additional elements such as sustained practice, feedback cycles, and confidence-building strategies are necessary to maximise its effectiveness.

The quantitative findings (Table 4.11) indicate that students hold a generally positive perception of the Model Text Deconstruction Pedagogy (MTDP), with an overall mean of 3.20 (SD = 0.95). However, the variation across individual items suggests that while MTDP is effective in helping students understand writing structures and organisation, its influence on writing confidence and broader skill development is less consistent. The qualitative data collected through student interviews provides valuable insights into these trends, elaborating on the specific areas where MTDP was most impactful and highlighting the challenges students continue to face.

A key area where the quantitative and qualitative findings align is in the domain of writing organisation and structure. The survey results showed that students strongly agreed with the statement *“MTDP has helped me better understand how to structure different types of writing tasks”* (M = 3.6, SD = 1.3) and *“The use of model texts helps me understand how to organise my ideas better”* (M = 3.6, SD = 0.6). The interview responses reinforce this finding. For example, one student observed: *“The model text makes me realise the importance of each paragraph contributing to the overall argument... I see how staying focused can improve my writing. I also understand that transitions are like bridges that link paragraphs, ensuring that the essay flows smoothly”* [S3]. Similarly, S1 reflected that *“I used to struggle with connecting ideas smoothly, but now I understand how to use transition words effectively to keep my writing flowing.”* These accounts corroborate the survey results by showing how students not only understood the importance of structure but also began applying it directly in their own writing.

The theme of improved grammar and punctuation also emerged strongly in the qualitative responses, particularly with comments about semicolon and comma usage.

For example, S4 stated: *“I always avoided using semicolons because I didn’t know where they fit. After seeing how they connect two related ideas in one smooth sentence, I’ll try using them more in my writing.”* Likewise, S5 highlighted how a misplaced comma could alter meaning significantly, which heightened their awareness of punctuation’s role in clarity. These reflections explain why many students in the survey agreed with statements related to understanding writing techniques, though the neutral score for overall skill improvement ($M = 3.1$, $SD = 0.8$) suggests that while awareness improved, translating this into consistently stronger writing remains a work in progress.

Another consistent theme across the two data sets relates to student motivation and engagement in writing. The survey showed moderate agreement with *“Learning through MTDP has made me feel more involved in the writing process”* ($M = 3.5$, $SD = 1.0$). The interviews add depth to this finding. S2 shared: *“Before, I thought writing was something that some people were just good at. But after seeing how grammar and punctuation work together, I feel like it’s something I can get better at, and that makes me want to keep writing.”* Similarly, S7 noted: *“I used to get frustrated when my first draft wasn’t perfect, but after analysing the model text, I see that good writing comes from editing and refining. That makes me want to keep working on my writing without giving up.”* These reflections illustrate that MTDP not only raised students’ awareness of writing strategies but also nurtured a growth mindset, where students began to see writing as a skill that can be developed through practice rather than a talent reserved for a few.

However, the weakest area of student perception, both quantitatively and qualitatively, was confidence in writing. The statement *“The strategies I learned from*

MTDP have helped me become more confident in my writing” had the lowest mean score of 2.4 (SD = 1.1), indicating limited perceived impact. The qualitative data helps to explain this result. While some students reported feeling more confident after engaging with model texts, such as S6, who said: *“After seeing how the model text was structured, I’m more confident and motivated to write without overthinking it”*, others still expressed apprehension about applying new skills independently. The variability in survey responses (as reflected in the relatively high standard deviation) aligns with these mixed narratives, suggesting that confidence-building may require more sustained practice, feedback, and encouragement beyond the immediate exposure to model texts.

The integration of findings reveals that MTDP is particularly effective in enhancing students’ understanding of structure, organisation, and grammatical conventions, as both survey and interview data consistently confirm. It also increases student engagement and motivation, though not uniformly. Where the approach appears weakest is in building sustained confidence, as highlighted by the low quantitative score and the mixed qualitative accounts. This triangulation suggests that while MTDP is a valuable pedagogical tool, it should be complemented with additional strategies such as peer review, regular feedback, and opportunities for extended writing practice to consolidate skills and boost confidence.

Research question 4: What challenges do teachers and students encounter when MTDP is employed during writing lessons?

This research question sought to identify the specific challenges faced by teachers and students in implementing MTDP during writing lessons in the Gomoa Central District. Respondents were presented with nine statements and asked to indicate their

level of agreement using a five-point Likert scale: 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), and 5 (Strongly Agree). For analysis, responses were grouped into categories: “Strongly Disagree” and “Disagree” were combined to indicate disagreement, while “Agree” and “Strongly Agree” represented agreement. A neutral option (3) captured those who neither agreed nor disagreed.

The analysis used mean scores and standard deviations (SD) to interpret responses. A mean score below 3 indicated disagreement, a score above 3 suggested agreement, and a score of 3 represented neutrality. Standard deviations below 1 reflected a consensus among respondents, while SDs of 1 or higher indicated varied responses. These metrics provided insight into the frequency and severity of challenges encountered, ranging from resource limitations to difficulties in adapting teaching strategies for effective implementation of MTDP.

Table 4.12: Teacher Questionnaire: Challenges in Using MTDP

Statement	M	SD
I encounter time constraints when using MTDP in my lessons.	3.7	0.83
Selecting appropriate model texts for deconstruction is a challenging task for me.	4.1	1.07
Some students struggle to engage with the MTDP approach effectively.	4.4	1.2
I feel that MTDP is resource-intensive and requires more materials and preparation than traditional writing lessons.	4.1	1.04
Large class sizes make it challenging to provide individual attention and feedback during MTDP.	3.9	1.00
Limited support and guidance from school administration or educational authorities hinder the implementation of MTDP.	3.8	1.5
Students’ proficiency levels pose challenges in implementing MTDP.	3.75	1.01
Overall mean	3.96	1.09

Source: Field Data (2023), Key: M Mean SD Standard Deviation

Based on the data from Table 4.12, the challenges are generally perceived to be significant, with most mean scores above 3.5. These findings indicate that teachers face consistent and notable barriers in implementing MTDP effectively. The standard deviations show variability in responses, suggesting differing levels of difficulty depending on the context, such as class size, student proficiency, or available resources. For instance, the statement “I encounter time constraints when using MTDP in my lessons” ($M = 3.7$, $SD = 0.83$) suggests that time constraints are a significant challenge for teachers, as reflected by the high mean ($M = 3.7$). The relatively low standard deviation ($SD = 0.83$) indicates consistent agreement among teachers. This suggests that most teachers feel the time required for MTDP activities, such as deconstructing texts and providing feedback, is difficult to manage within their lesson schedules. Also, the statement “Selecting appropriate model texts for deconstruction is a challenging task for me” ($M = 4.1$, $SD = 1.07$) indicates that this is one of the most challenging aspects, with a very high perception ($M = 4.1$). Teachers find it difficult to identify texts that are suitable for their students’ levels and learning objectives. The higher standard deviation ($SD = 1.07$) suggests variability, likely influenced by factors such as curriculum requirements or available resources. Again, the statement “Some students struggle to engage with the MTDP approach effectively” ($M = 4.4$, $SD = 1.2$) suggests the most significant challenge, with the highest mean ($M = 4.4$). It indicates that many students face difficulties in engaging with MTDP, possibly due to its complexity or the novelty of the approach. The high standard deviation ($SD = 1.2$) reflects varied experiences among teachers, likely depending on factors such as students’ proficiency levels or interest in writing. In addition, the statement “I feel that MTDP is resource-intensive and requires more materials and preparation than traditional writing lessons” ($M = 4.1$, $SD = 1.04$).

Teachers perceive MTDP as resource-heavy, with a high mean ($M = 4.1$). This includes the need for additional materials, preparation time, and possibly professional development. The moderate variability ($SD = 1.04$) suggests that the degree of this challenge depends on the resources and support available to individual teachers. Furthermore, the statement “Large class sizes make it challenging to provide individual attention and feedback during MTDP” ($M = 3.9$, $SD = 1.00$). Large class sizes are perceived as a significant barrier, with a mean score of 3.9. Teachers find it difficult to give personalised support in large groups, which is critical for the success of MTDP. The standard deviation ($SD = 1.00$) shows moderate variability, reflecting differences in class sizes across teaching contexts. In furtherance of the statement “Limited support and guidance from school administration or educational authorities hinder the implementation of MTDP” ($M = 3.8$, $SD = 1.5$), this connotes that Lack of support is a notable challenge, with a mean of 3.8. However, the high standard deviation ($SD = 1.5$) suggests substantial variability in perceptions. Some teachers may feel well-supported, while others face significant challenges due to limited guidance, training, or encouragement from their schools. Finally, the statement “Students’ proficiency levels pose challenges in implementing MTDP” ($M = 3.75$, $SD = 1.01$) suggests that varying proficiency levels among students are a significant challenge, with a mean of 3.75. The moderate standard deviation ($SD = 1.01$) indicates that teachers’ experiences differ, likely based on the composition of their classes. Teachers with more diverse student groups may find this issue particularly challenging.

The overall mean of the teachers’ responses is approximately 3.96, indicating that the challenges of using MTDP are perceived as significant on average. The overall standard deviation is approximately 1.09, showing a moderate level of variability in

the challenges reported by teachers. This suggests that while certain challenges are widely recognised, others may vary depending on individual or contextual factors.

