

**COLLABORATIVE WRITING STRATEGY AND ITS INFLUENCE ON LEARNERS'
PERFORMANCE IN FUNCTIONAL WRITING SKILLS IN ENGLISH IN
SECONDARY SCHOOLS, KIAMBU COUNTY, KENYA**

JEFFERSON POAR WAYEI JUDAY


E55F/20701/2021

**A RESEARCH THESIS SUBMITTED IN FULFILMENT OF THE REQUIREMENT
FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION (LANGUAE
EDUCATION) IN THE DEPARTMENT OF EDUCATIONAL COMMUNICATION AND
TECHNOLOGY, SCHOOL OF EDUCATION AND LIFELONG LEARNING,
KENYATTA UNIVERSITY**

JULY, 2024

DECLARATION

I declare that this thesis is fully my original work and has not been submitted for certification consideration to any other school or university. The references in this thesis have been correctly cited. When text, data (including spoken words), pictures, photographs, or tables are acquired from other sources, such as the internet, they are appropriately acknowledged, and references are cited in compliance with anti-plagiarism regulations and the current APA system.

SIGNATURE  _____ DATE: _____
JEFFERSON POAR WAYEI JUDAY
E55F/20701/2021

As university supervisors, we have given our permission for the submission of this thesis.

SIGNATURE: _____ DATE: _____
DR. FRANCIS GICHUKI MWANGI
EDUCATIONAL COMMUNICATION AND TECHNOLOGY
SCHOOL OF EDUCATION AND LIFELONG LEARNING
KENYATTA UNIVERSITY

SIGNATURE: _____ DATE: _____
DR. FLORENCE ABUYEKA MIIMA
EDUCATIONAL COMMUNICATION AND TECHNOLOGY
SCHOOL OF EDUCATION AND LIFELONG LEARNING,
KENYATTA UNIVERSITY

DEDICATION

I dedicate this thesis to my loving dad, Mr. John Plee Juday, for his overwhelming support that had made the research a success.

ACKNOWLEDGEMENT

Permit me to take this opportunity to express my gratitude to Jehovah God for giving me the strength, health, and discernment I required to finish my study. Second, I would like to express my gratitude to Drs. Florence Abuyeka Miima and Francis Gichuki Mwangi for their open guidance, patience, and critical remarks on my study during the supervision exercises. They were always available to ensure that I made all the necessary adjustments to the thesis.

Thirdly, let me recognize the chairperson of the Department of Educational Communication and Technology at Kenyatta University, and Prof. Samson Ondigi for their guidance that strengthened me to carry out the study effectively. My sincere gratitude goes out to all the public secondary schools that allowed me to conduct the research at their various locations. Furthermore, I would like to extend thanks to Dr. Ansu Sonii, Minister of the Ministry of Education, Liberia, and Mr. William E. Harris, Director of the Center for Teaching and Learning (CTL), William V. S. Tubman University, for providing me the opportunity to benefit from the Improving Results in Secondary Education (IRISE) scholarship program.

Wholeheartedly, I extend thanks and appreciation to my wife, Lovetee T. Bryant, and adorable children for supporting me during all the difficult hurdles this study has presented. She assumed responsibility for the children's health care and school expenses while I was away. To my best friend, Anthony K. Tchouin, who stood firm and guided my family throughout my absence, I am indeed pleased to express my gratitude and special thanks. Finally, I would like to appreciate my father, Mr. John Plee Juday, for his unwavering prayers and support, which kept me going to complete the study successfully. My dad's advice and financial assistance continued to be my sources of strength and happiness.

TABLE OF CONTENTS

Declaration	ii
Dedication	iii
Acknowledgement	iv
Table of contents	iv
List of tables.....	xi
List of figures	xiii
Abbreviations and acronyms.....	xiv
Abstract	xv
CHAPTER ONE	1
INTRODUCTION	1
1.1 Introduction.....	1
1.2 Background to the Study.....	1
1.3 Statement of the Problem.....	1
1.4 Purpose of the study.....	5
1.4.1 Objectives of the Study	5
1.5 Questions of the Study	6
1.6 Significance of the Research.....	7
1.7 Limitations and Delimitations of the Study	7
1.7.1 Limitations of the Study.....	7
1.8 Assumption of the Study.....	8
1.9 Theoretical and Conceptual Frameworks	9
1.9.1 Theoretical Framework	9

1.9.2 Conceptual Framework	9
Figure 1.1: Conceptual Framework	10
1.10 Operational Definition of Terms.....	11
CHAPTER TWO	13
REVIEW OF RELATED LITERATURE	13
2.1 Introduction.....	13
2.2 Applying a Collaborative Writing Strategy to the Instruction of Functional Writing Skills	13
2.3 Influence of Collaborative Writing Strategy in Functional Writing Teaching and Learning.	15
2.3.1 The Collaborative Writing Strategy Process.....	15
2.3.2 Four stages of collaborative writing	20
2.4 Teaching and learning of functional writing skills: Teachers' and learners' perspectives ..	20
2.5 Teachers' Preparedness Towards the Use of Collaborative Writing Skills in Teaching Functional Writing Skills.....	24
2.5.1 Resources for Collaborative Writing in Teaching and Learning	19
2.6 Challenges in Teaching and Learning of Functional Writing Skills	28
2.7 Summary/Research Gaps	29
CHAPTER THREE	31
RESEARCH METHODOLOGY.....	31
3.1 Introduction.....	31
3.2 Research Design	31
Table 3.1: Solomon 4 Research Design Pre-test and Post-test Process.....	31
3.2.1 The variables	32
3.2.3 Study's locale	33
3.3 Target population	33

Table 3.2: Target Population of schools, learners, teachers, and HELD of the study	34
3.4 Sample Size and Sampling Procedures.....	35
3.4.1 Sampling Techniques.....	35
3.4.2 Sample Size.....	35
Table 3.3: Sample Size	36
3.5 Research Instruments	Error! Bookmark not defined.
3.5.1 Achievement test.....	38
3.5.2 Questionnaires.....	38
3.5.3 Interview schedule	38
3.5.4 Observation guide	39
3.6. Pilot study	39
3.6.1 Validity of research tools	39
3.6.2. Reliability.....	40
3.8 Data collection process	40
3.9 Data Analysis	41
Table 3.4: Matrix indicating data analysis process.....	41
3.10 Logistical and Ethical Consideration	43
CHAPTER FOUR.....	44
RESEARCH FINDINGS, INTERPRETATIONS AND DISCUSSION	44
4.1 Introduction	44
4.2 Response Rate.....	44
4.3.1 Background information for learners.....	44
4.3.2 Background information for teachers	45
4.3.3 Background information for Head of English Language Department.....	46
4.4 Use of collaborative writing strategies to teach FWS.....	47

4.4.1 Use of collaborative writing strategies to teach functional writing skills in the English language	47
4.5 Teachers' frequent methods of teaching functional writing skills.....	48
4.4.2 Teachers' views on use se of collaborative writing strategies to teach functional writing skills	55
4.4.3 Views of heads of English language departments (HELD) on use of collaborative writing strategy	56
4.4.4 Researchers' observations on use of collaborative writing strategies to teach functional writing skills.....	56
4.5 How learners succeed in FWS	57
4.5.1 Attitudes of learners on functional writing skills.....	58
4.5.2 Results from teachers' interview on how learners succeed in functional writing skills in the English language	61
4.5.3 Results from department heads' interview on how learners succeed in functional writing skills	62
4.5.4 Results from observation checklist on how learners succeed in functional writing skills in the English language	63
4.6 Attitudes of teachers and learners on use of collaborative writing strategy in teaching and learning FWS	63
4.6.1 Attitudes of learners on use of collaborative writing strategy in teaching and learning functional writing skills	64
4.6.2 Teachers' perceptions on teaching functional writing skills.....	67
4.6.3 Perceptions of heads of English language department on attitudes of teachers and learners towards teaching and learning of functional writing.....	68
4.6.4 Attitudes of teachers and learners on use of CWS in teaching and learning of FWS..	68
4.7 Teachers' preparedness on using collaborative writing strategy for instruction of FWS in Kiambu County.....	69

4.7.1 Teachers' preparedness in using collaborative writing strategy for instruction of FWS	70
4.7.2 Teachers' preparedness in using collaborative writing strategy for instruction of FWS	70
4.7.3 Attitudes of heads of English language department on teachers' preparedness in using collaborative writing strategy for instruction of FWS	71
4.8 Challenges encountered by instructors and learners when implementing a collaborative writing technique	72
4.8.1 Challenges encountered by instructors and learners when implementing a collaborative writing technique	71
According to Table 4.19, the majority of learners (26.0%) agreed that there were no groups or pair works for learners to participate actively in writing exercises (mean=2.53), and that there were no relevant learning materials for functional writing skills (mean=2.71). Finally, lack of a computer lab with active Internet access was identified as a barrier by students (mean=2.09).....	73
4.8.2 Challenges encountered by instructors and learners when implementing a collaborative writing technique	73
4.8.3 Results from department heads' interview on challenges encountered by instructors and learners when implementing a collaborative writing technique	73
4.8.4 Results from observation checklist on challenges encountered by instructors and learners when implementing a collaborative writing technique	74
CHAPTER FIVE	76
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	76
5.1 Introduction	76
5.2 Summary.....	77
5.2.1 Use of collaborative writing strategies to teach functional writing skills in the English language	77
5.2.2 Influence of use of CWS on learners' performance in functional writing skills	77

5.2.3 Attitudes of teachers and learners on use of collaborative writing strategy in teaching and learning of FWS	78
5.2.4 Teachers’ preparedness in using collaborative writing strategy for instruction of FWS in Kiambu County.....	79
5.2.5 Challenges encountered by instructors and learners when implementing a collaborative writing technique	79
5.3 Conclusions.....	80
5.4 Recommendations.....	81
5.5 Suggestion for Further Research	82
References.....	83
Appendix I: Letter of Introduction.....	87
Appendix II: Letter of Information for the Participant	88
Appendix III: Statement of Consent To Parents	89
Appendix IV: Achievement Test	90
Appendix V: Questionnaire for Learners.....	91
Appendix VI: Interview Form for Teachers	98
Appendix VII: Questionnaire for Head of English Language Department	102
Appendix VIII: Observation Form on Learners And Teachers	104
Appendix IX: Samples of Participants’ Responses	108
Appendix X: Map of Kiambu County	111
Appendix XI: Nacosti Research License	112
Appendix XII: Research Authorization	113
Appendix XIII: Authority to Carry Out A Research In Kiambu County	114
Appendix XIV: Research Authorization for Mr. Jefferson Poar Wayei Juday-Reg. No. E55f/20701/2021	115

LIST OF TABLES

Table 3.1: Solomon 4 Research Design Pre-test and Post-test Process.....	31
Table 3.2: Target Population of schools, learners, teachers, and HELD of the study	34
Table 3.3: Sample of schools, learners, teachers, and HELD of the study.....	36
Table 3.4: Matrix indicating data analysis process.....	41
Table 4.1: Background information for learners.....	44
Table 4.2: Background information for Teachers.....	45
Table 4.3: Background information for Head of English Language Department.....	46
Table 4.4: Teachers of English language always use group work and pair work when teaching letter writing, meeting minutes, reports, memoranda, announcement notices, and speeches.....	47
Table 4.5: In the writing class, teachers do most of the presentation and demonstration while learners listen keenly and copy notes from the board.....	48
Table 4.6: Teachers use guidelines and examples of functional writing skills to teach learners in groups or pairs on the skills.	49
Table 4.7: Teachers use sufficient time in teaching functional writing skills, and explain the benefits of learning the skills to learners	49
Table 4.8: Most functional writing exercises are given to learners as:.....	50
Table 4.9: Learners' performance in functional writing skills	51
Table 4.10: Independent T-Test; Groups and learners' performance (Pretest)	54
Table 4.11: Independent T-Test; Groups and learners' performance (Post test).....	55
Table 4.12: Working in groups or pairs when doing writing exercises on letter writing:	58
Table 4.13: Use of group works or pair works in learning functional writing skills:.....	59
Table 4.14: Working in groups or pairs in teaching functional writing skills	60

Table 4.15: Most teachers of English language functional writing skills:.....	65
Table 4.16: Most learners of functional writing class:	66
Table 4.17: Teaching/learning resources available and used in the functional writing class	70
Table 4.18: Challenges most learners of functional writing skills face	72

LIST OF FIGURES

Figure 1.1: Conceptual Framework	11
Figure 4.1: Use of CWS in Teaching/ Learning FWS	57
Figure 4.2: Teaching/Learning Resources on FWS	63
Figure 4.3: Attitudes of Teachers/Learners Towards FWS	69
Figure 4.4: Challenges Faced in Teaching/ Learning of FWS.....	74

ABBREVIATIONS AND ACRONYMS

CWS	Collaborative Writing Strategy
FW	Functional Writing
FWS	Functional Writing Skills
TA	Teachers' attitudes
LA	Learners' attitudes
TP	Teachers' preparedness

ABSTRACT

Functional writing refers to practical use of English, while one engages in a writing exercise to carry out a real-life purpose. Learners need to develop and master the skills for practical communicative skills in writing letters, minutes of meetings, reports, shopping lists, memoranda, requests, or giving directions. Learners also need to master the skills for effective communication in the work environment, and in their daily lives. Low performance of learners on Paper One, which is on functional writing skills in Kenya Certificate of Secondary Education (KCSE), registered a serious concern for teachers and school administrators to revisit approaches and methodologies utilized in teaching the skill. The study, therefore, sought to investigate use of collaborative writing strategy, and its influence on learners' performance in FWS in Githunguri Sub-County, Kiambu County. 10780 learners, 76 teachers, and 38 heads of English Language Department formed the target population. The sample size comprised of 192 learners, 8 teachers, and 4 heads of English Language Department for all the four public secondary schools. The researcher applied simple random technique to select learners, and purposive technique was applied for instructors and heads of English Language Department. The study used Solomon four group design, which is a type of quasi-experimental research design, for the four public secondary schools that participated in the exercise. The approach was taken so that the researcher could administer the pretest and posttest to the study's experimental and control groups. While teachers and heads of the English Language Department were observed and interviewed using a schedule for interviews and an observation guide, data from students were acquired using questionnaires. SPSS version 21.0 was used to analyze the data. According to the data, teachers rarely employed the collaborative writing method, and its applicability depended on how many learners were enrolled in a given class. After the intervention (which involved teaching using a collaborative writing technique), the mean score of experimental groups was higher mean than the control group. The use of collaborative writing strategies enhanced learners' presentation skills, vocabulary, mechanics, grammar, understanding, collaboration, and communication abilities, as well as their ability to translate lessons from one language to another. The results showed that there was very little teachers' preparation for use of collaborative writing techniques in teaching FWS. The findings indicated that instructors and learners face several challenges when implementing CWS for instructing FWS in English. Therefore, the study recommended that the Ministry of Education set up ongoing workshops and training sessions to train or educate instructors on use of collaborative writing technique. Moreover, extra facilities should be built to help prevent overcrowded classrooms. The research findings added to the existing body of knowledge concerning the collaborative writing process. The findings also provided information to teachers, and department heads for English language education on the usefulness and usage of collaborative writing in the teaching of functional writing skills.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The problem statement and study background are included in this chapter. The study's purpose, objectives, and research questions are also covered in this chapter. It also covers the study's limitations, boundaries, and importance. The theoretical foundation, conceptual framework, and definitions of key words are included in the latter parts.

1.2 Background to the Study

Unlike academic and creative writing, functional writing, according to Hashempour, Rostampour, and Begjat (2015), tries to communicate a clear, succinct, and unambiguous message to a specific audience. It covers a wide range of topics, such as how to write formal letters, business letters, notes, invitations, ads, and reports. This language practice is appropriate for the practical and functional use of English. The study found that it is a writing that is meant to fulfill real-life purposes, such as making a request or giving advice, inviting someone to a party, or applying for something.

Moreover, functional writing abilities are defined as those that can be used to create documents such as minutes, agendas, notifications, reports, emails, and memoranda, among other things. (KIE 2006). Functional writing involves applying writing to actual examples, events, and duties; therefore, teachers should teach learners well to develop and master the skills in order to be able to create documents that are practical and meaningful. However, teaching functional writing is one

of the challenges many English language instructors encounter in the classroom (Bonjour & Manuel, 2016). Most of the methods of teaching the skills have been teacher-centered.

Harlena, Mukhaiyar, and Hamzah (2020) define teaching writing as the act of giving students the skills and information necessary to articulate and express their thoughts, feelings, and opinions in writing. The researchers also noted how little focus is usually spent on teaching writing skills to guarantee that every student engages completely in the process. For the most part, teacher-centered practices comprise the curriculum. Furthermore, they elucidated the benefits of utilizing a collaborative writing approach in teaching writing skills, as it elevates learners' proficiency in crafting descriptive prose. The researchers emphasized that using a collaborative writing approach gives students an opportunity to hone their writing abilities. It motivates learners to actively engage in writing assignments.

A collaborative writing technique, according to Sukirman (2016), is a writing teaching approach in which learners produce high-quality written works in pairs or groups. Learners can work with their peers to produce a specific text by using this strategy. Put another way, the learners will collaborate to create impactful written works utilizing a range of real-world writing strategies. In addition, according to Kwan and Yunus (2015), collaborative writing is a creative pedagogical method that offers ESL learners a highly engaging learning experience as it stimulates individual engagement, boosts self-confidence, promotes productivity, and makes writing exercises enjoyable and meaningful.

Similarly, collaborative writing techniques, according to Ghufroon and Hawa (2015), improve the effectiveness, allure, significance, and success of learning. They claimed that studies on collaborative writing have produced beneficial results and that it can also help pupils think

critically. They said that direct instruction does not provide adequate challenge for children's creative development.

Furthermore, they claimed that in direct instruction, students simply receive text and are supposed to interpret it. According to studies, collaborative writing helps students develop their communication, critical thinking, and teamwork abilities (Wong et al., 2019). In the past ten years, numerous studies in Indonesia have demonstrated the value of collaborative writing, according to Talib and Cheung (2017). The writing technique enables learners to enhance their writing and speaking skills. When learners write in pairs or groups, the topic, organization, grammar, and vocabulary quality of their writing improve. According to Chen (2021), using collaborative writing procedures improves the writing abilities of English language learners (EFLs) by improving linguistic clarity, pragmatic grammar use, and overall text quality. It builds in learners the collaborative and communicative skills needed for pupils to fully participate in generating, discussing, drafting, and organizing ideas to complete a writing task. He argues that unlike the direct teaching of teachers, this approach enables learners to understand, retain, and transfer lessons taught because the learners are actively involved in the class activities rather than being passive.

Ngubane, Ntombela, and Govendorer (2020) have discovered in their study that the traditional method, as supported by the South African curriculum, has been the most commonly used teaching approach by many teachers. However, the teaching method poses a very serious challenge to learners' developing effective functional writing skills. This question-and-answer method of teaching makes learners passive in class activities and reduces their interest and level of retention in the lessons taught. The research focused on strategies teachers in a small sample of South

African EFL classrooms used to instruct writing. The researchers have, therefore, cautioned against employing teaching strategies that promote group writing in the learners' Zone of Proximal Development (ZPD) while ignoring the learners' native tongues. One of the best methods for teaching and learning functional writing is collaborative writing procedures, claims Abdallah (2014), who conducted research on the subject in Egypt. Function writing abilities are very important in a learner's life.

Mureithi (2015) conducted research in Aguthi Division, Nyeri County, Kenya, on language proficiency and a few functional writing abilities. The study found that, according to the Kenya National Examinations Council (K.N.E.C.), learners' performance on Paper One was continuously falling, especially in Functional Writing Skill Question One. It is crucial to address this issue because the Kenya Certificate of Secondary Education (KCSE) Paper One gives 20 points out of 60 for English Paper 1 (101/1), which learners must pass.

According to Kiriri (2019), learners in Githunguri Sub-County have shown inadequate writing proficiency in FWS. Based on the County Director of Education's 2015 Internal Mock Result Analysis, the research revealed that 75% of students in the county routinely received a score lower than 50% on the functional writing task. Examiners for the KCSE and internal mocks discovered that students lacked proficiency in basic activities like composing public notifications or minutes. As a mandatory examination question in English Paper One, functional writing necessitates some attention in order to enhance students' exam success. After graduating from high school, learners who lack functional skills may face challenges in the workplace and in their daily lives.

