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## Assessing Grade 11 English Language Proficiency in Writing in Lesotho: Content Analysis of the 2024 Examiners' Report

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### ABSTRACT

Based on the 2024 Examiner's Report released by the Examinations Council of Lesotho (ECOL), this study provides a critical evaluation of the English language skills of Grade 11 students in both creative and directed writing. A key productive skill in second language learning is writing, which is crucial for assessing students' capacity to arrange concepts, use suitable language, and communicate meaning in a variety of genres. Writing assessments that need creativity and are directed are essential assessment elements in the scope of the Lesotho General Certificate of Secondary Education (LGCSE). Significant difficulties with students' written performance have been noted in numerous examiner reports. The study employed a qualitative design and thematic content analysis to identify the responses' strong and weak points. The findings showed that most candidates struggled with grammar, spelling, sentence structure, and assignment requirements, while some demonstrated innovation and skill. In creative writing, problems like erratic tense usage, ambiguous character development, narrative drift, and poor paragraphing were common. Similarly, poorly formed topic points, improper tone, and poor format utilisation were evident in directed writing assignments. The difficulties were caused by inadequate writing practice, a lack of genre-specific training, and pedagogical constraints. The need for systematic interventions to improve writing education was stressed in the conclusion. These interventions should include genre-based pedagogy, formative feedback, guided practice, and modelling. This study offers evidence-based suggestions for enhancing writing pedagogy in Lesotho's secondary education system while also adding to the conversation on language proficiency in sub-Saharan Africa.

### INTRODUCTION

The four basic English language skills are divided into two categories being receptive skills and productive skills. Reading and listening are considered receptive skills whereas speaking and writing are known as productive skills (Algons, 2020; Javed *et al.*, 2013). The learners start learning to communicate through written form as they begin to interact with others at school level (Algons, 2020). Writing skills are frequently evaluated and constitute key indicators in examinations and assessments. Notwithstanding that, writing skill is more complicated than that of other language skills. It is nonetheless a fundamental component of language proficiency and a critical skill for academic success and lifelong communication (Venuta, 2020). In addition, writing skills are essential as they enhance learners' preparedness for college or employment, particularly in English courses (Alfaki, 2015). The importance of English proficiency has increased as a result of globalisation. Achieving proficiency in English as a Second Language (ESL) facilitates extensive opportunities for self-expression and communication. Techniques tailored for writing in language learning can facilitate imaginative expression and enhance the clarity and confidence of thought conveyance.

In English language education, writing reflects a learner's ability to organise ideas, apply grammar and vocabulary

accurately, and communicate meaning effectively within specific genres and contexts (Oscarson, 2009). Among the core writing tasks at the secondary school level in Lesotho are creative writing and directed writing, which together assess learners' capacity for imaginative expression, structural coherence, clarity of thought, and adherence to given instructions. As such, these writing domains serve as essential indicators of learners' overall English language proficiency.

In the Lesotho General Certificate of Secondary Education (LGCSE) English syllabus, Paper I evaluates learners' writing skills through tasks that require narrative, descriptive, argumentative and informative essays (creative writing) and functional forms such as letters, reports, and speeches (directed writing) (NCDC & ECOL, 2019). These components demand not only linguistic accuracy but also cognitive flexibility and an understanding of audience, purpose, and tone. Despite the centrality of these tasks in language assessment, recurrently, reports from examiners suggest that many Grade 11 learners face persistent challenges in fulfilling the expected writing standards (ECOL, 2020-2023), resulting in widespread underperformance and skill gaps that may impact their readiness for further academic or professional communication. Many Grade 11 learners continue to demonstrate low levels of proficiency in both creative and directed writing tasks (Moea, 2025;

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Moea & Thobi, 2025). National examination results have consistently revealed deficiencies in learners' ability to organise ideas coherently, apply appropriate vocabulary and grammar, and adhere to writing conventions and task instructions (ECOL, 2019-2020). These challenges are particularly pronounced in the areas of content development, sentence structure, paragraphing, tone, and audience awareness.

