EXPLORING KISWAHILI TEACHERS' INSTRUCTIONAL REGIMES ON LEARNERS' MASTERY OF FUNCTIONAL WRITING SKILLS IN SOME SELECTED SCHOOLS IN NDHIWA SUB-COUNTY, KENYA.

BY

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DECLARATION

Declaration by Candidate

This research thesis is my original work and has not been presented for any degree award at any other University. No part of the thesis should be reproduced without the prior permission of the author and/or Moi University.

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DEDICATION

I dedicate this thesis to my beloved family: my husband, Henry Teddy Ayoo, my daughters Diana Lynne and Angel, as well as my sons Innocent, Henry Junior, Brandon and Bryson. You have been the source of my inspiration and may God bless you abundantly for your unwavering support.

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ABSTRACT

Functional writing skills is a fundamental requirement in every individual's life due to its importance in communication. Leaners' mastery of functional writing skills is a critical objective in the teaching and learning of language because of its relevance in the life of an individual. The current study sought to explore Kiswahili teachers' instructional regimes on learners' mastery of functional writing skills in Ndhiwa Sub-county. The research objectives were: to assess Kiswahili teachers' preparation for teaching writing skills in their classrooms, to examine the type of teaching and learning activities designed by Kiswahili teachers for teaching functional writing skills, to evaluate the teaching and learning resources employed by Kiswahili teachers in teaching functional writing skills, and to determine the assessment strategies designed by Kiswahili teachers for assessing functional writing skills. The study was based on John Biggs theory of Constructive Alignment and adopted a descriptive survey research design. Cluster sampling was used to sample divisions, stratified sampling for schools, simple random sampling for Kiswahili teachers and students and purposive sampling for heads of department. A total of 52 secondary schools in Ndhiwa Sub-county, Homabay county were selected consisting 4 boy schools, 7 girls, and 41 mixed secondary schools. From these, 30 teachers, and 60 Form Three students were selected to participate in the study, giving a total of 90 participants. The four tools used for data collection included a structured interview schedule, writing assessment, document analysis, and observations. Data were analysed thematically by categorising it into relevant themes from which various aspects of data were examined. The study established that: for effective teaching and learning, well-chosen and properly-managed activities ought to be employed by instructors, Kiswahili teachers use different strategies in teaching functional writing skills creating a difference in performance by their students, adequate teacher planning is an essential step in teaching, designing holistic teaching and learning regime encompasses combining both teaching and learning activities and resources and that the difference in performance outcomes are attributed to various instructional regimes. The findings of this study could contribute to additional knowledge in the area of teaching Kiswahili functional writing skills in secondary schools. This study concluded that planning should be considered as an essential way of ensuring that learning goals are achieved and that various teaching and learning resources should be employed by Kiswahili teachers to teach functional writing skills concepts effectively. This study recommends, among others, that Kiswahili teachers should integrate effective teaching and learning activities and resources into their instructions. Furthermore, a different research which compares various instructional regimes used by Kiswahili teachers be conducted to establish the one with the most impact on learners' mastery of functional writing skills to help in bridging the gap in students' mastery levels as well as performance in such subjects.

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ABBREVIATIONS AND ACRONYMS

CA   - Constructive Alignment

CDF   - Constituency Development Funds

DV   - Dependent Variable

EXP   - Explicit Teaching Methodologies

FSE   - Free Secondary Education.

ILOs   - Intended Learning Outcomes

IMP   - Implicit Teaching Methodologies School

IV   - Independent Variable

KCSE   - Kenya Certificate of Secondary Education

KICD   - Kenya Institute of Curriculum Development

KIE   - Kenya Institute of Education

KNEC   - Kenya National Examination Council

LCD   -Liquid Crystal Display

MoE   - Ministry of Education, Kenya

TLAs   - Teaching and Learning Activities

UNESCO   -United Nations Educational Scientific and Cultural Organisation

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

This chapter outlines the background to this study, statement of the problem, research objectives, research questions, the study variables, significance of the study, justification of the study, scope and limitation of the study and theoretical framework.

1.1 Background to the Study

Functional writing skills involves writing and practices that are associated with conveying information in writing. Other scholars such as Coulmas (2003) contend that writing refers to deliberate conscious processes of developing letters on a paper or on a surface to put down ideas expressed by words and characters. Besides, it can include communication of ideas by physical signs.

Language is fundamental to all forms of modern communication among various groups of people globally. For that reason, language forms the basic fabric of a nation. Kiswahili language has been regarded as an authentic language with its roots in the Bantu community and is used as the primary mode of communication among the Coastal communities. Specifically, Kiswahili language is predominant among native communities that inhabit the stretches of the Indian Ocean, beginning from Northern Mozambique to Northern Kenya with more than 200 million speakers (Ojwang, 2008; Kawoya & Makokha, 2009). In Kenya, Kiswahili language has united various communities and has been regarded as a national language. Consequently, Kiswahili is one of the national languages used in the National Assembly, County Assemblies, and at the Senate (Mulokozi, 2000; King'ei, 2007). Mulokozi (2000) contend that language is the main vehicle of sharing and exchanging attitudes, values, and aspirations and, thus, is fundamental in culture since it gives people identity.

Since the promulgation of the Kenyan constitution in 2010, Kiswahili become an official language in Kenya and is currently taught in all secondary schools as a compulsory subject. For that reason, Kiswahili language is widely used in education domains, particularly in Kenya and Tanzania. In Kenya, Kiswahili language has been candidly interwoven into the secondary school syllabus and aims at equipping students with four primary language skills such as reading, speaking, listening, and writing. Writing is the only aspect of language that allows the students to express themselves through papers. According to Shorofat (2007), functional skills refer to academic and creative writing that seeks to convey a specific, direct, and unmortgaged message to a specific audience. For that matter, writing skills encompasses various areas such as formal letters, writing instructions, note-taking, advertisement, invitations, and reports. Therefore, any functional writing skills teacher aims to produce the five common product factors used to evaluate students' writing. They include fluency, conventions, vocabulary, syntax, and content (Isaacson, 2017). Moreover, the assessment of written samples and assignments should be based on various functions of specific writing to provide a broader picture of the learner's writing performance across different text structures. Insights from such evaluations can assist the teacher in identifying student's strengths and weaknesses to plan instruction, assess instructional activities, provide feedback, monitor performance, and report progress.

Most teachers often rate the performance of their students based on the scores they attain in different subjects. However, in the case of languages such as Kiswahili and English, the emphasis should go beyond the mere passing of examinations and should instead include the acquisition of communicative competence. After all, gaining proficiency in these two languages will assist students throughout their lives.

Functional writing skills, in particular, offers advanced language skills, which, in turn, invoke how students think and learn. Moreover, writing encourages people to be logical, organised, and creative in their thinking. The ability to write well is not only essential in the learning process, but it also influences the learners' chances of succeeding, their personal development, and their association with other individuals. Therefore, teachers should assist students in acquiring almost all the essential skills necessary to enable them to express their thoughts clearly and effectively both in the classrooms and later in their lives.

Functional writing skills provide individuals with the necessary knowledge and understanding that allow them to express themselves adequately in school, at work, and generally in life. The term "functional" requires a broad consideration to include the need to provide students with the abilities and skills they require to assume active and responsible roles across the educational, communal, and workplace setting (Francis, 2018). In other words, the functional perspective implies that writing skills should enable students to communicate effectively and instill in them ability to convey ideas in an organised, coherent, and professional manner across a wide range of meaningful contexts, such as in learning, in work life and across social interactions. In the current Kenyan secondary school Kiswahili curriculum, for example, functional writing skills include the writing of reports, minutes, memoranda, e-mail, notices and notifications, business letters, advertisements, diaries, thank you notes, journals, posters, recipes, instructions, directions, and completion of forms, shopping lists, and packing lists among others (The Kenya Institute of Education [KIE], 2006). However, writing is neither a natural skill nor does it occur spontaneously. Accordingly, it requires one to apply some conscious, mental efforts (Onchera & Manyasi, 2013). Put

differently, people often 'think out' their sentences and evaluate different ways of combing, arranging, and presenting them.

The reason as to why an individual may write several versions of a text before being satisfied with the outcome is because writing entails encoding of a message. Whereas reading involves interpretation or decoding of an existing text, writing accounts for a scenario whereby the reader is absent physically, except for own writings such as drafting shopping lists (Mureithi, 2015). Therefore, teachers should ensure that their students demonstrate proficient mastery of functional writing skills, which, in turn, enables their writings to be easily understood without the need for further intervention.

In the Kenyan context, all students, especially after completing their secondary education, are expected to exhibit excellent command of functional writing skills. However, by the end of form four, some students still demonstrate weakly or 'below standard' mastery of functional writing skills (Onchera & Manyasi, 2013). Consequently, they encounter difficulties in writing essential documents, such as job application letters, cover letters, curriculum vitaes, and other academic-related documents. While they might be partially blamed, Language teachers too, need to take some responsibilities because they focus more on the examinable elements, such as reading comprehension, summary writing, composition writing, grammar and phonology (Mwangi, Murunga, & Syomwene, 2018)

Based on the KNEC analysis, within a period of eight (8) years (i.e., from 2009 to 2016), the national average score in Kiswahili composition has surpassed the halfway mark of 20 in this paper, (Kiswahili paper one-102/1), only twice. Whereas some improvements have been recorded in the later stages of the period in consideration,

the lack of consistency in the upgrades indicates that students still struggle to express themselves in writing adequately. While there is an inadequate analysis of the same information at the Sub-county level (for Ndhiwa Sub-county), the available data from the Sub-county Education Office shows even a worse trend. For example, in 2016, the overall mean in Kiswahili as a subject was 3.4868, with the top four schools registering 5.1345, 4.7442, 4.7313, and 4.5570 respectively, while the worst schools registered 1.7500, 1.8000, 2.5400, and 2.7813 respectively. Furthermore, Ndhiwa Sub-county registered a significant drop in all the essential aspects such as the overall mean and the mean scores of the top schools in the subsequent year. Specifically, the overall mean in 2017 was 3.0816 with the top four schools enrolling 4.1791, 4.0417, 3.8000, and 3.6260 respectively while the worst four performances registered 1.8500, 1.9355, 1.9444, and 1.9737 respectively (See table 15 on Appendix)

Therefore, the continued poor performance in Kiswahili composition among Form Four students that is majorly attributed to poor instructional regimes employed by instructors becomes the basis for this study with the specific aim of exploring Kiswahili teachers' instructional regimes on learners' mastery of functional writing skills.

1.2 Statement of the Problem

Kiswahili is one of the national languages in Kenya and a widely spoken language in East Africa. Besides, Kiswahili is being used in international domains. It is forms part of the curriculum to a number of international universities and has been used in international broadcasters in countries like China, The U.S.A., Germany among many others. Studies have established that over the recent past, the performance of Kiswahili language at KCSE level has been wanting. Functional writing skills has always been an essential skill that assists secondary school students to not only

improve their performance in languages but also to enhance their interpersonal and communication skills. However, the performance in functional writing skills has been extremely poor in Ndhiwa Sub-County, the situation being the same nationally, and little has been done to investigate the underlying factors behind this poor performance. A study by Murunga (2013) established that most Kiswahili teachers often concentrate on delivering content while ignoring the impact that teacher preparation and use of different teaching and learning tasks have on the abilities of their students to acquire appropriate functional writing skills. Teacher preparation plays a critical role in determining the mastery of functional writing skills among students. For that reason, this study seeks to explore Kiswahili teachers' instructional regimes on learners' mastery of functional writing skills in secondary schools in Ndhiwa Sub-county.

1.3 Purpose of the study

The purpose of this study was to explore Kiswahili teachers' instructional regimes on learners' mastery of functional writing skills in Kiswahili in Ndhiwa Sub-county, Homabay County Kenya.

1.4 Research Objectives

i. To investigate how Kiswahili teachers prepare for teaching functional writing skills in their classrooms.

ii. To determine the type of teaching and learning activities designed by Kiswahili teachers for teaching functional writing skills in secondary schools.

iii. To establish the teaching and learning resources employed by Kiswahili teachers in teaching functional writing skills.

iv. To examine how Kiswahili teachers assess learners in functional writing skills.

1.5 Research Questions

i. How do Kiswahili teachers prepare for teaching functional writing skills?

ii. What teaching and learning activities do Kiswahili teachers design for teaching functional writing skills?

iii. What teaching and learning resources do Kiswahili teachers employ in teaching functional writing skills?

iv. How do teachers assess learners in functional writing skills exercises?

1.6 Significance of the Study

The findings of this study may be valuable in the following ways: First, the results of this study could contribute to additional knowledge in the area of teaching Kiswahili functional writing skills in secondary schools. Second, the findings of this study may be critical to the curriculum designers in establishing productive teaching and learning activities for functional writing skills in secondary schools. In this context, the findings of this study may be used to re-examine the current teaching and learning approaches employed by Kiswahili teachers in teaching functional writing skills. Moreover, since this entails establishing how learners respond to functional writing skills exercises, results from this perspective may provide the area of teaching Kiswahili functional writing skills with additional knowledge on areas to pay more attention to.

1.7 Justification of the Study

Given the dismal performance and the phonological distance between Dholuo, which is a Nilotic language, and Kiswahili - a Bantu language, Ndhiwa Sub-county then becomes a suitable area for this study. This is so because the learner will not have the advantage of learning a language that is similar to their first language, which in effect,

means the teacher must fully engage appropriate pedagogical methodologies to benefit the learner. For that reason, the researcher selected form three classrooms, with teachers and students drawn from this group to take part in this research. Form three learners were chosen for this study because the form fours were busy preparing for their national exams. The junior forms were not considered because they have not covered much of the functional writing concepts, as indicated in the syllabus. Teachers were selected as the primary respondents because the study relied on their input, experiences, and insights regarding teacher preparedness and teaching of Kiswahili functional writing skills as a whole. Finally, students were selected because, through their assessment, the researcher was able to study the various parameters in this research.

1.8 Scope and Limitation of the Study

1.8.1 Scope of the Study

The study was limited to Ndhiwa Sub-county in Homabay County. The study focused on Kiswahili teachers' instructional regimes on learners' mastery of functional writing skills. The research respondents comprised of 30 Kiswahili teachers and 60 students in a study target population of 200 teachers and 4,106 students, respectively. Preference was given to form three students since they had been in school for at least three years and had developed a defined attitude towards functional writing skills. Besides, these students were the pre-candidates and were regarded as the senior students in the schools and therefore have covered much content in Kiswahili functional writing skills. A writing task was administered to form three students; in the selected secondary schools in Ndhiwa Sub-county, Homabay County. The study heavily relied on John Biggs's Constructive Alignment theory (CA) to unearth aspects such as how teachers plan for teaching writing skills, teaching, and learning activities

designed for teaching functional writing skills, teaching, and learning aids employed in teaching functional writing skills and learners' response to written functional writing skills exercises. Although a descriptive and explorative research design were two possible designs to use, a decision was made after comparison and review between the two designs. The exploratory research design was excluded since the research problem and direction had already been determined for this research. For that reason, this study used a descriptive survey research design.

1.8.2 Limitations of the Study

In this study, the researcher experienced a lack of corporation among some Kiswahili teachers, as well as students. For that reason, the researcher employed professional negotiating skills to make such respondents realise the importance of the research to their professional advantage. They were also assured of confidentiality. The researcher was also limited to small samples of around 15% of the entire population to reduce the cost of travelling from one point to another since the region is marked with very poor roads that adversely affect transportation. Additionally, the students' overloaded work and the prior knowledge about the assessment question administered in this research not being examinable, to some extent, might have affected the results of their usual response to written functional skills exercises.

1.9 Theoretical Framework: Constructive Alignment in Teaching by John Biggs

The study adopted the Constructive Alignment (CA) theory by John Biggs (2014) as it has been customised to the study by first explaining the correlation with each objective independently and then integrating the overall relationship with the topic. According to Biggs (2014), constructive alignment (CA) refers to "an outcome-based approach to teaching in which the learning outcomes that students are intended to achieve are defined before teaching takes place." In other words, it offers a design for

teaching, whereby what the students are expected to learn and how they are required to express their learning are explicitly stated before the lesson begins. Accordingly, the design of teaching is then modelled to involve students in learning activities, which would increase their chances of obtaining the learning expectations. Similarly, the evaluation process is also designed to ensure clarity in judgments regarding how well the classroom objectives have been achieved.

Constructive Alignment has two aspects: the 'constructive' part and the 'alignment' component. The former "refers to the idea that students 'construct meaning' through relevant learning activities" In this context, the author argues that meaning is never transmitted or imparted on the learner from the teacher, but is what students need to create for themselves. Therefore, teaching becomes a catalyst for learning. On the other hand, the 'alignment' component refers to "what the teacher does, which is to set up a learning environment that supports the learning activities appropriate to achieving the desired learning outcomes" The key point from this statement is that the existing components in the teaching system, particularly the instructional regimes and the assessment tasks, should be 'aligned' to learning activities that have been adopted to produce the intended outcomes. In essence, the student should be 'trapped' such that he or she cannot escape the learning environment without learning what is meant to be discovered. Based on this understanding, both teaching approach and evaluation method should be designed with the aim of achieving the best learning outcomes and assessing the required standard at which such results are obtained, respectively.

In general, the constructive alignment goes beyond mere criterion-referenced assessment, whose primary function is to align evaluation to the learning objectives. On its part, CA does not dwell too much on whether or not the assessment matches the targets, but instead, is focused on two primary goals. The first is to express the

objectives in terms of the intended learning outcomes (ILOs), which then, in effect, define the assessment task. The second purpose is to align the teaching methods with the expected results as well as aligning just the assessment tasks.