1.3 Statement of the Problem

Functional writing plays a critical role in enabling learners to gain the knowledge, abilities, and comprehension needed to interact with peers independently and cooperatively in the classroom, community, and workplace. Effective and contextual communication of ideas through emails, letters, reports, memos, and announcement notices is made possible by functional writing in the workplace. Every year, the Kenya National Examinations Council observes a decrease in Paper 1, particularly in Question 1, which tests functional writing ability. Additionally, Githunguri Sub-county registered learners' poor performance in internal mock county examinations when it came to functional writing skills. Therefore, the study was interested in investigating the use of CWS and its influence on learners' performance in FWS at the study's locale. Form-3 learners were chosen with the intention of examining their fundamental writing abilities as they get ready for Form-4, which requires that learners pass the Kenya Certificate of Secondary Education (KCSE) in functional writing before finishing their grade school coursework. Finally, the study was carried out in the locale to close the knowledge gap on limited studies for the use of CWS in teaching and learning FWS.

1.4 Purpose of the study

The purpose of this study was to look into how learners in Githunguri Sub-County, Kiambu County, Kenya, used collaborative writing strategies and how it affected their performance in functional writing.

1.4.1 Objectives of the Study

The following objectives served as a guide for the study:

- i. To establish the extent to which teachers of English language use collaborative writing strategies to teach functional writing skills in Kiambu County;
- ii. To investigate influence of Collaborative Writing Strategy on learners' performance in functional writing skills in Kiambu County;
- iii. To determine perceptions of teachers and learners towards using collaborative writing strategy to teach and learn functional writing skills in English;
- iv. To investigate teachers' preparedness on use of collaborative writing strategy for instruction of FWS in Kiambu County.
- v. To explore challenges that instructors and learners face in using collaborative writing strategy for teaching and learning functional writing skills in English in Kiambu County

1.5 Questions of the Study

These questions served as a guide for the study:

- i. To what extent do teachers of English language employ use of collaborative writing technique to teach functional writing skills in Kiambu County?
- ii. How does use of collaborative writing strategy influence learners' performance in learning functional writing skills in Kiambu County?
- iii. What are attitudes of instructors and learners on instruction of functional writing in Kiambu County?
- iv. How prepared are teachers for use collaborative writing strategy in teaching functional writing skills in Kiambu County?
- v. What are challenges encountered by teachers and learners in teaching and learning of functional writing skills in Kiambu County?

1.6 Significance of the Research

The study is significant as it introduced the collaborative writing strategy, a method promoting learners' full participation when completing writing activities in class, at the four public secondary schools where the research is conducted. The new strategy serves as a boost to the conventional method of teaching functional writing, placing instructors in a better position to apply both the collaborative writing strategy and the conventional method interchangeably to increase learners' performance and interest in functional writing skills. Students must acquire the abilities to successfully complete practical writing activities.

Learners also need to develop the skills to communicate effectively in the work environment upon graduation. This study discovered that learners' success in gaining functional writing abilities is significantly impacted by teachers' usage of CWS. By elucidating its significance in terms of learners' full engagement in class activities, group discussions, recollection of lessons, and critical thinking, the study makes a significant contribution to the body of material already available on the use of CWS. Lastly, the study suggests that teachers at the study's site receive training on how to effectively employ CWS when teaching FWS.

1.7 Limitations and Delimitations of the Study

This section discusses limitations and delimitations, which define the boundaries of this study.

1.7.1 Limitations of the Study

According to James and Murnan (2018), study limitations include restrictions on drawing conclusions beyond the data, providing more specific descriptions of applications to practice, or addressing the applicability of findings that are the product of your initial choices about how to

design the study, the process by which internal and external validity was established, or the outcome of unforeseen problems that arose during the study. The use of the Solomon 4 group design, a form of quasi-experimental strategy, limited the sample size of the study. As required by Solomon Four, a quasi-experimental design, the researcher sampled only four secondary schools. Through the application of the design, the research evaluated how the method, which used CWS in FWS education, affected learners' performance in the skills at the study's location. To ensure that the study was completed before the deadline, the researcher only gathered information from department heads, instructors, and learners who were directly involved in the teaching and learning of FWS at the study's location.

1.7.2 Delimitations of the Study

The study was restricted by these:

- i. Only four secondary schools in Kiambu County took part in the survey.
- ii. The study's aims and questions helped the researcher concentrate on how use of CWS enhances learners' functional writing skills in Kiambu County.
- iii. It was also restricted to using a straightforward random approach and purposive sample procedures to select its participants.

1.8 Assumption of the Study

These assumptions guided the research:

- i. Teachers have adequate knowledge in teaching functional writing skills effectively as part of the curriculum requirements;

- ii. Use of collaborative may have positive influence on learners' performance in learning FWS;
- iii. Teachers utilize collaborative writing technique to teach FWS;
- iv. Both teachers and learners of English language appreciate CWS for instruction of functional writing skills;
- v. Teachers are trained to use collaborative writing strategy to teach functional writing skills.

1.9 Theoretical and Conceptual Frameworks

This section discusses both theoretical and conceptual frameworks of the study.

1.9.1 Theoretical Framework

Lev Vygotsky's concept of the Zone of Proximal Development (ZPD) serves as the foundation for collaborative learning theory. This hypothesis holds that learners assist one another in finishing tasks that they are unable to perform independently. According to the ZPD hypothesis, group projects help learners retain more information; hence, collaborative learning is crucial for developing critical thinking abilities. According to Marjan and Mozghan (2011), it's a type of education where learners create a piece of work either in pairs or groups. Peer-to-peer learning is one component of the collaborative learning paradigm that fosters critical thinking in students.

The collaborative learning theory states that group learning aids in the development of skills like higher-order thinking, oral communication, self-management, and leadership. As they work in groups, learners also have the chance to develop their interpersonal and organizational skills. The collaborative learning theory supports the idea of employing collaborative writing strategies to help learners practice functional writing skills in groups or pairs, which makes it applicable to this study. It encourages critical thinking, the exchange of opposing points of view, the use of a

sufficient vocabulary, the translation of mother-tongue languages into English, cooperation, and communication skills, all of which make learning functional writing abilities interesting, interactive, productive, and attainable (Anggraini et al., 2020).

1.9.2 Conceptual Framework

This section discusses the variables of the study. Furthermore, potential unforeseen intervening circumstances are discussed. Finally, this section additionally discusses how each variable was pertinently significant to this investigation.

INDEPENDENT VARIABLES

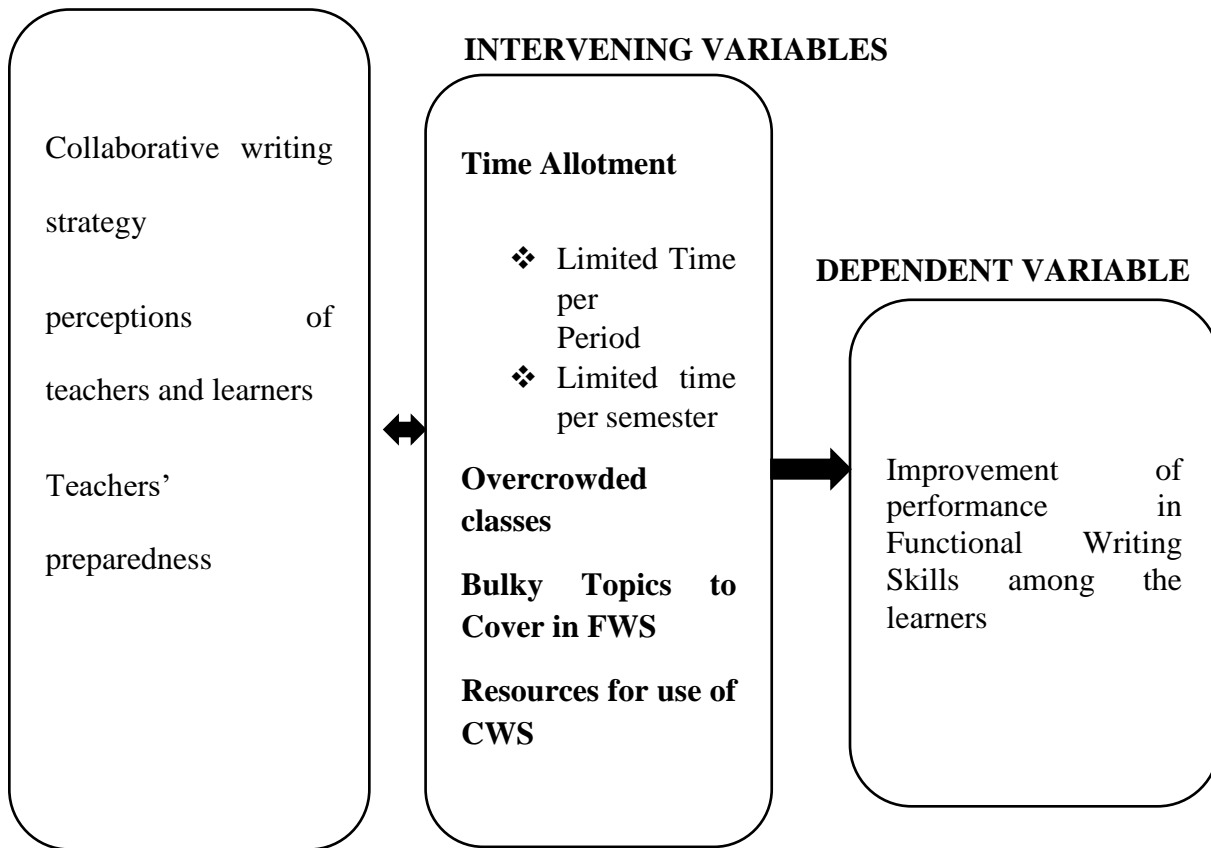


Figure 1.1: Conceptual Framework

The independent variables in Figure 1 include the use of collaborative writing strategies, the attitudes of teachers and learners towards the use of CWS, and teachers' preparedness towards the use of CWS. These variables influence learners' performance positively in learning FWS when applied appropriately. A lack of standard resources for teaching and learning functional writing skills, packed classroom sizes, a lack of time spent using CWS while teaching and learning functional writing skills, and a vast number of topics to cover are some of the study's intervening variables.

Handling overcrowded classes and managing limited time, among others, were serious difficulties encountered during instruction using CWS in the experimental group and control group. It took a lot of time to organize learners into groups or pairs in oversized classes when the researcher taught learners using CWS. However, in less crowded classes, the method was very easy to apply as there were not many groups to form, moving learners and chairs here and there. During functional writing skills teaching, the intervening variables created possible obstacles. The improvement in learners' performance in FWS is the study's dependent variable, to sum up. The use of CWS, teachers' and students' positive attitudes toward its application, concerns about time constraints in the classroom, crammed schedules, large topics to cover in FWS, and pertinent teaching and learning materials all had an impact on students' performance in functional writing skills.

1.10 Operational Definition of Terms

These definitions of key terminologies guided the study:

Collaborative writing strategy is a student-centered writing approach, which involves a group or pair work for learners to interact and fully participate in generating ideas, discussing, and completing a writing task.

Conventional writing method is a teacher- centered approach, which involves a direct teaching conducted by teachers while learners listen and copy notes from the board.

Challenges refer to teachers' unpreparedness on use of CWS, lack of standard textbooks, unavailability of computers and internet services, completing lengthy topics in the syllabus on time, overcrowded classes, and many others, which impede effective teaching and learning.

Functional writing refers to the kind of writing, which involves writing for specific purposes. Examples: job application, report writing, memoranda, meetings' minutes, and others related.

Functional writing skill is a basic writing strategy or idea that learners need to develop and master to carry out specific writing purposes, such as: inviting classmates to a party, emailing, or writing meetings' citations.

Learners' attitudes are the expression of seriousness on paying keen attention to learning FWS by completing writing tasks on the skill effectively.

Performance in functional writing skills refers to learners' achievement level in the skills.

Teachers' attitudes refer to teachers' willingness to devote sufficient time to explaining the importance of functional writing skills to learners. It is also teachers' unwillingness to teach the skills effectively to learners.

Teachers' preparedness is a basic training undergone or an education acquired by teachers, which prepares them on effective use of CWS.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

A review of related literature, which supports the objectives and questions of this study, is discussed in this chapter. The chapter attempts to clarify gaps in the reviewed literature before concluding with a list of findings from the studies examined. It is finally organized topically according to the study's objectives and questions.

2.2 Applying a Collaborative Writing Strategy to the Instruction of Functional Writing Skills

This part examines how frequently English language teachers in Kenya use CWS to teach FWS in secondary schools. According to the related literature reviewed, the use of CWS in the instruction of FWS in Kiambu County and other regions of Kenya has been a topic of a few studies.

First, Kiriri (2019) studied the effects of teacher classroom practices on students' development of functional writing skills in Kiambu County's Githunguri Sub-County. He observed that most teaching practices were teacher-centered and focused on memorization and recall, with little learner-teacher interaction. Additionally, students listened to lectures from their lecturers for the majority of their class time. The poll found that a wide curriculum, a demanding teaching load, a lack of learners' enthusiasm for writing, and an inconsistent use of computers and the Internet to assist with writing were among the challenges that instructors faced when teaching FWS.

It was centered on classroom procedures and how they affected learners' development of practical writing abilities. The researcher also used a naturalistic inquiry design to investigate the practices and a theory of constructivism to anchor the study (Brau, 2020). The researcher narrowed his investigation to Forms 1, 2, and 3. Nonetheless, the goal of this research was to close a knowledge gap regarding the application of collaborative writing techniques in the Githunguri Sub-County of Kenya's teaching and learning of functional writing abilities. It used Collaborative Learning Theory, which promotes group or pair work in accordance with collaborative writing methodologies, and specifically focused on Form-3 as one of the foundations of functional writing skills. At the end of the day, the study evaluated the results of the treatment and control groups using a Solomon-4 non-equivalent research design. It also recommended a more effective method of teaching FWS for the pretest and posttest in the treatment phase by using CWS.

Similar to this, Au and Nyasimi (2014) looked at the challenges students in Manga District, Nyamira County, faced when learning essay writing techniques, and they found that English professors usually taught these techniques through lectures, examples, and Q&A sessions. According to the researchers, teachers seldom ever employ group cooperation, peer teaching, or role playing—all of which have been demonstrated to enhance students' acquisition of writing abilities, among other subjects. The research also showed that poor content mastery, poor grammatical usage, interference from first languages (L1), a lack of vocabulary, and poor teaching and learning tools were the main obstacles learners faced when developing essay writing abilities. Moreover, the research revealed that instructors do not use collaborative writing techniques to encourage learners' interaction and participation in class activities. In order to evaluate the difficulties pupils encountered acquiring essay writing techniques in Manga District, the study employed a descriptive approach. Teacher-centered approaches to teaching functional writing

skills are usually utilized in Githunguri and Manga, comparing the findings of these studies (Au & Nyasimi, 2014; Kiriri, 2019). Using the Solomon-4 nonequivalent design in the Githunguri Sub-County, the researcher extensively evaluated the use of the collaborative technique and how it affects learners' performance in Form-3 functional writing skills, in contrast to the previous two studies.

Njokl (2014) has performed research on instructional strategies that instructors employ when teaching FWS to standard 4 learners in Nyandarua North Sub-County. The majority of English teachers in that region, according to the study, use the teacher-centered product method. Furthermore, the study discovered that teachers in the sub-county did not use a variety of instructional tools while teaching functional writing abilities. As a result, teachers became the center of nearly all class activities, while learners were listeners and note-takers, making lessons and the classroom too boring for learners. The study examined the instructional strategies teachers in Kenya's Nyandarua North Sub-County used to teach standard 4 learners English language writing skills. However, this study examined how frequently English language instructors use CWS to teach functional writing skills to Form-3 learners in Githunguri Sub-County.

In conclusion, the majority of English language instructors in Githunguri Sub-County and other regions of Kenya hardly ever use collaborative writing techniques while teaching functional writing skills. Most of their instructional activities are built around a teacher-centered method, in which instructors present and demonstrate lessons extensively while students just listen and take notes. This conventional method of teaching is reported to be passive, as learners are not allowed to participate by doing group work, pair work, or demonstrating what they understand about a particular lesson in class. According to the researchers, learners can recall and apply what they

learn from their classmates and instructors if they completely participate in class activities. In the end, three gaps were found: (i) there was no research found on the use of collaborative writing techniques in the teaching and learning of functional writing skills; (ii) there was no research found on functional writing skills in Kenya's Githunguri Sub-County; and (iii) there was no research discovered on the strategies employed in Githunguri Sub-County to teach functional writing skills to Form 3 students. Therefore, the study investigated to close these gaps.

2.3 Influence of Collaborative Writing Strategy in Functional Writing Teaching and Learning.

This section provides details on the use of CWS and its impact on learners' functional writing skills. It also emphasizes how employing a collaborative writing approach allows learners to generate ideas together, discuss and clarify various viewpoints, arrange their ideas logically, and edit them. Finally, it provides documented evidence of how CWS promotes collaboration and diversity among learners as they communicate in L1 or L2 to complete a writing task.

Anggraini et al. (2020) discovered that CWS aids learners in generating writing ideas and piquing their knowledge on chosen topics for them to develop as writing projects. In the study, the control group was given instructions via traditional methods, whereas the experimental group employed a collaborative writing strategy. According to the study, EFL students are more open to employing collaborative writing strategies to improve their writing skills since they foster motivation, peer feedback, grasp of the issue, habit building, and vocabulary expansion. However, by examining the application of CWS in teaching and developing FWS in Githunguri Sub-County, this research closed the geographical and methodological gaps. Using a Solomon-4 nonequivalent study design, the researcher conducted the study mainly on Form-3 learners in the Sub-County of Githunguri.

In a comparable study, Latifah and Ulfa (2020) examined the effectiveness of CWS for senior high school students' writing abilities using a quasi-experimental method with students in the tenth grade at MA Al-Ibrohimy Galis. Using experimental and control groups, the efficacy of teaching and mastering functional writing skills through collaborative writing was examined.

The researchers found that CWS was more efficient as compared to the conventional technique of teaching reading and writing, which involves mostly teacher-centered activities. According to the study, CWS helps learners to fully participate in their writing assignments, learn a lot from one another, remember information, and use it to hone their unique writing talents. When children are given the chance to voice their opinions under the strict supervision of teachers, it encourages them to take part in the group activity and can be engaging, according to the researchers. 172 participants, including 160 learners, 8 instructors, and 4 heads of English language departments, made up the sample size for this study, which concentrated on teaching Form 3 students in Githunguri Sub-County functional writing abilities through collaborative writing procedures. However, the number of learners rose to 192 as a result of packed classrooms. In conclusion, the researcher planned to close the gap by carrying out the study in Kenya, Africa—more precisely, in the Githunguri Sub-County.

Additionally, Bikowski and Vithanage (2016) discovered that students in the group that collaborated on writing did statistically better than those in the group that worked alone. Their study looked at how collaborative writing assignments affected second-language authors' individual writing scores. Pre-test and post-test procedures were used. According to the study, L2 writers generally found the collaborative writing exercises enjoyable, and many students in the individual group expressed a desire to have taken part in the collaborative writing activities. This

study aimed to investigate the effects of CWS on Form-3 learners' performance in gaining functional writing abilities in secondary schools in Githunguri Sub-County. This was in contrast to the researchers' tertiary-level study on web-based writing.

Importantly, the collaborative writing approach gives learners working in groups an opportunity to generate words and sentences suitable for L2 to produce a writing task. It becomes faster for learners to gather ideas and organize them to construct meaningful sentences in a second language than for an individual student struggling to generate words and sentences in a second language before producing sentences on the ideas. Therefore, the collaborative writing approach promotes teamwork, respect for diverse views, critical thinking, vocabulary, fluency in L2, and effective communication amongst learners, as advanced by the researchers.

Collaborative writing has many advantages, as stated by Sherman and Prabowo. It enables learners to rely on their peers for learning, encouraging learners to work together to teach one another and putting them in the position of acting as both learners and instructors. As they collaborate to finish a writing assignment, the technique inspires learners and develops their capacity for critical thinking. When teachers and learners use activities that are closely related to success, the method also encourages the cognitive processing of the material. The advantages of collaborative writing, according to Prabowo (2019), are as follows: (i) fostering successful learning; (ii) fusing cognitive and motivational approaches to teamwork; (iii) fostering cognitive processes through an organized method of teaching and learning in a tutoring setting; and (iv) fostering students' accomplishment and self-assurance.

A collaborative approach increases learners' participation in class discussion, retention of lessons taught, and proper use of grammar, vocabulary, and sentence construction. According to Pham

(2021), collaborative writing activities can allow students to debate their positions about sentence form, proper grammar, vocabulary, logic, paragraph writing, and concept organization. By doing so, learners can self-correct themselves on grammar, punctuation marks, vocabulary, and so forth by using dictionaries, the internet, and grammar books, as stated by the researcher. In order to assist learners in identifying typical writing errors, the researcher claims that professors facilitate collaborative writing classes. The study focused on the effects of instructors' use of collaborative writing on learners' writing fluency at the university level in a country outside of Africa.

