

Challenges in the Application of Communicative Language Teaching Approach in Writing Skills within Secondary Schools

Philip Kwambai¹ & Khaemba Ongeti²

¹Kisii University, Kenya

Email: pkwambai@gmail.com

²Department of Curriculum Instruction and Education Media, Moi University

Email: khaembaongeti@yahoo.com

Abstract

Writing proficiency is a crucial component of human growth. The use of communicative language teaching (CLT) approach to improve writing skills is examined in this research. This paper is based on research done on application of CLT approach to the teaching of writing skills in English in selected secondary schools in Marakwet East and West sub-counties of Elgeyo-Marakwet county, Kenya. The study's primary objectives were to identify the difficulties teachers face when teaching writing skills using CLT and the difficulties students face while learning writing during CLT-based classroom activities. The Input Hypothesis from Krashen's Monitor Model of Second Language Acquisition guided this study which emphasises on the use of language for learning that is accomplished through communicative activities. Thirty-three secondary schools were the target population for the descriptive survey used in the study. A sample of one hundred and twenty-one form three students from eleven schools were selected using simple random sampling. Eleven teachers and form three students were purposefully selected from the chosen schools. Data obtained through questionnaires were analysed using SPSS and those through interviews and class observation schedules were coded and analysed descriptively. Frequency tables were used to present the data, which was then thematically explored. A number of challenges were found including insufficient teaching-learning resources, over-whelming class sizes and a lack of time devoted to teaching writing. The results lead to the conclusion that despite the benefits of CLT, there are many challenges that limit its application and should be mitigated. The study recommends that the government should provide and/or subsidize adequate teaching-learning resources, teachers should innovate locally affordable resources, enough time should be allocated for writing and teachers should adopt learner-centric techniques to improve their' experiences with writing content. This paper contributes to knowledge on the challenges CLT applications in developing writing face.

Key Words: *Challenges, Application, Communicative Language Teaching Approach, Writing skills, In-class Debate*

Email of Corresponding Author:

pkwambai@gmail.com

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1.0 Introduction

Kenya's national languages are English and Kiswahili. In addition, English is the medium of teaching in most disciplines and/or learning areas in primary schools from grade four through secondary education, colleges and universities. A few learning areas are taught using Kiswahili, Kenya Sign Language, mother tongue or foreign languages. Besides other subjects, English is a compulsory learning area at primary and secondary schools. The government must therefore acknowledge the significance of English language in facilitating literacy among Kenyans (Barasa, 2005). This article discusses the importance of English language in education and to all learners in Kenya. Many students are experience lingual deficit in relation to English while learning. Thus, how well students succeed in English and especially in writing has a significant impact on everyone who goes through Kenya's educational system.

Furthermore, there is a growing need for English teaching due to the demand for communication skills in English, both in written and spoken form the world over. According to Allen (2018), one of the 21st century skills that improves academic, professional, and personal success is writing. This demand is driven by the expansion of globalization as well as the increase in international correspondence, which has increased the demand for writing in English in particular. Nowadays, almost all types of communication are conducted in written English, which has a positive impact on people's success in almost all disciplines. Realizing the value of writing in English, nations like the Netherlands have increased the number of multilingual secondary schools and colleges that provide bachelor's and master's programs in English. Additionally, writing education has adapted to the expanding need for an effective method of teaching writing (Naghdipour, 2016; Allen, 2018). The demand for interventions to guide second language writing pedagogy is non-existent despite this expanding requirement for writing skills in Netherlands (Polio and Park, 2016; Naghdipour, 2016). These circumstances resonate in South Africa, where English as a Second Language (ESL) is on the decline. This is ascribed to teachers' ignorance of good writing strategies that appropriately promote the development of writing skills (Blease & Condy 2015). Writing tactics used by teachers in second language schools have been found to be ineffective (Dornbrack & Atwood, 2019). Similar situation is found in Kenya, where learners' writing skills is wanting as indicated by various performances in national examinations.