At the core of its formulation, the CA model focuses on alignment between the three critical areas of learning, which includes the intended learning outcomes (ILOs), students' participation in learning, as well as how the student is evaluated. The CA model's third step that outlines Teaching and Learning Activities (TLAs) gives insights on the first two objectives of this study. Whereas the first objective investigates how Kiswahili teachers plan for teaching writing skills in their classrooms, the second objective aims to establish the type of teaching and learning activities designed by Kiswahili teachers in secondary schools for teaching functional writing skills. In both cases, step three of the CA model requires that the responsibilities of both the instructor and learner are directed at meeting the learning outcomes by achieving the assessment criterion. This approach maximises the tendency of backwash which Biggs (2003) describes as the known pattern in which students mostly study what they think will be tested.

Step two of the CA model entails the assessment regime. It provides a critical perspective on the third objective of the study. In particular, examining the learning aids employed by Kiswahili teachers in teaching functional writing skills requires an appropriate marking scheme to be designed from which leaning aids are established to teach students on the best way of meeting the marking criteria and the overall learning outcomes. Finally, the fourth objective, which aims at determining how learners respond to written functional skills exercises cut across both steps one and two of the CA model. In this context, the intended learning outcomes (ILOs) of the subject are created first; then, the evaluation criterion is formulated. Overall, this theory has been

customised to this study by generating coherence between students' responses to written functional skills assignments (evaluation), instructional regimes- how teachers plan for teaching and activities used (TLAs), and the desired learning outcomes in a functional writing skills classroom.

In the case of teaching Kiswahili functional writing skills, the common view is that inductive learning leads to acquisition. Therefore, the teaching methodologists should study and account for how to trigger this language module and redesign their methodologies. The CA theory should, therefore, be studied in detail so as to provide us with a more educational and pedagogical basis for mother tongue and foreign language teaching, which are both integrated into functional writing skills. Thus this formed basis of the current study, which sought to establish in part the influence of teachers' knowledge and skills in teaching functional writing skills.

1.9.1 Conceptual Framework

Various variables that are likely to influence separately and or jointly the performance of secondary school students in examinations, especially in Kiswahili functional writing skills have been identified. The learners' mastery of functional writing skills (Dependent variable), which should also be the curriculum objective for teaching functional writing skills, is often influenced by several factors (Independent variables). These factors include Preparation for Teaching Functional writing Skills, Designing Teaching and Learning Activities, Teaching and Learning Resources (TLAs), and Assessment Strategies for functional writing skills. The teachers' experience, financial assistance to the school by government like FSE and CDF and donors and the school administrative policies such as examination policies in schools among others, are the intervening variables as they may influence the quality of

teaching and resources available for teaching Kiswahili functional writing skills in secondary schools.

The conceptual framework provided below applies to this research because it highlights the teaching practices used in today's classrooms to improve learning outcomes. Specifically, teaching in secondary schools has traditionally been perceived as opposite to what CA stipulates. For example, training in our classes is teacher-centred because the focus lies on the content which the teacher is required to cover. Additionally, teaching seems to remain mostly constant because 'lecturing' has become the default method of teaching in the classrooms. Therefore, Biggs' constructive alignment model can be used in this research to establish Kiswahili teachers' instructional regimes on learners' mastery of functional writing skills in secondary schools in Ndhiwa Sub-county, Kenya, by examining what happens in the classrooms. Figure 1 is a summary of the conceptual framework of variables illustrating the interaction of the variables of the study.

Independent Variables

Dependent Variables

- Preparation for Teaching Functional writing Skills
- Designing Teaching and Learning Activities
- Teaching and Learning Resources
- Assessment Strategies for functional writing skills

Learners' mastery of writing skills

- Fluency
- Content
- Conventions
- Syntax and Vocabulary

- Teachers' experience
- Financial assistance to the school eg. FSE, CDF
- Administrative policies in schools
- Students' Attitude

Intervening Variables

Figure 1: Conceptual Framework

1.10 Operational Definition of Terms

Constructive alignment (CA) model: To formulate meaning and set up a conducive environment for achieving holistic understanding. This term has been used in the study to imply "an outcome-based approach to teaching in which the learning outcomes that students are intended to achieve are defined before teaching takes place" (Biggs, 2014).

Curriculum: A list of subjects formulating a specific course of study in schools. For this study, curriculum refers to a way for planning instruction for teaching and learning.

Functional writing: Creative writing of compositions. In the context of the study, functional writing gives writers little freedom regarding how they approach writing since they have to obey specific standards and accepted patterns and rules of writing letters, reviews, reports, etc. However, there is a little opportunity for being creative.

Functional writing skills: for this study, functional writing skills are perceived as those tangible, concrete components of linguistic performance that show a learner's mastery of functional writing skills in Kiswahili for realistic daily life purposes (e.g. writing a short report, memo, programme of activities for a function)

Instructional regimes: Methods of teaching learners. For this study, it refers to integrated rules, practices, assumptions, and relationships that support holistic teaching and learning in classrooms.

Intended learning outcomes (ILOs): The goal of conducting a classroom lesson. For the study, ILOs imply objectives outlining what students are expected to achieve following completion of a classroom lesson.

Mastery: Demonstrating great proficiency in a particular skill. Based on the study, mastery is the ability to identify and apply appropriate writing rules for a specific functional writing exercise.

Professional teaching documents: Documents used by teachers in preparing, implementing, and assessing teaching and learning such as textbooks, lesson plans, and schemes of work. In the context of the study, these documents are used by

teachers in preparing, implementing, and assessing teaching and learning. They include lesson plans, schemes of work, progress records, and work records.

Teaching and learning activities (TLAs): Activities used by teachers for stimulating, encouraging, and facilitating learning in classrooms. For the study, TLAs refer to activities used for stimulating, encouraging, and facilitating learning to achieve the ILOs.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter focuses on the discussion of extant texts in the field of linguistics that are pertinent to the topic of study. The chapter seeks to elucidate the underlying factors on functional writing skills such as teacher's preparedness, the impact of resource availability in schools, assessment, teaching, and learning activities designed by Kiswahili teachers to teach functional writing skills. The chapter begins by discussing the pedagogy of functional writing skills and reviews existing literature on the concept of functional writing skills that is relevant to Kiswahili. The review is based on the already developed study objectives and research questions, as highlighted in chapter one. For that reason, the chapter focuses on studies that sought to establish the theoretical foundation of Kiswahili functional writing skills that apply to mastery of functional writing skills in secondary schools in Ndhiwa Sub-county.

2.1 The Concept of Functional Writing Skills

Scholars have considered the concept of functional writing skills from different perspectives. According to Shorofat (2007), functional skills refer to academic and creative writing that seek to convey a specific, direct, and unmortgaged message to a specific audience. For that matter, writing skill encompasses various areas such as formal letters, writing instructions, note-taking, advertisement, invitations, and reports. However, Abdallah (2014) defines functional writing as "a language practice that fits in within the pragmatic and functional use of English. It is writing that is meant to fulfil real-life purposes, such as: making a request or giving advice, inviting someone, and applying for something" (p.10). Indeed, Coulmas (2003) content that writing refers to deliberate conscious processes of developing letters on a paper or on

a surface to put down ideas expressed by words and characters. Besides, it can include communication of ideas by physical signs. According to Coulmas (2003), the mastery of writing is the last step in the hierarchy of teaching, which comes after speaking, listening, and reading. Functional writing, therefore, involves writing and practices that are associated with conveying information in writing.

2.2 Teacher's Preparedness to Teach Functional Writing Skills.

Functional writing skills are key to passing a Kiswahili paper and mainly comprises of *Insha za kiuamilifu*. Garret (1999) argues that teachers' success to impact knowledge on students primarily depends on his/her individual effort, context, and their general personality. It is the teachers' preparedness that determines the competency of the students and, consequently, the students' performance. According to Mwaura (2003), teachers are resistant to adopting new strategies that cut across all strategies and assumptions.

Many scholars have examined various aspects of functional writing skills in Kiswahili as a subject. Waititu (1995) explored the competency of secondary students in functional writing skills in Kiswahili regarding job application letter. Specifically, the study conducted by Waititu (1995) examined the abilities of secondary school students to implement various aspects of functional writings based on the current market demands and real-life situations. According to Waititu (1995), student's application letters were associated with a significant amount of errors that were characterised by wrong prepositions, punctuations, pronouns, relativizations, plural, and singular forms of words. Some errors occurred due to the direct translation of non-Kiswahili phrases in to Kiswahili, malapropism, vocabularies, contiguity, selected phrases, and semantics. Malapropism was associated with poor preparation of interviews, qualifications, referees, inability to mention the source of information and

expression of sycophancy. The current study seeks to examine how teachers prepare to deal with the errors associated with functional writing skills in Kiswahili. Besides, this study aims to assess whether the errors are associated with the teaching strategies designed by various teachers in teaching Kiswahili functional writing skills.

Indeed the study by Chomba (2008) on the impact of school language policies on effective communication sheds more light on teacher's preparedness and competencies. His research established that inadequate preparation and low teachers' competencies are the key hindrances to the students' opportunity to interact in Kiswahili. Teachers' competence refers to "the ability of the Kiswahili teacher to integrate *Fasihi* content into *Lugha* and vise-versa and the application of a variety of instructional methods" (Cheruto & Orodho, 2016, p.16). According to Chomba (2008), the competencies that potentially limit teachers' preparedness and learners' opportunities to communicate effectively are: ban from communicating in Kiswahili, reduced number of days of speaking it per week, penalisation of speaking Kiswahili and encouraging students to verbalise in English. These rules of language negatively impact student's spoken Kiswahili and consequently taint their functional writing skills abilities such as writing Insha. Ogechi and Bosire-Ogechi (2003) contend that it is those poor pedagogical strategies that inhibit student's performance in functional writing skills in Kiswahili. According to Kembo-Sure. et al. (2006), functional writings are specialised technical skills that can only be acquired by designing appropriate teaching strategies, gathering relevant materials, and developing sound instructional methods that require a teacher to have good training. Such skills are not acquired by innate ability. For that reason, there is a need for proper palling, use of instructional materials, and sound preparation.

Gwambombo (2013) conducted a study on the effect of teacher's workload on students' performance in community-based secondary schools in Mbeya City, Tanzania. The study found out that about 60% of the teachers were assigned at least two subjects, while the remaining 40% were assigned at least three teaching subjects. Besides, none of the streams had less than 40 students; for that reason, all teachers were responsible for teaching at least 45 students in each stream. The research further established that it was an extremely difficult task to provide internal assessment, which involved a series of stages such as planning the tests, constructing test items, administering, scoring, analysing, and reporting the tests. All these stages significantly contribute to teachers' workload. Gwambombo (2013) further contends that, regarding examination marking, all teachers agreed that they have a heavy workload. This increased workload forced most teachers to debar monthly and weekly tests, leaving them to focus on annual exams only. It was due to this increased teachers' workload that his study eventually established that teachers were poorly prepared for the lessons, which encompassed lesson plans, notes, and prior class preparations. These poor preparations of teachers are what significantly contributed to demoralising results for students. Also, predominant teachers' absenteeism showed that teachers became less motivated to teach and attend lessons. The current study seeks to investigate how the teacher prepares to teach Kiswahili functional writing skills, the teaching, learning and assessment strategies employed by the teacher to achieve learners' mastery of functional writing skills.

Mugera (2015) conducted a study on the influence of sociolinguistics teachers' and students' attributes on KCSE performance in Kiswahili in Likuyani sub-county, Kakamega County. The study found out that about 50% of teachers were not conversant with certain aspects of Kiswahili, such as functional writing skills, and

were not willing to teach it. Other teachers also argued that *Isimujamii* is confusing to both students and teachers. However, Mugera (2015) found out that female teachers were well prepared to teach Sociolinguistics in Kiswahili compared to male teachers. Indeed, about 57.1% of female teachers were prepared to teach functional writings in Kiswahili than male teachers, who consisted of about 42.8%. The current study aims to investigate how well prepared the teacher is, the preparation strategies employed by the same teacher to teach and assess functional writing skills in Kiswahili, regardless of the teacher's gender.

2.3 Mastery of Functional Writing Skills

Mastery of functional skills is a gradual process, and teachers must develop mechanisms of exposing learners to gradually challenging tasks and materials (Sadiku, 2015). Sadiku (2015, p.29) contends that "when a teacher makes use of activities that have been specially designed to incorporate several language skills simultaneously (such as reading, writing, listening, and writing), they provide their students with situations that allow for well-rounded development and progress in all areas of language learning". Therefore, the connection between communicative competence and how different instructional regimes contribute to its achievement subtly attracts significant scholarly previews.

Ma'Kobila and Onchera (2013) maintain that the understanding of teachers about the teaching of functional writing skills remains widely divergent. They further argue that teachers have diverse beliefs and often use various practices to achieve learning objectives, which unfortunately may not necessarily improve the performance of students in the mastery of functional skills in the classroom environment. Contextually, practices that are basic in promoting skilful mastery of language use in communication are similar. They use the example of English to highlight how

variations of practices can either prompt an upward or downward trajectory of skill mastery. Moreover, Ma'Kobila and Onchera (2013) particularly emphasise on different practices emerging when teaching with characteristics associated with reduced or lack of exposure of students to functional writing skills and the fact that most teacher training programs ignore the intricate value of providing support to learners, primarily through elaborate delivery of instructions.

The current communicative language teaching practices are prompt on the need to establish a coherent mastery of functional skills, and Kiswahili language is not isolated based on the observations made in the Kenyan context. However, this is not a straight forward issue as different perspectives portray counterintuitive approaches to how mastery of functional writing skills can be achieved. The Kenyan education curriculum draws a thin line between passing exams and the acquisition of communication competency, a dynamic that they observe to post an inherent challenge when it comes to sustaining a coherent mastery of functional skills in Kiswahili and any other language in the curriculum. There is an extreme emphasis on the need for students to excel in exams, which comes at the expense of acquiring long-term mastery of skills that would eventually impact positive communication skills among students. Mastery of functional writing skills needs to be a lifelong goal as opposed to the current practice, which focuses on passing exams, an issue which has been adequately embedded in the analysis by Rus (2016), who gives a reflection of what functional writing skills entail in the context of learning. Specifically, Rus (2016) argues that competency in functional writing skills needs one to evaluate on a broad sense that reflects characteristics where learners are provided with skills and abilities that are required in the process of taking responsibilities in society. The emphasis underlines the importance of functional writing skills that empower learners

to be able to communicate in ways that make them elaborate and intricate when conveying ideas and opinions in communities. Therefore, Rus's (2016) proposition of functional writing skills places more focus on the essence of teachers to be cognizant and choose appropriate methods and approaches concerning teaching students. Teaching Kiswahili in the Kenyan curriculum requires objectivity and purpose in the drafting of lesson plans in addition to provisions that grant learners opportunities to apply their functional writing skills to a range of real and realistic subject; topics that resonate and portray relevance to class, life and work of a student (Salem, 2018). Kiswahili is fast becoming a global language, with its adoption in major world conventions vis-à-vis in the past where its usage was limited within the boundaries of East Africa. Therefore, the observation by Salem (2018) regarding the need for teachers to focus on functional writing skills on the scope of relevance and realism is critical in propelling a robust mastery of functional skills.

Different studies have been carried out to assess and establish strategies that are explicit in the learning environment when it comes to the promotion of functional writing skills. The robust growth of the Kiswahili language implies that inherent challenges are common for both teachers and students when it comes to establishing robust and functional writing skills. However, the KIE (2006) underlines the necessity of functional writing skills and the need for the curriculum to foster students' ability to communicate with competency. KIE observes that writing of minutes, instructions, notes, reports, notifications, and e-mails are necessary entities that require pragmatism and functional skills. The threshold for success in functional writing skills, according to Hyland and Hyland (2019), is determined by various characteristics. Hyland and Hyland (2019) evaluated text-oriented teaching of writing as a component of promoting competence communication through education and planning of classes,

concluding that the primary focus of teachers in the development of classroom strategies for mastery of functional skills should recognise the inherent value of exposing learners to language study materials. Therefore, students must be exposed to appropriate functional text varieties.

Teachers must identify the kind of support and exposure that is needed to address the unique language development needs of students in the learning environment. Similar to other subjects in the curriculum, the teaching of Kiswahili must portray the ability to identify the strength and weaknesses of students in the learning environment as part of developing effective strategies for knowledge acquisition. The context of functional writing skills as premised in language learning, according to the assessment by Hyland and Hyland (2019), fosters the concept of looking at texts as objects to streamline solid understanding and promotion of competent utilisation of language. Characteristically, Hyland and Hyland (2019) affirm that teachers of language in the classroom environment must emphasise on structures of familiarisation, which describes the ability of learners to understand texts and vocabulary as pertains to a specific style, further suggesting that language structures should be associated with controlled writing, guided writing, and free writing. These structures, which enhance manipulation of language grammatical concepts, are essential in promoting competitive communications skills through writing and, subsequently, competent functional writing skills. Kiswahili has attained a high spectrum of vocabulary and grammatical structures, and therefore the utilisation of these structures proves vital. Similarly, Widdowson's (2019) discussion on teaching linguistic and communicative competence provides a clear view of how strategies performance can be applied to improve writing functional skills for students learning Kiswahili.

Widdowson (2019) draws a line between the use and usage of language, which demonstrates the extent of knowledge on a particular language and how that eventually impacts functional skills. The relativity of teaching functional writing skills to students is interdependent on other skills such as listening, speaking, and reading, the dimension being reviewed (Widdowson, 2019). Furthermore, the achievement of functional writing skills relies on how teachers can combine communicative competence with linguistic competence. In essence, the functional writing skills in that position reflect significance and value in teaching languages.

