

**CONSTRUCTIVIST AND PRODUCT APPROACHES OF INSTRUCTION IN
WRITING SKILLS: COMPARISON OF LEARNER ACHIEVEMENT IN
SELECTED PRIMARY SCHOOLS IN KENYA**

BY

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DECLARATION

Declaration by the Candidate

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DEDICATION

This work is dedicated to my family and to those who ardently have the hunch to learn from studies, interrogate what they learn and further cause the generation of knowledge for the sole benefit of humanity.

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ABSTRACT

The performance of writing skills in the English language at the Kenya Certificate of Primary Education has been dismal over the years. This situation implies that the set learning outcomes are not attained. Teachers' instructional approaches have a significant effect on enhancing pupils' writing abilities. There are several instructional approaches to writing in use, such as communicative language teaching, inquiry-based learning, constructivist and product among others. However, few studies have been undertaken to compare the effect of constructivist and product approaches to instruction on writing skills. This study, therefore, sought to compare the effect of constructivist and product approaches in improving the writing skills of learners in selected primary schools. The study objectives were to: assess the extent to which teachers use constructivist and product approaches in teaching writing; determine pupils' academic performance in a writing test before and after instruction using the constructivist approach to writing skills; analyse the effect of the constructivist approach to instruction on writing skills among the selected schools, determine the academic performance of pupils in writing tasks before and after instruction using the product approach to writing skills, analyse the effect of product approach in writing skills and compare the effects of constructivist and product approaches of instruction in writing skills on pupils' academic performance in a writing test. The study adopted Vygotsky's social-cultural development theory, which contends that learners actively produce knowledge and meaning via their personal and social experiences. The study was conducted in four counties of Kenya namely Elgeyo Marakwet, Uasin Gishu, Nandi and Trans Nzoia, all of which have had low performance for a long time. The target population consisted of grade four pupils and teachers of English from the four counties. Purposive sampling was used to choose the eight teachers of English and grade four pupils from the selected schools. Simple random sampling was used to select grade four pupils who participated in the writing achievement test and were randomly assigned to one of the four groups. The study used quantitative approach with quasi-experimental and Solomon four-group design based on the post-positivist philosophical paradigm. Data were collected through writing achievement test, teacher questionnaire and lesson observation and analysed using descriptive statistics, with which frequencies and percentages were used. Besides this, inferential statistics (t-test and ANOVA) were used with hypotheses tested at alpha (α) 0.05. The findings were presented by means of narration, tables and figures were used to present the findings. It was established that teachers utilised role-play, story-telling, question-and-answer sessions and group discussions when using a constructivist approach. Guided writing and adherence to sample texts based on offered samples were common in the product approach. The post-test groups for both the constructivist and product approaches performed better than their respective pretest groups. Furthermore, the t-test results showed that the product approach ($M=2.10$, $SD=1.76$) outperformed the constructivist approach ($M=1.90$, $SD=1.27$). The difference is statistically significant, indicating that pupils exposed to the product approach performed better than those exposed to the constructivist approach in the writing test. The study thus concluded that the product approach of instruction in writing skills is beneficial for grade four pupils due to their early age, for they still require plenty of guidance and hence recommended that curriculum designers should consider bolstering the adoption of the product approach in writing skill designs. This study contributes to the investigation into the teaching of the English language by determining a more effective instructional approach for writing skills among grade four learners in primary schools.

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ABBREVIATIONS AND ACRONYMS

ANOVA	- Analysis of Variance
CA	- Constructivist Approach
CBC	- Competency Based Curriculum
CBI	- Content Based Instruction
CBLT	- Content Based Language Teaching
CIDP	- County Integrated Development Plan
CLAQWA	- Cognitive Level and Quality of Writing Assessment
CLL	- Community Language Learning
CLT	- Constructivist Language Teacher
DM	- Direct Method
DV	- Dependent Variable
EFL	- English as Foreign Language
ELCW	- English Language Composition Writing
ELL	- English Language Learners
ELT	- English Language Teacher
ESL	- English as Second Language
EV	- Extraneous Variable
GTM	- Grammar Translation Method
IBL	- Instruction Based Learning
IV	- Independent Variable
KCPE	- Kenya Certificate of Primary Education
KCSE	- Kenya Certificate of Secondary education
KICD	- Kenya Institute of Curriculum Development
KNEC	- Kenya national Examination Council

L1	- First Language
L2	- Second Language
MoE	- Ministry of Education
MT	- Mother Tongue
NACOSTI	- National Commission for Science, Technology and Innovation
PA	-Product approach
PBL	- Problem Based Learning
TBLT	- Task Based Language Teaching
TESOL	- Teaching English to Speakers of Others Languages
TL	- Target Language
TPR	- Total Physical Response
UNESCO	- United Nations Education and Scientific Organization
WAT	- Written Achievement Test
ZPD	- Zone of Proximal Development

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

‘Writing is complex and so is the instruction that a school must provide if its pupils are to reach the high standards of learning expected of them’ (Nagin, 2006:9). This statement emphasizes the importance of writing instruction for developing writing skills. The constructivist and product-based approaches are two of the approaches used in English language classrooms to teach writing skills. Constructivist education is based on the notion that learners should be the focal point of both teaching and learning, as they actively build information rather than simply absorbing it passively. This is because it gives learners the chance to utilise the language, specifically writing abilities, in the most authentic and meaningful circumstances. A linear writing paradigm called the *product-based approach* progresses methodically from prewriting based on models to composition based on the same models. Through a variety of activities that enhance learners' knowledge of, among other things, the use of model paragraphs and sentence construction, it is recognised as being able to improve second language (L2) writers' grammatical and syntactic competence. Therefore, it is useful to compare how constructivist and product approaches are used to help learners enhance their writing abilities when learning the English language. It is unknown whether English language teachers in Kenya use these approaches or what degree of effectiveness they might have. Consequently, a study needed to be done to investigate the effect of this topic on the development of learners' writing skills, which served as the basis for this research.

This chapter provides an overview of the background to the study, problem statement, purpose and objectives, research questions, study scope, limitations, justification,

rationale, underlying assumptions, theoretical and conceptual framework and chapter summary.

1.2 Background to the Study

Writing is an important skill that is useful throughout one's academic, professional and personal lives. In many countries around the world, developing learners' writing skills is an integral part of the curriculum, even though children struggle to produce written texts. Consequently, learners require top-notch guidance in order to cultivate their writing skills. Throughout the years, writing instruction has been delivered through several methods and remnants of each of these systems can still be observed at educational institutions today. Despite the fact that the need for writing instruction has existed for many years (Nunan, 2003), teaching writing was traditionally guided by a rather inflexible set of beliefs until the early twentieth century. These factors encompass the notion that proficient writing was carried out in accordance with a prescribed set of guidelines and principles. Additionally, it was the duty of the teacher to adhere to these standards while pupils employed effective writing approaches in response to specific written texts (Nunan, 2003).

Following that, the audio-lingual method led to a teaching philosophy in which learners were taught in small chunks, mistakes were not accepted and correctness was encouraged through structured practice. In the early 1980s, there was a transition from tightly regulated to guided writing. This involved the pupil being limited to writing sentences that were often direct responses to questions or combinations of sentences that formed a relatively short piece of communication (Carter and Nunan, 2001). Furthermore, Carter and Nunan (2001) claim that scholars in the newly emerging field of composition by native English speakers were responsible for the gradual but crucial shift from language-based writing courses to the study of composition strategies and

techniques. As people came to see mistakes as helpful and learning opportunities instead of bad and wrong and as communicating became more important than correct grammar, teachers slowly understood what English second language (ESL) pupils needed in school (Carter & Nunan, 2001). After the 1960s, classrooms began to adopt a broader view of writing and writing education, resulting in the inclusion of the entire writing process, including ideation, drafting, feedback and revision, rather than just the completed product (Nunan, 2003).

Writing has two purposes: to express ideas and to make an impression. In particular, authors work to satisfy their personal needs to express thoughts and feelings as well as those of readers or audiences (Nunan, 2003). Writing solidifies the learner's command of language and structure, which supports other abilities and appropriateness. Additionally, writing improves pupils' capacity for managing written assignments whenever they are assigned, which eventually fosters the acquisition of vocabulary and grammar with the end goal of assisting learners in expressing themselves and their thoughts in writing (Waran, 1995).

There have always been issues with how writing is taught. These issues have concerned teachers for years and one of them is their search for the best approaches to assisting pupils in their writing. Despite the fact that a large percentage of learners' experience trouble composing texts, developing writing abilities is a crucial component of the education curriculum in many countries, according to studies on the subject (Dockrell & Papoulidi, 2022). The approaches employed by teachers in Greek primary schools demonstrated that nearly all of them encountered difficulties, with half of them expressing challenges in motivating struggling writers. Researchers found that teachers faced a significant workload related to individual words, which often extended to the overall text (Dockrell & Papoulidi, 2022).

The initial method of teaching writing to young children in the United States (US) was through penmanship instruction. This is a custom that originated in America during the colonial period. Penmanship was primarily concerned with transcribing, or the actual act of writing, which involved creating clear, precise and often even artistically shaped letters on the page. Through repetition and effort, learners improved their penmanship by imitating models from printed copybooks. This had a stronger product-focused slant (Thornton, 1996). Some educators in the 1930s condemned penmanship as an extremely constrictive approach to writing education (Hawkins & Razali, 2012). They maintained that writing was a tool for communication rather than an aim in itself. This led some teachers to start encouraging kids to express their own thoughts for practical things like designing classroom signs or jotting down lunch orders. This is the beginning of the constructivist approach, which gives learners the chance to create their own ideas towards important goals.

Penmanship was dubbed *handwriting* around this time and teachers' manuals started to divide writing training from penmanship instruction. Although handwriting training received less focus as the curriculum shifted towards prioritising original composition writing and the advancement of technology, it remained a part of the bulk of classroom instruction throughout the 20th century. Recent research indicates that, despite the diminishing focus on teaching handwriting, it remains an essential talent to develop. Proficient writers possess fluent handwriting skills, similar to how skilled readers possess the ability to decode text effortlessly (Puranik & Alotaiba, 2012).

According to a review of evidence-based practice studies (Graham, Harris, & Chambers, 2016), key elements of writing instruction include explicitly teaching writing skills and strategies, utilizing contemporary creative technologies and

providing opportunities to employ writing as a means to enhance knowledge acquisition. Graham (2019) argues that the manner in which writing is taught is influenced by local and national policies on curriculum and instruction, as well as teachers' training in teaching writing and their own attitudes about writing. These factors have been found to impact pupils' learning and growth as writers. Learner-centric approaches are currently being promoted in modern writing training, taking into account the findings of these studies. Given these circumstances, this study is well-timed to make a comparison.

The constructivist approach is an alternative to the traditional method for teaching writing, which has the potential to develop the desired writing abilities among learners in ESL classes. According to Vygotsky (1978), constructivists believe that the learner is the main focus and that they actively construct information rather than simply absorbing it. Each learner forms his/her own understanding by drawing upon his/her distinct experiences and approaches. It emphasizes the learners' current comprehension and knowledge organization. One's knowledge is comprised of their prior experiences, mental models and conceptions that are used to interpret events and objects.

According to Brown (1987), the constructivist approach is highly advantageous in fostering writing proficiency because it regards writing as a fundamental cognitive ability that necessitates cognitive exertion to produce meaningful and expressive ideas. As stated by Bello (1997), writing is considered a productive language ability. Proficiency in writing is essential for improving language acquisition, as learners engage in the process of manipulating words and constructing sentences to express their thoughts clearly and efficiently, thereby solidifying their understanding of vocabulary and grammar acquired in the classroom. As a result, it is critical to give

pupils the opportunity to develop their comprehension skills through learner-centered strategies and activities.

The majority of traditional strategies have not helped pupils' writing talents. As a result, ESL pupils must practice writing more in English and pupils who have difficulty acquiring the language should receive additional attention. Consequently, teachers must select appropriate and efficient exercises and methods for enhancing their pupils' writing abilities. EFL pupils continue to perceive writing as a formidable task, necessitating the identification of specific learning and teaching strategies that can facilitate their development as writers. Constructivism has notable ramifications for the process of learning and teaching. Hoover (1996) argues that teaching should not be viewed as a mere transmission of knowledge and information. Instead, constructivist teachers adopt the role of facilitators, guiding learners in a way that enables them to learn effectively and efficiently.

Clements (1997) suggests that teachers should provide a learning environment that facilitates pupils' ability to articulate their thoughts. Additionally, teachers should build a learning environment that capitalises on the differences between pupils' recent experiences and their existing knowledge. This can be achieved by employing a constructivist approach founded on a comprehensive constructivist learning framework, specifically designed to enhance interactivity in writing sessions. The primary goal of this design is to guide instructors towards novel modes of thinking and deviate from the conventional approach to reasoning, particularly by challenging the belief that the teacher possesses all knowledge and is beyond questioning. The constructivist approach promotes the development of learners' creativity and problem-solving skills. Learners are provided with the necessary support and guidance to produce their thoughts in a productive and streamlined manner during the writing

process. This could serve as a method to enhance pupils' motivation to write with clarity and efficiency.

Within the constructivist settings, which are one of the focuses of this study, Gagnon and Collay (2006) introduce six critical components: situation, groupings, bridge, questions, exhibits and reflections—to effectively train pupils. Situations involve creating objectives, assignments and academic standards. Bridge emphasises the use of pupils' cognitive maps, talents, values, motivation and expectations to recall prior information. Grouping, on the other hand, entails the aggregation of individuals and resources, as well as the implementation of cooperative learning. The task requires the application of advanced cognitive talents and problem-solving approaches based on real-life scenarios. An exhibit is utilised to organise pupil portfolios and work samples, while reflection is employed to integrate information and critical thinking. The fundamental principle of constructivist classes is to engage pupils in tasks, foster independent thinking and provide support as they strive to comprehend what they have learned.

The product approach emphasizes the ultimate outcome of the activity. In this strategy, pupils imitate a model text in order to produce a similar one. The student is tasked with duplicating a given composition provided by the teacher. Teachers often use pattern-product tactics in genres such as narration, description and persuasion to help pupils learn how to write well in English composition (Raimes, 1985). In addition, they acquire the suitable vocabulary and linguistic patterns for each field of study. This approach is characterised by its emphasis on the final product, irrespective of the process. It focuses on the structure and form in which the teacher is tasked with directing instruction. Evaluation is solely based on the final product.

1.2.1 The Significance of Writing Skills in Education

Writing holds a key role in language instruction due to its demand for practice and proficiency in the other three language skills: speaking, listening and reading. More importantly, writing improves communication in ESL while also enhancing the mastery of other abilities, including metacognitive skills. Writing proficiency is essential for academic success and extends to other professions such as company growth, economic and cultural globalization and the digital age (Zhu, 2004). Almost every occupation involves some kind of written work. Medical reports, financial reports, user guides and instruction sheets, emails and other written communications with practical value to a person, an organisation, or society at large, among other things, may fall under this category. Writing improves pupils' communication and thinking abilities, which are essential for effectively participating in many learning tasks. As stated by Walsh (2010), writing plays a crucial role in higher education and the professional environment. Individuals who lack the ability to articulate their thoughts in writing are unable to communicate effectively with their classmates, teachers, employers, or any other individuals. Due to the significance of writing, there is a growing need in ESL to acquire the skills necessary to excel in their profession and the academic domain. Teaching writing skills poses challenges and several approaches to instruction, including positive ones, have been employed in writing classes.

In Kenya, English continues to be one of the languages taught in grades four to eight and through higher education. Proficiency in written and spoken English is therefore highly desired because of the benefits that accrue from it, such as favorable career considerations and a symbol of power, authority and elitism. These lead to upward mobility and professional success for the individual (Lisanza, 2011). English language

is also used in Kenya's judiciary, legislature and executive branches of government, as well as in a number of other critical fields. Due to this situation, parents have heavily pressured teachers to start teaching their children in English in kindergarten or even earlier in the preschool stages. This could apply in situations where teaching is conducted in the catchment area's native tongue. This is because early exposure to the English language is believed to help young succeed in other academic subjects and give them an early advantage when writing.

Learners who are proficient in English language stand to gain a lot in many spheres, such as academic, social and professional fields (Namachi, Okwara, Indoshi, & Namache, 2011). It is believed that such learners are well educated (Kimemia, 2002) and thus stand a better opportunity to further their education and, moreover, employment. In the earlier education system (7-4-2-3), a student who failed English scored a grade lower than what he ought to have actually gotten. The English language is an important subject of study and the medium of instruction in all subjects except other languages. Gaining competency in writing in English has a direct impact on learning other subjects examined by the Kenya National Examination Council (KNEC) (Kimani, 2013). It is worth noting that the English language is mainly taught and conveyed through formal education system in Kenya and this has a lot of implications for the written mode of communication.

Educationists, media, firms, editors and publishers, among others, have raised numerous concerns that primary and secondary school learners who graduate at standard eight and form four levels cannot express themselves appropriately. Poor mastery of written communicative competence implies poor performance in examinations. The cause of poor performance and poor communicative competence is unknown, so there is a need for a study. This study is therefore prompted by this

unsatisfactory communicative proficiency and performance in the English language and, in particular, writing skills in Kenya. It is evident from these results (KCPE 2017-2022) that the composition's performance is always lower than the objective examination's performance. As a result, the overall low performance of the English language in primary school is dismal. Table 1.1 provides a summary of the KCPE performance for both objective papers, which include various aspects of language and composition, primarily focusing on written expression.

Table 1.1: National KCPE General Performance in English for the Years 2017-2022

Year	2017		2018		2019		2020		2021		2022	
Paper	Obj	Comp										
% Mean	47.62	39.60	54.68	39.40	53.64	39.92	53.50	41.53	49.06	33.36	49.72	32.26

Source: KNEC, 2022 (in *Atikaschool.Org* & *Elimuspace.co.ke*)

Key:

Obj- Objective, this is the English language test paper with multiple choice questions (MCQs).

Comp- Composition, this is the written test undertaken by all the learners, which is computed together with the objective test to give the overall grade for the English subject.

From table 1.1, it is clear that for all the years indicated, composition fell below the objective with a mean margin of as high as 15.28%. Kenyan children complete primary school without adequate writing skills, as revealed by learners' performance on the Kenya Certificate of Primary Education (KCPE). According to the KNEC report for the year 2020, the percentage mean for the English objective paper declined by -0.14 points from 53.64 in 2019 to 53.50 in 2020, while that for English composition increased by 1.61 points from 39.92 to 41.53 in the same period (https://www.atikaschool.org/kcpe_2020_results_reportsquestionsanswers/kcpe-2020-english-language-and-composition-report). Though there was a slight increase in English composition, the performance is still quite low. Another observation that can

be made from table 1.1 is that the percentage mean for the English objective paper increased by +0.66 points from 49.06 in 2021 to 49.72 in 2022. The percentage mean for the English composition decreased by -1.10 points, from 33.36 in 2021 to 32.26 in 2022. Again, the written paper lags far behind the objective paper. Learning in most of Kenya primary schools is teacher-centric this implies that learners are not given an opportunity to express themselves (Gathumbi and Masembe, 2008). It is made worse by the fact that teachers adopt, to a large extent, a product approach to teaching writing as opposed to process or communicative approaches, which fall under the wider umbrella of constructivist perspective.

According to Okari (2016), writing instruction in English as an L2 is often focused on reinforcing the teaching of specific grammatical structures rather than improving writing skills. Sentences are frequently duplicated to create recently spoken patterns. Furthermore, Okari (2016) asserts that integrating a writing program into the educational system is essential for fostering the growth of writing proficiency. This program would align with the English language syllabus or the design of the new competency-based curriculum within the Kenyan context. The syllabus outlines the specific writing skills that pupils are expected to achieve by the conclusion of the course, tailored to their respective proficiency levels. By the conclusion of form 4 (grade 12), it is imperative that all pupils possess a proficient grasp of written English in order to effectively and confidently engage in diverse discussions. Nevertheless, most learners lack the ability to successfully utilise language in authentic contexts (Onchera and Manyasi, 2013)

Writing abilities should be developed using an effective instructional strategy that provides pupils with ample opportunities to participate in, learn and implement writing techniques in a variety of classroom, daily life and workplace situations. This

would assist in meeting the demand from employers for straightforward and fluent writers. The goal of instructing the four language skills—listening, speaking, reading and writing—should be to cultivate pupils who can proficiently and eloquently communicate in diverse written and oral situations. This study aims to compare constructivist and product approaches in the development of writing skills among pupils in grade four, a transitional primary school grade. It is at grade four that intensive writing is not only developed, but also intensive paragraphs are taught. It is also at grade four that foundational skills are further developed under the competence-based curriculum. Unfortunately, teachers in public schools focus their attention on classes that are preparing for external examinations, which is relatively late in the writing growth process.

As stated in the Kenya Institute of Curriculum Development's (KICD) Upper Level Primary Design Volume One (2019), the learner is expected to demonstrate the ability to identify and react appropriately to pertinent information in different situations. Furthermore, they should be able to read various texts with fluency, precision and interpretation for continuous learning, as well as use grammatical structures to effectively convey ideas and opinions. The KICD design for the new Competence Based Curriculum (CBC) states the following about the English language:

English is a major language of education, information, trade, diplomacy and social networking. It is the international common tongue and the most common foreign language. Moreover, it is the dominant language in science and technology, the internet and travel. Additionally, it is an official language in Kenya and the medium of instruction for grade four. Therefore, a firm foundation in the language will enable the learner communicate appropriately in the national and international arena. This foundation will also enhance learning in lower secondary school (KICD, 2019:2).

This statement emphasizes the importance of English as a subject for individuals, education and the global scene. It also emphasises the importance of English language

proficiency in achieving a nation's educational goals. On a global scale, English-proficient pupils will have access to the global community and the internet. It is, therefore, necessary that learners should be adequately equipped with sufficient oral, reading and writing skills in English. As a result, pupils will have the ability to effectively participate in various national and international communication settings. The KICD essence statement highlights the prevailing circumstance that middle school children commonly acquire English as a secondary language. In order to improve language competency, the student should participate in activities that encourage the acquisition and gradual use of English language abilities, with the main goal of maintaining the four language skills and proper grammar. In addition, a wide variety of English language activities in Grades 4, 5 and 6 will improve learning and facilitate the pupils' use of newly gained language skills.

The types of writing to be covered in grade four, as indicated in the learning design (syllabus), include guided-compositions, which comprise filling forms and friendly letters and open-ended compositions, which can be generated from pictorials, narratives and diaries. To be covered alongside this composition is the development of mechanics in which punctuation, spelling and handwriting should be covered. This prompted the purpose of this study, which was to compare the use of constructivist and product approaches on learner achievement in writing skills among grade four learners in selected primary school in Kenya.

1.2.2 Learners' Writing Ability in Kenya

Every educational stakeholder in Kenya is concerned with academic performance. Graduates of the education system should be able to demonstrate academic abilities that are fairly competitive. Thus, the quality of such a graduate will undoubtedly be greatly influenced by one's ability to write academically. When it comes to media and

means for sharing knowledge and engaging in a worldwide intellectual conversation, written language continues to be the most widespread. According to Canagarajah (2002), institutions in developing nations have not prioritised academic writing, which has hindered these nations from advancing their interests in the world arena. As a result, their voices have been neglected in global intellectual discussions. As a result, it emphasizes the importance of prioritizing writing in order to match both local and global trends.

Writing is an essential instrument for acquiring and showcasing knowledge, promoting critical thinking, nurturing personal intellectual and cognitive growth and equipping pupils with the ability to communicate successfully in professional settings. These objectives are all part of the instructional aims (Soles, 2007). Lecturers at universities have expressed dissatisfaction with the quality of academic writing by pupils. This includes faults in grammar, spelling and punctuation, as well as a lack of consistency and flow in their work. Overall, numerous pupils encounter difficulties in successfully and accurately expressing themselves. Their writing is deficient in terms of effectively structuring and articulating their ideas in a logical and coherent manner. Pupils' substandard writing abilities can be attributed to the absence of a comprehensive writing curriculum in primary and secondary schools, the prevalent use of informal language derived from social media and the impact of their mother tongues on academic writing. The lack of a culture of reading worsens the problem of writing, which is supposed to improve pupils' writing skills. As a result, it is evident that a learner's proficiency in the English language depends on their ability to effectively utilize the language in both spoken and written forms, which is achieved by gaining a solid understanding of its structure and purpose.

In Kenya, English writing is categorised into two main genres: creative writing and functional writing. Creative writing comprises various forms of literary expression, such as dialogues, discussions, small plays, poems, stories and anecdotes. Functional writing, on the other hand, serves practical purposes in real-life situations, such as requesting or offering advice, inviting someone to a visit or event and applying for something, among other examples. Functional writing provides learners with the necessary knowledge, skills and comprehension to function proficiently, efficiently and autonomously both within and outside of educational settings. Writing, along with reading, is fundamental knowledge and serves as the primary foundation for instruction in a primary education setting. These two drawbacks impede learners from effectively keeping pace with their education.

1.3 Problem Statement

The instructional approach employed in English language will influence the mastery of writing skills. A properly written work in the English language, especially for L2 learners, should demonstrate competence in grammar and writing mechanics, vocabulary and organization, which promote coherence and logicality. Mastery of writing skills should therefore be the ultimate goal for every teacher, curriculum designer and researcher. Proficient writing skills are essential not just in contemporary workplaces but also in the business sector, where there are expectations for prospective employees with strong writing abilities to have a greater likelihood of advancing in their careers (Zhu, 2004). Writing fosters imagination and comprehension because it includes thinking; therefore, in order to organise ideas for writing, authors must envision and be creative in how they express their ideas. The adequate development of learners' writing skills cannot be over-emphasised and

appropriate instructional approaches for the realisation of this crucial skill are of utmost significance.

In spite of this, pupils exhibit inadequate written communication skills across all educational levels, from upper primary to higher education institutions. This may be due to an ineffective instructional approach. Pupils in Kenya's upper primary schools lack the necessary writing and communication skills for effective learning. Consequently, the national educational performance has been dismal. KNEC reports and newsletters from 2012, 2013, 2020, 2021, and 2022 indicate that primary school pupils consistently exhibit inadequate performance in English language composition and essay assignments that evaluate their communication skills. KCPE candidates predominantly spend their time repetitively copying the lead sentence rather than composing a story in accordance with it. The pupils struggle to construct a narrative and often produce words that are regrettably inaccurate. These indicate a lack of essential writing skills. Furthermore, the KNEC report on Atikaschool.Org and Elimuspace.co.ke, 2021, indicates numerous errors in tense and punctuation, poorly constructed sentences, inadequate sentence structures, incorrect spelling, and omissions, among other issues. The poor outcomes have prompted public concern regarding learners' inadequate written communication skills in both academic and social contexts (Muitung'u and Njeng'ere, 2010). Despite the essential role of writing in the educational curriculum, students do not achieve the expected level of proficiency in this skill, for they exhibit deficiencies in technical and stylistic writing skills, punctuation, word choice, and recurrent errors in sentence structure, among other areas. The combination of these variables has led to reduced performance in composition writing assessments, which in turn has affected the overall English language proficiency. Koross, Indoshi, and Okwach (2013) assert that the insufficient

development of writing skills is partially due to the approaches to instruction used in the teaching of English language.

Therefore, this unsettling scenario could be the result of inappropriate instructional approaches. According to Sure and Ogechi (2009), pupils in upper primary classrooms are incapable of successfully communicating in English. Moreover, the use of English as the medium of instruction has a substantial influence on learners' academic achievement (Kioko & Muthwii, 2001). It is expected that by the end of primary education, learners are should demonstrate their creative expression through the use of imaginative and metaphorical language. According to Kalemesi (2016), learners struggle to effectively communicate in Basic English when engaging in creative writing tasks. The constructivist and product approaches of teaching writing are among the numerous approaches that primary teachers can use to improve their learners' writing abilities. The hypothesis driving this study is that upper primary learners need to acquire adequate writing skills using constructivist and product approaches in English language instruction. The approaches by which writing skills are taught remain very fundamental, especially with the new competency-based curriculum (CBC), which aims to help learners enhance their skills (KICD, 2017). This study sought to investigate the effectiveness of the constructivist approach compared to the product approach in enhancing English writing skills among pupils in selected primary schools in Kenya.

1.4 Purpose of the Study

The purpose of this quasi-experimental study was to compare the effect of constructivist and product instructional approaches on learners' achievement in writing skills in English language in selected primary classes in Kenya.

1.5 Objectives of the Study

The objectives of this study were to:

- i. To assess the extent of teachers' use of the constructivist and product approaches in teaching writing skills in selected primary schools in Kenya.
- ii. To determine pupils' performance in a writing test before and after instruction using the constructivist approach in writing skills in selected primary schools in Kenya.
- iii. To analyze the effect of constructivist instructional approach in writing skills in selected primary schools in Kenya.
- iv. To determine pupils' academic performance in a writing task before and after instruction using the product approach in writing skills in selected primary schools in Kenya.
- v. To analyze the effect of product instructional approach in writing skills in selected primary schools in Kenya.
- vi. To compare the effects of constructive and product instructional approaches in writing skills on pupils' academic performance in a writing test in selected primary schools in Kenya

1.6 Research Questions and Hypothesis

1.6.1 Research Questions:

The study was guided by the following research questions:

- i. To what extent do teachers' use the constructivist and product approaches in teaching writing skills in English in selected primary schools in Kenya?
- ii. What is the effect of pupils' academic performance in a writing test before and after instruction using constructivist approach on writing skills in selected primary schools in Kenya?
- iii. What is the effect of constructivist instructional approach on writing skills in selected primary schools in Kenya?
- iv. What is the effect of pupils' academic performance in a writing test before and after instruction using the product approach on writing skills in selected primary schools in Kenya?
- v. What is the effect of the product instructional approach on writing skills in selected primary schools in Kenya?
- vi. What is the effect of constructivist and product instructional approaches in writing skills on pupils' academic performance in a writing test in selected primary schools in Kenya?

1.6.2 Research Hypotheses

The study was be guided by the following research hypothesis:

1. **H₀₁**: There is no significant difference in pupils' academic performance in a writing test before and after using constructivist instructional approach in writing skills in selected primary schools in Kenya.

2. **H₀₂**: There is no significant difference in pupils' academic performance in a writing task before and after using product instructional approach in writing skills in selected primary schools in Kenya.
3. **H₀₃**: There is no significant difference between constructivist instructional approach and the product instructional approach in pupils' academic performance in the writing test in English language in selected primary schools in Kenya.

1.7 Justification of the Study

The principal goal of this study was to compare two instructional approaches, specifically constructivist and product approaches, to ascertain their effect on enhancing writing ability among learners in Kenya's upper primary schools. Writing competence in English language is beneficial in several aspects of an individual's life, including academics, commerce, technology, education, health, professional achievements, formal communication and engagement in both local and global contexts. The aim of classroom writing should be effectively applied in everyday life. (McDonough, Shaw and Masuhara, 2013). The constructivist approach, which uses the concepts of zone of proximal development (ZPD) and scaffolding, is credited by its proponents as a child-focused approach that gives learners the chance to create and alter their own knowledge with the assistance of a more knowledgeable other (MKO). The product approach, also known as the traditional approach, is highly regarded for its use of exemplar texts and teachers' supervision to assist pupils in creating similar writings. The focus is primarily on the teacher.

Moreover, the act of writing, in its various manifestations such as personal, public, creative, social, intellectual and institutional, is indispensable to all facets of an individual's existence. Hyland (2015) asserts that writing serves as a means of

practicing language. It is a personal and individual activity that also has interactional and social aspects. Writing expresses a culturally recognised purpose, reflects a specific type of relationship and acknowledges engagement within a particular community. Learning to write in an L2 is not solely dependent on the availability of opportunities to write or edit. The rapid expansion of global interconnectedness and cross-border communication has created a need for high levels of skill in the English language, especially in written English. The significance of writing abilities and the proper methods for their enhancement cannot be overemphasised enough.

The other justification is due to the fact that past KNEC reports on KCPE English language performance and in particular the compositions (writing), have been on the decline (KNEC reports of 2017, 2018, 2019 and 2020, 2021 and 2022). These problems led to this study, which aimed to suggest possible alternatives to using the constructivist approach to improve pupils' writing skills and, most importantly, to meet the goals of English language teaching in primary school as outlined in the KICD syllabus or instructional design (2019). Through the attainment of the objectives of teaching English language at grade four, learners would be able to attain competence in English and adequate expressive skills, thereby causing good performance in other subjects. It is in the English language. Just like one's first language, people are able to express their feelings, emotions, likes and dislikes (Gathumbi et al. 2008). In Kenya, adequate command of the English language affords learners an added advantage in matters of career and schooling. An appropriate teaching approach that enhances writing development is helpful. This study on the comparison of learners' performance on constructivist and product approaches to writing capabilities would be useful in promoting the attainment of the set objectives of teaching writing.

The Kenya Institute of Curriculum Development (2017), Volume One, Grade 4 Upper Curriculum Design states that English is a prominent language used for education, information dissemination, commercial activities, diplomatic interactions and social connections. It is both the most commonly spoken L2 and a global language. Hence, possessing a strong linguistic basis will enable the learner to effectively communicate both within their own country and international. Proficiency in the English language is essential for attaining the National Goals of Education, as it enables individuals to connect with the international community and access the global information network. For this task, the student must have sufficient proficiency in English reading and writing.

1.8 Significance of the Study

The findings of this study provide useful contributions to our understanding of the constructivist and product instructional approaches for enhancing pupils' writing abilities in English at the primary school level. The findings provide significant benefits for various individuals, organisations and entities.

The Ministry of Education (MoE) finds the results of this study helpful since it provides direction for selecting an effective instructional approach to teaching writing and consequently create educational materials that are intended to help primary school pupils develop their writing skills. MoE is able to understand grade four teachers' writing instructional practices, which are geared towards developing learners' literacy and achieving the objectives of writing in English through an appropriate instructional approach. The study aids in decision-making regarding assessing and revising the English language teaching curricula in primary schools and teacher education programs. Through this study, the MoE and, indirectly, the schools, can determine which in-service writing instructional courses to initiate for primary school teachers,

aiming to keep them updated on the latest developments in writing instruction. The MoE, specifically the quality assurance department and Teachers Service Commission, find this study to be very helpful in understanding the barriers that constrain teachers and pupils in grade four from teaching and learning to write while employing the two approaches under comparison.

