Instructional Techniques and Enhancement of Writing Proficiency in English Language

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Abstract

The paper assesses the instructional methods employed in English language classrooms to enhance students' writing ability. Using particular elements of Communicative Language Teaching (CLT) enhances teachers' capacity to foster the advancement of students' writing. The paper contends, using empirical data from Kenya's Marakwet Sub-Counties, that the inability of English language teachers to apply CLT methodologies exacerbates students' diminishing performance in English language. The study illustrates that information-gap, task-completion, opinion-sharing, information-transfer and role-play activities are crucial for the enhancement of writing skills. The sample group comprised eleven public secondary institutions, constituting 33% of the schools surveyed. They were selected by stratified random sampling based on the administrative divisions of the sub-counties. Eleven teachers of English were chosen via purposive sampling. Simple random sampling was used to select 121 students from the eleven form three classes. Data was gathered through interviews, observations, and questionnaires and analyzed descriptively and presented using tables and pie charts. The study concludes that techniques such as groupwork, discussions, question-and-answer, and daily assignments are essential for teaching writing. To enhance students' writing performance, real-life writing contexts should be prioritized, and educators should adopt the use of CLT instruction.

Keywords: CLT, Writing Proficiency, Instructional Techniques, Student Activities

Introduction

The ever-increasing demand for English language proficiency has generated a tremendous demand for effective English instruction worldwide and in Kenya in particular. This has necessitated a teaching methodology that assures appropriate teaching of writing skills in English language. Communicative Language Teaching herein after referred to as CLT is the desirable instructional method for second-language English learners. CLT can be understood as a set of principles regarding the objectives of language instruction, how students learn a language, and the most effective types of classroom activities that enhance learning (Richards & Rodgers, 2006). There are various types of modern teaching methods that are tailored toward the appropriate language teaching approach. These approaches are meant to promote adequate expression—both spoken and written. Adequate expression is something that is much sought after in contemporary society. Canale and Swain (1980) assert that, regarding teaching methods, it is essential for classroom activities to directly mirror the communication activities in which learners are most likely to participate. Moreover, communication activities should be as significant as possible and characterised by escalating levels of complexity through elements of authentic communication, including social interaction, the creativity and unpredictability of expressions, goal orientation, and authenticity.

Language teaching methods and teaching techniques differ in that methods describe a teacher's broad philosophy of teaching and overall approach to their work, whereas techniques refer to the things the teachers do on a day-to-day basis to introduce and work with new material in the classroom. Learning a language is a student-centered activity that requires both motivation from the student and understandable language input from an outside source. A good learner is an active and self-aware learner and one who often considers their own responsibilities and roles in the process of learning. It is crucial for teachers to understand the purpose of the class: to provide students with the opportunity to acquire language skills. It is the students who need to speak, read, write, and practice, within which learning is the ultimate goal. The student, not the teacher, should be at the center of any quality language learning experience. However, a variety of language teaching methods exist, ranging from traditional to contemporary approaches. Among these methods are the Traditional Method, the Direct Method, the Reading Method, the Behaviorist-Structuralist Method, Total Physical Response, the Silent Way, the Natural Approach, Suggestopedia, the Communicative Method, and CLT.

The CLT approach can improve the development of diverse language skills in learners. Under CLT, learners are expected to develop the requisite communicative skills to fulfil their daily communication requirements (Richards, 2006). Numerous course books, syllabus texts, and instructors' manuals in Kenya advocate for this approach through the prescribed teaching and learning activities (Kemboi, 2019; MoE Kenya, 2017). Writing skills are an essential element of language proficiency and significantly impact other disciplines. This is due to the fact that all assessments are conducted in written form, making proficiency in this skill through effective pedagogical approaches essential (Hyland, 2016). Writing is a sophisticated linguistic ability that necessitates learners to convey thoughts proficiently. Writing abilities equip learners to be organized while fostering critical and creative thinking in response to diverse contexts (Manchon, 2011). Proficient writing skills are crucial for success in any academic field. Writing constitutes an essential component of personal development abilities that extend beyond the classroom; it is a life-long competency. Furthermore, the mastery of diverse writing techniques by students greatly benefits them beyond the academic environment.