Overall, mastery of functional writing skills in Kiswahili is a multifaceted concept, a view that has been shared by Njoroge and Ndirangu (2018). There are several factors that interplay to influence the level of skill acquisition to students and how they eventually demonstrate them through mastery of functional writing skills. Through the lens of the United Nations Educational Scientific and Cultural Organisation (UNESCO), Njoroge and Ndirangu (2018) recognise that affordability of education in Kenya is one of the primary factors that are involved when it comes to the determination of performance. Teachers are overloaded with work in every spectrum of education, not just Kiswahili, and that translates to poor performance as they become unable to teach various language skills with adequacy. Teaching Kiswahili at any level in the Kenyan education system demands attention and investment of time for lesson preparation. This dimension cannot be achieved as teachers are overloaded with work. Stereotypes on Kiswahili usage are also rife, a factor that Njoroge and Ndirangu (2018) believe to be hindering teacher concentration, development of skills, and boosting of student performance. Thus, instructional material inefficiencies and poor attitudes towards Kiswahili are vital factors that derail the mastery of functional writing skills (Koros, 2008). Indeed, according to Koros (2008), those techniques that

are used in oral languages cannot be used by teachers to teach writing skills. For that reason, some of the major constraints that negatively impact the applicability of teaching activities such as oral activities to teaching functional writing skills are associated with student's negative attitudes towards such activities. This study aims to explore the teachers' attitudes, feelings and experiences in association with their instructional regime practices while teaching functional writing skills in Kiswahili and their influences on learners' mastery of these skills.

2.4 Designing Teaching for Teaching Functional Writing skills

Msanjila (2005) conducted a study to investigate writing problems in Kiswahili in two different schools in Tanzania. The study used two distinct case studies in two schools. The study established that writing is a language skill that must be taught using the pedagogy of teaching contrary to speaking that is acquired without explicit instructions. Besides, he argues that failure to appreciate the difference between writing and speaking pedagogical methods leads to communicative writing constrains. According to Msanjila (2005), there are six writing challenges that teaching and learning activities must address: punctuation and capitalisation, fuzziness or blurriness, illogical sequencing or poor sentence organisation, errors in grammar and spelling mistakes. The study findings established that the majority of these challenges occurred due to pedagogical reasons employed by teachers and applied to any school, including institutions of higher learning. For that reason, Msanjila (2005 contends that writing challenges could only be reduced if learners acquire writing skills from professional Kiswahili language teachers.

Koros (2008) conducted a study on the effectiveness of oral language methods in developing writing skills in the English language. The study established that those techniques that are used in oral languages cannot be used by teachers to teach writing

skills. Besides, the study found out that some of the major constraints that negatively impact the applicability of teaching activities such as oral activities to teaching functional writing skills were associated with student's negative attitudes towards such activities. The study also established that teachers also had negative perceptions of the use and adoption of such activities. For that reason, teachers never provided oral activities that improved oral skills, thus, limiting the applicability of oral skills in teaching functional writing skills. Scholars have established that student's ability to read and write is enhanced by the opportunity to employ target language (Dahl & Johnson, 1989). For that reason, learners who have developed good oral skills tend to have better writing skills, and it is the role of teachers to employ such activities to enhance functional writing skills in Kiswahili by using the target languages such as oral skills. They argue that such target languages improve learner's competence in the language. This study was carried out to explore how Kiswahili teachers design their teaching and learning activities to teach functional writing skills and their influences on learners' mastery of these skills.

2.5 Teaching and Learning Resources for Functional Writing Skills

Many scholars have found out that inadequate teaching resources significantly contribute to poor performance in Kiswahili, Ndwiga (2006). Yeya (2002) contends that teaching and learning resources are some of the most critical elements in improving learning and performance in various subjects. In his study factors influencing the performance of Kiswahili in KCSE in Embu district, Ndwiga (2006) argue that deficiency of Kiswahili textbooks and other teaching resources are the main factors influencing poor performance in Kiswahili. This predisposition of teaching resources has been held by other scholars (Mutua, 2007). He conducted a study on factors influencing Kiswahili's performance at the KCSE level in the Moyale sub-

county. According to his findings, he argues that most schools in the Sub-county were experiencing a deficiency in teaching and learning resources such as the Kiswahili language course book. Besides, poor performance was associated with a lack of libraries that can aid in functional writing skills.

Gakii (2017) carried out a study to examine the school factors influencing instruction of Kiswahili grammar in public secondary schools in Baringo Central Sub-county in Kenya. The study found out that 93% of teachers considered instructional resources as a significant factor responsible for good performance. The majority of students (72.5%) cited that their schools lacked enough instructional resources, while 27.5% of the students were of the view that their schools had enough teaching and learning resources. The majority of students (59%) indicated that one Kiswahili coursebook was shared among four students, 22.3% shared one book between three, while 18.7% of students shared one book among two students.

Aduwa-Ogiegbaen and Iyamu (2006) conducted a study on the factors affecting the quality of teaching languages such as English in Nigerian secondary schools. Their research established that language teachers tend to neglect modern instructional technology and varieties of teaching methods to design learning activities. The study showed that teaching and learning activities mainly comprises of chalkboards, textbooks, dictionaries, posters, and workbooks to teach languages such as English in Nigerian secondary school.

In another related study, Maroko (2010) contends that there is a need to employ authentic materials in teaching functional writing skills. He stipulates that these teaching resources can be categorized as printed, visual, and audio. Mureithi (2015) argues that "these authentic materials include television programming, radio

programming, taped conversations, photographs, pictures from magazines, newspapers' (articles, movie reviews, advertisements, and others), minutes of a meeting, memoranda and letters" (p.94). According to Mureithi (2015), these materials are associated with various benefits, such as bringing out a broad range of business languages that are used in the context of functional writing skills. Besides, such languages are employed in functional texts at workplaces and make learners appreciate the importance of functional writing skills and its relevance in the classroom as it makes meaningful and interactive learning. He maintains that these resources also make teaching and assessment to concentrate on skills instead of focusing on facts of language alone. The resources can be used in teaching functional writings such as application letters and internal memos.

Gudu (2010) conducted a study on the integrated approach to the instruction of the speaking English in Eldoret Municipality, Kenya. The research established that the majority of teachers do not utilize all the teaching resources in the classroom. Further analysis of the research showed that teachers primarily relied on textbooks only as of the key teaching resource. However, Kaptingei (2006) argue that the integration of drama techniques as teaching resource can enhance the learners' functional skills ability since students are exposed to language through participation in drama. Kaptingei (2006) maintains that the dramatization of Kiswahili is critical in all styles of teaching and learning because it assists the students to generate their ideas, which can be employed in functional writing skills, based on their involvement in dramas. Specifically, such ideas can be employed in writing *Insha*.

It is this notion having integrated teaching resources that triggered Jeruto (2006), to conduct a study on the factors influencing teaching and learning poetry is some schools in Nandi North District. Although she focused on English languages, the same

teaching resources apply to Kiswahili. Consequently, Jeruto (2006) established that teachers have constantly generated low means over the years due to their negative attitude towards poetry and, most importantly, did not vary teaching resources. Ambula (1986) conducted a study on the causes of poor performance in Kiswahili in Kenya as a whole. The study established that secondary school teachers have been using inappropriate teaching resources and bad instructional methods. Studies have also shown that this poor performance in Kiswahili is not gender-based (Nyandoro, 2012). According to Nyandoro (2012), errors in Kiswahili functional writing skills committed by both boys and girls dissimilar.

The deficiency of learning resources in various secondary schools has been reported by various researchers, including The Education Insight (2005). According to Education Insight (2005), the inadequacy of learning resources such as textbooks are a major feature in most schools and significantly contribute to the poor performance in some subjects. Well-equipped schools have been found to have better results during the national examinations in languages and mathematics compared to other schools with no resources (Yeya, 2002). Bitamazire (2005) argues that besides acquiring teaching and learning resources, there is a need for proper coordination of their use to realize better performance. These resources include audio/visual aids such as flipcharts, pictures, LCD projectors, computer monitors, and slides. Printed resources such as textbooks, study guides, and handouts, are also essential to enhancing teaching functional writing skills. He maintains that the availability of instructional resources and textbooks has a significant positive relationship with learner's performance since they facilitate comprehension of abstract constructs and direct attention, aid classroom management, channelize reasoning, and provide feedback.

Although Bitamazire (2005) advocates for the availability of resources to enhance the writing skills of learners, other scholars such as Luvisia (2003) have divergent views. Luvisia (2003) conducted a study on the applicability of instructional media to teaching Kiswahili grammar. The study established that although Kiswahili teachers developed a positive attitude towards the utilization of instructional media in teaching Kiswahili, teachers mainly depend on chalkboards and textbooks to teach functional writing skills. The utilization of resources has been a challenge among several secondary Kiswahili language teachers for so long (Ayoti et al., 2013). Their study on factors influencing the preparation and utilization of instructional media in teaching Kiswahili in Kenya revealed that Sabatia District has been experiencing loosening tendency in performance in Kiswahili. Ayoti et al. (2013, p.109) contend that "this poor performance has been attributed to insufficient teachers, inadequate coverage of syllabus, high enrolment of students, and inadequate learning resources such as textbooks. Additionally, the utilization of instructional media has been ignored, yet it forms a basis for healthy learning". Therefore, according to Ayoti et al. (2013), there is a need for the ministry of education to properly engage teachers and avail various instructional materials to enhance teaching and learning Kiswahili.

Karimi (2014) conducted a study on factors influencing the implementation of the Kiswahili curriculum in public primary schools in the Igoji Division, Meru County, Kenya. Her findings revealed that about 46.6% of the Kiswahili teachers admitted that they had enough Kiswahili textbooks, 22.4 % had a limited amount of textbooks, while the remaining 5.2 % never had any Kiswahili textbook. Besides, their findings showed that about 72.4% of the Kiswahili teachers never bothered to employ resource persons to reinforce Kiswahili-related skills and entirely relied on their individual knowledge.

Ouma (2015) investigated the performance of students in the Kiswahili language in Kenya Certificate of Secondary Education examination in the Winam Division in Kisumu County. The study established that there was an acute shortage of teaching resources such as Kiswahili textbooks, and most students were forced to share books. The ration of book sharing among teacher informants was the highest. Only 32% of the students were comfortable with book sharing, while the reaming 68% were highly disappointed with book sharing.

Ngugi (2017) conducted a study on the use of instructional materials in teaching and learning Kiswahili in certain public secondary schools in Laikipia County, Kenya. In a sample size of 100 teachers, the study established that the most common instructional material was the Kiswahili textbook. According to Ngugi (2017, p.79), the instructional materials were available in various classrooms, and teachers observed lessons as required. However, only a few schools reported that they, indeed, had visual aids such as audio-visual cassettes, pictures, magazines, newspapers, photographs, and charts. Ngugi (2017) contends that the majority of schools never used resources such as televisions, radios, and computers to teach Kiswahili lessons. These challenges were posed by lack of exposure by some teachers to electronic gadgets such as operating televisions, radio, slides, or films during training. Although the research established that some teachers were reluctant to employ these resources in teaching Kiswahili because they were time-consuming, the majority of them showed a positive attitude towards the use of these instructional materials in teaching and learning Kiswahili. The current study seeks to examine the teaching and learning aids employed by Kiswahili teachers to teach functional writing skills and their influences on students' mastery of functional writing skills.

2.6 Assessment Strategies for functional writing skills

Classroom assessment of functional writing skills has been regarded as a fundamental tool or object that initiates thinking to achieve a specific intellectual work (Hunter et al., 2006). An assessment provides students with opportunities for demonstrating and practicing the knowledge and skills gained from lessons. Similarly, they allow instructors to develop targeted feedback for guiding further learning. Existing literature shows that various instructional regimes generate different performance outcomes. Regardless, all teachers of Kiswahili composition aim at producing students who demonstrate exemplary mastery of functional writing skills in terms of fluency, conventions, vocabulary, syntax, and content (Isaacson, 2017). Besides, teachers of Kiswahili need to base their assessment on the specific function of each writing piece. A robust evaluation aims to assist in identifying student's strengths and weaknesses to plan instruction, assess instructional activities, provide feedback, monitor performance, and report progress. Based on the assessment exercise, effective instructional designs can be formulated to improve students' master of functional writing skills. Moreover, proper evaluation goes beyond the mere passing of examinations and instead centres on acquisition of communicative competence since gaining proficiency in functional writing skills is a life-long objective for the students.

According to Hunter et al. (2006), in education, there are similar characteristics of instruments used in classroom assessment in all subjects. These include even functional writing skills in Kiswahili. Educational assessment demands that a teacher should have appropriate skills in, knowledge of, and positive attitude towards the assessment of students. Hunter et al. (2006) argue that the practitioners' tools that can be used to collect information regarding students' ability or skills, including the quality of the students' work. These devices are "vehicles for communicating and

operationalizing teacher expectations and curriculum objective" (Hunter et al., 2006, p.43). These devices fulfil various functions in a classroom environment, such as expanding and regulating teacher's perception and judgment. Secondly, they enhance the distribution and regulation of student's cognition. Thirdly, they can be implemented for scripting activity flow in the classroom, at the workplace, and at home. Fourthly, they can be used as class procedural plans and home activity. Finally, they can be used as motivational or regulatory devices to change an individual's conduct (Baber, 2003).

Various studies on educational measurement and evaluation have expressed considerable concern regarding the sufficiency of in-service and pre-service teachers' skills, knowledge, and attitude towards their subjects (Alsarimi, 2000; Daniel & King, 1998; Mertler, 2003; Mertler & Campbell, 2005). Teachers' attitudes, knowledge, and skills have been found to determine the level of assessment that would be conducted by the teacher. For example, Alsarimi (2000) conducted a study to investigate the classroom assessment and grading practices in the Sultanate of Oman involving 246 preparatory science teachers. The study established that regardless of the pre-service and in-serve pieces of training that had been undertaken by teachers about educational measurement and evaluation, there were significant low levels of understanding ding the educational evaluation and measurement in various subjects. Likewise, Daniel and King (1998) investigated the mode of assessment of literary skills in 95 elementary and secondary school teachers in the United States. Their study established that there was limited teachers' knowledge regarding testing and assessment of literacy. Assessment of pre-service and in-service teachers regarding their knowledge and attitude in literacy has been carried out by other researchers (Mertler, 2004). According to Mertler (2004), there were still lower levels of teachers' knowledge

regarding the principles of assessing literacy. These studies demonstrate that there is a need for proper preparation of professional teachers, as well as novice teachers, to evaluate and assess learners effectively.

Mayo (1964) and Goehring (1973) have conducted considerable surveys in measurement and assessment of classroom teachers, principals, college professors, and other specialists on assessing the competencies for the learners. Bothe studies established that the essential areas of assessment were related to administration, construction, interpretation of classroom assessments. Assessment of functional writing skills, just like other subjects, is governed by the knowledge and skills of the teacher to assess literacy skills (Mertler & Campbell, 2005). The criteria for assessment involve examining what is being assessed and the underlying reason as to why it is being assessed.

Research has established that most students do not like functional writing skills, regardless of the level of assessment employed by teachers. In some cases, a series of negative comments may emerge among students (Frodesen, 2001). Consequently, both learners and teachers will develop a negative attitude towards the subject. According to Frodesen (2001), this negative perspective can only be eliminated by investigating what the students imply by the phrase 'boring.' Gesuato, Bianch and Cheng (2015) contend that writing is a skill that is used by learners to express themselves, and learners must be equipped with the necessary skills to make their ideas flow in the paper. This can only be achieved through rigorous classroom assessment and initiation of positive, constructive criticism towards the learners (Assey & Ayot, 2009). For that reason, teachers who are interested in assisting their students must have confidence in writing and position themselves to steer the student's confidence in the process of success from insecurity.

Maingi (2019) conducted a study on the use of a participatory approach in the teaching of listening skills in Kiswahili language in primary schools in Wote Zone, Makueni County. The study sample of 40 primary schools in the Wote zone, comprising of about 200 pupils from class six and 60 teachers. The study established that there were limited teaching skills to learners in primary schools. About 20% of the teachers interviewed agreed that they were not properly prepared for the Kiswahili lessons, while another 20% never bothered to teach listening skills. In this analysis, the researcher emphasized majorly on reading and writing skills. According to Maingi (2019), there was a significant amount of poor teaching resources as well as an assessment of Kiswahili writing skills. Maingi (2019) contends that "50% of the teachers have a problem with instructional resources. 25% of the teachers have a problem with learners having poor learning methods like clustering, redundancy, performance variables, and colloquial language. 12.5% of the teachers have a problem of inadequate time while the other 12.5% face the challenge of improper evaluation" (p.55). Although the improper evaluation was less significant in this study, most scholars argue that evaluation is a critical step in determining the student's performance in any language subject (Helgesen & Brown, 2007). Indeed, Helgesen and Brown (2007) argue that poor learning and teaching approaches, inadequate resources, and improper evaluation are the primary challenges facing Kiswahili teachers.

Another aspect of a student's assessment is written feedback. According to Leki (1990), feedback mainly comprises of content analysis and feedback written on the form. Fathman and Walley (1990) argue that the teacher's feedback on learner's content in the form of comments is wispy, inconsistent, contradictory, and

unsystematic. These leads to negative the development of negative attitude among students, confusion, and frustration.

Komarraju, Musulkin and Bhattachanya (2010) argue that peer response help students to acquire extra information and interact with each other. Peer response groups' strategy is also an integral part of most composition classes. Earlier studies on the Second Language (L2) have revealed that the implementation of peer review can improve student drafts. Furthermore, they noted that peer response strategy enables students to make comments that could lead to meaningful revisions: Revisions based on peer comments could improve students' vocabulary, organisation, and content. Besides, they observed that leading teachers and scholars had fostered peer response in writing classrooms as a way to encourage students to write and revise. These practices can be implemented in the teaching of Kiswahili to ensure efficient mastery by the learners.