Despite the insights provided in examiners' reports year after year, there has been minimal systematic analysis of these reports to track recurring patterns, identify root causes, and inform targeted interventions. Without such analysis, efforts to improve learner performance in writing remain fragmented and ineffective. This study therefore seeks to address this gap by critically analysing the 2024 Examiner's Report to assess Grade 11 learners' writing proficiency in both creative and directed tasks. The goal is to uncover the underlying challenges affecting writing performance, by systematically examining the strengths and weaknesses in Grade 11 learners' creative and directed writing performance and to propose pedagogical strategies that can enhance the teaching and learning of writing skills in Lesotho's secondary schools. Through this analysis, the article aims to also explore the underlying causes of writing challenges, and offer evidence-based recommendations for improving writing pedagogy and assessment practices in Lesotho's secondary education system. In doing so, the study contributes to the broader discourse on English language proficiency and literacy development in sub-Saharan African contexts, where English often functions as both a subject of instruction and a medium for other disciplines.

## LITERATURE REVIEW

### Role and Place of English in Lesotho

In 1868, during British colonial rule, English was designated as an official language in conjunction with Sesotho, becoming increasingly significant in legal, administrative, and educational contexts (Raselimo & Mahao, 2015) but it was not primarily labelled as such in 1868. Its formal position as an official language beside Sesotho was recognised later, in the independence period in 1966 (MOET, 2009; 2016). Sesotho continually serves as the national language and is commonly spoken, whereas English plays a crucial role, being extensively utilised in government, commerce, education, and legal systems (Matee *et al.*, 2023). English serves as the medium of instruction starting in Grade 4 and is taught as a subject from early primary education through tertiary education. Although policy guidelines promote the use of Sesotho in early education, certain schools implement English instruction at an earlier stage, indicating a societal preference for English-medium education.

The role of English as a preferred language is essential in equipping Basotho learners to engage as global citizens and contribute to socio-economic development (Moea & Mokhets'engoane, 2024). The Government of Lesotho (GoL)'s constitution underscores the

designation of Sesotho and English as official languages; nonetheless, English is predominant in formal education, administration, and the judiciary (MOET, 2009; 2019). The Curriculum and Assessment Policy (CAP) emphasises the importance of language education in developing linguistic, creative, and effective communication skills. It advocates for literary works that contribute to socio-economic progress and promotes values essential for active communication both locally and globally (MOET, 2009).

English was officially integrated into Lesotho's secondary education framework via the COSC syllabus in 1989 (MOET, 2009; Tlebere, 2006). The collective assessment system, COSC, has been supplanted by the Lesotho General Certificate of Secondary Education (LGCSE), which prioritises individual subject accomplishments (Chere *et al.*, 2021). This transition rectified structural inequities by ensuring equal treatment of all subjects and abolishing the high-stakes classification of English as a pass-or-fail subject (ECOL, n.d.; Raselimo & Mahao, 2015). The discontinuation of Junior Certificate (JC) examinations in 2021 exemplifies the continued initiatives to reform Lesotho's educational assessment framework (Tlali & Thamae, 2023). Despite these reforms, challenges remain, particularly regarding language proficiency. Historically, failing English at the JC level resulted in failing the entire examination, a practice criticised for its excessive focus on English argumentative essay writing (ECOL, 2016; Tlali & Thamae, 2023).

### English Language Proficiency

English proficiency denotes the capability to effectively speak, read, write, and comprehend the English language (Javanmiri & Bdaiwi, 2021). It requires proficiency in grammar, vocabulary, pronunciation, and communication skills. Fluency in English facilitates improved academic, professional, and personal development opportunities (Wang *et al.*, 2024). In the contemporary global context, English serves as the lingua franca that connects diverse cultures, enhances international communication, and fosters innovation, thereby rendering proficiency in the English language crucial for achieving success (Moea, 2024). Proficiency in English enables individuals to engage with diverse populations, access extensive information, and actively participate in the global economy, often requiring a specific level of English skills.

English proficiency further encompasses not only linguistic abilities but also cultural comprehension. Acquiring proficiency in English enhances understanding of diverse worldviews, customs, and traditions, thereby promoting empathy, tolerance, and intercultural dialogue (Talaban, 2016). This serves as a conduit for mutual understanding and global cooperation, especially for individuals who have demonstrated English proficiency through testing. English proficiency is significant not only for academic and career advancement but also for the enhancement of cognitive abilities, critical thinking skills, and creativity (Dong *et al.*, 2020). These attributes are essential for ESL learners who encounter proficiency

assessments. Mastering English enables individuals to articulate their thoughts, participate in substantive discussions, and expand their viewpoints on diverse topics (Talaban, 2016), often indicated by their proficiency in the language.