Many Kenyans want to improve both their own and their kids' English proficiency. As a result, there is now an enormous demand for both high-quality language instruction and related resources (Richards, 2006). With the aim of acquiring English to a greater degree of accuracy and fluency, students have set lofty expectations for themselves. According to Wade (1974), cited in Barasa (2005), people do not learn a language just out of interest in the language itself, but rather because they are more interested in what the language can accomplish for them. In the end, their social and cognitive growth depends on language (Barasa, 2005). Employers also require that their staff members have a sufficient grasp of the English language as well as writing proficiency. English language and writing proficiency in particular have become a need for success and growth in many occupations. Therefore, there is a clear requirement for a suitable teaching strategy that guarantees strong performance in writing abilities.

1.1 Language teaching and learning

Language teaching methods and techniques are distinct from one another because techniques refer to what teachers do on a daily basis to present and work with new content in the classroom, whilst methods refer to a teacher's general philosophy of teaching and overall approach to their work. In order to differentiate between approach, method, and technique, Anthony (1963) provides the distinction that an approach is a group of related presumptions about how language learning and instruction work. It refers to theories regarding the nature of language and language learning that serve as the source of practices and principles in language teaching in addition to describing the nature of the subject matter to be taught. Contrarily, a technique is a comprehensive strategy for the systematic presentation of language information, the entirety of which is based on the chosen approach and does not in any way conflict with it. It follows a process. There may be numerous techniques inside a single approach. An implementational technique is one that is actually used in a classroom. It is a specific ruse, scheme, or invention to achieve a short-term goal. Techniques must be in harmony with an approach and be compatible with an approach.

This makes it noteworthy that although method is a set of procedures derived from theories, approach is theoretical in character; working at the level of a theory. Techniques are the activities or processes used to carry out implementational tasks in order to accomplish goals. Briefly said, approach takes precedence over method and technique. All three of these terminologies are employed in language instruction in general and development of writing skills in particular.

Language learning is a student-centred activity that calls for both internal student motivation and external input in comprehensible language. A good learner is one that actively engages in the learning process, is self-aware, and frequently examines their own responsibilities and roles in the learning process. It is crucial that teachers remember the purpose of the class: to give pupils the chance to learn a language. Speaking, reading, writing and practicing are all tasks that students must complete and learning is the main priority. Any good language learning experience should centre around the pupil. There are, however, a variety of language teaching methods ranging from traditional to contemporary ones. Among these methods include the Traditional Method, Direct Method, Reading Method, Behaviourist-Structuralist Method, Total Physical Response (TPR), Silent Way, Natural Approach, Suggestopedia, Communicative Method and CLT. The focus of this study is CLT.

1.2 Communicative language teaching

Worldwide demand for appropriate teaching has increased dramatically due to the increasing demand for English language proficiency. This has prompted the need for a teaching approach that guarantees the efficient teaching and acquisition of writing abilities. The CLT is promoted as a superior method for English language second-language learners by a variety of supporters. According to Richards (2006), CLT can be viewed as a collection of guiding principles for language instruction objectives and methods. Additionally, it concerns the roles of teachers and students in the classroom as well as the types of classroom activities that best support learning. The CLT approach developed gradually as a countermeasure to the then established approaches.

The Audio-lingual Method (ALM), which is based on the study of language from a larger viewpoint, encountered strong opposition from both American Sociolinguistics and British Functional Linguistics at the end of the 1960s. In contrast to "linguistic competence," Hymes (1972) coined the term "communicative competence" to describe proper language performance. The functional and communicative potential of language was further stressed by Halliday (1970), Wilkins (1976, 1981) and Brumfit and Johnson (1979). They emphasized the need to place more emphasis on communication competence as opposed to mere mastery of structures (Richards & Rodgers, 2001). Different pedagogical principles are used in CLT approach to teach languages and teaching is learner-centric and attentive to learners' needs and interests (Finocchiaro and Brumfit (1983). Using interactive communicative promotes meaning and negotiation and the desired writing skills are achieved. Unpredictability, taking risks, and making decisions are stressed together with the use of genuinely meaningful language. Furthermore, the formal features of language are never studied separately from language use. Finally, there is a whole-language teaching method in which the four conventional language skills are integrated. Language forms are always addressed in a communicative context in which learners are encouraged to discover the forms and structures of language for themselves.