Teachers and teacher educators find this study useful because, through it, they will be provided with the necessary inputs for writing instructional training programmes for primary school teachers with a view to improving their competence in writing instruction. Language educators or college tutors would be provided with information on effective writing instructional strategies to guide future training. Teachers in grade four would receive feedback on their writing instructional processes. The teachers would then evaluate their own instructional approaches, as this study has established.

This study adds additional literature to the existing literature related to writing instruction through the adoption of constructivist and product approaches. As a result, it encourages further investigation into the adoption of the two approaches to language teaching and learning.

Finally, individuals involved in the assessment and implementation of competency-based curriculum (CBC) consider the study's findings to be highly beneficial. The reason for this is that the findings about the writing evaluation provide useful insights into how assessment might be enhanced.

1.9 Assumptions of the Study

In light of the study, the assumptions made included:

1. All teachers teaching grade four pupils in the selected schools are certified to teach by the government.

2. Teachers teaching English language writing skills in grade four use constructivist and product approaches in the English language classroom.
3. The learners are from homogenous language community; hence, the language used for teaching in grades one to three was the same as the language spoken in the surrounding area.
4. Learners are engaged in a variety of learning and writing activities during writing lessons
5. Pupils learn writing skills in English language devoid of first-language interference.

1.10 Scope of the Study

Several studies have explored approaches to writing instruction (Odima, 2015), but hardly any mention has been made regarding the comparison of the use of constructivist and product approaches and which of these two approaches effectively enhances the development of learners' writing skills in primary schools, which this study has explored. The study sampled participants from selected primary school classrooms, with a particular focus on fourth grade pupils and their teachers of English. This is because it is assumed that the language used for teaching in grades one to three in lower primary is the same as the language spoken in the surrounding area, which ensures uniformity. In fourth grade, instruction is conducted in English. Moreover, our emphasis was on grade four due to its significance in grounding writing abilities and instructing in-depth paragraph construction. The study assessed various elements, including grammar, mechanics of writing, handwriting, vocabulary and organisation.

1.11 Limitations of the Study

The time with which learners were exposed to instruction based on the two approaches may have been insufficient. Another limitation is that the researcher made a preliminary visit to the selected school to schedule a lesson with the teachers of English. This could have contaminated the quality of the data gathered for the study. This was mitigated by training the teachers who participated in the study on what is expected of them during the instruction using the respective approaches. The limitations were also mitigated by way of triangulating the data through the three data collection tools.

The study was undertaken within a span of eight weeks, which was to give the teachers and learners ample time to execute their instruction using the two approaches under study without the pressure of time. This was mitigated by way of impressing upon the teachers that the study was solely for academic purposes and not for any ranking which helped to ease the participating teachers from undue manipulation of the expected responses and learner performance.

1.12 Theoretical Framework

A theoretical framework offers rules for interpreting social occurrences (Bryman, 2012). This study used Levy Vygotsky's social-cultural development theory (1978), which emphasises how individuals and groups of learners actively generate knowledge and interpret their experiences. This theory recognises that an individual's cognitive processes are not the sole source of information. Unlike the theoretical viewpoint that suggests learning is a passive process where knowledge is transferred from one person to another, this framework emphasises the active involvement of the learner. This philosophical standpoint promotes active engagement in the generation of information rather than passive reception.

This theory proposes two concepts: the impact of existing knowledge on the creation of new knowledge and the active engagement required for successful learning. The knowledge that learners acquire in the classroom is shaped or influenced by their past knowledge. Lantolf, Thorne and Poehner (2015) assert that Vygotsky's focus was primarily on the contextual aspects of language acquisition in young children. Vygotsky's theoretical framework revolved around the significance of social interaction in facilitating cognitive growth. Additionally, he proposed the notion that although children's cognitive development may be constrained at a particular age, complete cognitive development might be achieved through the provision of opportunities for social interactions.

Vygotsky (1978) postulated that learning and growth in children are inseparable, making them synonymous terms. Furthermore, he proposed that socialization and education processes are essential in promoting knowledge acquisition and skill development in children. According to Vygotsky, cultural factors have profoundly influenced children's perception, attention and memory, providing them with cognitive tools of considerable importance. Culture offers individuals cognitive resources through various means, such as historical knowledge, social context, traditional practices, linguistic systems and religious beliefs.

According to his theoretical framework, learning occurs when learners engage in active interactions with their peers and efficiently utilize their social environment. This helps them internalise their knowledge and abilities. Young people's acquisition of information is aided by their active engagement with the social environment, which stimulates the development of new concepts and ideas.

Kim (2001) employs the concept of "social constructivism" to denote Vygotsky's theoretical framework situated inside the constructivist paradigm. Vygotsky stressed the importance of socio-cultural learning and his theory highlights the interconnectedness of internal and external elements in the learning process, as well as the impact of the social environment on learning. He posits that an individual's cognitive function is influenced by their social interactions and cultural surroundings, resulting in significant contributions to the area. According to Vygotsky, learning occurs when individuals undertake tasks that are unfamiliar to them but fall within their zone of proximal development (ZPD), which refers to the range of their skills.

The ZPD is a real-world area where two important elements exist: the ability to solve problems autonomously and the opportunity to further develop problem-solving skills when guided by a more knowledgeable adult or peer. This idea highlights the notion that while adults have the capacity to acquire knowledge autonomously, children may require support from others in the form of scaffolding before they can attain independent learning. Engaging actively in experiments and experiences, as well as participating in social discussions, results in the creation of knowledge and comprehension. Pupils require access to authentic practical knowledge, along with chances to engage with individuals who possess such expertise. Promoting cooperative learning facilitates the attainment of educational objectives. To effectively achieve these learning objectives, three crucial variables in classroom management must be considered. The topics discussed are class organisation, cooperative learning and grouping. This theory posits that pupils' cognitive and affective growth is influenced by their relationships with teachers, peers, context and instructional materials, as learning and teaching are inherently social processes (Kim, 2001). It is argued that interaction and/or social contact between learners facilitate

learning. Learners negotiate meanings against the background of the context through interaction with people in the environment, teachers, peers and materials.

This theory is appropriate for this study because pupils in a twenty-first century classroom come from diverse range of backgrounds. The learners in the study setting have a variety of social and economic backgrounds, cultural contexts and learning preferences. Teachers face a multitude of challenges and opportunities in their efforts to cater for the diverse needs of individual learners, stemming from these inherent differences. Educators also face challenges because middle school pupils are learning English as an L2 and may not have a proficient level of proficiency in the subject. As a result, the teachers will be required to participate in activities that promote the learning and progressive application of English language skills and they should make sure that the language skills they offer are useful. Credit to constructivism, the learner will be able to see the interdependence of competencies across abilities and enjoy how valuable what they learn is in their everyday circumstances.

Constructivist learning theory is beneficial to writing in many ways, among which include: children learn meaningfully and, above all, enjoy their learning; it promotes divergent thinking; learning is centred on thinking and understanding rather than rote learning; it boosts confidence in learning; and promotes collaborative learning. Because learning is learner-centered, it encourages pupils' abilities to communicate their knowledge in a variety of ways. It enhances social and communication abilities by cultivating a classroom atmosphere that promotes learner engagement in social and communicative endeavours (Gray, 1997). According to the social-cultural development theory of writing instruction, the learner is regarded as an engaged and influential participant in the writing process. This phenomenon can be attributed to the constructivist character of writing and the adoption of a constructivist perspective

on knowledge, which enable teachers to gain a comprehensive understanding of the essential elements involved in fostering exceptional learners. The use of scaffolding and the ZPD concept becomes beneficial in formulating instructional strategies that underlie the implementation of the competency-based curriculum currently being rolled out in Kenya.

This theory is applicable to this research given that a constructivist approach affords opportunities for learners to engage in learning strategies for writing. Teachers get the opportunity to execute their facilitating role with optimum use of resources in a freer environment with less stress and anxiety. Teachers and learners can use self-assessment activities and/or tools to implement writing assessment methods and this theory can promote peer assessment. All these helped learners generate their own meaningful knowledge in writing skills for their life-long use.

Critics have pointed out that sociocultural theory is subject to criticism on multiple fronts. The idea lacks a clear explanation for the phenomenon of certain children exhibiting delayed learning and development despite receiving robust social support. The elucidation of Vygotsky's ZPD concept is deficient in terms of clarity and precision. The ZPD lacks clarity because it fails to consider a comprehensive understanding of a child's learning requirements, current level of aptitude and motivations. The text fails to elucidate the development process or provide an explanation of its actual occurrence (Chaikline, 2003). Moreover, the idea neglects the individual's function and instead focuses on the collective. According to Vygotsky, the mind is not regarded as distinct from the collective. It fails to acknowledge that individuals have the ability to exceed societal expectations by cultivating their own particular comprehension (Lui & Mathews, 2005).

Some civilizations lack social connections, making the theory inapplicable to them. This is due to the fact that social groups may lack completeness and equality, making some learners unable to derive the same level of understanding from their participation. The level of collaboration and participation differs among individual learners, resulting in inequity for each student. Furthermore, each learner's varying skill sets limit the learning process. Individuals with learning disabilities or difficulties may interpret group interactions differently compared to individuals without such challenges (Lui & Mathews, 2005). This approach largely emphasises interpersonal interactions and cultural dynamics rather than placing emphasis on writing proficiency. The idea fails to consider the unique characteristics and variations among learners. The individuals include gifted learners and child prodigies, among others.

1.13 Conceptual Framework

A conceptual framework for a study, as defined by Mile sand Huberman (1994:440), is a complete framework that outlines the fundamental factors, structures, or variables and establishes their interrelationships. Ravitch and Riggan (2017) argue that a conceptual framework serves two main purposes: to justify the significance of the chosen research topic and to establish the suitability and rigour of the research methods used. The framework is crucial in determining the design, direction and development path of the study, as it serves as a vehicle for integrating all aspects of the research process.

The researcher's conceptual framework embodies their comprehension and analysis of the phenomenon being studied. It functions as an initial theoretical framework that delineates their understanding of the fundamental processes and cause-and-effect interactions in operation. The figure drawn is not an outcome of discovery or

reference, but rather a consequence of construction. The framework incorporates components that the researcher has acquired from external sources. It is crucial to acknowledge that the general coherence and organisation of this structure are not naturally present or pre-existing, but rather a deliberate creation process carried out by the researcher (Becker, 1986).

Figure 1.1 illustrates the conceptual framework utilised in this investigation, showing the relationships between independent, dependent and confounding factors. Confounding variables encompass several elements, such as learners' educational and home environments, teachers' professional expertise with constructivist and product-oriented instructional approaches and the availability of teaching and learning resources in the school setting. The dependent variable is the development of learners' writing skills, namely their capacity to effectively and appropriately communicate using written language. This relationship is graphically illustrated in Figure 1.1. The orientation of the arrows in the figure reflects the anticipated direction of the relationship between the cause and the consequence.

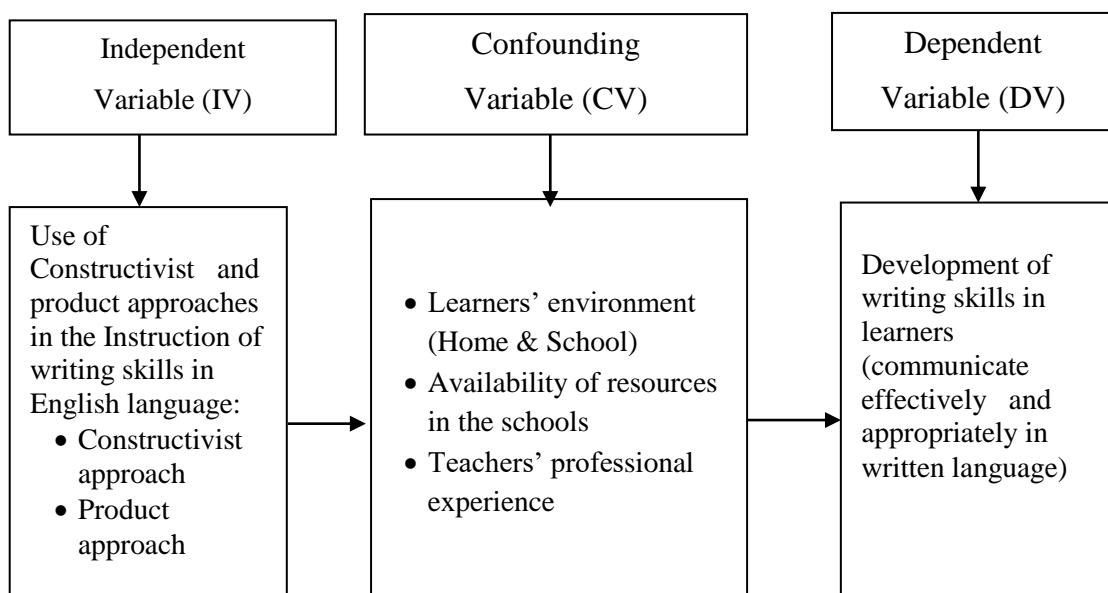


Figure 1.1: Conceptual framework of constructivist approach in teaching writing
(Source: The researcher, 2023)

1.14 Operational Definition of Terms

To ensure consistency and comprehension throughout the study, the following terms are defined:

Ability: Used to refer to the fundamental characteristic or capacity to perform a particular action or task.

Academic performance: This term refers to the results achieved in a test following a writing skills instruction process.

Approach: This refers to a collection of fundamental concepts, convictions, or notions regarding the process of acquiring knowledge that is implemented in the classroom; a specific perspective or method used to approach the teaching and learning process.

Assess: entails collecting data from multiple sources to evaluate their knowledge, understanding and competency in relation to the desired learning goals. It is aimed to measure the learner's capacity to communicate effectively in written language.

Assessment methods: These are several strategies that gather data to determine the level of proficiency that learners demonstrate in their writing abilities, which are developed through their ability to communicate in written language.

Challenges: Refer to a number of huddles and/or circumstances that may impede the desired outcomes when using constructivist and product approaches in English language instruction to cultivate a variety of writing skills.

Competency-based curriculum: is a curriculum that is outcome-focused and aims to enable pupils to demonstrate specific skills and abilities by the end of the writing class.

Constructivist approach: is a pedagogical style that focuses on the active involvement of pupils in the English language classroom, as well as their ability to create new material by using their past experiences and existing knowledge.

Constructivism: This perspective on learning is theoretical and suggests that knowledge is produced through active cognitive processes carried out by pupils rather than being passively communicated by teachers. Pupils actively participate in the act of writing to create and produce meaning and understanding.

Development of writing skills: This refers to the growth of knowledge of conventions and abilities concerning the expression of ideas and a logical structure in sentences so as to make sense to a reader via the written mode in preparation for becoming a good writer and thus achieving appropriate expression in written communication.

Effect: This is the result that emanate from treatment that is applied for purposes of testing its consequences.

English language: This is a language that is widely recognised as one of the most prevalent global lingua franca, serving as the official language in numerous nations, particularly those in the Commonwealth, as well as the standard language in a number of fields, including computing, coding, international business and education, among others. Its origin can be attributed to the Indo-European language family's West Germanic language, which was originally spoken by the early medieval inhabitants of England.

Grade four: This is the first tier of the upper primary segment in the middle school curriculum in 2:3:3: 3:3 in the Kenyan education system

Learning activities: These are the activities used to execute teaching and learning.

Instruction: In education, the term *instruction* refers to the methodical approach teachers use to transfer knowledge and encourage learners to actively participate in

the development of their writing skills. This includes strategic management of instructional time and activities to effectively deliver information and implement a well-thought-out plan.

Instructional methods: are the guiding principles and strategies used by teachers to facilitate and foster the development of writing skills. These methods involve creating conducive learning environments and delineating the specific nature of activities in which both teacher and pupil participate during the writing skills lesson.

Instructional resources: encompass a broad range of tools, equipment and media used in the teaching and learning process.

Product approach: This approach places primary emphasis on the final result of writing skills, while overlooking the underlying process.

Writing: is a medium that entails the creation of textual content in which ideas and thoughts are conveyed through a coherent and comprehensive expression. This research includes all of the activities designed to improve writing proficiency.

Writing skills: encompass the cognitive, affective and psychomotor qualities that assist individuals, particularly writers, in effectively expressing their thoughts and actively interacting with the intended message. Academic writing encompasses the entire range of knowledge and abilities associated with effectively conveying concepts through the medium of written language.

Writing test: This is a form of written assessment administered to learners who are expected to execute it in written mode.

Teaching approach: This is a perspective on teaching and learning that is grounded in a collection of principles, beliefs and ideas that pertain to the fundamental nature of learning within a classroom setting. An approach is a method of teaching something by employing classroom activities or techniques to help pupils learn.

Teaching and learning activities: encompass a range of instructional strategies employed by teachers to effectively foster and encourage the intended process of gaining knowledge within the classroom setting. The activities comprise various components, including drafting, revising, working as an individual and in pairs, engaging in group work, participating in peer activities, fostering collaborative learning and engaging in discussions.

Teaching and learning strategy: refers to the comprehensive and methodical methods and procedures used by teachers to effectively impart writing information with the goal of enhancing learners' writing proficiency.

Skills: are competencies that individuals develop through formal instruction or practical involvement.

1.15 Chapter Summary

This chapter provided a comprehensive and detailed introduction to the study, including information about the study context and the problem being addressed. The problem statement emphasizes the lack of English writing proficiency among pupils in upper primary schools. The chapter provided a more detailed explanation of the study purpose, which is to compare the constructivist and product approaches to improving English language writing skills among learners in specific primary classrooms in Kenya. This research attempted to address issues related to the English language by utilising instructional approaches that effectively improve writing skills in teaching, as indicated in the study rationale and significance.

This chapter extensively explores Levy Vygotsky's socio-cultural development theory. The discussion also addressed a conceptual framework that visually illustrated the relationship between independent, dependent and confounding variables. The

framework also examined techniques for effectively handling confounding variables.

The next chapter presents an in-depth review of the pertinent related literature.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This quasi-experimental investigation aimed to assess the efficacy of two distinct approaches, namely constructivist and product approaches, in improving the writing capabilities of English language learners. The research was conducted in selected primary schools in Kenya. The impetus for doing this study originated from a thorough analysis of the current body of literature on the two pedagogical methods used to teach writing skills.

2.2 Teaching Writing in the English Language

Self-directed learning has become an important part of education, requiring the use of advanced strategies for independent study. To meet this criterion, it is crucial to carefully select teaching and learning methods that are in line with the pupils' needs. The pedagogical framework for instructing the four skills includes communication, task-based methodologies, functional techniques, a constructivist approach and real-life contexts.

This study aimed to assess the product's effectiveness and constructivist approaches in the context of teaching writing skills. The four essential skills in language instruction and learning are listening, speaking, reading and writing. These skills play an important role in the pursuit of language proficiency. Although these parts may seem separate, they are actually interrelated. Language educators should aim to include them in a way that is both productive and streamlined. Listening and communication are closely interconnected and mutually dependent in a practical context. Reading and writing are closely interconnected abilities. They are crucial elements of proficient written communication.

By integrating these skills, pupils would develop exceptional proficiency in listening, speaking, reading and writing, enabling them to effectively communicate. The development of skills is a continuous and evolving process rather than a fixed resultant it is crucial for teachers to offer learners progressively challenging assignments and materials. When a teacher creates tasks that integrate these language skills simultaneously, he or she provides the pupils with situations that promote growth in all areas of language learning. The primary objective of including the four skill activities in the language classroom is to offer learners scaffolded support and opportunities to engage in authentic information exchanges, demonstrate their language proficiency or progress and significantly enhance their confidence in using the language.

Several factors have influenced the shift in traditional attitudes toward second-language classroom instruction. Some noted variables include the decline in traditional teaching methods, the increasing focus on developing both bottom-up and top-down abilities, the introduction of new English knowledge and the teaching of integrated and multiple skills in real-life situations. Argyropoulou and Nina (2021) assert that these four qualities have had a significant impact on the development of classroom teaching and curriculum design for L2 learners at different proficiency levels.

The pedagogy of L2 writing in the 1980s was mainly influenced by studies conducted on first language writing. A recent study conducted over the past twenty years has uncovered significant differences in the learning of writing abilities between a person's native language and an L2 (Hinkel, 2002; McKay & Wong, 1996; Silva, 1993). Silva (1993) states that there are significant differences in writing features between first-language and second-language environments. The author emphasizes

the importance of incorporating cultural, rhetorical and linguistic differences between first and L2 authors into the framework of L2 writing instruction.

Adopting this strategy is essential for efficiently meeting the specific learning needs of second-language writers. Hinkel (2002) shows that, even after receiving comprehensive instruction in English as a second language and composition for a long time, texts written by L2 authors differ significantly in their grammatical and rhetorical features compared to those written by inexperienced first language writers. Hinkel (2003) found that even advanced L2 authors had a limited repertoire of vocabulary and sentence patterns. As a result, their written work is generally composed of simple texts that include the most commonly used language features observed in everyday interactions.

Just like with reading in an L2, there is an increasing acknowledgment in L2 writing of the significance of incorporating both bottom-up and top-down skills. This recognition stems from the belief that learners must acquire expertise in both domains in order to become proficient second-language writers. Prior studies conducted by Cope and Kalantzis (1993, 2000) have shown that individuals can improve their social integration and receive acknowledgment by showcasing their proficiency in verbal and written communication.

To develop writing skills, effective instructional techniques in grammar and vocabulary must be implemented. The importance of an individual's linguistic repertoire and writing abilities cannot be overstated, as they have a profound influence on their social, economic and political decision-making. The absence of sufficient instruction in the grammar and vocabulary of an L2 is a notable disadvantage for individuals who are learning L2. This limitation negatively impacts

their potential in career, educational and professional endeavours, thus limiting the scope of opportunities available to them (Celce-Murcia, 2001; Martin, 1992).

Researchers have repeatedly stressed the importance of language quality in second language writing because of the intrinsic relationship between grammar, lexis and meaning in written communication. Moreover, the assessment of second language authors ultimately relies on their mastery of language usage and the creation of cohesive writings. As a response to the recognised deficiencies, there has been a change in the teaching methods and attitude towards teaching second language writing since the 1980s. This change includes a greater adoption of a fairer viewpoint (Silva & Brice, 2004).

Many people in the United States strongly believe that language acquisition can be effectively accomplished by comprehensible input alone (Frodesen, 2001). Writers have observed that there is a widespread lack of language training for people who are learning a second language. To ensure effective communication among second language writers, it is critical that the curriculum for second language writing instruction include components such as grammar and vocabulary (Frodesen, 2001; Byrd, 2005; Byrd & Reid, 1998; McKay, 1993). Modern viewpoints support the incorporation of grammar and vocabulary teaching in the framework of teaching writing in a second language. Frequently, teacher education textbooks lack the basic grammatical and lexical features required for developing formal academic writing and conversation.

The current methods used to teach second language writing to primary school pupils are based on the belief that learners must first become proficient in spelling and recognising letters and words before focusing on the analysis of morphemes, phrases

and sentences from a syntactic perspective (Celce-Murcia & Olshtain, 2000). As learners continue in their writing development, they are given more complex assignments that involve personal experience narratives, correspondence with acquaintances and personal journals. Afterwards, the process of learning advances to the acquisition of writing skills in the school environment, typically combined with reading comprehension, as well as the absorption of grammatical structures and lexical knowledge (Adger, Snow, & Christian, 2002; Birch, 2005; Schleppegrell, 2004).

A significant portion of the current integrated construction in the realm of second language writing involves the integration of grammar and vocabulary into reading, content-based and form-focused instruction. The purpose of this integration is to enhance the overall competence of second language learners in generating written texts (Cope & Kalantzis, 1993; Williams, 2005). Teachers have the capacity to select readings from many genres, such as narratives, expositions and debates, in order to help pupils understand how specific grammatical structures and vocabulary are used in real written and textual communication.

By utilising the assigned reading material, participating in text analysis exercises can be an effective way to begin focusing on the specific usage of grammatical structures and terminology in a particular context. The instruction can also highlight the features of written language by guiding learners' attention to the contextual aspects of languages, such as emails, messages, news, reports and academic writing, as well as their corresponding linguistic and discourse characteristics (Celce-Murcia and Olshtain, 2000; Hinkel, 2000, 2003, 2004, Larsen-Freeman, 2002; Nattinger & DeCarrico, 1992).

The combination of teaching writing and reading is reinforced by systematic functional linguistic and genre ideas. The course examined the use of language in written works, with a particular emphasis on academic objectives. The purpose of this technique is to help individuals who are learning a second language analyze academic discourse while reading and produce written work that adheres to the sociocultural conventions of a specific academic or professional genre (Christie, 1998; Copeland Kalantzis, 1993, 2000; Martin, 1992; Silva and Brice, 2004; and Widdowson, 2003). Many scholars argue that the classification of genres and their corresponding linguistic characteristics can be subjective, lack a precise definition, be unstable, or have little significance for English language learners (ELL) who come from diverse backgrounds.

The advent of the communication approach in the 1970s had important consequences, including the expansion of language units from individual phrases to larger stretches of discourse and the conversion of text into a unified thematic entity. These principles have been firmly established in the field of writing instruction. To ensure efficient material organisation, it is crucial to incorporate principles such as arranging paragraphs based on functional categories and utilising various linking mechanisms. Clearly, having a communicative viewpoint on language is a necessary condition for writing that primarily emphasises the message. Teaching materials that adhere to a communicative approach emphasise the various aspects of writing that contribute to its development, such as the technical aspects of writing, the structure and arrangement of ideas, grammar and vocabulary. Figure 2.1 depicts a variety of degrees of writing.

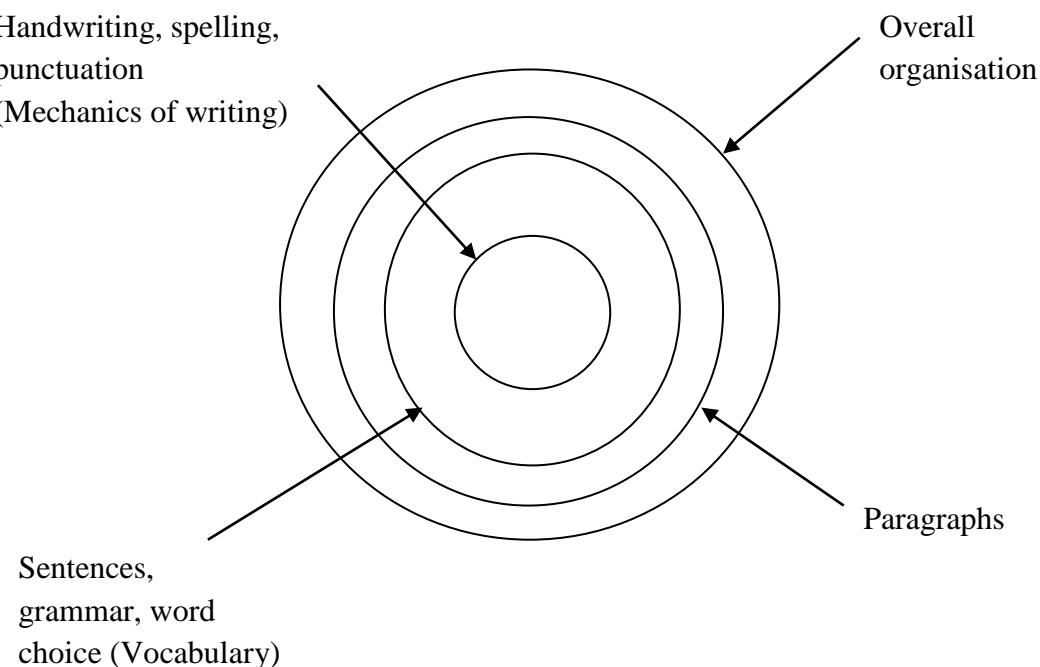


Figure 2.1: Levels of writing

(Adapted from *Materials and Methods in ELT*, McDonough, 3rd ed., 2013 pp. 188)

2.2.1 Writing Skills Instructional Theories

Instructing writing in ESL poses significant challenges. Researchers have proposed multiple concepts to aid learners and educators in their efforts to improve language competency and the writing process. (Hyland, 2015). The utilisation of theories can enhance the ability of instructors to efficiently apply techniques that have been validated and grounded in research. Hodges (2017) argues that there are four essential hypotheses regarding writing teaching. Firstly, the cognitive process theory of writing is introduced. According to Flower and Hayes (1981), the concept suggests that writing is a cognitive process. To participate in the act of writing, one must utilise cognitive processes such as ideation, planning and organisation, all of which require the utilisation of creative abilities.

This theoretical framework seeks to educate pupils on utilising cognitive processes to enhance their understanding of textual content. The reason for its extensive

popularity, in contrast to other writing theories, can be linked to its intrinsic virtues, which encompass the following: Prior to writing, writers actively participate in higher-order cognitive processes. The process of establishing the organisational structure takes place during these activities. Composing involves setting objectives and authors create both macro-and micro-objectives to successfully complete the writing activity. Essentially, this approach just emphasises the cognitive elements associated with the process of writing.

The sociocultural theory of writing is the second one. Vygotsky created a theoretical framework that assigns significant importance to motivation, affect and social factors as integral elements of the writing process (Hodges, 2017). This discourse explains the manner in which human intelligence arises from societal or cultural influences, as well as the social nature of human learning. This theory posits the importance of socialisation and interaction as key components that support the cognitive processes involved in knowledge acquisition. Vygotsky (1978) created the theoretical construct known as the zone of proximal development (ZPD), positing that learners require guidance and social interaction to facilitate their cognitive growth. In a classroom environment focused on ESL, it is imperative for pupils to engage in collaborative efforts with their peers and seek support from both teachers and fellow pupils in order to enhance their learning experience.

The third theory is social cognitive theory, specifically focusing on the concept of self-efficacy in writing. Bandura (1993) proposed a theoretical framework that aims to explain the complex interaction of cognitive, behavioural, psychological and contextual factors in influencing motivation and behaviour. The attention is centred on three elements: observational learning, imitation and modelling. Self-efficacy pertains to the degree of confidence a student has in their ability to successfully

complete a specific writing assignment and effectively handle any potential difficulties that may emerge. Bandura (1991) posits that the notion of self-efficacy proposes that individuals develop their beliefs regarding their skills by considering their past achievements. Consequently, individuals are more inclined to choose jobs that they feel confident in their ability to accomplish, while avoiding undertakings that they see as challenging or beyond their capabilities. This theoretical framework outlines four fundamental principles: self-observation, self-evaluation, self-reaction and self-efficacy. Within a writing classroom, it can be contended that both cognitive ability and confidence in one's ability to overcome challenges are important factors in facilitating writing instruction.

Fourthly, there is the ecological theory. Cooper (1986) proposed the theory. The author argues that a writing ecology involves a wider range of factors than only the individual writer and their immediate environment. Within the writing classroom, pupils interact with each other to create systems that both influence and are influenced by the writing produced by their peers in their own learning environments. This theory suggests that the characteristics of a writer or a written work have a two-fold impact on both influencing and being influenced by the characteristics of other authors and written works in the system. Moreover, it implies that learners have an innate ability to be flexible and adjust to new circumstances. Although the structure and content of an entity may be initially established, they continuously undergo real-time change. An important drawback of this theory is its vulnerability to modification over long periods of time.

2.2.2 Approaches to Teaching Writing Skills

According to Selvaraj and Aziz (2019) proficiency in writing among ESL has been achieved due to substantial modifications in writing instruction throughout the years.

Hasan and Akhand (2010) identified numerous techniques, including product-based, process-based, genre-based and process-genre-based approaches. A concise summary of each of these aspects would be adequate in the context of this research, followed by a comprehensive analysis of the product strategy.

Process-oriented approaches prioritise the sequential actions undertaken in order to achieve the ultimate outcome. The writing process comprises four essential components, namely planning, drafting, revising and editing. The essential steps in this approach involve learners engaging in the process of drafting their work and subsequently receiving feedback from their peers and/or teachers. This is then followed by the revision of their texts. This approach is credited with enabling authors to navigate between different sections of their writing in order to enhance its quality.

The act of composing original written works and engaging in cognitive processes fosters the development of creativity among authors. Furthermore, because of its recurrent recursive procedure, this approach exhibits dynamism. Furthermore, the implementation of this approach enhances pupils' writing proficiency within the context of learning by employing scaffolding techniques. It is imperative to acknowledge that the provision of feedback by peers and instructors presents pupils with the opportunity to enhance their writing skills (Maarof, Yamati, & Li, 2011). Nevertheless, this approach consumes a substantial amount of time as it places a lot of focus on the procedural aspects rather than on structures and grammar.

The genre-based approach is an alternative perspective that regards writing as predominantly linguistic while highlighting the influence of the social context in which it is created. This approach emphasises the production of writings that are tailored to specific social contexts (Badger & White, 2000). The aim of this approach,

according to Tangpermpoon (2008), is to acquire information about a specific genre and its communicative purpose, which allows writers to effectively engage with the community. The aforementioned approach has several benefits, as it imparts to pupils a diverse range of sentence forms applicable to different types of texts. This instructional method provides pupils with exposure to a diverse range of genres or text types. According to Elashri (2013), it is critical for learners to be exposed to multiple instances of a particular genre in order to improve their writing proficiency within that specific genre.

The primary goal of using a genre-based approach is to teach pupils how to use linguistic patterns to produce cohesive and purposeful written compositions (Tuan, 2011). Each written composition fulfils a specific objective for the intended audience. This particular strategy is seen as highly suitable for those who are at the introductory stage of their learning journey. The inclusion of example text in this approach serves to enhance the learning process, thereby mitigating any feelings of apprehension or unease experienced by pupils. Furthermore, it assists in the composition process. However, this approach is deemed invalid because learners possess insufficient knowledge of the language structure and grammar required to effectively communicate with the intended audience. Additionally, learners who prioritise the end result rather than the learning process are not adequately catered to and the approach also underestimates the learners' capabilities.

The third approach, referred to as the process-genre approach (PGA), integrates components from the previously mentioned approaches. The approach emphasises the writing process, while also considering the social environment and intended aims of texts in genre writing. In addition, it takes into account the textual features discovered in the product-based approach (Rhalmi, 2018). The utilisation of process writing in

ESL classes is crucial as it enables pupils to produce diverse forms of writing by following the sequential steps of planning, drafting, revising and editing. Furthermore, teachers employ a range of techniques, including modelling, guided writing, collaborative writing and interactive writing, to enhance the instruction and acquisition of writing skills in ESL classrooms (Lan, Hung & Hsu, 2011). Although this strategy is well respected for its appropriateness in elementary education, it requires careful preparation and requires a significant amount of time for planning and execution.