In this study, the researcher examined exactly how frequently Form-3 English language instructors in Githunguri Sub-County, Kenya, employ collaborative writing strategies to teach functional writing skills and how this affects learners' success in learning the skills.

2.3.1 The Collaborative Writing Strategy Process

As per Prabowo (2019), the following steps ought to serve as a reference while utilizing a collaborative writing technique: Following the following steps, learners: (i) compile their thoughts and draft an outline; (ii) divide the class into pairs or triads; (iii) create recount texts based on the assigned topic; (iv) choose passages from the selections so that each learner can write a first draft independently; and (v) teams turn in their paper to the teacher for review and assessment following the final edit.

They also increase learners' knowledge of collaboration and the organization of points in group discussions. Therefore, when a teacher uses a collaborative writing approach to teach functional writing skills, he or she is not only teaching learners how to write effectively but also teaching

good qualities like collaboration, togetherness, problem-solving skills, organization, and the promotion of diversity of opinions in group discussion.

Prabowo outlined the following activities in stages for a successful collaborative writing class: Understanding the activities would make it easier for learners to apply, control the writing activity, and assume different roles in the writing process. His research concentrated on recount texts, whereas this study investigated the impact of a collaborative writing strategy on Form 3 learners' functional writing skills.

2.3.2 Four stages of collaborative writing

Afterwards, Prabowo divided collaborative writing into four phases: (i) team building; (ii) team planning; and (iii) trust-building (operation agreements, defining expectations) (create a work schedule, go over assigned tasks and roles for each team member; establish team goals and objectives, including deadlines, deliverables, and milestones; ascertain workflow and decision-making procedures). There are four stages involved in producing a document: research, ideation, drafting, interactive revision, and conclusion (final document review to edit and approve content, organization, and style, final document processing—proofreading and sending, and external approval).

2.4 Teaching and learning functional writing skills: Teachers' and learners' perspectives

To find out how attitudes held by teachers and students regarding the teaching and learning of functional writing affect those components of the process, the study conducted a review of the literature. The study commenced with a review of prior research on the assessment of teaching

and learning skills by Kenyan instructors and students. It then included a global perspective, broadening the review's scope.

In West Pokot County, Kenya, the period between 2012 and 2019 experienced a dramatic decrease in the performance of secondary school learners on functional writing skills in KNEC examination reports (Koross et al., 2021). According to the researchers, the actual explanation of the low performance was partly ascribed to teachers' lack of preparation and usage of traditional ways of teaching functional writing abilities. As a result, many learners had developed no interest in functional writing skills as their average scores continued to fall below C+ (7 points) in the writing skill on the national examinations.

Similarly, Onchera (2018) studied what English language teachers believe when teaching functional writing skills. His research also focused on teacher planning exercises, both in preparation for the classroom and during classroom decision-making, in order to determine how thinking and understanding influence teachers' teaching FWS. The study discovered that instructors' perceptions, beliefs, knowledge, and comprehension of teaching functional writing abilities varied. While some said that teaching functional writing was easy, others said it was challenging and needed a lot of preparation and training.

On one hand, their different views showed a negative attitude towards teaching functional skills to learners. If the teaching of functional writing was considered quite easy, as many teachers said, then it means they did not do much planning to teach it well to learners. On the other hand, teachers who considered teaching functional writing a difficult task would also shun their attention to designing appropriate teaching strategies to help learners grow interested in learning that particular speech writing skill. Additionally, it was discovered that the English language curriculum did

provide more topics on functional writing, but there was no guide for teachers to follow when teaching FWS. This means the decision is left to instructors to choose whichever method is appropriate for them to teach the writing skill (Kenya Institute of Education, 2006). This study, in contrast to the Onchera study, concentrated on how teachers employed collaborative writing techniques and how they affected learners' performance in Form 3 FWS in Githunguri Sub-County.

Findings of the Onchera and Manyasi study (2013) have revealed that teachers of writing do not explain in detail during instruction of function writing skills. They do not devote sufficient time to help learners understand the lesson. Furthermore, it was revealed that teachers have various perspectives on teaching functional writing, which is evident in their techniques, class activities, and the degree to which learners were introduced to suitable FW kinds. Finally, the study discovered that teachers do not emphasize the value of functional writing abilities, which could inspire students to pay attention in class and practice functional writing skills for future benefits. From the six secondary schools in Nyanza County, the following conclusions were made by Onchera and Manyasi (2013) in their study on functional writing skills for effective communication: However, as the experimental and control activities of the study require a small number of four groups due to the Solomon 4 research design, the attitudes of instructors and students in four secondary schools were the main focus of this study.

Considering all the pieces of evidence, the findings have given a clearer picture of how functional writing is taught in some districts in Kenya. English language teachers do not express much interest and time in teaching functional writing skills, and that affects learners' attitudes towards learning the skills. Learners become stressed and discouraged about learning functional writing skills on the grounds that they are not taught in detail and given needed attention for motivation. Besides,

the essence of learning functional writing is not emphasized in order to encourage learners to devote their time and energy to learning the skills for future use. According to the researchers, English language instructors should be monitored to vary their strategies for teaching functional writing skills so as to encourage learners to participate fully in the class activities.

Several perceptions have been met by the use of CWS. In their investigation of Chinese tertiary institution teachers' perceptions of collaborative writing in English as a Foreign Language (EFL), Zheng, Yu, and Lee (2021) found that: (1) teachers saw collaborative writing as significant and doable; (2) their knowledge did not align with their perceptions; and (3) their methods of instruction did not align with their beliefs and understanding of the use of collaborative writing. Thus, it is evident that although the teachers recognize the value of collaborative writing and its potential to enhance students' writing abilities, they do not apply the writing approach to teach students functional writing. They are still glued to their conventional pedagogical approach to teaching, which seldom includes learner-centered activities for total involvement of learners in class discussions or activities. The teacher-centered method of teaching promotes learners' developing negative attitudes toward functional writing as the learners cannot be allowed to partake fully in the class activities, thereby rendering the learning situation so boring and non-productive.

The present study, in contrast to Zheng and colleagues' research at Chinese tertiary institutions on teachers' perceptions of collaborative writing, focused on the attitudes of teachers and students toward the teaching and learning of functional writing skills in Form 3 in secondary schools in Githunguri Sub-County, Kiambu County. Similarly, Rushidi (2018) investigated how students saw

their own English writing assignments, proficiency levels, and writing priorities in non-English languages to ascertain the value of writing skills in English for Academic Purposes courses.

Researchers from the South East European University of Tetovo, Macedonia, included fifty EFL (English as a Foreign Language) students, ages eighteen to twenty-three, from a range of departments in the study. The students enrolled in Language Center classes for academic and advanced academic English (AE and AAE). Participants' assessments of a range of texts written in their target language revealed that students place less importance on their writing performance than on their other language proficiency. However, after completing several sorts of writing activities, the students began to demonstrate an interest in writing, and with continual drilling and encouragement, their writing performance improved when the semester ended. The exercise was no longer an embarrassment for the students since they had gained confidence in their writing needs, abilities, and priorities. The researcher, therefore, stressed that teachers of English should emphasize the importance of writing and encourage learners to develop an interest in learning the skills. In this study, the researcher studied learners between the ages of 14 and 20 in secondary schools, as opposed to the study reviewed. The study also looked into how learners and teachers felt about teaching and studying FWS in Form-3 at the study's locale in order to find out how they reacted to the skills in an African setting.

2.5 Teachers' Preparedness Towards the Use of Collaborative Writing Skills in Teaching Functional Writing Skills

This component of the study examines how prepared instructors are in Kiambu County, Kenya, and other related counties to effectively teach functional writing skills through collaborative writing methodologies. The inquiry is mostly concerned with English teachers working in public

secondary schools. To find out why public secondary learners find it difficult to master functional writing skills, Kiriiri (2010) studied how learners acquire these abilities. According to the researcher, learners spent most of their instructional time listening, and most class practices were done by teachers, and focused on memorization and recall.

According to him, the experiences that learners are exposed to by their teachers have a significant impact on their proficiency in any profession. The researcher advised teachers to employ more learner-centered techniques, allowing learners to participate in class and engage in group activities. In this study, the researcher used a collaborative writing strategy to learn functional writing skills in Form 3, unlike Kiriiri's study, which focused on challenges learners faced in gaining competence in functional writing.

Additionally, in a study carried out in Nyanza Province, Onchera and Manyasi (2016) found that teachers were still employing their traditional methods of instruction, in which the majority of the teaching is done through talking while learners listen and take notes. Teachers, they claim, provided virtually little support to students in terms of functional writing abilities because teachers controlled the classrooms. In most classes, the teacher provided detailed explanations of the format utilized in most text types. The researchers discovered that learners were given assignments to complete outside of the classroom, implying that no monitoring was provided as the learners mastered the ideas. Finally, the researchers discovered that teaching functional writing in the classroom today is not necessarily productive, communicative, or accurate. Teachers' attitudes, beliefs, and lack of in-depth instruction show that they are not always correct. This lack of correctness has an effect on students' writing output. Most teachers appear to lack creativity in their FWS instruction.

In Aguthi Division, functional writing skills were taught and learned through a variety of approaches, including lectures, group discussions, and oral presentations, according to Mureithi (2015). Her study's findings identified a number of factors that prevent learners from becoming proficient in functional writing, including inadequate teaching and learning resources, a lack of time for teachers to have in-depth discussions with learners on any given functional writing topic, and a lack of exposure for learners to a variety of samples of a given functional writing task. The researchers, therefore, recommended that more learner-centered activities be employed by teachers in order to increase learners' participation, understanding, and application of functional writing skills. This study examined teachers' and learners' views on teaching and learning functional writing through a collaborative writing approach, in contrast to the reviewed study.

2.5.1 Resources for Collaborative Writing in Teaching and Learning

This section seeks to identify teaching and learning resources available for effective use of collaborative writing strategies during the instruction of functional writing skills. By identifying the resources, the research suggested useful teaching and learning materials for the use of CWS.

Hsieh (2020), who thought about successful teaching and learning materials, suggested using online resources as a useful way to teach and acquire functional writing skills using the collaborative writing technique. His study examined interactions between language learners using online resources during a collaborative writing exercise, as well as how these tools help cooperating learners create meaning. The results demonstrate that learners with different levels of collaboration orientation are encouraged to connect in a variety of ways in the presence of online resources. The results also imply that the way in which learners used internet resources to strengthen their relationships was significantly influenced by their innate tendency toward

collaboration. The results of the study demonstrate the relationship between learners' online resource usage and collaborative habits. Teachers who wish to include online tools to enhance their learners' collaborative learning should pay close attention to this data.

According to flash cards, computer software, poster sheets with or without information, videos, diagrams, and pictures are effective materials for collaborative writing strategies. The use of information of flash cards enables learners to move around in their groups to discuss freely. Computer software gives learners the opportunity to access their learning materials, read them, and discuss their content in groups. It interestingly improves learners' research and analysis skills as they search for relevant information and discuss the information in line with a given task. Use of poster sheets is very important because it provides visual and aesthetic comfort for learners to discuss the task placed on the poster sheets. Learners are free to move about in groups and their groups read and discuss what is placed on placarded posters. Video is another important teaching and learning material. Sitting in their various groups, learners are asked to report on what they have seen in a video, either the moral aspect or personalities of major characters, relating in to them a real-life situation. Although pictures are motionless, they are also powerful visual materials for the use of collaborative writing strategies. g strategy. Writing teachers pictures, lay pictures asking learners to discuss what they see in the picture, and how that could be taken care of if it were a problem. In these instances, teachers provide the identified teaching and learning resources to learners in various groups, and facilitate the learning process for learners to discuss and make presentations in class.

2.6 Challenges in the Teaching and Learning of Functional Writing Skills

This section examines the difficulties instructors and learners face when teaching FWS. One of the abilities that learners must develop and perfect in this competitive environment is writing ability (Moses & Mohamad, 2015). As discovered in their study, Moses and Mohamad said the inability for learners to write well has the propensity to hinder their chances of getting hired in the future, as learners need the skills for effective communication in their professional environment. Teaching writing has remained so tasking as learners continue to encounter challenges in learning the skills, according to the researchers. Moses and Mohamad conducted a study to determine the difficulties that children typically experience in learning to write. Some of the challenges they discovered were a lack of vocabulary, poor grammar, poor spelling, learners' preparedness, and a lack of exposure to books and reading resources. They claimed that, due to the difficulties that learners confront, it is very challenging for teachers to successfully teach writing skills.

In terms of motivating their learners, instructing learners at various levels, dealing with challenging materials, and teaching learners in a limited amount of time, teachers also encounter challenges when attempting to teach writing skills. The problem can therefore be improved by teachers spending enough time instructing writing skills and providing the appropriate feedback on learners' work (Moses & Mohamad, 2019). However, the researcher of this study looked into any difficulties that CWS-based instruction of FWS presents for both instructors and learners in the study's locale. Having a broad curriculum, a heavy teaching load, learners who are uninterested in writing, and little use of computers and the internet to facilitate writing exercises are just a few of the difficulties English teachers of functional writing skills face, according to Kiriiri (2019). Learners spent the majority of class time listening and taking notes; it was discovered that most

teaching methods were concentrated on teacher-controlled activities and aimed toward memorization and recall. Accordingly, the study came to the conclusion that teachers should use student-centered practices, giving learners a chance to speak up in class and involving them in group projects to boost their motivation, participation, understanding, application, and retention of writing exercises for practical use.

2.7 Summary/Research Gaps

An overview of the most important findings and areas of unmet knowledge from the reviewed literature completes this section. According to certain studies (Anwar et al., 2020; Pham, 2021), the collaborative writing style is a particularly effective way to teach and strengthen practical writing abilities. It has been recommended by many studies as an effective way of encouraging learners' participation, collaboration of diverse views, understanding, application, and retention of exercises on functional writing (Anwar et al., 2020).

However, there hasn't been greater effectiveness in the employment of CWS by teachers in Kiambu County and certain other counties in Kenya (Mureithi, 2015). This is a rare teaching approach used by teachers. In actuality, the majority of teachers continue to employ the traditional teaching approach, in which instructors provide in-depth justifications and examples for a particular subject while learners pay attention and take notes on the board (Kiriiri, 2019). According to numerous studies, the traditional teaching approach is so passive that learners' performance gradually declines and they lose interest in the classes and subjects (Onchera & Manyasi, 2013).

In conclusion, the research summarized major gaps discovered during literature review. Most of studies conducted on influence of the use of collaborative writing strategies were carried out in

non-African countries, thereby creating a geographical gap for more studies to be conducted on the strategy in the African classroom context to establish its impacts on the teaching and learning of FWS. Moreover, most of the studies conducted on the use of collaborative writing were carried out at the tertiary level in non-African countries, while others were done in Forms 1, 2, and 4. Among the studies reviewed, the researcher did not find any studies on the utilization of the Solomon 4 research design, which had been adopted in this study. In addition, Information on teachers' and learners' opinions on the application of CWS towards instruction and the development of FWS in Form Three in the study's locale was limited. The research discovered few studies on teachers' readiness to adopt CWS in teaching writing skills for practical purposes. Insufficient research has been done on the use of CWS in Kiambu County to determine if teachers and learners utilize the strategy when teaching functional writing skills. Most of the findings on teaching methods and practices have indicated that many teachers are still using the conventional method of teaching functional writing. Finally, the research discovered limited information on the challenges teachers and learners faced in utilizing CWS in teaching and learning FWS in Form-3 in the study locale.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research design used in Kiambu County to apply CWS to FWS instruction and acquisition. The research design, target population, sample size, and sampling techniques of the study are the main topics of this chapter. The validity and reliability of the research instruments used for the study are also covered in this chapter. The study concludes with a discussion of data collection, data analysis, and ethical considerations.

3.2 Research Design

According to USC Libraries (2018), research design is the overarching plan and analytical method you have chosen to logically and coherently combine the many study components, ensuring a thorough investigation of the research subject. This serves as the foundation for obtaining, computing, and interpreting data and information. For this examination, the researcher used a Solomon four non-equivalent group design, which is a type of quasi-experimental research methodology. As to Choueiry's (2022) account, a group design experiment involves randomly assigning individuals to four groups that differ in terms of receiving the treatment and having one or two measures of the relevant result for each group.

This type was selected to enable the researcher to evaluate the efficacy of the treatment group with CWS by giving pretests and posttests to the study's experimental and control groups. To determine whether the approach was more effective in teaching Form-3 students, the researcher employed collaborative writing strategies and traditional methods of teaching FWS to both

experimental and control groups in four carefully chosen schools. The goal of the study was to correlate the students' performance in FWS. The respondents collaborated with instructors to implement CWS inside the treatment group. View the accompanying chart.

Table 3.1: Solomon 4 Research Design Pre-test and Post-test Process

Groups	Pre-test	Treatment	Pos-test
Experimental #1/ School E ₁	Pre-test	Treatment	Post-test
Control/ #1/ School C ₁	Pre-test	No treatment	Post-test
Experimental #2/School E ₂	No pre-test	Treatment	Post-test
Control #2/School C ₂	No pre-test	No treatment	Post-test

The study's pre- and post-tests are shown in this table. The Form Three students in the E and C groups at the four schools chosen to use CWS in teaching and developing FWS in the Githunguri Sub-County were given the tests. Students from E₁ and C₁, which served as the experimental and control groups during the first phase, took pre-tests based on subjects covered in FWS that matched the Form-3 English language syllabus. After that, schools E₁ and E₂, which correspond to experimental groups #1 and #2, got treatment for the application of collaborative writing skills in the second phase of teaching and developing functional writing abilities. C₁ and C₂ were not given treatment using CWS. The researcher used the conventional method of teaching and learning FWS for C₁ and C₂. Finally, in the third phase, a post-test on topics taught in FWS was administered to all groups to compare learners' performance on the use of collaborative writing strategies and conventional methods for instruction in FWS. The design was critical because it allowed the researcher to collect detailed information about the use of CWS and conventional methods, as well as their effects on improving learners' performance, in order to make recommendations for more

efficient methods of teaching and learning the skills. The researcher, therefore, had tried out CWS and its influence on learners' performance in FWS.

3.2.1 The variables

Collaboration writing strategy is the study's independent variable. The researcher wanted to look into how CWS affects secondary learners' performance in FWS. To find out how this strategy affects learners' performance in learning functional writing skills, a study on a sample of secondary learners in co-educational public schools was conducted using this method. The learners' improvement in performance in functional writing served as the dependent variable. The intervening variables were assumed to be limited time for instruction, numerous topics on FWS to complete in the syllabus, overcrowded classes, and a lack of teaching and learning materials.

3.2.3 Study's locale

The study was conducted in Githunguri Sub-county, Kiambu County, Kenya. The conduct of the study in the locale was motivated by the low performance of learners in the county mock examinations on functional writing skills. As Kiriri noted (2019), during the internal marking of mocks for Githunguri sub-county, the examiners and county educational officials repeatedly noticed that 75% of candidates who participated in the exercise wrote completely irrelevant documents or used the wrong formats. This is evident that the problem of functional writing still persists in schools in the study's locale. Secondly, Kamau Samuel Kiriri, who is cited in this study, lived and taught English in the study's locale for twenty years and had experienced learners' deficiencies in functional writing skills, as captured in his research.

At the internal county mocks, the researcher took part in the marking of functional writing papers. Additionally, the study sought to determine how the use of CWS could affect learners' performance in Form-3 FWS, one of the foundational classes in the study's location, given that KCSE had noted the poor writing performance displayed by learners in functional writing tasks (KCSE reports, 2020). According to his research, functional writing instructors in the English language always use conventional approaches when instructing learners in these skills.

3.3 Target population

According to Orodho (2009), a target population is a large collection of objects, events, or individuals with a certain set of characteristics from which a researcher intends to extrapolate study findings. The homogeneity of the target population was a concern of the research in order to generalize the findings. Therefore, the research's target population consisted of teachers and students in Form 3. The target population for this study consisted of 10780 Form-3 students, 38 Heads of English Language Departments, 76 English teachers, and 38 public secondary schools. As a result, 10,894 people participated in total.

The researcher conducted the study on Form-3 learners in order to determine foundational challenges the learners may encounter in answering FWS questions in KCSE when they are promoted to Form-4 and suggest better teaching strategies to improve their performance on the skills. Form-3 is part of the foundational standards or grades of functional writing exercises. Co-education and sub-county schools have been chosen to address their continuous dismal performance in KCSE functional writing skills. Learners in the two categories of public secondary schools share similar entry behaviors. Therefore, it was necessary that this study be carried out at the chosen schools to determine the effectiveness of CWS in Form 3 and to suggest a more

effective method of teaching FWS, so that by the time the learners are promoted to Form 4, they will have learned the necessary knowledge and skills to be proficient enough to respond to FWS questions in the KSCE appropriately. The sample was composed of four schools that were randomly selected in Githunguri Sub-County in Kiambu County.