The quantitative results revealed that teachers generally agreed that the Multi-Text Deconstruction Pedagogy (MTDP) improves students' writing skills, with mean scores falling within the "agree" range. However, the same findings highlighted challenges such as time constraints, student proficiency differences, and the lack of adequate institutional support. These results were further substantiated and deepened by the qualitative findings, where teachers' voices illuminated the realities behind the numbers.

One major area of convergence between the two data sets was time and resource constraints. The quantitative data showed that teachers were concerned about the demanding nature of MTDP, which affects lesson pacing and feedback provision. This concern was echoed strongly in the interviews. For example, one teacher stated, *"Although it's time-intensive, the results are worth the effort, as students show significant improvement in their writing skills"* [ET8]. Another added, *"The detailed process of deconstructing texts leaves little time for other essential classroom activities, such as discussions or group work"* [ET9]. These responses suggest that while MTDP is effective, it requires significant instructional time, which aligns with Hattie's (2009) argument that time-intensive strategies produce greater learning gains but necessitate deliberate planning and administrative support.

The integration of results also highlighted issues related to student engagement and proficiency levels. Quantitative data suggested that not all students benefited equally from MTDP, with learners of lower proficiency struggling more. This was further confirmed in the qualitative findings. One teacher explained, *"Students with lower*

proficiency levels often feel overwhelmed and struggle to grasp the concepts of text deconstruction” [ET3]. Another teacher added, *“The varying skill levels in my classroom make it difficult to pace the lessons effectively without leaving some students behind”* [ET4]. These accounts resonate with differentiated instruction theories (Tomlinson, 2014), which stress that varied student abilities require flexible teaching approaches. MTDP, though effective, appears rigid for mixed-ability classrooms unless adapted with scaffolding strategies.

Furthermore, both strands of results emphasised instructional and pedagogical challenges. The survey data showed teachers’ concerns about balancing advanced learners’ needs with those of struggling students. This was vividly expressed in the interviews: *“I struggle to balance between using texts that challenge advanced students and those that don’t overwhelm beginners”* [ET5]. Additionally, large class sizes exacerbate these difficulties, as highlighted by ET8: *“Large class sizes make it challenging to provide detailed, individualised feedback to each student.”* The quantitative findings similarly pointed to teachers’ difficulties in sustaining individualised support in MTDP, reinforcing that systemic constraints, not teacher willingness, limit effectiveness. This mirrors findings by Darling-Hammond et al. (2017), who argue that without reducing class sizes or offering instructional aids, innovative strategies may overburden teachers.

Finally, both data strands converged on the issue of institutional and administrative support. Quantitative results indicated that teachers lacked adequate training and guidance to implement MTDP effectively. Qualitative findings further illustrated this gap: *“No, I haven’t received any formal training, and I often rely on trial and error to implement MTDP effectively”* [ET10]; *“There’s little to no guidance from the school*

and educational authorities, leaving me uncertain about best practices for MTDP” [ET2]. This indicates that although MTDP is well-intentioned, its sustainability is undermined by the absence of structured professional development. As Peloghitis and Ferreira (2018) highlight, professional support is crucial in ensuring that innovative teaching practices can be successfully integrated into schools.

Both quantitative and qualitative results reveal that while MTDP has a positive effect on improving students’ writing skills, its implementation is constrained by systemic issues. Teachers are willing and able to adopt the approach, but challenges such as heavy time demands, student diversity, large class sizes, and lack of institutional training reduce its effectiveness. Therefore, the findings suggest that for MTDP to reach its full potential, policymakers and school leaders must address these systemic challenges through professional development, adequate resourcing, and supportive administrative frameworks.

Table 4.13: Students’ Questionnaire: Challenges in Using MTDP

Statement	M	SD
I find the process of deconstructing model texts difficult at times.	3.7	0.83
Sometimes I struggle to apply the lessons learned from model texts to my writing.	4.1	1.07
I feel that the lessons on deconstruction take too much time and are overwhelming.	4.4	1.1
The model texts provided are sometimes too difficult for me to understand fully.	2.1	1.04
Large class sizes make it challenging to provide individual attention and feedback during MTDP.	3.9	1.00
I find it difficult to understand the steps involved in deconstructing model texts.	2.4	1.01
Overall mean	3.42	1.01

Source: Field Data (2023), Key: M Mean SD Standard Deviation

Table 4.13 presents the students' responses to various statements regarding their challenges in using MTDP. The responses are measured on a Likert scale with means (M) and standard deviations (SD) provided for each statement. The statement "I find the process of deconstructing model texts difficult at times." Received a $M = 3.7$, $SD = 0.83$. This response indicates that, on average, students somewhat agree with this statement. The moderate mean score suggests that while the process of deconstructing texts may be challenging for some, it is not overwhelmingly difficult for all students. The relatively low standard deviation (0.83) indicates that there is some consistency in student responses, with most students finding the deconstruction process somewhat difficult but not overly so. In addition, the statement "Sometimes I struggle to apply the lessons learned from model texts to my writing" had $M = 4.1$, $SD = 1.07$. With a mean score of 4.1, students generally agree that they struggle at times to apply the lessons learned from model texts to their writing. The higher standard deviation (1.07) suggests a wider range of responses, indicating that while some students find this a significant challenge, others may experience less difficulty in transferring the lessons to their writing.

Furthermore, the statement "I feel that the lessons on deconstruction take too much time and are overwhelming" scored $M = 4.4$, $SD = 1.1$. This statement received the highest mean score of 4.4, suggesting that most students find the lessons on deconstruction time-consuming and overwhelming. The large standard deviation (1.1) implies that some students experience this challenge more intensely than others, but overall, it is a common concern among the students surveyed. Again, "The model texts provided are sometimes too difficult for me to understand fully", with $M = 2.1$, $SD = 1.04$. With a low mean score of 2.1, students generally disagree with the statement that model texts are too difficult to understand. This suggests that, for the

most part, students find the model texts to be accessible and not overly challenging. The standard deviation of 1.04 indicates some variability in student responses, with a few students finding the texts difficult to understand, but this is not a widespread issue.

However, the statement “Large class sizes make it challenging to provide individual attention and feedback during MTDP” received a $M = 3.9$, $SD = 1.00$. The mean of 3.9 indicates that students somewhat agree with the challenge posed by large class size in receiving individualised attention and feedback. The standard deviation of 1.00 suggests that most students share this concern, though some may feel less impacted by class size. Finally, the statement “I find it difficult to understand the steps involved in deconstructing model texts” $M = 2.4$, $SD = 1.01$. With a mean of 2.4, students tend to disagree with the idea that they find it difficult to understand the steps of the deconstructing model texts. This suggests that most students do not experience significant difficulty in following the deconstruction process. The standard deviation of 1.01 indicates moderate variability, implying that while the process may be clear for most, a few students still struggle with it.

The data reveal that students generally find MTDP challenging in terms of time commitment and applying learned lessons to their writing, with a relatively high degree of variability in their experiences. Large class sizes and the overwhelming nature of the deconstruction lessons are consistent challenges. However, the majority of students do not find the model texts overly difficult to understand, nor do they struggle significantly with the steps involved in deconstructing the texts. This finding aligns with a study conducted by Anderson and Miller (2021), which found that students may feel the lessons are too demanding and that the time invested in

analysing model texts could lead to cognitive overload. Also, Brown and Murphy (2023) observed that large class sizes are a common obstacle in writing classrooms, especially when using techniques like MTDP that require detailed feedback. Teachers often struggle to give individual attention in such settings, making it harder for students to get the feedback they need to apply lessons effectively. In furtherance, Hattie and Timperley (2007) also argue that providing effective feedback in large classrooms is challenging, and students may feel less supported in such environments. This lack of individualised support is reflected in the responses of students in this study.

One of the clearest convergences between the two sets of findings is the issue of time management. Quantitatively, students rated the time-intensive nature of deconstruction as the greatest challenge ($M = 4.4$, $SD = 1.1$), showing that many felt overwhelmed by the process. Observations confirmed this perception: at School B, a teacher ran out of time before students could apply lessons to their own writing, leaving the activity incomplete. Similarly, some teachers provided vague explanations due to rushed pacing, which confused learners. This demonstrates that the challenge is not simply the length of the process but also how effectively teachers structure and manage lesson time. Where teachers allocated adequate time and used systematic approaches, as observed in School A, students engaged more deeply without feeling overwhelmed. This explains the variability captured in the high standard deviation of the quantitative data, as students' experiences largely depended on how effectively lessons were paced in different contexts.

Another point of integration lies in students' struggle to apply lessons from model texts to their own writing ($M = 4.1$, $SD = 1.07$). Quantitative data show that while this

is a widespread issue, experiences vary significantly, suggesting differences in teacher support. Observations reinforce this finding: at School B, the teacher relied heavily on lectures without providing step-by-step scaffolding, which left students repeatedly asking for clarification. In contrast, in School A, teachers broke down tasks into smaller steps and used visual aids, enabling students to follow the process with minimal confusion. These contrasting classroom realities highlight that difficulty in applying lessons is not due to an inherent flaw in MTDP but rather the inconsistent use of scaffolding techniques across schools. The data confirm Anderson and Miller's (2021) argument that structured support is crucial for student success in complex learning tasks.