### Writing

Writing is a method of representing language using visible or, in certain contexts, invisible symbols on paper or other surfaces. Rahmat *et al.* (2024) note that writing enables the sharing of communication not only with contemporaries but also with generations to come. That is, it functions as a medium for individuals to forge interpersonal interactions and connections, both with contemporaries and future generations, via textual forms. Writing constitutes an active and productive skill integral to everyday language utilisation (Bingol, 2023). In the same breath, Berro and Duong (2024) state that the primary function of writing is to serve as a means of indirect communication. In written communication, the writer and reader engage without physical presence or direct interaction. The primary objective of writing is to convey a message or information from the writer to the reader.

### Creative Writing

Language development is crucial for an individual's academic, professional, and personal success and its mastery is essential for effective communication (Akbari & Dadvand, 2020; Bingol, 2023). Creative writing, recognised as an expressive and innovative form of language use, has the potential to enhance language proficiency. Creative writing, as defined by Berro and Duong (2024), is an artistic endeavour that highlights elements including imagery, characterisation, voice, and narrative, engaging readers through expressive and imaginative language. This domain extends beyond traditional writing to include fiction, poetry, drama, and various other genres, requiring a distinct combination of creativity and narrative skill (Bingol, 2023). The creative process is fundamental to creative writing, encompassing elements such as motivation, intelligence, personality, cognitive styles, knowledge, and environmental factors. Creative writing within the LGCSE English Language curriculum is defined as a field in which learners employ language innovatively to convey original ideas, emotions, and experiences (NCDC & ECOL, 2019). This includes narrative, descriptive, argumentative, and informative genres, fostering learners' ability to create meaningful and engaging texts that represent personal and societal realities. The syllabus indicates that learners must address various essay prompts utilising rich vocabulary, diverse sentence structures, and cohesive paragraphing. There is a specific focus on developing plot, characterisation, and setting in narrative tasks, as well as constructing persuasive arguments backed by logical sequencing and evidence in argumentative writing (NCDC & ECOL, 2019). Engaging in creative writing enhances linguistic competence and

fosters cognitive and affective skills essential for critical thinking, empathy, and communication in academic and real-life contexts.

### Directed Writing

Directed writing (DW) is a form of written assessment, where the learners must follow instructions to create a piece of writing (Ramdani, 2020). In a directed writing task, learners receive a prompt and are required to create a written response that aligns with the specified guidelines. The LGCSE English syllabus specifies the required writing formats, including a formal letter, a speech, or a newspaper article, to mention a few. The DW task includes a scenario for the learner to analyse and write about. This may encompass various topics, including a proposal for constructing a new swimming pool, a discourse opposing littering on the beach as letter to the editor, or a report directed at peers regarding optimal strategies for managing homework workload. Directed writing tasks assess children's capacity to adhere to specifications, a crucial skill that extends beyond the classroom into adult life. It assesses their capacity to remember and reproduce characteristics of various forms of non-fiction texts. This method effectively assesses children's comprehension of various writing forms and their engagement with distinct formats and characteristics.

DW necessitates that learners compose texts of appropriate length, a criterion frequently employed by teachers to evaluate language proficiency. This differs from indirect writing, which may include multiple-choice questions that do not necessitate extensive written responses from learners (Othman, 2006). Othman itemises guided writing, summary writing, and continuous writing as three distinct forms of directed writing, each necessitating different approaches from learners. The three distinct types of writing assess learners' proficiency in understanding and utilising correct grammar, applying language skills for interpersonal communication, informational contexts, and aesthetic expression (Othman, 2006).

Directed writing, as specified in the LGCSE English Language syllabus, is an applied writing task aimed at facilitating learners' ability to convey specific information to a designated audience using structured formats, including letters, speeches, reports, and articles (NCDC & ECOL, 2019). In contrast to creative writing, directed writing is characterised by its functional and purpose-driven nature, encompassing specific expectations related to layout, audience awareness, and task completion. The syllabus mandates that learners compose a text of 200–300 words, with equal weight given to content and linguistic accuracy. A total of 30 marks is allocated, with 15 marks for the successful completion of the communicative task and 15 marks for language proficiency (NCDC & ECOL, 2019). Learners are instructed to follow the conventions of different text types, including formal reports, business letters, and memoranda, while employing suitable tone, structure, and register. This method prepares learners for

both examination success and effective communication in academic, professional, and civic contexts.