Table 3.2: Target Population of schools, learners, teachers, and HELD of the study

School category	No. of public schools	Sch. Percent %	No. of Form-3 Learners	Percent of %	No. of English Teachers	Percent of Teachers	No. of Heads of ELD	Percent of %
Co-Ed.	16	42	4090	38	34	45	16	42
Sub-Co.	22	58	6690	62	42	55	22	58
Total	38	100	10780	100	76	100	38	100

Source: Kiambu County Education Office (2022)

3.4 Sample Size and Sampling Procedures

Both simple and purposive random sampling were used in this research. A simple sample technique was initially used to select 160 Form-3 students at random. A purposive random technique was then used to select four schools, eight instructors, and four heads of the English Language Department (HELD).

3.4.1 Sampling Techniques

Sampling, according to Orodho (2009), is the process of selecting a predetermined number of respondents to represent a predetermined group. The researcher used simple and purposeful random procedures to choose potential study participants. Every individual in the sampling frame

has an equal and independent chance of being selected for the study using a straightforward random sampling approach (Onwuegbuzie & Collins, 2007).

Onwuegbuzie and Collins (2007) offer a purposive random strategy to select a desired number of participants at random and select random examples from the sample frame. Every learner has an equal chance of being included in the study when participants are chosen by a simple random approach. Using this method, the researcher was able to choose volunteers from the student population without giving preference to any specific individuals or topics that caught their attention. The researcher employed the approach of purposeful random sampling to identify certain educators and administrators whose job descriptions pertain to the study's subject matter.

3.4.2 Sample Size

Table 3.3: Sample Size

School category	No. of Pub. School	Percent %	No. of Form-3 Learners	Percent %	No. of English Teachers	Percent %	No. of HELD	Percent %
Co-Ed.	1	25	75	39.1	2	25	1	25
Sub-County	3	75	117	60.9	6	75	3	75
Total	4	100	192	100	8	100	4	100

Sub-county schools are basically day schools, all-new boarding schools, and boarding schools with day wings. Students in these schools are all from the hosting district. Co-educational schools are those public secondary schools that have boys and girls mixed within a subcounty. Both sub-county and co-educational schools are among the four main tiers or categories Kenyan secondary

schools are divided into to encourage competition and high academic performance. In Githunguri Sub-County, Kiambu County, Kenya, three sub-county schools and one coeducational school were specifically sampled for the study.

Additionally, the researcher selected participants from each of the four public secondary schools, including students, teachers, and directors of the English language departments. The researcher was to select 40 students (but the number went up because of the overcrowding in the courses), two English language teachers, and the English department head from each of the four public secondary schools from the target demographic. For learners, a simple random sampling method was utilized, while purposive sampling was used for schools, teachers, and department heads. Among the several sections of each Form-3, the researcher, through a simple random technique of pieces of paper containing the names of the sections, picked a specific section after shaking the papers in a box. The sections randomly selected were where the study was conducted. According to Siegle, D. (2015), a 95% confidence level is the minimum necessary sample size (MRSS) to estimate the sample size for pre-test and post-test of quasi-experimental research in the field of education. 204 participants in total—192 students, 8 instructors, and 4 HELD—were included in the study's sample, falling inside the upper bound of the alpha value table. Consequently, the sample size amounted to 1.7% (192 learners) of the intended participant group.

3.5 Research Instruments

Achievement tests, interviews, questionnaires, and observation were used to gather detailed data from participants in the study.

3.5.1 Achievement Test

A pre-test was administered to learners of EG #1 and CG #1 out of the four public secondary schools before treatment using CWS. After teaching FWS using CWS, a post-test on FWS from KCSE was administered to all four groups of learners, representing the four schools (Appendix IV).

Teachers used a collaborative writing strategy to teach FWS in E₁ and E₂ before administering the test. C₁ and C₂ received instruction on FWS by the conventional method of teaching the strategy. Applying the data collection tool enabled the investigator to clearly compare and contrast the performance of learners and determine which approach—the conventional method of teaching functional writing skills or the use of CWS—was more efficient in imparting the necessary skills to the learners.

3.5.2 Questionnaires

In order to obtain sufficient information on the attitudes of teachers and students toward functional writing skills, the teaching and learning resources needed, teachers' readiness for the use of CWS in the instruction of FWS, and challenges encountered during the instruction of FWS in the study's location, questionnaires were administered to students, teachers, and heads of the English Language Department who responded to interview guides. This tool allowed participants in each category to freely voice their opinions about the topics studied.

3.5.3 Interview Schedule

Interview questions were answered by English language instructors and HELDs, allowing the researcher to collect data from participants. By using this data collection tool, the researcher was able to learn more about a number of topics that may not have been covered in the questionnaires but were crucial to understanding how best to proceed with the study. It also enabled the researcher to gather substantial data on diverse perspectives on teachers and HELDs. To protect the integrity of the data collected for analysis, audio recorders and notepads were used during the interview.

3.5.4 Observation Guide

The study's data gathering tools also included an observation guide. With the participants' permission, the researcher used video cameras to videotape the instruction of FWS to collect in-depth data on real-world difficulties faced by teachers and learners in the classroom. It also addressed concerns regarding the attitudes of instructors and learners toward the teaching and acquisition of practical writing skills.

3.6. Pilot Study

To ascertain the feasibility of the data tools and the study's execution at the four public schools in the Githunguri Sub-County, the researcher conducted a pilot study. Ten percent of participants and any two English language teachers from a public secondary school were randomly selected for the pilot project. Questionnaires were employed by the researcher to get information from students. Furthermore, a job application letter writing question was chosen by the researcher from the KSCE questions on FWS. Teachers and the head of the English language department were interviewed, and observation guides were utilized to gather data. The pilot's results were used to validate the

tools and make sure the study was carried out correctly. Based on the findings, every variable was deemed credible as their Cronbach's alpha value was greater than 0.7. As a result, the study's data collection tools were trustworthy.

3.6.1 Validity of research tools

The researcher established content validity for this study by providing two fluent English-speaking supervisors with the chance to critically assess research instruments and determine whether they measured what they were supposed to measure in line with the study's objectives. According to Mugenda & Mugenda (2003), construct validity is the degree to which a test can reliably and effectively infer a respondent's abilities from research data. Therefore, to measure the ability of respondents, the construct validity of the study was achieved by the researcher restricting the instruments to the extent to which teachers use CWS to teach FWS, the influence of the use of CWS on learners' performance in developing and mastering FWS, how teachers and learners feel about the use of CWS, and the challenges involved in using CWS to teach FWS. In line with the researchers' opinions, the researcher created five primary questions based on five study objectives for the study tools.

3.6.2. Reliability

According to van Saane (2003), reliability is the accuracy and consistency with which an instrument can measure a variable to generate the same results under the same conditions, or the consistency of data gathering techniques that produce the same results across time. Reliability testing was carried out with pilot data. In particular, the reliability study was carried out using Cronbach's alpha. The study's cutoff point was set at 0.7 for the Cronbach's alpha coefficient. The

pilot analysis's total dependability score was 0.752. This showed that every variable had a Cronbach's alpha value greater than 0.7, indicating the reliability of every data gathering tool employed in the study.

3.8 Data Collection Process

The Department of Educational Communication and Technology provided an introductory letter for use in field evaluation and the gathering of preliminary data at the study location. A letter from the Graduate School following a successful defense of the research project was given to the researcher. The researcher, then, used the letter from the school to submit an application for permission to the National Commission for Science, Technology, and Innovation. The permit was given, and it was used to acquire a letter of authorization from the Ministry of Education. Upon receipt of the letter, the researcher proceeded to the field to meet with school administrators for a formal introduction, acquaintance, and request for the conduct of the study at the various schools. Upon getting permission for the study, the researcher carried out a pre-testing exercise of functional writing skills to gather data on experimental and control groups of learners to draw a comparison between conventional methods and the use of collaborative writing strategies. The actual study, through the use of questionnaires, face-to-face interviews, and observation to gather data from learners, teachers, and school administrators, was applied afterwards.

3.9 Data Analysis

The process of examining and condensing data in order to provide pertinent details that allow a conclusion to be made is known as data analysis (Mwituria, 2012). The data was coded, categorized, and analyzed with respect for each of the study's goals in mind. Finding and assigning

codes to important themes was a necessary step in the analysis of both quantitative and qualitative data. A record book was provided to keep track of all the codes. After the data was coded, it was precisely descriptively analyzed to determine the frequencies, means, and modes using the SPSS version 21.0 database. The researcher analyzed quantitative data by using measures of central tendency to determine the mode and mean of the data. For qualitative data, a coefficient of variability was used. Sorting and discussing responses for each item of the objectives were applied before editing, analyzing, and coding. The responses were the views, experiences, and opinions of learners, instructors, and HELDs.

Table 3.4: Matrix indicating the data analysis process

No	Objectives	Instruments	Types of data	Statistics
i	To find out how often teachers use CWS in teaching and FWS	pretest and posttest	quantitative	Independent samples: T-test
ii	To investigate how learners perform in FWS	questionnaire for teachers and learners	quantitative	Descriptive statistics (frequencies, percentages, means, and modes)
iii	To determine the attitudes of instructors and learners regarding the usage of CWS in the teaching and learning of FWS	observation guides	quantitative	Descriptive statistics (transcribing observation guides, categorizing them into themes, and then entering them into SPSS computer software)
iv	To establish teachers' preparedness for the use of CWS in teaching and learning FWS		qualitative	Interview forms for teachers and heads of HELD
v	To explore challenges encountered in teaching and learning FWS, using CWS	questionnaires and interview guides	quantitative and qualitative	Both approaches will be applied.

3.10 Logistical and Ethical Consideration

This chapter discusses presentation, analysis, and discussions of findings. It is organized according to objectives and questions developed into questionnaires, interview schedules, and observation forms. Figures and tables have been used for data analysis. The figures and tables are, then, developed into themes for discussions supported by the findings of this study and other studies conducted on the use of CWS for teaching functional writing skills.

CHAPTER FOUR

RESEARCH FINDINGS, INTERPRETATIONS AND DISCUSSION

4.1 Introduction

This chapter discusses presentation, analysis, and discussions of findings. It is organized according to objectives and questions developed into questionnaires, interview schedules, and observation forms. Figures and tables have been used for data analysis. The figures and tables are, then, developed into themes for discussions supported by findings of this study and other studies conducted on use of CWS for teaching functional writing skills.

4.2 Response Rate

The study obtained 192 questionnaires from learners, four questionnaires from heads of English language department and eight interview schedules from teachers of English. A hundred percent response rate was obtained from learners for analysis.

Background Information

This section presents background information for learners, teachers and heads of English department.

4.3.1 Background information for learners

Table 4.1. presents learners' background information on learners. The information includes gender and age range of learners who took part in the study.

Table 4.1: Background information for learners

		Frequency	Percent (%)
Gender	Male	42	21.9
	Female	150	78.1
	Total	192	100
Age	Below 16 years	115	59.9

17-22 years	77	40.1
Total	192	100

Source; Research Data (2023)

According to the statistics, the bulk of learners (78.1%) were female, while 21.9% were male. In terms of age, 59.9% of learners were under the age of 16, while 40.1% were between the ages of 17 and 22. Majority of female learners participated in the study because two boarding schools of girls were chosen; as for boys, one boarding school and a mixed school were purposively selected for the study.

4.3.2 Background information for teachers

Table 4.2. presents teachers' background information on teachers. Here the information captures the age range, educational level, and teaching experience of teachers who responded to the study's interview questions.

Table 4.2: Background information for Teachers

		Frequency	Percent (%)
Gender	Male	1	16.7
	Female	5	83.3
	Total	6	100
Age	Below 25 years	1	16.7
	26-35 years	1	16.7
	36-45 years	2	33.3
	above 55 years	2	33.3
	Total	6	100
Education level	Bachelor in Ed	5	83.3
	Master's in Ed	1	16.7
	Total	6	100
Teaching experience	5 years	2	33.3
	15 to 20 years	2	33.3
	21 years and above	2	33.3
	Total	6	100

The findings revealed that 83.3% of teachers were female, while 16.7% were male. Results also showed that 33.3% of teachers were aged 36-45 years and above 55 years respectively. On education, 83.3% of teachers had bachelors, while 16.7% had masters. The findings implied that all teachers had adequate education, and therefore, were able to understand the study topic. Additionally, 33.3% of teachers have 5, 15 to 20 years, and 21 years and above teaching experience. This implied that teachers had necessary information about the study topic.

4.3.3 Background information for Head of English Language Department

Table 4.3. presents background information of heads of department. The information includes age range, educational levels, teaching experience of teachers and heads of English language departments who had participated in the study.

Table 4.3: Background information for Head of English Language Department

		Frequency	Percent (%)
Gender	Female	4	100
Age	Below 25 years	1	25
	36-45 years	1	25
	46-55 years	1	25
	above 55 years	1	25
	Total	4	100
Education level	Bachelor in Ed	1	25
	Master's in Ed	3	75
	Total	4	100
Teaching experience	10 to 14 years	2	50
	15 to 20 years	2	50
	Total	4	100

The findings revealed that 25% of department heads were aged below 25 years, 26-45 years, 46-55 years and above 55 years respectively. This implies that department heads were from different age brackets. On education, 75% had masters while 25% had bachelors, and therefore they were able to understand the study topic. Additionally, 50% have 10 to 14 years and 15 to 20 years

teaching experience respectively. This implied that department heads had necessary information about the study topic.

4.4 Use of collaborative writing strategies to teach FWS

This objective was to establish how often instructors in secondary schools in Kiambu County utilize CWS to teach FWS.

4.4.1 Use of collaborative writing strategies to teach functional writing skills in the English language

The students were asked to rank the frequency with which English language instructors instruct students in writing letters, memos, reports, announcement notices, speeches, and meeting minutes using both group and pair work. To do this, learners were given questionnaires to read and mark on how frequently teachers employed CWS when teaching FWS.

Table 4.4 Teachers’ use of CWS when teaching and learning FWS.

	Strongly disagree	Disagree	Agree	Strongly agree	Mean	Std dev
Teachers of English language always use group work and pair work when teaching letter writing, meeting minutes, reports, memoranda, announcement notices, and speeches.	23.4%	13.5%	53.1%	9.9%	2.5	1
In the writing class, teachers do most of the presentation and demonstration while learners listen keenly and copy notes from the board.	9.9%	6.2%	43.2%	40.6%	3.2	0.9
Teachers use guidelines and examples of functional writing skills to teach students in groups or pairs on the skills.	13.0%	9.9%	35.4%	41.7%	3.1	1
Teachers use sufficient time in teaching functional writing skills, and explain the benefits of learning the skills to learners	10.4%	5.7%	31.8%	52.1%	3.3	1

53.1% of students agreed, according to Table 4.4's findings, that teachers frequently assign group

and pair work when instructing students on how to write letters, memos, reports, announcement notices, speeches, and meeting minutes. With the help of the researcher and the English language teacher, the students were able to continue with the selections after reading the surveys. Their choices demonstrated that while teaching writing, teachers frequently employ group and pair projects.

The findings also showed that 40.6% of the learners agreed that most English language teachers use a teacher-centered approach when teaching FWS. After reading questionnaires and making their selections, learners' responses to Table 4.4 showed that teacher-centered strategies are utilized when teaching FWS in the study's locale. The findings concord with Kiriiri's research (2019), which discovered that most teaching methods of English language teachers were concentrated on teacher-controlled activities and aimed toward memorization and recall.

After reading the questionnaires, 35.4% of students believed that teachers employ guidelines and examples when instructing functional writing skills, and 31.8% of students agreed that English language teachers spend enough time teaching FWS.

4.5 Teachers' frequent methods of teaching functional writing skills

Students also had to rank whether or not teachers do the majority of the presentation and demonstration in writing classes, with students paying close attention and taking notes from the board.

Table 4.5: Teachers' frequent methods of teaching functional writing skills

	Strongly disagree	Disagree	Agree	Strongly agree	Mean	Std dev
Often	9.9%	6.2%	43.2%	40.6%	3.2	0.9
Most often	12.0%	12.0%	33.9%	42.2%	3.1	1.0

Hardly	37.5%	41.1%	11.5%	9.9%	1.9	0.9
Not at all	61.5%	17.7%	7.8%	13.0%	1.7	1.1

According to Table 4.5, the bulk of lectures and demonstrations are frequently conducted by teachers, with 43.2% of students agreeing and 40.6% strongly agreeing, while students pay close attention and take notes from the board. The findings concurred with those of Onchera and Manyasi (2016), who found that teachers were still employing their traditional methods of instruction, in which the majority of the teaching is done through talking while learners listen and take notes.

According to them, teachers provided virtually little support to students in terms of functional writing abilities because teachers controlled the classrooms. In most classes, the teacher provided detailed explanations of the format utilized in most text types. The researchers discovered that learners were given assignments to complete outside of the classroom, implying that no monitoring was provided as the learners mastered the ideas.

The students were also asked to rank the extent to which teachers instruct students in groups or pairs on functional writing abilities using examples and rules.

Table 4.6: Use of guidelines and examples in teaching functional writing skills

	Strongly disagree	Disagree	Agree	Strongly agree	Mean	Std dev
Often	13.0%	9.9%	35.4%	41.7%	3.1	1.0
Most often	11.5%	10.4%	38.0%	40.1%	3.1	1.0
Hardly	39.6%	42.2%	12.0%	6.2%	1.9	0.9
Not at all	61.5%	19.3%	4.2%	15.1%	1.7	1.1

Teachers often use examples and guidelines for FWS to instruct learners in groups or pairs. This is indicated by 35.4% of learners who agreed and 41.7% who strongly agreed with Table 4.6's

findings. The findings suggest that teachers should teach students in groups or pairs the necessary functional writing abilities using examples and guidelines in order to help them perform better.

In addition, students were asked to rank how much time teachers spent teaching FWS and outlining the advantages of mastering the abilities.

Table 4.7: Time devoted on teaching functional writing skills

	Strongly disagree	Disagree	Agree	Strongly agree	Mean	Std dev
Often	10.4%	5.7%	31.8%	52.1%	3.3	1.0
Most often	7.8%	10.4%	33.3%	48.4%	3.2	0.9
Hardly	44.8%	35.9%	11.5%	7.8%	1.8	0.9
Not at all	67.2%	18.2%	7.3%	7.3%	1.6	0.9

The finding in Table 4.7 shows that, among learners, 31.8% agreed and 52.1% strongly agreed that teachers taught functional writing skills for a sufficient amount of time, emphasizing the advantages of mastering the skills. It is expected that learners' performance in functional writing skills will increase when adequate time is dedicated to teaching the skills.

Learners were further asked to rate the statement on most functional writing exercises are given to learners.

Table 4.8: Use of individual work in teaching functional writing skills

	Strongly disagree	Disagree	Agree	Strongly agree	Mean	Std dev
Group works done in class	45.8%	20.8%	13.0%	20.3%	2.1	1.2
Take-home assignments	29.7%	22.4%	28.1%	19.8%	2.4	1.1
Individual work done in class	13.0%	13.0%	38.5%	35.4%	3.0	1.0
None of these	39.1%	10.9%	6.2%	43.8%	2.6	1.4

According to the findings in Table 4.8, 38.5% of learners agreed and 35.4% strongly agreed that most functional writing exercises are given to learners as individual work done in class.