The issue of large class sizes and limited individual feedback also emerges strongly in both datasets. Quantitatively, students agreed that large class sizes make MTDP less effective ($M = 3.9$, $SD = 1.00$). This finding was vividly illustrated in observations at School D, where overcrowded classrooms and limited resources made it difficult for teachers to give personalised feedback. Students had to share model texts, leading to delays and disengagement, while teachers were unable to address individual questions effectively. These challenges reinforce Hattie and Timperley's (2007) assertion that feedback is harder to sustain in large classrooms, and they explain why students perceive class size as a significant barrier to MTDP implementation.

Interestingly, both quantitative and observational findings show that understanding the steps of deconstruction and the difficulty level of model texts were not major obstacles for most students. Quantitative data revealed low mean scores for these items ($M = 2.1$ and $M = 2.4$, respectively), indicating disagreement with the idea that texts are too difficult or steps too confusing. Observations support this view: in many

classrooms, students engaged enthusiastically with the process when texts were age-appropriate and relatable, asking insightful questions and collaborating in groups. However, observations also noted exceptions. At times, teachers selected overly complex texts that hindered comprehension, and resource limitations forced students to share materials, which diluted engagement. This nuance explains the moderate variability seen in the standard deviations: while most students could follow the process, some still struggled in less well-resourced or poorly planned classrooms.

Overall, the integration of findings demonstrates that MTDP's challenges are less about student capability and more about teaching practices, resource availability, and class conditions. Quantitative results provide evidence of widespread concerns around time and feedback, while observations explain why these challenges persist: ineffective pacing, inconsistent scaffolding, overcrowded classes, and limited resources. Together, the data emphasise the need for systemic solutions, such as teacher training in scaffolding and pacing, smaller class sizes, and improved access to resources. In line with Garcia and Edwards (2022), the findings stress that successful MTDP implementation depends not only on pedagogy but also on the structural support provided by schools.

CHAPTER FIVE

SUMMARY, CONCLUSION, LIMITATIONS, AND RECOMMENDATIONS

5.0 Introduction

This chapter concludes the final stage of the project, which comprises a summary, conclusion, and recommendation to bring about the effectiveness of MTDP in teaching writing to JHS students in the Gomaa Central District.

The chapter provides a quick overview of the results of the study and provides the results of the investigation in a more simplified manner, with some suggestions for future research

5.1 Summary of Findings

1. MTDP has a positive effect on students' writing skills. Through the analysis and deconstruction of well-written samples, students gain a deeper understanding of writing techniques, resulting in improved proficiency, coherence, organisation, and language use in their compositions.
2. Teachers have positive perceptions and experiences regarding the implementation of MTDP Practice on the teaching of writing. They view it as a valuable tool that enhances student learning, promotes critical thinking, and allows for targeted instruction. Teachers appreciate how this practice empowers students to develop their unique writing styles while adhering to established standards.
3. MTDP positively impacts students' motivation and engagement in the writing process. By analysing and deconstructing model texts, students gain a sense of accomplishment, develop a growth mindset, and become more invested in their writing. This practice fosters active learning, ownership, and a desire to continually improve their writing skills.

4. Some challenges of implementing MTDP include the availability of high-quality model texts that align with specific writing tasks and objectives. Additionally, teachers need to strike a balance between providing models for reference and encouraging students to develop their writing styles. Time management, maintaining student interest, and providing clear guidance are also identified as potential challenges.

5.2 Conclusion

The findings suggest that MTDP has a positive effect on students' writing skills, motivation, and engagement in the writing process. Teachers perceive it as an effective approach that facilitates student learning and promotes critical thinking. However, challenges related to resource availability, striking a balance between imitation and individuality, time management, and maintaining student interest should be considered during implementation.

5.3 Limitations

One limitation of the study is the generalizability of the findings, as they are based on the perceptions and experiences of a specific group of teachers. The study did not explore the long-term effects of MTDP on students' writing skills and motivation. Future research could address these limitations by incorporating a larger sample size and conducting longitudinal studies.

5.4 Recommendations

1. The Gomoa Central Directorate of Ghana Educational Service and the various head teachers of the Junior High Schools (JHS) should provide professional development opportunities for English language teachers to enhance their understanding and implementation of MTDP.

2. Various head teachers of the Junior High Schools (JHS) should encourage English language teachers in the Gomoa Central District to develop a repository of high-quality model texts that align with various writing tasks and objectives, addressing the challenge of resource availability.
3. Various head teachers of the Junior High Schools (JHS) should ensure that English language teachers in the Gomoa Central District emphasise the importance of striking a balance between using models for reference and encouraging students to develop their unique writing styles.
4. English language teachers in the Gomoa Central District should incorporate strategies to maintain students' interest and engagement throughout the analysis and discussion of model texts.

5.5 Suggestions for Future Research

To further extend research on the effects of MTDP on the teaching and learning of writing, the following suggestions are provided for further studies:

1. The study used public basic school JHS English language teachers and students in Ekwamkrom Circuit in the Gomoa Central District. Moving forward, future researchers can consider using public basic school JHS English language and students in other circuits and districts. This will help by providing a complete picture of the nature of MTDP on the teaching and learning of writing in Ghana.
2. Future researchers can also consider using a longitudinal design on the effects of MTDP on writing proficiency since the study was limited to a sequential explanatory design. This will help to monitor the progression or regression of students' writing proficiencies and offer the needed recommendations for subsequent policy on writing instructions

3. Future researchers can consider extending the study across diverse educational contexts, such as Upper Primary and Senior High School in the same district or other districts and municipalities, since the study focused on public basic school JHS English language teachers and students.

5.6 Contribution to Knowledge

One of the important reasons for conducting a study is to contribute to the existing knowledge. In view of this, Silverman (as cited in Asamoah 2018) maintains that the ability of any research to contribute to knowledge could be displayed in four key areas which include developing a concept, thinking through the methodology, building on an existing study and being able to change directions. In view of that, generally, the findings of the study contribute to variables that relate to the effect of Model Text Deconstruction Practice. It is worthy to mention that as far as Gomoa Central is concerned, the study has revealed the level of knowledge of the junior school teachers on MTDP, the learners' attitude on the use of MTDP on the learning of writing and the challenges junior high school teachers and learners face when MTDP is employed during teaching and learning of writing. This has added to knowledge especially in the Gomoa Central District as well as literature by providing empirical evidence of the aforementioned variables for researchers who want to conduct a similar study. Furthermore, the study has contributed to knowledge in Gomoa Central District since it appears no study of this nature has ever been conducted in the district.

REFERENCES

- ACT. (2007). Aligning postsecondary expectations and high school practice: The gap defined.
- Adams, R., & Green, T. (2024). *Local Policies and Practices in Inclusive Education*. (2nd ed.). New York, NY: Addison Wesley Longman.
- Akinwamide, T. K. (2012). The influence of the process approach on English as a Second Language students' performances in Essay Writing. *English Language Teaching*, 5(3), 16–29.
- Akinyi, A. M. & Thinguri, R.W. (106). A Critical Study of Teachers' Strategies for Coping with Challenges of Teaching Integrated English in Kenyan Public Secondary Schools. *International Journal of Innovative Science, Engineering & Technology*, 3(8), 501-524.
- Albore. (2024). *Effects of Process-Genre Approach on Students' Writing Strategy Use in Paragraphs: Second-Year Wachemo University Students*. Education Research International.
- Algomoul, M. (2011). Teaching and Assessing Writing Strategies for Secondary School Students and Investigating Teachers' and Students' Attitudes towards Writing Practice, *International Journal of Educational Sciences*, 3(1), 25-36.
- Álvarez, T. (2001). Textos expositivo-explicativosy argumentativos [*Argumentative and expository-explanatory texts*]. Barcelona, ES: Octaedro.
- American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.)*.
- Ammon, U. (2001). The Dominance of English as a Language of Science: Effects on Other Languages and Language Communities. *Mouton de Gruyter*. ISBN 978-3-11-017125-5.
- Anani, G. E., Dankwa-Apawu, D., & Nyamekye, E. (2024). Decolonising the English language in Ghanaian basic schools.
- Anderson, J., & Miller, R. (2021). Prewriting strategies for idea generation: Impacts on student writing outcomes. *Journal of Writing Research*, 14(3), 215-231.
- Anderson, M., & Lee, R. (2024). Comparing traditional and contemporary writing instruction: Insights into writing improvement. *Journal of Writing Pedagogy*, 18(1), 25-41.
- Andrade, H. L., Du, Y., & Wang, X. (2008). Putting rubrics to the text: The effect of a model, criteria generation, and rubric-referenced self-assessment on elementary school students' writing. *Educational Measurement: Issues and Practice*, 27, 3-13.doi:10.1111/j.1745-3992.2008. 00118.x