Approaches under CLT

Al-Mahrooqi (2012) has delineated two extensions of CLT that have pursued distinct methodologies to attain CLT objectives. These techniques are categorized as process and product-based. Within process-oriented approaches, there exist Content-Based Instruction and Task-Based Instruction. They are termed process-based approaches because they originate from a shared framework for developing classroom processes that are considered most effective for facilitating learning (Chang, 2011). Product-based CLT methodologies encompass text-based training and competency-based instruction. These two methodologies emphasize the results or outputs of collaboration, beginning with course design rather than the classroom activity itself. They specify the types of linguistic competencies the learner is anticipated to acquire by the end of a specified instructional time. Subsequently, instructional techniques are chosen to facilitate the attainment of these objectives.

Fundamental Components of CLT Practices

One of the elements underlying CLT practices is *the communication* principle (Richards & Rodgers, 2001). According to Larsen-Freeman (2000), activities that are truly communicative should have three features: (a) Information gap: during the communication, some knowledge exchange should take place. For example, simply asking someone who is familiar with the current day, "What is the day today?" and receiving their response does not constitute genuine communication. Besides this, Scrivener (2011) states that we normally communicate when one of us has information (facts, opinions, ideas, etc.) that another does not have; (b) Choice: In communication, the speaker should have a choice of what to say and how to say it; and (c) feedback: True communication is purposeful. A speaker can evaluate whether or not his purpose has been achieved based upon the information he receives from his listener. A non-communicative exchange occurs when the listener cannot offer feedback.

The second element is the *task principle*. This is where language-using activities facilitate meaningful task execution and enhance learning. Harmer (2007) asserts that there is a consensus that language acquisition should stem from profound experiences rather than mere rote memorization or decontextualized practices focused solely on grammatical elements. Richards and Rodgers (2001) maintain that the CLT approach encompasses efforts to render tasks and language pertinent to a specific cohort of learners by analysing authentic, realistic contexts, prioritizing the use of genuine, real-life materials, and striving to establish a safe, non-threatening environment. All these endeavours correspond with the core tenet of the communicative perspective on language acquisition, which emphasizes facilitating learners in attaining language through genuine and significant communication—a process that necessitates innovative construction to attain linguistic proficiency

CLT Classroom Activities

CLT magnetizes learners with diverse activities. One of the activities is utilizing information-gap exercises. This relates to the fact that in genuine contact, people usually converse to obtain information they do not possess. When students transcend mere practice of language forms and employ their linguistic and communicative capabilities to acquire knowledge, the probability of achieving more authentic conversation in the classroom escalates. They will use available language, grammar, and both written and oral communication skills to accomplish a goal (Littlewood, 2007). Jigsaw constitutes an additional activity. These efforts are based on the notion of information asymmetry. The class is segmented into groups, with

each group possessing a portion of the material required to perform an activity. The class must integrate the components to form a cohesive whole. They must utilize their linguistic skills to participate in meaningful conversations, thereby engaging in significant communication practices (Jacob & Farrel, 2003).

Task-completion exercises can also engage students. This encompasses puzzles, games, map interpretation, or various classroom activities that emphasize the use of linguistic resources to accomplish a job. Information-gathering operations may also be employed. This includes student-administered surveys, interviews, and inquiries that require the use of their linguistic skills to collect information. CLT not only engages learners in opinion-sharing activities but also in exercises where students compare values, ideas, or beliefs, as demonstrated by a ranking task where they prioritise attributes deemed important in selecting a partner. CLT employs additional methods known as information-transfer activities which necessitate that learners convert information from one format to another. For example, students may assimilate information about a topic and subsequently depict it as a graph. The alternative activity involves reasoning-gap tasks. This entails extracting new information from existing data by inference, practical reasoning, and similar processes. Ultimately, role-plays are employed. These activities involve students assuming roles and improvising a scene or dialogue based on provided information or clues (Hamid & Hoana, 2012).