1). Learners' Performance in Functional Writing Skills

The descriptive findings on learners' performance in FWS are presented in the table below. Learners were given pre- and post-tests on functional writing skills. The functional skills question came from the KSCE English language exam. View below:

Functional Skills

Table 4.9 Learners' performance in functional writing skills

		N	Min	Max	Mean	Std. Deviation
Control group	pre test	88	4	16	10.14	2.25
	Posttest	88	6	17	12.14	2.024
Experimental group	pre-test	99	1	17	6.67	3.335
	posttest	99	2	18	12.54	4.36

The learners in the control group scored 10.14 on the pretest and 12.14 on the posttest, on average, according to Table 4.9's data. The control group performed better on the post-test than it did on the pre-test, according to the results. Furthermore, the experimental group's students averaged 6.67 on the pre-test and 12.54 on the post-test. The results of the post-test indicated that the experimental group fared better than the control group. In comparison to learners in the control group, who did not demonstrate any statistically significant change, learners in the experimental group performed better on the posttest because they were able to comprehend the subject better during group discussions. Learners in the experimental and control groups were evaluated on their ability to write job applications both before and after the topic was taught. The control group's learners discovered a great deal of repetition of words, phrases, and content from the pre-test when they were asked to write a job application letter on their own once again. Most learners took exact

statements from course materials and sample cover letters for employment. Nevertheless, when the experimental group's learners were divided into writing groups to compose a cover letter for a job, they collaborated and produced a better letter by coming up with original ideas, honing their sentences, grammar, mechanics, and logic, as well as selecting appropriate vocabulary, transitional phrases, and positioning all the letter's components correctly. Therefore, it can be concluded that the posttest results for the experimental group align with those of Maharani (2019), who demonstrated that learners' procedural text writing skills are improved by collaborative writing by improving their vocabulary, content, organization, mechanics, and language. Additionally, the results align with studies on the impact of CWS on the writing abilities of EFL learners and their perceptions of the approach (Anggraini et al., 2020). The results of the study show that CWS assists students in generating ideas for their writing and focusing on particular topics that they wish to write about for their assignments. EFL learners had a positive attitude toward utilizing CWS to enhance their writing skills since it increases motivation, peer feedback, topic understanding, habit building, and vocabulary expansion, according to the study.

One of the learners' pretest and posttest results is mentioned in Appendix IX. Learners performed poorly on the formatting portion of the pretest paper, and they incorrectly applied capitalization rules by capitalizing words that did not require capitalization. Furthermore, the salutation was not composed correctly. The learners should have typed "Dear Madam/Sir," with a comma (,) at the end, as the recipient's name was not stated in the job vacancy.

The learners should have written the entire phrase, "APPLICATION FOR CREATING AWARENESS ON THE IMPORTANCE OF HEALTHY EATING HABITS AMONG YOUNG PEOPLE," after writing the "RE" and punctuating it with a colon (:). For the purpose of facilitating

communication in the body of the letter, the learners should have composed complex and compound sentences. The pretest paper contained a few anomalies, such as those listed above.

Now, let's examine the posttest paper. It captured the learners' performance following group practice writing the letter with classmates while utilizing the CWS learning strategy. The learners' formatting skills in this letter showed considerable improvement. Every section of the letter was positioned in relation to the left margin. Furthermore, by using capital letters when they were required, the learners performed well when it came to following capitalization standards. The learners, however, found it difficult to write the salutation appropriately. Since the Principal secretary's name was not listed in the vacancy, writing "Dear Madam/Sir" would have been appropriate.

Throughout the letter's body, the learner demonstrated improved sentence structure skills by accurately punctuating each sentence and capturing the main idea of each one. The learner's lack of an interview request and use of a curriculum vitae that included information on references, education, experiences, and other details were among the irregularities that were observed. The letter did receive a high rating, though, because it looked more organized. Curriculum vitae were not required to be written by the learners for the pretest or posttest because the researcher did not instruct them in writing them.

2). Independent T-Test; Groups and learners' performance (Pretest)

Table 4.10 shows the independent t-tests results on differences in learners' performance by groups

Table 4.10: Independent T-Test; Groups and learners' performance (Pretest)

	Groups	N	Mean	Std. Deviation	Std. Error Mean	F statistics	P value
Pre-test	Control Group	88	10.14	2.250	.240	3.241	0.000
	Experimental Group	99	6.67	3.335	.335		

Table 4.10 displays the results, which demonstrate a significant variation in learner performance (pre-test) between groups. The conclusions are supported by a F statistic of 3.241 and a p value of 0.0000.05 at the 95% confidence range. The control and experimental groups' mean functional writing skill performance differed significantly from one another (pre-test). With a mean score of 10.14, the control group outperformed the experimental group with a mean score of 6.67. This demonstrates that prior to the intervention, learners in the control group performed better than learners in the experimental group in terms of their functional writing abilities. This conclusion is supported by the findings of Latifah and Ulfa's (2020) study on the impact of CWS on the writing abilities of senior high school students. The researchers found that teaching reading and writing together was more successful than teaching them alone. The study found that teaching students to write collaboratively helps them to actively engage in their assignments, share knowledge, remember details, and put those skills to use in order to improve as individual writers. When children are given the chance to voice their opinions under the strict supervision of teachers, it encourages them to take part in the group activity and that can be engaging according to the researchers.

3). Independent T-Test; Groups and learners' performance (Post-test)

Table 4.11 discusses the independent t-tests results on differences in learners' performance by treatment groups.

Table 4.11: Independent T-Test; Groups and learners' performance (Post-test)

	Groups	N	Mean	Std. Deviation	Std. Error Mean	F statistics	P value
Post-test	Control Group	8	12.14	2.024	.216	95.824	0.433
	Experimental Group	9	12.54	4.360	.438		

There was no statistically significant difference in the learners' post-test performance between the groups, according to Table 4.11. A p value of 0.433 >0.05 at the 95% confidence range and F statistics of 95.824 are shown for the results. This demonstrates that the functional writing skill performance (post-test) of the control and experimental groups was not significantly different. In comparison, the mean performance of the experimental group (mean of 12.54) and the control group (mean of 12.14) was similar. When contrasting this outcome with the data presented in Table 4.10, however, it becomes evident that the experimental group's performance following the intervention—learning through collaborative writing—improved considerably.

This outcome is consistent with Pham's research (2021), which highlights how CWS provides students with the chance to talk about and debate concepts related to vocabulary, sentence construction, proper punctuation, paragraph writing, and idea organization. The study recommends that teachers act as facilitators in collaborative writing sessions, helping students detect common writing errors. Through group conversations, the experimental group generated ideas and created a stronger job application letter than the control group, which only copied words from job application writing textbooks.

4.4.2 Teachers' views on use se of collaborative writing strategies to teach functional writing skills

When teaching functional writing skills, teachers were questioned about how frequently they used collaborative writing techniques. The results (Appendix IV) show that teachers use collaborative writing techniques for tasks that are due in class and at home. Moreover, the efficacy of the collaborative writing technique is contingent upon the nature of the students enrolled in a given class. To teach FWS, teachers typically employ a direct approach. This result is consistent with that of Njokl (2014), who found that the teacher-centered product strategy is used by most English teachers in Nyandarua North Sub-County, Kenya.

4.4.3 Views of heads of English language departments (HELD) on use of collaborative writing strategy

The degree to which functional writing skill teachers employ collaborative writing to teach the skills was put to the HELDs to rank. The findings demonstrated that teachers do, on occasion and when suitable, use collaborative writing strategies (Appendix IX). The findings validate the claim stated by Au and Nyasimi (2014) that, among other tactics, teachers hardly ever use group collaboration, peer teaching, or role play—all of which have been demonstrated to improve writing learning.

4.4.4 Researchers' observations on use of collaborative writing strategies to teach functional writing skills

The findings on researcher's observation on use of CWS in Teaching/ Learning FWS are summarized in Figure 4.4.4

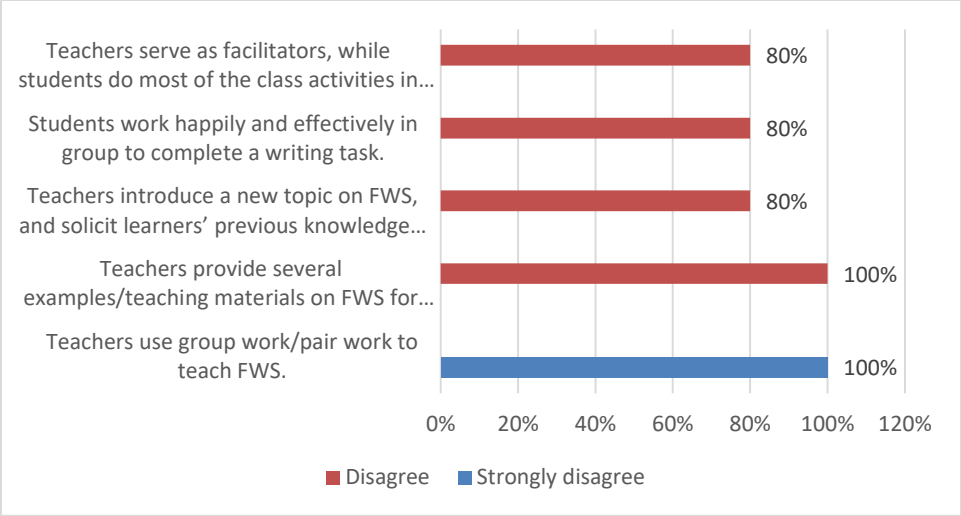


Figure 4.1: Use of CWS in Teaching/ Learning FWS

In Figure 4, the study indicated that 80% of the findings disagreed that teachers serve as facilitators while learners do most of the class activities in groups or pairs. The figure also established that 80% of the findings disagreed that learners work happily and effectively to finish their writing exercises together. In addition, in Figure 4, the study shows that 80% of the findings disagreed that teachers should introduce a new topic on FWS and solicit learners' previous knowledge when teaching functional writing skills.

Further, Figure 4 revealed that 100% of the findings disagreed that teachers provide several examples and teaching materials on FWS. Finally, the figure indicated that 100% of the findings strongly disagreed that teachers utilize group or pair work to teach FWS. The findings of Figure 4 of the study concurred with Kiriiri's (2019) findings that teachers seldom utilize CWS when teaching FWS. The study also found that most teachers are still glued to the conventional method of teaching, where teachers present lengthy explanations and demonstrations on a given lesson.

4.5 How learners succeed in FWS

This objective was to find out how well learners succeed in FWS in the English language. As indicated by the responses of participants (Appendix IX), learners acquire new words from group members during group discussion on a given writing task. They also learn, during group work, how to translate ideas from their local languages to the second language being acquired in school. In addition, they learn together proper letter formatting, the use of punctuation marks, and sentence construction as well. The findings have demonstrated the theory (collaborative learning) of the study, which explains that learners learn a lot from their classmates when they work in groups or pairs to complete a given class activity (Marjan & Mozhgan, 2011).

4.5.1 Attitudes of learners on functional writing skills

Table 4.12 shows how learners rated working in groups or pairs when doing writing exercises.

Table 4.12: Working in groups or pairs when doing writing exercises on letter writing:

	Strongly disagree	Disagree	Agree	Strongly agree	Mean	Std dev
Enables learners to bring up ideas and write the ideas into sentences to complete writing task well	5.7%	7.8%	37.5%	49.0%	3.3	0.844
Makes learners to understand how to place parts of the letter correctly.	8.3%	15.1%	25.0%	51.6%	3.2	0.983
Helps learners to learn plenty of definitions, usages, and spellings of vocabulary from their group members.	8.9%	9.4%	33.3%	48.4%	3.21	0.944
Instills in learners a spirit of teamwork and coexistence for easy, fast, and good works during	7.3%	7.8%	49.5%	35.4%	3.13	0.843

class work, in the community, and at work place.

The findings indicated that the majority of learners agreed that working in groups: enables learners to bring up ideas and write the ideas into sentences to complete writing tasks well (mean = 3.3); makes learners understand how to place parts of the letter correctly (mean = 3.2); helps learners learn plenty of definitions, usages, and spellings of vocabulary from their group members (mean = 3.21); and instills in learners a spirit of teamwork and coexistence for easy, fast, and good works during class work, in the community, and at work (mean = 3.13). Therefore, findings imply that learners appreciate working in groups or pairs when doing writing exercises, and that enhances learners' functional writing skills.

The findings are in support of Anggraini et al. (2020), who found that CWS aids learners in generating writing ideas and pinning their attention on chosen topics for them to develop in their writing projects. Therefore, teachers are encouraged to utilize CWS when teaching FWS for learners to interact freely to complete writing exercises, as working in groups is established to increase their retention, collaboration, communication, and creativity skills.

The learners were further asked to rate statements on the use of group works or pair works in learning functional writing skills:

Table 4.13: Use of group works or pair works in learning functional writing skills:

	Strongly disagree	Disagree	Agree	Strongly agree	Mean	Std dev
Enables learners to learn from group members to	19.8%	20.3%	24.0%	35.9%	2.76	1.142

translate their ideas and new words from mother-tongues to English language.

Makes learners to express their opinions and ask questions freely, which helps to them understand and retain lessons on functional writing skills.

2.6%	3.1%	55.2%	39.1%	3.31	0.659
------	------	-------	-------	------	-------

Makes a learning so engaging, interesting, and participatory for learners to develop and master exercises on functional writing skills.

4.2%	8.3%	43.8%	43.8%	3.27	0.786
------	------	-------	-------	------	-------

Improves learners' speaking and collaboration skills as they work together to complete functional writing activities

7.8%	9.4%	34.4%	48.4%	3.23	0.917
------	------	-------	-------	------	-------

According to the findings in Table 4.13, the majority of learners agreed that using group work or pair work in learning functional writing skills allows learners to freely express their opinions and ask questions, which helps them understand and retain lessons on functional writing skills (mean = 3.31), makes learning so engaging, interesting, and participatory for learners to develop and master exercises on functional writing skills (mean = 3.27), and improves learners' performance not only in functional writing skills but also in communication and collaboration. The results imply that learners acknowledge the importance of using group or pair work in learning functional writing skills.

In addition, learners were asked to rate statements on working in groups or pairs in teaching functional writing skills.

Table 4.14: Working in groups or pairs in teaching functional writing skills

	Strongly disagree	Disagree	Agree	Strongly agree	Mean	Std dev
Enables learners to learn how to use full-stop, commas, question marks, colon...correctly in writing sentences.	9.9%	20.8%	27.6%	41.7%	3.01	1.013
Makes learners to learn how to begin sentences and proper nouns with capital letters.	11.5%	17.7%	20.8%	50.0%	3.09	1.064
Helps learners to learn how to use suitable words that enable ideas to flow from one sentence to another in writing a paragraph.	5.7%	7.3%	49.5%	37.5%	3.19	0.803
Improves learners' speaking and collaboration skills as they work together to complete functional writing activities	7.3%	8.3%	41.1%	43.2%	3.2	0.878

According to the findings in Table 4.14, the majority of learners agreed that working in groups or pairs in teaching functional writing skills enables learners to learn how to use full-stop, commas, question marks, colons, etc. correctly in writing sentences (mean = 3.01), makes learners learn how to begin sentences and proper nouns with capital letters (mean = 3.09), helps learners learn how to use suitable words that enable ideas to flow from one sentence to another in writing a paragraph (mean = 3.19), and improves learners' speaking and collaboration skills as they work together to complete functional writing activities (mean=3.2).The findings expressed that learners acknowledged the importance of working in groups or pairs in teaching functional writing skills. The findings, therefore, support Pham's (2021) argument that collaborative writing activities can provide learners with an opportunity to argue their points on sentence structure, proper use of punctuation marks, vocabulary, logic, paragraph writing, and organization of ideas.

4.5.2 Results from teachers' interview on how learners succeed in functional writing skills in the English language

Teachers were asked to explain how using collaborative writing strategies aids in improving students' comprehension of the process of acquiring practical writing abilities. One of the teachers' findings indicates that when students use collaborative writing strategies, they are able to learn a lot of new words, create well-structured sentences, and use the correct punctuation when finishing writing assignments. The results show that when students work in groups, their comprehension and communication skills improve. They also internalize the writing format more quickly because they can connect what the teacher is teaching to their own experiences, exchange ideas, and assist one another with layout.

The results are consistent with those of Latifah and Ulfa (2020), who discovered that the collaborative writing approach outperformed the traditional method of teaching writing and reading. Furthermore, the results corroborate the research carried out by Nguyen and Phuong (2021). After the students finished a writing assignment on paragraph writing utilizing collaborative writing techniques, the researchers found that the use of CWS had enhanced the paragraph writing ability of EFL students. The majority of EFL students, according to the researchers, also demonstrated strong, favorable attitudes toward learning English writing through collaborative writing procedures.

4.5.3 Results from department heads' interview on how learners succeed in functional writing skills

The department heads were asked to talk about how students' success in learning the skills is affected when teachers employ collaborative writing tactics. The results (Appendix IX) show that using a collaborative writing technique increases students' confidence, enhances their vocabularies and grammar, and helps them become better presenters and listeners. The findings support results by Prabowo (2019) that collaborative writing fosters effective learning, combines motivational and cognitive approaches to collaboration, and fosters learners' achievement and self-confidence.

4.5.4 Results from observation checklist on how learners succeed in functional writing skills in the English language

Figure 4.2 summarized the findings of observation on teaching/learning resources of FWS.

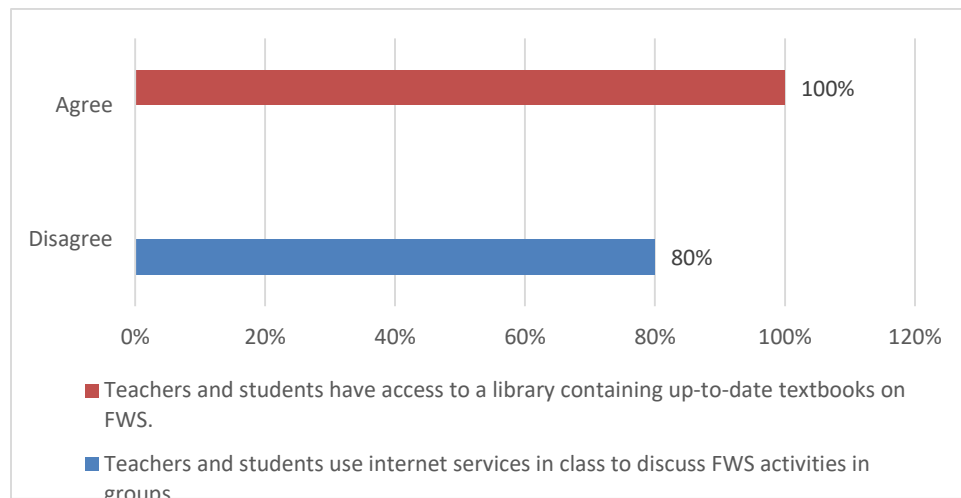


Figure 4.2: Teaching/Learning Resources on FWS

Findings of the study revealed that 100 percent (100%) of teachers and learners have access to libraries. However, the findings have revealed that eighty percent (80%) of teachers and learners do not have access to internet services in class to discuss FWS activities in groups. The study also discovered that some textbooks on functional writing skills are shadowed and need to be revised

on grammar, logic, format, features, applicants' job experiences, and a variety of examples to improve learners' creativity and communication skills.

4.6 Attitudes of teachers and learners on use of collaborative writing strategy in teaching and learning FWS

This objective was to determine the attitudes of teachers and learners toward the use of CWS in the teaching and learning of FWS. As indicated by one of the teachers' responses provided, both teachers and students value functional writing skills, and so they do devote sufficient time and energy towards teaching and learning the skills, emphasizing the importance of acquiring the skills (Appendix IX). The results partially supported a study by Farrah (2011), who discovered that the majority of female English majors in Palestine had favorable attitudes toward group learning.

As a result, the researcher suggested using group activities to help English majors at Hebron University in Palestine improve their English language proficiency. Similarly, Murad et al. (2021) looked at how English teachers felt about using the collaborative teaching method to help students write and speak English better. They discovered that most teachers had positive feelings about the strategy because it was so interactive and engaging and made students pay attention and actively participate in finishing a task. The researcher emphasized the use of varying learning tools when using the strategy and recommended that this teaching-learning approach be part of the teachers' training workshops to equip teachers with more knowledge and skills on effective use of the method.

4.6.1 Attitudes of learners on use of collaborative writing strategy in teaching and learning functional writing skills

Learners had adopted collaborative writing methodologies for teaching and learning functional writing abilities, as seen in the data's finding for question two. As the students come up with their own ideas in groups to finish writing assignments, the technique helps them go further into understanding the significance of functional writing abilities. Based on the results, the instructor reported that students find it difficult to acquire FWS when they are working alone on writing assignments (Appendix IX).

Research by Anggraini et al. (2020) demonstrates that CWS assists students in expanding their knowledge on particular subjects and generating writing ideas for tasks. EFL students had positive thoughts about adopting collaborative writing approaches to improve writing skills because the study indicated that they foster motivation, peer feedback, topic understanding, habit building, and vocabulary expansion.

Table 4.15: Teachers of English language functional writing skills

The learners were asked to rate statements on teachers of English language functional writing skills.