- Andrews, R., Torgerson, C., Beverton, S., Freeman, A., Locke, T., Low, G. & Zhu, D. (2006). The effects of grammar teaching on writing development. *British Educational Research Journal*, 32, 39-55. doi:10.1080/01411920500401997
- Andrews, R., Torgerson, C., Low, G., & McGuinn, N. (2009). Teaching argument writing to 7- to 14-year-olds: An international review of the evidence of successful practice. *Cambridge Journal of Education*, 39(3), 291–310.
- Angelova, M., & Riazantseva, A. (1999). “If you don’t tell me, how can I know?” A case study of four international students learning to write the U.S. way. *Written Communication*, 16, 491-525.
- Annual Report on B.E.C.E (2017). West African Examination Council.
- Annual Report on B.E.C.E (2019). West African Examination Council.
- Applebee, A. N., & Langer, J. A. (2006). *The state of writing instruction in America’s schools: What existing data tell us*. Albany: State University of New York, Centre on English Learning and Achievement.
- Applebee, A. N., & Langer, J. A. (2011). A snapshot of writing instruction in middle schools and high schools. *English Journal*, 100, 14-27.
- Aronson, E., & Patnoe, S. (1997). *The jigsaw classroom: Building cooperation in the classroom*. . *International Journal of Education* 2(5).
- Asuncion, H. J. R., Ayeras, K. J. F., Bausing, S. J. A. J., Chan, B., Marzan, T. A. R., Peralta, G. C., & Santiago, C. M. (2024). Enhancing early children’s basic handwriting skills through hands-on participant team teaching: A *monadic experimental design*. *International Journal of Educational Management and Development Studies*, 5(1).
- Babayigit, S. (2015). The dimensions of written expression: Language group and gender differences. *Learning and Instruction*, 35, 33–41.
- Ballard, B., & Clanchy, J. (1993). Assessment by misconception: Cultural influences and intellectual traditions. In L. Hamp-Lyons (Ed.), *Assessing second language writing in academic contexts* (pp. 19-35). Norwood, NJ: Ablex.
- Bangert-Drowns, R. L., Hurley, M. M., & Wilkinson, B. (2004). The effects of school-based. *Research Journal*, 11(8), 240–264.
- Barbie, E. & Mouton, J. (2006). Research methodology by numbers-- a teaching tool. Durban University of Technology.
- Barnett, A., Stainthorp, R., Henderson, S., & Scheib, B. (2006). Handwriting policy and practice in English primary schools: *An exploratory study*. London: Institute of Education.
- Bashyal, G. P. (2006). *Teaching English to beginners*. Palpa NELTA.

- Bastian, H. (2010). The genre effect: Exploring the unfamiliar. *Composition Studies*, 38(1), 29-51.
- Basyal, G. P. (2009). MTDP: A model for teaching writing. *Journal of NELTA*, 14(1), 14–20.
- Bawarshi, A. (2000). The genre functions. *College English*, 62(3), 335-360.
- Bawarshi, A., & Reiff, M. (2010). *Genre: An introduction to history, theory, research, and pedagogy*. West Lafayette, IN: Parlor Press.
- Bazerman, C. (2006). The writing of social organisation and the literate situating cognition: Extending Goody's social implications of writing. In D. Olson & M. Cole (Eds.), *Technology, literacy and the evolution in society: Implications of the work of Jack Goody* (pp. 215-239). Mahwah, NJ: Lawrence Erlbaum.
- Beach, R., & Friedrich, T. (2006). Response to writing. In C. A. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of writing research* (pp. 222-234). New York, NY: Guilford.
- Bereiter, C., & Scardamalia, M. (1984). Learning about writing from reading. *Written Communication*, 1, 163-188.
- Berninger, V. W. (2000). Development of language by hand and its connections with language by ear, mouth, and eye. *Topics in Language Disorders*, 20(4), 65-84.
- Berninger, V. W., & Amtmann, D. (2003). Preventing written expression disabilities through early and continuing assessment and intervention for handwriting and/or spelling problems: Research into practice. In H. L. Swanson, K. Harris, & S. Graham (Eds.), *Handbook of learning difficulties* (pp. 345–363). Guilford Press.
- Berninger, V. W., & Winn, W. D. (2006). Implications of advancements in brain research and technology for writing development, writing instruction, and educational evolution. In C. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of writing research* (pp. 96–114). Guilford Press.
- Berninger, V. W., Vaughan, K., Abbott, R. D., Begay, K., Coleman, K. B., Curtin, G., & Graham, S. (2002). Teaching spelling and composition alone and together: Implications for the simple view of writing. *Journal of Educational Psychology*, 94(2), 291–304. <https://doi.org/10.1037/0022-0663.94.2.291>
- Berninger, V., Garcia, N., & Abbott, R. (2009). Multiple processes matter in writing instruction and assessment. In G. Troia (Ed.), *Instruction and assessment for struggling writers: Evidence-based practices* (pp. 15–50). Guilford Press.
- Best, J. W., & Kahn, J. V. (2006). *Research in education* (10th ed.). Pearson Education.

- Bhatia, V. K. (2004). *Worlds of written discourse*. Continuum.
- Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking: A tool to enhance trustworthiness or merely a nod to validation? *Qualitative Health Research*, 26(13), 1802–1811. <https://doi.org/10.1177/1049732316654870>
- Bitchener, J., & Ferris, D. (2012). *Written corrective feedback in second language acquisition and writing*. Routledge.
- Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theories and methods*. Pearson Education.
- Boscolo, P., & Ascorti, K. (2004). Effects of collaborative revision on children's ability to write understandable narrative text. In L. Allal, L. Chanquoy, & P. Largy (Eds.), *Revision: Cognitive and instructional processes* (pp. 157–170). Kluwer Academic.
- Briner, R. B., & Walshe, N. D. (2014). From passively received wisdom to actively sourced practice: Evidence-based decision making in work and organisational psychology. In M. P. O'Driscoll, P. J. Taylor, & T. Kalliath (Eds.), *Organisational psychology: An Australian and New Zealand perspective* (pp. 413–434). Psychology Press.
- Brodney, B., Reeves, C., & Kazelskis, R. (1999). Selected prewriting treatments: Effects on expository compositions written by fifth-grade students. *Journal of Experimental Education*, 68(1), 5–20. <https://doi.org/10.1080/00220979909598491>
- Brown, A., & Murphy, C. (2023). Influence of prior writing skills on students' writing development. *Journal of Educational Psychology*, 118(2), 345–362.
- Brown, C., & Martinez, R. (2024). Active learning strategies and their impact on student engagement. *Journal of Active Learning*, 20(2), 88–104.
- Bruner, J. S., & Sherwood, V. (1975). Peekaboo and the learning of rule structures. In J. S. Bruner, A. Jolly, & K. Sylva (Eds.), *Play: Its role in development and evolution* (pp. 277–285). Penguin Books.
- Bryman, A. (2015). *Social research methods* (5th ed.). Oxford University Press.
- Bryson, M., & Scardamalia, M. (1996). Fostering reflectivity in the argumentative thinking of students with different learning histories. *Reading and Writing Quarterly: Overcoming Learning Difficulties*, 12(4), 351–384. <https://doi.org/10.1080/1057356960120402>
- Bui, Y. N., Schumaker, J. B., & Deshler, D. D. (2006). The effects of a strategic writing program for students with and without learning disabilities in inclusive fifth-grade classes. *Learning Disabilities Research & Practice*, 21(4), 244–260. <https://doi.org/10.1111/j.1540-5826.2006.00221.x>

- Burns, A. (2009). *Qualitative research in applied linguistics: A practical introduction*. Palgrave Macmillan.
- Burns, M. K., & Ysseldyke, J. E. (2009). The reported prevalence of evidence-based instructional practices in special education. *Journal of Special Education*, 43(1), 3–11. <https://doi.org/10.1177/0022466908315563>
- Carifio, J., & Perla, R. (2007). Ten common misunderstandings, misconceptions, persistent myths, and urban legends about Likert scales and Likert response formats and their antidotes. *Journal of Social Sciences*, 3(3), 106–116.
- Carlson, P., & Miller, T. (1996). Beyond word processing: Using an interactive learning environment to teach writing (No. AL/-HR-TR-1996-0090). Brooks Air Force Base, TX: Human Resources Directorate, Technical Training Division.
- Carr, E., & Worth, A. (2001). The use of telephone interviews for research. *Nurse Researcher*, 6(3), 511–525.
- Castillo, J. J. (2009). *Research population*. Explorable.com. <http://explorable.com/research-population>
- Celce-Murcia, M., & McIntosh, L. (1979). *Teaching English as a second or foreign language*. U.S. Department of State.
- Cepeda, N. J., Pashler, H., Vul, E., Wixted, J. T., & Rohrer, D. (2006). Distributed practice in verbal recall tasks: A review and quantitative synthesis. *Psychological Bulletin*, 132(3), 354–380. <https://doi.org/10.1037/0033-2909.132.3.354>
- Chang, K. E., Sung, Y. T., & Chen, I. D. (2002). The effect of concept mapping on enhancing text comprehension and summarisation. *Journal of Experimental Education*, 71(1), 5–23. <https://doi.org/10.1080/00220970209602054>
- Clark, S. (2020). Building student confidence in peer review: A pedagogical approach. *International Journal of Composition Teaching*, 13(2), 68–79.
- Cleary, B. (1964). *Ribsy*. Harper Collins.
- Cohen, L., & Manion, L. (1994). *Research in education* (4th ed.). Routledge.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. Routledge Falmer.
- Cox, C. (1996). *Teaching language arts: A student-centred, response-centred classroom*. Allyn & Bacon.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed-method approaches* (2nd ed.). SAGE Publications.

- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Crinon, J., & Legros, D. (2002). The semantic effects of consulting a textual database on rewriting. *Learning and Instruction*, 12(6), 605–626. [https://doi.org/10.1016/S0959-4752\(01\)00034-9](https://doi.org/10.1016/S0959-4752(01)00034-9)
- Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge University Press. <https://doi.org/10.1017/CBO9780511486999>
- Cutler, L., & Graham, S. (2008). Primary grade writing instruction: A national survey. *Journal of Educational Psychology*, 100(4), 907–919. <https://doi.org/10.1037/a0012656>
- Hillocks, G. (1986). *Research on written composition: New directions for teaching*. National Council of Teachers of English.
- Hillocks, G. (1987). Research on written composition: New directions for teaching. *College Composition and Communication*, 38(2), 202–211. <https://doi.org/10.2307/357721>
- Huang, C., & Lin, F. (2023). Technological integration in learning environments: Benefits, challenges, and future directions. *Computers & Education*, 195, 104670. <https://doi.org/10.1016/j.compedu.2023.104670>
- Hughes, N., & Kim, T. (2024). Gamification in writing instruction: Increasing student engagement and writing improvement. *Educational Technology Review*, 22(1), 34–52.
- Hyland, K. (2003). Genre-based pedagogies: A social response to the process. *Journal of Second Language Writing*, 12(1), 17–29. [https://doi.org/10.1016/S1060-3743\(02\)00124-8](https://doi.org/10.1016/S1060-3743(02)00124-8)
- Hyland, K. (2003). *Second language writing*. Cambridge University Press.
- Hyland, K. (2004). *Genre and second language writing*. University of Michigan Press.
- Jenkins, J. (2007). *English as a lingua franca: Attitude and identity*. Oxford University Press.
- Johnson, L., & Wong, T. (2024). Differentiated instruction and its impact on students with varying prior writing skills. *Teaching and Teacher Education*, 42(1), 105–123.
- Johnson, M., & Lee, H. (2024). The process approach in ESL classrooms: Implications for language development. *TESOL Quarterly*, 58(1), 12–28.

- Joubish, M. F., Khurram, M. A., Haider, K., Fatima, S. T., & Ahmed, A. (2011). Paradigms and characteristics of a good qualitative research. *Middle-East Journal of Scientific Research*, 10(6), 570–574.
- Jurecic, A. (2006). Is teaching writing still possible? *New Jersey Writing Alliance Conference Proceedings* (pp. 1–13). <http://www2.bergen.edu/njwa/NJWA-2006-materials-jurecic.pdf>
- Kannan, R. (2009). Difficulties in learning English as a second language. *ESP World*, 5(26), 1–9.
- Kawinkoonlasate, P. (2019). A comparative study of e-writing and traditional writing classrooms to improve English writing ability and motivate autonomous learning of Thai EFL students. *Huachiew Chalermprakiet University Journal*, 12(1), 45–63.
- Kerchner, L. B., & Kistinger, B. J. (1984). Language processing/word processing: Written expression, computers, and learning-disabled students. *Learning Disability Quarterly*, 7(4), 329–335. <https://doi.org/10.2307/1510676>
- Kerlinger, F. N. (1986). *Foundations of behavioural research* (3rd ed.). Holt, Rinehart, and Winston.
- Kim, J. S., & Lee, H. K. (2024). Revisiting social constructivism: Trends and innovations in the 21st century. *Educational Psychology Review*, 36(2), 239–261.
- Kim, Y.-S. G., & Graham, S. (2022). Expanding the direct and indirect effects model of writing (DIEW): Reading–writing relations, and dynamic relations as a function of measurement/dimensions of written composition. *Journal of Educational Psychology*, 114(2), 215–238. <https://doi.org/10.1037/edu0000575>
- Kington, A., & Soden, R. (2023). Exploring the impact of model text-based instruction on students’ writing skills. *Journal of Educational Research*, 116(2), 245–258.
- Kirk, J., & Miller, M. L. (1986). *Reliability and validity in qualitative research* (Vol. 1). Sage.
- Kiuhara, S. A., Graham, S., & Hawken, L. S. (2009). Teaching writing to high school students: A national survey. *Journal of Educational Psychology*, 101(1), 136–160. <https://doi.org/10.1037/a0013097>
- Koch, T. (1993). Establishing rigour in qualitative research: The decision trail. *Journal of Advanced Nursing*, 19(5), 976–986. <https://doi.org/10.1111/j.1365-2648.1994.tb01177.x>

- Kolb, S. M. (2012). Grounded theory and the constant comparative method: Valid research strategies for educators. *Journal of Emerging Trends in Educational Research and Policy Studies*, 3(1), 83–86.
- Kombo, D. K., & Tromp, D. L. A. (2006). *Proposal and thesis writing: An introduction*. Pauline Publications Africa.
- Krauss, S. E. (2005). Research paradigms and meaning making: A primer. *The Qualitative Report*, 10(4), 758–770. <https://doi.org/10.46743/2160-3715/2005.1831>
- Kroll, B. (1998). An overview of the second language writing classroom. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (3rd ed., pp. 219–232). Heinle & Heinle.
- Kroll, B. (2001). Considerations for teaching an ESL/EFL writing course. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (3rd ed., pp. 219–232). Heinle & Heinle.
- Kroll, B. (2003). *Exploring the dynamics of second language writing*. Cambridge University Press. <https://doi.org/10.1017/CBO9781139524810>
- Kumar, R. (1996). *Research methodology: A step-by-step guide for beginners*. Sage Publications.
- Kumar, R., & Singh, A. (2024). Adapting the process approach for diverse cultural contexts. *International Journal of Education and Development*, 30(2), 91–108.
- Kumi-Manu, R. N., & Kwegyir-Aggrey, P. (2022). Management of time by teachers of public basic schools in the Shama District of the Western Region of Ghana. *International Journal for Innovation Education and Research*, 10(1), 120–136. <https://doi.org/10.31686/ijer.vol10.iss1.3902>
- Kvale, S., & Brinkmann, S. (2009). *Interviews: Learning the craft of qualitative research interviewing* (2nd ed.). Sage Publications.
- Learning, A., Play, R., & Domain, C. P. (2002). *Instructional strategies*. Alberta Learning.
- Leigh, E. (1980). Language arts whole-language approaches: Premises and possibilities. *Learning Disability Quarterly*, 3(4), 62–69. <https://doi.org/10.2307/1510676>
- Li, X., & Wang, L. (2024). Social constructivism in contemporary education: A review of recent research. *Journal of Educational Theory and Practice*, 30(1), 45–67.
- Mackenzie, D. (2007). Zero is a clenched fist. *London Review of Books*, 29(1), 22–23.

- Martin, T., & Wilson, A. (2024). Prior writing skills and their impact on writing achievement. *Journal of Educational Research*, 72(1), 98–115.
- Mattix, A. A., & Crawford, P. A. (2011). Connecting the dots: Exploring themes in adoption picture books. *Early Childhood Education Journal*, 39(5), 313–321.
- Matveev, A. V. (2002). The advantages of employing quantitative and qualitative methods in intercultural research: Practical implications from the study of the perceptions of intercultural communication competence by American and Russian managers. New York: Institute of Management, Business and Law Publishing.
- Maxwell, J. A. (2016). *Qualitative research design: An interactive approach* (3rd ed.). Sage Publications.
- McMillan, A., & Grey, T. (2024). The role of technology in shaping the writing process. *Digital Pedagogy Journal*, 7(1), 12–29.
- Mercer, N., & Howe, C. (2012). Explaining the dialogue of peer group activity in the classroom. *Language and Education*, 26(1), 21–42.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). *Qualitative data analysis: A methods sourcebook* (4th ed.). Sage Publications.
- Miller, T., & Park, S. (2022). Targeted feedback and improvement with model texts. *Journal of Writing Research*, 15(2), 67–82.
- Mukulu, E., Mwangi, P., & Gecaga, C. (2006). *Revision English* (Top Mark Series). Nairobi: Kenya Literature Bureau.
- Myers, M. D. (1997). Qualitative research in information systems. *MIS Quarterly*, 21(2), 241–242. http://www.misq.org/discovery/MISQD_isworld/
- Myles, J. (2002). Second language writing and research: The writing process and error analysis in student texts. *Teaching English as a Second or Foreign Language*, 6(2).
- Myles, J. (2004). Second language writing and research: The writing process and error analysis in student texts. Retrieved June 14, 2011, from <http://www.cc.kyoto-su.ac.jp/information/teslej/ej22/al.html>
- Nazarova, D. (2023). The future and impact of English as a global language. *International Journal of Culture and Modernity*.
- Ndlovu, S. (2017). Writing in Africa: Challenges and prospects. *Journal of Language and Linguistics*, 16(3), 541–553.
- Neuman, W. L. (2000). *Social research methods: Qualitative and quantitative approaches* (4th ed.). Pearson Education.