Therefore, the promotion of CLT adoption was not a coincidence. It emerged as a reaction to dissatisfaction with the conventional grammar-translation approach. The previous educational approach put too much emphasis on grammar and structure, which led to poor results. According to Ng and Tang (1997), students have little English language and literacy skills. According to CLT theory, students' internal elements play a significant role in their ability to learn and enhance their communicative skills. As a result, the instructor must change how they predominate in the classroom. Teachers no longer serve as the typical knowledge-transmitters in CLT classrooms; instead, they operate as guides, multi-role communicators and assessors. Additionally, with CLT, students take on a more central role in the classroom and take part in writing exercises.

Designing and planning a wide range of student-centred activities, such as pair works, group works, role plays, story-telling, completion activities, hot-seating, opinion-sharing activities, crossword puzzles, information-gap activities, and even language games, is an effective way to turn students into active participants. Since content is the essence of language writing, teaching and learning English as a second language cannot be effectively accomplished solely through classroom exercises. It is advised that instructional aids that impart more knowledge be used. In this approach, instructional materials must to be more adaptable rather than solely focused on textbooks. According to Richards (2006), an excessive reliance on a single textbook may work against the freedom of both students and teachers. When pupils lack an understanding of the language, CLT encourages communication through language use, which will unquestionably be more beneficial than simply teaching grammar to them. Communication is not only verbal, as is commonly believed. Written, verbal, and non-verbal media are all used in communication. The four language skills should be completely understood by language learners. The CLT approach promotes students' involvement in a range of language-related activities. Although it is not the

responsibility of CLT to correct students' mistakes, instructors must nonetheless work with students to prepare for exercises like group discussions and all other forms of exercises.

According to Canale and Swain (1980), the four dimensions of communicative competence represent the underlying knowledge and skill systems needed for communication. The term "knowledge" in this context refers to what one is aware of (consciously or unconsciously) regarding the language and other facets of communicative language use. The ability to apply knowledge in real-world communication is referred to as skills (Canale, 1983). From this vantage point, it is advanced that what language teachers need to teach is sociolinguistic competence, which teaches students how to generate and understand utterances correctly in various sociolinguistic circumstances. Another requirement is discourse competence, which is the skill of combining grammatical forms and meanings to produce a coherent spoken or written text in many genres of significance. In order to make up for or improve communication, it is also essential to have strategic competency, which is the mastery of verbal and nonverbal communication techniques (Canale, 1983). The goal of CLT is to make communicative competence the end goal of language teaching and to develop teaching methods for the four language skills that recognize the interdependence of language and communication (Richards & Rodgers, 1986). CLT has evolved over time to the point where it is now more of an approach than a methodology.

Nunan (2003), as cited in Brown (2007), offers five additional characteristics of CLT, including an emphasis on learning to communicate through interaction in the target language, the integration of authentic texts into learning situations, the provision of opportunities for learners to concentrate on both language and the learning process itself, the enhancement of the learner's own personal experiences as significant contribution elements to classroom learning, and an emphasis on communicative competence. As a result, CLT represents a coherent but widely based theoretical viewpoint on the nature of language learning and teaching (Brown, 2007). According to Richards and Rodgers (1986), who make the same claim, "at the level of language theory, CLT has a rich, if somewhat eclectic, theoretical base." The primary function of language is interaction and communication; the structure of language reflects this use; and the primary units of language are not just its grammatical and structural features, but categories of functional and communicative meaning as revealed in day-to-day discourse. These are just a few of the characteristics of this communicative view of language.