Leki (1990) established that students react to feedback on the content in three different ways: the student may ignore reading the annotations; the student may read but not comprehend anything, or the student may understand them but may fail to respond to them.

Consequently, the students may not use these comments productively to improve their functional writing skills in Kiswahili. Fathman and Walley (1990, argue that teachers' comments on grammatical mistakes are often characterized by negative remarks and do not inform the learners on corrections they need to make. Additionally, such comments do not point out the strengths of the learners. Ironically, Fathman and Walley (1990) agree that positive remarks on grammatical errors significantly enhance student's performance on subsequent rewritten papers. Such feedbacks are

useful in enhancing the assessment of functional writing skills in secondary schools. Indeed, Frodesen (2001) contends that general feedback, which does not point out a specific error, is more beneficial than direct feedback that may significantly demoralize the students.

Although Smith, Wood, Krauter and Knight (2011) contend that students' comments are primarily positive but also criticised the content under discussion, students do not always revise according to the reaction of their peers, and sometimes students resent the criticisms. Later in the term, advice from peers is more likely to be heeded rather than general criticisms, the students offer each concrete suggestion for revision. Their discussions are based on the effective use of peer review in improving students' writing skills in English as a second language. Until then, little was known about the influence of peer groups' response strategy on performance in the Kiswahili language. Therefore, the current paper determined the impact of peer groups' response strategy, as one of the learning activities, on students' writing achievement in Kiswahili language among secondary school students in Ndhiwa Sub-county.

2.7 Related studies

The imminence of growth associated with the usage of the Kiswahili language in the global spectrum remains significantly healthy. Still, observations indicate existing disparities of information regarding how the language can be improved through teaching (Salem, 2018). Kiswahili language offers an immense opportunity for integration of African countries, but insufficient information based on research in the language puts a significant barrier to its development. The educational sector, primarily through policy-making processes rely on research based on evidence to improve how Kiswahili can be harnessed in the curriculum. Still, limited information implies that the achievement of accuracy is tainted (Ma'Kobila & Onchera, 2013).

Valuable information regarding Kiswahili teaching and the fundamentalism of understanding mastery of functional writing skills remain mostly unexplored, issues that are poignantly addressed in this thesis. Overall, the research gap is evident from the fact that the attitude towards Kiswahili does not match that which students express towards the English language, for example (Njoroge & Ndirangu, 2018). For instance, whereas the existing literature indicates that different instructional regimes yield various outcomes, it cannot explicitly highlight the effect that each has on learners' mastery of functional writing skills. This paper envisions to particularly bridge the research gap by focusing on a smaller geographical area, Ndhiwa Sub-county, where performance statistics on Kiswahili examinations at the national level have been particularly unimpressive. (See table 15 in appendix)

2.8 Summary

In summary, this chapter reviewed and analysed the existing literature relevant to the study objectives. In "preparing for teaching," planning ensures educational goals are achieved because a teacher who plans will communicate effectively, logically, and present the right content and ends teaching well in time. Additionally, the studies reviewed revealed the importance of teachers' competency to transfer the knowledge on the book to the students' mastery. In teaching languages, teachers must consider the objectives, syllabus specification, types of activities, roles of teachers, learners, and materials among others, during the preparation process and the process of learning. Moreover, existing literature shows that various instructional regimes generate different performance outcomes.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter presents information on research design, study population, sampling procedure, study population, sample size, research instruments, validity and reliability of the research instruments, data collection procedure, data analysis, logistical and ethical considerations of the study, and operationalization of variables and measurements in data analysis. Specifically, the chapter focuses on methods and procedures that the researcher employed to collect and analyse data in the study of the role of Kiswahili teachers' instructional regimes in teaching functional writing skills in various secondary schools in Ndhiwa Sub-county, Homabay County.

3.1 Research Design

Research design gives the glue that firmly holds the research structure together to identify the fundamental parts of the entire study and address the main study questions. For that reason, research design can be defined as "a structure that holds together research and enables a researcher to address their research questions appropriately, efficiently and effectively" (Hart, 2005). The research design allows the researcher to provide answers to the research questions in any research project (Bell et al., 2018; Saunders et al., 2015). Research design is categorised into three main subdivisions: exploratory design, descriptive design, and causal design (Hair et al., 2007).

According to Hair et al. (2007), the exploratory design focuses on generating fundamental ideas, knowledge, hypotheses or insights, elucidate pertinent issues on the research problem, reveal information required, and define alternatives for addressing the underlying research objectives. Descriptive research on the other hand

provides a detailed insight into the previous research problem by identifying the variables associated with the research question. On the contrary, the casual design provides information regarding the cause and effect of the research topic.

The research adopted a descriptive survey design. Saunders et al. (2015) contend that the descriptive research design can take the form of a cross-sectional or longitudinal design. Cross-sectional establishes the relationship between variables after collecting data at a particular time and summarising them statistically (Bryman & Bell, 2007; Hair et al., 2007). This research employed a descriptive research design to obtain data to describe the variables under study.

The fact that a descriptive and explorative research design are two possible designs to use, a decision was made after comparison and review between the two designs. The exploratory design was excluded since the research problem and direction had already been determined for this study. For that reason, this study adopted a descriptive survey research design because it is best suited to explore a phenomenon as it allows the researcher to understand some of the underlying motivations, reasons, and opinions (Johnson & Christensen, 2019). This study design successfully enabled the researcher to collect data within the setting of the participants and sequenced analysis from particulars to general themes, thereby making it clear to interpret the meaning of the data. Moreover, this research design offered critical insights into the study topic, as postulated by Creswell and Creswell (2017). Therefore, a descriptive survey design was appropriate for this research because it enabled participants to adequately describe their views, opinions, and experiences while addressing instructional regimes and applicable students' responses that enhance mastery of functional writing skills.

3.2 Study Area

The study was conducted in secondary schools in Ndhiwa Sub-county, Homabay County, Kenya. As shown in the world map, its convectional location is -0.72987 latitude and 34.367117 longitude. Sources from the Ministry of Education indicated that this Sub-county had a total of 52 secondary schools, comprising of 4 boy schools, 7 girls schools, and 41 mixed secondary schools. The Sub-county has a large number of secondary schools implying that it equally has many education instructors and classrooms necessary to facilitate the study. There were 4 Extra County schools, 8 County schools, and 40 Sub-county Schools. Moreover, these schools contain teachers and students from diverse backgrounds across the country. Thus, it was worthy for the researcher to conduct the study in such an environment where participants from diverse backgrounds were sampled.

3.3 Study Population

According to Mugenda (2012), a population in research refers to the entire group of individuals, objects, items, cases, articles, or things with some common attributes or characteristics. Thus, a study population is the group of participants from whom a researcher wants to conclude. The unit of the study comprised 200 teachers, and 4,106 forms three students. From this, 30 teachers and 60 form threes were selected through stratified random sampling to participate in the study, giving a total of 90 participants. These participants were randomly drawn from the 52 secondary schools in Ndhiwa Sub-county, which have been registering students for KCSE over the years. Form three students became the form of interest since they had been in school for at least three years and had developed defined attitudes towards Kiswahili functional writing skills. In particular, teachers provided insights regarding objectives

one, two and three, while students, through their Kiswahili teachers, submitted data that was used to examine the fourth objective.

3.4 Sampling Size and Sampling Procedure

According to Kothari (2004), sampling can be defined as the process of selecting part of the total population for the investigation to acquire data that can be used to study a phenomenon. Similarly, Becker, et. al., (2012) describe sampling as a systematic approach of identifying a representative segment of the overall population under investigation. In general, sampling aims to pick participants to provide information that can be used to generalise the findings. A sample, on the other hand, is a subgroup of members of the targeted population. The study targeted 200 teachers as direct respondents.

The initial sample size comprised 60 Kiswahili teachers. Simple random sampling was then adopted to select 30 teachers who were observed by the researcher during data collection. The samples were obtained by assigning the identified teachers' unique numbers until the maximum count was picked. The study also comprised 4,106 forms three students, out of which a sample of 60 students who participated in the survey was selected. The selection was done by assigning students a unique number until the required count was realized. Table 1 summaries the target population, sample size obtained, and the corresponding percentages of the total population.

Table 1. Population and Sample Frame

Respondents	Target Population	Sample	Percentage
Students	4,106	60	15%
Teachers	200	30	14.5%
Principals	20	0	0%

The sampling was based on the geographic distribution (total number of schools in each administrative area), with a mixed consideration for gender and performance. Regarding geographical distribution, the samples were drawn from the Kabuoch area (7); Kanyamwa (7); Kwabwai (5); Kanyadoto and Kanyikela (6); and Riana region (5). Additionally, of the 30 participants, 16 female and 14 male Kiswahili teachers were selected across these regions, as shown in Table 2.

Nevertheless, only students from Form three were subject to the test question in Appendix 3 for two main reasons. Firstly, they have been in school for a significant period and thus have covered a lot in writing skills. Secondly, students in Form 4 were candidates, and therefore, they were expected to be busy preparing for national examinations.

Table 2.Sample Size Distribution by Gender and Administrative Region

Gender Distribution	Region					Total
	Kabuoch	Kanyamwa	Kwabwai	Kanyadoto & Kanyikela	Riana Region	
Female Teachers	3	4	3	3	3	16
Male Teachers	4	3	2	3	2	14
Total	**7**	**7**	**5**	**6**	**5**	**30**

3.5 Data Collection Tools

In research, data collection refers to the systematic processes of gathering information and measuring it against the variables under investigation to answer research questions of interest, evaluate outcomes, and test hypotheses (Creswell & Creswell, 2017). Different data collection tools were used in this study to handle various objectives accordingly.

3.5.1 Structured Interview

Structured interviews were used to explore all four objectives. According to Shakman et al. (2017), interviews are "open-ended questions and probes which yield in-depth responses regarding people's knowledge, experiences, feelings, perceptions, and opinions." The data from this tool entailed oral quotations and adequate context for interpretation. The structured interview guide shown in Appendix 2 was used and adopted a list of predetermined questions arranged algorithmically to guide the researcher. While this tool avoided improvisation and follow-up questions, it was so important for it facilitated consistency between respondents.

3.5.2 Document Analysis

The document analysis was designed to seek information about utilization of resources during teaching functional writing skills for strengths and errors. The use of the document analysis was meant to complement the data obtained from the standardized criteria used for marking of Kiswahili functional writing skills.

The document analysis thus sought information about the school type, number of streams, student population and the number of students who have joined university in the previous five years. The document analysis also sought information on availability and adequacy of resources for Kiswahili teaching in addition to checking of professional preparation by Kiswahili teachers. Further the document analysis was used to analyse written functional writing skills in terms of frequency of errors and adherence to stylistic approaches expected in the four tested *Inshas* in line with the Kiswahili syllabus. The information generated from the document analysis was meant to supplement the data from other instruments thus gaining more insight to the effects of the pedagogical process to the dependent variable of the study. The Document Analysis is attached in Appendix 5.

3.5.3 Observation

Observations also offered a critical tool for data collection in qualitative research. According to Shakman et al. (2017), observation involves describing activities, actions, interpersonal interactions, conversations, behaviours, and educational processes. In both interviews and document analyses, observation became critical in realigning both verbal and nonverbal data. Additionally, the observation was used independently in examining the respondents' experiences. The three main tools described above -interviews, observations, and document analysis- were used for data collection, as shown in Table 3.

First, to establish how Kiswahili teachers plan for teaching writing skills, the researcher analysed various relevant documents such as schemes of work, lesson plans, and lesson notes, among others. Secondly, to determine the teaching and learning activities designed by Kiswahili teachers for teaching functional writing skills, the researcher observed actual classroom lessons. Whereas most of the respondents may have changed their behavioural patterns during this process, the researcher eliminated this practice by conducting contingency interviews to ascertain consistencies. Moreover, to explore the teaching and learning aids employed in teaching functional writing skills, the researcher evaluated and rated the use of such resources during classroom observations. Finally, to understand how learners respond to written functional skills exercises, the researcher analysed the writings of a few learners from the sampled classes or streams.

3.5.4 Student Writing Assessment Portfolio

The assessment portfolio provided five factors used to evaluate student writing. These are; content, syntax, vocabulary, conventions, and fluency. According to Isaacson (2017), any functional writing skills teacher aims to produce these five common

product factors used to evaluate students' writing. This portfolio ensured that the assessment of written samples and assignments are based on various functions of specific writing to provide a broader picture of the learner's writing performance across different text structures and genres. Such a balanced and detailed assessment focus on the various simple techniques for assessing each product variable.

Table 3. Data Collection Tools for Each Objective

Objectives	Tool
1. How do Kiswahili teachers prepare for teaching writing skills?	Interviews, Document analysis, Observation
2. What teaching and learning activities do Kiswahili teachers design for teaching functional writing skills?	Interviews, Observation of actual classrooms
3. What teaching and learning aids do Kiswahili teachers employ in teaching functional writing skills?	Interviews, Observation of resource usage
4. How do learners respond to written functional skills exercises?	Interviews, Student writing assessment portfolio

3.6 Data Collection Procedure

The data collection procedure is a critical aspect of conducting robust research. The researcher accessed and gathered data from the respondents using a structured approach. First, the researcher acquired the authority to acquire data by obtaining a research permit from the National Council for Science and Technology. Thereafter, the researcher identified participating schools based on the guideline described in the sampling section above. Afterward, the researcher personally visited the various Heads of Department (HODs) for Languages in the selected schools and, upon introducing herself, requested official permission to meet all Kiswahili composition teachers handling Forms III. It is at this point when the researcher introduced herself to the potential respondents, explained the objective of the study, and sought their informed consent to participate in this study. The next critical step was to obtain the

contact details, including emails and phone numbers for the teacher respondents and coded admission numbers for the students, to create a database of all qualified respondents, from which stratified sampling was used to select the final list of participants further. After that, face-to-face interview schedules and classroom observations were eventually arranged with recruited respondents, while those who did not make to the final list due to the need to represent specific quotas, as indicated in the sampling section above, were informed accordingly.

3.7 Reliability and Validity

3.7.1 Reliability

According to Queirós et al. (2017), reliability describes the consistency within the deployed analytical procedures. To test for the reliability of the study instruments, the researcher used repeated analysis of students' writing tasks. The reliability of the writing task was established through the test-retest method in the sampled schools. After a period of two weeks, the same items were administered again to the same respondents. The responses were checked against the previous responses to compare for similarities and variations. A correlation coefficient of stability of 0.87 was obtained confirming a good reliability of the study instruments used in this study.

3.7.2 Validity

Validity refers to the integrity and application of the methods used and the accuracy with which the results reflect on the information gathered. To ensure the content validity of the research instruments, the researcher constructed the instruments in line with the research objectives of this study. Furthermore, the researcher consulted research supervisors, professionals and experts in the field of research and those from the Department of Curriculum Instruction and Educational Management, to draw out a representative sample of indicators from the major concepts within the study.

They assessed and provided feedback on the corrections required. The supervisors' input was used to improve ambiguity in questions, biases and wrong wordings.

Accordingly, reliability and validity were achieved by ensuring that the research process, tools used, and data collected were appropriate for the study. To fulfil this requirement, the researcher undertook critical measures. First, she formulated the research question in a manner that enabled it to bring out the desired outcome. Additionally, the chosen methodology was not only appropriate for answering the research question but also had a sound design, including the sampling and data analysis processes. Finally, to ensure valid and reliable conclusions, the researcher used triangulation methods of data collection to ascertain that the actual data collected was genuine.

3.8 Data Analysis

According to Mugenda and Mugenda (2013), data analysis refers to preparing information in a manner that enables one to get answers to the questions explored. In other words, data analysis for this study entailed bringing order, structure, and meaning to the mass information gathered. The data was analysed thematically by categorising it into relevant themes from which various data aspects of the study were analysed. Thus, qualitative data was organised, edited, and coded, then explained in prose form. Coding refers to the technical procedure by which data is categorised, Ong and Puteh (2017). Hence, qualitative data generated were classified according to the variables, which were identified by their respective characteristics. The necessary analyses, such as frequency distribution, percentages, and cross-tabulation, were computed, thereby generating bar charts and tables for data presentation for applicable descriptive data.

3.9 Ethical Consideration of the Study

The study considered various ethical issues that might have affected participants and their involvement. In general, the researcher took appropriate measures to ensure issues such as informed consent, respect for privacy, respect for anonymity and confidentiality, and beneficence were all upheld. Moreover, participants' rights, including the willingness to withdraw from the research at will, were honoured. In general, to achieve these concerns, a raft of steps were undertaken. First, the researcher pre-visited prospective respondents to explain the aim of the study and cultivate a positive relationship between them and herself. Second, the researcher explained the interview method and other forms of data collection to the respondents to obtain their informed consent. Moreover, respondents were assured that the information collected from them was for the sole purpose of the current study and that their anonymity was going to be maintained throughout the study, including during the publication of this work. Besides the researcher had acquired the authority to collect data through the research permit obtained from the National Council for Science and Technology.

CHAPTER FOUR

DATA PRESENTATION ANALYSIS, INTERPRETATION, AND

DISCUSSION

4.0. Introduction

The objectives of this study were to investigate how Kiswahili teachers prepare for teaching functional writing skills in their class rooms, examine the type of teaching and learning activities designed by Kiswahili teachers for teaching functional writing skills, to investigate the teaching and learning resources employed by Kiswahili teachers in the teaching of functional writing skills and to examine how Kiswahili teachers assess learners in functional writing skills.

This chapter addresses research findings on teachers' content level, teachers' pedagogical content; qualifications and skills in terms of preparations made by teachers before teaching functional writing, methods and resources used in teaching and assessment methods teachers use in assessing functional writing skills. It also presents the findings and analysis of the challenges faced by teachers in the teaching of functional writing skills.