- Neuman, W. L. (2006). *Social research methods: Qualitative and quantitative approaches* (6th ed.). Pearson Education.
- Nguyen, L., & Chen, K. (2024). Model texts as cultural artefacts in writing instruction. *Journal of Writing Research*, 16(1), 34–50.
- Nunan, D. (1999). *Second language teaching and learning*. Heinle & Heinemann.
- Ong'ondo, C. (2001). *KCSE writing skills*. World Link Press Publishers.
- Osei, S., Quansah, J. D., & Abudu, A. M. (2024). Management of teaching space and time: Evidence from tertiary institutions in Ghana. *Advances in Social Sciences Research Journal*, 11(8), 240–264.
- Owu-Ewie, C. (2006). The language policy of education in Ghana: A critical look at the English-only language policy of education. Ohio University, Athens.
- Owu-Ewie, C. (2011). *Learn to do research: An introduction to research methods*. UEW (Unpublished).
- Parker, A., & Williams, K. (2024). Balancing scaffolding and learner autonomy. *Journal of Teacher Education*, 37(3), 123–140.
- Patton, M. (2002). *Qualitative research & evaluation methods* (3rd ed.). Sage.
- Peloghitis, J., & Ferreira, D. (2018). Examining the role of model text in writing instruction. *Accent Asia*, 10(1).
- Peters, M. L. (1985). *Spelling: Caught or taught?* Routledge.
- Pietersen, W. (2010). *Strategic learning*. John Wiley & Sons.
- Policy implications of the ACT national curriculum survey result 2005–2006. (2006). Iowa City, IA: Author.
- Polio, C. (2019). Keeping the language in second-language writing classes. *Journal of Second Language Writing*, 46, 100675.
<https://doi.org/10.1016/j.jslw.2019.100675>
- Polkinghorne, J. (1994). *The faith of a physicist: Reflections of a bottom-up thinker*. Princeton University Press.
- Pozas, M., Letzel, V., & Schneider, C. (2020). Teachers and differentiated instruction: Exploring differentiation practices to address student diversity. *Journal of Research in Special Educational Needs*, 20(3), 217–230.
- Ramos, C. (2023). Surface versus deep revision in product-oriented classrooms: Impacts on student learning. *Composition and Teaching Journal*, 11(2), 77–94.

- Rauf, A. (2024). A study of the implementation of the language-in-education policy in three primary schools in Ghana. *Open Journal of Educational Research*, 4(4), 197–212.
- Reeve, D. (2000). Negotiation of disability and impairment within counselling relationships: A critical evaluation from the perspective of clients with spinal cord injuries (Master's thesis). University of Leeds.
- Richards, J. (2003). *Second language writing*. Cambridge University Press.
- Richards, J. C. (2002). 30 years of TEFL/TESL: A personal reflection. *REL C Journal*, 33(2), 1–35. <https://doi.org/10.1177/003368820203300201>
- Richards, J. C., & Schmidt, R. (2002). *Longman Dictionary of Applied Linguistics and Language Teaching* (3rd ed.). Longman.
- Richards, J. C., & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics* (4th ed.). Pearson Education.
- Rose, D., & Martin, J. R. (2012). *Learning to write, reading to learn: Genre, knowledge and pedagogy in the Sydney School*. Equinox.
- Rust, K. (2004). Sampling and field operations at Westat, 1983–2001. In L. V. Jones & I. Olkin (Eds.), *The nation's report card: Evolution and perspectives* (pp. 427–448). Phi Delta Kappa Education Foundation.
- Sanchez, D. M., & Paulson, E. J. (2008). Critical language awareness and students in college transitional English. *Teaching English in the Two-Year College*, 36(2), 164–176.
- Santangelo, T., & Graham, S. (2015). A comprehensive meta-analysis of handwriting instruction. *Educational Psychology Review*, 28(2), 225–265.
- Saunders, M. (2009). *Research methods*. Prentice Hall.
- Saunders, M., Lewis, P., & Thornhill, A. (2016). *Research methods for business students* (7th ed.). Pearson.
- Schoonenboom, J., & Johnson, R. B. (2017). How to construct a mixed methods research design. *KZfSS Kölner Zeitschrift für Soziologie und Sozialpsychologie*, 69(2), 107–131. <https://doi.org/10.1007/s11577-017-0454-1>
- Seidu, A. (2006). *Modern approach to research in education administration*. Press Publications Ltd.
- Sekaran, U., & Bougie, R. (2016). *Research methods for business: A skill-building approach*. John Wiley & Sons.

- Shorten, A., & Smith, J. (2017). Mixed methods research: Expanding the evidence base. *Evidence-Based Nursing*, 20(3), 74–75. <https://doi.org/10.1136/eb-2017-102699>
- Shuy, R. W. (2003). In-person versus telephone interviewing. In J. A. Holstein & J. F. Gubrium (Eds.), *Inside interviewing: New lenses, new concerns* (pp. 175–193). Sage.
- Smagorinsky, P. (1992). How reading model essays affects writers. In J. Irwin & M. Doyle (Eds.), *Reading/writing connections: Learning from research* (pp. 160–176). International Reading Association.
- Stolarek, E. (1994). Prose modelling and metacognition: The effect of modelling on developing a metacognitive stance toward writing. *Research in the Teaching of English*, 28(2), 154–174.
- Sufatmi, S., & Aizan, Y. (2016). Exploring teacher strategies in teaching descriptive writing in Indonesia. *Malaysian Journal of Learning and Instruction*, 13(2), 71–95.
- Swales, J. (1990). *Genre analysis*. Cambridge University Press.
- Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). University of Michigan Press.
- Tangpermpoon, T. (2008). Integrated approaches to improve students' writing skills for English major students. *ABAC Journal*, 28(2).
- Taylor, G. (2023). Peer feedback and self-assessment in the process approach: Enhancing writing skills. *Writing Research Quarterly*, 44(3), 123–139.
- Thompson, G., & Walker, L. (2023). Motivation and writing improvement: The impact of student engagement on writing success. *Journal of Applied Educational Psychology*, 33(4), 70–86.
- Toba, R., Noor, W., & Sanu, L. O. (2019). Students' difficulties in writing English: A case study at a university. *Journal of English Language Teaching and Linguistics*, 4(1), 1–17.
- Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners* (2nd ed.). ASCD.
- Troia, G. A. (2017). Teaching writing strategies to students with learning disabilities. *Learning Disability Quarterly*, 40(2), 73–85.
- Ueasiriphan, T., & Tangkiengsirisin, S. (2019). The effects of genre-based teaching on the enhancement of Thai engineers' technical writing ability. *International Journal of Instruction*, 12(2), 723–738.
- Ur, P. (2008). *A course in language teaching*. Cambridge University Press.

- Visser, P. (2017). Effects of the genre-based writing instructional module in a blended learning environment on English writing ability and thinking skills of Thai undergraduate students (Doctoral dissertation). Chulalongkorn University.
- Wang, Y., & Zhang, H. (2024). Enhancing the process approach with digital tools: Opportunities and challenges. *Educational Technology Review*, 18(4), 60–75.
- Wegner, D., Borba, A. S., Marconatto, D., & Mitrega, M. (2023). A systematic review of collaborative digital platforms: Structuring the domain and research agenda. *Review of Managerial Science*. <https://doi.org/10.1007/s11846-023-00627-y>
- Writing-to-learn interventions on academic achievement: A meta-analysis. (2004). *Review of Educational Research*, 74(1), 29–58. <https://doi.org/10.3102/00346543074001029>
- Wubbels, T., Brekelmans, M., & den Brok, P. (2015). Learning environments and teacher-student relationships. *Learning Environments Research*, 18(1), 1–13.
- Yan, Y. (2005). The individual and transformation of bridewealth in rural north China. *Journal of the Royal Anthropological Institute*, 11(4), 637–658.
- Zerzová, J. (2015). English as a lingua franca at international meetings. *Journal of Language and Cultural Education*, 3(3), 30–51. <https://doi.org/10.1515/jolace-2015-0018>
- Zhang, Y., & Wang, Y. (2021). Genre-based instruction and L2 writing: Current practices and future directions. *Language Teaching Research*, 25(4), 459–478.
- Zimkhitha, K. (2014). Teaching strategies to improve the writing skills for Grade 8 and 9 students in English First Additional Language: A case study of four high schools in the Cradock Education District (Master's thesis). University of Fort Hare.

APPENDIX A

TEACHER'S QUESTIONNAIRE

Dear Respondent,

The study focuses on the effects of MTDP on the teaching of writing in the Gomaa Central District, Central Region, Ghana. As part of this research, you have been selected to participate by completing the attached questionnaire.

Your participation is highly valuable, and I kindly ask for your assistance in responding to the questionnaire according to the instructions provided at the beginning of each section. Please provide the most accurate and appropriate answers in your responses.

The questionnaire is divided into five sections: A, B, C, D, and E. Kindly respond to all the questions in all sections. Please note that your responses will be treated with strict confidentiality, and the questionnaire is completely anonymous.

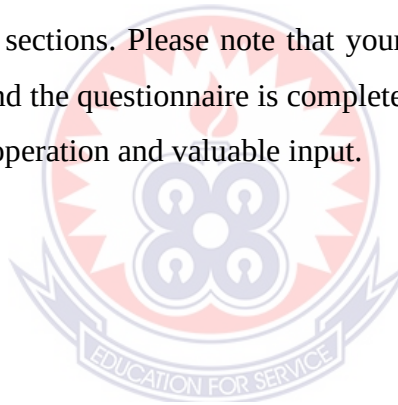
Thank you for your cooperation and valuable input.

Yours faithfully,

Anthony Kobina Essel

M.Phil. student

University of Education, Winneba



SECTION A

QUESTIONNAIRE FOR TEACHERS

This questionnaire is part of the study aimed at eliciting information that examines the Effectiveness of MTDP on the Teaching of Writing in the Gomaa Central District.