Skolverket (2019; 2020) reports that more than 20,000 learners exit upper-secondary education prematurely each year, accentuating the critical inevitability for effective educational interpolations. This disconcerting trend is supplementarily aggravated by a national decrease in literacy levels, as evidenced by results from the Programme for International Learner Assessment (PISA) and Progress in International Reading Literacy Study (PIRLS) proficiency assessments (Myhill *et al.*, 2023; Skolverket, 2023). PISA is a global evaluation managed by the Organisation for Economic Co-operation and Development (OECD). The assessment evaluates the proficiency of 15-year-old learners in reading, mathematics, and science literacy triennially, focussing on the application of knowledge and skills in real-world contexts. PIRLS, managed by the International Association for the Evaluation of Educational Achievement (IEA), evaluates the reading comprehension abilities of learners in Grade 4, typically aged 9 to 10 years (Skolverket, 2019). It examines learners' abilities to comprehend and interpret both literary and informational texts, highlighting essential aspects of reading literacy development. On the other hand, Boström and Bosted (2020) observe that a lack of motivation to study contributes to increasing dropout rates and hinders learners from achieving the qualifications required for higher education.

### Language Proficiency and Writing Performance

Proficiency in the English language is acknowledged as a significant factor influencing learners' writing performance, especially in academic and technical settings. Tabalan (2016) indicates that learners' English proficiency levels significantly influence their capacity to articulate ideas, employ suitable vocabulary, and organise their writing effectively, implying that improvements in language skills result in better technical writing outcomes. Javanmiri and Bdaiwi (2021) assert that increased proficiency allows learners to critically engage with texts, thereby enhancing the quality of literary assessments and analytical writing. Wang *et al.* (2024) assert that the integration of traditional and technological pedagogies in Teaching English to Speakers of Other Languages (TESOL) improves writing proficiency by addressing diverse learning needs and promoting linguistic and cognitive engagement. The findings are consistent with Rahmat *et al.* (2024), who noted that strategic language learning practices improve ESL learners' writing performance, especially in primary education contexts. The literature consistently indicates a relationship between English language proficiency and writing performance, highlighting the necessity for pedagogical approaches that combine foundational language instruction with advanced writing strategies.

## MATERIALS AND METHODS

This study employed a qualitative research design, with

document analysis as the primary data collection and analysis method. The approach was deemed appropriate for systematically examining the patterns, themes, and insights embedded within the 2024 Examiner's Report for the Grade 11 English Language examination. This method allowed for an in-depth exploration of learners' writing proficiency as reflected in national assessment outcomes. The data for this study was drawn exclusively from the 2024 Examiners' Report on English Language Paper 1, published by the Examinations Council of Lesotho (ECOL). This official report provides evaluative commentary on the performance of Grade 11 learners in creative and directed writing components, highlighting common errors, levels of achievement, examiner observations, and recommendations for educators.

### Data Analysis Procedure

The document analysis process followed a thematic content analysis framework. The report was carefully read and reviewed multiple times to ensure deep familiarity with the content. Key excerpts related to learners' performance in creative and directed writing were extracted and coded. The data was then categorized into major themes, such as Interpretation of writing prompts, Organisation and structure of ideas, Grammar and mechanical accuracy, Appropriateness of language and tone, Coherence and cohesion, Creativity and originality. Patterns and trends were identified across these categories to establish the dominant challenges and strengths observed in learner performance. Examiner recommendations were also analysed to align the study's findings with suggested pedagogical interventions.

### Trustworthiness of the Study

To ensure the credibility and dependability of the findings, the following strategies were employed: Triangulation with relevant literature to compare findings with broader writing proficiency challenges observed in similar educational contexts. Audit trail documentation to maintain a transparent record of the analytical process. Use of direct excerpts from the Examiner's Report to support interpretations and reduce researcher bias.

### Ethical Considerations

The study relied solely on publicly available documents and did not involve human participants. Nonetheless, ethical integrity was maintained through accurate representation of the report's content and proper acknowledgment of the source.

## RESULTS AND DISCUSSION

The table below summarises the key findings from the 2024 Examiner's Report on Grade 11 learners' performance in creative and directed writing tasks. It outlines the writing task, genre, learner performance, common errors, and key instructional implications.