The exercises mentioned emphasize pair and group work which is a significant element of classroom activities in CLT. Engaging in activities in this manner provides learners with numerous advantages such as providing the opportunity to learn from the language utilized by peers, the ability to acquire knowledge through auditory exposure to the language used by others, the potential to generate a greater volume of language compared to teacher-led activities, an anticipated increase in motivational levels and the opportunity to enhance fluency.

Another aspect to consider with CLT is the emphasis on authenticity. This pertains to the correlation between classroom activities and real-life scenarios. It is contended that classroom activities ought to closely reflect the real-world and utilise authentic sources as the foundation for educational experiences. Jones (2022) asserts that authenticity in materials is not about their origin but how learners engage with them during classroom interaction in the same way they would do in everyday life.

Problem Statement

CLT is an approach to instructing second and foreign languages that prioritizes interaction as the method and technique of language learning. Consequently, numerous language textbooks for secondary education have significantly emphasized the CLT approach as captured in their treatment of linguistic elements (MoE Kenya, 2017). All exercises are based on the learner and encompass all the four language skills. Teachers are encouraged to employ their innovation and ingenuity in arranging the teaching and learning process (EFLCafe.net. 2023). The revised syllabus includes contemporary societal themes integrated into the English curriculum. These modifications necessitate a pedagogical strategy that improves language proficiency through diverse learning techniques.

However, CLT, which comprises process-based instruction and genre-based approaches, has been proposed as an effective approach for improving writing proficiency. Its implementation in the classroom is inconsistent and lacks empirical support. In several scenarios, teachers lack training in effective instructional techniques that uphold learner autonomy, creativity, and context-appropriate writing.

Therefore, this study sought to bridge this gap by investigating instructional techniques on improving writing proficiency in English language classrooms. The hunch was to provide evidence-based insights into pedagogical practices that can be used to improve learners' writing outcomes in a variety of educational contexts.

Literature Review

In his study, Zhou (2023) using quasi-experimental design, examined how Input Hypothesis can improve English writing proficiency among polytechnic students. The results showed that there are positive, measurable gains in writing proficiency following targeted "i+1" tasks. This is similar to this, but the difference is in the study design and the student level.

Magut (2003) did an investigation on the use of the process approach learning writing skills in Kenyan secondary schools. Among her objectives was the selection of instructional activities in writing as a process. She recommended that teachers of English should organise groups/pair work when designing teaching-learning activities and that learners should be given opportunities to write on topics of their own choice. The gap is based on the premise that it is the teachers' ability to select and organise the contents for learning that determines the students' responses.

Kapting'ei (2006) looked at the use of drama techniques in the teaching of the English language in secondary schools where it investigated how effective English teaching would be achieved if drama activities were utilised as tools of teaching-learning. He recommended that the student participation in class is indeed crucial as students get what they learn. Though his study dwelt on the use of drama techniques, it is related to this research, which looked at activities such as role-play and pair work in the English language classroom.

Burale (2010) set out to explore the influence of free primary education (FPE) funding on learners' writing competence in English in public primary schools in Kimilili Division, Bungoma North Sub- County. The study investigated teachers' opinions on the factors of free primary education (FPE) that influence pupils writing competence in English. She recommendations that the government or community should help to construct more classrooms, repairing/buying more chairs and desks, the government to increase FPE funds for purchase of adequate textbooks and other supplementary reading materials, and that the government should employ more teachers to ease teachers' workloads. This is related to this study in that it looked at writing skills in primary school though from the point of view of what the teacher, the government, and community affect writing skills.

Theoretical Framework

This paper is underpinned by the Krashen (1985) Input Hypothesis. The CLT approach aligns language learning environments with natural processes, potentially enhancing language acquisition rates by offering learners a definitive communicative objective. Interaction is needed to reach the goal so that Comprehensible Input can occur. The Comprehensible Input has to do with language items used and exposure that the learner is provided with and given the opportunity to manipulate for day-to-day use. It is evident that language learners build up their competence in the language by listening. Input for adult learners is more intelligible due to their worldly knowledge, rendering the input more significant than it is for a youngster. He asserted that older learners can engage in discussions sooner than younger learners

because of their ability to rely on first language syntactic norms, augmented with second language (L2) vocabulary and refined by the monitor.