You are assured that your views will be treated confidentially.

Tick where appropriate.

1. Sex:
male ()
female ()
2. Age

20 – 25 ()

26 – 30 ()

31 – 35 ()

36 – 40 ()

41 and above ()

3. Number of years in teaching English reading

1-3 ()

4-6 ()

7 and above ()

4. What is your level of education?

Diploma ()

Degree ()

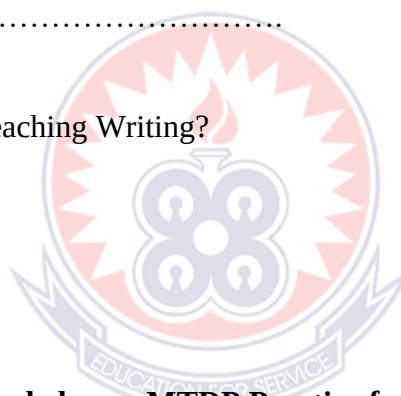
Master's ()

Others

5. Do you enjoy teaching Writing?

Yes ()

No ()

**SECTION B****Level of teachers' knowledge on MTDP Practice for teaching Writing**

Instructions: Please indicate your level of agreement or disagreement with the following statements regarding the Effects of MTDP on students' writing skills

Statement	SD	D	N	A	SA
I am familiar with the concept of MTDP.					
I regularly teach writing.					
I feel confident in my ability to guide students in deconstructing texts effectively.					
I believe that MTDP helps students improve their writing organisation.					
I face challenges when selecting appropriate model texts for deconstruction.					

MTDP has positively impacted students' creativity and originality in their writing.					
I am aware of the different strategies involved in the MTDP.					
I have received formal training or professional development on the use of MTDP in teaching writing.					

SECTION C

Teachers' Perceptions of the Effectiveness of Model Text Deconstruction

Instructions: Please indicate your level of agreement or disagreement with the following statements regarding the Effects of MTDP on students' motivation and engagement in the writing process. Use the scale provided to rate each statement.

Statement	SD	D	N	A	SA
I believe that using MTDP improves students' overall writing skills.					
MTDP effectively helps students understand how to organise their ideas logically					
I believe that MTDP contributes significantly to students' ability to write coherent essays.					
I find that MTDP positively influences students' engagement with writing tasks.					
MTDP has improved my ability to provide constructive feedback on students' writing.					
The use of MTDP has made writing lessons more engaging and interactive for students.					

SECTION D**Challenges in Using MTDP**

Instructions: Please indicate your level of agreement or disagreement with the following statements regarding the potential challenges of implementing MTDP in the Gomaa Central District.

Statement	SD	D	N	A	SA
I encounter time constraints when using MTDP in my lessons.					
Selecting appropriate model texts for deconstruction is a challenging task for me.					
Some students struggle to engage with the MTDP approach effectively.					
I feel that MTDP is resource-intensive and requires more materials and preparation than traditional writing lessons.					
Large class sizes make it challenging to provide individual attention and feedback during MTDP.					
Limited support and guidance from school administration or educational authorities hinder the implementation of MTDP.					
Language barriers or students' proficiency levels pose challenges in implementing MTDP.					

APPENDIX B

STUDENT QUESTIONNAIRE

Dear Respondent,

The study focuses on the Effects of MTDP in teaching writing in the Gomaa Central District, Central Region, Ghana. As part of this research, you have been selected to participate by completing the attached questionnaire.

Your participation is highly valuable, and I kindly ask for your assistance in responding to the questionnaire according to the instructions provided at the beginning of each section. Please provide the most accurate and appropriate answers in your responses.

The questionnaire is divided into four sections: A, B, C, and D. Kindly respond to all the questions in all sections. Please note that your responses will be treated with strict confidentiality, and the questionnaire is completely anonymous.

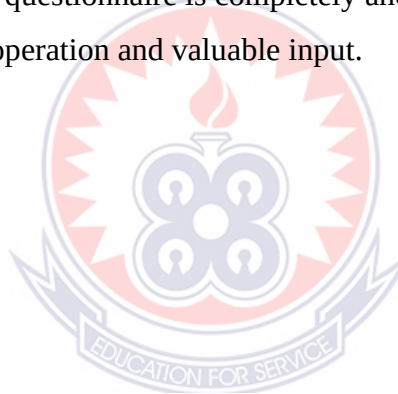
Thank you for your cooperation and valuable input.

Yours faithfully,

Anthony Kobina Essel

M.Phil. student

University of Education, Winneba



SECTION A

Demographic Information

Kindly **tick** (✓) the appropriate box as it sincerely applies to you

1. Grade level: JHS 1 ☐ JHS ☐ JHS 3 ☐
2. Gender: Male ☐ female ☐
3. Age: 10-12 ☐ 13-15 ☐ 16-18 ☐ above 18 ☐

SECTION B**How MTDP affects students' attitudes towards learning writing**

Instructions: Please indicate your level of agreement or disagreement with the following statements regarding your perceptions and experiences of implementing MTDP in teaching writing

Statement	SD	D	N	A	SA
I enjoy writing tasks more after learning how to deconstruct model texts.					
After learning about MTDP, I feel more confident in my writing abilities.					
I believe that deconstructing model texts has made writing tasks easier for me.					
I am more motivated to complete writing assignments since using MTDP.					
I think the strategies I learned from MTDP can help me in future writing tasks.					
Through MTDP, I have become more comfortable with revising and improving my written work.					

SECTION C**Students' Perceptions of the Effectiveness of MTDP**

Instructions: Please indicate your level of agreement or disagreement with the following statements regarding your perceptions and experiences of implementing MTDP in teaching writing

Statement	SD	D	N	A	SA
MTDP has helped me better understand how to structure different types of writing tasks					
Learning through MTDP has made me feel more involved in the writing process.					

The MTDP helped me improve my writing skills significantly.					
I think the use of model texts helps me understand how to organise my ideas better.					
I find MTDP to be an effective approach for learning how to write well-organised essays.					
The strategies I learned from MTDP have helped me become more confident in my writing.					

SECTION D

Challenges Students Face in Using MTDP

Instructions: Please indicate your level of agreement or disagreement with the following statements regarding your perceptions and experiences of implementing MTDP in teaching writing

Statement	SD	D	N	A	SA
I find the process of deconstructing model texts difficult at times.					
Sometimes I struggle to apply the lessons learned from model texts to my writing.					
I feel that the lessons on deconstruction take too much time and are overwhelming.					
The model texts provided are sometimes too difficult for me to understand fully.					
Large class sizes make it challenging to provide individual attention and feedback during MTDP.					
I find it difficult to understand the steps involved in deconstructing model texts.					
The model texts provided are not always relevant to the writing tasks we are assigned.					

APPENDIX C

INTERVIEW GUIDE

Interview for Teachers

Dear Participant,

The study focuses on the effects of MTDP on the teaching of writing in the Gomoa Central District, Central Region, Ghana. Your expertise and experience make you an invaluable participant for this research.

I kindly request your participation in an interview as part of the study. The purpose of this interview is to gain insights into the reading comprehension challenges faced by students and explore potential solutions. The interview will take approximately 30 minutes and will be scheduled at a time convenient for you.

Please be assured that your responses will remain strictly confidential and will only be used for research purposes. Your honest and thoughtful input will significantly contribute to identifying strategies to improve students' reading comprehension skills. If you are available, kindly let me know your preferred date and time for the interview.

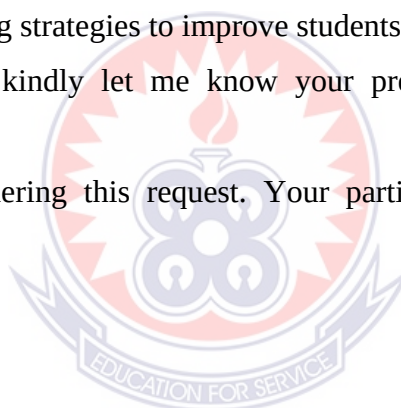
Thank you for considering this request. Your participation is highly valued and greatly appreciated.

Yours faithfully,

Anthony Kobina Essel

M.Phil. student

University of Education, Winneba



SECTION A

1. Effects of MTDP on Students' Writing Skills

- a. How do you understand Model Text Deconstruction in writing?
- b. How do you use model text deconstruction in teaching writing?
- c. Can you describe your observations or experiences regarding the Effects of MTDP on students' writing skills in the Gomoa Central District?
- d. In what specific ways do you believe MTDP has influenced students' writing skills?

- e. Can you provide any examples that highlight the positive Effects of MTDP on students' writing abilities?
- f. What are their challenges in using model text deconstruction in teaching writing?

SECTION B

Perceptions and Experiences of Teachers regarding MTDP

- a. How would you describe your perception of MTDP as an instructional strategy for the teaching of writing?
- b. What are your experiences with implementing MTDP in your writing instruction?
- c. How have you observed students responding to MTDP?
- d. Can you share any notable instances or student feedback?

SECTION C

Effects of MTDP on Students' Motivation and Engagement

- a. Based on your observations or experiences, how do you think MTDP influences students' motivation and engagement in the writing process?
- b. Have you noticed any changes in students' motivation or level of engagement when using MTDP? If yes, can you provide specific examples?
- c. How do you think MTDP contributes to students' sense of ownership and pride in their writing?