	Strongly disagree	Disagree	Agree	Strongly agree	Mean	Std dev
Do devote sufficient time to work with learners in teaching functional writing skills.	19.3%	21.4%	25.5%	33.9%	2.74	1.123
Give take-home assignments to learners, and exert efforts to mark the assignments correctly.	15.1%	19.3%	29.7%	35.9%	2.86	1.07

Highly emphasize the importance of functional writing skills to learners in order to stir up learners' interest for learning the skills.	8.3%	9.9%	41.1%	40.6%	3.14	0.907
Do attend classes on time to teach functional writing skills.	14.1%	16.7%	29.7%	39.6%	2.95	1.062

Table 4.15 shows that the majority of learners agreed that most teachers of English language functional writing skills: highly emphasize the essence of FWS to learners in order to pique learners' interest in learning the skills (mean = 4.14); devote sufficient time to work with learners in teaching functional writing skills (mean = 2.95); assign take-home assignments to learners; and make efforts to correctly mark the assignments (mean = 3.95).

The findings imply that most teachers expressed a positive attitude towards using collaborative writing strategies to teach FWS in English. The findings concur with the work of Zheng, Yu, and Lee (2021), who established that teachers have acknowledged the fact that the use of collaborative writing is important and could improve learners' writing skills. Teachers are, therefore, encouraged to utilize collaborative writing strategies to teach FWS.

The students were then asked to rate comments about functional writing class students. Table 4.16 summarizes the findings.

Table 4.16: Most learners of functional writing class:

	Strongly disagree	Disagree	Agree	Strongly agree	Mean	Std dev
Have just drawn a conclusion that learning functional writing is so difficult, and so there is no	55.7%	24.5%	9.9%	9.9%	1.74	0.995

need for them to devote enough time to learning to skills.							
Always turn in late assignments on functional writing exercises.	38.0%	40.6%	9.9%	11.5%	1.95	0.969	
Highly emphasize the importance of functional writing skills to learners in order to stir up learners' interest for learning the skills.	10.4%	10.4%	40.6%	38.5%	3.07	0.952	
Express strong interest in learning functional writing skills, and always pay keen attention to instructors of the skills	5.7%	10.9%	44.8%	38.5%	3.16	0.838	

The majority of students concurred, as shown by the results in Table 4.16, that most students in functional writing classes: show a strong interest in learning the skills; pay close attention to the instructors when they teach the skills (mean = 3.16); and highly emphasize the significance of functional writing skills to students in order to spark their interest in learning the skills (mean = 3.07).

However, the majority of learners (55.7%) disagreed that most learners of functional writing class have just drawn the conclusion that learning functional writing is so difficult that there is no need for them to devote enough time to learning skills (mean = 1.74), and they always turn in late assignments on functional writing exercises (mean = 1.95). The findings are similar to those of Rushidi (2018), who concluded that learners demonstrated interest in learning functional writing skills using a collaborative writing strategy. The findings imply that most learners had a positive attitude towards using collaborative writing strategies to learn functional writing skills in English.

4.6.2 Teachers' perceptions on teaching functional writing skills

The teachers were asked to state how they view the teaching of FWS to learners. The data shown here captured a response by one of the participants (Appendix IX). According to findings, functional writing is so important as it's one of the examinable items on FWS in KCSE; it is also useful for learners to acquire the skills for job applications and also for their daily lives; that means it is so important to learners as it prepares them to perform well in exams and for their personal records. When asked about learners' attitudes towards learning functional writing skills, the respondents noted that learners have a positive attitude towards functional writing skills (Part 3, question 2). These findings are consistent with the Onchera (2018) study, which found a negative attitude towards teaching functional skills to learners.

4.6.3 Perceptions of heads of English language department on attitudes of teachers and learners towards teaching and learning of functional writing

The respondents were asked to elucidate how instructors perceive the instruction of FWS. Results show that it is one of the areas in which students perform well in English; teachers emphasize the value of functional abilities as a life skill and believe that students' performance in functional writing is greatly influenced by their ability to write functionally (Appendix IX). When asked to characterize students' attitudes toward acquiring functional writing abilities, the respondents stated that students' attitudes were favorable.

The respondents were asked to state the teaching and learning resources commonly used in the functional writing class. Based on the findings, the resources were textbooks, reference materials for English, samples and charts related to functional writing, boards, and ICT available in the library.

4.6.4 Attitudes of teachers and learners on use of CWS in teaching and learning of FWS

Figure 4.3 summarizes researcher’s observation on attitudes of teachers/learners towards FWS.

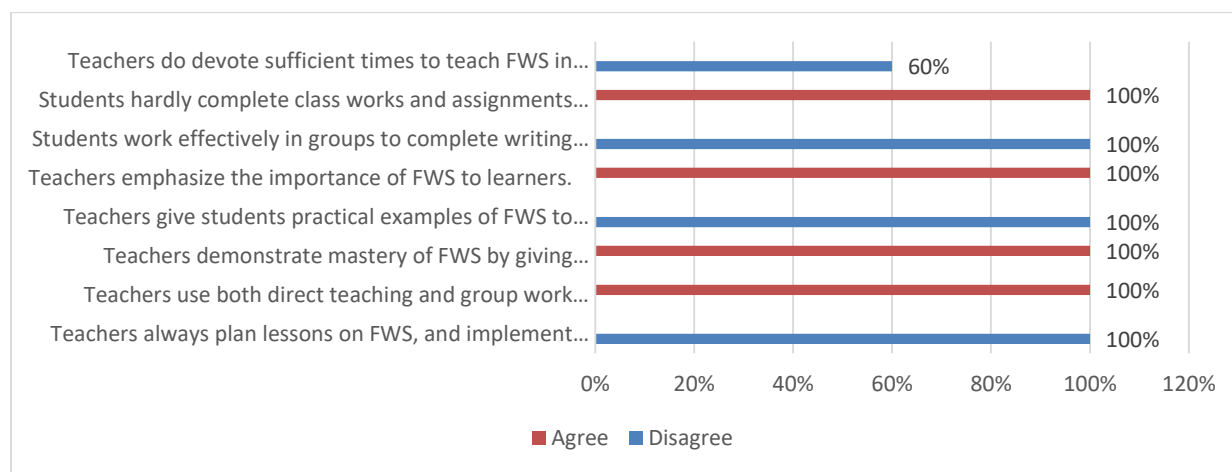


Figure 4.3: Attitudes of Teachers/Learners Towards FWS

According to Figure 4:3, 60% of instructors do not devote sufficient time to teaching FWS. In accordance with the same findings, 100% of learners hardly complete class works and assignments on FWS, and 100% of learners agreed that teachers emphasize the importance of FWS, demonstrating a mastery of FWS (100% agreement) by giving simplified lessons or examples on FWS for learners to read while completing a writing task. It has also been found that 100% of teachers do mostly direct teaching and rarely use group work approaches to teach FWS. Further, the study has discovered that 100% of learners disagreed that learners work effectively in groups to complete writing tasks on FWS; the findings have also established that 100% of learners

disagreed that teachers give learners practical examples of FWS to discuss in groups; teachers always plan lessons on FWS and implement the plans in teaching, using group works or pair works.

4.7 Teachers’ preparedness on using collaborative writing strategy for instruction of FWS in Kiambu County

Examining teachers' preparedness to implement collaborative writing techniques for FWS education in Kiambu County was the fourth objective of the study. The following data provides findings on teachers' preparedness to use CWS.

4.7.1 Teachers’ preparedness in using collaborative writing strategy for instruction of FWS

The learners were asked to state teaching/learning resources available, and always used in the functional writing class.

Table 4.17: Teaching/learning resources available and used in the functional writing class

	Strongly disagree	Disagree	Agree	Strongly agree	Mean	Std dev
Textbooks on functional writing skills	19.3%	9.9%	33.9%	37.0%	2.89	1.11
Ordinary textbooks on writing skills	39.6%	38.0%	11.5%	10.9%	1.94	0.974
Computer lab with active Internet services	69.3%	24.5%	2.1%	4.2%	1.41	0.733
KCSE past questions on functional writing skills.	21.9%	14.1%	27.1%	37.0%	2.79	1.161

The findings have revealed that the majority of learners agreed that there are textbooks on functional writing skills (mean = 2.89), as well as KCSE past questions on functional writing skills (mean = 2.79). However, the majority of learners disagreed that there are ordinary textbooks on writing skills (mean = 1.94), and a computer lab with active Internet services (mean = 1.41). The

findings imply that, to an extent, teachers have available resources to use collaborative writing strategies for FWS instruction. The results align with the research conducted by Mureithi (2015), which highlights several obstacles that learners must overcome to become proficient in functional writing. These include insufficient teaching and learning materials and insufficient time for teachers to engage in comprehensive conversations with students on any given functional writing subject. In the case of the respondents, teachers and students barely apply the approach despite the fact that the majority of materials are accessible for them to use in order to maximize the application of CWS in teaching functional writing abilities.

4.7.2 Teachers' preparedness in using collaborative writing strategy for instruction of FWS

The researcher asked participants to rate the preparedness of teachers for using CWS in teaching and studying FWS. According to the findings, the vast majority of teachers have earned bachelor degrees in education. However, the respondent did not explain further if more teachers were educated to use CWS when teaching functional writing skills (Appendix IX). When asked how frequently instructors use CWS to teach FWS in Form 3, respondents stated that the technique is used occasionally. The findings concurred with the research of Onchera and Manyasi (2016), which discovered that instructors provided very little help to learners in terms of using CWS when teaching FWS.

4.7.3 Attitudes of heads of English language department on teachers' preparedness in using collaborative writing strategy for instruction of FWS

The respondents were asked to explain how prepared were instructors for use of CWS in teaching functional writing skills. The findings indicated that most teachers earned bachelor and master's

degrees, while others earned PhD in education (Appendix IX). However, the findings did not expound if teachers were educated to the use of the new approach, CWS. This, therefore, suggests that there is a knowledge gap where some teachers are not that knowledgeable on use of CWS for the instruction of FWS. The findings, therefore, support the findings of Koross et al. (2021), who revealed that teachers' unpreparedness and use of traditional ways of teaching functional writing skills are factors in learners' low performance in FWS.

Similarly, the use of CWS is rarely applied by the majority of teachers to teach FWS, as informed by the findings of this study; the approach is new, so it requires training or workshops to sharpen teachers' knowledge on its use.

4.8 Challenges encountered by instructors and learners when implementing a collaborative writing technique

This objective examines difficulties encountered by instructors and learners when implementing a collaborative writing technique for teaching and acquiring practical writing skills in English in Kiambu County's secondary schools.

4.8.1 Challenges encountered by instructors and learners when implementing a collaborative writing technique

As shown in this table, learners were asked to rate challenges most learners of FWS face.

Table 4.18: Challenges most learners of functional writing skills face

	Strongly disagree	Disagree	Agree	Strongly agree	Mean	Std dev
--	--------------------------	-----------------	--------------	-----------------------	-------------	----------------

No groups work or pair works for learners to take part actively in writing exercises	25.0%	22.9%	26.0%	26.0%	2.53	1.13
Not having relevant learning resources for functional writing skills.	17.2%	19.8%	38.0%	25.0%	2.71	1.02
Computer lab with active Internet services	42.7%	17.7%	27.6%	12.0%	2.09	1.08
Classes are overcrowded, and that doesn't give room to group works or pairs in learning functional writing skills	43.8%	27.6%	17.2%	11.5%	1.96	1.03

According to Table 4.19, the majority of learners (26.0%) agreed that there were no groups or pair works for learners to participate actively in writing exercises (mean = 2.53) and that there were no relevant learning materials for functional writing skills (mean = 2.71). Finally, the lack of a computer lab with active Internet access was identified as a barrier by students (mean = 2.09).

4.8.2 Challenges encountered by instructors and learners when implementing a collaborative writing technique

The teachers were asked to state the challenges encountered in teaching FWS. Challenges from the findings included overcrowded classes, lengthy curricula, time consumption, limited standard resources, a lack of Internet service, and many others (Appendix IX). The findings support the results of a study by Kiriiri (2019) that having a broad curriculum, a heavy teaching load, learners who are uninterested in writing, and little use of computers and the internet to facilitate writing exercises are some of the difficulties English teachers of functional writing skills face.

4.8.3 Results from department heads' interview on challenges encountered by instructors and learners when implementing a collaborative writing technique

The respondents were asked to describe the key problems they experienced when teaching and developing FWS. Findings revealed that some challenges were overcrowded classes, limited time to complete class activities, unreliable internet services, some learners lack understanding, a lack of standard resources, and a lengthy syllabus (Appendix IX). The findings are consistent with Moses & Mohamad's (2019) results on the challenge of a lack of sufficient teaching and learning materials and a limited amount of time to use CWS for the instruction of FWS.

4.8.4 Results from observation checklist on challenges encountered by instructors and learners when implementing a collaborative writing technique

Figure 4.4 discussed the findings of the researcher's observation on challenges faced in teaching/learning of FWS.

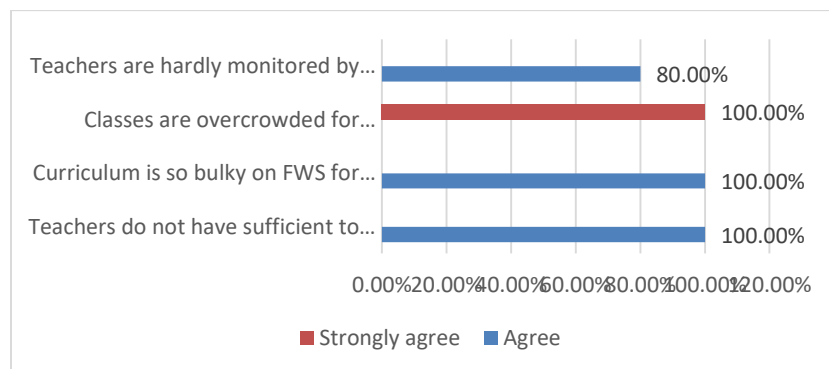


Figure 4.4: Challenges Faced in Teaching/ Learning of FWS

100% of the findings in Figure 4:4 strongly indicate that classes are overcrowded for teachers to teach all learners effectively. Further, the findings have shown that 80% of teachers are hardly monitored by heads of English language departments or principals to teach FWS effectively, and

that teachers do not have sufficient time to teach FWS. 100% of the findings have also emphasized that the curriculum for instruction of English grammar and composition is so bulky on FWS for teachers to cover them all periodically. Finally, 100% of the findings have revealed that teachers do not have sufficient time to teach FWS in detail.

These findings are in concordance with the study of Kiriiri (2019), which has outlined a broad curriculum, a heavy teaching load, having learners who are uninterested in writing sections, and a little use of computers and the internet to facilitate writing exercises as a few of the difficulties English teachers of functional writing skills encounter.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

An overview of the study's conclusions, recommendations, and suggestions is given in this chapter. The goal was to ascertain how English language learners' functional writing skills in secondary schools in Kiambu's Githunguri Sub-County are impacted by the use of collaborative writing techniques.

The specific objectives were:

- i. To establish the extent to which teachers of English language utilize collaborative writing strategy to teach functional writing skills in Kiambu County,
- ii. To investigate influence of use of collaborative writing strategy on learners' performance in functional writing skills in Kiambu County,
- iii. To determine attitudes of teachers and learners on use of collaborative writing strategy in teaching and learning of functional writing skills,
- iv. To investigate teachers' preparedness on use of collaborative writing strategy for instruction of FWS in Kiambu County, and
- v. To examine difficulties encountered by instructors and learners when implementing a collaborative writing technique for teaching and acquiring functional writing skills in English in Kiambu County's secondary schools.

The study employed quasi-experimental research design, specifically using Solomon 4 research design. Target population included 10780 learners, 76 teachers, and 38 heads of English Language Department. The sample size comprised of 160 learners, 8 teachers, and 4 heads of English

Language Department. However, the sample size of learners increased to 192 as a result of overcrowded classes. Descriptive statistics and thematic analysis were used.

5.2 Summary

5.2.1 Use of collaborative writing strategies to teach functional writing skills in the English language

Finding out how frequently English language teachers train FWS using CWS was the goal of this study. The results show that teachers do not always use the collaborative writing technique and that the technique's application depends on a class's enrollment capacity, especially in smaller classes. The findings also demonstrated that teachers usually use examples and directions to help students understand functional writing skills. The findings also demonstrated that teachers usually have adequate time to cover FWS and talk about the benefits of becoming proficient in the skill. Furthermore, the findings demonstrated a substantial difference in the learners' pre-test performance between the groups.

A p value of 0.0000.05 and a F statistic of 3.241 at the 95% confidence level confirm the findings. It was discovered that there was a significant difference in the mean functional writing skill performance between the experimental and control groups (pre-test). The control group received a much higher pretest mean score of 10.14 than the experimental group, which was 6.67. Furthermore, the data demonstrated that there was no discernible variation in the learners' performance (post-test) across the groups. The F statistic of 95.824 and the 95% confidence interval of $0.433 > 0.05$ indicates the results.

This shows that there was no statistically significant difference between the experimental and control groups' functional writing skills post-test results. The experimental group's mean score of 12.54 was greater than the control group's score of 12.14. The experimental group's mean score, however, was greater than the control group's, according to the post-test data. The intervention (learning collaborative writing techniques) significantly enhanced the performance of the experimental group.

5.2.2 Influence of use of CWS on learners' performance in functional writing skills

The aim of this study was to investigate the impact of CWS use on learners' FWS performance. The findings show that learners acknowledged that working in groups helped them come up with ideas and put those ideas into sentences to finish writing assignments successfully. It also taught learners how to correctly place letter parts, helped them learn a lot of vocabulary definitions and usages, proper use of punctuation, and grammar from their group members, and instilled in them a spirit of cooperation and coexistence for simple, quick, and effective work during writing assignments, in the community, and at work.

The results also highlight how using CWS helps learners learn more vocabulary from group members, enabling them to convert information from their mother tongues to English with ease. Additionally, when students internalize and relate to one another while debating the guidelines and components of writing tasks in groups, the results demonstrate how the usage of collaborative writing strategies enhances students' confidence during presentations, comprehension, and communication skills.

5.2.3 Attitudes of teachers and learners on use of collaborative writing strategy in teaching and learning of FWS

This objective was to determine the attitudes of teachers and students towards the employment of CWS in teaching and developing functional writing skills in English. The findings revealed that learners agreed that most teachers of English language functional writing skills highly emphasize the significance of FWS to learners in order to pique learners' interest in learning the skills, devote sufficient time to work with learners in teaching functional writing skills, give learners take-home assignments, make efforts to mark assignments correctly, and attend classes on time to teach functional writing skills.

Furthermore, the findings have shown that it is important for learners to develop and master functional writing skills for effective communication within the work environment and personal use; acquiring the skills also helps learners gain a clear understanding and retention of the writing exercises taught. Additionally, the findings have demonstrated that teachers instill in learners the importance of functional skills as a life skill and that they are also useful for writing examinations on functional writing essays. Learners' attitude towards learning functional writing skills was positive.

5.2.4 Teachers' preparedness in using collaborative writing strategy for instruction of FWS in Kiambu County

This objective was to investigate teachers' preparedness for the use of collaborative writing strategies for FWS instruction in Kiambu County. According to the findings of this study, teachers are trained for teaching at KICD for certificates and bachelors and masters at universities.

However, there is a knowledge gap where most teachers are yet to be trained on the use of collaborative writing strategies, and some teachers who have some knowledge of the approach consider the strategy to be time-consuming and difficult to apply in most of their overcrowded classes. The findings have also shown that there are available textbooks as well as KCSE past questions on functional writing skills to teach the skills. However, most of the textbooks are so shadowed and contain repeated information on FWS; therefore, they need to be revised to capture several approaches on the use of grammar, transitional words or phrases, features and formats, applicants' various experiences, and a variety of examples to boost learners' creativity and communication skills when completing writing exercises on functional writing.

5.2.5 Challenges encountered by instructors and learners when implementing a collaborative writing technique

This objective examined difficulties encountered by teachers and learners when implementing a collaborative writing technique for teaching and acquiring functional writing skills in English in Kiambu County's secondary schools. According to the findings of the study, there is no group work or pair work often applied by teachers for learners to participate actively and fully in writing exercises, no sufficient relevant learning resources for functional writing skills, and no sufficient computer laboratories with active internet services. Other challenges discovered during the study include overcrowded classes, lengthy curriculum, limited class time, limited standard resources, difficulties in learners translating information from their mother tongues to their second language, and a lack of understanding of writing exercises among some learners.

5.3 Conclusions

Here are the major findings of the study:

- i. Teachers rarely utilize collaborative writing strategy when teaching functional writing skills.
- ii. The experimental group had significantly improved after completing group writing tasks, outperforming the control group in the posttest results.
- iii. Both teachers and learners were excited about the use of collaborative writing techniques in teaching functional writing skills.
- iv. Completing lengthy English language syllabus, handling learners when teaching overcrowded streams, teachers' lack of knowledge and skills on use of CWS, limited class time, insufficient standard teaching-learning resources, and many others were challenges discovered.