This hypothesis is ideal for this study for it is based on the secondary school learners who have had exposure to the English language and even so their first language (L1). The effect of exposure to L2 is clear evidence in support of the Input Hypothesis. *Input* is comprehensible when it is meaningful to and understood by the hearer. Lack of access to Comprehensible Input is conspicuously in support of this hypothesis. Language learners lacking access to Comprehensible Input experience stagnation in their growth. Krashen illustrated the case of hearing children of deaf parents who, with minimal exposure to comprehensible material, experience significant delays in language learning; yet, they finally catch up when they receive adequate Comprehensible Input. Children acquire language through interactions with proficient speakers. This context renders certain input beneficial due to its clarity, namely, i+ I. Krashen asserted that subject matter instruction facilitates the process by providing the background information necessary for comprehending input in English.

Krashen posited that language classes are effective as the principal source of intelligible input regarding the impacts of training on the Input Hypothesis (McLaughlin, 1987). According to Krashen (1982), the primary role of the L2 classroom is to furnish learners with high-quality, grammatically correct, intelligible information that they cannot access externally and to enable them to independently acquire comprehensible material in real-world contexts. This is conducive to the development of writing abilities, as the learner is required to participate in substantive activities through diverse classroom roles, which is the essence of CLT.

Krashen's Comprehensible Input Hypothesis is suitable for this study for a number of reasons. Comprehensible Input Hypothesis enriches instruction because it promotes controlled, graded input, writing volume and low anxiety teacher instruction in L2 contexts. The hypothesis, furthermore, is invaluable in many aspects as it provides foundation for language development, natural acquisition over formal instruction, lowered affective filler, support for vocabulary expansion and indirect writing improvement through writing (Krashen, 1985; Lightbown & Spada, 2013).

Approach and Methodology

The investigation employed a mixed-methods approach with qualitative approach executed via teacher interviews and classroom observation schedule and quantitative approach through student questionnaires to enhance the analysis and interpretation of results. The study utilized descriptive survey design to examine implementation of CLT techniques in enhancing writing skills in secondary schools. Data was gathered from form-three teachers of English via interview schedule, form-three students through questionnaire and lesson observation schedule.

The investigation was executed in the expansive Marakwet sub-counties, Elgeyo-Marakwet County, Kenya. It is situated between the following sub-counties: Keiyo North to the south, West Pokot to the north, Baringo to the east, and Trans-Nzoia and Uasin-Gishu to the west. The rationale for selecting this study area was primarily based on the notably poor performance in English language at KCSE and the absence of comparable studies and a dearth of real information regarding English language teaching methodologies.

The sample population was selected from thirty-three public secondary schools. The research focused on 41 secondary school teachers of English and 404 form-three students. Form-three, students were assumed to have attained adequate proficiency in the English language and it is at this stage that learners can engage in tasks with reduced anxiety and can take greater risks. It is in form-three that teachers of English reinforce the language instruction in anticipation of the forthcoming terminal examinations at the fourth form. Additionally, the teachers of English were selected due to their primary role in English language instruction, enabling them to provide informed perspectives on the implementation of the CLT approach.

Stratified sampling was used to pick schools according to the administrative divisions of the study site. Simple random sampling was employed to choose two schools from divisions with more than five schools and one school from divisions with fewer than five schools. The eleven selected secondary schools constituted 33% of the total secondary schools in the. Purposive sampling was used to choose eleven form-three teachers of English from the sub-counties eleven selected schools. This occurred because the selected teachers were the instructors of the target class. Form-three students were purposefully selected from the eleven designated schools. This is due to their extensive experience which enable them to identify the pedagogical approaches to teaching writing skills. Additionally, simple random sampling was employed to pick 121 students for the study from the eleven chosen schools. The researcher, by way of balloting, sampled 30% of the entire number of Form-three students at each school.