The process-product approach to writing skills integrates both the product and process approaches. The goal of this instructional strategy is to enhance learners' writing skills by prioritising the mastery of the final outcome before focusing on the steps involved in the process. This approach highlights the significance of learners acquiring expertise in writing techniques and being exposed to sample texts or model essays prior to engaging in process writing. Process writing involves a series of sequential processes, including pre-writing, drafting, revising, editing and publishing, with the main objective of creating an authentic narrative. An inherent downside of this strategy is its complexity, which is compounded by the significant time and environmental requirements needed for its implementation (Carta & Greenwood, 1987). There are numerous instructional approaches available for teaching writing. It is important to recognise that there is no one-size-fits-all method that meets the demands of all ESL pupils (Nordin, 2017). Language educators are highly advised to actively investigate appropriate techniques for teaching ESL writing to their pupils.

The pedagogical landscape has undergone significant changes since the emergence of constructivism. The foundational principles of constructivism can be attributed to the influential contributions of Piaget in the field of cognitive development and

Vygotsky's structural theory. The philosophy of constructivism influences both the individual and societal aspects of technological progress. The constructivist paradigm encompasses the discipline of linguistics, as well as the wider realm of literacy acquisition and specialised learning approaches.

The transition from behaviourism to constructivism led to the rise of constructivist thinking. Moreover, the implementation of constructivism has the capacity to enhance research carried out in classroom environments, particularly in language classrooms. Language educators can engage in innovative interdisciplinary research by encouraging critical thinking. While constructivism has been incorporated into language instruction through several pedagogical models (Jia, 2010), it is not widely apparent in language pedagogy and teacher education. In addition, the subject of language acquisition, particularly in relation to writing skills, has utilised several pedagogical methods that address the unique requirements and levels of involvement of learners. The objective of this study is to compare the utilisation of constructivist and product approaches in the teaching of the English language. The study will examine the individual effects of each factor on the improvement of writing abilities in language learners.

2.2.3 Product-Based Teaching and Learning of Writing Skills

The product-based approach is a conventional strategy that prioritises the end result of writing. Writing is considered a systematic procedure with the ultimate goal of producing a final output. In this particular approach, learners engage in the process of not only replicating a model text to generate their own work, but also replicating a model composition that is furnished by their instructors. An illustrative example within the context of writing classrooms is when teachers furnish learners with

exemplars or model writings, thereafter prompting pupils to generate compositions that closely resemble the provided models.

According to Steele (2004), there are four distinct stages that must be followed when using this particular method in an ESL writing classroom. Initially, it is imperative for pupils to engage in the process of reading the provided example composition and diligently observe its distinctive attributes, which include the systematic arrangement of ideas, the use of language and the adherence to grammatical and structural conventions. Additionally, pupils participate in structured exercises and implement the components outlined in the exemplar text. Furthermore, pupils endeavour to replicate the exemplar essay by compiling a compilation of current ideas to align with the model. Ultimately, pupils finalise the task by employing their abilities, syntactic arrangements and diverse lexical proficiencies to construct the expected composition.

This approach is highly praised for its methodical instruction of pupils in the use of certain pattern-product procedures in composition writing, with a particular focus on narrative, descriptive and persuasive essays. According to Tangpermpoon (2008), learners can also acquire the skill of correcting terminology and different sentence patterns specific to various text types, thereby improving their grammatical awareness. Criticism is directed towards product-based instruction due to its neglect of the writing process in favour of grammar and syntax, as well as its tendency to demotivate pupils by prioritising precision in copying and fostering learners' creativity.

This approach prioritises the final result of the writing process. Pincas (1984) argues that a product-based approach to writing promotes linguistic knowledge, particularly the effective use of vocabulary, syntax and coherent techniques. This approach

comprises four discrete stages of writing: familiarisation, regulated composition, guided composition and unrestricted composition. According to his claim, this strategy largely focuses on the teacher.

This strategy is largely distinguished by prioritising classroom activities that require pupils to imitate and modify model texts. This approach is also known as *the controlled-to-free approach, the text-based approach and guided composition* (Raimes, 1983; Silva, 1990). Kroll (1990) outlines a process consisting of four consecutive steps that are used to actively engage learners in writing tasks. The stages encompass the initial exposition of writing principles, succeeded by the exhibition of a sample text. Afterwards, learners participate in writing exercises that are based on the given model text.

Ultimately, the learners' ultimate outcome is thoroughly reviewed for any faults or enhancements. Moreover, the product approach to language acquisition is based on the learners' previous understanding of vocabulary and grammar. It primarily emphasises the final written result, which includes coherence and grammatical accuracy (Nunan, 1999). This approach's efficacy resides in its ability to promote writing skills by developing grammatical and syntactical awareness in written expression (Tangpermpoon, 2008). However, this strategy has been dismissed because it did not take into account different strategies and techniques (Kroll, 1990). Shahrokhi (2017) argues that employing a product-based approach in writing teaching causes pupils to adhere to predetermined patterns without taking into account the socio-cultural factors that influence the creation of written texts. The approach is mostly based on modelling.

Nevertheless, it is crucial to acknowledge that model texts typically have a limited function, essentially acting as an educational instrument to provide pupils with feedback (Saed & Sahebkheir, 2011). Eslami (2014) argues that when pupils are given a model text written by a proficient and talented writer, they are more inclined to imitate the favourable qualities of writing, which ultimately enhances their own writing competency.

Moreover, this approach continuously offers pupils chances to interact with written sentences and paragraphs, understand grammatical functions and assess rhetorical structures. Oguta (2015) states that advocates of the product method claim that pupils can develop proficient writing skills with minimal errors by analysing the writing techniques of skilled authors prior to engaging in their own writing pursuits. Eslami (2014) states that the primary objective of this approach is to provide a document that is free from errors and has coherence.

To accomplish this, pupils are given writing exercises that aim to strengthen the language structures they have learned by imitating and manipulating grammatical patterns. Controlled compositions entail providing pupils with a paragraph along with instructions on how to participate in activities such as substitutions, expansions, or completions (Eslami, 2014). Gathumbi and Masembe (2008) identified three main characteristics of the aforesaid approach: the teacher assigns a title, there is a word limit for the essay and the instructors grade the writing without providing feedback to the pupils.

It is assumed that the creative aspects of the writing process are essentially inexplicable and resistant to being taught. The study and teaching of writing focus on the established principles and technical components of communication, including the

techniques and approaches of communication, the characteristics of various literary forms and the norms of style and language usage (Gathumbi & Masembe, 2008). The teacher places great importance on the components of structure, syntax, grammar, mechanics and organisation. The writer's choice of vocabulary, accuracy and eloquence are given particular attention, while the writer's final result is closely examined.

2.2.4 Kenya's Primary School English Curriculum

The English language curriculum in Kenyan primary schools is structured to enable learning in a gradual way, with teachers initially introducing known topics before moving on to unexpected ones. As learners progress from one level to the next, they are initially introduced to simpler language items, which are then followed by more intricate ones within the same categories (Barasa, 2011). Furthermore, the subject matter is contextualized and linked to themes and objectives through contextualized and themed methods to language training. This design places emphasis on the constructivist approach to language instruction. English language instruction is offered throughout the entire duration of primary education. The subject is instructed in grades one to three, utilising the mother tongue as the instructional medium. Starting from fifth grade, English is not only taught as a topic but also used as the primary language for teaching many subjects.

By the conclusion of the primary English curriculum, it is expected that every student will have achieved a satisfactory level of competence in both spoken and written English. Upon completing the course, pupils will have the skills to communicate successfully both orally and in writing. They will also be able to understand and navigate subject-specific courses and textbooks, as well as engage in leisurely and informational reading. The primary school curriculum includes a wide range of

language skills that are important for reaching the targeted learning outcomes. The main objective of the English language is to meet the requirements of learners progressing to secondary school-level institutions, including those who will join the workforce without pursuing additional education.

The syllabus outlines relevant sentence structures along with appropriate examples of language patterns. Teachers are responsible for utilising these examples to create more sentence constructions in order to instruct the language patterns through the recommended learning activities. The learners' vocabulary is acquired through the exploration of various subjects and real-life situations. The inventory presented is not comprehensive (KIE, 2002). Teachers may find it appropriate to assign dictionary research projects to improve expertise in pronunciation, inflection and intonation. It is advisable to engage in learning exercises for all four language skills, which include listening, speaking, reading and writing.

The independent presentation of the materials facilitates significant engagement between the instructor and pupils, enabling them to interact with the language in many ways. Furthermore, it is crucial to offer pupils numerous chances to participate in self-expression, effectively communicate their opinions and perspectives, share personal stories, discuss current events and portray personal experiences, among several other types of communication. Engaging in these activities will enhance the cultivation of communication abilities, hence exerting a substantial influence on writing proficiency. Collaborative learning is promoted as it enables pupils to engage in classroom discussions. At this institution, pupils collaborate in pairs and small teams to exchange their educational encounters.

When it comes to assessment, monitoring and evaluation, the teacher plays a crucial role in implementing different assessment methods. The curriculum offers a range of assessment methods to ensure a diverse set of continual evaluation approaches. Handwriting plays a crucial role in the development of language, particularly in the acquisition of writing abilities. Handwriting classes are included into the language curriculum to facilitate the development of clear and clean writing skills among pupils.

The incorporation of the English language into the primary curriculum is highly significant and the declining level of academic performance in this subject should be a concern for educators and various stakeholders in the education system. This is because poor performance has a compounding impact on levels beyond primary school. During the first three years of primary school, pupils must engage in language-based activities that allow them to demonstrate specific skills, including communication, cooperation, analytical reasoning, problem-solving, creative thinking, imagination and civic responsibility, among others. The primary objective of incorporating the four language skills is to guarantee their applicability and efficiency, as outlined in the New Curriculum Design (KICD, 2019).

Learners must acquire a direct understanding of the interconnections between various skills and appreciate the importance of these competencies in their daily activities. In the early stages of school, English language activities should also focus on equipping pupils with the essential skills to proficiently use English as the main language of instruction, beginning in the fourth grade. Educators should make intentional efforts to improve the effectiveness of learning at this educational level, enabling pupils to successfully use the information they gain in many national and international contexts, including the English language. It is critical to introduce the basic reading

and writing abilities of the English language to children in lower primary school as soon as possible. After introducing reading and writing lessons in elementary school, pupils in grades four, five and six will receive more advanced language development education. This will enhance their reading and writing skills, allowing them to communicate effectively in English.

Currently, Kenya is adopting a competency-based curriculum (CBC) as part of the Kenya Competency-Based Curriculum (KCBC), which is structured around a 2-6-3-3 schooling cycle. The cycle is divided into four separate domains: early childhood education, which includes pre-primary and lower primary levels; middle school, which includes upper primary and lower secondary levels; high school, which includes upper secondary levels; and tertiary education, which consists of technical and vocational education and training (TVET) or university education. The fourth grade is classified as part of the upper primary level, which encompasses grades five and six. The curricular framework for English language instruction in upper primary education outlines the precise content that should be taught at each grade level, along with suggestions for teaching methods that learners should use to develop strong writing abilities.

The Kenya Institute of Curriculum Development (KICD, 2019:4) outlines the anticipated learning outcomes for teaching writing skills in grade four under the framework of the Competency-Based Curriculum (CBC). These learning outcomes include the expectations that individuals should possess the capability to successfully convey information in a variety of different situations. When expressing oneself, it is important to employ literacy, numeracy and logical thinking in a suitable manner, utilise digital literacy abilities to improve their language proficiency, use grammatical structures to effectively convey ideas, viewpoints and emotions in various contexts

and to communicate oneself and compose words for different objectives with clarity, precision, creativity and coherence.

The proposed tasks are not comprehensive, allowing the instructor to exercise their judgement and create extra writing subjects related to the appropriate themes. The careful selection of instructional activities and resources is critical in teaching writing abilities. The decision-making process encompasses four key variables: administrative considerations inside the school, teacher factors, student factors and instructional resource elements. Instructors' impacts differ as a result of disparities in the educational environments in which they operate.

The competency-based curriculum (CBC) is an educational paradigm that prioritises the demonstration of practical skills and abilities by learners rather than only focusing on the acquisition of knowledge. The CBC prioritises learners' needs and has the capacity to adapt and respond effectively to the changing demands of learners, educators and the wider community. The strategy is formulated to give priority to the student, with a specific focus on their abilities, potential and aptitude. It encourages independent learning and the development of critical skills for active engagement. The CBC is supported by various theoretical frameworks, including constructivist theories. Proponents of the constructivist theory argue that human beings actively generate knowledge by participating in various cognitive and experiential activities.

Constructivism, as defined by the Kenya Institute of Curriculum Development (KICD, 2017), asserts that learners actively participate in constructing their own comprehension of the world by means of experiences and interactions. From this stand point, learning is perceived as a process of actively producing knowledge rather than simply acquiring or distributing it. A key learning goal for middle school pupils

is to have the capacity to effectively communicate in diverse circumstances. Due to their early introduction to reading and writing at a fundamental level, it is crucial to offer them chances to interact with advanced concepts, skills and viewpoints about language development.

2.2.5 English Language Teaching in Kenya

Kenya is host to approximately forty indigenous languages, often known as mother tongues (MTs). The Constitution of Kenya (2010) acknowledges Kiswahili and English as the official languages in Kenya. Regarding language use in educational institutions, the existing policy in the field of education states that the main language spoken by pupils or the languages commonly used in the local community should be used as the instructional medium during the first three years of formal education, which includes grades one to three. Nabea (2009) states that English becomes the main language of instruction starting from the fourth grade. In the first year of elementary education, pupils usually start learning English as a second language and as a formal academic subject. However, some educational institutions violate the existing language policy by choosing English as the main language of teaching starting from the first grade. They do this in order to provide their pupils an advantage in acquiring English language skills (Gathumbi, 2008).

Gathumbi, Bunyi, Vikiru and Bwire (2008) conducted research that revealed Kenyan pupils lack adequate English language proficiency by the end of third grade. As a result, they face difficulties in comprehending and engaging with English-based academic material in fourth grade. Similarly, the Kiswahili language is introduced as a subject in the first grade, following a comparable schedule. Starting in the third grade, children not only study Kiswahili as a subject, but also acquire knowledge in English. All subjects, save for language disciplines, are taught and instructed in

English. An issue in Kenya is that pupils have a dominant language, either Sheng or Kiswahili, which they use for their daily contacts outside of school (Kioko & Muthwii, 2001).

This study is grounded in the researcher's substantial nineteen-year classroom experience teaching English at secondary school. The globalization and digitization processes have made it necessary for primary school children to acquire competence in the English language. This is crucial for their successful preparation to fulfil the requirements of academic pursuits, professional endeavours and lifelong engagements. The primary education English language curriculum integrates the four language skills, with a particular focus on enhancing writing proficiency. Although English language instruction has specific goals, there is a clear shortage of scholarly research that provides a thorough grasp of the strategies and tactics used in teaching writing skills. The ideas and methods used in language training are constantly changing and often evaluated.

The aforementioned phenomenon can be attributed to the continuous production of novel concepts, which can be attributed to the escalating intricacy of communication methods and technological progressions that generate fresh avenues for the use of language abilities. Along with the changing job market caused by globalisation, the need to be competitive and the presence of cultural diversity, the social, political and economic effects of globalisation have led to new insights into the important role that the English language plays in the progress of modern societies. These expectations require practical responses to fulfil their requirements in real-life situations, whether they are immediate or indirect. A viable approach would involve transitioning from teacher-centred methodologies to constructivist ways that actively engage learners. It is imperative for teachers to recognise this current state of affairs in order to enhance

their pedagogical skills, optimise their pupils' educational attainment and modernise their teaching practices.

According to established practices, the dominant instructional methods in Kenya are characterized by teacher lectures. Lecturing can be identified as a pedagogical approach that exhibits certain shortcomings, including a lack of strategic planning, inadequate time management, an absence of structure in the presentation, an excessive amount of content and a deficiency in both innovative and consistent delivery. As a result, learners may experience feelings of boredom, confusion and decreased motivation, ultimately resulting in a diminished acquisition of concepts within each instructional session (Amollo, 2005).

Furthermore, Perkins (1993) issued a warning regarding the common practice of traditional teaching, which often leads to a misleading perception that effective learning takes place when learners exhibit understanding of memorized information. However, these same learners often possess numerous misconceptions when assessed at higher levels of learning that require the application of knowledge. Zakaria (2009) and Wingate and Cogo (2011) argue that the traditional instructional approach employed in Australia fosters the passive acquisition of knowledge.

The prevailing pedagogical approaches, despite their widespread adoption, have elicited a range of both favourable and unfavourable perspectives. Given the negative impact of traditional instructional methods on educational quality and student achievement in the domain of English language learning, it is imperative to investigate constructivist approaches as a means of increasing pupils' writing proficiency and knowledge. According to Brown (2005), the constructivist perspective on learning is widely recognised as very pertinent, hence suggesting that

educational policies, models and practices should prioritise constructivist learning. According to Huang (2002), the constructivist method prioritises the utilisation of strategies that foster active engagement and dialogue between the learner and their surroundings, resulting in a learning experience that is thoughtful and significant. This research examines the efficacy of employing constructivist and product-oriented methodologies in enhancing English language writing proficiency among pupils in selected primary schools in Kenya.

2.3 Theories of Constructivism

Various advocates support the constructivist paradigm. Previously in this study, we covered Levy Vygotsky's constructivist learning theory and it would be sufficient to examine a few other advocates of constructivism. Constructivist thinkers claim that people acquire knowledge by actively constructing it through a range of cognitive and sensory experiences. In addition, advocates of this viewpoint argue that individuals actively construct their own comprehension of the world through the process of assimilating experiences and engaging in relationships.

Learning is conceptualised as an active and constructivist process, rather than a passive act of acquiring or transmitting knowledge. John Dewey, a renowned figure in the realm of education, championed the social constructionist viewpoint. Furthermore, notable advocates of the constructivist theory include Gardner's Multiple Intelligence Theory, Piaget's Cognitive Development Theory, Bruner's Cognitive Development Theory and Erick Erickson's Theory of Psychosocial Development.

Jean Piaget is widely acknowledged as the founder of the constructivist theory, which asserts that learners do not passively collect information but rather actively generate it themselves. Piaget's theory explicates the cognitive growth process in humans,

whereby knowledge is progressively acquired, created and subsequently utilised. The author highlights the idea that an individual's early developmental stage, particularly infancy, plays a vital role in influencing their eventual growth and maturation. This is the justification for his idea that children are unable to perform particular tasks until they have reached emotional maturity.

This idea suggests that the development of children's mental abilities in new areas and capacities is supported by a gradual restructuring of cognitive processes, which is influenced by both biological maturation and environmental experiences. He precisely outlined four separate stages of cognitive development: the sensory motor stage, which occurs from birth to two years old; the stage of language development and conceptual thought, which spans from two to seven years old; the concrete operations stage, which takes place between the ages of seven and eleven years old and finally, the formal operations stage, which begins at the age of eleven and continues into adulthood. This indicates that it is crucial for learners to be fully engaged in a supportive setting that promotes their natural growth and acquisition of knowledge. In addition, learners should actively participate in a range of learning activities, creating new content and adjusting it to suit their own requirements.

Bruner (1976) further developed the constructivist theory by presenting a framework that focuses on interactions as a means of comprehending language development. This framework explored multiple facets, such as the acquisition of communicative concepts, the development of language expression, the interactive nature of language use in childhood and the importance of parental inputs and scaffolding behaviour in acquiring linguistic structures. Bruner's research demonstrates that the creation of shared understanding during the act of producing something requires interpersonal, intersubjective and collaborative processes. Bruner (1966) emphasises the importance

of categorization in the learning process, arguing that the ability to classify is crucial for perception to take place. Bruner (1986) posits that decision-making relies on the process of classification.

According to Jonassen and Hernandez-Serrano (2002), the way learners comprehend information and events depends on how they compare them to their previous experiences. The learners are responsible for acquiring and converting new knowledge and making assessments based on their cognitive structures. Bruner introduced three main learning categories: the assessment of learners' existing knowledge and the learning environment to enhance their preparedness and eagerness to learn; the delivery of instruction in a well-organized manner that allows learners to easily grasp it through a curriculum organised in a spiral fashion; and the creation of instructional materials that cater to learners' need for practice and enable them to address any gaps in their learning. Bruner, along with other advocates of the constructivist approach, prioritises teaching techniques that promote individual discovery of ideas and knowledge, while also ensuring that the structure of this material is easily understood by pupils.

Dewey's theory of social constructivism posits that an ideal curriculum should cultivate pupils who possess the necessary skills and competencies to adeptly traverse the complexities of contemporary society. Hence, it is imperative for the curriculum to consider the preexisting conceptions and perceptual frameworks of the child. Dewey's classification encompasses four fundamental instincts or impulses that serve to delineate the behavioural patterns exhibited by newborns, namely the social, constructivist, expressive and artistic inclinations. Dewey argues that the curriculum ought to be designed in a manner that aligns with the child's experiential reality and emphasises the incorporation of realistic situations within classroom instruction. This

entails using real-world activities as pedagogical tools, necessitating the integration of subject areas and resources. The theory places significant emphasis on the practical dimension of learning.

The Theory of multiple intelligences, proposed by Gardner (1983), originated from a constructivist perspective. This concept supports the idea that individuals have different cognitive abilities and, as a result, acquire, retain, execute and understand information through unique means. The author posits that knowledge acquisition in the external world can be facilitated through various means, including language, logical-mathematical analysis, spatial representation, musical thought, problem-solving or creative endeavours involving the body, comprehension of others and self-awareness. This theory's educational approaches prioritize a classroom environment that centers on the student, promotes self-directed learning and uses many media for instructional purposes.

Erik Erikson's theory (1950) of psychosocial development elucidates the gradual construction and transformation of an individual's personality during their whole existence. He presented a conceptual structure that describes the sequence of human growth and development across the entire lifespan, including five unique periods in infancy and three distinct phases in adulthood. Erikson's observations indicate that there are several opportunities throughout a person's life for them to participate in personal growth and development. This theory is founded on the concept that personality development occurs in a predetermined order, with each stage building upon the previous one.

2.3.1 The Constructivist Approach to Teaching and Learning

Traditionally, the prevailing approach to education was based on the underlying assumption that knowledge is capable of being transmitted from the teacher to the learner. As a result, educators focused their attention on disseminating knowledge to their pupils, while researchers in the field of education worked to develop improved approaches for achieving this goal. Numerous cognitive scientists (Resnick, 1983) have adopted a constructivist model of knowledge, leading to the emergence of this trend. The constructivist paradigm posits that knowledge is actively built within the learner's awareness, with comprehension being a product of this construction process. According to Glaserfeld (1983), individuals do not simply mirror or reflect the information they receive or read. The constructivist paradigm can be characterised as an instrumentalist perspective on knowledge, wherein the value of information lies in its ability to serve a purpose and facilitate the achievement of preset goals.

Throughout the educational process, several language-teaching methods have transitioned from being focused on the instructor to being focused on the learner, thereby granting increased independence to both the teacher and the student. Teacher-centred tactics are being replaced with learner-centred strategies. In the teacher-centered method, the teacher has various obligations, including imparting information to pupils and exercising complete authority over the learning process. The instructor plays a key role in classroom activities and has the main duty for guiding and explaining the subject being taught. In learner-centered techniques, the teacher assumes the position of a facilitator, guiding the educational process. Learners are able to create and test new and current knowledge in the learning environment. In addition, this approach allows learners to have the independence to become discerning

members of the community, analytical thinkers, self-assessors and engaged participants in their own learning process (Kumaravadivelu, 2001).

This study investigated the constructivist approach (CA), which emphasises learner-centered methods, in relation to the material given before. The constructivist approach empowers the instructor to efficiently oversee the entire learning process, with the goal of improving language acquisition. This is accomplished by deliberately manipulating the learning opportunities that are accessible and fostering learner autonomy within the instructional process and classroom environment.

According to constructivist theory, individuals actively develop their knowledge and understanding of the universe by engaging with phenomena and reflecting on their experiences. Individuals should consistently challenge, explore and actively participate in discussions pertaining to their understanding. Within a constructivist classroom, it is expected that both the student and the teacher possess the ability to apply the principles of the constructivist approach. This involves critically assessing and contemplating their own learning processes and teaching approaches, respectively. The teacher's primary responsibility is to have a thorough understanding of their pupils' worldviews and language tendencies, allowing them to effectively support reflection and other learning activities and processes.

The constructivist approach shifts the teacher's role from being a source of subject matter to that of a facilitator who assists pupils in developing their own knowledge by reconstructing their educational methods. The change in teacher's role leads to a dynamic teaching process. The constructivist teacher actively participates in the exploration of knowledge with their pupils, guiding the learning process, promoting motivation and support and taking on the roles of mentor, accommodating facilitator

and understanding coach. Recent advancements in second language teacher education (SLTE) suggest a transition from behaviourism to constructivism and reflective practice (Crandall, 2000; Richards, 2004; Farrell, 2007).

Constructivist instruction promotes autonomy in pupils by stimulating analytical reasoning, developing personal mental frameworks and creating unique problem-solving strategies. Jonasson (1991) posits that humans possess the capacity to construct their own comprehension of reality, or at the very least, interpret it through the lens of their impressions of experiences. As a result, an individual's knowledge is shaped by their prior experiences, cognitive frameworks and beliefs, which are used to understand objects and events. Riegler (2001) posits that learners acquire knowledge by establishing meaningful connections between new material and their prior knowledge, rather than simply memorising facts for future use.

The constructivist paradigm asserts that the learning process is predominantly influenced by the learner's contextual circumstances, personal beliefs and attitudes. Perspective creation is the term used to describe the process by which pupils form their own unique worldview by combining personal experiences and cognitive frameworks. Schuman (1996) states that the constructivist educational method enables learners to acquire the essential skills and abilities needed to effectively participate in problem-solving activities in situations where there are no clear solutions or well-defined boundaries. Constructivism highlights the active and dynamic responsibilities that both teachers and pupils play in the learning process. Lunenburg (2011) states that constructivism is based on the notion that individuals actively construct knowledge instead of passively receiving information from teachers. Constructivism is often associated with pedagogical approaches that prioritize active learning or hands-on application.

It is important to understand that constructivism is not a separate teaching method but rather a theoretical framework that explains how learning happens. This applies whether learners are using their own experiences to understand a lecture or following instructions to build a model (Piaget, 1967; Brooks and Brooks, 1993). According to Price (1997), constructivist theorists argue that pupils' ability to think critically and solve problems improves by creating new knowledge based on previous experiences and other sources. Consequently, learners engage actively in the process of constructing knowledge instead of simply taking it passively. Recognising that the acquisition of information depends on pre-existing knowledge is essential, as learners use their prior knowledge as a basis for building new knowledge (Neo, 2007).

Problem-based learning requires learners to engage in collaborative efforts to address real-world problems by utilising a diverse range of resources and tools. In this iterative process, participants engage in collaborative problem identification, task assignment, critical thinking during data and resource gathering, solution finding and subsequent assessment and reflection. This approach encompasses the provision of diverse activities aimed at locating a feasible solution.

Duffy and Jonassen (1991) have identified fundamental constructivist requirements that must be met for the learning process to occur. As part of these conditions, learning should happen in real and complex settings, social negotiation should be an important part of the learning process, different points of view and representations should be encouraged, learners should feel like they own their learning experience, they should have lots of chances to really explore and interact with the material and they should be encouraged to be self-aware about how they are building their knowledge.

Constructivist learning environments should be intentionally created to mirror the wide range of characteristics that define the constructivist approach. The variability of people's social backgrounds contributes to the lack of universal applicability of general principles and single models in many situations and cases. Consequently, individuals' perceptions of their experiences can differ. Constructivists generally adopt a pluralistic approach, valuing the inclusion of diverse perspectives. The presence of many attractors is a challenge in problem-solving endeavours due to the inherent complexity and relevance of real-life problems and experiences. Hence, it is imperative that the curriculum accurately captures the multifaceted nature of existence.

The constructivism pedagogical approach encourages learners to acquire essential concepts using a variety of instructional methods. Discovery-based learning is the initial approach employed. This may include participating in activities with word strips to acquire knowledge about compound words, engaging in manipulative exercises to comprehend addition and subtraction, or conducting experiments involving different sizes of things to gain an understanding of capacity. Furthermore, other sources of knowledge acquisition may stem from individual theories or learners' independent conceptions of how phenomena function. Engaging in activities that elucidate and correct misconceptions, encouraging the consideration of diverse perspectives, facilitating conversation and prioritizing the comprehension of concepts rather than mere memorization can also contribute to this process.

Piaget (1967) advocates for the implementation of active learning tactics, including simulation and accommodation, while Vygotsky emphasises the need for social constructivism and collaborative group work, among other instructional approaches. The subsequent approach involves top-down processing. Constructivists tend to

favour this approach over instructional methods that prioritise bottom-up learning. This implies that rather than receiving instruction on all the specific elements that contribute to the central concept, pupils identify the central concept first and subsequently deduce the supporting details. Learners are presented with the task of resolving intricate learning difficulties under the guidance of their teachers, thereby acquiring the necessary learning proficiencies.

Complex tasks provide learners with the opportunity to apply their cognitive knowledge and experiences to successfully complete activities that require scaffolding in top-down instruction. This technique offers necessary assistance and integrates collaborative activities, which are essential for promoting advanced cognitive skills (Brooks & Brooks, 1993). Cooperative learning is the third method of instruction. In this educational context, pupils show a greater inclination to absorb and incorporate intricate knowledge by participating in collaborative exchanges and exchanging thoughts related to the provided concept. This phenomenon arises from the intrinsic social elements of the learning process, when group and peer activities are used to promote critical thinking and correct misconceptions among pupils. This phenomenon results in changes in cognitive processes. Self-regulated learning is commonly regarded as the fourth component.

Self-regulated learners are those who have the necessary knowledge and skills to effectively use learning strategies in a thoughtful and deliberate way (Bandura, 1991; Dembo & Eaton, 2000; Schunk & Zimnmer, 1997). This technique encourages independent learning despite the prolonged length of the activities. The approach entails decomposing complex problems into more feasible stages and conducting preliminary testing of various alternatives prior to implementation. Zimmerman and Kitsantas (1999) illustrate many academic talents, including the ability to quickly

skim through text, engage in thorough comprehension when reading and write well for different purposes and audiences. The fifth capability refers to the aptitude for problem-solving and critical reasoning. Problem-solving is a mental process that involves identifying, analysing and solving problems.

The primary aim is to surmount challenges and ascertain the most advantageous answer to the issue at hand. Cognitive abilities encompass the cognitive processes employed to resolve issues, render decisions, pose inquiries, devise strategies, construct viewpoints, structure information and generate novel concepts. Teachers ought to equip pupils with problem-solving methods to effectively navigate interpersonal relationships and prepare them for real-world experiences beyond the confines of the classroom. There are several concerns involved in the process of preparing electrical equipment for operation, among other tasks. Encourage student participation in problem-solving exercises that are designed to captivate and inspire.

It is recommended that the instructor consistently offer comments and prioritize the process and practice of problem solving over the correctness of the solutions. In addition to integrating cognitive abilities into instructional practices, it is imperative to foster a classroom environment that nurtures a mindset conducive to critical thinking. Prior to implementing a resolution, it is advisable to foster a mindset that promotes innovative thinking by challenging preconceived notions and thoroughly evaluating all available alternatives. It is imperative for the instructor to foster an inclusive, relaxing and accepting educational setting.

Constructivist instruction promotes student autonomy by stimulating critical thinking, the development of personal conceptualizations and the creation of individual problem-solving strategies. Jonasson (1991) posits that humans possess the capacity

to construct their own comprehension of reality, or at the very least, interpret it through the lens of their perceptual experiences. Consequently, an individual's knowledge is shaped by their prior experiences, cognitive frameworks and beliefs, which are employed to comprehend objects and events. Riegler (2001) posits that learners acquire knowledge by forming meaningful connections between new material and their prior knowledge, rather than simply memorising facts for future use.

The 5Es are integrated into the constructivist instructional model. This paradigm delineates a sequential set of instructions that can be applied to complete programmes, specific units and individual lessons. Bybee (2006), Boddy, Watson and Aubusson (2003) and Bennett (2021), along with other scholars, provide further insights into the 5Es constructivist paradigm. To provide a concise overview, the 5Es encompass:

Engage: During the "Engage" phase, pupils are provided with an introduction to the instructional activity. This phase aims to facilitate the establishment of links between prior and current learning experiences, as well as encourage pupils to contemplate the knowledge they will acquire during the upcoming tasks. When learners are actively engaged, they cultivate a genuine interest in the process of acquiring knowledge. Participants may be presented with a query, provided with a problem definition, caught off guard, or exposed to difficult scenarios, among other possibilities.

Explore: The 'explore' phase of instruction aims to facilitate a collective foundation of experiences among pupils through direct engagement with the subject matter. The teacher's role should be to facilitate and guide the process through their own inquiry. In this context, pupils engage in the process of clarifying and explaining the topics that they have been acquiring knowledge of and educators are afforded the chance to

impart formal language, precise definitions and comprehensive explanations pertaining to various concepts, procedures, abilities and behaviours.

Elaboration is the process by which pupils extend their understanding of previously acquired concepts, establish meaningful associations and apply their knowledge in practical contexts, both within their immediate surroundings and in a broader global context. These links provide a foundation for further investigation and the development of fresh perspectives.

Evaluation: In this phase, pupils are encouraged to carefully analyse their understanding and abilities, while educators have the chance to assess pupils' grasp of fundamental concepts and their progress in skill development. A continual diagnostic technique is conducted to assess every aspect of the instructional process. Commonly employed evaluation methods in educational contexts encompass instructor observation, student interviews, portfolios, as well as project and problem-based learning outputs. This study aims to assess the efficacy of the constructivist approach and the product approach in improving English writing skills among primary school pupils in selected Kenyan schools.