1.3 The teaching of writing skills and classroom climate

Manchon (2011) distinguished three approaches to second language writing: learning to write, writing to learn content, and writing to learn language. Each of the three has a unique perspective on instructional teaching. Writing to learn content sees language as a tool for learning a variety of disciplinary subject matters, while writing to learn language sees writing as a way to improve language learning by giving students the chance to improve their own writing. The learning to write perspective upholds the idea that teaching writing as an end in itself. The third perspective is the foundation of this essay.

Without feeling at ease in the classroom, students will not be able to write. The learner and the instructor must respect and trust one another in order to write well. The teacher must connect with

the pupils on the first day in order to support them in writing. A classroom should always be packed with vibrant posters that feature content other than punctuation rules so that it never appears empty. Each class should have a designated area on the classroom wall where they can showcase their work—not just the greatest work, but all of their work. Additionally, small-group activities foster a welcoming environment, and setting up desks in a circle will promote discussion. Diverse activities are used to keep participants interested and involved. Students are more likely to become active learners when they feel that their teachers are interested in them, are interested in what they have to say, and respect them as individuals (Richard & Rodgers, 2001).

1.4 Statement of the problem

According to Berns (1990), "language teaching is based on a view of language as a communication, that is, language is seen as a social tool which speakers and writers use to make meaning; speakers communicate about something to someone for some purposes either orally or in wording. These claims lead us to conclude that CLT is an approach to teaching second and foreign languages that emphasize interaction as both the means and the end result of language learning. It is also known as the communication approach or just the communicative approach to teaching foreign languages. This method is viewed as an alternative to more conventional, teacher-focused teaching strategies including the audio-lingual method, the direct method, and grammar translation, among others. English language educators are moving away from teacher-centric approaches and toward learner-centric ones. The premise of this research, which examines the difficulties encountered in applying the CLT approach, is the need for active learner engagement. In relation to this study, the CLT is presented as one of the English language approaches that places the learner at the centre of the writing and learning tasks.

The CLT approach is heavily emphasized in a number of secondary school language textbooks. This is clear from how they handle the language components. All of the exercises cover all four language skills while being learner-centred. However, the Kenya Institute of Education [KIE], 2006, encourages the instructors to employ their originality and creativity in structuring the teaching and learning process. The redesigned syllabus has included current societal topics that are relevant today and have been incorporated into the English curriculum. There are several of them that students might write about, including civic education, good governance, the HIV/AIDS pandemic, environmental education, information technology, eradicating poverty, drug and substance abuse, and gender responsiveness. The instruction of speaking, listening, reading, and writing now includes these topics. All of them require a teaching strategy that improves language proficiency through a variety of learning techniques. A list of effective techniques for teaching the four language skills, grammar, and even vocabulary is provided by KIE (2002, 2006). These techniques are not mandatory. Since they are learner-centred and the teacher is only acting as a facilitator and guide, nearly all of these techniques fit nicely under the CLT paradigm. In light of this, the study set out to look into the difficulties that teachers and students encounter while using the CLT approach to improve writing abilities in secondary schools.

2.0 Literature review

The most crucial aspect of the writing approach is that students must be actively involved in order for the learning to have lasting value; as a result, an appropriate strategy is needed to encourage student engagement in the exercises and tasks while also honing and extending writing abilities. The teacher should be explicit about the abilities they are attempting to foster. The teacher must also choose the exercises or methods that would best aid students in learning the intended subject. The teacher can then proceed to concentrate on what topic can be used to ensure student participation after the desired skill areas and means of execution are established. Writing is difficult, and so is the instruction that a school must offer if its students are to meet the high standards of learning expected of them, according to Richards and Rodgers (2001), which was cited by Nagin (2006). The strategies used by teachers should support students in finding their own expertise and voices, which will ultimately result in learners honing their writing abilities. This emphasizes how crucial it is to create an instructional strategy that supports learner-centred methods. This essay aims to identify the difficulties encountered when using the CLT strategy to cultivate writing abilities.