4.1 Overview

The main aim of the study was to explore Kiswahili teachers' instructional regimes on learners' mastery of functional writing skills. Data analysis was first done from one tool to another and then thematically. In the first phase of data analysis, data was analysed from one tool to another using the four tools for data collection, that were structured interview schedules, document analysis, observations, and assessment portfolios (writing tasks). Interviews were scheduled with teachers of Kiswahili functional writing skills. Then an analysis of the critical instructional documents used by these teachers was conducted and eventually, the actual observation of functional

writing lessons. These procedures provided an understanding of the perceptions of various participants regarding the impacts of various instructional regimes on learners' mastery of functional writing skills.

A total of thirty (30) Kiswahili teachers were interviewed between August and November 2019. This sample constituted both female and male participants across all administrative regions within the Ndhiwa Sub-county, representing different performance categories.

Secondly, data were analysed thematically by categorising it into relevant themes from which various aspects of data were examined. On thematical analysis, qualitative data from the sampled participants were transcribed, organized, coded, and analysed to test the specific research questions that guided this study.

Table 4. Representation of the Sampled Respondents by School Performance

School Mean	Female Teachers	Male Teachers	Cumulative Percentage
Above 4.000	6	5	33.33%
3.00 – 3.99	5	5	66.67%
Below 2.50	4	6	100%

4.2 Data Presentation Analysis

4.2.1 Structured Interviews

Structured interviews were used to explore all the four objectives as they yielded in-depth responses regarding participants' knowledge, experiences, feelings, perceptions, and opinions of the subject matter. The data from this tool entailed verbatim quotations, thus providing an adequate context for interpretation. The structured interview guide shown in Appendix 2 was used and adopted a list of predetermined questions arranged algorithmically to guide the researcher. While this tool avoided

improvisation and follow-up questions, it importantly, facilitated consistency between respondents.

Figure 2 shows the distribution of participants' teaching experience. It was established that thirty percent of the respondents had over fifteen years of teaching experience, while incredibly forty percent have been in the teaching profession for at least eleven to fifteen years. This finding implies that close to three-quarters of the total participants exhibit at least three full cycles of secondary education; that is, they have at least seen three sets of student groups through to form four right from the time they were admitted to Form One. On the other hand, twenty percent of the participants had teaching experience of between six and ten years with only ten percent of the respondents having been in the field for less than five years. Since the researcher focused on Kiswahili teachers' composition who handle forms Threes and Fours, this kind of distribution can be attributed to the fact that experienced teachers are typically assigned higher forms.
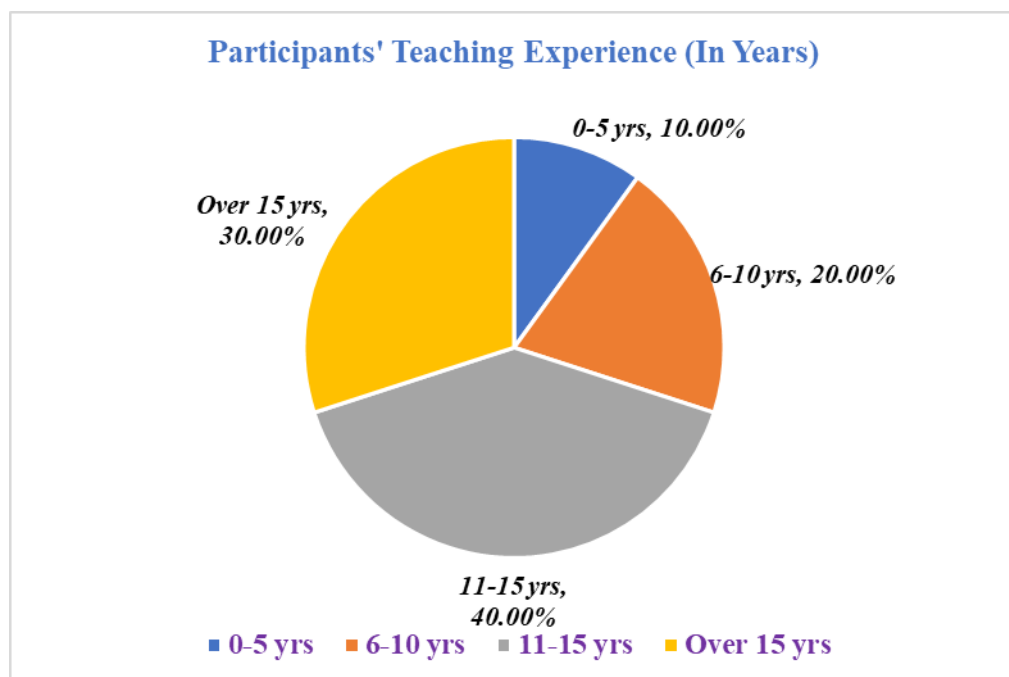
Figure 2: Participants' Teaching Experience

4.2.2 Thematical Analysis of Data from the structured interview.

Table 5 below shows a summary of the transcribed, organized, coded, and validated qualitative data collected from interviews with 30 respondents who were selected for this study through stratified random sampling. However, the detailed discussion of the findings of the research has been presented according to the respective objectives. Therefore, the organisation of this section is such that each objective has been restated and then the applicable findings discussed.

Table 5: Kiswahili teachers' instructional regimes on learners' mastery of functional writing skills in secondary schools in Ndhiwa sub-county, Kenya

Themes	Categories	Codes
Teachers' Preparation for Teaching Writing Skills	Preparation for teaching and Learning	Making clear notes and assembling necessary teaching aids for the writing skills; Making schemes of work that are aligned to the syllabus content; Doing a lesson plan to cover the content area; Researching on the appropriate structure; Preparing examples for learners.
	Prepared documents	Lesson plan, lesson notes, syllabus, schemes of work, Kiswahili text book.
Teaching and Learning Activities (TLAs)	Design of TLAs	Setting students in groups then give them copies of the functional writing skills to be taught and as the lesson progresses, they are allowed time to discuss the concepts in groups. Giving learners a starter, that is, creating a scenario that would require practical skills to make it easy to explain the key components of various types of functional writing skills. Using lesson plan and available teaching aids Researching on different ways of teaching functional writing skills
	Specific TLAs Preferred	Lesson plan, syllabus, role play, discussion, presentations, projects, lecturing, question-answer sessions, assignments, group work, recitations, reading and writing practices.
	Teaching and Learning Resources Employed	Newspaper sections containing the writing to be taught, charts, pictures, videos, written *inshas,* references books, newsletters, learners themselves, samples of various functional writings, office memos, and public notices.
Learners' Response to Written Functional Exercises	Measure of the Feedback	The response of learners varies; some are excellent, others are good, average, and below average.
	Indicators	Positive response indicated by the more effort they put to actualise the best examples shown to them. Good response seen in their commitment in doing weekly exercises for improving their writing skills. Desired response when majority of the learners practise functional writing skills after such lessons. Improved response noticed in prompt submission of functional writing skills assignments.
	Recommendations	Use of more practical approaches which make learners more attentive and able to enjoy lessons. Constant practice. Fair balance between functional writing skills and other areas such as grammar and *fasihi*.
Effective Instructional Regimes in Classrooms	Commonly used Teaching Approaches	Supplying learners with practical examples of the said functional writing skills. Employing learner-centered and project-based approaches to teaching. Frequent use of the assignment method to improve students' mastery of functional writing skills overtime. Asking students to read more newspapers and embrace continuous practice of functional writing skills. Using a combination of individual assignments and group discussions.

4.3 Findings, Interpretation and Data Analysis from Interview Schedules.

4.3.1 Preparation of Kiswahili Teachers.

The purpose of this objective was to explore how Kiswahili teachers typically prepare for teaching Kiswahili functional writing lessons to obtain an in-depth understanding of their typical pre-planning and pre-teaching patterns, as well as the particular planning documents that they often use in Ndhiwa Sub-county, Kenya. The researcher sought to identify the skills used by teachers in teaching functional writing skills. To establish this, the researcher looked at the preparations made by teachers, methods used, reference materials, and teaching resources used by the teacher.

4.3.1.1 Interview schedule

Below are sampled verbatim responses for the question:

"How do you normally plan for teaching Kiswahili writing skills?"

> Tch 1: *"By making clear notes and assembling necessary teaching aids for the writing skills."*
>
> Tch 6: *"I start by making schemes of work that are aligned to the syllabus content. Then I do a lesson plan to cover the content area. The next step involves researching the appropriate structure, for example, that of a Kumbukumbu. Finally, I prepare a few examples for learners."*
>
> Tch 13: *"I make schemes of work, derive lesson plans from schemes, look for appropriate teaching aids where applicable."*
>
> Tch 17: *"First, I prepare schemes of work, then make lesson notes and lesson plans, look for applicable teaching and learning aids, and finally go to the classroom for my lesson!"*
>
> Tch 21: *"By writing lesson plan and schemes of work."*
>
> Tch 25: *"By lesson planning and making schemes of work."*
>
> Tch 29: *"Equipping myself with schemes of work, lesson plan, and teaching aids."*

The results show that a teacher's years of experience do not hinder him or her from adequately planning for his or her lessons. Furthermore, research as shown that

comprehensive schemes and plans increase the likelihood that lessons run smoothly so that students receive quality instruction. For example, Murunga (2013) asserts that the instructional process comprises three necessary steps. The first stage is planning lessons, which include identifying specific expectations of learning outcomes, selecting materials to foster these expectations of results. Based on the material aspect necessary to promote the required learning outcomes, respondents listed more or less the same documents, including, in no particular order, the typical professional documents such as lesson plans, lesson notes, syllabus, schemes of work, and Kiswahili textbook. For example, below are samples of their responses to the question:

"Which particular documents do you use?"

> Tch 3: *"Lesson plan, syllabus, schemes of work, and Kiswahili textbook."*
>
> Tch 7: *"Syllabus, schemes of work, and lesson plan."*
>
> Tch 9: *"Schemes of work, lesson plan, and lesson notes."*
>
> Tch 14: *"Kiswahili textbook, schemes of work, lesson plan, and lesson notes."*
>
> Tch 20: *"Lesson plan."*
>
> Tch 22: *"The syllabus, lesson plan, and schemes of work."*
>
> Tch 27: *"Lesson plan and schemes of work."*

The literature section indicated that teaching Kiswahili functional writing skills requires proper planning of what instructional methods to adopt, materials to use, assessment activities, and so on (Mwangi et al., 2018). Hence, teachers must prepare adequately, have a purpose of writing, provide the right help to learners, and guide them during the writing process to improve learners' mastery of functional writing skills. In this study, the researcher was mainly concerned with how Kiswahili language teachers align these necessary materials in a way that the planned instruction

becomes logically related to the actual teaching, and the influence that doing so has on the learners' acquisition of functional writing skills. However, based on the above information in which some teachers use robust documents while others selectively pick one or two materials calls for teachers to come up with a systematic approach to teaching that requires a careful selection of materials, tasks, and procedures at all levels of learning. Thus, for successful teaching to take place, there is a need on the part of the teacher to consider all the variables in play.

4.3.2 Designing Teaching and Learning Activities

The purpose of this objective was to establish the type of teaching and learning activities (TLAs) designed by Kiswahili teachers for teaching Kiswahili functional writing in the selected secondary schools in Ndhiwa Sub-county. This objective was meant to examine the impact of these TLAs on learners' mastery of functional writing skills. To explore this objective effectively, three key categories were considered: the design of TLAs, teachers' preferred TLAs, and the teaching and learning aids often employed by teachers when teaching Kiswahili composition.

4.3.2.1 Interview Schedule

To have an in-depth picture of how teachers design TLAs, below are extracts of their response to the question:

 "How do you design teaching and learning activities for teaching Kiswahili writing skills?"

> Tch 2: "I set students in groups then give them copies of the functional writing skills to be taught. As I teach, I allow them some time to discuss the concepts in groups."

> Tch 8: "I give learners a starter. By this, I mean, I create a scenario that would require practical skills, for example, asking them to assume the members of the class are in a meeting, and one student has been asked to take minutes of the

> *proceedings. Once they have conceptualized this scenario in their minds, I explain the key components of kumbukumbu."*
>
> *Tch 11: "By using the lesson plan and available teaching aids."*
>
> *Tch 15: "I use the professional documents together with available and appropriate teaching and learning aids to come up with a well-designed lesson."*
>
> *Tch 18: "By researching different ways of teaching functional writing skills."*
>
> *Tch 24: "By researching different methods of teaching functional writing skills."*
>
> *Tch 30: "By using professional documents such as lesson plans, lesson notes, and teaching aids."*

Based on the information presented above, it is clear that there is no specific way for Kiswahili teachers to design TLAs for teaching functional writing skills. Consequently, it is no surprise that the performance of students in various functional essays varies across schools. However, for any given lesson, every individual teacher device a design which he or she feels might generate the best outcome. Nonetheless, the creativity of one teacher varies from the other, and the ability of one student is different from another. Hence, the findings in this study provide Kiswahili teachers with many options used by their peers.

Besides highlighting various ways of designing TLAs, the data adds a list of specific TLAs used by Kiswahili teachers. In general, they include lesson plans, syllabus, role play, discussion, presentations, projects, lecturing, question-answer sessions, assignments, group work, recitations, reading, and writing practices. To reinforce this finding, below are the responses given by participants when they were asked about the specific TLAs that they use.

> *Tch 5: "Lesson plan and syllabus."*
>
> *Tch 8: "Role-play, discussion, presentations, and projects."*
>
> *Tch 10: "Lecturing, question-answer sessions, and assignments."*

> *Tch 16: "Lecture method, question-answer assignments, and group work."*
>
> *Tch 19: "Reciting rhymes and tongue twisters."*
>
> *Tch 23: "Reading and writing practices."*
>
> *Tch 28: "Lecture and assignments."*

Each of the TLAs shown above contributes differently to the process of learning. For example, students have been accustomed to lesson plans, syllabus, lecturing, and assignments in other subjects to the extent that they might not be much effective in functional writing skills. Accordingly, Kiswahili teachers of functional writing skills might need to be more innovative in their design to include aspects such as presentations, role play, and reading and writing practices to improve students' mastery of the subject by engaging them more.

Overall, data provided by the participants show that Kiswahili teachers spend time and effort designing TLAs, which they believe would make the most impact on learners' mastery of functional writing skills. Existing literature pointed out that Kiswahili language teachers, just like any other subject teacher should plan teaching and learning activities such that it can be contextualized to bring enjoyment to the classroom and the overall learning process. This objective can be achieved through a variety of instructional activities. The Ministry of Education in Kenya consistently advocates for learner-centered approaches to teaching with various instructional regimes used to suit the topic and objectives intended to be achieved. This view is shared by Laurillard (2013), who asserts that the extent to which learners master a skill or concept depends on the way it is presented to them. Thus, the way teachers plan and teach contributes significantly to the extent of learning attained.

Designing TLAs for teaching functional writing skills is critical to mastery of such skills. Respondents provided varied information regarding how they design TLAs. Key among them include setting students in groups then give them copies of the functional writing skills to be taught, and as the lesson progresses, they are allowed time to discuss the concepts in groups. Some teachers give learners a starter that is, creating a scenario that would require practical skills to make it easy to explain the key components of various types of functional writing skills. In contrast, other Kiswahili teachers' composition simply use lesson plans and other available teaching aids in their schools. Moreover, some teachers go the extra mile and different research ways of teaching functional writing skills.

4.3.3 Evaluation of the Use of TAL resources by Kiswahili Teachers

This objective aimed to examine the teaching and learning aids employed by Kiswahili teachers in teaching functional writing skills to understand their effectiveness in impacting students' mastery of functional writing skills. Indeed, various teaching and learning aids produce varied learning and teaching experience. Therefore, it is necessary to juxtapose each aid against its possible impacts on a learner's mastery of functional writing skills

4.3.3.1. Interview Schedule

Specifically, below are sample responses to the question:

"What teaching and learning aids do you employ in teaching functional writing skills?"

> Tch 4: *"I often cut newspaper sections containing the writing to be taught, and I also use charts."*
>
> Tch 9: *"Pictures and videos."*
>
> Tch 12: *"Newspapers, written Inshas and references books."*

> *Tch 16: "Newspapers, newsletters, learners themselves, charts among others."*
>
> *Tch 21: "Newspapers and newsletters."*
>
> *Tch 26: "Samples of various functional writings, such as sampled memorandum."*
>
> *Tch 30: "Newspapers, office memos, and public notices."*

As demonstrated by Murunga (2013), the next critical second step of the instructional process after planning involves delivering the designed instruction to learners; that is, teaching them. However, to teach functional writing skills concepts effectively, various teaching and learning aids can be used since they not only make learning appealing but also simplify teaching. Newspapers and newsletters, for example, allow students to picture the practical implications of acquiring functional writing skills. Additionally, pictures and videos take learning to another level. Specifically, videos not only break the monotony arising from constant lecturing but also presents a new voice and tone, which may attract the learners' attention. Therefore, teachers should adopt as many teaching and learning aids as possible to give their diverse learners many opportunities to be interested in functional writing skills.

The literature section showed that a teacher is an investigator of the writing processes adopted by the students; teachers ought to use observations and discussions to identify successful methods to teach different aspects of the writing process (Kiuhara, Graham, & Hawken, 2009). Accordingly, teachers play different roles in the classroom in different ways, including keeping writing tasks clear, simple and straight forward, teaching the writing process, developing meaningful assignments, outlining goals for each writing assignment, and teaching the principles and guidelines of writing. Moreover, the more students are engaged, the more they acquire extra information and interact with each other (Komarraju, Musulkin, & Bhattacharya, 2010). In this regard, peer response groups' strategy can become an integral part of

most composition classes since earlier studies on the Second Language (L2) revealed that the implementation of peer review could improve student drafts as it enables students to make comments that may lead to meaningful revisions likely to enhance students' vocabulary, organisation, and content.