Learning is typically defined as a process that involves a change in the cognitive frameworks of individuals. Learners actively construct meaning during this process. Active engagement with phenomena or text, either through social negotiation or internal meditation, is necessary to achieve this (Driver, 1989). Constructivist classrooms are defined by their focus on the learner, placing importance on the learning process of pupils rather than the teaching methods used by teachers. Within this framework, the educator observes, listens attentively and asks questions in order to gain knowledge about the learners and their unique learning processes. By

acquiring this expertise, the instructor is able to offer improved aid and support to the learners. Calkin (1986) states that action research requires teachers to take on the role of researchers and create an environment that encourages active student involvement. The social negotiation of meaning process enhances the interaction among learners and between learners and the teacher to enhance knowledge generation. This study utilised the ideas of constructivism as the basis for teaching writing skills.

2.3.2 The Paradigm Shift towards Constructivism

The notion of paradigm changes in scientific thought (Kuhn, 1970) has significantly influenced constructivist viewpoints in education. It is a profound transformation that takes place when the conventional mode of thinking or behaviour is substituted with a novel approach. A paradigm shift refers to a significant and profound change in the fundamental principles and practices of a particular profession, field, or subject.

The constructivist method is a fundamental paradigm shift that advocate for learner autonomy by prioritizing the learner's role over the teacher's function. The approach is focused on the process rather than the end result and it motivates learners to establish their own learning goals and view education as an ongoing journey. The three dominant paradigms in the field of second language instruction are positivism, constructivism and pragmatism. The most notable paradigm shift in the past was a transition from the principles of behaviourist psychology and linguistics to cognitive and later socio-cognitive psychology, as well as more contextualised meaning-based viewpoints of language.

The shift in paradigm in second language education has led to substantial alterations in the methods and perceptions of second language learning. The shift in second language education is associated with eight significant transformations: learner

autonomy, cooperative learning, curricular integration, emphasis on meaning, diversity, critical thinking skills, alternative evaluation and teachers as co-learners. The successful implementation of any of these eight improvements relies on the successful implementation of the others.

Proficiency in the English language is considered a crucial indicator of one's ability to secure professional prospects and pursue higher education, especially in nations with several languages like Kenya and India. In such cases, the teaching-learning process frequently employs conventional approaches that limit pupils' chances to improve their specialized language skills. In order to tackle this issue, novel and inventive strategies are being implemented, one of which is the constructivist methodology. This approach is anticipated to facilitate the acquisition of crucial English language communication abilities, including listening, speaking, reading and writing. Several countries have multiple reports published by committees and commissions that enhance English language competency. Consequently, it is necessary to cultivate proficiency in the English language, specifically in written communication.

This shift in the paradigm of second language education has led to substantial alterations in the methods and perceptions of second language learning. The shift in second language education is associated with eight significant changes: learner autonomy, cooperative learning, curricular integration, emphasis on meaning, diversity, critical thinking skills, alternative evaluation and teachers as co-learners. The successful implementation of any of these eight improvements relies on the successful implementation of the others.

At the basic and secondary levels of education, the traditional form of instruction has persisted, with the teacher being the central focus and pupils being passive consumers

of knowledge. Unlike developing pedagogical approaches that involve active student engagement, such as the constructivist approach, the traditional method of education primarily relies on a didactic technique where pupils passively receive knowledge through a lecture-style format. Cooperative learning, blended learning, the flipped classroom and the smart classroom are all instances of learner-centred methodologies. The constructivist method is a comprehensive approach in which learners act as knowledge architects and creators by connecting their experiences to various scenarios. The constructivist method is a novel concept that allows learners to build their own knowledge by engaging in interactions that are informed by their previous experiences. The teacher assumes the role of a facilitator when pupils engage in an active cognitive process to acquire knowledge (Sharma, 2014).

The learning process is determined by the learners' interests, overall and specific talents, attitudes, achievements, goals and motivations. This technique offers instructors and pupils the advantages of flexibility, motivation, adaptability, inventiveness and adaptability (Grabe & Grabe, 1998). Constructivism encourages pupils to acquire knowledge through their individual experiences while receiving support from others and utilising suitable learning resources. These fundamental constructivist traits are expected to enhance pupils' enjoyment of studying the English language, reduce their hesitation and increase their confidence in speaking English.

In contrast, within the framework of behaviourism, learning is characterised by its observability and is seen to be a product of external stimuli. As a result, it entails altering behavior in response to environmental factors, which are both influential and acknowledged. Behaviourism is considered to possess a higher degree of objectivity due to its focus on external observations and its deliberate avoidance of exploring internal processes within organisms, such as the inner self and consciousness. Hence,

the presence of subjectivity and intersubjectivity within the classroom interactional process is deemed incompatible with the principles of behaviorism, a theoretical framework rooted in the extrapolation of findings from animal experimentation to human learning. The emphasis is on externally observable actions rather than internal cognitive processes such as contemplation. Regardless of the complexity of the behavior, behaviorism simplifies it by reducing it to a collection of straightforward stimulus-response attributes. In addition to this, behaviour is influenced by the surrounding environment, mostly through the process of conditioning.

The behaviourist teaching paradigm comprises various principles, including the following: Concepts, principles and laws are inherently absolute, objective and unique. They exist in isolation, unaffected by external circumstances, including humans such as instructors and pupils. The concept of absolute truth and ontological reality is demonstrated through the principle of curricular priority, where professionals have included specific topics for pupils of a certain class to acquire in the curriculum. Textbooks provide a more detailed explanation and clarification of these topics through examples, non-examples and activities. In the classroom, the instructor is responsible for imparting these immutable and indisputable principles to the pupils, who are seen as passive learners whose only role is to accept this knowledge. From this specific perspective, the learner is seen as a passive entity that continually fulfils the needs of the world.

Teaching approaches rooted in the behavioral paradigm tend to overlook pupils' internal experiences and provide a limited form of education. Learners' active participation in the learning process is given little consideration. A reward-punishment evaluation system, employing point averages, is utilised to design

teaching approaches that aim to incentivize favourable learning behaviour while discouraging unfavourable learning behaviour.

In behavioral contexts, teachers possess a comprehensive understanding of the subject matter, making them the principal authority on knowledge and evaluators in the learning assessment process. As a result, behavioral classrooms adopt a teacher-centric approach, in which pupils are perceived as *tabula rasa*, ready to be shaped and influenced by their teachers. The classroom environment serves as a source of information that the learners receive and assimilate, ultimately influencing their behavior, which can be observed as output.

Teachers have the authority to ascertain the content and extent of pupils' learning, as well as the specific behaviours that warrant investigation, predominantly focusing on those that are observable in nature. The significance lies in actions rather than in beliefs or feelings. The behaviorist teaching paradigm has been criticized for prioritizing rote learning, compulsory memorization, repetitive learning methods and the mechanical reproduction of textbook content. These aspects are perceived as indicators of learning achievement.

There has been a significant change in the way teaching and learning are approached in many nations, with a shift from behavioristic methods to a more constructivist approach. This shift emphasizes the child's role as an engaged contributor to knowledge creation, while the teacher takes on the role of a facilitator in this process. The educational paradigm, usually known as constructivism, is extensively acknowledged on an international scale. From the constructivist viewpoint, learning is understood as an internal cognitive process that involves interpretation. In this perspective, learners are not regarded as passive recipients of knowledge being

transferred from the external world into their memories. Instead, they actively use their past experiences and interactions with the world to form their own views. Therefore, learning is comprehended as a dynamic process of constructing knowledge. Learners actively generate knowledge by creating links between new concepts and pre-existing ideas, utilizing the materials or activities given to them. Traditional teaching methodologies have traditionally been based on an objectivist view of knowledge, where the instructor acts as the transmitter of knowledge and learners take on a passive role. Conversely, the constructivist paradigm is based on the idea that knowledge is subjective and learners actively create knowledge within the context of their social and cultural environment.

The development of scientific and technological fields necessitates an educational approach that prioritizes the cultivation of a scientific mindset, comprehension of scientific concepts and facts and proficiency in the scientific process. Moreover, a practical approach to learning is necessary. This is why constructivism came about: people were unhappy with the way they were taught, which involved repeating information, taking in facts without question and separating knowledge into different fields. This made it hard for pupils to apply what they were learning in real life (Dixon-Kraus, 1996).

Constructivist learning represents a shift from behaviourism to an educational strategy based on cognitive theory (Giridharan, 2012). The behaviorist approach considers aspects such as intelligence, domain of goals, level of knowledge and reinforcement. On the other hand, constructivists view learners as active participants in the process of constructing knowledge through their interactions with the environment. As individuals accumulate further knowledge, they progressively develop their own

unique understanding and convictions. Various concepts validate the constructivist approach when teaching a foreign language.

The principles cover multiple facets of teaching, including the focus on interactive and cooperative learning, the incorporation of innovative classroom activities and project-based learning, the encouragement of learner independence, the acknowledgment of the significance of metacognition and language and the cultivation of cross-cultural awareness. These concepts are critical and play a role in the development of comprehensive language learning experiences, which depend on a content-focused, genuine and demanding learning environment. The phrase described above summarises the fundamental principle of the constructivist learning paradigm. According to constructivist learning theory, learners acquire additional knowledge by engaging in activities that spark their intrinsic curiosity, such as creating poetry and brief play scenarios.

2.3.3 Constructivist Approach to Developing Writing Skills

It is imperative to provide a strong foundation for writing instruction by adopting appropriate approaches. One effective approach to addressing writing proficiency challenges is to develop engaging methods to facilitate the acquisition of writing abilities. Learners receive a sense of liberation when engaging in enjoyable activities, allowing them to freely explore their daily experiences without encountering any obstacles. This can be achieved by implementing a constructionist method, in which the learning process is interconnected with other aspects. Zulela and Rachmadtullah (2019) emphasise the following points: The learning process entails learners' active participation in group activities and mutual correction. Additionally, attitudes are shaped through the cultivation of self-awareness abilities, which are built upon comprehension and existing schemata in pupils. Learners are encouraged to enhance

their writing skills by aligning their work with the current environment, topics introduced by the instructor across different situations and educational resources. This approach aims to foster and cultivate learners' creativity. Pupils are instructed to assume responsibility for overseeing and improving their individual assignments, specifically those related to writing. Learning takes place in a variety of environments, circumstances and conditions and the assessment of learning achievements encompasses multiple methods, such as work performance, assignments and examinations.

In the realm of writing, there exists three fundamental facets of grammar that necessitate the cultivation of proficient skills among learners. The topics encompassed in this category are the composition of letters, the utilisation of letters and the application of punctuation. It is crucial to emphasise to learners that a mere alteration of a single letter (known as a phoneme) can have a significant impact on the meaning of a word, as seen by the distinction between stationery and "stationary." The instructor should demonstrate a proactive approach in employing suitable illustrations, such as writing on the chalkboard and exhibiting instances of punctuation on the wall. According to Jonassen (1998, as cited in Seitzinger, 2006), the process of learning is most effectively facilitated by collaborative efforts of individuals working together in teams to address and resolve challenges. By engaging in interactive discourse and participating in group activities, learners have the opportunity to engage in negotiation, interaction and collaboration, thereby facilitating the exchange of their individual ideas towards achieving the collective goals of the group.

Additionally, learners are encouraged to proficiently express, defend, explain and present their views in order to garner approval from the group. The pinnacle of constructionist learning is achieved in this context, as it is solely through the

utilisation of these groups and interactive dialogues that the educational setting is revitalised, fostering a dynamic atmosphere where learners engage in continuous exchanges. This measure will mitigate the occurrence of pupils seeing a lack of incentive to exert effort in tailoring their writing to a particular audience, given that the teacher is the sole evaluator.

The activities implemented in a constructivist classroom foster a reciprocal process of teaching and learning. This approach will facilitate peer instruction among student pairs. In addition, inquiry-based learning (IBL) is also accessible. This is the space where pupils articulate questions and seek solutions through scholarly investigation and first-hand examination. This is the stage at which pupils offer their corroborating evidence to address the inquiry while also establishing links between their pre-existing knowledge and the knowledge they have acquired through the task. Ultimately, the researchers proceed to form conclusions, identify any existing gaps in knowledge and formulate strategies for future investigations.

Another activity commonly found in constructivist classrooms is problem-based learning (PBL), which shares a fundamental principle with inquiry-based learning (IBL): pupils gain knowledge by formulating a solution to a problem. The sole distinction lies in the fact that problem-based learning (PBL) activities expose pupils to authentic real-world challenges, hence requiring them to engage in collaborative problem-solving. Furthermore, pupils get the opportunity to develop their communication and teamwork skills by participating in challenging group projects that are rooted in real-world situations. Cooperative learning is an educational practice that aligns with the constructivist approach. In this educational context, pupils engage in collaborative learning by actively participating in small group activities, aiming to optimise their individual learning outcomes as well as enhance the learning

experiences of their peers. Cooperative learning is distinct from conventional group work due to its reliance on interdependence among group members for problem-solving and task completion.

2.3.4 The Constructivist Approach: Assessing Writing Abilities

In the educational setting, the conventional approach to evaluating student performance has typically involved the administration of examinations, where pupils are required to produce accurate answers. However, constructivism's pedagogical approach is not solely reliant on examinations; it also emphasizes the importance of observing the learner, their work and their perspectives. The evaluation methods encompass a range of strategies, including oral talks, mind mapping, hands-on activities and pre-testing. The evaluation of written work provides essential input that is critical for improving convincing illustrations. Learners are motivated when they receive prompt feedback on their work.

The constructivist approach places greater importance on formative evaluation compared to summative assessment. The primary goal of formative assessment is to improve pupils' educational experiences, rather than being used for evaluation or grading. The assessment should take into account the specific requirements and unique characteristics of both teachers and pupils. In an educational environment marked by a constructivist approach, a diverse range of assessment techniques are utilised. These types of assessments encompass diagnostic assessment, formative assessment, summative assessment, ipsative assessments, non-referenced assessments and criterion-referenced assessments.

The assessment conducted within the classroom often fulfils one of three primary objectives: assessment of learning, assessment for learning, or assessment as learning.

Assessment of learning is a pedagogical approach used to determine the extent to which learners have gained knowledge and skills, as well as their proficiency in meeting the prescribed curricular criteria for their respective grade levels. In general, academic assessments are subject to grading and encompass a variety of evaluation methods, including examinations, portfolios, culminating projects and standardised exams. Grades serve as a means of conveying pupils' academic achievements to other individuals involved in the educational process, such as instructors, parents, pupils themselves, school officials and other relevant stakeholders. Common forms of learning assessment include summative assessments, norm-referenced assessments and criterion-referenced assessments.

Learning assessment enables educators to have a comprehensive understanding of their pupils' learning progress and comprehension during the instructional process. This represents an ongoing and practical undertaking. In this particular mode of assessment, it becomes imperative to pose a series of inquiries, including but not limited to, "What knowledge gaps persist among the learners?" What knowledge did the pupils acquire during the instructional session? Did the pupils perceive the instructions as overly simplistic? Is the task excessively challenging? Were the teacher's teaching tactics successful in effectively engaging the pupils? What are the prevailing misconceptions commonly encountered by learners? What was the teacher's main instructional objective for the lesson? Was the teaching successful?

Formative and diagnostic evaluations are commonly used to assess student development and comprehension in educational contexts. Assessment as learning involves individuals actively participating in the learning process. The teaching technique facilitates the cultivation of critical thinking and problem-solving abilities in pupils, while also encouraging the setting of attainable goals and the impartial

evaluation of their own advancement. This specific type of evaluation has the capacity to promote the dynamic engagement and active involvement of pupils in the educational process. Assessment as learning includes different types of assessments, such as ipsative assessments, self-evaluations and peer evaluations. The primary goal of diagnostic tests is to obtain the essential information needed to evaluate pupils' comprehension, which then informs instructional strategies for engaging pupils. Multiple forms of diagnostic testing can be employed to measure student learning and comprehension.

The evaluations encompass a variety of methods such as map reading, flow charts, quick quizzes, diary entries, student interviews, student reflections, graphic organisers and classroom discussions. Diagnostic tests are essential for creating benchmarks to measure the progress of children. Formative assessment allows instructors to promptly gather information about pupils' learning progress and adjust their teaching methods accordingly. It can assist the instructor in actively monitoring pupils' knowledge advancement and development in a timely manner. Formative assessment includes a variety of evaluation methods used in an academic environment, such as portfolios, group projects, progress reports, class discussions, entry and exit tickets, brief regular quizzes and virtual classroom tools. This type of assessment should have simple characteristics, be readily accessible and exhibit consistency.

Summative evaluations serve as a method for assessing learning levels and providing school authorities with relevant data. However, they may not always provide clear feedback on the learning process and they can promote a teaching method that focuses on preparing for tests.

Within the CBC context, educators are encouraged to perceive evaluation as a means of gauging the degree to which a student has attained predetermined educational objectives. The teacher should be guided by a number of issues when choosing the assessment tools. This includes knowledge and skills evidence that the learner is expected to demonstrate, performance criteria, expected evidence and assessment conditions. These tools help to inform improvements in instructional strategies, offer relevant and appropriate interventions, determine the level of acquired competences, provide feedback to the learner and other stakeholders and collect information on the learner's competence acquisition. These assessment tools, which serve to address the different learning styles of the learners, include questionnaires, observation schedules, written tests, the learner's profile, rating scales, oral and aural questions, anecdotal records, journals, projects, rubrics, portfolios and checklists. These tools will cover both informal and formal approaches to feedback.

Informal feedback is unstructured, can take place at any time, emerges spontaneously during action and makes demands on the teacher to build rapport with learners for encouragement, coaching, or guidance. It may take place in class, over the phone, in an online conversation, or in a virtual classroom. On the other hand, formal feedback is planned and systematically scheduled within the assessment process, associated with assessment tasks, includes school year reports and assessment sheets and informs stakeholders on learners' competencies, performance levels, acquisition of values and pertinent and contemporary issues (PCIs).

Effective assessment focuses on highlighting the learner's strengths. It should be stated using straightforward language. It should guide learners to focus on the expectations of the tasks and highlight areas requiring improvement. Assessments should not only be individualized but also communicate the performance. Aside from

that, it should be kind and provide prompt feedback. Reporting assessment is an important aspect of assessment. There are a variety of reporting and assessment options available to teachers of English. Reporting may be formal or informal, provided in person or in writing. The teacher's handbook by KICD (2019) identifies a number of methods that can be used for reporting, which include portfolios, newsletters and websites customised for specific schools.

There are considerations that a teacher should take regarding assessment reporting, which include the fact that reporting should be conducted in a caring, confidential and sensitive way to communicate the intended message without demeaning the learner; assessment should be passed on to the relevant stakeholders, such as the learners, parents and guardians; feedback should aim to communicate any relevant contribution or engagement of parents or guardians towards supporting the learner's achievement; The feedback offered in assessment reports should serve the objective of enhancing the learning process and mitigating any obstacles that may hinder the attainment of desired learning outcomes. Teachers have the option to either create their own assessment reports or use the templates that are made available to them.

2.3.5 Challenges with the Constructivist Approach to Teaching Writing Skills

The difficulties posed by pupils' writing skills have led to a growing complexity in writing instruction. ESL pupils face a variety of challenges, including limited vocabulary, incorrect grammar and spelling, insufficient access to books and reading materials and learners' level of readiness. According to a study by Rachel and Mohamad (2019) on challenges faced by pupils and teachers in ESL contexts regarding writing skills, the primary obstacles to implementing constructivist teaching were teachers' insufficient dedication, large class sizes and inadequate time allocated for in-depth active learning. Contextualising instruction may hinder pupils' capacity to

create abstractions and apply their knowledge and abilities to novel contexts, which is another drawback of the constructivist method (Merrill, 1991).

According to Almubark's (2016) research exploring the challenges teachers face in helping pupils in Saudi Arabia acquire writing abilities in English, learners' grammar errors pose the biggest challenge to writing instruction; pupils' limited vocabulary also poses a challenge. It was also found that pupils in skills classrooms become discouraged since the themes addressed in writing skills textbooks are not compelling enough. Learner demotivation is another issue that hinders effective teaching and the development of writing skills. Investigations were also conducted into the effects of a wealthier student body on writing teaching.

It was discovered that interference from their mother-tongue is one of the things impeding pupils' ability to write in English. Furthermore, it was shown that learners' growth in writing skills was influenced by their past understanding of English language writing skills. Furthermore, it has been demonstrated that content saturation prevents teachers from devoting more time to writing assignments in the classroom. It is not permitted to use instructional aids that come with the necessary tools and equipment.

According to Negari (2011), acquiring the skill of writing in a second language is the most challenging task for language learners in an academic environment. The assessment of fundamental mistakes is influenced by both social and cognitive variables. Motivation and attitudes are sociocultural elements that exert an influence on the process of L2 writing, as highlighted by Myles (2002). According to Ellis (2003), social factors are responsible for the variations in the speed and kind of proficiency in acquiring an L2, such as conversational or written proficiency.

According to McGroarty's (1996) research, those who have good attitudes and motivation toward writing for academic purposes tend to have greater success than those who have negative views.

Myles (2002) proposes that teachers might enhance student motivation in writing by promoting the exploration of academic books and fostering collaboration with peers who possess a deeper understanding of the subject matter. If pupils are driven to write in their L2, they will develop a strong level of skill and good attitude, which will positively impact their writing. In order to inspire pupils, teachers should provide feedback on learners' exercise books and verbally reinforce proficient language responses as part of their instructional approach. In addition, they have the option to display outstanding student work on the bulletin boards within the school. This is intended to improve the self-confidence and drive of second-language writers. Offering prizes for achievement can also act as a catalyst for motivating pupils.

Language transfer has an impact on the cognitive aspect of L2 writing. Learners often exhibit a tendency to utilise linguistic constructs derived from their native language (L1) when formulating their responses. This suggests that in cases where the grammatical structures of two languages are markedly dissimilar, there is a greater likelihood of encountering a reasonably high frequency of errors in the L2. As a result, the L1 effect can be observed in L2 writing (Ellis, 2003; Cook, 2008). According to Darus and Subramaniam (2009), it is imperative for educators to ensure that pupils are cognizant of the structural disparities that exist among different languages. Furthermore, experts suggest that educators place emphasis on specific principles of the first language (L1) that may be inappropriate while pupils are composing in their L2. According to Farooq (2012), second language writers often find grammar to be the most difficult aspect. Many pupils have challenges when it

comes to mastering proper sentence form and effectively developing paragraphs, in addition to ensuring coherence throughout their written texts.

Learning grammar includes using a variety of sentence structures, making sure that subjects and verbs agree, putting modifiers in the right places, being consistent with tense usage and using parallel construction. Grammar encompasses more than just a collection of rules, as pupils may have knowledge of sentence construction but struggle to effectively apply these concepts in written communication. The remaining factors are classified into four primary categories. Primary variables are associated with educators. The lack of knowledge and abilities among language instructors in effectively implementing writing education in the classroom has contributed to this outcome (Hartman, 2002). Furthermore, educators face challenges when it comes to adhering to and executing the instructional methodology employed for teaching writing proficiency.

Teachers of second languages frequently lack the necessary skills and expertise to adequately teach writing. As a result, they usually have difficulties providing suitable instruction and effectively managing and organising their pupils. Furthermore, there are school-related elements that contribute to the problem, such as a deficiency of instructional resources and equipment, including reference books. Furthermore, learner-related issues encompass instances where learners exhibit disinterest in acquiring and honing their writing skills as directed by their instructors. These learners may also possess insufficient prior knowledge and have unfavourable attitudes towards both their teacher and the writing tasks assigned to them. In addition, there are several classroom-related variables that contribute to the issue at hand. These elements encompass the presence of narrow classes, overcrowded classes

and a lack of or inadequate classroom infrastructure, such as seats, desks, tables and lighting. According to Hedge (2008), time restrictions are identified.

2.3.6 Instructional Activities to Develop Writing Proficiency

The writing abilities that pupils exhibit in the classroom can be influenced by two factors in the affective domain of second language acquisition. The first component relates to the inherent aspect of affectivity, which includes components of an individual's personality that can aid in the process of language acquisition. The second aspect involves external factors, particularly social and cultural variables that result from the contact between two separate civilizations. As a result, individuals must not only learn a second language but also familiarise themselves with a second culture (Brown, 2000).

Personality variables are innate characteristics that are specific to individuals and include physiological aspects such as emotions, motivation, the neurological basis of emotions and the evaluation of emotional components (Brown, 2000). The affective domain refers to the emotional side of human activity, including self-esteem, inhibitions, risk-taking tendencies, anxiety levels, empathy and extroversion. Motivation is an extra element that relates to the emotional domain. This principle fundamentally explains the results, whether positive or negative, of almost all complex endeavours. Social and cultural aspects refer to a variety of factors related to social and environmental impacts. These factors include attitudes, the acquisition of a second culture, social distance and the culture within a classroom (Brown, 2000). Attitudes have a significant impact on how individuals see themselves, as well as how they perceive others and the larger cultural environment in which they exist. Social culture acquisition is the process through which individuals in a particular culture

acquire the essential abilities and knowledge to effectively interact with other members of the same culture.

Communication is a prominent and easily noticeable expression of a culture's qualities and ideals. Social distance refers to the hierarchical structure of the cultural environment in which second language acquisition occurs. By employing observation and interviews, researchers can identify numerous elements that impact learners' ability to acquire knowledge (Yasin, 2011). The aforementioned factors, including materials and media, classroom activities, classroom administration, teaching style and teaching technique, have a substantial impact on improving language learning outcomes, specifically in the area of writing.

According to Richard (2001), classroom activities should parallel the real world and focus on the primary content of the task at hand. Classroom management enables pupils to learn and study comfortably. Effective classroom management includes the creation of a good rapport between learners and teachers, as well as the use of instructional methods that facilitate optional learning. Learner behaviour in class should be conducive to learning (Jones, 1997). Teachers' strategies should be designed with a view to improving learners' writing skills. According to Richards (2001), a teacher's strategy is a way of engaging all learners through all activities and materials that the teacher uses. Teachers' approach, as stated by Brown (2001), helps in managing the class through such ways as controlling, directing, managing and facilitating resources.

Learners' motivation is critical in the instruction and acquisition of writing abilities. In addition to this, it is essential for the writing environment to possess a positive atmosphere and be conducive to the act of writing. The pedagogy of writing skills is

impacted by a positive teacher-student rapport, a consistent provision of accurate and timely feedback and the integration of modern technology tools and methodologies. Furthermore, according to the findings of Otoshi and Heffernan (2011), individuals who possess a heightened level of motivation exhibit a greater propensity for actively engaging in the learning process compared to their less motivated counterparts.

Research conducted by Brannon (2008) has provided evidence to support the notion that the establishment of a nurturing classroom environment can effectively mitigate behavioural issues and facilitate pupils' ability to focus on the learning process. This is because writing is inherently a communal endeavor, often undertaken with the intention of serving the reader's interests. A favorable environment encourages the acquisition of instructional activities. Teachers' cultivation of a pleasant learning environment has been advocated by scholars such as Ulicsak (2004) and Rollinson (2005) because of its potential to facilitate collaboration among learners.

Teachers' role in cultivating a positive student-learner relationship is of utmost importance because of its significant impact on classroom communication, thereby facilitating enhanced idea development. Hamre, Pianta, Downer and Mashburn (2008) have demonstrated that pleasant interactions between teachers and pupils offer notable benefits, such as aiding kids in their school adjustment and promoting the development of learning abilities. A setting that fosters encouragement has a significant role in promoting language acquisition and, specifically, the cultivation of writing skills among pupils. The establishment of a supportive relationship serves as a fundamental basis for the development of language skills and effectively diminishes the divide between language acquisition and writing, ultimately resulting in a more seamless integration of the two processes and a heightened acquisition of writing abilities. Furthermore, the establishment of a positive rapport between educators and

pupils fosters a sense of safety and stability within the educational setting. This, in turn, lays the groundwork for the cultivation of essential social and academic proficiencies (Baker, Grant, & Morlock, 2008).

The selection of instructional practices is influenced by the teacher's cognition, which is informed by their personal experiences and contextual factors such as the curriculum, classroom environment, language interests of the learners, time constraints, assessment methods and availability of resources (Basturkmen, Loewen, & Ellis, 2004; Zheng & Bog, 2014). The instructional approaches employed by teachers are often influenced by their conviction in the efficacy of these strategies for achieving their intended goals (Hayes, 2009). According to Ur (2013), teaching judgements are significantly influenced by environmental circumstances. Additional aspects that were identified by the author include the characteristics of the learner population, the expectations and/or deviations of stakeholders, forthcoming examinations or assessment methods and the personal preferences, strengths and weaknesses of the individual teacher (Chang, 2011; Liu, 2004; Zheng & Borg, 2014).

The instructional practices for teaching writing are influenced by the class size, as it dictates several factors such as the seating arrangement, the allocation of group and partner work by the teacher and the duration allotted to each student for showcasing their performance in the classroom. The presence of a substantial number of pupils in a classroom poses challenges for teachers in effectively managing the classroom environment and providing timely feedback on their pupils' written assignments. Furthermore, large classes will present challenges in handling disruptive learners and time management. Teachers can feel disappointed many times, particularly when they pose questions to learners and do not get any response or get the wrong answer. This could be due to learners' passiveness during a lesson.

To enhance effective teaching, learners should be engaged in active techniques and teachers should play the role of catalysts so as to transform plagiarists into artists. Generally, the strategy is found to work best with children since they have a strong urge to make meaning out of the experiences surrounding them (Gagnon, 2006). Collay and Gagnon (2006) argue that learners are more comfortable doing something than just absorbing facts, which they have little control over when constructing concepts and also learning to use the concepts in other unfamiliar contexts. Teachers who have used a constructivist approach observe that constructivist lessons take longer than a typical lesson and more so, they observe that learners ask questions and reflect on their learning process.

The teacher's primary responsibility in teaching English writing skills is to serve as a facilitator. This position has three key functions: modelling, coaching and scaffolding, as outlined by Jonassen (2003). A constructivist learning environment (CLE) necessitates the establishment of a clearly defined learning objective, which can manifest in several formats, such as posing a question or addressing an issue, engaging in a case study, undertaking a long-term project, or tackling a complex problem. Additionally, it is important to integrate multiple cases and projects at the curricular level to enhance the effectiveness of the CLE.

In a constructivist educational setting, instructors demonstrate the following characteristics: The role of the teacher is to act as a resource for learners, although they may not always be the main source of information. The teacher facilitates learning by providing experiences that challenge learners' existing knowledge. They also use learners' responses to plan future lessons and encourage further elaboration on initial responses. Open-ended questions are used to foster questions and

discussions among learners. Additionally, the teacher assists learners in developing their own understanding.

The teacher relinquishing control of the classroom facilitates the promotion and acceptance of pupils' autonomy and initiative. This is accomplished by providing raw data, primary resources, as well as manipulative and interactive physical materials. Besides this, the teacher avoids separating the process of discovering nouns and verbs from the act of knowing. Lastly, the teacher plays a role in facilitating clear communication from pupils through both written and verbal responses, thereby enhancing the learning process.

Active participation of learners in a democratic setting is crucial, wherein the activities should foster interactivity and prioritise the learner's needs and interests. According to Gray (1997), the teacher plays a crucial role in facilitating a learning process that promotes student autonomy and self-directed learning. In a constructivist learning environment, it is imperative that learners are afforded the opportunity to participate in purposeful projects and activities that foster discovery, experimentation, creation, cooperation and reflection.

Educators should possess knowledge of the necessary resources and information that pupils require to effectively address the problem at hand. The establishment of a constructivist learning environment necessitates the incorporation of several fundamental components in the education process. The elicitation of prior information should be prioritised in the learning environment, as new knowledge is constructed based on the foundation of learners' existing knowledge. The educational setting should intentionally induce cognitive dissonance by assigning learners complex tasks and engaging activities. It is also critical to provide an atmosphere that supports the

application of information through feedback and encourages pupils to engage in reflective practices.

The main aim of constructivist instruction is to enable learners to take ownership of their own learning process. Research suggests that when children engage in active participation rather than passive listening, they exhibit improved learning outcomes and a greater appreciation for the learning process. The learner holds a central position within the constructivist philosophy. To flourish in a constructivist environment, the learner must cultivate particular personal and social dispositions. This means that pupils should be responsible for their own learning and have control over what they learn.

On the other hand, the main duty of the teacher is to support the process of information acquisition among pupils and to supervise their behaviour inside the classroom environment during the educational encounter. The instructor adopts a limited role to promote enhanced engagement in collaborative learning among pupils. Pupils employ their pre-existing cognitive frameworks to construct their own mental models and integrate new information.

The fundamental instructional activity in a constructivist educational setting revolves around problem-solving. In this particular context, pupils are urged to apply their individualised techniques in formulating inquiries, studying subject matter and employing a wide array of resources to arrive at solutions and conclusions. Through a comprehensive examination, the learners are able to reach conclusions, which they later revisit and reevaluate as they persist in their exploratory endeavors. Constructivist classrooms are characterised by numerous fundamental qualities. First and foremost, pupils demonstrate active engagement in the learning process by

assuming an active role in their own education. Additionally, these educational environments cultivate a democratic ambiance wherein pupils are afforded the opportunity to express their perspectives and opinions, which are duly acknowledged and esteemed. In addition, it is noteworthy that the activities used in constructivist classrooms are intentionally structured to prioritise the learner's involvement and foster interactive experiences, thereby facilitating engagement and boosting collaborative interactions among pupils. In addition, the teacher assumes the responsibility of a facilitator, providing guidance and support to pupils throughout their educational endeavours.

In conclusion, constructivist classrooms place a strong emphasis on fostering student autonomy and responsibility, promoting the cultivation of a sense of ownership over one's own education. In an educational setting, there are three fundamental components that are critical in facilitating the development of effective, meaningful and long-lasting knowledge acquisition. Based on the research undertaken by Brown (1987), the aforementioned elements consist of activity (practice), concept (knowledge) and culture (context).

2.3.7 Methods for Strengthening Skills in Writing

Constructivism is influenced by a variety of factors, including the learner's interests, general and specific abilities, attitudes, successes, goals and motivation. Therefore, it is vital to utilise an approach that offers versatility, drive, adjustability and proficiency for both the educator and the learner. Constructivist instruction is based on the fundamental principle that learning takes place when learners actively participate in the process of constructing meaning. The variation in individuals' schemas can be attributed to the disparities in their experiences (Hmelo-Silver, Duncan & Chinn, 2007; and Jonassen, 1991). This suggests that it is important to tailor instructional

approaches to meet the specific needs, interests and experiences of individuals. Additionally, establishing linkages to prior information or schema serves as a basis for fostering the acquisition of new knowledge and comprehension.