Early on in the 1940s, emphasis in writing instruction was placed on how crucial it was for students to write about issues that mattered to them. The 1950s concentrated on the issue of errors and methods to aid students in learning the fundamentals of writing. Although teaching composition had been a staple of English programs since the early 1900s, there was rising concern by the 1960s that there was a lack of a thorough knowledge of how to teach writing. Teachers were shifting their focus away from the written output and toward the writing process. Teachers used to tell students what they did incorrectly when writing instructions that were product-focused in the hopes that they would subsequently learn. Such an approach has placed the incorrect emphasis.

Before process-writing became popular, writing training adopted the exact opposite approach, concentrating nearly entirely on fixing mistakes. Since it was based on what not to do, this model was negative. Students as a result did not enjoy writing or wrote well. In the conventional arrangement, a teacher served as both the knowledge provider and the error hunter—the examiner. Therefore, for the vast majority of pupils, this approach did not result in improved writing. Less pupils read what teachers wrote on their papers in red ink and with more remarks. Both the students and the teachers found this situation to be disheartening, especially the pupils who struggled with writing. Students tossed away their papers since there was no chance for modification after looking at the mark without reading the comments. They were frustrated and avoided writing since they had no idea what area or skill to start honing. Resources for instruction are crucial in the development of writing. In order to enhance communicative approaches to language teaching, a wide range of materials have been used. Materials are seen as a means of improving the caliber of classroom engagement and language use by CLT users. Text-based materials, task-based materials, and reality-based materials are the three categories of existing CLT materials that Richards and Rodgers (2001) take into consideration.

2.1 Writing as process

When writing is taught as a process, authors can improve their work at any or all phases, from the initial ideas for a topic to the final manuscript, and it is a continuous process in which professors can assist students whenever difficulties arise. The teacher's position is being changed as writing instruction shifts to a more process-oriented approach. The stages of pre-writing or discovery, drafting, rewriting, and editing are used to define the writing process. The writing process is recursive, which means that as writing develops, the writer switches back and forth from one stage to another; for instance, a writer first considers what to write about and how to start. The writer may go back to the discovery stage as the drafting or initial writing attempts progress to reconsider what to write about or to explore new concepts and emotions. As the writing evolves, the author will have multiple drafts. When it becomes apparent that the writing needs more than simple correction, the writer may go back to the discovery stage. As the writing demands, writers switch between stages throughout the process. A range of exploratory exercises can help students get started on their writing assignments. The teacher and students, or a group of students, must model each activity for the class.

2.2 Effect of debating on writing

Despite the fact that it is strongly linked to oral communication and argumentation skills, in-class debate as an instructional technique can improve second language learners' writing performance. It has shown to be a successful method for teaching second languages (Majidi, Graaff, and Janssen, 2020). According to certain studies, discussion is a useful teaching method for learning a second language (Lustigova, 2011; Zare and Othman, 2013). Debates give language learners plenty of chances to practice and comprehend the language, which improves writing. Writing can be either process-oriented or product-oriented, with in-class discussion favouring the former, which typically falls under the larger rubric of CLT.

This is true because preparing a case requires the negotiation of arguments and entails repeated writing, revising, and editing processes. Through in-class debates, students practice writing with a communicative purpose by arguing for their perspective and outdoing that of their opponent. This encourages students to concentrate on meaning negotiation, a crucial CLT component for writing development. Students pick up new terms during arguments, expanding their vocabulary and, as a result, their writing abilities.

The Output Hypothesis (Swain's, 1993) and the Interaction Hypothesis (Long, 1996) are the two main theoretical ideas that support the discussion surrounding debate as second language writing teaching technique. According to Swain's (1993) theory, second-language learners push the boundaries of their linguistic proficiency in an effort to communicate their ideas. This view is confirmed by studies by Manchon and Williams (2016), who suggest that writing and bigger extension outputs are what primarily lead to the emergence of second languages. Debate produces a lot of results since participants have different points of view and each student must persuade the audience to agree with them. The output generation in these settings titillates second language writing and language use in general. According to the Interaction Hypothesis, language acquisition is accelerated when students interact with one another and negotiate meaning in their second

language (Pica, Kang, and Sauro, 2006). Therefore, in-class debates are a rich environment with multilevel interactions that make it simple for learners to identify their strengths and limitations and, as a result, enable them to reflect on the output of their second language. The growth of writing is engineered by the strong relationship between the two productive skills (speaking and writing).