4.3.4 Assessment Strategies Designed by Kiswahili Teachers

This objective aimed to establish how learners respond to written functional skills exercises to identify their strengths and weaknesses, which would, in turn, inform changes in instructional regimes, including re-designing TLAs. Therefore, to explore this objective adequately, the fundamental question about learners' responses to functional writing skills exercises was followed up with a real writing skills assignment (on report writing about the prevalent cases of dormitories being set on fire). Generally, data on the writing exercise revealed key areas worth improving.

4.3.4.1 Interview Schedule

Literature from chapter two showed that different instructional regimes generate different performance outcomes. Regardless, all Kiswahili language teachers aim at producing students who demonstrate exemplary mastery of functional writing skills in terms of fluency, conventions, vocabulary, syntax, and content (Isaacson, 2017). Moreover, Kiswahili teachers need to base their assessment on the specific function of each writing piece. A robust evaluation aims to assist in identifying student's strengths and weaknesses to plan instruction, assess instructional activities, provide feedback, monitor performance, and report progress. Based on the assessment exercise, effective instructional designs can be formulated to improve students' master of functional writing skills. Accordingly, teachers were asked about their perception regarding students' responses to functional writing skills exercises, and below are samples of their responses verbatim.

> *Tch 5: "Learners tend to respond positively to the functional writing skills exercises, partly because I see them putting more effort to actualise the best examples shown to them."*
>
> *Tch 8: "Practical lessons make learners attentive, thereby enabling them to enjoy lessons, something which can be seen in their active participation is practical-kind-of lessons."*
>
> *Tch 13: "Learners often respond differently; some above average, others average, while the rest are below average."*
>
> *Tch 18: "The response of learners varies; some are excellent, others are good, average, and below average."*
>
> *Tch 20: "I can say that learners respond fairly well to functional writing skills exercises because I can see them committed to doing weekly exercises aimed at improving their writing skills."*
>
> *Tch 25: "They respond well because the majority of the learners often practise functional writing skills after such lessons."*
>
> *Tch 28: "Learners respond positively to the functional writing skills exercises given that they do assignments on time."*

Based on the responses, different learners respond differently to functional writing skills. This is attributed to the differences in TALs as employed by different teachers in teaching functional writing skills.

4.4.4. Thematic Analysis

4.4.4.1 Instructional Regimes

Besides the professional teaching and learning documents such as lesson plans, schemes of work, syllabus, and textbooks, the competency of a teacher of Kiswahili is critical to unlocking the learners' potential in mastering functional writing skills. This competency includes the ability to identify, change, and improve the instructional regime used in the past. Through observation of actual classrooms, the researcher explored Niemi, Toom, and Kallioniemi (2016) advise that, in teaching languages, the teachers must consider the objectives, syllabus specification, types of activities and roles of teachers, learners and materials among others during the preparation process

and the process of learning. Evident of this advice was shown when teachers and the learners of Kiswahili utilised all the writing skills to achieve the set objectives. Based on this background, below are sampled observations about what Kiswahili teachers considered as the most effective instructional regimes that teachers can use to improve learners' mastery of functional writing skills.

> *Tch 1: "Students should be supplied with practical examples of the said functional writing skills."*
>
> *Tch 7: "Employing learner-cantered and project-based approaches to teaching."*
>
> *Tch 10: "Assignment method since if students are subjected to as many as functional writing skills exercises as possible, they improve their mastery over time."*
>
> *Tch 14: "Assignment method because it exposes them to as many compositions as possible."*
>
> *Tch 17: "Teaching using the best possible resources while also considering the level of the learner to ensure that not all students have captured the concept but checking on each student one at a time."*
>
> *Tch 23: "Asking students to read newspapers and embrace continuous practice various functional writing skills provided for in the syllabus."*
>
> *Tch 26 "Using a combination of individual assignments and group discussions."*

Data shown above prove that several instructional regimes were observed to exist that Kiswahili teachers can explore to improve their students' mastery of functional writing skills. Supplying students with examples of the functional writing skills under consideration (as often is the case with the syllabus) allows learners to relate the structure and vocabulary applied. Similarly, employing learner-centred, use of assignments and mini-projects will enable students to embrace the practice of replicating functional writing skills after lessons.

The findings offer more options for teachers in light of the literature by Nel and Müller (2010), who observed that poorly educated teachers could teach only what they know. As a result, they cling to the textbooks and depend on the narrow framework of the system to give them their sense of security. Loughran (2013) says "… as is the teacher, so is the teaching." This statement implies that better-trained teachers tend to be creative, innovative and easily improvise teaching strategies to suit the subject matter. Inexperienced teachers, on the other hand, rely on traditional methods of teaching which may not suit the purpose at the time.

Moreover, Taylor and Richards in Mwangi et al. (2018) see "the skill and experience of the teacher" as the fulcrum of the process of the curriculum. In this context, a teacher's perception of what was intended by the curriculum developers and teacher's ability to shape his or her teaching to facilitate the achievement of their interventions adds to the realisation of the objectives and aims of the curriculum. Kickul, Griffiths, and Bacq (2010) explain that efficient learning depends on well-chosen and managed activities suggesting that activities should never be regarded as an end in themselves for it is possible to be very active and yet learn nothing. A good teacher will always give an exercise as a means to an end and select, with care, the activities he or she uses so that they serve best the process of learning. Hence, Kiswahili teachers should embrace task-based activities since they are essential in learning and mastering functional writing skills.

Finally, respondents offered additional insights into the study topic worth considering. For example, Tch 2 and 19 observed that "functional writing skills in Kiswahili require practical approaches that enhance learning." These sentiments were echoed by Tch 11, who argued that "most students tend to overlook teaching of writing skills and only focus on grammar and fasihi." Another concept that was captured adequately

by Tch 22 is that "students need to be well-prepared for KCSE exams by continuously practising functional writing skills." Hence, practical approaches, balancing functional writing skills with other examinable areas, and constant practice of reading and writing are key to improving learners' mastery of functional writing skills.

4.4.5 Findings, Interpretation and Data Analysis of Observation.

4.4.5.1 Preparation of Kiswahili Teachers

Observation

An observation schedule was used to establish the preparedness of Kiswahili teachers. A total of 30 functional writing skills lessons were observed, one in each of the schools involved in the study. It was observed that all the 30 teachers who participated in this exercise schemed for functional writing skills, indicating that it would be taught once a week. However, students' functional writing skills books such as indicated that teachers did not give their students Insha tasks on a weekly basis. From the 30 lessons, it was observed that Kiswahili functional writing skills teachers had neither lesson plans nor lesson notes for the lessons they taught. This contradicted suggestions by Nasibi (2003) who stated that lesson plans and lesson notes enhanced the quality of lesson delivery. Besides, observation indicated that teachers did not strictly adhere to their schemes. They chose to teach letter writing (friendly or official), *Insha za mdokezo,* or *Insha za Methali. Insha za mdokezo* are *Inshas* with introductory or ending statements requiring the learners to write the missing section. *Insha za methali* are *Insha* written on given proverbs. Table 6 shows the materials used for lesson preparation for various observed functional writing skills.

Table 6: Materials used for lesson preparation

	Frequency	%
Upeo wa Insha	12	51.79%
Teachers' guide	9	37.5%
Off head	3	10.71%
Total	24	100%

As established in the literature review section, teaching is a multifaceted and complicated task. Therefore, teachers are required to plan for it adequately. Laurillard (2013) elaborates that in preparing for teaching, planning is the only sure way to ensure educational objectives are achieved. The effects of teaching and assessment on students' learning should also be considered while planning. According to Graf, Liu, Chen, and Yang (2009), preparation also entails writing schemes of work and preparing lesson plans. This view is supported by Murunga (2013), who asserts that planning is an essential step in teaching. Therefore, a teacher who plans will communicate effectively, logically, and present the right content and ends teaching well in time. Data gathered from the interview schedules shows that even though some teachers did not mention anything to do with the need to complete detailed schemes of work and lesson plans, a significant number noted that such professional guidelines heavily guide them. From lesson observations made, it was clear that apart from the scheming, teachers did not make necessary preparations, as suggested by Freedman (2010), to teach *Insha*. This lack of preparation hampered effective delivery and cannot be expected to produce any good results. It also narrowed the teachers' options on the choice of appropriate teaching strategies.

4.4.6 Designing teaching and learning Activities.

4.4.6.1 Observation schedule

An observation schedule was used to find out the methods teachers used in teaching *Insha*. The observation schedule had a checklist of methods. As presented in Table 7, the Lecture method was used by all teachers 48(100%) to introduce a topic and state the requirements of the given task. Other teachers used it to explain the structure of various functional writings such as *Insha* (Introduction, body, and conclusion). It was also employed in explaining the meaning of idioms, vocabulary, and proverbs. This explanation was done in a vacuum (without relating it to any specific context). This encouraged rote learning of idiomatic expressions, language, and proverbs. The narration was employed in narrating oral narratives and events. Learners were then required to re-write the narrated task as accurately as possible. Using narration denied learners an opportunity to creatively explore writing as proposed by Mogambi (2011) hence leading to shallow learning, 5(8.70%) of the teachers observed used role-play to introduce storylines. They also employed it in developing conflict. Question-answer was used to get feedback from pupils. However, chorus answers from learners in the observed lessons made the method ineffective. Writing is taught after language skills such as listening, speaking, and reading have been mastered. Teachers' also half-answered most of the questions hence reversing the intentions of question-answer. Besides, discussion and group-work were used to brainstorm on a topic and come up with relevant points. The two methods were briefly used during lessons with teachers citing lack of time in employing them effectively.

From the 30 observed lessons, it was found out that teachers used four methods as identified in Table 7.

Table 7: Methods used by functional writing skills teachers as observed in classes

	Frequency	%
Lecture Method	30	100%
Group work	7	21.74%
Role- Play	3	10%
Discussion	5	16.6%

4.4.7 Evaluation of the Use of TAL Resources by Kiswahili Teachers.

4.4.7.1 Observation Schedule

The lesson observation guide also tried to establish how Kiswahili teachers used teaching resources during KCW lessons. In doing so, the lesson observation focused on the utilization of the chalkboard and the use of teaching aids. It also sought to establish the adequacy and relevance of the teaching aids. The data related to this use is displayed in Figure 3.

Findings demonstrate that Kiswahili teachers did not or made little effort to audio, visual, or audiovisual teaching resources. This was despite the availability of some of these resources in schools, as the researcher established. For instance, all schools had access to computers, LCD projector, radio, television sets, and a variety of other resources that could be utilized for teaching Kiswahili composition writing. An attempt was seen in one teacher using sample *Barua rasmi* to articulate points in the lesson. In teaching the same functional writing skills, the majority of the teachers were observed making reference to the example given in the learners' textbook. This goes along with Ngugi (2007) and KNEC (2007) the observation that Kiswahili's lack of innovative use of aids can be attributed to low achievement by learners in the subject and subsequently affecting their performance. It was also observed that some teachers sparingly used the chalkboard to give a lesson summary. In fact, in one of

the lessons observed, the teacher simply read from the text book. This is despite the teacher having presented other lessons well, as observed during the term. This implies that there are factors that can contribute to an effective teacher displaying different aspects during the teaching of the same subject or class.
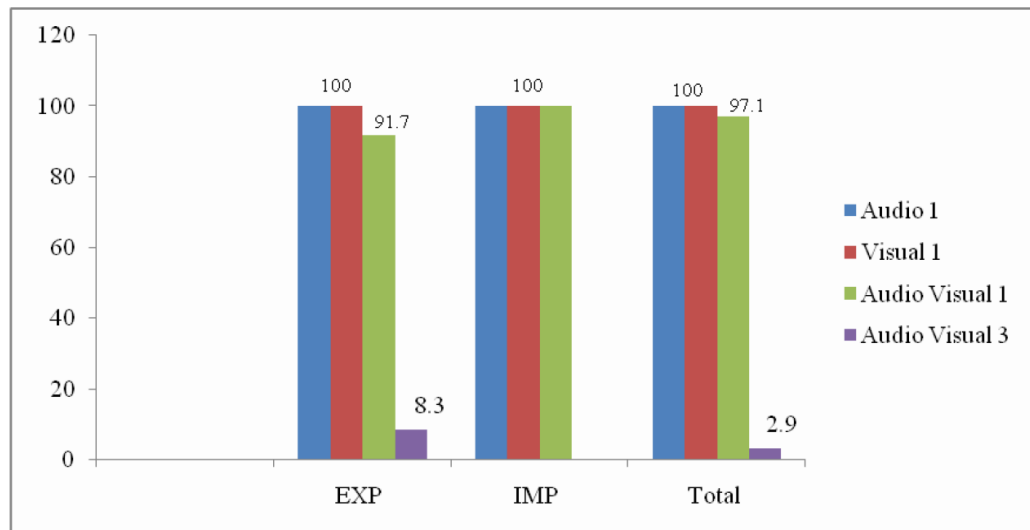
Figure 3: Evaluation of Explicit and Implicit resources Employed by Kiswahili Teachers

4.4.7.2 Evaluation of Key TAL resources Employed by Kiswahili Teachers

In addition to the Implicit and Explicit resources, the broader context of designing holistic teaching and learning resources encompasses the use of different teaching and learning aids. Accordingly, respondents indicated many teaching and learning aids that they often employ in teaching functional writing skills. Key among them include newspaper sections containing the writing to be taught, charts, pictures, videos, written *inshas*, reference books, newsletters, learners themselves, samples of various functional writings, office memos, and public notices.

4.4.8 Assessment Strategies Designed by Kiswahili Teachers

4.4.8.1 Observation Schedule

The study also tried to establish whether Kiswahili functional writing skills lessons were followed by appropriate assignments to learners to effectively assess learners. The observation of this aspect was evaluated, and the data shown in Figure 4.

As illustrated in Figure 4, Kiswahili teachers in the two schools were poorly rated in giving assignments. It was a very small percentage of Kiswahili teachers who had attempted to give assignments. The researcher randomly selected Kiswahili composition books too from the learners and established that most compositions had not been marked. The researcher also established that some teachers had stayed with composition books for long and often returned them for the writing of additional functional writing skills even before previous *Inshas* were marked. In education, practice evaluation is the systematic process by which the teacher collects, analyses, and interprets information to determine the extent to which learners are achieving instructional objectives (Nasibi, 2003). The conclusion was that despite the Kiswahili teachers' weekly workload being manageable, some teachers fail to be rigid in their approach to teaching and rarely want to reform classroom activities for effective learning achievement.
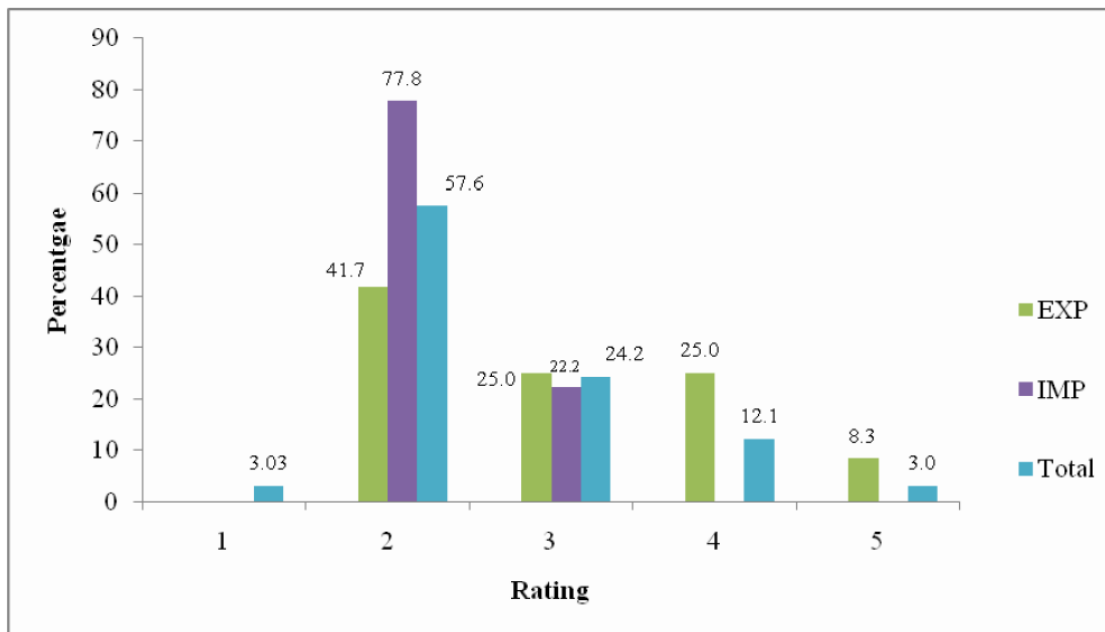
Figure 4 Rating of Kiswahili teachers on giving assignments.

4.4.9 Document Analysis

Document analysis is yet another essential tool for collecting qualitative data. It involves interpretation of the necessary documents in which the researcher gives meaning around a study concept (See Lesson Plans in Appendix 4). Similar to interview transcription, document analysis incorporates coding of content into various themes.

In an effort to gain in-depth information in the way the learners performed in the tested Kiswahili *Inshas*. Ten *Inshas* were randomly selected from each study school and analysed using the functional writing skills error analysis guide.

4.4.9.1 Morpho-syntactic errors in Kiswahili functional writing skills

The study analysed the morpho-syntactic errors made by the students in written compositions in the study schools. A modal 15 errors were captured in the given *Insha*, as this was used as the benchmark for errors in sampled compositions. The data on these errors are revealed in Table 8.