The constructionist classroom, in the context of English instruction, is characterized by several distinctive features. The instructor and student have mutually supportive responsibilities, wherein the teacher assumes the role of a guide or facilitator while learners take on the responsibility for their own learning. Learner-centred techniques are frequently employed, wherein pupils actively engage in constructing meaning, generating ideas and acquiring knowledge, facilitating the centralization of the learning process. Learners participate in the negotiation process by actively contributing to the curriculum's development, which includes determining the content of courses, establishing the format of assignments and formulating the criteria for evaluating those tasks.

According to Smith (1993), the process of negotiating curriculum involves customising daily lessons to cater to the unique requirements of the pupils. Learners are anticipated to exhibit heightened levels of responsibility towards their own learning as a result of experiencing a sense of ownership over the lessons, acknowledging the collective involvement of all participants in the teaching-learning process and actively engaging in the construction of their own ideas, inquiry and the pursuit of solutions. This will additionally empower learners to acknowledge their ownership of the materials.

In constructivist classrooms, control and authority are distributed among multiple stakeholders. Pupils are encouraged to cultivate independence and autonomy, granting them a certain level of agency and authority in determining their educational pursuits,

the dynamics of the classroom, the structure of assignments and the methods of evaluation. This enables them to assume heightened accountability for their own learning journey. The responsibility they bear contributes to the development of their independence and autonomy. Learners are advised to engage in questioning as a means to cultivate and enhance their capacity for independent learning. Due to the active involvement and enthusiastic participation of pupils, the teacher's authority within the classroom is diminished.

The constructivist English classroom exhibits democratic characteristics. This is accomplished through an educational program that fosters active student engagement in collaborative inquiry and decision-making processes, which are shared between pupils and teachers. Additionally, pupils are empowered to exercise autonomy in selecting their daily activities. Learners may be motivated to build operational ground rules, values and conventions within their learning community. Furthermore, it is imperative to foster the active involvement of pupils, instructors, parents and other stakeholders within the school community in the process of governance and policy development.

In the constructivist English classroom, the instructor assumes the role of a researcher. The instructor may inquire about the learners' preferred learning styles as a means of gaining further insight into their individual needs, enabling the instructor to provide more effective support and guidance. According to Calkins (1986), the distinction between research and teaching becomes blurred when teachers acquire knowledge from their pupils during the instructional process, since pupils' learning behaviors serve as a demonstration of their learning methods. Enhancing the effectiveness of instruction is contingent upon instructors' comprehension of pupils' learning

processes. In an educational setting that adheres to the principles of constructivism, there is an active exchange of ideas and perspectives between professors and pupils.

Promoting interaction between learners and between learners and instructors is consistently advocated for. This is because classes that provide pupils with the opportunity to engage in interpersonal interactions promote the efficient development of their cognitive abilities. Pupils actively take on the duty of collectively acquiring knowledge, engaging in discussions that encompass a range of differing viewpoints and exerting influence over the course's trajectory by engaging in collaborative and cooperative efforts. As a result, group debate is widespread. The project's completion can be facilitated by forming small groups, allowing pupils to assign distinct responsibilities to individual group members and then engage in discussions about their respective progress.

The relationship between pupils and teachers has a pivotal role in shaping the learning environment. According to Katja (2024), cultivating supportive and pleasant connections between instructors and pupils plays a critical role in fostering a deep sense of school belonging and promoting student engagement in collaborative classroom activities. Hence, it is imperative to direct attention towards both the pedagogical process and the dynamic between the student and the teacher, since this synergy greatly enhances the overall teaching and learning experience. Nevertheless, the presence of a heterogeneous student body with varying linguistic backgrounds might provide a considerable obstacle for an educator in a classroom setting. This is because ELL encompass a wide spectrum of academic aptitudes, English language proficiencies and academic experiences. Moreover, it is important to acknowledge that cultural disparities might have an influence on a student's aptitude for academic achievement within the educational setting.

The development of writing as a sophisticated language skill, with the objective of enabling learners to effectively convey their thoughts, necessitates the crucial role of a teacher in employing a constructivist strategy to support the learning process. According to the Kenya Institute of Curriculum Development (KICD, 2019), it is recommended that the teacher assume a guiding role rather than dominating the learning environment. This approach allows learners to actively participate and assume responsibility for their own learning. The promotion of learner-centric approaches is justified because writing skills are inherently self-initiated, enduring abilities that contribute to human growth and have practical applications extending beyond the confines of the educational setting. As a result, the teaching of writing must be characterized by immersive, participatory and engaging methodologies.

The methods employed should facilitate active engagement and learner participation in learning activities, with the aim of enhancing writing skills across different thematic areas. The Kenya Institute of Curriculum Development (KICD, 2019) presents a diverse range of instructional techniques, including role play, storytelling, question and answer sessions, discussions, singing, inquiry-based learning, discovery-based learning, role modelling, recitation, demonstration, fieldwork, problem-solving tasks, experiments, reflection exercises, practical activities and e-learning. When considering instructional approaches, educators should be cognizant of the educational requirements, individual learner needs and the surrounding learning context.

It is important to acknowledge that the constructivist approach emphasizes the use of guided instruction, in which the teacher plays a facilitative role in promoting learning through modeling and scaffolding. Within this framework, learners are encouraged to seek clarification and ask questions, while also applying these skills collaboratively

and independently. Additionally, the teacher employs formative assessment methods to assess comprehension and ensure learning progress. Guided instruction exemplifies the congruence between the teacher's instructional objectives and the level of support provided to pupils in carrying out these tasks. In contrast, alternative teaching approaches exist, such as the conventional lecture approach, which requires learners to simultaneously comprehend the content of the presentation and apply underlying ideas. This is contrary to the principles of the constructivist method, as it results in less favourable learning outcomes.

When selecting and implementing instructional approaches for writing skills, it is imperative for the teacher to consider the idea of differentiated learning. This theory is rooted in the recognition that pupils have a diverse range of learning styles and multiple intelligences. This will guarantee that the teaching approaches and methods employed are appropriate for the heterogeneous student group. Differentiated instruction is a pedagogical approach that considers the learner's ability, interests and learning preferences (Kenya Institute of Curriculum Development, 2019).

Furthermore, it is important to note that the schema of each individual varies from that of others due to the distinctiveness of their personal experiences (Mayer, 2004; Hmelo-Silver et al., 2007; Jonassen, 1991). To overcome these disparities, it is imperative for the educator to use a diverse range of pedagogical approaches to cater to the unique requirements of each student, given that not all pupils acquire knowledge in a uniform manner, simultaneously and within the same setting. Hence, educators are advised against prioritising a uniform instructional method for imparting writing abilities, as this may lead to improved educational achievements.

2.3.8 Instructional Resources for Writing Abilities

Instructional resources refer to the various materials, tools, individuals and online platforms that teachers and instructors use to support and enhance pupils' learning experiences. These resources aid in the acquisition and understanding of knowledge and ideas. Resources not only facilitate authentic learning experiences, but also enhance practicality, thereby contributing to learners' enjoyment. They serve to strengthen a skill, viewpoint, perspective, or notion. Materials impact the teaching of writing by influencing the interest of pupils and challenging them in writing assignments and/or activities. The materials should be compatible with the learners' prior knowledge and reflect real-world experiences, such as environmental concerns.

As they may have learned the topic from television, newspapers and periodicals, among others, the use of materials would aid learners while developing and organising their ideas in writing. Clark argues in Kitao (1997) that the materials used in the learning process should fulfil their many roles. The material should be genuine, contextual and learner-centred. The media serves as a communication tool in the context of teaching and learning, enabling teachers to effectively convey information to pupils throughout various classroom activities. Additionally, the use of media can enhance pupils' writing skills by providing them with increased opportunities for practice inside the classroom setting.

Digital technologies have had a significant impact on how pupils acquire various skills, including writing ability. Learners experience a sense of familiarity and comfort when engaging with technology-based and web-based resources, such as social networking sites, cellphones and texting. These tools facilitate written communication, fostering creativity and motivation among learners as they strive to expand their understanding within a wider context. According to Kabilan, Ahmad and

Abidin (2010), pupils derive enjoyment from Facebook due to its provision of writing practice opportunities and its ability to enhance their motivation to engage in English language posting. Increasing the learners' interest, motivation and enjoyment of writing can also enhance their writing skills (Graham & Perin, 2007). The incorporation of technology has significantly contributed to the evolution of instructional approaches for second-language reading and writing.

There is a notable transition observed from a behavioural learning approach to a constructivist one, as indicated by Kasapaglu-Akyol (2010). According to Lee (2012), the use of technology not only serves as a source of motivation and encouragement for ESL pupils to actively participate in reading and writing activities, but it also offers a diverse range of applications that contribute to the enhancement of pupils' writing abilities. The use of electronic journals provides learners with a secure platform for articulating their thoughts, alleviating concerns related to issues such as legibility and spelling mistakes. This strategy enhances the vocabulary of individuals and provides them with the opportunity to receive written feedback from an instructor, thereby improving their reading proficiency.

The use of online discussion forums facilitates pupils' participation in interactive exchanges with both their peers and instructor, allowing them to obtain feedback from their classmates and refine their conversational abilities through the articulation of coherent ideas in written form. Peer feedback is widely recognised as a highly influential method for enhancing English writing competence. Research findings suggest that children in the school-age range demonstrate a higher level of sensitivity towards the reactions and perceptions of their peers compared to those of their teachers. As a result, they are more inclined to acquire knowledge and understanding through the constructivist approach (Bitchener, Cameroon, & Young, 2005).

According to Ghandoura (2012), computers have played a significant role in enhancing and expediting the development of writing abilities. One restriction associated with the use of these tools is the absence of rapid feedback on grammar and punctuation issues when writing on a computer, so pupils miss out on potential learning opportunities. According to Ismail, Al-Awidi and Almekhalafi (2012), research has demonstrated that ELL have the potential to enhance their reading and writing skills in English when exposed to a setting that incorporates technology.

Journaling is a crucial method for fostering writing skills. This approach is recognised as a non-threatening method for ESL pupils to engage in writing practice. The term commonly used to describe this practice is an interactive journal, as it facilitates communication between pupils and instructors through a dedicated notebook designed for textual discourse (Wong Mei Ha and Storey, 2006). The act of maintaining a journal fosters an increased propensity among pupils to engage in writing that is more comprehensive and profound in nature. In addition to providing regular and frequent practice opportunities, daily use of this tool facilitates streamlined and complete access to pupils' written work, fostering increased potential for personalized instruction.

There are other ways to incorporate this strategy in the educational setting, such as using reading response journals, correspondence journals and internet journals. Reading response diaries facilitate the process by which pupils extract significance from their interaction with a given book. Additionally, it allows the instructor to effectively monitor the progress of the student's development in reading and writing skills. According to Fagan (2008), journal writing is an introspective practice that enables pupils to contemplate their learning process and the strategies they employ to support themselves. The learner engages with the book by providing responses to

teacher-led inquiries, which encompass narrative prediction, personal reactions to characters and text synthesis. Additionally, this approach can serve as a preliminary stage to facilitate the commencement of a more structured writing task (Evans, 2008).

The process of reading-to-writing can gradually provide ESL pupils with the required abilities for future academic writing tasks. Despite the discouragement of vocal contact in the classroom, correspondence journals are important because they serve as an effective and helpful tool for facilitating written work.

Journal writing also serves as a means for learners to address and overcome issues such as nervousness, a lack of confidence and the expression of frustration or stupidity. Additionally, it provides learners with a platform to acknowledge and celebrate their achievements. Furthermore, this platform offers a secure environment for ESL learners to engage in writing activities, enabling them to enhance their proficiency in punctuation, capitalization and grammar without facing any negative repercussions. According to Bloem (2004), the act of journal writing provides individuals with a platform for engaging in deep introspection, devoid of any potential judgement from peers, while also offering many opportunities for self-expression. Educators responsible for instructing ELL ought to contemplate novel and inventive approaches to imparting writing abilities, given that existing methodologies have proven inadequate in enabling pupils to achieve the anticipated standard of competency.

2.3.9 Review of Related Studies

This section presents a concise overview of pertinent prior research on the comparison between the constructivist and product-oriented approaches to the development of writing skills. The review encompasses both local and global contexts, including both

within and outside Kenya's borders. It is therefore presented under the sub-headings: global and Kenyan studies.

i. International Related Studies

The study done by Ecevit and Ozdemir (2020) aimed to examine the teaching and learning beliefs of science and primary school teachers, as well as their views on a constructivist learning environment. The study sample consisted of 100 scientific instructors and primary school teachers selected from public schools in the Central Anatolia region. The participants were selected using a convenient sampling method. The study utilized a quantitative research design and survey methodology. To collect data, the researchers used questionnaires, notably the teaching-learning conceptions questionnaire, along with the Constructivist Learning Environment Survey (CLES).

The survey findings revealed that instructors in the classroom demonstrated a preference for employing a constructivist educational approach rather than a more traditional one. The study additionally discovered that the participants' degree of professional expertise significantly impacted their opinions of the constructivist teaching-learning technique. The aim of this study is to provide a comparative comparison of constructivist and product approaches in primary schools using an experimental Solomon-four group design.

Rahman and Sarker conducted a qualitative investigation in 2019 to examine the classroom practices used by primary-level instructors in Bangladesh to improve pupils' English writing skills. The research study proposed the creation of five government primary schools in Dhaka, with a deliberate selection of five teachers from each institution. The research project entailed collecting data on teaching and

learning practices by observing a randomly selected English class three times. Afterwards, the collected data underwent thematic analysis.

The study findings indicated that the teacher employed traditional teaching and learning methods that emphasised the learners' acquisition of knowledge, using Bangla as the language of instruction. In addition, it has been shown that teachers encounter numerous challenges while teaching young pupils how to write, such as overcrowded classrooms, an increased workload and a lack of instructional tools. The study's findings suggest that the current teaching methodology used by educators in Bangladesh does not result in any noticeable enhancement in their writing skills. Unlike the experimental element of the current work, which seeks to investigate and compare two distinct instructional approaches for teaching writing.

In a study conducted by Innocent (2014), the investigator assessed the factors that impact the choice and implementation of constructivist teaching approaches by mathematics instructors in a particular sample of urban schools in Gauteng. The study involved four public schools and sixteen mathematics teachers. A parallel mixed-methods design was employed to gather both qualitative and quantitative data, which were then subjected to qualitative and quantitative analysis, respectively. The study's findings indicated that mathematics teachers possess a thorough comprehension of constructivist teaching concepts and believe their instructional environments to be in accordance with these principles. In addition, it was found that constructivist teaching methods were not fully implemented because teachers were not skilled enough to handle a curriculum that they felt was imposed on them without their full participation in its creation.

The study found that the learner's family background had a significant negative impact on their choice of constructivist teaching methods, acting as an important social factor. This paper provides recommendations for effectively incorporating a constructivist approach into mathematics instruction in South Africa. This study investigated the development of writing skills in the English language using both constructivist and product-based training methods.

In their study, Ryan, Khosronejad, Barton, Kervin, & Myhill, (2021) conducted research on the topic of teaching writing abilities and limits in primary school classes. The study utilised reflexivity theory to examine the pedagogical priorities and perspectives of nineteen writing teachers in primary classrooms located throughout Australia. The results of this study revealed that teachers experience a combination of facilitating and limiting circumstances that emerge in diverse ways and settings. Examples of enabling variables include a strong inclination toward teaching writing coupled with a heightened level of motivation, as well as an approach to practice that is characterized by reflection and collaboration. Furthermore, the study revealed several areas of constraint, including time management, the prevalence of teacher-led discussions, the extent and self-assurance of teachers' expertise and instructional methods and a perceived absence of adequate professional support for the teaching of writing.

The study's findings suggest adopting a reflective approach to emergency management in the context of writing education. This study, in contrast to the research conducted by Ryan et. al., (2016), examines the impact of two instructional approaches, specifically constructivist and product-oriented, on writing skills. While they largely focused on the obstacles faced in various educational contexts, this study explores the consequences of these two approaches on writing abilities.

Malik, Sartaj and Choudhary (2013) conducted a study on the effectiveness of constructivist feedback in improving writing skills and eliminating obstacles. The study aimed to assess whether there are any notable distinctions between the conventional feedback approach and the constructivist feedback process. This was done to confirm the crucial role of rectification as a teacher's responsibility in the challenging conditions of English language teaching (ELT) in Pakistan. The study highlighted inadequate feedback systems as a contributing factor to below-average writing quality.

The study employed an experimental approach to examine the factors contributing to subpar writing abilities in secondary schools. The study revealed that the proper implementation of constructivist feedback, as assessed by an error analysis system, can effectively decrease learners' writing errors. This finding was the study's most compelling recommendation. The focus of my research will be to compare the two instructional methodologies being considered, specifically avoiding any analysis of feedback and impediments.

Milad (2017) conducted a study that focused on implementing a blended learning approach to improve academic writing by combining reading and writing research skills. The study utilised a single-group design incorporating pre-test and post-test interventions. Statistically significant differences were found at a significance level of 0.001 in the average scores of the experimental group on the pre-test and post-test administrations of the test. These data indicate that combining the stages of the reading and writing process resulted in a significant enhancement in the pupils' academic writing abilities. This integration enabled a methodical approach to scholarly writing. The study suggested the adoption of a blended learning strategy to enhance pupils' competence in academic writing. This study primarily focused on

evaluating writing capabilities, explicitly omitting hybrid modes or other related abilities.

Al-Ghazo and Alzoubi (2018) conducted a study using a quasi-experimental method to examine how constructivist learning design affects the writing skills of college pupils. Two cohorts, each consisting of 15 pupils, were selected at random from the English language and literature departments. Both the control and experimental groups underwent a pre-and post-test to determine if there was a statistically significant difference in writing proficiency over the course of a semester.

The study's findings suggest that there was no statistically significant difference in the average scores of English as a Foreign Language (EFL) pupils between the control and experimental groups during the pretest phase. After the post-test phase, significant differences were observed in the mean scores of English as a Foreign Language (EFL) pupils in the experimental group. The current study largely examined primary school children, whereas the previously stated study specifically focused on college pupils.

McKinley (2015) emphasises the importance of placing academic writing within the context of socially constructed texts that influence a writer's cultural identity and argumentative stance. The researcher's work clarified the complex relationships between cultural practices in academic discourse, writer identity and critical thinking. It was proposed that these links are greatly influenced by the social and cultural values that are present in academic discourse. The author posits that by adopting a social constructivist viewpoint, the relationship between critical thinking and sociocultural norms of academic communication can be understood. Furthermore, the author emphasizes the importance of a writer's identity, which corresponds to the

cultural norms of English academic writing, in fostering the development of critical thinking abilities. This study is not associated with the relationship between cultural practices and significant component elements.

Talafhah, Al-Jarrah and Al-Jarrah (2018) conducted a study to investigate how novice writers develop the necessary skills for academic written communication and cultivate rhetorical awareness. They explored the application of cognitivism, constructivism, metacognition and self-regulated learning theories in this process. The paper advocates for the integration of both instructional methodologies, specifically the utilisation of teaching with metacognition and teaching for metacognition. EFL writing teachers should engage in self-reflection regarding their teaching practices and possess a combination of metacognitive strategic knowledge and executive management strategies. Metacognitive training enables pupils to get information about various techniques, encompassing their definition, utilisation, suitable time and underlying logic. This information enables pupils to efficiently regulate their cognitive and constructivist behaviours. The goal of this study was to address a gap in the current body of research by conducting a comparative examination of the constructivist and product approaches to writing instruction.

Shahrokhi (2017) found that using the product method in language acquisition leads to learners following predetermined patterns in their written writings, regardless of the impact of social and cultural factors. While the strategy focuses primarily on modeling. In this approach, model texts' role is frequently limited to being a teaching tool that provides pupils with feedback. In addition, a study conducted by Gholami and Haghi (2013) investigated the process-product method and found that using an incomplete model text in this writing strategy has a positive effect on the writing accuracy of English language learners. The study conducted by Graham and Sandmel

(2011) sought to investigate the possible influence of process writing training on both the calibre and motivation levels of student writing.

The study's findings suggest that the introduction of process writing training led to a statistically significant improvement in overall writing quality. According to Onazawa's (2010) research, the pedagogical approach to process-based writing teaching emphasizes the procedural elements of pupils' written work production rather than solely concentrating on the final written products. The emphasis is placed on the phases in which pupils participate in these processes as they create meaning in their written work. By prioritising the writing process, pupils can enhance their understanding of their own capabilities and gain the required skills to navigate the different stages of writing more effectively. The individuals may conduct an investigation to ascertain whether their approaches align with their desired learning strategy.

Kenyan Related Studies

Okari (2016) did a study on writing skills in contemporary society, specifically focusing on the Kenyan perspective. This paper mostly addressed the writing skills at lower levels of schooling in contemporary society. The study focused on the writing programme and its goals, the approach to writing tasks, different categories of writing skills, the instruction of writing skills in pre-primary and primary schools, where controlled and guided composition writing are emphasised, as well as the purpose, assessment and evaluation of written assignments. The research methodology chosen was quantitative and Solomon-four group design was used to compare the primary English language instruction in developing writing skills.

Jouzdani, Mani, Mohammadi and Majid (2016) compared the product, process and post-process approaches to writing ability in a comparative study. Although the post-process approach did not demonstrate a significant advantage over the product approach in terms of enhancing the learner's writing ability, both the process and post-process approaches demonstrated a significant advantage over the product approach.

Furthermore, Kochung (2012) examined the instructional approaches employed in teaching English composition in primary schools in Kenya. He collected data using observation schedules and teacher questionnaires. The data revealed that repetition, discussion, inquiry, guided writing and administration were the predominant techniques employed in teaching composition. Surprisingly, composition training rarely made use of group work, peer teaching, cooperative teaching and dramatisation, even though these tactics were found to be the most effective. He concluded that the poor performance of Kenyan primary schools in English composition writing was a result of the use of inadequate instructional practices. To improve pupils' performance in writing English compositions, the study suggests that instructors employ effective instructional approaches. This discussion focuses on comparing the effectiveness of instructional approaches for fostering writing skills as a natural ability. The researcher failed to conduct a comparative analysis of the approaches in order to ascertain their relative effectiveness.

Ogada, Oracha, Kochung and Matu (2012) observe that the commonly recorded methods for instructing composition writing in Kenyan schools include discussion, repetition, guided writing and cooperative teaching. These approaches tend to focus on the end result of writing skills. In a study conducted by Wanjala (2015), the author investigated the challenges faced by teachers and pupils in applying the integrated writing skills approach in secondary schools in the Bungoma North Sub-County of

Kenya. The study found that the main challenges faced by both teachers and pupils in implementing this method were the pupils' limited language proficiency and the additional time needed for writing. Furthermore, several institutions were deficient in an adequate supply of texts for both educators and learners. Most of the study on writing has concentrated on the instructional methods employed to teach writing as a proficiency and the accompanying challenges. It is necessary to evaluate and contrast the different methodologies in order to ascertain their efficacy.

Kemboi Andiema and M'mbone (2014) found that the teaching of writing in Kenyan secondary schools is not effective. Both educators and learners face several obstacles, such as insufficient resources, excessive teacher workload, lack of motivation, influence of the native language and restricted English usage both in educational institutions and at home.

In their study, Koross et al. (2013) examined the perspectives of both teachers and pupils regarding the instructional approaches employed in secondary schools to enhance English writing abilities. According to the survey, both teachers and pupils had a poor perception of the approaches employed for teaching and acquiring English writing skills. Furthermore, Okwara (2012) conducted a study to investigate the elements that are linked to secondary school pupils' academic performance in the area of written English composition. Several factors, including the linguistic environment of pupils, the insufficient availability of reading materials, the low quality of pupils, the lack of a solid foundation in primary schools, the absence of coordinated efforts by teachers and the limited time for learning English, were identified as influencing achievement in written English composition. An investigation should be conducted to examine the impact of these concerns on the acquisition of writing skills in the English language.

In a study conducted by Koross (2012), the author examined the effectiveness of oral language techniques in enhancing writing proficiency in the English language among secondary school pupils in Kenya's Rift Valley. The results indicated that issues inside the school were connected to pupils' attitudes, teachers' instructional approaches, insufficient teaching materials and pupils' difficulty expressing themselves verbally. This impeded the pupils' growth of writing expertise.

Furthermore, Eyinda & Shariff (2010) conducted a comparable study to examine writing instruction in an ESL classroom inside secondary schools in Kenya. The study findings revealed that the majority of teachers exhibited a dominant presence in classroom engagement. Additionally, it was noted that the predominant instructional methods employed were teacher-centred, such as lecturing and question- and-answer sessions. The study's findings revealed that while teachers employ a diverse range of teaching and learning activities in their writing courses, the majority of these activities give teachers excessive control over classroom proceedings. Teachers face a variety of obstacles, including a lack of expertise, abilities and enthusiasm for teaching writing, poor educational materials, overcrowded classrooms and pupils' disinterest in writing. Consequently, it is necessary to examine the efficacy of constructivist and product approaches to writing.

Odima (2015) conducted a study on the use of the process approach in instructing writing abilities and noted that a majority of teachers encounter challenges when it comes to teaching writing. Their methodologies were inadequate and the majority of them delivered lectures on writing to the pupils. Instructing pupils, teachers provided them with assigned subjects and requested that they compose written works. Previous research has indicated that achieving proficiency in English composition writing necessitates a thorough understanding and application of grammatical principles,

which can be attained through instructional methods. In addition, in order to achieve the overall goal of teaching English, learners must acquire not just proficiency in fundamental grammatical structures such as sentences, clauses, phrases and words but also the capacity to write in a logical and coherent manner. According to Odima (2015), research indicates that a skilled writer should pay attention to the arrangement and structure of words, demonstrate proficiency in constructing sentences and maintain coherence within and between sentences to convey meaning in written material. Based on this information, the researcher deemed it essential to compare the use of two different methods for enhancing writing abilities in primary schools in Kenya.

In his study titled "Implications of Pedagogical Strategies on Upper Primary School Learners' Competencies in English Language Composition Writing in Bomet County," Kurgatt (2021) noted that a significant number of candidates in the KCPE performed inadequately. He emphasised that pedagogical strategies play a crucial role in enhancing learners' writing skills. This study employed an explanatory sequential mixed design, drawing on the communicative language teaching technique (CLT) and the pragmatic philosophical paradigm. The study collected both qualitative and quantitative data using survey and case study approaches. The study focused on pupils in grades 5, 6 and 7, as well as all upper primary English teachers from 654 public schools. The study employed stratified simple random, convenient and intentional sampling methods to pick 617 teachers and 130 pupils from a total of 196 schools, respectively. The data collected from questionnaires, document analysis, interviews, observations and focus group discussions (FGD) were analysed using descriptive and inferential statistics. The judges concluded that teacher planning was the most successful pedagogical approach. According to qualitative data, the planning process

centered on the development of writing mechanisms and teachers did not rely on prepared notes. The use of documented materials was rare and assessment focused primarily on identifying errors and was limited to a single draft.

The study's findings indicate that the teaching methods used have an impact on the writing skills of upper primary pupils in English language composition writing (ELCW). Furthermore, it is recommended that educators incorporate additional weekly sessions dedicated to writing, foster active student engagement in written communicative activities, employ genuine learning resources and improve the quality of feedback provided on student assignments in English Language and Composition Writing (ELCW). The distinction between this study and the previous one lies in the use of a mixed-methods approach rooted in communicative language teaching, whereas the previous study was not only experimental but also conducted in a different context and employed Vygotsky's sociocultural development theory.

Ayabei's (2020) study investigated the use of group work as a teaching method for improving writing skills among secondary school pupils in Keiyo North Sub-County, Kenya. The study sought to analyse teachers' strategies in planning group work for teaching writing skills, explore the learning activities employed by teachers when using group work to teach writing skills, observe teachers' utilisation of group work as a teaching strategy and identify the challenges faced by English teachers when implementing group work for teaching writing skills. The study utilised Jerome Bruner's constructivist theory and implemented a descriptive survey research design. The study focused on a sample of 43 English instructors and 3,574 pupils in Form 4 from 19 secondary schools in the sub-county. The study utilised various sample techniques, including stratified sampling, proportional sampling, purposive sampling and simple random sampling. Questionnaires, document analysis and observation

schedules were used to collect data. The data was analysed using descriptive statistics, specifically frequencies and percentages, which were displayed in tables and figures. The descriptive qualitative data was analysed using content analysis methodologies and the findings were summarised as emerging themes that aligned with the study's aims.

The survey revealed that a significant proportion of teachers employed collaborative activities to impart writing skills, wherein pupils were prompted to deduce word meanings and construct sentences based on their own interpretation. In addition, teachers placed significant emphasis on punctuation, handwriting, spelling, paragraph structure and coherence. The study identified barriers, including time constraints, pupils' inability to meet assignment deadlines and interpersonal conflicts among team members during discussion sessions. The study found that teachers have not effectively employed group work despite their awareness and comprehension of group work as a pedagogical approach. Additionally, the study revealed that group work enhances writing proficiency, while teachers face various challenges when utilising group work to teach writing skills. The study proposes that teachers should employ the strategy of dividing pupils into smaller groups to effectively cater to the individual needs of each group member. Teachers should also ensure that group members are harmonious to prevent any misinterpretations. This study examined two alternative techniques for teaching writing skills in primary school that differ from the group work strategy commonly employed in senior schools.

In 2013, Cheruiyot used a descriptive survey design to look into how the communicative language Teaching (CLT) was used in secondary schools in the Marakwet East and West Sub-counties of Elgeyo Marakwet County, Kenya. The goal was to help pupils get better at writing in English. The study sought to determine the

specific exercises used by teachers of English in secondary schools to improve writing skills. Furthermore, it sought to investigate the responsibilities of teachers in employing CLT to assist learners in developing writing abilities. Furthermore, the study attempted to examine the specific responsibilities that learners have when using CLT to improve their writing abilities. Finally, the study sought to highlight the challenges faced by teachers and learners of English while using the CLT approach to improve writing abilities. The study utilised Stephen Krashen's Monitor Model of Second Language Acquisition, with a specific emphasis on the input hypothesis. The project utilised a range of data collection techniques, such as questionnaires, interviews and observation schedules.

The research found that teachers used a range of instructional strategies to improve writing skills in English-language classrooms. These strategies included group discussions, the question-answer technique, daily assignments, class presentations, role-play, learning games, pair work and occasionally the use of puzzles and crosswords as supplementary tools. Moreover, it was found that teachers consider pupils to be the central focus of instruction when it comes to cultivating writing skills. However, a substantial number of participants conveyed the perspective that it is the duty of the teacher to generate writing assignments for pupils. The participants proposed that teachers should actively encourage independent learning among pupils, particularly through their own efforts in writing communication. Several factors prevent pupils from fully participating in writing assignments, including a lack of effective teaching and learning resources, large class sizes and insufficient time allocated for improving writing skills. The current study differs from the previously described research in its emphasis on primary schools. The study used a quantitative

research methodology to compare the effectiveness of two different teaching methods: the constructivist approach and the product approach.

2.4 Chapter Summary

The primary objective of this chapter was to compare constructivist and product methods in relation to the development of learners' writing skills. The chapter delved into an examination of many pedagogical approaches employed in the instruction of writing skills, including product-oriented, process-oriented, genre-based, process-genre and constructivist-based approaches, with a particular focus on the teaching of writing within the context of the English language. In order to conduct this inquiry, an analysis was performed on both constructivist and product-based approaches. This talk is about constructivist theories, the shift towards constructivism, how constructivism can be used to improve writing skills, the large body of research on learner activities, instructional methods and resources, writing assessment and the difficulties that come with using a constructivist approach. The present review was undertaken with regard to the English curriculum and English language instruction at primary schools in Kenya. Furthermore, the pertinent scholarly sources aided in the identification of the study's theoretical framework, research design, sample characteristics, data analysis techniques and areas of research that have not been well explored. These many elements contributed to elucidating the objective of this quasi-experimental investigation, which aimed to examine the efficacy of two instructional approaches in fostering the development of writing proficiency among learners.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This study evaluated the efficacy of two instructional approaches, specifically constructivist and product-oriented, in enhancing the English writing skills of pupils in primary schools in Kenya. The investigation was guided by the following objectives: assess the degree to which teachers employ the constructivist and product approaches when teaching writing skills in English within the selected primary classrooms in Kenya, determine the performance of pupils in a written achievement test both before and after instruction utilising the constructivist approach to writing skills in selected primary schools in Kenya, analyse the effect of the constructivist approach on the development of writing skills among primary schools, determine the academic performance of pupils in a writing test both before and after instruction using the product approach of instruction to writing skills in selected primary classrooms, analyse the effect of the constructivist approach on the development of writing skills among primary schools and to compare the effects of constructivist and product approaches to writing skills on pupils' academic performance in a writing test.

This chapter offers a thorough description of the essential elements of the research undertaking which include the research design, research paradigm, methodology, study site, target population, sampling procedures, study sample, data collection instruments, validity and reliability of instruments, data collection procedures and analysis, ethical considerations and a recap of the chapter.

3.2 Research Methodology

Research methodology refers to a systematic plan or strategy that establishes a connection between the methodologies employed and the desired outcomes of a research study (Creswell, 2018). It consists of a related set of approaches that mutually reinforce each other in order to provide data and findings that are relevant to the study, thus fulfilling the study's objectives. According to Chinedu and Wyk (2015), selecting a research technique is dependent on the researcher's decision-making process in selecting appropriate research methods and assessing their effectiveness and appropriateness in addressing research challenges. Included within the broader domain of methodology is the categorization of research design and paradigm.

3.2.1 Research Paradigm

The research paradigm which is also referred to as the worldview, describes how research should be conducted and how to interpret its findings. According to Creswell (2018), a paradigm is a worldview or fundamental collection of beliefs that guides behaviour. The research paradigm influences the selection of a specific strategy and methodology in a study and it is important for these choices to align with the paradigm's fundamental principles. According to Denzin and Lincoln (2011) and Creswell (2014), the concept of paradigm encompasses a range of philosophical assumptions, namely ontology, epistemology and axiology.