SECTION D

Challenges of Implementing MTDP

- a. In your opinion, what are the challenges of implementing MTDP?
- b. Have you personally encountered any challenges while implementing MTDP? If yes, could you describe them?
- c. Are there any specific resources, support, or training that you believe would address these challenges more effectively?

Thank you

Interview Guide for Students

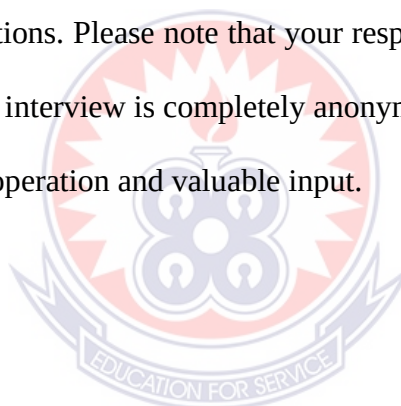
Dear Participant,

The study focuses on the effects of MTDP on the teaching of writing in the Gomoa Central District, Central Region, Ghana. As part of this research, you have been selected to participate by answering interviews.

Your participation is highly valuable, and I kindly ask for your assistance in responding to the questionnaire according to the instructions provided at the beginning of each section. Please provide the most accurate and appropriate answers in your responses.

The questionnaire is divided into five sections: A, B, C, and D. Kindly respond to all the questions in all sections. Please note that your responses will be treated with strict confidentiality, and the interview is completely anonymous.

Thank you for your cooperation and valuable input.



Yours faithfully,

Anthony Kobina Essel

M.Phil. student

University of Education, Winneba

This interview guide is structured to gather students' insights on the use of **MTDP** in writing lessons, based on the research questions.

SECTION A

Research Question 1: *What is the level of teachers' knowledge of the use of MTDP in the teaching of writing?*

1. How does your teacher explain the process of deconstructing a model text?
2. Do you find the teacher's instructions on model text deconstruction clear and easy to follow? Why or why not?
3. Can you give an example of how your teacher uses model texts to teach writing?
4. Do you feel your teacher is confident in guiding you through the process?
What makes you feel this way?

SECTION B

Research Question 2: *What effect does the use of MTDP have on students' attitudes towards the learning of writing?*

1. How do you feel about writing lessons that use model text deconstruction?
2. Do you think using model texts has helped improve your writing skills? If yes, how?
3. Has this method changed how you view writing? Do you enjoy writing more or less now? Why?
4. Can you share an experience where analysing a model text made writing easier or harder for you?

SECTION C

Research Question 3: *What do teachers and students perceive about the effectiveness of MTDP on the teaching and learning of writing?*

1. In your opinion, how effective is the use of model texts in improving your writing?
2. Do you think deconstructing model texts helps you understand how to organise your writing better? Why or why not?
3. Do you feel you are learning more with this method compared to other approaches? Why?

4. What do you think could make model text deconstruction lessons more effective?

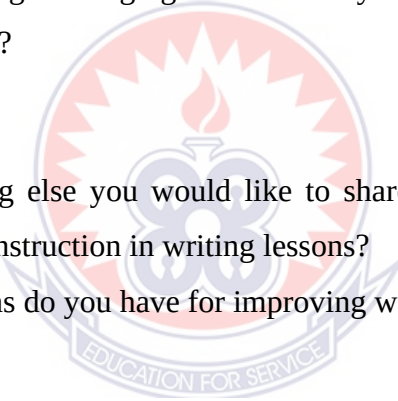
SECTION D

Research Question 4: *What challenges do teachers and students encounter when MTDP is employed during writing lessons?*

1. What difficulties do you face when deconstructing model texts in class?
2. Do you think there is enough time during lessons to complete the deconstruction activities? Why or why not?
3. Are the model texts easy for you to understand? If not, what makes them challenging?
4. How does the class size affect your ability to participate in model text deconstruction activities?
5. Do you feel you get enough guidance from your teacher during these lessons? Why or why not?

Closing Questions

1. Is there anything else you would like to share about your experiences with model text deconstruction in writing lessons?
2. What suggestions do you have for improving writing lessons?



APPENDIX D

OBSERVATIONAL GUIDE

Research Question 1: What is the level of teachers' knowledge of the use of MTDP in the teaching of Writing?

Observation Focus: Teacher Competence and Instructional Practices

1. Does the teacher demonstrate familiarity with the concepts of MTDP during lesson preparation?
2. Are lesson objectives aligned with MTDP principles?
3. How effectively does the teacher explain the process of model text deconstruction?
4. Does the teacher provide clear and relevant examples when deconstructing model texts?
5. Are appropriate teaching strategies used, such as scaffolding, guided practice, and modelling?
6. Does the teacher actively engage students in identifying key features of the model text (e.g., structure, transitions, grammar)?
7. Does the teacher ask relevant questions to assess students' understanding of MTDP concepts?
8. How does the teacher provide feedback on student responses and participation?

Research Question 2: What impact does the use of MTDP have on the students' attitude towards the learning of writing?

Observation Focus: Student Engagement and Attitudes

1. Are students actively participating in the deconstruction of model texts?
2. Do students show enthusiasm and interest during writing tasks related to MTDP?
3. Are students willing to ask questions and contribute to discussions?
4. Do students display increased confidence in their writing abilities after MTDP sessions?
5. How do students react to challenges during writing exercises (e.g., frustration, persistence)?
6. Do students demonstrate a positive shift in their attitude toward writing tasks over time?

Research Question 3: What do teachers and students perceive about the effectiveness of the use of MTDP on the teaching and learning of writing?

Observation Focus: Perceived Impact and Effectiveness

1. Does the teacher frequently reflect on and discuss the benefits of MTDP during class sessions?
2. Are there observable changes in the teacher's instructional approach that suggest confidence in MTDP's effectiveness?
3. Do students verbally express positive opinions about MTDP?
4. Are students applying learned techniques (e.g., improved organisation, use of transitions) in their independent writing?
5. Is there noticeable improvement in students' written work, particularly in structure, coherence, and grammar?
6. How do students respond to peer and teacher feedback on their writing after MTDP sessions?

Research Question 4: What challenges do teachers and students encounter when MTDP is employed during writing lessons?

Observation Focus: Obstacles and Difficulties in Implementation

1. Does the teacher struggle with explaining complex MTDP concepts?
2. Are there any issues with managing time during MTDP sessions?
3. Does the teacher face difficulties in maintaining student engagement or participation?
4. Do students show signs of confusion or frustration while deconstructing model texts?
5. Are there specific aspects of MTDP (e.g., grammar, transitions) that students find particularly difficult?
6. Are there sufficient resources (e.g., model texts, writing materials) to effectively implement MTDP?
7. Does the classroom environment support collaborative and focused learning?
8. How do students respond to feedback during MTDP sessions?
9. Are there challenges in assessing students' progress and adapting instruction accordingly?

APPENDIX E

SAMPLE ESSAY FOR THE MODEL TEXT INTERVENTION EXERCISE

The Benefits of Reading

Introduction

Reading is often considered a simple pastime, but its benefits extend far beyond entertainment. Whether through novels, biographies, or academic texts, reading has the power to transform minds, improve mental health, and enhance professional skills. In a world dominated by screens and instant communication, the art of reading is more valuable than ever. This essay will explore the various ways in which reading positively affects the mind, mental well-being, and career growth.

Body Paragraph 1: Cognitive Benefits of Reading

First and foremost, reading has been proven to enhance cognitive functions. Research indicates that regular reading improves vocabulary, comprehension, and critical thinking skills. By exposing the brain to new ideas and perspectives, readers develop better problem-solving abilities and become more adept at analysing information. For example, when reading a complex novel, individuals must follow intricate plots and understand character development, both of which engage the brain in active thought processes. These mental exercises contribute to long-term cognitive health, making reading a valuable habit for people of all ages.

Body Paragraph 2: Mental Health and Emotional Benefits

In addition to cognitive benefits, reading can significantly improve mental and emotional well-being. Studies have shown that reading reduces stress by providing an escape from everyday worries. Engaging with a good book allows individuals to step into another world, offering a temporary respite from their challenges. Furthermore, reading fiction can increase empathy by allowing readers to experience life from another person's perspective, thus fostering emotional intelligence. This emotional connection to characters and stories can be incredibly therapeutic, particularly for individuals dealing with anxiety or depression.

Body Paragraph 3: Professional Development Through Reading

Finally, reading is an essential tool for career advancement. Many successful professionals attribute their growth to a habit of consistent reading. Non-fiction books on leadership, communication, and innovation provide readers with practical skills that can be applied in the workplace. Additionally, reading industry-related publications keeps professionals informed about the latest trends and developments, making them more competitive in their fields. For instance, a software developer who stays updated by reading the latest technology blogs and manuals will likely outperform their peers in an ever-evolving industry.

Conclusion

In conclusion, the benefits of reading are vast and impactful. From sharpening cognitive abilities and improving mental health to enhancing professional skills, reading is a powerful tool that should be embraced by individuals at all stages of life. As our world continues to shift towards digital media, it is crucial to remember the timeless value of a good book. Whether for personal growth or career success, reading offers countless opportunities for improvement and enrichment.