The study utilised survey design in which data was gathered using an interview schedule, observation schedule, and questionnaire. This helped to triangulate the results of the study which leads to a more reliable and valid study and that it mitigates investigator biases, and offers diverse views (Thurmond, 2001). In this investigation, triangulation played a significant role due to its supplementary function. The data obtained from student surveys were corroborated by the observation schedule conducted in class. An illustrative example is the use of puzzles, crosswords, telephone, dialogues, hot-seating, pictorial narratives, cartographic interpretations and jigsaws, which were not directly witnessed. It was; however, revealed that several respondents claimed that their teachers used these methods. It was noteworthy that the same scenario was replicated through the teacher's interview schedule, where the acquired data were not evident in the classroom observations. Triangulation mitigated deception and facilitated data verification through corroboration.

To validate the research tools, the researcher consulted supervisors and colleagues from the School of Education at the University. The suggestions and clarifications provided were used to enhance the instruments. Piloting was conducted in Keiyo subcounty to assist in familiarizing himself with the data collection instruments and identifying elements of the study population and units during the research period. The instruments were pre-tested so as to implement necessary modifications prior to the actual data collection. Two form-three teachers of English were interviewed, two class observations were undertaken and eighty-five student questionnaires were administered.

The researcher assessed reliability by administering the same test two weeks after the initial administration. The re-administration occurred in the two identical schools located in the Keiyo North Sub- County. The results were analyzed using Pearson's product moment correlation (r) between the first and second scores which were 0.72, 0.80, and 0.71 for the questionnaires, observation, and interview, respectively. The average correlation coefficient obtained was 0.74 between the two tests, indicating the reliability of the research instruments. Cohen and Manion (2017) contend that correlations between 0.65 and 0.85 are

sufficiently valid for most applications. The researcher observed the 40-minute teaching process, followed by an interview with the teacher, while the students completed the questionnaire. The Interviews were conducted with English teachers, and their responses were audiotaped and documented. Data were analyzed using descriptive statistical techniques, including percentages and frequency means and presented in tables and pie-charts. The data from interview and observation schedules were coded and analyzed according to identified themes aligned to the study objective.

Ethical Consideration

The researcher observed ethical morals by keeping to the working hours to ensure there were no complaints and, above all, kept time. Consent was sought from the respondents and social etiquette observed. Respondents were assured of anonymity and confidentiality. Furthermore, the privacy of the respondents was respected at all times. Besides these, the respondent's personal dispositions, such as competence and/or incompetence, were not touched or implied. It was made clear that any information given orally or in writing was solely used for academic purposes.

Results

Learner Participation During Teaching-Learning Process

The respondents indicated the frequency of their participation in teaching-learning activities. It was found that 73.8% (85) reported consistent involvement in pair work, whereas 22.7% (26) indicated lack of it and 3.5% (4) expressed uncertainty. Of the respondents, 57.4% (66) indicated consistent participation in learning games, whereas 42.6% (49) reported no involvement in such activities. The results indicate that 34.8% (40) reported engagement in puzzles/crosswords during the teaching-learning process, whereas 51.3% (59) indicated no involvement, and 13.9% (16) were uncertain.

The findings indicated that significant, 88.7% (102) engage in groupwork, whereas 7.8% (9) reported no engagement, and 3.5% (4) were unsure. 38.3% of engage in map reading, whereas approximately 58.2% do not participate in this activity and 3.5% (4) expressed uncertainty. The findings indicate that 32.2% (37) consistently participate in surveys for information collection, whereas 61.7% (71) do not engage in such activities and 6.1% expressed uncertainty. 33% (38) of respondents consistently participate in interviews for information collection, whereas 16% (77) do not engage in such activities. 83.4% (96) of indicated participation in role-plays, while 15.7% (18) reported not participating and 0.9% were uncertain. Notably, 43.9% (62) of respondents engage in role-improvisation based on provided information, whereas 26.1% (30) do not and 33% (23) were not sure. Additionally, 93.9% (108) indicated that they engage in completing sentences and filling in blank spaces while 6.1% (7) indicated that they do not engage in sentence completion. The results indicated that 68.7% (79) participate in class debates regarding topics for writing, whereas 31.3% (36) do not engage in these debates.