Ontology refers to the fundamental essence of reality, or the underlying assumptions that individuals hold about knowledge or reality (Creswell, 2014; Mills & Airasians, 2016; Jwan & Ong'ondo, 2011). Reality is dependent upon the researcher's ways of perceiving and experiencing the world (Jwan & Ong'ondo, 2011). There are two options under ontology. The first one is either to use the realist view, which is a

position adopted by positivist researchers who take an objective position and thus discover objective reality, or the second one, which is the relativist perspective, in which researchers are subjective because they hold that there is no single perspective of the universe. Realists believe that objective knowledge can be acquired because objective reality exists. On the other hand, proponents of relativism argue that the concept of reality is shaped by social factors and encompasses a multitude of perspectives. It is up to the researcher to acknowledge their own philosophical orientations, because they influence how they collect, analyze and interpret their data. This study upholds the realist's view.

Epistemology comprises the way knowledge or reality is studied (Gay et al., 2016; Creswell, 2014). It is therefore important for researchers to be cognizant of their assumptions because they influence data interpretation and findings (Jwan & Ong'ondo, 2011). The common epistemological methods used by researchers to study reality are positivist, post-positivist and interpretivist.

This study adopted the post-positivist paradigm, which promotes the notion that an objective reality exists apart from the research process (Leavy, 2017). This paradigm asserts that objective methods based on measurements, control and systematic observation enable rational researchers to investigate reality. This is made evident in this study by the knowledge of constructivist and product approaches to developing writing skills in the English language in primary classes, which was grounded in school-based reality. Post-positivist paradigm favours the quantitative methods and focuses on testing hypothesis in which this study found it more applicable. Numeric data was collected via the study instruments to facilitate a comparison of the effectiveness of two ways of developing writing abilities in selected primary classrooms.

Axiology is the researcher's comprehension of values and their significance in research. It entails examination of values, the consideration of ethical concerns, the assessment of the degree of progress and various types of biased perceptions (Guba, 1994). Moreover, it explains the purpose and significance of the research process, examines the values that researchers attribute to their work and directs their quest for knowledge (Creswell, 2013). Axiology is used by the researcher to examine important matters such as how to ensure and honour the rights of each participant, which ethical principles to adhere to during the research, what cultural and intercultural factors to take into account, how to conduct the research in a respectful manner and how to minimise risks during the study. In this study, the researcher maintained an axiological stance by carefully considering the ethical viewpoints that influenced their approach to inquiry and how the results were interpreted.

3.3 Research Approach

The current investigation utilised quantitative approach. The quantitative approach aims to achieve objectivity in understanding the relationships between cause and effect, association and correlation (Leavy, 2017). Ayiro (2012) maintains that quantitative approach in research is used to examine goals and hypotheses by analysing the relationship between variables. In this research quantitative approach was used to collect data with a view to testing hypotheses to evaluate the effectiveness of constructivist and product approaches in enhancing English language learners' writing proficiency. The investigation was conducted in selected primary classes in Kenya and data was for the variables was collected using three data collection instruments viz: questionnaire, observation and written achievement test. This process generated numerical data that was then analysed using statistical techniques. This method helped reduce bias and enhance control over variables that could otherwise

affect the results. To gather data for this research, a quantitative approach was used to compare teachers' instructional practices in constructivist and product-oriented approaches and their influence on pupils' writing competency.

3.4 Research Design

Babbie (2013), Creswell (2014), Orodho (2017) and Punch (2011) assert that research design encompasses the systematic arrangement, framework, or approach that guides the execution of a study. The subject matter encompasses a combination of philosophical principles, strategic approaches, techniques for gathering data and methods of analysis. The research was executed using the Solomon Four-Group Design. This scenario represents a specific instance of a 2x2 factorial design, wherein individuals are allocated randomly to four distinct groups. The design used in this study is deemed appropriate for both experimental and quasi-experimental research, as supported by previous scholarly works (Ary, Jacobs, & Razavich, 1972; Borg & Gall, 1983; Ogunniyi, 1992). The use of a quasi-experimental design was suitable for this study because the random allocation of participants into control and experimental groups is not feasible due to the preset nature of the groups.

Moreover, quasi-experimental design was considered appropriate due to its incorporation of natural settings or groups, which consisted of either experimental groups exclusively or both experimental and control groups. It was possible to compare the experimental and control groups to see how well they did on the writing test and to see how constructivist and product approaches affected the pupils between the pretest and treatment conditions. In addition, this design provided adequate control over confounding variables that may influence the internal and external validity of the study. Koul (1984) argues further that this experimental design easily regulates the relative effects.

The study involved four groups, with two of the groups being experimental and the remaining two being control groups. Two groups received a pre-test of comparative characteristics and two groups received treatment (constructivist and product approaches). After this, post-tests were given to all the four groups. So as to mitigate the potential influence of cross-contamination between various groups, the study employed a sampling strategy where each group of subjects comprised two schools randomly picked from each of the four counties, resulting in a total of eight schools being included in the analysis. Figure 3.1 (a) and (b) depicts the study design for the constructivist and product approaches respectively.

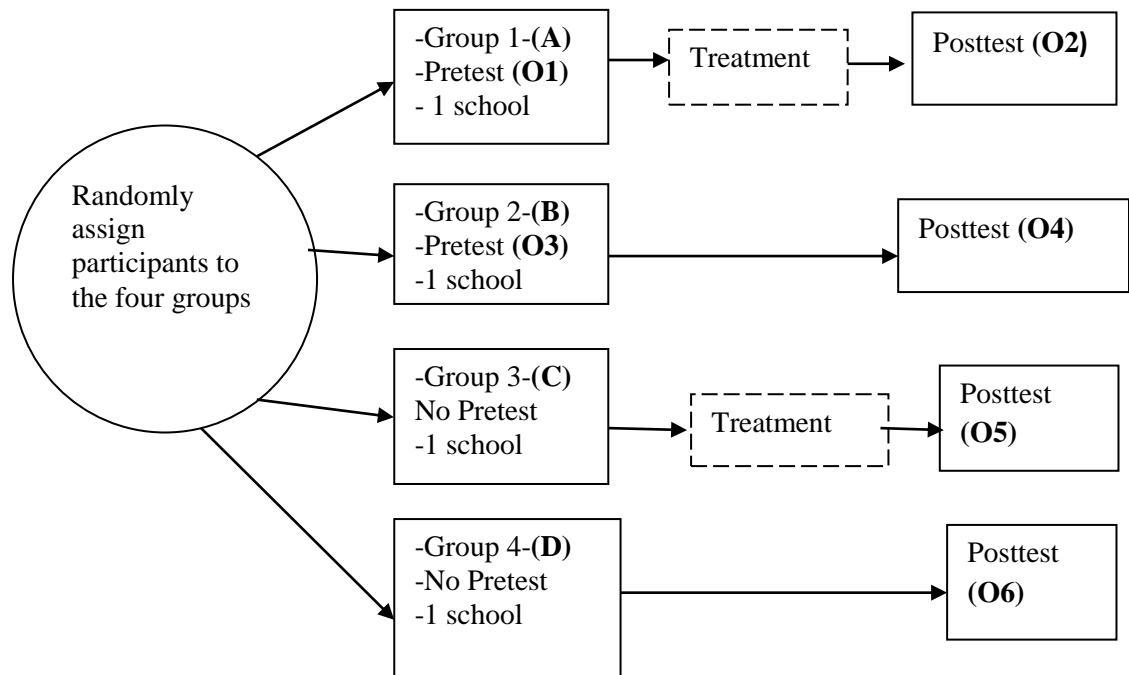


Figure 3.1 (a): Solomon Four-Group Design for constructive approach
(Adapted from Kobus, 2016)

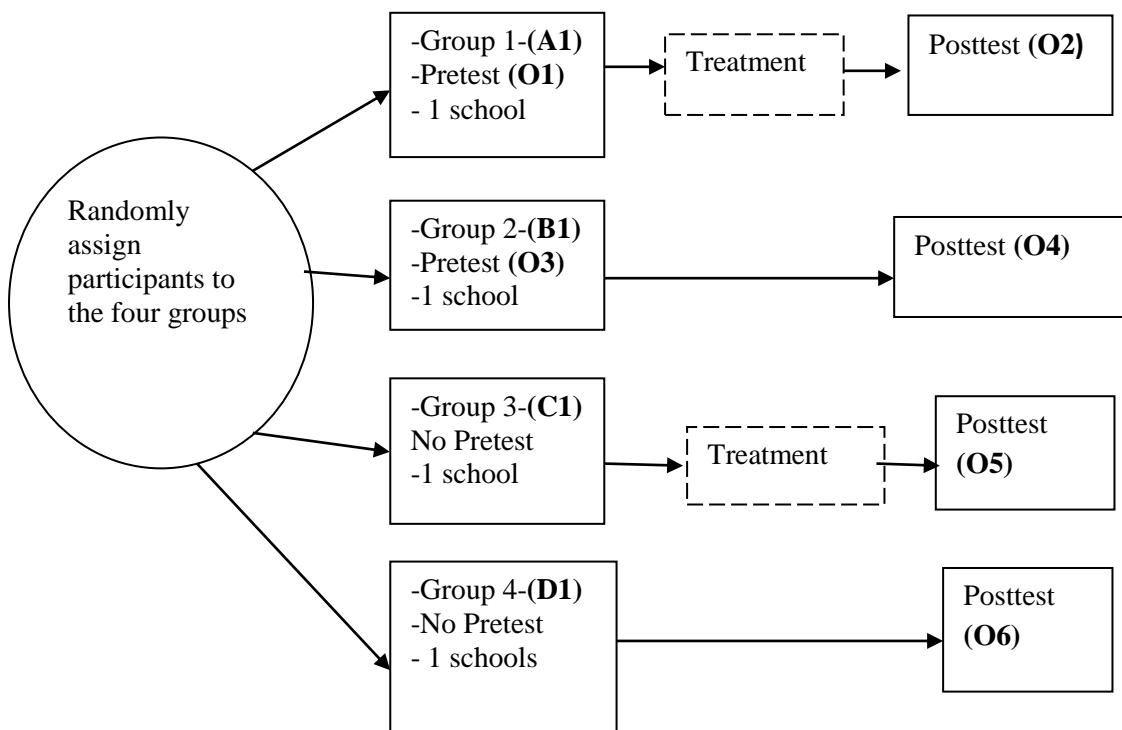


Figure 3.1 (b): Solomon Four-Group Design for product approach

(Adapted from Kobus, 2016)

Two of the groups in Figure 3.1 (a) and (b) were experimental A and C for constructive approach and A1 and C1 for product approach respectively and the other two were control B and D for constructive approach and B1 and C1 for product approach. Groups A, B, A1 and B1 were given a pre-test (O1 and O3) and groups A, C, A1 and C1 were given treatment X (constructivist and product approach, respectively). After this, all four groups were given post-tests (O2, O4, O5 and O6).

3.5 The Study Site

The investigation was conducted among the upper public primary classes in four counties, namely Elgeyo Marakwet ($0^{\circ} 22' N$ - $0^{\circ} 23' N$ and $35^{\circ} 32' E$), Uasin Gishu ($0.5528^{\circ} N$, $35.3027^{\circ} E$), Nandi ($0.1836^{\circ} N$, $35.1269^{\circ} E$) and Trans Nzoia ($1.0567^{\circ} N$, $34.9507^{\circ} E$). A multitude of factors informed the selection of the research site. These

regions exemplify Kenyan communities, as they host a variety of ethnic and cultural groups. The public primary schools were adequately staffed with qualified and experienced teachers and their teaching and learning facilities are comparable. The choice of grade four class, one of the upper primary classes, was made to ensure homogeneity in terms of learner ability. In addition, the site was chosen because of the unsatisfactory academic performance at national examinations in English language writing skills over a long period of time.

3.6 Target Population

Target population can be said to be a cohort of people who have certain identifiable traits and are subject to the researcher's study (Creswell, 2012). Furthermore, according to Neuman (2014), the concept of target population refers to a well-defined and extensive group consisting of numerous cases, from which a researcher selects a sample and applies the findings to the entire community. The target population for this study included pupils in upper primary classes, specifically fourth-grade learners from middle education across all upper public primary classes, as well as their teachers of English. The accessible population consisted of eight schools, divided into two cohorts of four classes each for observation, 35 teachers of English for questionnaire and 471 pupils for writing assessment test (WAT). There were 2,055 primary schools distributed across the four counties as follows: Elgeyo Marakwet had 410, Uasin Gishu had 497, Nandi had 764 and Trans Nzoia had 384. Two schools were randomly selected from each county.

3.7 Sample Size and Sampling Techniques

A sample refers to a smaller group of individuals, things, or events that are selected from a larger population in order to carry out a study. The goal is to ensure that the sample accurately represents the wider group from which it was derived (Creswell,

2018). The concept of sampling might instead be characterised as a limited subset of instances chosen from a vast population and extrapolated to represent the entire populace (Neuman, 2014). Moreover, as stated by Kothari (2014) and Kombo and Tromp (2009), the sample size is the number of elements that need to be selected from the entire population to form a representative sample. The goal of sampling is to gather data about a population. Acquiring data from the entire target population is not feasible (Kantowitz, Roediger, & Elmes, 2014). Furthermore, this study was unable to gather data from the entire population due to financial constraints, time limitations and accessibility concerns as pointed out by Cohen, Manion and Morrison (2018). Consequently, the sampling process was executed. The study used simple random sampling (SRS) technique to choose a total of eight schools from the 2055 public primary schools. Specifically, two schools were chosen from each of the four counties denoted as A, A1, B, B1 C, C1, D and D1.

The eight schools were divided into two cohorts of four each, with cohort one (A, B, C and D) taught using a constructivist approach comprising four schools and cohort two (A1, B1, C1 and D1) taught using a product approach consisting of four schools. In each of the cohort, two of the groups (A, A1, C and C1) were experimental, while the other two (B, B1, D and D1) served as controls. Two groups, A, A1, B and B1, received comparative characteristics pre-test (O1 and O3). Groups A, A1, C and C1 received treatment X (constructivist and product-oriented). After this, post-tests were administered to all groups (O2, O4, O5 and O6). To avoid contamination of participants from different groups, which may affect the results of the study, two classes from different schools constituted one group of participants, thus eight schools for the investigation. Table 3.2 (a) and (b) presents information regarding the sample size, sampling technique and study design for constructivist and product approaches.

Table 3.2 (a): Sample Size and Sampling Technique for constructivist approach

	Group	No. of Schools	Pre-test	Treatment	Post-test
R	Group 1 (A) (Experimental- E1)	1 school	O1	X	O2
R	Group 2 (B) (Control- C1)	1 school	O3	-	O4
R	Group 3 (C) (Experimental- E2)	1 school	-	X	O5
R	Group 4 (D) (Control- C2)	1 school	-	-	O6

Table 3.2 (b): Sample Size and Sampling Technique for product approach

	Group	No. of Schools	Pre-test	Treatment	Post-test
R	Group 1 (A1) (Experimental- E1)	1 school	O1	X	O2
R	Group 2 (B1) (Control- C1)	1 school	O3	-	O4
R	Group 3 (C1) (Experimental- E2)	1 school	-	X	O5
R	Group 4 (D1) (Control- C2)	1 school	-	-	O6

Source: Adapted from Ary et al. (1972)

Key for the tables 3.2 (a) and (b)

E1: Experimental Group

E2: Experimental Group 2

C1: Control Group 1

C2: Control Group 2

O- Outcome

X- Treatment

R- Randomization

A random assignment was made among the eight institutions, as well as the control and treatment groups. In each cohort, groups one and two were experimental, while categories two and four served as controls. The study employed the SRS technique to pick the classes from a school with various streams that participated in the research. The SRS technique offered a notable advantage by ensuring that every school within the counties stood an equal chance to be selected as part of the sample. In addition,

the SRS technique was employed to allocate participants to the control and treatment groups due to the restricted availability of school streams. This was achieved using a random balloting process. A stratified random sample was used to select fourth-grade pupils and their English instructors. Grade four teachers of English were chosen purposefully due to their current experience instructing the class.

The naturalistic research approach was thought to work well with purposive sampling, which falls within the non-random sampling in which the researcher chooses participants on purpose who have certain traits (Nikolopoulou, 2023). Fourth-grade learners exhibit similar initial behaviours upon entering school, as the educational institutions they attend are equipped with competent teachers. Additionally, these learners have access to comparable instructional resources and infrastructure. The fourth grade was also chosen on purpose because it is at this level that writing skills are introduced in English language and a high level of learner engagement is expected. A summary of the sampling frame and sampling techniques is given in table 3.3.

Table 3.3: Sampling Frame

County	No. of schools	School codes	Schools Sampled	Sampled teachers and Pupils	
				Teachers (Lesson observation)	Pupils WAT
Elgeyo Marakwet	410	A	2	1	93
Uasin Gishu	497	B	2	1	114
Nandi	764	C	2	1	176
Trans Nzoia	384	D	2	1	88
Total	2055		8	4	471
Sampling Technique			Simple Random Sampling	Purposive	Simple Random Sampling

(Source: The researcher, 2023)

3.8 Research Variables

This study examined two independent variables: the constructivist and product approaches to teaching English language writing skills. These approaches are measured based on the learners' writing skills achievement. The depended variable is the learners' ability to effectively and appropriately communicate in written form, as demonstrated through creative compositions that exhibit proper grammar and mechanics, handwriting, vocabulary usage and organisational structure.

3.9 Research Instruments

A research instrument is a tool or method used in educational research to collect, asses and analyze data that is relevant to the research topic. The data for this study was collected by administering writing achievement test (WAT) to pupils. The WAT (as detailed in Appendix C) and its accompanying grading system (outlined in Appendix D) was used to gather data that aligns with the research objectives. Furthermore, a closed-ended observation schedule (Appendix F) was utilised to assess the instructional techniques employed by teachers of English in the context of writing instruction. A teacher questionnaire was also administered (Appendix G) for the same purpose of gathering data as per the study objectives. The pupils were given a written assignment (Appendix C) and an assessment framework (Appendix D) that incorporated a writing rubric and the analytic approach.

Over the course of their four-week duration, both instructional methodologies for writing were simultaneously applied within their respective educational institutions. Throughout the investigation, the researcher provided individualized instruction to teachers of English about their involvement with the constructivist and product experimental groups. The purpose of this training was to cause the teachers adhere to

the norms and instructions outlined in the instructional manual (Appendix E). The task of inducting the teachers was accomplished before the pretest was administered.

3.9.1 The Writing Achievement Test (WAT)

The researcher created the instrument and then had supervisors from the institution confirm its validity. WAT offered writing tasks that covered several elements, such as creative compositions, grammar and writing mechanics, handwriting, vocabulary and organization. A representative sample of eight primary schools received the writing assignment in the form of a single-page printed document. The given exercise was considered suitable for assessing the writing abilities of fourth-grade pupils. The task, WAT, was finished in a time frame of 35 minutes, which was as expected. Both the experimental and control groups were provided with the identical WAT, which served as a standardised measure regarding its duration, content and style of communication. WAT required the creation of a creative essay that included certain details about organisation, language, mechanics, handwriting and syntax. These features are used to assess an individual's skill in written communication.

The writing task went by the heading *Celebration or Party You Attended*, as indicated in their fourth grade textbook (KICD, 2019). The evaluation process included assessment criteria based on the KNEC Grade 4 Writing Rubric (KNEC, 2022), together with the instructional materials from the KICD teacher's manual and guide. The researcher evaluated each written work using a four-point scale while also assessing the composition. The maximum score on the scale was 4, representing a range of 8–10 marks, while the minimum score was 1, representing a range of 1-2 marks. Attaining superior grades indicates a commendable mastery of writing abilities. A collaborative platform was created by providing assignments to pupils with a specific focus on a common subject and other relevant information. This

precaution was implemented to guarantee that no participant was exposed to unwarranted disadvantages. To reduce the possibility of rater bias, the participants' identities were concealed.

3.9.2 Lesson Observation Schedule

The researcher created an observation guide for the classroom to gather data on activities within the pedagogical approaches used for both constructivist and product-oriented methodologies. Observation is a deliberate, methodical and discerning approach to documenting and attentively seeing an interaction or phenomenon in real-time (Kumar, 2011). The researcher developed and implemented a classroom lesson observation schedule (Appendix F) so as to gather primary data for the purpose of exploring and understanding teachers' use of constructivist and product methods in the classroom. According to the research conducted by Corbin and Strauss (2015), the act of doing a lesson observation positions the researcher at the focal point of the educational setting, enabling them to visually and clearly perceive the unfolding events. This study established that the teaching-learning activities were mainly teacher-centric. Furthermore, Cohen, Manion and Morrison (2018) emphasize the importance of conducting observations in pre-established contexts that delineate the specific categories of behavior to be observed and the prescribed method for assigning behavior to such categories. Two manuals were developed on the subject of lesson observation, each focusing on the constructivist and product approaches, respectively.

For a variety of reasons, the researcher chose to observe classroom lessons. Due utilisation of observation as a fundamental approach for acquiring knowledge about individuals is of paramount importance due to the inherent discrepancy between individuals' professed behaviour and their actual conduct (Johnson & Christensen, 2012). Through the process of closely examining the sessions, the researcher gathered

a substantial amount of data that may be juxtaposed with the self-reports provided by the research participants. Furthermore, the act of monitoring the instructional sessions provided insights into the pedagogical approaches employed by the teachers in imparting writing abilities. It became evident that the teachers' expertise and understanding were manifested in their instructional methods, which encompassed both constructivist and product-based approaches.

To ensure its validity, this document underwent a thorough assessment by a panel of experts in the department of curriculum, instruction and educational media. Using two different approaches, the observation schedule was used to systematically observe writing skills lessons. The purpose was to gather data on the pupils' activities and responses, interactions between teachers and pupils, as well as among the pupils themselves. The researchers employed a customised closed-ended checklist (Appendix F) that was specifically designed to align with the research objectives. This observation was employed to validate or invalidate the hypothesis. The outcome of this study yielded quantitative data, encompassing counts, frequencies and percentages as postulated by Burke & Christensen (2010). Furthermore, during the administration of the WAT, the researcher also performed observations of the four teachers whose classes were included in the study.

In this study, non-participant observation was the method used for data collection. Each teacher was subjected to a minimum of four 35-minute class periods of observation. This study used focused observation, which involved directing attention towards events that were relevant to the research (Borg, 2006). The objective of this study was to document the many activities, responses and reactions seen during writing courses, specifically focusing on the two different ways of teaching writing that were being investigated. Through this observation, the researcher obtained a

substantial amount of information from the participants, enabling them to analyse and compare the responses provided by the individuals. The observation schedule generated qualitative data to address objective 1 of the study on the extent to which teachers use constructivist and product approaches in teaching writing skills.

3.9.3 Teachers' Questionnaire

The questionnaire is largely acknowledged as the most common and often used method. Questionnaires are frequently used to collect quantitative data with the purpose of drawing conclusions from a sample for a larger population (Creswell & Creswell, 2018; Yilmaz, 2013). This tool is used to elicit written responses from study participants by offering them a series of well-designed questions or statements that serve certain objectives. It enables the recognition of objective knowledge, subjective viewpoints, personal convictions, attitudes and behaviours by asking participants to provide written answers.

The objective of employing a questionnaire in this study was to effectively collect a significant quantity of data from grade four English teachers in a manner that reduces any possible intimidation or discomfort (Kirui, 2015). Furthermore, the questionnaire facilitates the collection of data from a wide variety of sources, given the teachers were located in different counties. Utilising a questionnaire facilitated the process of triangulating data, thereby bolstering the validity of the research conclusions. The questionnaire used in this study (Appendix G) consists of closed-ended questions that were specifically designed to collect data for objective 1. This objective sought to provide a precise description of the extent to which constructivist and product approaches are used in teaching writing skills in English in a selected sample of primary classes in Kenya.

The questionnaire consisted of two separate portions. Section A sought the respondent's demographic information, while Section B consisted of a series of questions regarding the main objective of the study. The questionnaire was distributed to the 35 grade 4 teachers of English in the schools that participated in the research. The questionnaire purposed to collect data about the teachers' readiness to teach writing skills, the learning activities they used, the instructional methods and materials they used and the assessment and reporting systems they used. The questionnaire was completed efficiently in about seven minutes and participants were promptly collected as soon as they finished.

3.10 Validity and Reliability of Instruments

Pilot study was conducted before the main research so as to assess the quality of the tools used. This practice assured the practicality and soundness of the methodology and tools before the main study was conducted (Chinedu & Wyk, 2015). Piloting facilitated the identification and refinement of certain words in the research tools that were not readily clear and through the feedback obtained from the pilot sample, they were revised. An example in this study is the use of the term *reflections* and the distinction between *experiments* and *practical activities* as instructional methods within the constructivist approach. The researcher, with the aid of experts, excluded questions that were considered unsuitable and ambiguous before conducting the study (Mugenda and Mugenda, 2003). The research instruments, namely the WAT, observation schedule and questionnaire, underwent a pilot phase in two primary schools located in the county of Baringo. These schools were not included in the primary study. The objective of this pilot phase was to assess the accuracy and reliability of the research tools.

3.10.1 Validity

Validity refers to the degree to which a notion, conclusion, or measurement is well-supported by evidence and accurately represents the real world or the thing being measured (Creswell, 2009). The validity of a measurement instrument, such as a questionnaire, WAT, or classroom observation schedule, is determined by its ability to reliably assess the desired notion. Employing reliable sampling methodology, statistical analysis and measuring methods is essential to ensuring the validity of research findings. The current investigation evaluated the accuracy and relevance of the study items in terms of their construct and content validity. To verify the WAT's accuracy, a thorough item analysis was performed with the guidance of language specialists. This analysis aimed to guarantee that the study goals were achieved and that the scoring system aligned with the analytical approach (Ary, Jacobs, Razavich, & Sorensen, 2010).

Test scores were compared with external benchmarks, including teacher assessments and performance on standardized writing tests, to validate the WAT's effectiveness in measuring writing achievement. This was possible through the user referenced the CLAQWA rubric (2.6.22), which is based on the work of researchers (Cooper, 1977; Hottleman, 1988; and Krest, 1987) and was developed by the University of South Florida (USF). This rubric is used to assess written work and provide consistent and meaningful feedback on pupils' writing and critical thinking skills. The rubric was tailored to comply with the assignment's specifications. Moreover, the test content was directly aligned with the research objectives guiding the study. Writing tasks were designed to assess skills such as grammar and writing mechanics, vocabulary, handwriting and organization as specified in the course design for grade four.

The subject matter experts were consulted to review the test items and ensure comprehensive coverage of relevant writing skills. This included brainstorming, drafting, revising and editing processes. The task given was authentic by way of ensuring that the writing prompts designed reflected the real-world scenarios and practical applications. This is because the pupils wrote a task on a *Celebration* they attended. This approach aimed to measure skills that are transferable beyond the classroom. Through piloting the sample test shared with pupils and teachers for feedback before the actual administration. Their input confirmed that the test appeared relevant and representative of the skills being measured. A detailed analysis as guided by the rubric (appendix D) ensured that the tasks measured writing-specific abilities, such as grammar and mechanics, vocabulary, handwriting and organization.

These measures enhanced the validity of the Writing Achievement Test, observation schedule and questionnaire, so providing consistent and accurate evaluations of pupils' writing abilities.

3.10.2 Reliability of the Instruments

According to Creswell (2018), reliability is described as the degree of consistency or reproducibility exhibited by an instrument. The concept of reliability pertains to the consistent repetition or recurrence of an event within the same or similar conditions (Neuman, 2014). The purpose was to identify any inconsistencies in the instruments and make the necessary corrections. It is important to note that higher instrument reliability leads to increased consistency and dependability in the obtained data. The examination employed the test-retest method, as recommended by Creswell (2014), which involves assessing the extent to which scores from a single sample remain consistent over time across multiple test administrations. In this fashion, the test was delivered by the researcher to the same subjects on two occasions, with each

administration being temporally spaced apart. If the scores exhibit reliability, there will be a significant positive correlation between them.

The research instruments underwent a pretest on a sample consisting of two grade four primary schools located in Baringo County. This pretest aimed to assess the duration and level of difficulty of the writing test, as well as the administration of the questionnaire and observation schedule. These assessments were conducted in alignment with the objectives of the study. The aforementioned institutions did not partake in the empirical investigation. Furthermore, the researcher observed two English teachers at the fourth-grade level whose classrooms were not involved in the actual study. These teachers were observed during writing courses, with one employing a constructivist approach and the other using a product approach. Before observation, each of the teachers was instructed individually on how to use the constructivist approach and product approach to teaching writing. For two weeks, each teacher had at least two lessons of 35 minutes each. The two schools and two instructors each belonged to one of the two cohorts, with cohort 1 slated for the constructivist approach and cohort 2 for the product approach. The WAT was administered as a pretest to pupils before they were taught using the two approaches specified in the two cohorts, after which they took a posttest. A questionnaire was given to the observed teachers to complete.

The aspects to be evaluated on a 4-point scale include organisation, handwriting, vocabulary, grammar and writing mechanics (Appendix F). All of these comprise the specific areas that demonstrate the learner's ability to use writing skills effectively. Cronbach's alpha was used to determine how items correlate with one another and to evaluate the instrument's internal consistency in measuring the construct of interest (Burke and Christensen, 2010). Internal consistency refers to the consistency with

which test items measure a singular construct or concept, in this case, writing skills. As a result, the writing test's dependability is determined by its ability to consistently measure the same data in similar situations. The WAT was piloted with a representative sample of pupils. Results were analyzed for internal consistency using Cronbach's Alpha and revisions were made to tasks that showed low reliability. A reliability coefficient of 0.702 was obtained and was therefore deemed adequate for the inquiry. The reliability coefficient was calculated by taking into account four distinct components of the writing tests: grammar and writing mechanics, handwriting, vocabulary and organization.

To enhance the reliability of the Writing Achievement Test (WAT), a number of measures were undertaken. The test instructions were meticulously designed to ensure clarity and uniformity. All the participants received guidelines and sample tasks were provided to eliminate ambiguity. A detailed comprehensive scoring rubric (Appendix D) was developed, outlining criteria such as grammar and writing mechanics, vocabulary, handwriting and organization. Each criterion was assigned specific descriptors and corresponding point ranges to minimize subjective interpretation. All teachers who used the teaching approach for constructive and product underwent extensive training on the application of the instructional approach. These measures enhanced the reliability of the research instruments; hence, providing consistent and accurate evaluation of pupils writing skills.

3.11 Data Collection Procedures

The research encompassed a total of eight primary schools located in the four counties, namely Elgeyo Marakwet, Uasin Gishu, Nandi and Trans Nzoia. The eight schools were divided into two cohorts, each consisting of four schools. The first cohort was exposed to a pedagogical approach grounded in constructivism, whereas

cohort two was subjected product-oriented approach. Within each cohort, the participants were assigned to four categories using a random assignment method. Group 1 of each cohort was designated as the experimental group and they were administered the pre-test, received the treatment and then undertook the post-test. Group 2 was assigned the role of the control group, wherein they undertook pre-test, then exposed to the control condition and subsequently undertook the post-test. Group 3 received the treatment and then undertook the posttest, whereas Group 4 undertook the posttest only.

For at least one week, the researcher provided explicit guidance to the fourth-grade teachers of English on the two approaches being investigated. The schools that were chosen for this study were assigned to either the treatment or control conditions using a random selection process. This was done since it was not feasible to separate complete groups of schools for the purpose of the research. Additionally, the pre-tests and treatments administered to the four groups differed from one another. WAT was administered to all the pupils in the two cohorts as a post-test and to the experimental groups of the two cohorts, after which it was marked based on the rubric provided (Appendix D). This helped to collect data for objectives 2, 3, 4, 5 and 6.

In the constructivist approach group (cohort 1), writing instruction was based on constructivist principles. Under this strategy, the instructor divided the pupils into smaller groups of five to six. Each instructional session began with the facilitator prompting the pupils to share their thoughts on the objective and framework of the writing task at hand, followed by a discussion. The participants were given the opportunity to engage in a dialogue about the overarching techniques required for task completion, with the teacher adopting a passive stance by rarely interjecting so as to prevent impeding the learners' ability to freely articulate their genuine viewpoints.

Learners composed their initial drafts of the assignment in their respective groups. After this, they were permitted to exchange texts, allowing each learner in the group to peruse their groupmate's work. This afforded an opportunity for learners to play the role of readers from writers; thus, it created their awareness of the fact that whatever they had written was read and assessed by another person who also made necessary corrections. The draft was then returned and revised based on feedback from peers. Every member of the group produced a final version of their written work, which was then shared among the group members for the purpose of modification and receiving final feedback.

In the product approach group (cohort 2), the teacher used modelled texts to depict examples of the writing tasks, which were read aloud to the class while highlighting important aspects of the writing task. The instructor covered the required language structure, vocabulary and general strategies. The learners were then tasked with writing the final product based on what they had learned. The researcher then evaluated each pupil's writing assignment by designating a letter grade and providing brief comments on any necessary revisions. This group of pupils was not given a final opportunity to revise their texts in accordance with the comments. This allowed for a comparison of the two approaches to developing writing abilities for the English WAT in the selected primary classes.

The observation schedule (Appendix F) was used to collect data during the lesson presentation under the two approaches that are being compared. Data on the extent of teachers' use of product and constructivist approaches was collected, which included a variety of activities teachers use when introducing a lesson or getting started, teaching-learning activities during lesson development or exploration and the activities that are employed by teachers during lesson conclusion or reflection.

Teacher questionnaire (Appendix G) was administered to the teachers of English teaching grade 4 English, in which data on the frequency with which teachers used a variety of instructional methods to teach writing skills, the frequency of using a number of writing assessment methodologies and tools and the frequency of methods of reporting writing were gathered.

3.12 Data Analysis

Data analysis involves numerous techniques, including grouping, sorting, manipulation, summary and explication of data to uncover significant insights and respond to the research question (Fraenkel & Wallen, 2012; Cohen, Manion, & Morrison, 2018). This entails a sequence of interconnected procedures that are conducted with the goal of condensing the gathered data and structuring it in a way that facilitates its use for addressing research inquiries. According to Cohen, Manion and Morrison (2018), there is no universally accepted or definitive methodology for conducting data analysis. Consequently, it may be argued that all methods employed in data analysis hold validity.

For this investigation, the data was analyzed using descriptive and inferential statistics. The data was evaluated using a range of statistical measures, such as frequencies, percentages, means and standard deviations, employing a straightforward and simply understandable approach (Babbie, 2013). The mean was used as a statistical technique to succinctly summarize pupils' writing achievement performance. Conversely, the standard deviation was used to evaluate the consistency of the population from which the sample was obtained, as well as to study the ordinal data. In the realm of inferential statistics, the t-test was used to examine independent samples.