2.3 Challenges facing communicative language teaching

According to a study by Anusu, Barasa, and Omulando (2014) on Challenges Teachers Face in the Use of the CLT Approach in the Teaching of Listening and Speaking Lessons, teachers cited a lack of time as the biggest challenge, shyness, especially when the students were aware of pronunciation difficulties, as well as inadequate or a lack of resources as other challenges. According to Krashen's theory (McLaughlin, 1993), language instruction is most effective when it serves as the main source of comprehensible input. Sadly, teachers monopolize learning by thorough explanations, thus pupils were never given the chance to converse or even discuss experiences and issues on their own.

As proposed by Finocchiaro and Brumfit (1983) and Ng and Tang (1997), teachers do not also use a wide variety of learning activities that are student-centred, such as the use of surveys to collect information and discussions before students write about themes. Teachers hardly ever used the stages of the writing process, such as discovery, drafting, and rewriting, as outlined by Richards and Rodgers (2001). Along with these, there are teachers' preconceptions, a lack of CLT training mixed with sociolinguistic competency gaps, a lack of time to create communicative lesson plans, and big class sizes. Exams with a focus on grammar, a lack of resources, and a lack of support are further challenges (Bax, 2003). To fully achieve the potential of the CLT approach, much work must be done. Researching the difficulties associated with using CLT can assist identify potential solutions that may be implemented to enhance this strategy.

3.0 Materials and methods

The study was conducted in Marakwet East and West sub-counties in Elgeyo-Marakwet County, Kenya. The two sub-counties are bordered by the following sub-counties: Keiyo North to the south, West Pokot to the north, Baringo to the East and Trans-Nzoia and Uasin-Gishu to the West. It covers an area of 1,588.9km². It is divided into ten administrative units: Embobut/Embolot, Kapyego, Chebororwa/Cherang'any, Endo, Moiben/Kuserwo, Kapsowar, Sambirir, Arror, Lelan and Sengwer. The economic mainstay of the people includes food crops production (maize, beans, wheat, bananas, green grams, groundnuts, sorghum, millet and cowpeas), horticultural and industrial crops (Irish potatoes, avocado, passion, mangoes, tea, coffee and pyrethrum) and livestock and poultry farming (County Integrated Development Plan CIDP II 2018-2022). English is being learned as a second language by every student at the study location.

The study used descriptive survey design and had as its primary participants 404 students in form three from eleven secondary schools and 41 English teachers. 33 public secondary schools provided the population for the sample. It was assumed that students in form three had a suitable degree of language proficiency. At this stage, the students can also take risks and engage in writing

assignments more actively while feeling less anxious. Eleven teachers of English who teach form three students in the selected schools were chosen through a purposeful sampling process. Additionally, a total of 122 students were chosen for the study from the eleven chosen schools using simple random sampling. The research sampled 30% of all form three students in each school. Through interview and observation schedules and questionnaire, data for the study was gathered. The acquired data was then analysed using descriptive statistical methods, such as frequency means and percentages, and presented in tables. Based on the study's objectives, the data from the interview and observation schedules were categorized and descriptively evaluated in selected themes.