**Table 1:** Thematic issues reported by the Examiners’ report (2024)

Writing Task	Genre	Performance Level	Common Errors	Instructional Implications
Q1: Helping a stranger	Narrative	Average	Inconsistent tense, poor sentence construction, vague characters	Teach narrative structure, tense consistency, and character development
Q2: Mobile phones in class	Informative	Slightly above average	Limited discussion, run-on sentences, weak paragraphing	Train learners on paragraph structure and idea expansion
Q3: Alone in a strange place	Narrative	Average	Lack of clear plot, inconsistent tense	Reinforce story structure and sequencing of events
Q4: Sign language in schools	Argumentative	Below average	Misuse of connectives, lack of stance clarity	Teach argumentation, transitional markers, and opinion expression
Q5: Debating competition	Descriptive	Below average	Narrative drift, poor sensory detail, vague imagery	Emphasise use of descriptive language and multi-sensory detail
Directed Writing: Report on school library	Functional	Average	Improper tone/register, missing format elements, insufficient suggestions	Teach formal writing conventions, tone, and content point development

### Formatting Figures

The 2024 Examiner’s Report provides a detailed account of Grade 11 learners’ performance in both creative and directed writing tasks, revealing key trends, persistent challenges, and areas of emerging competence. The analysis of learner performance across the various writing tasks indicates a generally average level of proficiency, with marked inconsistencies in language accuracy, content development, coherence, and adherence to writing conventions.

### Creative Writing Performance

Creative writing tasks comprised five questions across different genres narrative, descriptive, argumentative, and informative essays. The most frequently attempted were narrative compositions (Questions 1 and 3), where learners were expected to recount personal or imaginative experiences. While some candidates demonstrated creativity and narrative flow, the majority struggled with inappropriate tense usage, poor sentence construction, and limited vocabulary. Errors such as mixing tenses, improper use of past continuous, and sentence fragments (e.g., “Thabo he...”) were common, which significantly affected narrative coherence and linguistic accuracy.

Moreover, a substantial number of responses lacked proper plot development, with some narratives failing to reflect the required context such as being forced to help someone or finding oneself alone in a strange place. This reveals a gap in learners’ understanding of story structure and the application of narrative techniques like characterisation, setting, and conflict resolution.

Descriptive and argumentative tasks (Questions 4 and 5 respectively) were less popular and recorded below-average performance. Responses to the descriptive essay often drifted into narration, indicating learners’ difficulty

in employing multi-sensory details, emotive language, and vivid imagery. Argumentative essays reflected a limited understanding of how to construct logical arguments supported by evidence. Frequent misuse of transitional devices (e.g., “however” used without contrast), poor control of syntax, and informal tone weakened the strength of learners’ arguments.

In the informative writing task (Question 2), learners showed relatively better performance. However, many responses lacked depth of discussion and clarity in paragraph development, often presenting one-sentence paragraphs or failing to expand main ideas with supporting details and examples. This points to a broader need for explicit instruction in expository writing and logical sequencing of ideas.

### Directed Writing Performance

The single directed writing task being writing a report to the principal about the poor condition of the school library was attempted by most candidates and yielded average results. Successful responses were characterised by an appropriate tone, clear structure, and coverage of all three content points: description, suggestions, and recommendations. However, a considerable number of candidates failed to use the correct formal register, provided insufficient amplification of content points, and misunderstood the task’s requirements often giving only one suggestion or recommendation where multiple ones were required.

The common weaknesses in this section included inappropriate format and lack of headings, incorrect salutation and closing expressions, confusion between singular and plural content points and weak paragraphing and abrupt transitions. These issues point to inadequate mastery of the conventions of functional writing, and

a limited awareness of audience, purpose, and tone essential elements in directed writing tasks.

### General Language Challenges

Across both sections, the report notes pervasive issues with mechanical accuracy, such as: misspelling of common words, overuse and misuse of punctuation (e.g., semicolons, commas), misuse of articles and reporting verbs and illegible handwriting in some scripts. Additionally, learners displayed a monotonous use of transitional markers and a lack of variety in sentence structures. Some learners wrote overly long sentences without punctuation or clear purpose, which obscured meaning and disrupted the logical flow of ideas.

### Interpretation of the Findings

The data from the Examiners' Report underscores that while many learners are capable of meeting the minimum writing length and attempting the required tasks, a significant portion struggle with the deeper demands of writing proficiency. These include the ability to sustain clarity, demonstrate creativity, argue logically, describe vividly, and write purposefully. The repeated errors suggest systemic instructional challenges, including limited focus on writing genres, insufficient practice with functional and academic writing, and a possible disconnect between curriculum coverage and examination expectations. Thus, the analysis highlights the urgent need for instructional reform in how writing is taught particularly in relation to language mechanics, paragraph structure, tone, and the purpose-driven use of language in various writing formats.