The one-way analysis of variance (ANOVA) was used to evaluate variations in group means, specifically in relation to the quantitative variable of written test performance. The variable *teaching approach* was divided into two unique categories: constructivist approach and product approach. Burke and Christensen (2010) state that the one-way analysis of variance (ANOVA) is used to determine the statistical significance of differences among many groups, whereas the t-test is used to compare the means of two groups. ANOVA is an appropriate statistical analysis method since it has the capability to decrease type I error, which is the false assumption of a relationship when there is actually none (Leavy, 2017).

The data obtained from the written tests were analysed using t-test and one way ANOVA, whereas the data acquired via lesson observation and questionnaires were analysed using descriptive statistics. The data analysis in this study employed the R software, a language and environment for statistical computing version 4.3.0 (R Core Team, 2023). This software was used to compute the mean scores and standard deviations. In order to assess whether to accept or reject the null hypothesis, the statistical tests underwent a significance test with an alpha level of 0.05, a margin of error of 5% and a confidence level of 95%. The Writing Achievement Test (WAT) was administered to both groups as a pre-test and a post-test. The WAT evaluation was conducted using a marking guide that included criteria specifically related to writing skills. For each participant, the mean score for each aspect was calculated using specific values ranging from 0 to 5.

The final score was calculated by adding up the points for each evaluated aspect. The data acquired from the lesson observation guide (Appendix F) was presented in the form of numerical counts, frequencies and proportions. The statistical analysis used for objectives 2, 3, 4 and 5 involves the application of a t-test. Objective 6 was

assessed using a one-way ANOVA because it included one independent variable and many levels of the dependent continuous variable. The post-test is the dependent variable in this study, while the four groups, representing either the constructivist approach or the product-based approach, are the independent variables. Table 3.4 provides a detailed overview of the data organization and analysis for each data collection instrument.

Table 3.4: Summary of the study objectives and their statistical tests

Research Objective	Tool	Data Type	Analysis Techniques
1. Assess the extent of teachers' use of the constructivist and product approaches in teaching writing skills in English in selected primary schools in Kenya	Writing test Lesson observation Questionnaire	Qualitative and Quantitative	-Descriptive statistics
2. Determine pupils' performance in a writing test before and after instruction using the constructivist approach to writing skills in selected primary schools in Kenya	Writing test	Quantitative	-Descriptive statistics -Inferential statistics: t-test
3. Analyze the effect of constructivist approach on writing skills among primary schools in Kenya	Writing test Lesson observation Questionnaire	Quantitative and Qualitative	-Descriptive statistics -Inferential statistics: t-test
4. Determine pupils' performance in a writing task before and after instruction using the product approach to writing skills in selected primary schools in Kenya	Writing test	Quantitative	-Descriptive statistics -Inferential statistics: t-test
5. Analyze the effect of product approach on writing skills among primary schools of Kenya	Writing test Lesson observation Questionnaire	Quantitative and Qualitative	-Descriptive statistics -Inferential: t-test statistics: t-test
6. Compare the effects of constructivist and product approaches to writing skills on pupils' performance in a writing test in selected primary schools in Kenya.	Writing test Lesson observation Questionnaire	Quantitative	-Inferential statistics: one-way ANOVA

(Source: Researcher)

3.13 Ethical Considerations

These are collections of rules, principles and protocols that serve as a framework for researchers to adhere to during the course of their research endeavours (Merrill & West, 2009). The importance of research ethics lies in two primary aspects. Firstly, it serves to uphold public trust and protect individuals and communities from the improper use of research outcomes. Secondly, it guarantees the authenticity and worth of the research endeavour (Amin, 2005; May, 2001, as cited in Merrill and West, 2009).

The researcher received the necessary permits from relevant institutions, including Moi University, NACOSTI, the County Directors of Education, the County Commissioners of the respective counties and the heads of primary schools. It was after this that the researcher assumed the responsibility of ensuring the protection of participants' rights and welfare during and after the study, which involved guarding against subjecting them to any potential bodily and psychological discomfort, harm, or risk (McMillan & Schumacher, 2014). The accomplishment was achieved by observing and maintaining the informants' rights, preferences, values and desires (Creswell, 2014). Given this context, the researcher took into account many dimensions of study ethics, including informed consent, voluntary participation, privacy, secrecy, anonymity and sensitivity towards participants.

Voluntary participation and informed consent are crucial components in any research endeavour as asserted by Bogdan & Biklen (2007). In order to secure consent, researchers are required to effectively convey the research technique, aims, risks and rewards to participants using language that is devoid of technical terminology. It is imperative for researchers to explicitly communicate that engagement in the study is

fully voluntary and that participants retain the right to discontinue their involvement at any given point. According to Shaffer and Kipp (2010), it is preferable to gain consent in written form. In accordance with participant observation research methodologies, the researcher duly informed every participant of the research's purely academic nature while also providing reassurances regarding the confidentiality of their responses and the preservation of their anonymity. According to the participant informed consent form (Appendix B), the researcher actively sought their consent.

Safeguarding of participants' privacy constitutes a major ethical issue. The concept of privacy refers to the ability to exercise control over the instances and conditions under which others are permitted to obtain information pertaining to one's personal lives. When executing a study, it is necessary for the researcher to take into account three specific privacy considerations: the level of sensitivity associated with the data being collected, the context or environment in which the research is being conducted and the communication or distribution of the results of the study. The study demonstrated a high level of respect for and protection of participants' privacy. The researcher had exclusive access to the participant's characteristics, replies, behaviour and other relevant information as asserted by McMillan & Schumacher (2014).

In the present setting, the researcher upheld participants' privacy by maintaining data anonymity, secrecy and secure storage. The researcher took measures to maintain the confidentiality of participant identity information. According to Mugenda & Mugenda (2003), it is imperative to protect respondents' confidentiality, particularly when a commitment to confidentiality has been made. In certain cases, individuals may not exhibit a strong concern for secrecy; yet, it is imperative to gain their authorization before divulging any personal information. The absence of confidentiality and the

dissemination of incorrect material have the potential to result in both physical and psychological harm to individuals participating in a study or survey.

The use of pseudonyms to conceal identity was a way of safeguarding the confidentiality of all individuals and participating institutions. Pseudonyms were used to identify educational institutions as schools A, B, C and D and individuals as teachers 1, 2, 3, 4, 5, 6, 7 and 8. It became possible for individuals, organisations and communities to effectively obscure their true identities. The privacy and confidentiality of all participants were observed by the researcher in this manner. It was necessary to withhold information that could potentially allow an external party to ascertain the identity of the research subject as postulated by Babbie (2013). In addition to maintaining consistency and universal objectivity, the researcher refrained from providing any form of inducement to the participants of the study. Ethical considerations were also taken into account during the process of data analysis and accurate interpretation of the data as maintained by Cohen, Manion, & Morrison, (2018); Creswell (2009). As pointed out by Jwan and Ong'ondo (2011), the researcher demonstrated a commitment to academic integrity by meticulously acknowledging and referencing all sources of material used in the research study.

3.14 Chapter Summary

This chapter provides the relevant data necessary for conducting an analysis and deriving findings for the current investigation. The chapter mainly focused on the intricate details of research methodology, which provide the basis for study design and paradigm. The study employed a post-positivist perspective, which is highlighted in this particular setting. This chapter also presented extensive information on the study location, research population, sample and sampling procedures. In addition, a

thorough analysis has been presented regarding the research instrument used, which encompass the observation schedule, questionnaire and writing achievement test. Furthermore, the procedures for administering these tools have been meticulously explained. The chapter finished by exploring many facets of the research process, such as data collection, the credibility and consistency of research tools, ethical considerations, instrument testing and data analysis.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

The chapter offers an extensive account of the findings derived from the analysis, interpretation and presentation of the data. Furthermore, it presents the results from the comparative study that examined the academic performance of learners who were taught using the constructivist and product approaches to enhance their writing capabilities. The inquiry was in selected primary schools of the four counties of Kenya. The analysis begins with an examination of the demographic data of the observed participants and those who completed the questionnaire. The research objectives provided guidance in determining the results. The study involved the testing and analysis of three hypotheses, with the subsequent presentation of the results in tabular format. The null hypotheses were accepted or rejected based on the predetermined significance level of 0.05.

4.2 Demographic Information

The investigation involved 35 English teachers and 471 pupils drawn from the following counties: Elgeyo Marakwet (93), Uasin Gishu (114), Nandi (176) and Trans Nzoia (88) counties. The pupils were divided into two cohorts, with the constructivist approach (CA) and the product approach (PA) comprising the first and second cohorts, respectively. The first cohort comprised four groups A, B, C and D, while the second cohort comprised four groups A1, B1, C1 and D1. Two of the four groups in each cohort (A, A1, B and B1) were pretested and all four groups (A, B, C, D, A1, B1, C1 and D1) were post-tested. Groups A and C for CA and A1 and C1 for PA received an intervention prior to the posttest, whereas Groups B and D for CA and Groups B1 and D1 for PA did not. The experimental groups for CA (A and C) were

taught using a constructivist approach, while those for PA (A1 and C1) were taught using a product approach. The pupils who participated in the experiment to determine the effect of PA on writing skills in Kenyan primary classes were 245 (52%), while 226 (48%) of them participated in the experiment to determine the effect of CA on writing skills in Kenyan primary classes, as shown in table 4.1.

Table 4.1: Summary of pupils who participated in the Constructivist and Product Approaches

Approach	Frequency	Percent
Product Approach	245	52
Constructivist Approach	226	48
Total	471	100

(Source: the researcher, 2023)

Also involved in the study were four teachers with primary teacher certificates who had between 5 and 10 years of teaching English in grade four. These teachers participated in the observation because their classes were in the experimental groups, namely A and C for CA and A1 and C1 for PA. Two of the four teachers observed instructed the learners using CA and the other two used PA. Each teacher in their cohort was observed four times, resulting in a total of sixteen classroom observations of writing instruction. This was to enable the teachers to consolidate, inculcate and internalise the adoption of the respective approaches in their instruction. The four teachers had been instructed individually on the treatment, with two receiving CA and the other two receiving PA. They were instructed in the techniques for the various approaches outlined in the instructional manual (Appendix E) and observed using the lesson observation guide (Appendix F). The teachers' identities were kept anonymous by using secret numbers, which concealed them.

4.3 Findings of the Study

This section presents the results of the investigation as guided and based in the study objectives and hypotheses.

The study was conducted with the following objectives:

- i. Assess the extent of teachers' use of the constructivist and product approaches in teaching writing skills in English language in selected primary schools in Kenya
- ii. Determine pupils' academic performance in a writing test before and after instruction using the constructivist approach in writing skills in selected primary school classes in Kenya
- iii. Analyze the effect of constructivist approach of instruction in writing skills among primary school classes in Kenya
- iv. Determine pupils' academic performance in a writing task before and after instruction using the product approach in writing skills in selected primary school classes in Kenya
- v. Analyze the effect of product approach of instruction in writing skills among primary school classes in Kenya
- vi. Compare the effects of constructivist and product approaches of instruction in writing skills to pupils' academic performance in a writing test in selected primary school classes in Kenya.

There were three null hypotheses tested at significant level $\alpha=0.05$. They are:

1. **H₀₁:** There is no significant difference in pupils' academic performance in a writing test before and after using constructivist instructional approach in writing skills in selected primary school classes in Kenya.

2. **H₀₂:** There is no significant difference in pupils' academic performance in a writing task before and after using product instructional approach in writing skills in selected primary school classes in Kenya.
3. **H₀₃:** There is no significant difference between constructivist instructional approach and the product instructional approach in pupils' academic performance in the writing test in English language in selected primary school classes in Kenya.

4.4 Data Analysis and Presentation

The results presented in this section are based on the findings of objectives one to six.

4.4.1 The Extent of Teachers' Use of the Constructivist and Product Approaches in the instruction of Writing Abilities

The objective was to assess the degree to which teachers employ constructivist and product approaches when teaching English writing skills in selected primary school classrooms in Kenya. For this objective, data was collected by use of a questionnaire. The sample consisted of 35 primary school teachers from the four counties in which the study was executed. These teachers participated by filling out the questionnaire. Out of the teachers in this sample, 23% (8) had 0–5 years of teaching experience, while 40% (14) had a teaching experience of 6–10 years. Of the total number of teachers, 9% (3) had a teaching experience of 11–15 years and 14% (5) had a teaching experience of 16–20 years. Out of the total number of teachers, 14% (5) had more than 20 years of teaching experience. Based on this, it can be concluded that the sample primarily comprised teachers with adequate experience to actively engage their pupils in the classroom techniques. The summary is provided in Table 4.2.

Table 4.2: The duration of teachers' teaching experience in the English language instruction

Experience	Frequency	Proportion
"0-5"	8	23%
"6-10"	14	40%
"11-15"	3	9%
"16-20"	5	14%
">20"	5	14%
Total	35	100%

(Source: the researcher, 2023)

Based on the data, it is clear that most teachers very frequently use the question- and answer (Q&A) technique (77%) while teaching writing. Teachers reported that they frequently use role-play (51%), story-telling (63%), group discussion (71%), discovery (51%), role-modelling (46), reciting (40%) demonstration (43%), problem-solving (57%), experiments (46%), reflections (60%), practical activities (37%), methods that encourage heuristic learning (63%), differentiated learning (77%) and one-size fit for all methods (54%). Methods that were reported to be less frequently utilised include singing (60%), inquiry-based (40%), fieldwork (66%) and e-learning (60%). All these methods enhance the diversity of learning styles and multiple intelligences.

The concept of a *one-size-fits-all* approach is commonly seen as the complete opposite of differentiated learning methods. Nevertheless, there are cases in which teachers have reported employing a blend of both methods. This implies that teachers may opt to utilise either varied learning strategies or standardised approaches, depending on the particular circumstances of the study. Table 4.3 presents the frequency of instructional methods employed by teachers to teach writing skills using the constructivist approach.

Table 4.3: Frequency of Instructional Methods Used to Teach Writing Skills

Method	Very Frequently		Frequently		Least Frequent		Neutral		Total		
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
Role Play	1	3%	18	51%	15	43%	1	3%	35	100%	
Story telling	6	17%	22	63%	7	20%	0	0%	35	100%	
Q & A	27	77%	8	23%	0	0%	0	0%	35	100%	
Group discussion	5	14%	25	71%	4	11%	1	3%	35	100%	
Singing	3	9%	9	26%	21	60%	2	6%	35	100%	
Inquiry	7	20%	13	37%	14	40%	1	3%	35	100%	
Discovery	1	3%	18	51%	14	40%	2	6%	35	100%	
Role modelling	5	14%	16	46%	13	37%	1	3%	35	100%	
Reciting	6	17%	14	40%	14	40%	1	3%	35	100%	
Demonstration	13	37%	15	43%	6	17%	1	3%	35	100%	
Fieldwork	2	6%	4	11%	23	66%	6	17%	35	100%	
Problem solving	3	9%	20	57%	10	29%	2	6%	35	100%	
Experiments	2	6%	16	46%	13	37%	4	11%	35	100%	
Reflections	7	20%	21	60%	7	20%	0	0%	35	100%	
Practical activities	6	17%	13	37%	13	37%	3	9%	35	100%	
E-Learning	0	0%	5	14%	21	60%	9	26%	35	100%	
Methods that encourage discovery learning, problem solving among others	11		31%	22	63%	2	6%	0	0%	35	100%
Differentiated learning	5		14%	27	77%	3	9%	0	0%	35	100%
One-size-fit-all	10		29%	19	54%	6	17%	0	0%	35	100%

(Source: the researcher, 2023)

On the frequency at which English writing skills are assessed, up to 74% of the teachers' report assessing pupils, while 26% disagree with assessing their pupils. 49% of the teachers strongly agree they conduct assessment reporting in a caring, confidential and sensitive way to communicate the intended message without discouraging the learner, while 46% of the teachers disagree with employing such reporting and 6% of the teachers are neutral. This suggests that depending on the context of reporting, teachers can reply in a soft or encouraging manner. 57% of the teachers reported that they strongly agreed that feedback from assessments is for the purpose of improving the learning process, while 40% disagreed and 3% were neutral. It is also revealed that 46% of teachers develop original assessment reports, with 46% disagreeing and 8% not sure. It is also established that 63% of teachers do not use assessment templates that are readily provided, while 23% do not agree and 14% are unsure. It is also reported that 57% of teachers strongly agree that they send learners' individual assessment reports, while 40% disagree and 3% are neutral. Table 4.4 summarises the frequency of assessments of English employed by teachers of English teaching writing skills.

Table 4.4: The frequency with which English writing skills are assessed

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Assess pupils	26	74%	0	0%	0	0%	9	26%	0	0%	35	100%
Report assessment in a caring and encouraging manner.	17	49%	0	0%	2	6%	16	46%	0	0%	35	100%
Feedback from assessment is meant to improve learning process	20	57%	0	0%	1	3%	14	40%	0	0%	35	100%
Develop original assessment report	16	46%	0	0%	3	8%	16	46%	0	0%	35	100%
Use provided templates	8	23%	0	0%	5	14%	22	63%	0	0%	35	100%
Send individual assessment reports	20	57%	0	0%	1	3%	14	40%	0	0%	35	100%

(Source: The researcher, 2023)

The findings on the frequency of assessment methods indicate that the majority of teachers use written continuous assessment tests, with 49% reporting using them very frequently and 46% frequently. Home assignments are also used, with 51% of teachers reporting using them frequently and 43% very frequently. Performance-based assessment is reported to be 57% frequently used and 31% very frequently used. Learners' point of view method is reported to be used frequently by 54% of teachers, 20% very frequently, 23% less frequently and 3% unsure.

Journaling is the least popular assessment method, with 57% of teachers reporting they use it less frequently, 29% using it frequently and 14% reporting they have no opinion about it. 31% of teachers report using anecdote records, compared to 43% who use them less frequently and 26% who have no opinion on their use. Profiling is reported to be used frequently by 57% of the teachers and frequently by 34% of the teachers, with 6% of the teachers being unsure of its usage. 40% of teachers use the project method frequently, 29% use it less frequently and 29% are not sure about its use. Tests are frequently used by 54% of the teachers, with 29% reporting using them very frequently and 20% less frequently. It is established that 63% of teachers reported that they employ very frequently the use of learners' own work, with 31% being frequently and 3% less frequently, with the same number applying to those who are neutral. Table 4.5 presents a comprehensive overview of the frequency with which various methods for assessing English writing are utilised.

Table 4.5: Frequency of Assessment Methods used to Assess English Writing Skills

Method	Very Frequently		Frequently		Least Frequent		Neutral		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Project Method	1	3%	14	40%	10	29%	10	29%	35	100%
Profiling	1	3%	12	34%	20	57%	2	6%	35	100%
Anecdote records	0	0%	11	31%	15	43%	9	26%	35	100%
Journaling	0	0%	10	29%	20	57%	5	14%	35	100%
Portfolio	9	26%	16	46%	9	26%	1	3%	35	100%
Written continuous assessment tests	17	49%	16	46%	2	6%	0	0%	35	100%
Home assignments	15	43%	18	51%	1	3%	1	3%	35	100%
Performance based assessment	11	31%	20	57%	4	11%	0	0%	35	100%
Tests	9	26%	19	54%	7	20%	0	0%	35	100%
Learner's work	22	63%	11	31%	1	3%	1	3%	35	100%
Learner's point of view	7	20%	19	54%	8	23%	1	3%	35	100%

(Source: The researcher, 2023)

Regarding the frequency of assessment tools used, written or verbal progress reports to an individual learner or group are the most preferred reporting method, with 60% and 26% of teachers using the method frequently and very frequently respectively and 14% of teachers rarely using the method. The report card is the second most preferable method of reporting, with 40% and 37% of teachers using it frequently and very frequently, respectively, while 17% use it sparingly. In addition, newsletters are the least popular method of reporting, with 63% of teachers reporting that they seldom use the method, 20% being neutral and 9% using the method very frequently. 49% of teachers report using descriptive reports frequently, 9% very frequently and 37% use them less frequently, with 6% of them being neutral. According to reports, 57% of portfolios are frequently employed, 34% are less frequently used and 3% are very frequently used. According to reports, 43% of websites are less frequently used, 20% are neutral and 9% are employed both very frequently and frequently. According to reports, the formal assessment tool is used 34% frequently, 54% less frequently and 9% very frequently. Besides this, the informal method is revealed to be 34% frequently used, 49% less frequently used and both very frequently and neutral reported by 9% of the teachers. Table 4.6 provides a concise overview of the prevalence of English writing assessment instruments.

Table 4.6: Frequency of Assessment tools Used to Assess English Writing Skills

Method	Very Frequently		Frequently		Least Frequent		Neutral		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Descriptive reports	3	9%	17	49%	13	37%	2	6%	35	100%
Portfolios	3	9%	20	57%	12	34%	0	0%	35	100%
Newsletters	3	9%	3	9%	22	63%	7	20%	35	100%
Websites	0	0%	6	17%	15	43%	14	40%	35	100%
Informal	3	9%	12	34%	17	49%	3	9%	35	100%
Formal	3	9%	12	34%	19	54%	0	0%	34	97%
Written/ verbal	9	26%	21	60%	5	14%	0	0%	35	100%
Report card to individuals	13	37%	14	40%	6	17%	2	6%	35	100%

(Source: The researcher, 2023)

Under product approach methods, guided compositions are the most popular methods of reporting assessments of writing skills, with 60% and 40% of the teachers reporting using the method frequently and very frequently, respectively. Adherence to the sample method is the second most popular technique, with 46% and 46% of teachers reporting frequent and very frequent use, respectively and 9% using it less frequently. 20% of teachers indicated that they use samples provided in reporting assessments; 63% use them frequently; and 17% employ them less frequently. 60% of the teachers report analysing attempted tasks as their frequently used method in reporting assessment, with 29% using it very frequently and 11% least frequently. Grade performance based on the sample provided is reported to be very frequently utilised by 51% of the teachers, 43% used it frequently and 6% used it least frequently. It is indicated that 43% of the teachers frequently report learners' performance to stakeholders using report forms or slips, 37% use it less frequently, 14% use it very frequently and 6% are unsure. Table 4.7 presents a concise overview of the frequency at which assessment methods for English writing abilities are reported within the context of the product approach.

Table 4.7: Frequency of Methods Used in Reporting Assessment English Writing Skills under Product Approach

Method	Very Frequently		Frequently		Least Frequent		Neutral		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Sample text	12	34%	20	57%	3	9%	0	0%	35	100%
Samples adherence	16	46%	16	46%	3	9%	0	0%	35	100%
Guided composition	14	40%	21	60%	0	0%	0	0%	35	100%
Sample provided	7	20%	22	63%	6	17%	0	0%	35	100%
Analyse attempted tasks	10	29%	21	60%	4	11%	0	0%	35	100%
Grade performance based on sample provided	18	51%	15	43%	2	6%	0	0%	35	100%
Report learners' performance to stakeholders using report forms/slips	5	14%	15	43%	13	37%	2	6%	35	100%

(Source: the researcher, 2023)

4.4.2 Pupils' Academic Performance in a Test Before and After Instruction

Using the Constructivist Approach of instruction to Writing Skills

One of the objectives of this investigation was to assess pupils' writing performance in selected primary schools in Kenya, both before and after receiving instruction using the constructivist approach (CA) to writing skills. During the course assessment, pupils were categorised into four groups, namely A, B, C and D. The number of participants who received treatment and took part in the pretest was 57, accounting for 25% of the total. In the control group, 73 participants, representing 32% of the total, participated in the pretest. Additionally, 74 participants, constituting 33% of the total, did not participate in the pretest but received treatment. Lastly, 74 individuals in the control group were not administered a pretest. A posttest was given to all four groups, comprising a total of 226 participants. Table 4.8 provides a comprehensive breakdown of the aforementioned information pertaining to the CA.

Table 4.8: Summary of Pupils Who Participated in the Test Before and After Constructivist Approach Instruction

	Treatment	Group	Pre-test		Post-test		Total	
			Pupils	Percentage	Pupils	Percentage	Pupils	Percentage
No		B	33	15%	40	18%	73	32%
		D			22	10%	22	10%
Yes		A	38	17%	19	8%	57	25%
		C			74	33%	74	33%
Grand Total			71	31%	155	69%	226	100%

(Source: The researcher, 2023)

A constructivist approach (CA) to writing skills permits pupils to freely exchange ideas through learner-centred classroom activities. Techniques that are commonly

used are collaborative learning, partner work, group work and peer learning, among others. Learners are given the chance to create and openly distribute their own knowledge in a meaningful way. It employs heuristic strategies that give the pupil an advantage in learning. During writing skills instruction, the teacher should permit pupils to discuss the writing assignment at hand, share important issues to be considered and engage in general brainstorming about the assignment. The teacher's primary responsibility is to assume the role of facilitator and assist learners in navigating various instructional tasks. In this study, pupils' performance was assessed using a rubric to grade their writing. The grading rubric included criteria for grammar and mechanics of writing, handwriting, vocabulary and organisation, with four performance levels: level 1 with marks between 1-2 (below expectations), level 2 with 3-4 marks (approaching expectations), level 3 with 5-7 marks (meeting expectations) and level 4 with 8-10 marks (exceeding expectation). The experimental group was subjected to an intervention and then given a posttest through a writing task via a constructivist approach, which was the offered treatment in order to measure their performance. Table 4.9 presents a comprehensive overview of the pupils who underwent both the pre-test and post-test.

Table 4.9: Summary of Pupils Given Treatment and those who did not Get Treatment

Experiment Stage	No Treatment		Treatment			
	Pupils	Percentage	Pupils	Percentage	Pupils	Percentage
Pre-test	33	15%	38	17%	71	31%
Post-test	62	27%	93	41%	155	69%
Grand Total	95	42%	131	58%	226	100%

(Source: The researcher, 2023)

According to table 4.9, 71 learners (31%) were part of the treatment group (A and C). Group A was administered a pretest, followed by an intervention and then a posttest.

In contrast, group C just received treatment and then a posttest without any pretest. Out of all the participants, 155, which makes up 69% of the total, were placed in the control group (Band D). Group B received both the pre- and post-tests, while Group D was only given the post-test. Figure 4.1 provides a succinct overview of the findings of the investigation.

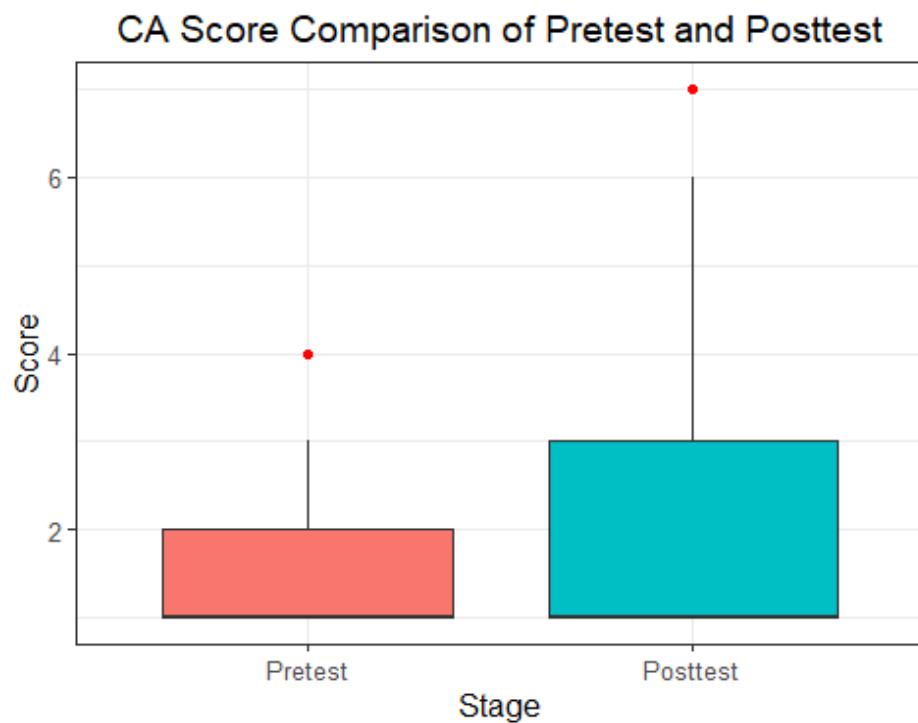


Figure 4.1: Comparative analysis of pretest and posttest scores using a constructivist approach

(Source: the researcher, 2023)

It is indicated from the results in figure 4.1 that the intervention (CA) had an effect on the learners' performance by way of improving the learner's performance. Hence:

Inferential statistics

H01: There is no significant difference in pupils' performance in a writing test before and after instruction using constructivist approach to develop writing in selected primary classes in Kenya.

This therefore leads to the rejection of the hypothesis and to conclude that there is statistically significant difference in pupils' performance in a writing test before and after instruction using constructivist approach to develop writing in selected primary classes in Kenya

```

Welch Two Sample t-test
data: Score by Stage
t = -2, df = 204, p-value = 0.04
alternative hypothesis: true difference in means between group Pretest
and group Posttest is not equal to 0
95 percent confidence interval:
-0.61170 -0.00802
sample estimates:
mean in group Pretest           mean in group Posttest
1.69                           2.00

```

According to Figure 4.1, there is an improvement in score performance in the post-test group has improved score performance compared to the pretest group. The results of the t-test analysis support the observation, indicating that the group's mean score on the post-test ($M = 2.0$, $SD = 1.41$) is 0.31 points higher than the pre-test ($M = 1.69$, $SD = 0.87$), $t (204) = -2$, $p = 0.04$. Given that the p-value is below the threshold of 0.05 (specifically, $0.04 < 0.05$), the null hypothesis is rejected. Consequently, it can be confidently asserted, with a 95% level of confidence, that there exists a noticeable disparity in the academic performance of pupils on a writing assessment before and after implementing a constructivist approach to enhance writing skills in a specific sample of primary school classes in Kenya.

4.4.3 Effect of Constructivist Approach on Writing skills

The objective was to analyse the effect of constructivist approach on writing skills among Kenya's primary classes. For CA, the participants were separated into four

categories (A, B, C and D). As shown in Table 4.10, two hundred twenty-six (226) pupils participated in the control and experimental groups, 95 and 131, respectively.

Table 4.10: Summary of Participants of the Constructivist Approach Control and Experiment Group

Group	Pupils	Sum of Score	Average	Percentage
Control	95	176	1.85	41%
Experiment	131	254	1.94	59%
Grand Total	226	430	1.90	100%

(Source: The researcher, 2023)

The experimental group was provided with CA instruction in order to enhance their writing skills, while the control group did not receive any form of intervention. Figure 4.2 displays the inquiry's findings.

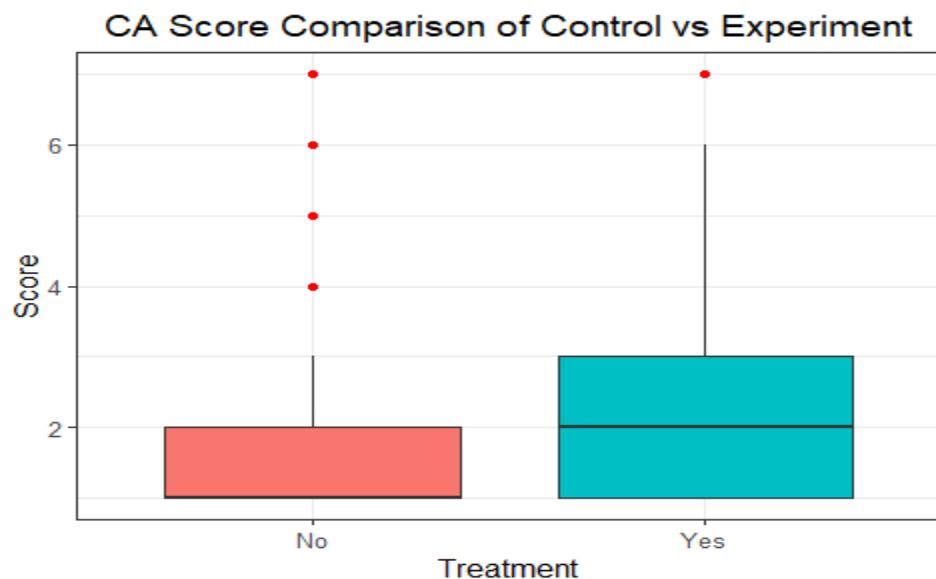


Figure 4.2: Constructivist Approach Control Group vs. Experiment Group Score Comparison

(Source: the researcher, 2023)

Based on the data shown in Figure 4.2, it is evident that both the control group and the experimental group have a similar distribution of writing scores. The t-test analysis

reveals that the average score of the control group ($M = 1.71$, $SD = 1.22$) is significantly lower by a mean of 0.39 compared to the score of the experimental group ($M = 2.10$, $SD = 1.29$), $t(223) = -2$, $p = 0.02$. Since the p-value (0.02) is lower than the significance level (0.05), it can be concluded that the null hypothesis is accepted. Therefore, we cannot confidently state that there is sufficient evidence to support the claim of a notable difference in the performance of pupils on the English language writing test between the experimental group and the control group in primary school classes in Kenya, with a 95% level of confidence.

```

Welch Two Sample t-test
data: Score by Treatment
t = -2, df = 223, p-value = 0.02
alternative hypothesis: true difference in means between group No and group Yes is
not equal to 0
95 percent confidence interval:
-0.7172      -0.0582
sample estimates:
mean in group No      mean in group Yes
1.71                  2.10

```

4.4.4 The performance of pupils in a writing test prior to and after using the product approach of instruction to writing skills.

One of the objectives of this research was to evaluate the writing proficiency of pupils in Kenyan primary schools both prior to and after receiving instruction that utilised product approach to writing skills. Within the framework of the product approach (PA), pupils were categorised into four unique groups: A1, B1, C1 and D1. The treatment group comprised 75 participants, accounting for 30% of the total, who both got treatment and took part in the pretest. The control group consisted of 95 participants (39%) who took part in the pretest but did not receive any form of treatment. In addition, 43 participants (18%) received treatment but did not take part

in the pretest, whereas 32 people (13%) in the control group were not administered the pretest. A posttest was given to each group, which included a total of 245 participants.