5.4 Recommendations

The following recommendations were made by the research:

- i. Teachers should be monitored for effective use of collaborative writing strategy to maximize application of the strategy when teaching functional writing skills;
- ii. School managements should ensure that relevant teaching-learning resources are always available to promote CWS to increase learners' performance in FWS;
- iii. There should be more facilities constructed to reduce overcrowded classes or streams for effective use of CWS to drive teachers' and learners' strong interests in the skill;
- iv. There should be more training or workshops on use of CWS to equip teachers with knowledge and skills necessary for effective use of the new teaching method.

- v. The Ministry of Education should provide more relevant teaching-learning resources, construct more computer laboratories, and provide active internet services to boost effective use of CWS in teaching FWS;

5.5 Suggestion for Further Research

The following could be useful for future studies on use of collaborative writing strategy:

- i. Future research might examine how well teachers are observed to ensure that the collaborative technique is used effectively when teaching functional writing skills. The findings show that a great deal of work has to be done to put efficient teacher monitoring in place during class activities. If teachers are left to their own strategies, they might not utilize CWS appropriately when teaching FWS, which could impede learners' understanding of the skills.
- ii. In addition, as behavioral issues with learners may make it more difficult to utilize CWS to teach functional writing skills, the management of learners' behavior when using the program might be studied further for future research.

References

- Abdallah, D. M. M. . (2014a). Teaching and learning English functional writing: Investigating Egyptian EFL student teachers' currently-needed functional writing skills. "*Colleges of Education & Restructuring Education,*" 1, 1–39. <https://files.eric.ed.gov/fulltext/ED546470.pdf>
- Abdallah, D. M. M. . (2014b). Teaching and learning English functional writing: Investigating Egyptian English as a foreign language student teachers' currently-needed functional writing skills. *Curriculum and English Language Teaching Methodology,* 1–39. <https://files.eric.ed.gov/fulltext/ED546470.pdf>
- Anggraini, R., Rozimela, Y., & Anwar, D. (2020). The effects of collaborative writing on efl learners' writing skills and their perception of the strategy. *Journal of Language Teaching and Research, 11(2),* 335–341. <https://doi.org/10.17507/jltr.1102.25>
- Au, N., & Nyasimi, B. (2014). *Challenges learners face in learning essay writing skills in english language in secondary schools in Manga DistrictI, Nyamira County, Kenya. October.*
- Bikowski, D., & Vithanage, R. (2016). Effects of web-based collaborative writing on individual 12 writing development. *Language Learning and Technology, 20(1),* 79–99.
- Bonjour, R., & Manuel, A. (2016). Creating and Adapting Resources and Materials foTeaching Writing. *International Journal of Research in Economics and Social Sciences (IJRESS) Available, 6(9),* 185–194.
- Budi Prabowo, A. (2019). *Strategy Towards Learners ' Writing Ability in Recount.*
- Bulus, M. (2021). Sample size determination and optimal design of simple pretest-posttest experimental designs using g*power, powerupr, and powerup! *Adiyaman Üniversitesi Eğitim Bilimleri Dergisi, June,* 48–69. <https://doi.org/10.17984/adyuebd.941434>
- Chen, W. (2021). *Understanding learners ' motivation in L2 collaborative writing. 75(July),* 442–450. <https://doi.org/10.1093/elt/ccab027>
- Choueiry, G. (2022). *Solomon Four-Group Design: An Introduction – Quantifying Health.* <https://quantifyinghealth.com/solomon-four-group-design/>
- Farrah, M. (2011). Attitudes towards collaborative writing among English majors in Hebron University. *ResearchGate, 2(2229-9327),* 137–170. Arab World English Journal. <https://doi.org/December,%202012>
- Functional, S. S. P. (2010). *Developing functional skills in personal , social , health and economic*

education. <https://core.ac.uk/download/4150802.pdf>

- Ghufron, M. A. (2015). the Effect of Collaborative Writing Technique in Teaching Argumentative Essay Writing Viewed From the Learners' Creativity. *Language Circle: Journal of Language and Literature*, 10(1), 49–60.
- Hashempour, Z., Rostampour, M., & Begjat, F. (2015). The effect of brainstorming as a pre-writing strategy on Iraqi English as a foreign language learners' writing ability. *International Journal of Research in Social Sciences and Humanities*, 2(1), 86–99. <https://doi.org/10.37648/ijrssh.v10i02.047>
- Hsieh, Y. C. (2020). *Learner interactions in face-to-face collaborative writing with the support of online resources*. 32, 85–105. <https://doi.org/10.1017/S0958344019000120>
- Kiriiri, K. S. (2010). *Secondary School English Teachers' Classroom Practices and Learners' Aquisition of Functional Writing Skills: A Case of Kiambu County: Kenya*.
- Koross, B. (2016). *A Study of Selected Determinants of Achievement in English Functional Writing Skills among Secondary School Learners in West Pokot County , Kenya*. 2–3.
- Kwan, L. S. L., & Yunus, M. M. (2015). Group participation and interaction in ESL wiki collaborative writing among Malaysian gifted learners. *Asian Social Science*, 11(2), 59–68. <https://doi.org/10.5539/ass.v11n2p59>
- Latifah, U., & Ulfa, S. M. (2020). The Effectiveness of Using Collaborative Writing Strategy for Writing Ability of Senior High School Learners. *SELL Journal*, 5(1), 1–18.
- Moses, R. N., & Mohamad, M. (2015). *Challenges Faced by Learners and Teachers on Writing Skills in ESL Contexts : A Literature Review*. 1–6.
- Mugenda, O.M. & Mugenda, A.G. (2003) *Research Methods, Quantitative and Qualitative Approaches*. ACT, Nairobi. - References - Scientific Research Publishing. (2016, May 24). Open Access Library Journal. <https://www.scirp.org/reference/ReferencesPapers?ReferenceID=1917785>
- Murad, T., Sakhnin, Y. G., & Assadi, J. (2021). *The Effect of Teachers' Attitudes Towards Collaborative instruction on students' writing and speaking skills : Vols. 12, No. 3* (pp. 343–351). ResearchGate. <http://dx.doi.org/10.17507/jltr.1203.03>
- Mureithi, S. N. (2015). Language competence in selected functional writing skills in selected public secondary schools in aguthi division nyeri county. *Mediterranean Journal of Social Sciences*, 6(2S1), 88–109. <https://doi.org/10.5901/mjss.2015.v6n2s1p88>

- Muya, R. N. (2014). Instructional practices used by teachers to teach English Language writing skills to standard 4 pupils in Nyandarua North Sub-county, Kenya. *Ku.ac.ke*. <http://ir-library.ku.ac.ke/handle/123456789/13801>
- Ngubane, N. I., Ntombela, B., & Govender, S. (2020). Writing approaches and strategies used by teachers in selected South African English First Additional Language classrooms. *Reading and Writing (South Africa)*, *11*(1), 1–8. <https://doi.org/10.4102/RW.V11I1.261>
- Njokl, M. R. (2014). *Instructional practices used by teachers to teach English language writing skills to standard 4 pupils in Nyandura North Sub-County, Kenya*. 1–131.
- Onchera, P. (2018). *Teacher cognition : a nostrum and exigency on the teaching of teacher cognition: a nostrum and existency on the teaching of functional writing skills in Kenya secondary schools*. September.
- Onchera, P., & Manyasi, B. (2013). Functional writing skills for effective communication : The English language classroom in Kenya corresponding author : Paul Onsare Onchera. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)* *4*(6): 842-847, *4*(6), 842–847.
- Onwuegbuzie, A. J., & Collins, K. M. (2007, June). *A Typology of mixed methods sampling designs in social science research*. doi:10.46743/2160-3715/2007.1638
- Orodho, J. (2009, January). *Elements of education and social science research*. Nairobi Kanezja.
- Pham, V. P. H. (2021). The Effects of Collaborative Writing on Learners’ Writing Fluency: An Efficient Framework for Collaborative Writing. *SAGE Open*, *11*(1). <https://doi.org/10.1177/2158244021998363>
- Phuong, Y., & Nguyen, T. T. (2021). The Impacts of Collaborative Writing on EFL Students’ Paragraph Writing Performance. *International Journal of Science and Management Studies (IJSMS)*, *4*(4). <https://doi.org/10.51386/25815946/ijms-v4i4p117>
- Rushidi, J. (2018). *Perceptions and Performance : Learners ’ Attitudes towards Academic English Writing*. April. <https://doi.org/10.2478/v10306-012-0013-6>
- Siegle, D. (2015, May 22). *Confidence Intervals and Levels | Educational Research Basics by Del Siegle*. Uconn.edu; Educational Research Basics by Del Siegle. <https://researchbasics.education.uconn.edu/confidence-intervals-and-levels/>
- Suparto, W. P., Yusmah, Y., Kasman, N., Amir, M., & Wafi, A. (2021). The Application of Collaborative Writing Strategy in Teaching Composition in a Public Junior High School.

- ENGLISH FRANCA: Academic Journal of English Language and Education*, 5(2), 299.
<https://doi.org/10.29240/ef.v5i2.3246>
- Surkiman. (2016). *Sukirman. (2016) - Using Collaborative Writing in Teaching Writing. Langkawi, 2. | Download Free PDF | English As A Second Or Foreign Language | Proofreading.* Scribd. <https://www.scribd.com/document/580130758/Sukirman-2016-Using-Collaborative-Writing-in-Teaching-Writing-Langkawi-2>
- Talib, T., & Cheung, Y. L. (2017). Collaborative Writing in Classroom Instruction: A Synthesis of Recent Research. *The English Teacher*, 46(2), 43–57.
- USC Libraries. (2018). *Research Guides: Organizing Your Social Sciences Research Paper: Types of Research Designs.* USC Libraries. <https://libguides.usc.edu/writingguide/researchdesigns>
- van Saane, N. (2003). Reliability and validity of instruments measuring job satisfaction--a systematic review. *Occupational Medicine*, 53(3), 191–200. <https://doi.org/10.1093/occmed/kqg038>
- Wong, A., Jebi, D. K. A. K. @, Ying, Y. H., & Yunus, M. M. (2019). Collaborative Writing Strategy: CollaboWrite with MindMeister. *International Journal of Academic Research in Business and Social Sciences*, 9(2), 146–158. <https://doi.org/10.6007/ijarbss/v9-i2/5530>
- Zheng, Y., Yu, S., & Lee, I. (2021, June 24). *Implementing collaborative writing in Chinese EFL classrooms: voices from tertiary teachers.* Frontiers. <https://doi.org/10.3389/fpsyg.2021.631561>

APPENDIX I: LETTER OF INTRODUCTION

Kenyatta University

School of Education

Department of Educational Communication & Technology

Nairobi City, Kenya

Date _____

Dear Sir/Madam,

REF: COLLABORATIVE WRITING STRATEGY AND ITS INFLUENCE ON LEARNERS' FUNCTIONAL WRITING SKILLS IN ENGLISH LANGUAGE IN PUBLIC SECONDARY SCHOOLS, KIAMBU COUNTY, KENYA.

Greetings, sir.

I am a postgraduate student from the Department of Educational Communication and Technology, School of Education, pursuing a master's degree in English Language Education. I am undertaking the study on the aforementioned subject. A set of questionnaires, interview guides, and observation forms are attached hereto. It is strongly encouraged that you do not include your name. Please answer all of the questions on the form.

Yours sincerely,

J. Poar Wayei Juday

Researcher

Phone #: +254-769-505-227

APPENDIX II: LETTER OF INFORMATION FOR THE PARTICIPANT

Dear Parents/Guardians,

Greetings so kindly. I am a postgraduate student from the Department of Educational Communication & Technology, School of Education, seeking a Master's degree in English Language Education. I am conducting a study on the usage of collaborative writing approaches and their influence on students' performance in teaching and learning functional writing skills as opposed to instructors' conventional techniques of teaching the skills. The study's goal is to look into how frequently English language teachers employ collaborative writing strategies in teaching functional writing skills and how this affects students' success in learning the skills.

This is primarily meant to find a better method of teaching the skills to improve learners' performance in school and on national exams. Your child is one of the respondents chosen at random in Form 3 to provide information on the study's research questionnaires, observations, and face-to-face interview guidelines in order to get authentic data from respondents. You are kindly asked to allow your child or children partake in the data collection process. Anonymity and confidentiality will be highly valued in the data that he or she provides for the study's conduct. I kindly request that you complete the consent form supplied to affirm your consent for your child to participate in this study. For any questions or recommendations, please call the researcher at +254-769-505-227. Thank you in advance for your patience and acceptance.

Sincerely yours,

J. Poar Wayei Juday
Researcher

APPENDIX III: STATEMENT OF CONSENT TO PARENTS

STATEMENT OF CONSENT

I have read and comprehended the purpose of study, acknowledging that my child's participation is voluntary and that he or she may withdraw from the study at any time without prejudice. I also understand that my child will not receive any monetary compensation for participating in the study.

By signing this form, I am indicating that everything is clear and has been communicated to me. I acknowledge that I am aware of how the study data will be used and how my child's privacy will be maintained. I am also aware that information from my child will be utilized for this thesis, and I consent to its usage in this manner.

I, hereby, give permission for my child_____ to participate in this research.

Signature of parent/guardian_____Date_____

Name of parent/guardian (PLEASE PRINT) _____

APPENDIX IV: ACHIEVEMENT TEST

Functional Skills

Read the advertisement below and answer the questions that follow.

The Ministry of Health is seeking to recruit Form Four graduates to serve in a campaign aimed at creating awareness among young people on the importance of healthy eating. Applicants must be:

- citizens of Kenya,
- 16 years and above,
- in possession of a national identification card,
- fluent in English and Kiswahili,
- able to demonstrate knowledge, and experience on issues of healthy eating
- creative and innovative.

Interested persons are required to send their application to the following by 30th November, 2016.

The Principal Secretary
Ministry of Health
P.O. Box 6789-001000
NAIROBI

- a. Write a letter of application in response to the advertisement. (12 marks)
- b. Write a Curriculum Vitae to accompany your application letter. (8 marks)

SOURCE: KCSE 2016 ENGLISH PAPER 1

APPENDIX V: QUESTIONNAIRE FOR LEARNERS

The purpose of this study is to investigate the extent to which teachers of English language use collaborative writing strategies in teaching functional writing skills, as well as the impact of the strategy on the performance of public secondary students learning the skills in Githunguri Sub-County. Because your opinions are so crucial to the study, you were chosen at random to assist in supplying information that would aid in answering each of the questions. It is not necessary to write your name on the questionnaire. All information you provide will be maintained with strict secrecy and used only for this study.

Section A

DIRECTION: kindly tick the options that apply to you.

Part 1: Background Information

1. Indicate your sex: male female
2. Please indicate the bracket of your age range: below 16 years , 17-22 years, 23-27 years , above 28 years
3. Indicate your sub-county: Githunguri , others(specify)_____

Section B

Direction: kindly tick a suitable statement or statements for each of the questions provided as: *agree, strongly agree, disagree, or strongly disagree.*

Part 1: Use of Collaborative Writing Strategy in Teaching and Learning of Functional Writing Skills

1. Teachers of English language always use group work and pair work when teaching letter writing, meeting minutes, reports, memoranda, announcement notices, and speeches.

<i>Options</i>	<i>Statements</i>	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Disagree</i>
A	Often				
B	Most often				
C	Hardly				
D	Not at all				

2. In the writing class, teachers do most of the presentation and demonstration while learners listen keenly and copy notes from the board.

<i>Options</i>	<i>Statements</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
A	Often				
B	Most often				
C	Hardly				
D	Not at all				

3. Teachers use guidelines and examples of functional writing skills to teach students in groups or pairs on the skills.

<i>Options</i>	<i>Statements</i>	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
A	Often				

B	Most often				
C	Hardly				
D	Not at all				

4. Teachers use sufficient time to teaching functional writing skills, and explain the benefits of learning the skills to learners.

<i>Options</i>	<i>Statements</i>	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
A	Often				
B	Most often				
C	Hardly				
D	Not at all				

5. Most functional writing exercises are given to learners as:

<i>Options</i>	<i>Statements</i>	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
A	Group works done in class				
B	Take-home assignments				
C	Individual work done in class				
D	None of these				

Part 2: Influence of Use of Collaborative Writing Strategy on Students’ Performance in Teaching/Learning of Functional Writing Skills

1). Working in groups or pairs when doing writing exercises on letter writing:

<i>Options</i>	<i>Statements</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
A	Enables learners to bring up ideas and write the ideas into sentences to complete writing task well				
B	Makes students to understand how to place parts of the letter correctly.				
C	Helps learners to learn plenty of definitions, usages, and spellings of vocabulary from their group members.				
D	Instills in learners a spirit of teamwork and coexistence for easy, fast, and good works during class work, in the community, and at work place.				

2. Also, use of group works or pair works in learning functional writing skills:

<i>Options</i>	<i>Statements</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
A	Enables learners to learn from group members to translate their ideas and new words from mother-tongues to English language.				

B	Makes learners to express their opinions and ask questions freely, which helps to them understand and retain lessons on functional writing skills.				
C	Makes a learning so engaging, interesting, and participatory for learners to develop and master exercises on functional writing skills.				
D	Improves students' speaking and collaboration skills as they work together to complete functional writing activities				

3. In addition, working in groups or pairs in teaching functional writing skills:

<i>Options</i>	<i>Statements</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
A	Enables students to learn how to use full-stop, commas, question marks, colon...correctly in writing sentences.				
B	Makes learners to learn how to begin sentences and proper nouns with capital letters.				
C	Helps students to learn how to use suitable words that enable ideas to flow from one sentence to another in writing a paragraph.				

D	Improves students' speaking and collaboration skills as they work together to complete functional writing activities				
---	--	--	--	--	--

Part 3: Attitudes of Teachers and Students Towards Functional Writing Skills

1. Most teachers of English language functional writing skills:

<i>Options</i>	<i>Statements</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
A	Do devote sufficient time to work with students in teaching functional writing skills.				
B	Give take-home assignments to students, and exert efforts to mark the assignments correctly.				
C	Highly emphasize the importance of functional writing skills to students in order to stir up students' interest for learning the skills.				
D	Do attend classes on time to teach functional writing skills.				

2. Most students of functional writing class:

<i>Options</i>	<i>Statements</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
A	Have just drawn a conclusion that learning functional writing is so difficult, and so there is no need for them to devote enough time to learning to skills.				
B	Always turn in late assignments on functional writing exercises.				
C	Highly emphasize the importance of functional writing skills to students in order to stir up students' interest for learning the skills.				
D	Express strong interest in learning functional writing skills, and always pay keen attention to instructors of the skills				

Part D: Teaching/Learning Resources for Functional Writing Skills

1). Which of these teaching/learning resources are available, and are always used in the functional writing class?

<i>Options</i>	<i>Statements</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
A	Textbooks on functional writing skills				
B	Ordinary textbooks on writing skills				
C	Computer lab with active Internet services				

D	KCSE past questions on functional writing skills.				
---	---	--	--	--	--

Part E: Challenges Faced During Teaching and Learning of Functional Writing Skills

1. Which of these challenges most students of functional writing skills face?

<i>Options</i>	<i>Statements</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
A	No groups work or pair works for students to take part actively in writing exercises.				
B	Not having relevant learning resources for functional writing skills.				
C	Computer lab with active Internet services				
D	Classes are overcrowded, and that doesn't give room to group works or pairs in learning functional writing skills				

APPENDIX VI: INTERVIEW FORM FOR TEACHERS

The purpose of this study is to investigate the extent to which teachers of English language functional writing skills use collaborative writing strategies in teaching functional writing skills, as well as the impact of the strategy on the performance of public secondary students learning the skills in Githunguri Sub-County, Kiambu County. Because their opinions are so crucial to the study, the respondents to this document were chosen at random to assist in supplying information that would assist in replying to each of the questions. It is not necessary for them to write their

names on the questionnaire. All information submitted by them will be treated with strict secrecy and utilized just for this study.

SECTION A

DIRECTION: Kindly tick the options applicable to you

Part 1: Background Information

1. Indicate your sex: male [] female []
2. Please indicate the bracket of your age range: below 25 years [], 26-35 years, [] 36-45 years [], 46-55 years, above 55 years []
3. Indicate your level of education: Teaching Certificate [], Diploma in Ed [], Bachelor in Ed [], Master's in Ed [], others, specify _____
4. Indicate your teaching experience for English language functional writing skills: less than 5 years [], 5 to 9 years [], 10 to 14 years [], 15 to 20 years [], 21 years and above []

Part 2: The Extent to Which Teachers of English Language Functional Writing Skills Use

Collaborative Writing Strategy

DIRECTION: kindly respond to the questions as accurately as possible, filling in the blank spaces provided.