3.1 Validity, reliability and ethical considerations

A pilot study was conducted to determine the efficacy of the research instruments in order to help the researcher become comfortable with them and make improvements for ease of use and efficacy of the study during the research period. To make any necessary adjustments prior to data collection, student questionnaires, teacher interview and observation schedules were pre-tested. A pilot study was conducted at two randomly chosen schools in the Keiyo North subcounty to test reliability. From the chosen schools, two English teachers who teach in the third form were interrogated. Two schedules for teacher interviews and two schedules for observing classes were tested. The same instruments were administered two weeks following the initial administration in order to assess dependability. The same two schools in the Keiyo North sub-county were used for the re-administration. Pearson's Product Moment Correlation (r) was used to analyse the results of the questionnaire. The first and second scores were found to have a coefficient correlation (r) of 0.72, indicating the validity of the study tools. According to Cohen and Manion (2018), correlations between 0.65 and 0.85 are sufficient for the majority of uses. The researcher addressed the two research instruments with research professionals who were guided by the study's objectives in order to determine the validity of the interview and classroom observation schedules. To improve the instruments more effectively, the advice and clarifications provided were taken into consideration.

By adhering to the working hours to ensure there were no complaints and, most importantly, by keeping time, the researcher observed the ethical principles of the society. The responders were asked for permission by the researcher. Additionally, proper social protocol was followed, and respondents received assurances of secrecy and anonymity. In addition, the respondents' privacy was always maintained. The researcher noted the respondents' individual concerns, such as their level of competency, and did not mention or imply that the respondents lacked such skills. The researcher's decision to refrain from any emotional connection is of the utmost importance. Last but not least, all information provided orally or in writing was strictly used for academic reasons, according to Frankfort-Nachmias & Nachmias (1996).

4.0 Results

4.1 Challenges faced when using CLT Approach

The questionnaire's results showed that 27 respondents (23.5%) said that having little time is a challenge, while 20 respondents (17.4%) said they were not given the chance to read their work aloud in class to improve their writing skills. The findings also revealed that 19 students (16.5%) cited a lack of resources as a barrier to improving writing skills, and that 15 students (13.0% of the total) said they did not discuss themes for essays. Furthermore, 14.2% said the themes they had to write about were challenging, while 12.4% of students said they did not have enough teachers of English. Large class numbers were cited by 8 (7.0%) of the students as a barrier to their participation in writing skill classes. These research results are summarized in Table 1 below.

Table 1: Challenges faced when using CLT Approach

Challenges	Frequency	Percent
We have limited resources such as books and picture stories.	19	16.5
There are many students in our class.	8	7.0
Limited time	27	23.5
Topics to write about are difficult to understand.	14	12.2
We don't discuss topics to write about in class	15	13.0
We are not given the opportunity to read our own work to others in class.	20	17.4
We don't have enough teachers of English.	12	10.4
Total	115	100.0

4.1.2 Challenges faced during classroom activities that promote CLT approach

The respondents were asked to describe the challenges they faced when taking part in CLT-related activities such discussions, debates, problem-solving exercises, and pair-group work. According to the results, 40 students (34.8%) said that a lack of commitment prevented them from actively participating in these activities, while 39 students (33.9%) said that shyness prevented engagement. Additionally, 25 (21.7%) of the respondents believed that bad pronunciation was a hindrance to learning, while 11 (9.6%) of the students felt that lack of instructor direction prevented them from participating in class activities. The results are summarized in Table 2 below.

Table 2: Challenges faced during CLT classroom activities

Challenges during CLT classroom activities	Frequency	Percent
Shyness	39	33.9
Poor Pronunciation	25	21.7
Lack of commitment	40	34.8
Lack of direction or guidance from teachers	11	9.6
Total	115	100.0

4.1.3 Challenges faced in using CLT in developing writing skills in class

The objective of the study was to identify the difficulties teachers had when implementing CLT assignments designed to improve writing. According to the interview results, using the CLT technique presented a number of difficulties for teachers. Large class sizes and insufficient teaching/learning resources were among the issues mentioned. It is a tremendous challenge teaching a class of fifty to seventy, as one respondent stated (Personal Communication, Respondent 07). According to respondent coded 09, who stated: "Marking of assignments is also another big problem" (Personal Communication, Respondent 09), a significant workload was another issue that was highlighted. Another issue was detected as mother tongue interference on students' writing, which is directly related to students' bad pronunciation. Another obvious issue was found to be the lack of focus on writing abilities throughout the entire educational system. Last but not least, the teachers noted that applying CLT was made difficult by the uneven formats of different functional skills that are frequently shown in different class texts.