It is established that 82.6% (95) of the respondents engage in discussions, whereas 15.7% (18) do not and 1.7% (2) expressed uncertainty. It is noted that 37.4% (43) engage in hot-seating, whereas 46.9% (54) do not and 15.7% (18) expressed uncertainty. Regarding information-gap activities, 65.2% (75) participate, whereas 33.0% (38) do not engage in them and 1.8% (2) are unsure. Data indicates that 66.0% (76) of respondents consistently engaged in sharing personal experiences, whereas 28.7% (33) do not and 5.3% (6) of the respondents expressed uncertainty. Regarding decision-making, 68.7% (79) reported involvement,

whereas 27.0% (33) indicated non-involvement with 4.3% (5) being unsure. The results indicate that 76.5% (88) participated in dialogue while 20.9% (24) were uninvolved and 2.6% (3) were uncertain. 80.8% (93) of respondents engaged in writing lessons, while 19.2% (22) did not. It is also established that 58.2% (67) engaged in the dramatization, whereas 36.5% (42) do not with 5.3% (6) being uncertain. Table 1 presents the summarized results.

Table 1: Learner Participation during Teaching-learning Process

Statement	Always		Not Sure		Rarely		Total	
	f	%	f	%	f	%	f	%
Pair-work	85	73.9	4	3.5	26	22.7	115	100.0
Learning games	66	57.4	0	0	49	42.6	115	100.0
Puzzles/Crossword	40	34.8	16	13.9	59	51.3	115	100.0
Groupwork	102	88.7	4	3.5	9	7.8	115	100.0
Map reading	44	38.3	4	3.5	67	58.2	115	100.0
Surveys to collect information	37	32.2	7	6.1	71	61.7	115	100.0
Interviews to collect information	38	33.0	0	0	77	67.0	115	100.0
Role-plays	96	83.4	1	0.9	18	15.7	115	100.0
Improvisation	62	43.9	23	20.0	30	26.1	115	100.0
Completion of sentences and filling of blank spaces	108	93.9	0	0	7	6.1	115	100.0
Debates on topics to write about	79	68.7	0	0	36	31.4	115	100.0
Discussions	95	82.6	2	1.7	18	15.7	115	100.0
Hot-seating	43	37.4	18	15.7	54	46.9	115	100.0
Information-gap activities	75	65.2	2	1.7	38	33.0	115	100.0
Sharing personal experience	76	66.0	6	5.3	33	28.7	115	100. 0
Decision-making exercises	79	68.7	5	4.3	33	27.0	115	100.0
Dialogue	88	76.5	3	2.6	24	20.9	115	100.0
Participation during writing	93	80.8	0	0	22	19.2	115	100.0
Participating during dramatization	67	58.2	6	5.3	42	36.5	115	100.0

Avoiding Engagement

The participants were requested to indicate if students in their classes tend to avoid engaging in the specified activities. The findings reveal that 45.2% (54) indicated that their students tend to avoid participating in teaching-learning activities, whereas 54.8% (61) reported a general lack of participation among the students. The summary of the findings is presented in Figure 1.
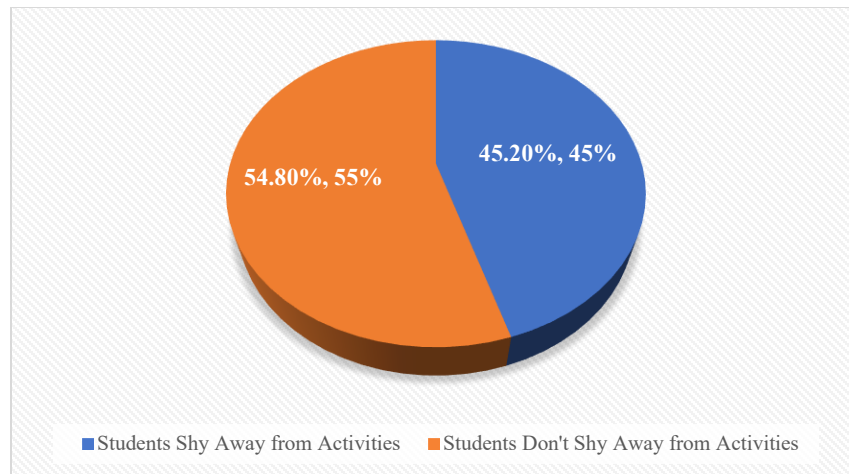
Figure 1: Pie Chart Showing Number of Students who Shy Away from Participation