### Discussion

The 2024 Examiner's Report indicated ongoing deficiencies in the writing proficiency of Grade 11 learners in Lesotho, especially concerning creative and directed writing tasks. Although certain candidates demonstrated potential in responding to writing prompts, the overall quality of their responses revealed considerable deficiencies in language proficiency, genre understanding, and adherence to writing conventions. The findings align with Alfaki (2015), who contends that the intricacies of writing render it more difficult than other language skills, necessitating intentional instruction and ongoing practice. The identified issues, including inconsistent tense usage, fragmented sentence structures, and insufficient task fulfilment, highlight these complexities.

In creative writing, learners often encountered challenges related to narrative coherence, character development, and the effective application of descriptive language. This is consistent with Bingol (2023), who emphasises that creative writing requires a combination of linguistic proficiency and imaginative involvement. The Examiner's Report indicates that learners lacked adequate exposure to models of creative composition, which negatively impacted their capacity to create vivid and engaging texts. Akbari and Dadvand (2020) argue that creative writing

has the capacity to improve vocabulary and grammar retention; however, this potential remains unfulfilled in the context of Lesotho due to insufficient pedagogical support.

Directed writing outcomes indicated deficiencies in instruction. Although functional and rule-governed, learners frequently did not adhere to format conventions or adjust tone appropriately for the audience and purpose. This supports Othman's (2006) claim that, in the absence of explicit instruction in task-oriented writing, learners find it challenging to differentiate among various non-fiction formats. Ramdani (2020) emphasises the significance of explicit task fulfilment strategies in directed writing to enhance learners' communicative effectiveness.

The systemic challenges observed in learner responses highlight issues regarding the alignment of curriculum expectations with classroom realities. The IGCSE syllabus emphasises genre-specific writing skills (NCDC & ECOL, 2019); however, inconsistent performance indicated that instructional practices may not adequately align with the syllabus requirements. This aligns with the critique by Moea and Mokhets'engoane (2024) that, despite the curriculum's emphasis on 21st-century communication skills, practical implementation frequently fails because of inadequate teacher capacity and resource limitations.

Discussions in the literature further clarify these challenges. Javanmiri and Bdaiwi (2021) argue that language proficiency is essential for critical engagement and success in academic writing. In contrast, Tabalan (2016) highlights that technical writing outcomes are significantly affected by foundational grammar and vocabulary skills, which are areas of underperformance for many learners in Lesotho. Wang *et al.* (2024) propose the integration of traditional and technological methods in writing instruction, contending that this hybrid approach facilitates differentiated learning. Myhill *et al.* (2023) note that learner motivation and access to varied writing models are essential for significant improvement, yet these factors are often insufficiently addressed in numerous classrooms in Lesotho.

The challenges identified in the Examiner's Report signify systemic instructional weaknesses rather than isolated learner failures. In the absence of targeted interventions that align instructional methods with assessment requirements and utilise evidence-based strategies from international research, learners are likely to underperform in meeting established writing standards. The findings indicate a pressing requirement for pedagogical reform encompassing genre-based instruction, teacher training, formative assessment, and classroom strategies that enhance both linguistic accuracy and expressive depth.

### CONCLUSION

The 2024 Examiner's Report indicates that Grade 11 students in Lesotho face challenges in achieving English language competence levels in both creative and directed writing. Although some exhibit inventiveness and

proficiency, the majority underperform, particularly in sustaining narrative coherence, descriptive detail, and persuasive reasoning. Ongoing problems, including grammatical inaccuracies, inadequate sentence structure, and insufficient comprehension of task specifications, impede successful written communication. The learners' inadequate understanding of genre conventions such as plot organisation, sensory imagery, and logical coherence underscores systematic educational deficiencies and a lack of exposure to exemplary writing models.

To rectify these deficiencies, educators ought to deliver comprehensive teaching on grammar, sentence structure, and genre-specific characteristics through modelling, guided practice, and independent writing. Writing teaching should incorporate the analysis of exemplary works, consistent vocabulary enhancement, and exercises that focus on tone, structure, and logical argumentation across many genres. Functional writing such as letters, reports, and speeches should be emphasised across all disciplines. Ongoing formative assessment, constructive feedback, and the enhancement of teaching capabilities through seminars and mentoring are crucial. Fostering a school-wide writing culture via clubs, competitions, and publications can enhance students' writing motivation and efficacy. These treatments can together promote English proficiency, improve test performance, and equip learners with essential writing skills for academic and lifelong success.

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