The trend of distribution of the errors in the two schools did not vary much, as shown in the table. Upon reading the Inshas, it was concluded that the errors indicate that the written Inshas were below average given that the Inshas were very short. The KNEC standardised criteria further strengthen this conclusion in Appendix 5 for marking KCSE functional writing skills. According to KNEC (2007), such compositions have an easy flow of ideas, but this flow is interfered with by grammar errors and inappropriate use of vocabulary. This implies that concept formation through meaningful organization and presentation of ideas.

Table 8: Frequency of morpho-syntactic errors in written *Inshas*

F	1	2	4	5	6	8	9	10	12	14	Total
EXP	1	2	0	2	0	2	0	2	0	1	10
%	10	20	0	20	0	20	0	20	0	10	100
IMP	2	1	1	2	1	2	1	1	1	0	12
%	16.7	8.3	8.3	16.7	8.3	16.7	8.3	8.3	8.3	0	100
Total	3	3	1	5	3	4	1	3	3	1	31
%	9.7	9.7	3.2	16.1	9.7	12.9	3.2	9.7	9.7	3.2	100

4.4.9.2 Punctuation errors in Kiswahili functional writing skills

In an attempt to give an in-depth understanding of grammatical errors made by students, the study further analysed the punctuation errors made by the learners in the process of their writing. Punctuation errors indicate that the students do not understand how to use the punctuation marks correctly in conveying information accurately and effectively (Msanjila, 2005). Using the ten sampled *Inshas* in each study school, the punctuation errors recorded were as captured in Table 9.

The results revealed in Table 9 indicate that 31% of the sampled *Inshas* had punctuation errors. This is closer to 51% of punctuation errors revealed by

Msanjila (2005) when he conducted a study in Kigurunyembe and Morogoro secondary schools in Tanzania. Again the distribution of errors between the schools reflected a common trend, thus concluding that students in the two schools had problems with punctuations.

Punctuation is one of the six glaring writing problems of writing in Kiswahili, as indicated by KNEC (2007) and Ngugi (2007). The other problems are; inexplicitness, poor organization or illogical sequence, capitalization, and grammatical errors, most of which arise from pedagogical reasons (Msanjila, 2005). The problem of punctuation, as repeatedly noted in the study schools, implies that the problem may not only be limited to Kiswahili compositions but widespread in other examinable areas of the subject.

Table 9: Frequency of punctuation errors in written *Insha*

Sample	1	2	3	4	5	6	7	8	9	10	Total
EXP	0	1	2	1	1	0	1	0	1	2	9
%	0	11.1	22.2	11.1	11.1	0	11.1	0	11.1	22.2	100
IMP	1	3	1	0	3	2	1	1	0	0	12
%	8.3	25	8.3	0	25	16.7	8.3	8.3	0	0	100
Total	2	10	3	3	5	2	2	1	1	2	31
%	6.5	32.2	9.7	9.7	16.1	6.5	6.5	3.2	3.2	6.5	100

4.4.9.3 Errors in sentence structures in Kiswahili functional writing skills

Regarding errors, the data on sampled compositions showed that students made 1- 10 structural errors with at least six students (21%) in two schools, making 5 and above errors. This data is shown in Table 10. It was concluded that the written compositions lacked communication ability envisaged by Musau and Chacha (2001). This implies

that poor sentence constructions, errors in vocabulary use contributed to over all grammatical errors in sampled *Inshas*.

Table 10: Frequency of errors in sentence constructions in written *Insha*

F	1	2	3	4	5	6	8	10	Total
EXP	2	2	1	2	1	1	0	1	10
%	20	20	10	20	10	10	0	10	100
IMP	1	2	1	5	0	1	2	0	12
%	8.3	16.7	8.3	41.7	0	8.3	26.7	0	100
TOTAL	4	8	3	7	3	4	2	1	32
%	12.5	25	9.4	21.9	9.4	12.5	6.3	3.1	100

4.5.1 Student Writing Assessment Portfolio

4.5.1.1 Fluency

According to Isaacson (2017), fluency is the first writing skill a teacher may need to assess. The concept of fluency enables the learner to transfer thoughts into written words. With the development of print and fine motor skills, the learner should be able to write words and sentences into compositions of gradually increasing length. Language development in junior writers encompasses an understanding of written language as they check their books, being mindful of environmental print, and put the pencil to paper. At this stage, children invent their spellings and associate their experiences in writing. Children examine various spelling patterns as they start constructing certain stories, and this consequently enables them to establish unique language patterns.

When writing assessment focuses on the fluency, misspellings, poor selection of words, and bad punctuation are disregarded and given less attention. Much attention is given to how the students translate their thoughts into written words. Baseline

comprising of not less than three writing samples is chosen and the total number of words counted for each selection. Evaluation is then done by comparing the total number of words for each sample with proficient writers of the same grade or level. However, according to Isaacson (2017), "total words may be used best in monitoring the student's progress, comparing performance with his or her previous fluency.

4.4.5.2 Content

Content is the second factor in the hierarchy of product writing. Features of the content involve accuracy, cohesion, organisation of the composition, and content originality. Accuracy is applied in expository writing, while originality is applicable in creative writing. According to Isaacson (2017), a teacher may consider the following items regarding content organisation: good beginning sentence, clear ending, and coherent sequence of events or subtopics. Besides, the teacher may consider cohesion and originality, which involves the integration of humour and uniqueness of the point.

Contents are evaluated through analytical scales. A teacher may prefer the general scale that is used in any writing assignment or a scale that is designed for a specific txt structure or genre. For that reason, there are six analytical trait scoring standards for the six aspects of writing. In this category, three that focuses on content include "ideas and content, organisation, and voice" (Isaacson, 2017). In terms of scoring, the organisation is rated on a 5-point scale where 5 represent an organisation that promotes and showcase the central idea or storyline. The reader can swiftly move through the text based on good presentation, ordering, and structure of the sentences. Scale 3 represents a moderate organisation that is robust enough to move the reader through the text without unjustified confusion. Last of this scale is scoring number 1, which represents lack of clear sentence direction and ideas, events, or details are

bundled together in an informal, unaffixed or random fashion, and in some cases, lacks distinguishable internal structure. Isaacson (2017) contend that a composition that surpasses rating 3 but does not meet the minimum requirements of rating 5 will receive a rating of 4. In contrast, the one that falls between the descriptors for 1 and 3 will receive a rating of 2.

Although analytical models such the ones described above are used to assess learners' competency in writing, Isaacson (2017) argue that "teachers must spend many hours learning the rubrics and discussing student compositions to establish any degree of integrated reliability". Additionally, the scales used for scoring may not capture the learner's progress with emerging literacy skills, especially those whose rating falls between 1 and 2.

4.4.5.3 Conventions

Readability of the product is vital in functional writing skills for effective communication. The standard convention of writing any language must encompass punctuations, correct spelling, capitalization, legible handwriting, and grammar (Isaacson, 2017). Regardless of the coherency of the communicated message, readers tend to develop negative predispositions towards compositions that do not adhere to the right form or standard of presentation. For that reason, teachers tend to assess students based on the length of the paper, spelling, word usage, and appearance instead of evaluating them based on the organisation of content. Isaacson (2017) contend that one of the most common quantitative approaches of measuring and monitoring learner's use of conventions is through counting word sequence. This measurement involves grammatically correctly spelt words that are within the context of the phrase or capitalization and punctuation within the word sequence. However, the specific concerns regarding learners' handwriting, punctuation, grammar, spelling,

and capitalization are not addressed by correct word sequences (Isaacson, 2017). The meaning of assessment can only be achieved if the teacher identifies the weaknesses and strengths of the students.

4.4.5.4 Syntax

Armature writers often construct sentences that repeatedly follow subject-verb-object (S-V-O) or subject-verb (S-V) pattern (Isaacson, 2017). On the contrary, mature writers tend to use various sentence structures and combine the short S-V-O or S-V into various complex sentences that are much longer. This maturity in writing is usually examined through three syntactic maturity aspects. These are (i) variations in the use of sentence patterns; (ii) first expansions, which involves the use of infinitives, object complements, combination of adverbial phrases, and formation of simple compound sentences in various sentence patterns, and (iii) transformations that consequently generate subordinate and relative clauses. A simple schema for assessing the syntactic maturity of learner's writing skills involves fragment, level 1,2,3, and 4.

Firstly, fragment focuses on a group of meaningless words. For example, "His old shirt. Nina and Fred too". Level 1 involves Repetitive use of a single pattern or a simple sentence, while Level 2 uses a variety of simple sentence patterns. Level 3 involves first expansions such as the addition of gerund or adverbial phrases or construction of compound sentences by uniting two distinct, simple sentences using the conjunction 'and'. The last scheme is Level 4, which involves complex sentences such as sentence transformations whereby one sentence is embedded within another sentence or simply combined with another subordinate clause. Eventually, a teacher assesses a syntactic level of a student by examining all the sentences in the sample

and applying the most common type, which characterises the learners' syntactic level. These levels could be transitional levels such as Level 2- Level 3 or Level 3- Level 4.

4.4.5.5 Vocabulary

Vocabulary involves the assessment of the learner's composition uniqueness or maturity. This assessment can be achieved through quantitative or qualitative approaches. Qualitative approaches involve the determination of the ration of unrepeated words to the total number of words used in a text. This concept is often referred to as corrected-type-token ratio (Isaacson, 2017). The teacher can also assess a student's vocabulary by noting the over-used words concerning new and mature words used by the student. This word ratio can be categorised as inspiring or awesome.

Based on the above five factors, students were given a composition (*insha*) question to answer independently and with the help of their respective Kiswahili composition teachers, they were supervised and timed to submit the final report within 55 minutes. Specifically, each student was asked to reflect on the rampant cases of dormitories being set on fire in many secondary schools across the country in the previous years and submit a report, assuming they held the position of the chairperson of the committee established to investigate such cases. Moreover, they were required to meet the following instructions. The report was not to be less than 400 words in length, and that only proper Kiswahili language was allowed.

All the students participated in the same functional writing skills exercise with the help of their respective Kiswahili teachers. However, only two of the submitted papers were randomly picked from each classroom for analysis, thereby making the total number of students' responses examined to be sixty (60). The summarised

distribution of how students' responses were graded is shown in Table 11 below, which is based on the guidelines provided in Appendix 3.

Table 11 Summary of Students' Test Score

Writing Portfolio Assessment		Rating (1= Poor; 2=Fair; 3= Good; 4= Very Good; 5= Excellent)				
		1	**2**	**3**	**4**	**5**
Fluency	Language level demonstrated	0	32	20	8	0
	Quality of the message conveyed	0	12	36	8	4
	Fewest writing errors present	0	44	12	4	0
Content	Organisation of the written piece (structure), i.e., the topic is structured with paragraphs having subject sentences, supporting sentences or examples, and clear closing observations.	0	12	44	4	0
	Cohesion (adherence to the topic, clarity, and cueing the reader to the direction of the discourse).	0	12	36	8	4
	Originality and creativity regarding the use of humour, accurate illustrations, and presenting a unique point of view.	4	28	20	4	4
Conventions	Correct spelling	0	24	24	8	4
	Beginning all sentences with uppercase letters.	0	12	36	8	4
	Correct punctuation in each sentence.	0	24	20	12	4
	Using grammatically correct sentences.	0	32	16	8	4
	Handwriting that is easy to read.	0	0	44	16	0
Syntax and Vocabulary	Demonstrating syntactic maturity through the use of complex sentences.	0	36	20	4	0
	Uniqueness or maturity of words used	4	36	16	4	0
	Repetitiveness (i.e., using synonyms rather than repeating words).	4	44	12	0	0

Table 12 below shows the respective percentage of students who attained various scores in each element being marked.

Table 12: Students' Assessment Distribution Table

Students' Assessment		Poor	Fair	Good	Very Good	Excellent
Fluency	Language level	0%	53%	33%	13%	0%
	Message quality	0%	20%	60%	13%	7%
	Fewest errors	0%	73%	20%	7%	0%
Content	Organization	0%	20%	73%	7%	0%
	Cohesion	0%	20%	60%	13%	7%
	Originality and creativity	7%	47%	33%	7%	7%
Conventions	Correct spelling	0%	40%	40%	13%	7%
	Sentencing	0%	20%	60%	13%	7%
	Punctuation	0%	40%	33%	20%	7%
	Grammar	0%	53.33%	27%	13%	7%
	Handwriting	0%	0%	73%	27%	0%
Syntax and Vocabulary	Complex sentences.	0%	60%	33%	7%	0%
	Uniqueness	7%	60%	27%	7%	0%
	Repetitiveness	7%	73%	20%	0%	0%

Figure 5 is a chart showing students' performance in the test, in terms of the proportion that attained excellent, very good, good, fair, and poor scores respectively in various marking parameters of fluency, content, writing conventions, syntax and vocabulary.
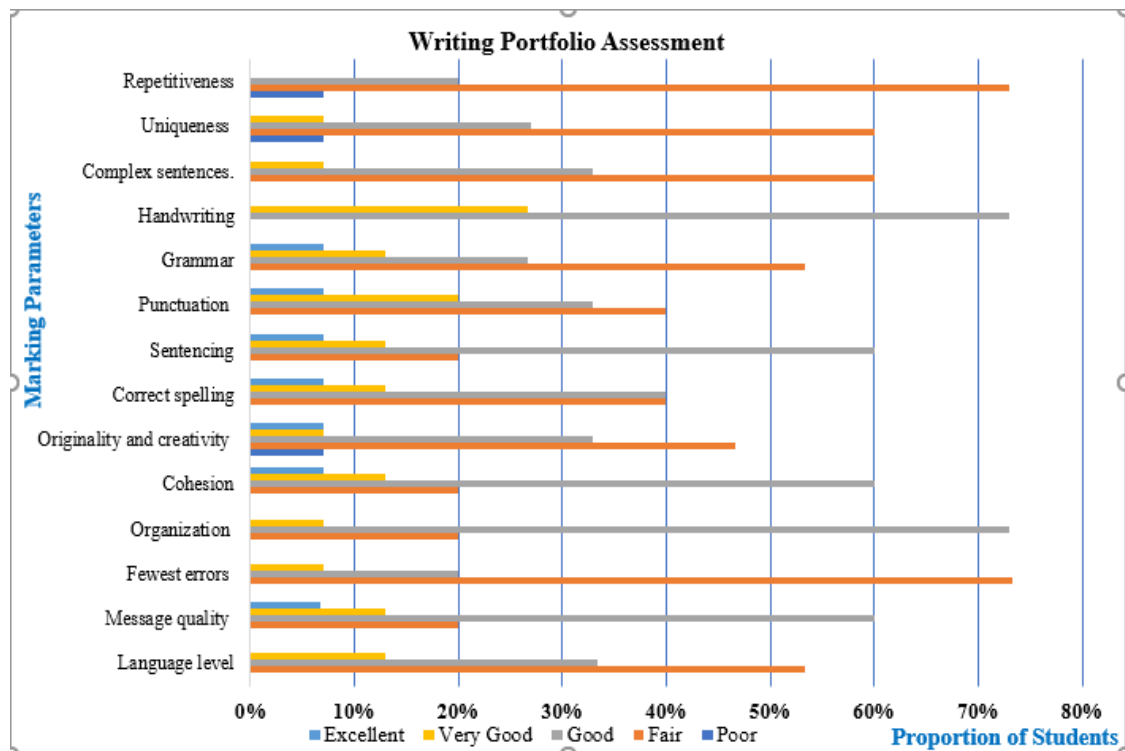
Figure 5: Detailed Students' Writing Portfolio Assessment Chart

Figure 5 shows that less than 20% of the students achieved "Very good" standing or more in most of the tested parameters. On the contrary, close to half of the learners attained a "Fair" score or worse, with the majority being average. Students generally performed well in areas such as quality of the message communicated, work organisation, the cohesion of the concepts, rules on constructing sentences, and visibility of the handwritings. Such an outcome can be attributed to constant practice as earlier indicated by the teachers regarding students' attitude towards functional writing skills exercises. However, below-average performances were recorded in areas such as language level, number of errors, creativity, grammar, and use of synonyms. This finding can be attributed to the limited instructional regimes used by teachers. For example, by asking students to read storybooks, and newspapers more often, they are likely to come across new vocabulary and innovative ways of expressing thoughts. Accordingly, teachers need to improve on their methods for teaching writing skills to improve language level of their students.

Based on the study by Murunga (2013), the final step of the instructional process consists of assessing how well students learn or achieve the expectations of outcomes. As the lesson is taught, the teacher pays close attention to how well students understand key concepts so he or she can later write notes in the lesson plan book to inform future lessons. Every detail, from the minutes necessary for each phase to class notes concerning the best questions for student response, provides insight for the next lesson. Moreover, from chapter two, it was established that a good essay should present information according to rules of grammar, spelling and punctuation, communicate fluently, have aesthetic value and cognitive content. In this regard, proper evaluation goes beyond the mere passing of examinations and instead centres round acquisition of communicative competence since gaining proficiency in functional writing skills is a life-long objective for the students.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter summarises the findings, presents conclusions made based on the results, and highlights recommendations to key stakeholders such as curriculum developers and Kiswahili teachers. The study sought to explore Kiswahili teachers' instructional regimes on learners' mastery of functional writing skills. To achieve the overall aim of the study, specific research questions were explored. They include: (1) How do teachers of Kiswahili prepare for teaching functional writing skills? (2) What teaching and learning activities do teachers design for teaching functional writing skills? (3) What teaching and learning resources do teachers employ in teaching functional writing skills? (4) How do teachers assess learners in functional writing skills exercises?