4.3 Discussion

The study found that utilizing CLT to improve writing abilities presented a number of difficulties for both teachers and students. These include inadequate teaching/learning materials, such as books and visual stories, big class numbers and a demanding workload, mother-tongue interference, which results in learners pronouncing words incorrectly, and a lack of focus on writing abilities were some of the difficulties mentioned. These findings concur with those of the 2014 study by Anusu, Barasa, and Omulando. One of the teachers made the clear observation that the learners were perplexed by the inconsistent forms for several of the functional abilities in the numerous textbooks being utilized. Since writing exercises take a lot of time, inadequate time allotted for writing skills was also mentioned as a problem. Writing instruction has suffered as a result of teachers being compelled to devote more time to other aspects of the English language curriculum. In addition, the acceptable subjects for essays were not only obscure to pupils but also not explored. Teachers have strayed from involving students in learner-centred activities and writing processes as a result of these difficulties. Along with the issues brought up by several scholars, like Brumfit (1993), Richards and Rodgers (2001), and Bax (2003), this is a concern.

The lack of teachers, lack of guidance and direction from teachers on how to approach writing tasks, lack of commitment by both students and teachers, poor pronunciation that leads students to make spelling mistakes, and students' reluctance to participate in class writing activities/exercises due to fear of ridicule were among the challenges identified by students in the study. These findings have also been referenced in the work of Kemboi (2010), who found that a severe workload prevents writing abilities from being taught successfully. The respondents concurred that these issues made it more difficult to utilize CLT to improve writing abilities, which was bad for English language proficiency.

5.0 Conclusion and recommendations

Inadequate teaching and learning tools, huge class sizes, and a lack of time due to an overflow of content are among the difficulties that have been identified as impeding the development of writing abilities. Topics related to writing are challenging to comprehend, and the same topics are not taught prior to writing. Additionally, students are not given the chance to read their own work aloud in class, and there are not enough English teachers. Additionally, it was discovered that students are shy to participate in writing activities, that their pronunciation issues result in a lack of dedication to writing projects, and that teachers generally provide little help or direction.

In light of the difficulties identified, it is determined that CLT usage should be adopted in order to foster writing abilities that would improve students' communicative ability. Several suggestions made in this paper can help make this possible. It is advised that the government fund enough resources for teaching and learning writing skills and hire enough English teachers to lighten their burden and free up more time for writing instruction. In order to instil learner confidence and dedication, teachers are advised to implement learner-centric strategies that improve students' experiences with creating content and being exposed to in-class debates. When students become stuck during writing assignments, teachers should act as facilitators and guides to help them out and reduce their domination in writing classes. Teachers are encouraged to create and/or improvise writing instructional resources in order to combat the lack of sufficient teaching resources.

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About the Authors

Philip Kwambai Cheruiyot is a doctoral student of Moi University and assistant lecturer at Kisii University, School of Education and Human Resource Development, Department of Curriculum, Instruction and Media. He holds M. Ed in English Language Education (Moi University) and B. Ed (Arts) Kenyatta University with English and Literature specializations. His area of specialization is English language education (ELE) and research interest which among others include: English language teaching (ELT), curriculum, Instruction and educational Media.

Khaemba Ongeti is a professor of Curriculum and Instruction at Moi University and currently the Dean, School of Postgraduate Studies, Research and Innovation at Moi University He is a champion of the pedagogical innovation for modernization of learning and a reviewer with the Commission for University Education in Kenya. Ongeti was a member of the Technical Working Committee for the establishment of the Open University.

Conflict of interest

The authors hereby declare no conflict of interest with regard to the publication of this paper

Email of Corresponding Author:

pkwambai@gmail.com

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