Students' Views on Teacher Activities that Augment Writing Proficiencies

The respondents were asked to state teacher activities that enhance learning. The results revealed that (94.7%) reported role-play, games and pair work as useful for writing skills while 5.3% (6) reported that teaching while students listen and no activities enhance writing skills. Figure 2 gives the findings.
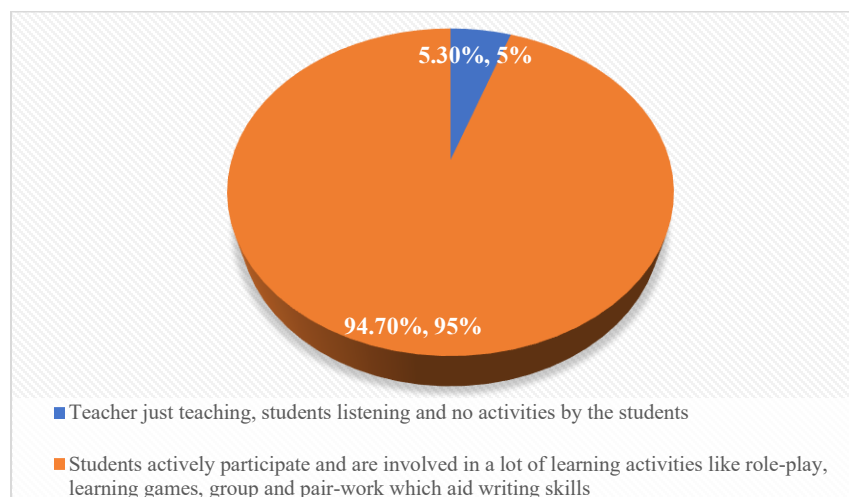

Figure 2: Teachers' Activities that Enhance Writing Skills

Application for Writing Activities to Real World

The respondents were asked whether the writing activities they do in class relate to what they write or see in the real world. The findings reveal that 95.0% (109) reported that there is a relationship while 5.0% (14) had their opinion to the contrary. Figure 3 presents a summary of the findings.
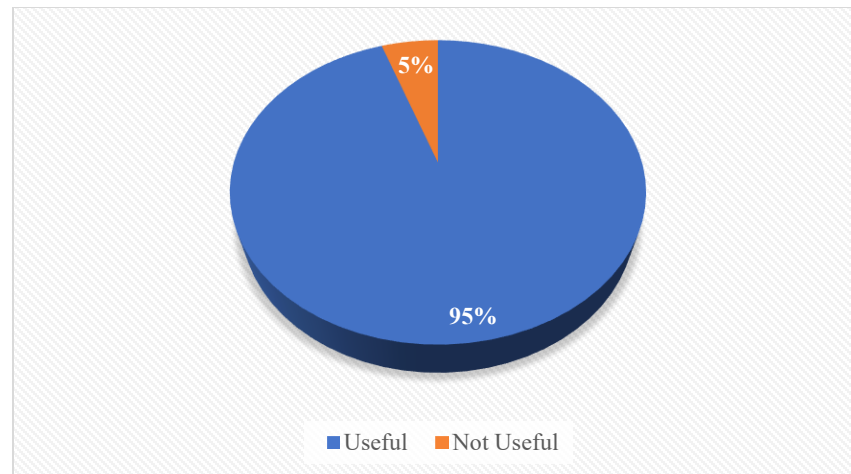
Figure 3: Application of Writing Activities in Real World

Teachers' Writing Skills Instructional Activities

The study sought to find out the kind of activities teachers use while teaching writing skills and the reasons behind them. Findings from the interview conducted disclose that activities such as groupwork, discussion, question-answer, and daily assignments are commonly used to teach writing. A few of the respondents reported that they use samples to teach writing. The findings also indicate that all the teachers should not correct students' mistakes during presentations and that they can correct them after discussion. Majority of the teachers reported that they move about the class to observe students' work. It was reported that learning activities used in class support learner creativity. A variety of activities were mentioned being in use to ensure students are active in class which include quick exercises, posing oral questions, facilitating class presentations, and encouraging learners to write on the board. Respondent coded 10 said: *I use discussion most of the time, which stimulates students' mental activity, which leads to the discovery of information by themselves and develops team spirit. I also use the question-answer technique.* A few of the respondents mentioned that they allow learners to sing songs related to the topic to make them active.