5.1 Summary of the Findings

In summary, the study established that Kiswahili language teachers use different ways to plan for teaching functional writing skills. In particular, teachers often make clear notes and assemble necessary teaching aids for the writing skills, make schemes of work that are aligned to the syllabus content, prepare lesson plans to cover the content area, research on the appropriate structure, and develop examples for learners. Additionally, the study revealed that Kiswahili teachers prepare and use the required professional documents like lesson plans, lesson notes, syllabus and schemes of work.

In preparation for teaching Kiswahili functional writing skills, the study further revealed that preparation is an essential step in teaching, and it includes activities such as writing schemes of work and preparing lesson plans. The findings showed that even though some teachers do not mention anything to do with the need to complete

detailed schemes of work and lesson plans, a significant number are heavily guided by such professional documents.

Additionally, the study established that lesson planning is a standard teaching procedure that even the most experienced teachers adequately plan for their lessons. In this context, comprehensive schemes and plans are expected to increase the likelihood that lessons run smoothly so that students receive quality instruction. The standard materials needed to foster the required learning outcomes include the standard professional documents such as schemes of work, lesson plans, lesson notes, syllabus, and Kiswahili textbooks.

The findings established that designing TLAs for teaching functional writing skills is critical to mastery of writing functional skills by the learners. Some of the ways for designing TLAs include setting group discussions, giving learners a starter (that is, creating a scenario requiring practical skills), and researching different ways of teaching functional writing skills. Additionally, findings indicate that there is no specific way for Kiswahili teachers to design TLAs for teaching functional writing skills even though they use at least one of the following instructional tools and strategies; lesson plans, syllabus, role play, discussion, presentations, projects, lecturing, question-answer sessions, assignments, group work, recitations, reading and writing practices.

The study further established that designing holistic teaching and learning regime encompasses combining both teaching and learning activities and aids. Common teaching and learning aids identified for teaching functional writing skills include newspapers, charts, pictures, videos, written *inshas*, reference books, newsletters,

learners themselves, samples of various functional writings, office memos, and public notices.

Finally, based on the assessment task for students, the difference in performance outcomes proved that various instructional regimes yield different mastery levels of Kiswahili functional writing skills among learners. Students' favourable performance in areas such as quality of the message communicated, work organisation, the cohesion of the concepts, rules on constructing sentences, and visibility of the handwritings can be attributed to constant practice as earlier indicated by the teachers regarding students' attitude towards functional writing skills exercises. Similarly, unsatisfactory performances in areas such as language level, number of errors, creativity, grammar, and use of synonyms can be linked to stringent instructional regimes used by some teachers, which do not allow students to explore their potentials. Nevertheless, the performance showed that there is an opportunity for effective instructional designs that can be formulated to improve students' mastery of functional writing skills.

5.2 Conclusions

Functional writing skills involves writing and practices that are associated with conveying information in writing. Language is fundamental to all forms of modern communication among various groups of people globally. For that reason, language forms the basic fabric of a nation. It is usually regarded as a country's natural resource that must be preserved in society from one generation to another. Teachers' knowledge has an impact in teaching functional writing skills since it has an influence on the method of teaching, evaluation procedures, and choice of resources to be used in teaching functional writing skills.

The study sought to investigate Kiswahili teachers' instructional regimes on learners' mastery of functional writing skills in secondary schools in Ndhiwa Sub-county. The researcher conducted this study based on the four objectives: (1)To assess how Kiswahili teachers prepare for teaching functional writing skills in their classrooms; (2)To examine the type of teaching and learning activities designed by Kiswahili teachers for teaching functional writing skills in secondary schools; (3) To evaluate the teaching and learning resources employed by Kiswahili teachers in teaching functional writing skills; (4) To determine the assessment strategies designed by Kiswahili teachers for assessing functional writing skills.

The theoretical framework has expressed the objectives in terms of the intended learning outcomes (ILOs), which then, in effect, define the assessment task. Secondly, it has aligned the teaching methods with the expected results as well as aligning just the assessment tasks.

The CA model focuses on alignment between the three critical areas of learning, which includes the intended learning outcomes (ILOs), students' participation in learning, as well as how the student is evaluated. The CA model's third step that outlines Teaching and Learning Activities (TLAs) provided insights on the first two objectives of this study. CA model also provided various aspects of the assessment regime. The model has assisted in examining the teaching and learning aids employed by Kiswahili teachers in teaching functional writing skills which requires an appropriate marking scheme to be designed from which leaning aids are established to teach students on the best way of meeting the marking criteria and the overall learning outcomes. Thus, this theory has been customised to this study by generating coherence between students' response to written functional writing skills assignments

(evaluation), instructional regimes- how teachers plan for teaching and activities used (TLAs), and the desired learning outcomes in a functional writing skills classroom.

The study has established that teachers are not homogeneous; neither are the teaching environments. Besides, since teaching is a multifaceted and complicated task, it is important that preparation be considered as an essential way of ensuring that learning goals are achieved since both the effects of teaching and assessment on students' learning are always considered during the planning phase.

Additionally, teaching Kiswahili functional writing skills requires proper planning of what instructional methods to adopt, materials to use, and assessment activities. Proper preparation helps in creating a purpose of writing and providing the right help to learners to improve their mastery of functional writing skills. Accordingly, the need for a teacher to consider all the variables in play allows successful teaching to take place.

Furthermore, various teaching and learning aids are required by Kiswahili teachers to teach functional writing skills concepts effectively because they not only make learning appealing but also simplify teaching. Accordingly, teachers should adopt as many teaching and learning aids as possible to present their diverse learners with equally many opportunities to be interested in functional writing skills. Additionally, teachers need to use observations and discussions to identify successful methods to teach different aspects of the writing process because they play different roles in the classroom, including keeping writing task clear, simple and straight forward, teaching the writing process, developing meaningful assignments, outlining goals for each writing assignment and teaching the principles and guideline of writing. Besides,

increased students' engagement through peer responses enables learners to improve their vocabulary, organisation, content, and overall writing skills.

Even though various instructional regimes generate different performance outcomes, the majority, if not all, Kiswahili functional writing skills teachers aim at producing students who demonstrate exemplary mastery of functional writing skills in terms of fluency, conventions, vocabulary, syntax, and content. Consequently, Kiswahili teachers for functional writing skills need to base their assessment on the specific function of each writing piece since the aim of the evaluation is to assist in identifying student's strengths and weaknesses to plan instruction, assess instructional activities, provide feedback, monitor performance, and report progress.

Besides the professional teaching and learning documents such as lesson plans, schemes of work, syllabus, and textbooks, the competency of a teacher of Kiswahili is critical to unlocking the learners' potential in mastering functional wiring skills. This competency includes the ability to identify, change, and improve the instructional regime used in the past. Kiswahili teachers of functional writing skills are always required to consider the objectives, syllabus specification, types of activities, and roles of teachers, learners, and materials, among others, during both the preparation and teaching processes.

The instructional process generally comprises three necessary steps, as demonstrated by Murunga (2013). The first step involves planning lessons, which include identifying specific expectations of learning outcomes, as well as selecting materials to foster these expectations of results. The second step entails delivering the designed instruction to learners; that is, teaching itself. The final stage consists of assessing how well students learn or achieve the expectations of outcomes. The best practice

requires that as the lesson is taught, the teacher pays close attention to how well students understand key concepts so that he or she can later write notes in the lesson plan to inform future lessons. Moreover, a good essay is one that present information according to rules of grammar, spelling, and punctuation, communicate fluently, have aesthetic value and cognitive content. In this regard, proper evaluation goes beyond the mere passing of examinations. Instead, it centres around the acquisition of communicative competence since gaining proficiency in functional writing skills is a life-long objective for the students.

In general, effective teaching and learning depend on well-chosen and properly-managed activities, suggesting that such activities should never be regarded as an end in themselves for it is possible to be very active and yet learn nothing (Kickul, Griffiths, & Bacq, 2010). A good teacher will always give an exercise as a means to an end and select, with care, the activities he or she uses so that they serve best the process of learning. Hence, Kiswahili teachers should embrace task-based activities since they are essential in learning and mastering functional writing skills.

5.3 Recommendations

Firstly, the curriculum developers for Kiswahili composition should come up with a systematic and standardized approach to teaching that requires a careful selection of materials, activities, learning aids, and procedures necessary for teaching various functional writings. This recommendation comes on the backdrop of the finding that some teachers use an extensive list of TLAs while others pick just one or two.

Secondly, there should be a special consideration when it comes to preparing and delivering a Kiswahili language composition lesson, accounting for a careful selection

of topics to be taught, methods of giving writing assignments, choice of materials to use in teaching writing and criteria for judging a good composition.

Thirdly, Kiswahili language teachers should plan teaching and learning activities (TLAs) such that it can be contextualised to bring enjoyment to the classroom and the overall learning process. The Ministry of Education should reinforce the advocacy for flexible learner-centred approaches to teaching various functional writing skills.

Fourthly, assignments, and mini-projects, which allow students to embrace the practice of replicating functional writing skills after lessons, should be encouraged and used more often.

Fifth, practical approaches that enhance learning should be extended to functional writing skills in Kiswahili.

5.4 Further Research

The study was only confined to secondary schools in Ndhiwa Sub-county. Therefore, the findings may not be representative of the entire parts of Homabay County. For that reason, the study recommends conducting a similar study on the other parts of the County to ascertain whether or not the findings of this study hold in the other sub-counties.

The study focused on a single area of Kiswahili, which is functional writing skills. However, there is the need to explore other subjects too to get a broader picture of the application of various instructional regimes in other subjects as well. For that reason, the study recommends further research that compares various instructional regimes used by Kiswahili teachers to establish the one with the most impact on learners' mastery of functional writing skills. Such a study might help in bridging the gap in students' mastery levels as well as performance in such subjects.

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APPENDICES

Appendix 1: Letter of Introduction

I am a student at Moi University pursuing a Master of philosophy in Kiswahili education. As part of the requirement of the course, I am researching the effect of Kiswahili teachers' instructional regimes on learners' mastery of functional writing skills among secondary schools in Ndhiwa Sub-county, and you have been selected to participate. Kindly complete the attached information sheet (i.e., Students Self-evaluation Schedule for **students only** and the Interview Schedule for **Kiswahili teachers Composition only).** The research is purely academic, and hence, the information given will be treated with confidentiality.

Thank you in advance.

Temba, Joyce.

Researcher.

Appendix 2: Interview Guide for Kiswahili teachers Composition

This research is for academic purpose. Its objective is to explore the effect of Kiswahili teachers' instructional regimes on learners' mastery of functional writing skills among secondary schools in Ndhiwa Sub-county. The information you give will be treated with confidentiality. Kindly, fill in the spaces provided to the best of your ability.

a) 0 – 5 years

   6-10 years

   10 – 15 years

   +16years

b) i)   What do you consider critical when preparing to teach functional skills?

   _____

   ii)   How do you capture these in the professional document that you make?

   _____

   iii)   What challenges do you experience when preparing for functional skills lessons?

   _____

c) i) What do you teach in a functional skill?

   _____

   ii)   What common teaching activities do you design in the instruction of functional skills?

   _____

   iii) How do you use these activities when teaching?

   _____

   iv) How do they engage your classes interactively?

   _____

d) i) Which teaching and learning resources do you find relevant and easy to use in the teaching of functional skills?

   _____

ii) How do you source/design them?

_____

iii) What challenges do you experiences in designing, sourcing and using the resources?

_____

e) i) How do you assess functional writing skills?

_____

ii) From your assessment what challenges do your learners demonstrate which limits their mastery of the skills.

_____

iii) How do you assist them overcome the challenges

_____

f) What strategies can be employed to make the teaching of functional skills effective?

_____

End

Thank you for your time.

Appendix 3. Test & Analysis

Part I: Test to Students

Students will be asked to independently undertake the following test:

Q: Insha:

Muda: Dakika 55

Maagizo:

   i.   *Jibu swali ulilopewa kwenye nafasi baada ya swali.*

   ii.   *Insha yako isipungue maneno 400.*

   iii.   *Jibu litolewe kwa lugha sanifu ya Kiswahili.*

   iv.   *Insha hii ni alama 20.*

Swali:

Kumekuwa na visa vingi vya kuchomeka kwa mabweni katika shule nyingi nchini. Wewe ni mwenyekiti wa jopo lililoteuliwa kuchunguza vyanzo vya visa hivi. Andika ripoti utakayowasilisha.

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Table 14: National KCSE Results Analysis Report 2016 for Kiswahili Composition

Year	2009	2010	2011	2012	2013	2014	2015	2016
Mean	15.40	14.32	16.43	10.43	18.46	20.17	20.86	18.23
Deviation	6.93	6.53	5.61	3.63	5.44	5.26	5.19	5.53
Candidates	335,377	354,738	410,807	433,886	445,555	482,122	521,159	571,176

(Source: Data retrieved from KNEC portal, https://www.knec-portal.ac.ke/)

Table 15: Ndhiwa Sub-county KCSE Results Analysis Report 2017 for Kiswahili

Year	Mean	Best Performers				Worst Performers			
2016	3.4868	1	2	3	4	1	2	3	4
		5.1345	4.7442	4.7313	4.5570	1.7500	1.8000	2.5400	2.7813
2017	3.0816	1	2	3	4	1	2	3	4
		4.1791	4.0417	3.8000	3.6260	1.8500	1.9355	1.9444	1.9737

(Source: Data retrieved from the Sub-county Education Director's Office)

Part II: Analysis of Students' Responses to the Test

Students' responses will be analysed based on the guide shown below:

Writing Portfolio Assessment		Rating (1= Poor; 2=Fair; 3= Good; 4= Very Good; 5= Excellent)				
		1	**2**	**3**	**4**	**5**
Fluency	Language level demonstrated					
	Quality of the message conveyed					
	Fewest writing errors present					
Content	Organisation of the written piece (structure) i.e., the topic is structured with paragraphs having subject sentences, supporting sentences or examples, and clear closing observations.					
	Cohesion (adherence to the topic, clarity, and cueing the reader to the direction of the discourse).					
	Originality and creativity regarding the use of humor, accurate illustrations, and presenting a unique point of view.					
Conventions	Correct spelling					
	Beginning all sentences with uppercase letters.					
	Correct punctuation in each sentence.					
	Using grammatically correct sentences.					
	Handwriting that is easy to read.					
Syntax and Vocabulary	Demonstrating syntactic maturity through the use of complex sentences.					
	Uniqueness or maturity of words used					
	Repetitiveness (i.e., using synonyms rather than repeating words).					

Appendix 4. Documents for Analysis

Kumbukumbu (Minute Writing)

Insha ya Ripoti (**Reports**)

Ratiba (**Programme**)

MPANGILIO WA SOMO

Tarehe: 29/05/2019   kidato: 35   Muhula wa Pili
Muda: kuanzia saa 3:20 asubuhi hadi saa 4:00 asubuhi
Mada: Utungaji wa kuamilifu   Funzo: Ratiba
Malengo: hitukia mwisho wa somo mwanafunzi aweze
1 kufafanua maana ya insha ya ratiba
2 kutaqnua muundo wa insha ya ratiba
3 kuandika insha ya ratiba kwa usahihi na Ufasaha.

Muda	Kazi ya mwalimu	Kazi ya mwanafunzi
3:20 asubuhi - 3:25 asubuhi	Mwalimu atangulize somo kwa kuwauliza wanafunzi maana ya ratiba kisha atumie majibu ya mwanafunzi, kuwaeleza maana ya insha ya ratiba	Kusikiliza kuandika kujibu swali
3:25 asubuhi - 3:35 asubuhi	Mwalimu awatambulize na kuyafafanulia wanafunzi natua zote katika uandishi wa ratiba	kusikiliza kuandika kujibu Swali la mwalimu
3:35 asubuhi - 3:55 asubuhi	Mwalimu kuwaelekeza wanafunzi katika makundi ya wanafunzi namna ya kuandika insha ya ratiba.	Kuketi kwenye makundi ya wanafunzi na kujadiliana kuandika insha ya ratiba katika makundi kwa mwelekeo wa mwalimu
3:55 asubuhi - 4:00 asubuhi	Mwalimu kuwauliza wanafunzi maswali yanayolenga kutoa ufupisho wa somo. Mwalimu kujibu maswali ya wanafunzi. Mwalimu kuwapa wanafunzi zoezi	kusikiliza kuandika kujibu maswali kufanya Zoezi hatimaye.

Appendix 5: Document Analysis Guide

School code: ....

Number of steams: ....

Student population: ....

Availability of resources

Key: AV (Available); **UN** (Unavailable); **AD** (Adequate); **IN** (Inadequate)

SNo	Document	Availability		Adequacy		Remarks
		AV	UN	AD	IN	
1	Lesson notes					
2	Reference books					
3	Kiswahili syllabus					
4	Kiswahili handbook					

Professional documents

		Updated	Not updated	Remarks
1	Filling of record of work			
2	Schemes of work			
3	Students' Progress records			
4	Syllabus coverage			

Error analysis in students' compositions

	Type of error	Frequency	Attention given	Remarks
1	Grammar			
2	Punctuation			
3	Word/Letter omissions			
4	Word/letter additions			

Style Analysis in students' compositions

	Type of error	Very good	Good	Average	Poor	Very poor
1	Adequacy of points					
2	Length					
3	Adherence to type					
4	Sentence structures					
5	Flow					

Appendix 6: Research Permit

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THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Joyce Temba
of (Address) Moi University
P.O.Box 3900-30100, Eldoret.
has been permitted to conduct research in

Ndhiwa   Location
               District
Nyanza   Province

on the topic: Relationship between teacher
characteristics and students' academic
achievement in Kiswahili: A case of Kiswahili
teachers in secondary schools in Ndhiwa
District, Kenya

for a period ending: 30th June, 2012.

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Research Permit No. NCST/RCD/14/C12/606
Date of issue   24th May, 2012
Fee received   KSH. 1,000

Applicant's Signature

Secretary
National Council for
Science &Technology