1.To what extent do teachers use collaborative writing strategy to teach functional writing skills?

2. How do teachers use collaborative writing strategy to teach functional writing skills?

Part 2: Influence of Use of Collaborative Writing Strategy in Teaching/ Learning of Functional Writing Skills

1. How does use of collaborative writing strategy help to increase students' understanding in developing functional writing skills:

PART 3: Attitudes of Teachers and Students Towards Teaching/Learning of Functional Writing Skills

1. How do teachers view teaching of functional writing skills to students?

2. What are students' attitudes towards learning functional writing skills?

Part 4: Teachers' Preparedness Towards Use of Collaborative Writing Strategy in Teaching and Learning Functional Writing Skills

1. How prepared are teachers for use of CWS in teaching and learning FWS.

2. How often do teachers use CWS to teach FWS in Form-3?

Part 5: Challenges Encountered in Teaching/Learning of Functional Writing Skills

1. What are challenges encountered in teaching and learning of functional writing skills?

APPENDIX VII: QUESTIONNAIRE FOR HEAD OF ENGLISH LANGUAGE DEPARTMENT

The purpose of this study is to determine the extent to which teachers of English language functional writing skills use collaborative writing strategies in teaching functional writing skills, as well as the impact of the strategy on public secondary students' performance in learning the skills in Githunguri Sub-County, Kiambu County. Given the importance of your opinions, you were specifically chosen to aid in supplying information that would assist in replying to each of the questions. It is not necessary to sign your name on the questionnaire. All information you provide will be kept strictly secret and used only for this study.

SECTION A

DIRECTION: Kindly tick the options applicable to you.

PART A: Background Information

1. Indicate your sex: male female
2. Please indicate the bracket of your age range: below 25 years , 26-35 years, 36-45 years , 46-55 years, above 55 years
3. Indicate your level of education: Teaching Certificate , Diploma in Ed , Bachelor in Ed , Master's in Ed , others, specify _____
4. Indicate your teaching experience for English language functional writing skills: less than 5 years , 5 to 9 years , 10 to 14 years , 15 to 20 years , 21 years and above

Part 1: Use of Collaborative Writing Strategy in Teaching/Learning of Functional Writing Skills

DIRECTION: kindly respond to the questions as accurately as possible, filling in the blank spaces provided.

1.To what extent do your teachers of functional writing skills apply the use of collaborative writing strategy to teach the skills?

Part 2: Influence of Use of Collaborative Writing Strategy in Teaching/Learning of Functional Writing Skills

1. Discuss some influence that teachers’ use of collaborative writing strategy has on students’ performance in learning the skills.

Part 3: Attitudes of Teachers and Students Towards Teaching/Learning of Functional Writing Skills

1. Briefly explain how teachers view teaching of functional writing skills?

2. How would you describe students’ attitudes towards learning functional writing skills?

Part 4: Teaching/ Learning Resources for Functional Writing Skills

1. What are teaching/learning resources commonly used in the functional writing class?

Part 5: Teachers' Preparedness Towards Use of Collaborative Writing Strategy in Teaching Functional Writing Skills

1. In terms of training or level of education, how prepared are your instructors for use of collaborative writing strategy in teaching functional writing skills?

Part 6: Challenges Faced During Instruction of Functional Writing Skills

1. Briefly outline major challenges faced in teaching and learning functional writing skill.

APPENDIX VIII: OBSERVATION FORM ON STUDENTS AND TEACHERS

NO	CLASS ACTIVITIES	Agree	Strongly agree	Disagree	Strongly disagree
-----------	-------------------------	--------------	---------------------------	-----------------	------------------------------

A).	USE OF CWS IN TEACHING/ LEARNING FWS				
1.	Teachers use group work/pair work to teach FWS.				
2.	Teachers provide several examples/teaching materials on FWS for students to read and complete group works.				
3.	Teachers introduce a new topic on FWS, and solicit learners' previous knowledge before presenting lessons, using CWS.				
4.	Students work happily and effectively in group to complete a writing task.				
5.	Teachers serve as facilitators, while students do most of the class activities in groups/pairs.				
B).	ATTITUDES OF TEACHERS/STUDENTS TOWARDS FWS				
1.	Teachers always plan lessons on FWS, and implement the plans in teaching using group works or pair works by students.				
2.	Teachers use both direct teaching and group work approaches to teach FWS.				

3.	Teachers demonstrate mastery of FWS by giving simplified lessons/examples on FWS for students to read to complete a writing task.				
4.	Teachers give students practical examples of FWS to discuss in group: <i>letter writing, minutes of meetings, report writing, memoranda, etc.</i>				
5.	Teachers emphasize the importance of FWS to learners.				
6.	Students work effectively in groups to complete writing tasks on FWS.				
7.	Students hardly complete class works and assignments on FWS.				
8.	Teachers do devote sufficient times to teach FWS in details.				
C).	TEACHING/LEARNING RESOURCES ON FWS				
1.	Teachers and students use internet services in class to discuss FWS activities in groups.				
2.	Teachers and students have access to a library containing up-to-date textbooks on FWS.				

D).	CHALLENGES FACED IN TEACHING/ LEARNING OF FWS				
1.	Teachers do not have sufficient to time to teach FWS.				
2.	Curriculum is so bulky on FWS for teachers to cover all periodically.				
3.	Classes are overcrowded for teachers to teach all students effectively.				
4.	Teachers are hardly monitored by VPI or principals to teach FWS effectively.				

APPENDIX IX: SAMPLES OF PARTICIPANTS' RESPONSES

pull learners' attention towards the lesson

Part 4: Teaching/ Learning Resources for Functional Writing Skills

1. What are teaching/learning resources commonly used in the functional writing class?

1. Textbooks
2. Novels, Poem
3. The Internet
4. Computer lab
5. And others

Part 5: Teachers' Preparedness Towards Use of Collaborative Writing Strategy in Teaching Functional Writing Skills

1. In terms of training or level of education, how prepared are your instructors for collaborative writing strategy in teaching functional writing skills?

The vast majority of teachers have earned bachelor degrees in education.

Part 6: Challenges Faced During Instruction of Functional Writing Skills

1. Briefly outline major challenges faced in teaching and learning functional writing skill.

Overcrowded class, lack of sufficient standard resources, unreliable internet service, length, course syllabus to cover in limited time, and many others.

103

1. To what extent do your teachers of functional writing skills apply the use of collaborative writing strategy to teach the skills?

The strategy is a new teaching approach. Therefore, teachers hardly utilize it when teaching functional writing skills.

Part 2: Influence of Use of Collaborative Writing Strategy in Teaching/Learning of Functional Writing Skills

1. Discuss some influence that teachers' use of collaborative writing strategy has on students' performance in learning the skills.

While working in groups to complete writing tasks, learners learn a lot from group members. They learn new to translate words or phrases from their local languages to the second language, progress they learn how to construct sentences, utilize punctuation marks, formatting of letters, collaborative skills and many others.

Part 3: Attitudes of Teachers and Students Towards Teaching/Learning of Functional Writing Skills

1. Briefly explain how teachers view teaching of functional writing skills?

Teachers devote sufficient time and energy to teaching functional writing skills, which demonstrates that they value teaching the skills seriously.

2. How would you describe students' attitudes towards learning functional writing skills?

Indeed, learners always express their interests in learning functional writing skills as the skills involved their daily activities. However, they find learning the skills difficult when they do so individually.

105

1. To what extent do teachers use collaborative writing strategy to teach functional writing skills?

The collaborative writing strategy is a new method of teaching functional writing skills, therefore, most teachers have limited knowledge and skills on effective use of the approach.

2. How do teachers use collaborative writing strategy to teach functional writing skills?

Teachers hardly employ collaborative writing strategies when teaching functional skills.

Part 2: Influence of Use of Collaborative Writing Strategy in Teaching/ Learning of Functional Writing Skills

1. How does use of collaborative writing strategy help to increase students' understanding in developing functional writing skills?

Learners learn new terminologies, proper sentence construction, writing letters properly, good speaking and listening skills when they work in groups.

PART 3: Attitudes of Teachers and Students Towards Teaching/Learning of Functional Writing Skills

1. How do teachers view teaching of functional writing skills to students?

Very important, and so they do devote their time to teaching the skills, encouraging learners to take the skills seriously.

101

Part 4: Teaching/ Learning Resources for Functional Writing Skills

1. What are teaching/learning resources commonly used in the functional writing class?

Some are textbooks, literary texts, computer lab, and others.

Part 5: Teachers' Preparedness Towards Use of Collaborative Writing Strategy in Teaching Functional Writing Skills

1. In terms of training or level of education, how prepared are your instructors for use of collaborative writing strategy in teaching functional writing skills?

Vast majority of teachers have earned bachelor degrees, while others have obtained masters and PhD degrees in education.

Part 6: Challenges Faced During Instruction of Functional Writing Skills

1. Briefly outline major challenges faced in teaching and learning functional writing skill.

Some are overcrowded classes, lack of sufficient standard resources for teaching and learning, unreliable internet service, lengthy English language syllabus and limited class time.

106

1. To what extent do your teachers of functional writing skills apply the use of collaborative writing strategy to teach the skills?

The strategy is a new teaching approach. Therefore, teachers hardly utilize it when teaching functional writing skills.

Part 2: Influence of Use of Collaborative Writing Strategy in Teaching/Learning of Functional Writing Skills

1. Discuss some influence that teachers' use of collaborative writing strategy has on students' performance in learning the skills.

While working in groups to complete writing tasks, learners learn a lot from group members. They learn how to translate words or ideas from their local languages to the second language. Moreover, they learn how to construct sentences, utilize punctuation marks, formatting of letters, collaboration skills, and many others.

Part 3: Attitudes of Teachers and Students Towards Teaching/Learning of Functional Writing Skills

1. Briefly explain how teachers view teaching of functional writing skills?

Teachers devote sufficient time and energy to teaching functional writing skills, which demonstrates that they value teaching the skills seriously.

2. How would you describe students' attitudes towards learning functional writing skills?

Indeed, learners always express their interests in learning functional writing skills as the skills included their daily activities. However, they find learning the skills difficult when they do so individually.

105

1. To what extent do teachers use collaborative writing strategy to teach functional writing skills?

Once in a while; rarely!

2. How do teachers use collaborative writing strategy to teach functional writing skills?

Teachers hardly use the strategy to teach functional writing skills.

Part 2: Influence of Use of Collaborative Writing Strategy in Teaching/ Learning of Functional Writing Skills

1. How does use of collaborative writing strategy help to increase students' understanding in developing functional writing skills:

While working in groups, learners learn easily from their group members lots of new ideas, how to construct good sentences, utilize punctuation marks, and many others.

PART 3: Attitudes of Teachers and Students Towards Teaching/Learning of Functional Writing Skills

1. How do teachers view teaching of functional writing skills to students?

Very important, and therefore, they do devote sufficient time to teach the skills, placing emphasis on the importance of acquiring the skills.

98

2. What are students' attitudes towards learning functional writing skills?

Learners embrace assignments of submitting exercises. But they find the exercises challenging to complete individually.

Part 4: Teachers' Preparedness Towards Use of Collaborative Writing Strategy in Teaching and Learning Functional Writing Skills

1. How prepared are teachers for use of CWS in teaching and learning FWS.

Collaborative writing method of teaching is a new approach; so vast majority of the teachers are not that comfortable on how to utilize the method effectively when teaching functional writing skills.

2. How often do teachers use CWS to teach FWS in Form-3?

Hardly do teachers use the method to teach functional writing skills.

Part 5: Challenges Encountered in Teaching/Learning of Functional Writing Skills

1. What are challenges encountered in teaching and learning of functional writing skills?

Limited time to cover many topics in the class. Moreover, some students are not provided to do group. Learners' standard resources are limited in supply. Most teachers are not knowledgeable on collaborative strategies, etc.

99

High School, ~~NAI~~
P.O. Box 2 - 90,
November 30, 2023


The principal secretary
Ministry of Health
P.O. Box 6789-001000
NAIROBI

Dear ^{Madam/Sir} the Principal

Re: Application for...

I am Form Four graduate. I would like to create awareness among young people. I am 16 years, and also a Kenyan. I do have a national Identification CARD, and CAN SPEAK Kiswahili. I can create healthy eating among young people. I am creative and innovative.

Writing to hear from you soon
THANKS;

Sincerely yours,

THE APPLICANT

Score: 06/12

Key areas:
P. Format - 1
P. Lang. Rules - 1
P. Sub. verb - 2
P. Punctuation - 1
P. Sentence construction - 1

High School,
P.O. Box 2 - 90,
November 30, 2024

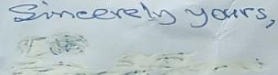
The Principal Secretary
Ministry of Health
P.O. Box 6789-001000
NAIROBI

Dear ^{Madam/Sir} Principal Secretary,

RE: APPLICATION FOR CREATING A-
WARENESS ON THE IMPORTANCE
OF HEALTHY EATING

This is to express my interest for the vacancy announced for recruiting of Form-4 graduates to conduct awareness among young people on the importance of healthy eating.

I am a Kenyan citizen, and a graduate of Form-4. I am 16 years old, have a national identification card, fluent in both Kiswahili and English languages, and have a vast experience on educating young people on healthy eating habits. Kindly accept my letter to serve on the team. Thanks.

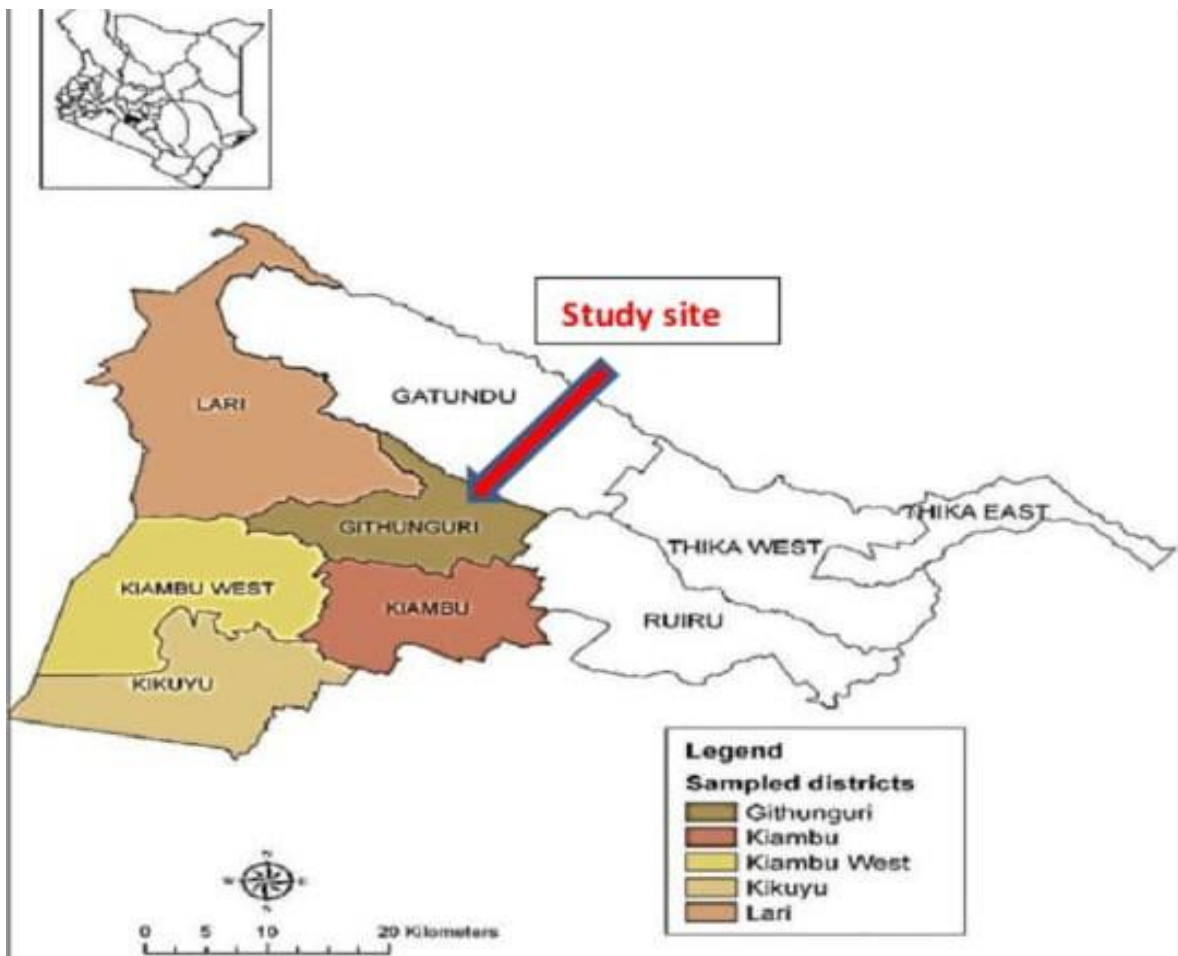
Sincerely yours,

THE APPLICANT

Score: 11/12

Key areas:
P. Format - 1
P. Lang. Rules - 2
P. Sub. verb - 3
P. Punctuation - 2
P. Sentence construction - 3
Total - 12

APPENDIX X: MAP OF KIAMBU COUNTY

On the map, the arrow indicates Githunguru Sub-County where the research will be conducted in Kiambu County, Kenya.



APPENDIX XI: NACOSTI RESEARCH LICENSE



APPENDIX XII: RESEARCH AUTHORIZATION

+



MINISTRY OF EDUCATION State Department For Basic Education

Telephone: Kiambu (office)
FAX NO. 0768 970412
Email: directoreducationkiambu@yahoo.com

COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY
P. O. Box 2300-00900
KIAMBU

When replying please quote

KBU/CDE/DEPT 8/Vol. I

23rd March, 2023

Mr. J. Poar Wayei Juday
Kenyatta University
NAIROBI

RE: RESEARCH AUTHORIZATION

Reference is made to NACOSTI letter Ref. NACOSTI/P/23/24286 dated 23rd March, 2023.

You have been authorized to research on “**Collaborative Writing Strategy and Its influence on learners’ performance in Functional Writing Skills in Secondary Schools Kiambu County**” for the period ending 20th March, 2024.

Please accord him the necessary assistance.




AGNES W. THEURI
For: COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY

MY EDUCATION, MY FUTURE

MY EDUCATION, MY FUTURE

 Scanned with
MOBILE SCANNER

APPENDIX XIII: AUTHORITY TO CARRY OUT A RESEARCH IN KIAMBU COUNTY



Republic of Kenya
MINISTRY OF EDUCATION
State Department for Basic Education

Telegrams: EDUCATION-NAIROBI
Telephone: Nairobi 3318581
FAX. NO: 254-2-214287
Email: ps@education.go.ke
Web: www.education.go.ke
When replying, please quote

JOGOO HOUSE "B"
HARAMBEE AVENUE
P.O. BOX 30040
NAIROBI

Ref. No: MOE.HQS/3/6/85 Vol. II (70)

Date: 14th April, 2023

J. Poar Wayei Juday
C/O. Department of Educational
Communication and Technology
Kenyatta University
P.O. Box 43844-00100
NAIROBI

RE: AUTHORITY TO CARRY OUT A RESEARCH STUDY IN KIAMBU COUNTY

Reference is made to your application dated 14th April, 2023 over the above-mentioned subject.

Your request to carry out a research study on "Collaborative Writing Strategy and its Influence on Learners' Performance in Functional Writing Skills" in Secondary Schools in Kiambu County is hereby granted on condition that the exercise will be carried out professionally.

A report on the exercise will be required on completion.

Evelyne Owoko
For: PRINCIPAL SECRETARY

Copy to: County Director of Education: - Kiambu County

APPENDIX XIV: RESEARCH AUTHORIZATION FOR MR. JEFFERSON POAR
WAYEI JUDAY-REG. NO. E55F/20701/2021



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 020-8704150

Our Ref: E55F/20701/2021

DATE: 15th February 2023

Director General,
National Commission for Science, Technology and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

**RE: RESEARCH AUTHORIZATION FOR MR. JEFFERSON POAR WAYEI
JUDAY- REG. NO. E55F/20701/2021**

I write to introduce Mr. Jefferson Poar Wayei who is a Postgraduate Student of this University. He is registered for M.Ed. degree programme in the Department of Educational Communication and Technology.

Mr. Jefferson Poar intends to conduct research for a M.Ed. Thesis Proposal entitled, "Collaborative Writing Strategy and its Influence on Learners' Performance in Functional Writing Skills in Secondary Schools in Kiambu County, Kenya."

Any assistance given will be highly appreciated.

Yours faithfully,


PROF. ELISHIBA KIMANI
EXECUTIVE DEAN, GRADUATE SCHOOL