The researcher also observed the teaching-learning activities that the teachers employed. It was established that problem-solving was used by one teacher in lesson three, and the rest of the ten teachers did not use. Interview was used by one teacher in lesson five out of the eleven who never used it at all. Other teaching activities that were used by a teacher each in lessons two, six, seven, and nine were pair-work, group-work, language games, and drilling. Four out of eleven teachers in lessons one, eight, ten, and eleven used decision-making and discussion while seeking answers to questions asked on a given topic. Information-gap activities were used by all the teachers in their lessons while seeking information about a given topic, particularly during the introduction. The same was observed under the teacher's detailed explanation. It was also revealed that four out of eleven teachers allowed students to share personal information about the topic under discussion. Puzzles/crosswords were hardly used. The same scenario was noted under debates, hot-seating, role-play, picture stories, jigsaw, accuracy, short dialogues, habit-formation, recordings of conversations, and survey. Lastly, it was observed that comparing and matching, dramatization, and repetition were used by three of the teachers.

Discussion

It is notable that teachers use a number of tasks to develop writing skills. These include teachers' own detailed explanations of not only what should be done but also how it should be done. This was supported by majority of the respondents. A few of them reported that they learn writing skills through discussion by fellow students because they understand each other well. It is evident from this that teacher dominance is still prevalent; hence, learners have not been able to generate ideas on writing skills on their own. Teacher dominance is also established through teacher interruptions to correct learners while writing down answers. CLT approach advances the fact that what is done in class should relate to what is happening in the real-world. The findings support this because majority of the respondents are of this opinion while a small number has their opinion to the contrary.

The interviews conducted revealed that the tasks commonly used are question-answer, discussions, groupwork, pair-work and class presentations which are advanced by CLT approach. Contrarily, it was established that some tasks among them puzzles/crossword, debates, telephone conversation, hot-seating, role-play, picture stories, jigsaws, survey, short dialogues and recordings of conversations were never used at all for unknown reasons. It is worth noting that these tasks do form the backbone of CLT approach. It is unfortunate that they were rarely used.

The findings indicated that participants engaged in collaborative activities, including groupwork, pair-work, and language games. The findings align with the assertions made by Finocchiaro and Brumfit (1983), who emphasize that instruction ought to prioritize the learner and be attuned to their needs and interests, which can be fostered through interactive communication. The results indicate that several students engage in puzzles and crosswords as part of the teaching and learning experience. Interviews were also used to enhance writing capabilities. Role-plays, debates, sentence completion, and discussions were noted as key elements. Moreover, the findings indicated that participants were actively involved in information-gap activities, exchanging personal experiences and engaging in decision-making processes. It was observed that students participated in dialogue and dramatization activities. Brown (1987) and Richards and Rodgers (2001) support the idea that CLT focuses on language as a means of conveying meaning, emphasising that the main purpose of language is interaction and communication. Certain tasks, including hot-seating, surveys for information-gathering, and map reading, were found to be utilized to a minimal extent. This is in contrast to the claims made by Richards and Rodgers (2001).

Conclusion

This paper maintains that engaging in groupwork, discussions, question-and-answer, and daily assignments is essential for effective teaching and learning of writing skills. To enhance performance in writing abilities in English as a subject and its real-life applications, it is essential for educators to fully embrace the adoption of CLT in classroom instruction. The study has shown that activities such as question-and-answer sessions, class discussions through groupwork, and class presentations rank high on the list of time-consuming tasks in English language lessons. Consequently, it is essential to allocate additional time to these activities.

Suggestions for Further Studies

The study suggests the following areas for further investigation:

- A study on the effect of learning resources on the use of the CLT Approach in writing skills
- A study on the factors influencing the selection of teaching methods in teaching English language in secondary schools.
- A similar study can be replicated among primary school pupils.

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