During the process of providing explicit instruction in writing skills using PA, the teacher provided a sample of a writing activity that highlighted the key elements of grade four pupils' development in guided writing. The teacher provided instruction on the components of language structure, vocabulary and overarching methods necessary for task completion. The instruction included multiple lessons dedicated to grammar and mechanics in writing, vocabulary acquisition and mastery of writing conventions such as organization, coherence and legible handwriting. Subsequently, pupils were tasked with writing assignments that necessitate the application of the knowledge they have acquired, drawing on the provided sample, in order to generate the ultimate outcome: a creative composition. The teacher assessed the pupils' written assignments using an evaluation rubric and provided concise feedback regarding the necessary adjustments. However, the pupils were not granted the opportunity to make revisions to their texts based on the feedback. This strategy was primarily focused on the teacher. The learners were restricted to the model texts that were designated for reproduction or replication, engaging in a copy-paste style exercise that offered minimal opportunity for their own input.

Similar to the CA, learners' performance under the PA was based on an assessment rubric used to grade their writing. The grading rubric included criteria for grammar and mechanics of writing, handwriting, vocabulary and organisation, with four performance levels: level 1 with marks between 1-2 (below expectations), level 2 with 3-4 marks (approaching expectations), level 3 with 5-7 marks (meeting expectations)

and level 4 with 8-10 marks (exceeding expectations). The experimental group underwent treatment and subsequently completed a post-test following exposure to PA, which served as the treatment modality for assessing their performance. The findings are presented in Table 4.13, which displays the outcomes of the product approach (PA). Out of the total number of learners, 118 individuals (48%) were assigned to the treatment groups (A1 and C1). Specifically, group A1 underwent a pretest, intervention and post-test, whereas group C1 only received the intervention and post-test. A total of 52% of the pupils were allocated to the control group, consisting of groups B1 and D1. Group B1 underwent both a pre-test and a post-test, whereas Group D1 only underwent a post-test. Table 4.11 provides an in-depth account of the treatment given for PA, whereas table 4.12 contains a comparative analysis of the pre-test and post-test scores for PA.

Table 4.11: Summary of the PA Treatment

Treatment	Group	Pretest		Post test		Total	
		Pupils	Percentage	Pupils	Percentage	Pupils	Percentage
No	B	47	19%	48	20%	95	39%
	D			32	13%	32	13%
Yes	A	31	13%	44	18%	75	30%
	C			43	18%	43	18%
Grand Total		78	32%	167	68%	245	100%

(Source: the researcher, 2023)

Table 4.12: Product Approach Pretest and Post-test Score Comparison

Group	Pretest		Post test		Totals	
	Pupils	Percentage	Pupils	Percentage	Pupils	Percentage
A	31	40%	44	26%	75	31%
B	47	60%	48	29%	95	39%
C			43	26%	43	18%
D			32	19%	32	13%
Grand Total	78	100%	167	100%	245	100%

(Source: the researcher, 2023)

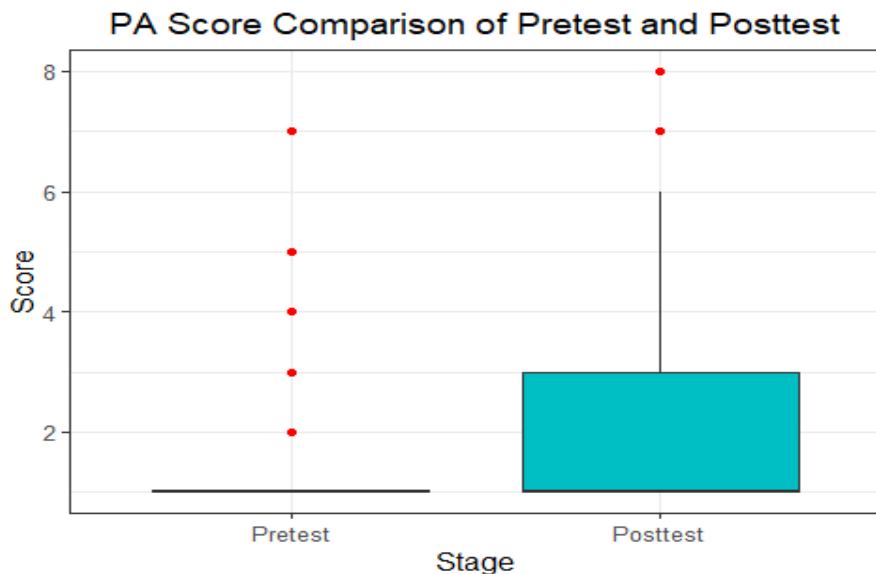


Figure 4.3: Summary of Score Comparison of Pretest and Posttest

(Source: the researcher, 2023)

As shown in Figure 4.3, the post-test group exhibits higher scores in comparison to the pretest group. The t-test analysis confirms that the mean score on the posttest ($M = 2.36$, $SD = 1.90$) is 0.8 points higher than the mean score on the pretest ($M = 1.54$, $SD = 1.26$), $t (215) = -4$, $p = 8e-05$. Given that the p-value ($8e-05 < 0.05$) is below the significance level of 0.05, it is acceptable to reject the null hypothesis. Consequently, we can confidently assert, with a 95% level of certainty, that there is a notable disparity in the academic performance of pupils before and after applying the product approach to enhance writing skills in selected primary school classrooms in Kenya.

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Welch Two Sample t-test
data: Score by Stage
t = -4, df = 215, p-value = 8e-05
alternative hypothesis: true difference in means between group Pretest and group
Posttest is not equal to 0
95 percent confidence interval:
-1.224 -0.418
sample estimates:
mean in group Pretest      mean in group Posttest
1.54                      2.36

```

4.4.5 Effect of Product Approach to Writing Skills on Pupils' Performance in the Writing Test

Another objective of this investigation was to find out the effect of product-focused approach on the development of writing abilities in primary school learners in Kenya. The participants were categorised into four groups, namely A1, B1, C1 and D1. As shown in Table 4.13, 245 pupils participated in the control and experimental groups, 127 and 118, respectively.

Table 4.13: Summary of Participants of the Product Approach Control and Experiment Group

Treatment	Pupils	Total Score	Average of Score
No	127	251	1.98
Yes	118	263	2.23
Grand Total	245	514	2.10

(Source: the researcher, 2023)

The experimental group was subjected to the PA approach to developing writing skills, but the control group did not undergo any form of intervention. The findings of the investigation are outlined in Table 4.13.

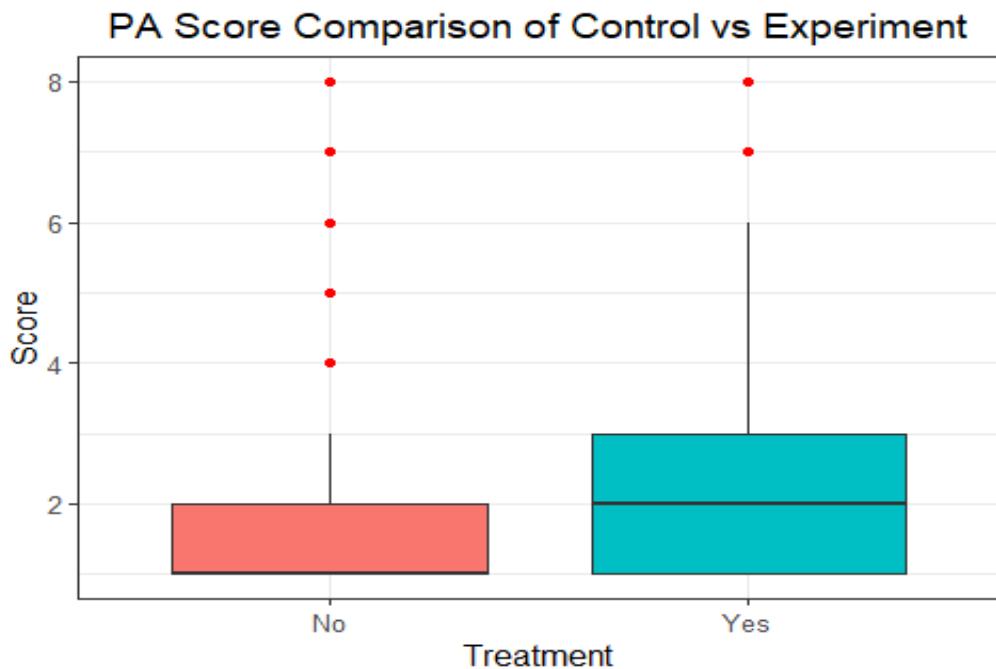


Figure 4.4: Product Approach Control Group vs. Experiment Group Score Comparison

(Source: the researcher, 2023)

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Welch Two Sample t-test
data: Score by Treatment
t = -1, df = 243, p-value = 0.03
alternative hypothesis: true difference in means between group No and group Yes is
not equal to 0
95 percent confidence interval:
-0.694 0.189
sample estimates:
mean in group No mean in group Yes
1.98 2.23

```

Figure 4.4 illustrates that the experimental group shows better results in writing skills compared to the control group. The post-analysis of the t-test reveals that the average score of the control group ($M = 1.98$, $SD = 1.83$) is 0.25 points less than that of the experimental group ($M = 2.23$, $SD = 1.68$), with a t-value of -1 and a p-value of 0.03, based on a sample size of 243. The p-value ($0.03 < 0.05$) indicates a statistically

significant disparity in the performance of Kenyan primary school pupils on the English language writing test between the experimental group and the control group, based on a 95% confidence level. As a result, the findings suggest that the introduction of the product approach intervention had a beneficial effect on improving pupils' writing abilities. Thus, it can be definitively inferred that the product approach positively impacts English proficiency by improving the learners' skills.

4.4.6 Comparison of the effects of constructivist and product approaches to writing skills on pupils' performance in a writing test

The inquiry sought to compare the effect of two instructional approaches, namely constructivist and product approaches, on the writing abilities of pupils in primary schools in Kenya. The inquiry aimed to evaluate pupils' proficiency in a writing examination administered in selected primary schools. Table 4.14 displays a detailed comparison between constructivist and product approaches.

Table 4.14: Constructivist and Product Approaches Average Scores on writing skills

Approach	Pupils	Total Score	Average Score	Std Dev of Score
CA	226	430	1.90	1.27
PA	245	514	2.10	1.76
Gr and Total	471	944	2.00	1.55

(Source: the researcher, 2023)

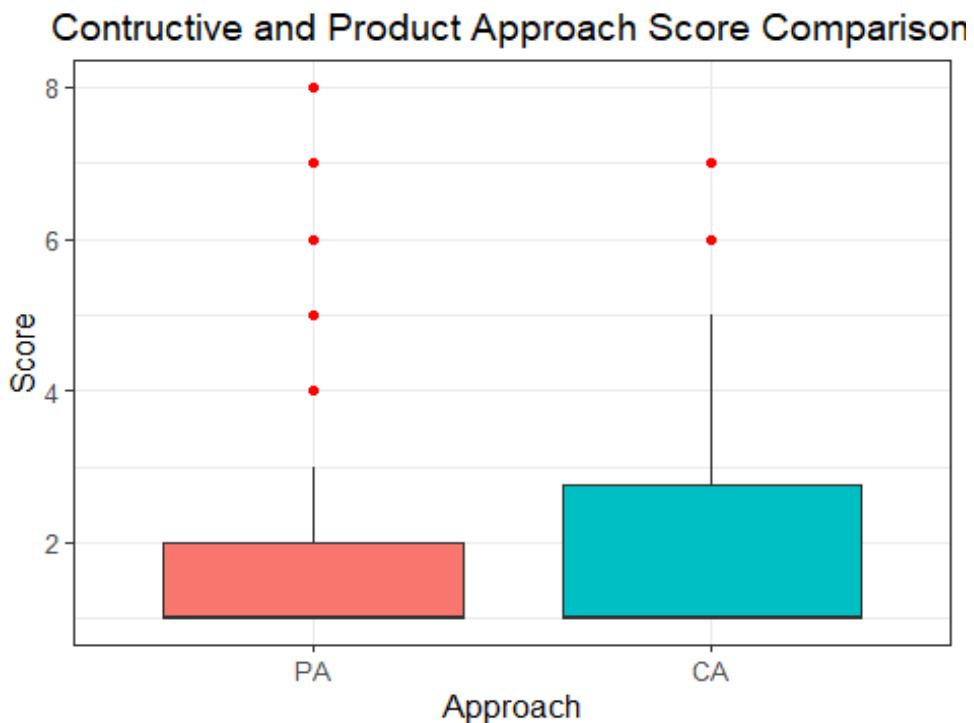


Figure 4.5: Constructivist and Product Approaches Score Comparison on writing skills

(Source: the researcher, 2023)

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Welch Two Sample t-test
data: Score by Approach
t = 1, df = 444, p-value = 0.02
alternative hypothesis: true difference in means between group PA and group CA is
not equal to 0
95 percent confidence interval:
-0.0809 0.4715
sample estimates:
mean in group PA   mean in group CA
2.1                 1.9

```

According to the data presented in Figure 4.5, the experimental group that employed the constructivist approach had a wider range of writing skill scores compared to the group that utilised the product approach. The t-test results show that the product approach has a higher mean score than the constructivist approach. The mean score for the constructivist approach ($M = 1.90$, $SD = 1.27$) is 0.2 units less than the mean score for the product approach ($M = 2.10$, $SD = 1.76$). The difference found is

statistically significant, as indicated by the t-value of 1 and a p-value of 0.02, calculated from a sample size of 444. The obtained p-value ($0.02 < 0.05$) suggests a statistically significant distinction in the effect of product approach and constructivist approach interventions on the writing test performance of primary school learners in Kenya. The finding was derived from a statistical analysis with a confidence level of 95%, indicating that pupils who received instruction using the product approach demonstrated better English writing skills compared to those who were taught using the constructivist approach.

4.5 Descriptive Statistics

The lesson observation schedule was used to establish the extent to which writing skills were taught using constructivist and product approaches. The observation schedule was used to collect data for objective one of the investigations. Four teachers of English with a Primary Teacher Certificate (P1) were observed teaching fourth graders. Each of the two cohorts had two teachers who were observed four times. The first cohort belonged to the constructivist approach (CA), while the product approach (PA) was for the second cohort. The four teachers possessed a range of teaching experience spanning from four to seven years in teaching grade four pupils. These teachers were given instructions on how to administer the intervention: a constructivist approach for cohort 1 and a product approach for cohort 2 experimental groups (A and C, A1 and C1, respectively).

Based on the classroom observations conducted on the experimental groups shown in the subsequent tables, the following observations were made regarding the observed aspects of the two approaches: Under CA, it was observed that pupils were introduced to instructional tasks by tying content to prior knowledge or concepts through the

introduction of celebration categories. It was observed that pupils are not encouraged to explain or recount their ideas in class; this was implied through the use of the question-and-answer (Q-A) technique. By assigning composition writing assignments to pupils, the expected learning outcomes of the writing lessons can be clearly identified. Through question-and-answer sessions, the teacher seeks learners' perspectives on their preferred writing-related learning activities. Textual images, mind maps and anticipation cues activated prior knowledge about the topic. Pupils were permitted to develop their own writing skills by being provided with work or assignments to complete. Learners were observed devising and monitoring their own assignments, particularly through role play.

It was revealed that the teacher was the chief resource for learners by way of explaining the act of celebration and demonstrating being an effective facilitator of the lesson and all the writing-related class activities. It was also observed that pupils were at liberty to collaborate with one another and take charge of their writing classroom learning. Additionally, it was noted that the teacher failed to facilitate engaging discussions and group activities that would enable pupils to engage in negotiation, interaction and collaboration regarding their respective writing concepts. It was evident that the teachers did not incorporate any enjoyable activities into their lesson plans. Through question-and-answer sessions, it was seen that learners generate discussion about the topic prior to beginning writing exercises. During writing tasks, appropriate feedback was provided for the pupils' efforts. In the writing lesson, teachers incorporated group and pair work as a means to foster democratic involvement, encourage active participation and promote social connection. In the realm of writing proficiency, it was additionally observed that teachers fostered

pupils' involvement in diverse range of activities, such as problem-solving and collaborative learning.

It was discovered that learners are guided partially through the writing process or drafts through question-answer. It was revealed that pupils were asked to write about authentic situations that arose from the writing topic, which was a celebration in which they had attended or participated. It was observed that pupils did not share their work within their groups and that pupils wrote final drafts of writing assignments based on peer and group feedback, primarily through homework. It was also observed that learners received feedback from both their teacher and their classmates. Clearly, there was no extension, assignment, or additional activity based on the writing assignment given to the pupils. It was glaringly evident that neither parental involvement nor community service learning were included in the assignments or additional learning activities provided by teachers. Table 4.15 details the observations made regarding CA.

Table 4.15: Results of the Observations for Made on CA**i) Lesson Observation schedule for CA Experimental Group who received pretest, treatment and posttest**

Group	Experiment	Pre-test	Posttest	Approach	Aspect	Present	Notes
Lesson introduction/ Getting started							
A	Yes	Yes	Yes	CA	Learners are introduced to the instructional task and makes connections to prior knowledge or ideas is provided	Yes	The teacher introduced the concept of celebration.
A	Yes	Yes	Yes	CA	Learners are encouraged to explain or narrate their ideas in class.	No	
A	Yes	Yes	Yes	CA	The expected learning outcomes for the writing lesson are clearly identified.	Yes	By way of giving them an assessment through writing composition.
A	Yes	Yes	Yes	CA	The instructor seeks feedback on the writing skills learning activities preferred by my learners.	Yes	Done through questions and answers.
A	Yes	Yes	Yes	CA	The background knowledge on the topic is activated through a variety of media (charts, pictures, mind maps, anticipation guides and so on).	Yes	Done based on use of learner's prior knowledge of celebration
Lesson development/ exploration							
A	Yes	Yes	Yes	CA	Learners are allowed to create their own writing knowledge.	Yes	When they are given the work to do/ assessment.
A	Yes	Yes	Yes	CA	Learners take responsibility for monitoring and developing their own tasks.	No	
A	Yes	Yes	Yes	CA	The teacher is the chief resource for learners.	Yes	Especially in explaining the act of celebration.
A	Yes	Yes	Yes	CA	Learners are free to collaborate and take control of classroom learning.	No	
A	Yes	Yes	Yes	CA	The teacher encourages interactive conversations and groups to allow learners to negotiate, interact and collaborate on their individual ideas for writing purposes.	No	
A	Yes	Yes	Yes	CA	The teacher's writing lesson encourages learning through fun activities.	No	

A	Yes	Yes	Yes	CA	The teacher facilitates all class writing skills activities.	Yes	
A	Yes	Yes	Yes	CA	Prior to the learners beginning the actual writing task, there is plenty of discussion surrounding the topic.	Yes	Through questions and answers
A	Yes	Yes	Yes	CA	During the writing skills lessons, appropriate feedback is provided for the learners' attempts.	No	
A	Yes	Yes	Yes	CA	The writing skills lesson emphasizes democratic engagement, active participation and social interaction.	No	
A	Yes	Yes	Yes	CA	Pupils are urged to engage in a variety of activities, including group work, problem-solving and collaborative learning, among other options. These activities are specifically tailored to improve their writing proficiency.	No	
A	Yes	Yes	Yes	CA	Learners are guided through the writing process, or writing drafts.	Yes	Partially through questions and answers
A	Yes	Yes	Yes	CA	Learners are asked to write in accordance with the authentic contexts that arise from the writing topic.	Yes	
A	Yes	Yes	Yes	CA	Within groups, learners exchange their work.	No	
A	Yes	Yes	Yes	CA	Learners write final drafts based on peer or group feedback.	No	
Lesson Conclusion/Reflection							
A	Yes	Yes	Yes	CA	Both the teacher and peers provide feedback to the learners.	No	
A	Yes	Yes	Yes	CA	Extension/assignment/Further activity	No	
A	Yes	Yes	Yes	CA	Parental involvement activity or community service-learning activity	No	

ii) Lesson Observation schedule for CA Experimental Group who did not receive pretest, but received treatment and posttest

Lesson introduction/ Getting started					
C	Yes	No	Yes	CA	Learners are introduced to the instructional task and make connections to prior knowledge or ideas provided.
C	Yes	No	Yes	CA	Learners are encouraged to explain or narrate their ideas in class.
C	Yes	No	Yes	CA	The expected learning outcomes for the writing lesson are clearly identified.
C	Yes	No	Yes	CA	The instructor seeks feedback on the writing skills learning activities preferred by my learners.
C	Yes	No	Yes	CA	The background knowledge on the topic is activated through a variety of media (charts, pictures, mind maps, anticipation guides and so on).
Lesson development/ exploration					
C	Yes	No	Yes	CA	Learners are allowed to create their own writing knowledge.
C	Yes	No	Yes	CA	Learners take responsibility for monitoring and developing their own tasks.
C	Yes	No	Yes	CA	The teacher is the chief resource for learners.
C	Yes	No	Yes	CA	Learners are free to collaborate and take control of classroom learning.
C	Yes	No	Yes	CA	The teacher encourages interactive conversations and groups to allow learners to negotiate, interact and collaborate on their individual ideas for writing purposes.
C	Yes	No	Yes	CA	The teacher's writing lesson encourages learning through fun activities.
C	Yes	No	Yes	CA	The teacher facilitates all class writing skills activities.
C	Yes	No	Yes	CA	Prior to commencing the writing exercise, there is a substantial amount of deliberation and discourse about the issue among the learners.
C	Yes	No	Yes	CA	During the writing skills lessons, appropriate feedback is provided for the learners' attempts.
C	Yes	No	Yes	CA	The writing skills lesson emphasizes democratic engagement, active participation and social interaction.
C	Yes	No	Yes	CA	Pupils are encouraged to engage in a diverse range of activities, including group work, problem-solving and collaborative learning, among other options. These activities are specifically tailored to improve their writing proficiency.

C	Yes	No	Yes	CA	Learners are guided through the writing process, or writing drafts.	No
C	Yes	No	Yes	CA	Learners are asked to write in accordance with the authentic contexts that arise from the writing topic.	Yes
C	Yes	No	Yes	CA	Within groups, learners exchange their work.	No
C	Yes	No	Yes	CA	Learners write final drafts based on peer or group feedback.	Yes
Lesson Conclusion/Reflection						
C	Yes	No	Yes	CA	Both the teacher and peers provide feedback to the learners.	Yes
C	Yes	No	Yes	CA	Extension/assignment/Further activity	No
C	Yes	No	Yes	CA	Engaging in a parental involvement or community service-learning activity can be beneficial.	No

Lesson introduction/ Getting started						
A2	Yes	No	Yes	CA	Learners are introduced to the instructional task and make connections to prior knowledge or ideas provided.	Yes
A2	Yes	No	Yes	CA	Learners are encouraged to explain or narrate their ideas in class.	Yes
A2	Yes	No	Yes	CA	The expected learning outcomes for the writing lesson are clearly identified.	Yes
A2	Yes	No	Yes	CA	The instructor seeks feedback on the writing skills learning activities preferred by my learners.	Yes
A2	Yes	No	Yes	CA	The background knowledge on the topic is activated through a variety of media (charts, pictures, mind maps, anticipation guides and so on).	Yes

Lesson development/ exploration						
A2	Yes	No	Yes	CA	Learners are allowed to create their own writing knowledge.	Yes
A2	Yes	No	Yes	CA	Learners take responsibility for monitoring and developing their own tasks.	Yes

A2	Yes	No	Yes	CA	The teacher is the chief resource for learners.	Yes	The teacher demonstrates an effective facilitator of the lesson
A2	Yes	No	Yes	CA	Learners are free to collaborate and take control of classroom learning.	Yes	
A2	Yes	No	Yes	CA	The teacher encourages interactive conversations and groups to allow learners to negotiate, interact and collaborate on their individual ideas for writing purposes.	Yes	Done through group work of 5 to 6
A2	Yes	No	Yes	CA	The teacher's writing lesson encourages learning through fun activities.	Yes	Through demonstrations, role play -mcand cake cutting.
A2	Yes	No	Yes	CA	The teacher facilitates all class writing skills activities.	Yes	
A2	Yes	No	Yes	CA	Prior to engaging in the writing exercise, there is plenty of discourse about the topic among the learners.	Yes	Through brainstorming
A2	Yes	No	Yes	CA	During the writing skills lessons, appropriate feedback is provided for the learners' attempts.	Yes	The learners group work
A2	Yes	No	Yes	CA	The writing skills lesson emphasizes democratic engagement, active participation and social interaction.	Yes	Given in groups of 5-6
A2	Yes	No	Yes	CA	Pupils are encouraged to engage in a diverse range of activities, including group work, problem-solving and collaborative learning, among other options. These activities are explicitly crafted to improve their writing proficiency.	Yes	Given through group work
A2	Yes	No	Yes	CA	Learners are guided through the writing process, or writing drafts.	Yes	Mainly done through teachers' explanation.
A2	Yes	No	Yes	CA	Learners are asked to write in accordance with the authentic contexts that arise from the writing topic.	Yes	
A2	Yes	No	Yes	CA	Within groups, learners exchange their work.	No	
A2	Yes	No	Yes	CA	Learners write final drafts based on peer or group feedback.	Partially	

Lesson Conclusion/Reflection									
A2	Yes	No	Yes	CA	Both the teacher and peers provide feedback to the learners.		Partially		
A2	Yes	No	Yes	CA	Extension/assignment/Further activity		Yes		
A2	Yes	No	Yes	CA	Engaging in a parental involvement or community service-learning activity can be beneficial.		Yes		

(Source: the researcher, 2023)

Under PA, it was observed in every instance that a sample text was available for use and that teachers made appropriate use of it to stimulate pupils' thoughts about the task at hand: celebration. Pupils were instructed on writing skills based on the sample, primarily through model-based questions and answers. It was also evident that pupils were taught how to write guided compositions by observing writing mechanics, spelling handwriting and general strategies, while emphasizing the use of readable handwriting and celebration-related descriptions. Pupils wrote based on the model text and it was also evident that teachers provided pupils with a list of new words derived from the model text. The teacher was also observed analyzing how the pupils attempted written assignments based on the provided example. Teachers, however, failed to assess written assignments by assigning a grade and providing comments.

Table 4.16 gives a summary of the observations made under PA.

Table 4.16: Results of the observations for made on PA**i) Lesson Observation schedule for PA Experimental Group who received pretest, treatment and posttest**

Group	Experiment	Pretest	Post test	Approach	Aspect	Present	Notes
A1	Yes	Yes	Yes	PA	There is a sample text for use.	Yes	The teacher provokes learners' thoughts about celebration.
A1	Yes	Yes	Yes	PA	According to the sample, learners are taught about the writing skill.	Yes	Use a Q&A based on the sample text.
A1	Yes	Yes	Yes	PA	Learners are taught how to write guided composition (mechanics, spelling, handwriting and general strategies).	Yes	The use of good handwriting was emphasized. The use of descriptions about the wedding celebration was clearly evident.
A1	Yes	Yes	Yes	PA	Pupils write based on a sample.	Yes	Learners are given a list of new words from the text.
A1	Yes	Yes	Yes	PA	Based on the sample data, the teacher analyzes the pupils' attempted written tasks.	No	
A1	Yes	Yes	Yes	PA	The teacher assesses the written task, awards a mark and makes his or her remarks.	No	

ii) Lesson Observation schedule for CA Experimental Group who did not receive pretest, but received treatment and posttest

Group	Experiment	Pretest	Post test	Approach	Aspect	Present	Notes
C1	Yes	No	Yes	PA	There is a sample text for use.	Yes	A model text is provided.
C1	Yes	No	Yes	PA	According to the sample, learners are taught about the writing skill.	Yes	A teacher teaches the hand rules.
C1	Yes	No	Yes	PA	Learners are taught how to write guided composition (mechanics, spelling, handwriting and general strategies).	Yes	This was well-used.
C1	Yes	No	Yes	PA	Pupils write based on a sample.	Yes	
C1	Yes	No	Yes	PA	Based on the sample data, the teacher analyzes the pupils' attempted written tasks.	Yes	
C1	Yes	No	Yes	PA	The teacher assesses the written task, awards a mark and makes his or her remarks.	No	

Group	Experiment	Pretest	Post test	Approach	Aspect	Present	Notes
A2	Yes	No	Yes	PA	There is a sample text for use.	Yes	Used the sample text on the textbook, page. 19, The Story of Gakura's Wedding.
A2	Yes	No	Yes	PA	According to the sample, learners are taught about the writing skill.	Yes	
A2	Yes	No	Yes	PA	Learners are taught how to write guided composition (mechanics, spelling, handwriting and general strategies).	Yes	Use of punctuation: use of capital letters. The teacher uses examples of similes from the sample text.
A2	Yes	No	Yes	PA	Pupils write based on a sample.	Yes	
A2	Yes	No	Yes	PA	Based on the sample data, the teacher analyzes the pupils' attempted written tasks.	Yes	Through comprehension questions
A2	Yes	No	Yes	PA	The teacher assesses the written task, awards a mark and makes his or her remarks.	Yes	The assignment was completed.

(Source: the researcher, 2023)

4.6 Discussion of the Findings

The findings are discussed based on the research objectives.

4.6.1 Teachers' Use Constructivist and Product Approaches in Teaching Writing Skills

This section focuses on discussing two fundamental approaches for developing writing skills: the constructivist approach (CA) and the product approach (PA). According to the 2019 findings of the Kenya Institute of Curriculum Development (KICD), learners have the potential to create and modify their own knowledge with the help of a more knowledgeable person, usually known as a more knowledgeable other (MKO). Zone of proximal development (ZPD) and scaffolding principles aid this process. Teachers and learners have mutually dependent responsibilities, with teachers serving as facilitators and learners optimizing the use of instructional resources in a self-directed learning environment. By assigning writing assignments that require pupils to assume complete accountability, stress and unease are reduced, resulting in an improvement in their writing proficiency.

Learners undergo self-and peer-assessment as a result of CA's focus on tactics that facilitate interaction between individuals and their environment, rendering the assessment process reflective and meaningful (Huang, 2002; Ally, 2004; Brown, 2005). The promotion of writing skills is a central focus of the CA approach, which employs various strategies to achieve this goal, is centered on promoting writing skills. These strategies include involving pupils in group activities, facilitating peer correction and fostering the cultivation of attitudes rooted in self-awareness (Zulela & Rachmadtullah, 2019). According to the guidelines set forth by the KICD in 2019, a range of instructional approaches are suggested. These techniques encompass role-

play, storytelling, question-and-answer (Q-A), discussion, singing, inquiry, discovery, role-modelling, recitation, demonstration, fieldwork, problem-solving, experiments, reflection, practical activities and e-learning. The results are consistent with the viewpoints expressed by CA advocates, as supported by such sources as KICD (2019) and Brown (2005). It is imperative for teacher educators to actively encourage the use of CA in improving pupils' writing skills. Teachers' ought to employ this approach on a regular basis.

The PA to Writing Skills places emphasis on the ultimate outcome of the writing process, namely the written text that serves as an exemplar for the student (Eslami, 2014; Saed & Saekheir, 2011). PA allows learners to access a model text authored by a proficient and skilled writer, which serves as a valuable resource for studying, reading and emulating the exemplary elements of writing proficiency. Consequently, this process facilitates the development of learners' own writing abilities, ultimately leading to their proficiency as writers. The instructional approach enhances pupils' exposure to written materials, with a particular focus on grammatical elements, including rules and patterns. According to Oguta (2015), the implementation of PA in the classroom enables pupils to enhance their writing skills by studying and emulating the writing styles of proficient authors before embarking on their own writing tasks.

This method aims to minimise errors and promote effective writing among learners. According to Eslami (2014), the text in question (sample text), PA, exhibits coherence and is devoid of errors. Pupils enhance their language structures by imitating and manipulating grammatical features. The teacher places emphasis on several aspects of writing, including form, vocabulary selection, grammar, mechanics, accuracy and fluency of the final written piece (Gathumbe & Masembe, 2005).

In this study, PA instructional procedures encompassed several stages: firstly, learners were provided with instruction on writing skills using a sample text as a reference. Subsequently, they were guided in composing written pieces, focusing on various aspects such as mechanics, spelling, handwriting and general strategies. Following completion of their written tasks, the teacher conducted an analysis of the pupils' attempts, drawing comparisons to the sample text. The written tasks were then assessed and feedback in the form of grades and comments was provided to the learners. The learners were not given the chance to make revisions to their texts in response to the feedback provided. The cohort of pupils in the PA study was classified into four distinct groups, namely A1, B1, C1 and D1.

The learners in the experimental group, denoted as A1, received the intervention after completing the pretest. On the contrary, the learners in the control group, denoted as B1, alone took the pretest. Participants C1 did not complete the pretest but were assigned to the experimental group and received the intervention. On the other hand, participant D1 was assigned to the control group and was not given either the pretest or the intervention. Each of the four groups conducted a posttest. From the findings, it was seen that the posttest group exhibited superior performance on the posttest in comparison to their performance on the pretest.

4.6.2 The Effect of Constructivist Approach on Pupils' Performance on Written Achievement Test

The constructivist approach is based on the premise that knowledge is constructed in the learner's mind and that being cognizant of what is constructed is the foundation of this approach. Learners do not simply repeat what they are taught or what they read (Glaserfeld, 1983). CA represents a departure from teacher-centred approaches in

favour of learner-centred ones. According to Kumaravadivelu (2001), this particular approach affords learners the chance to independently create and explore both familiar and unfamiliar information. Consequently, learners are able to develop autonomy, critical thinking skills, self-assessment abilities and active engagement as members of the learning community. Constructivist instructional models utilise a framework known as the 5Es, which consists of the following stages: engage, explore, explain, elaborate and evaluate (Duran & Duran, 2004; Ruiz-Martin, Hector, & Bybee, 2022).

The 5Es were used as the fundamental basis for the actions taken by the instructors. In CA, learners engage in collaborative writing activities with their classmates, while the instructor plays a facilitative role in guiding the writing process within a nurturing and conducive learning atmosphere. Learners are provided with personalised and tailored writing instruction through writing conferences and instructive moments.

In this study, CA exposed pupils to various activities, such as introducing learners to instructional tasks and relating them to their prior knowledge or ideas. Additionally, learners were encouraged to articulate and narrate their thoughts, while the expected learning outcomes for the writing tasks were explicitly defined. Furthermore, learners were given the autonomy to create their own writing by monitoring and developing their own tasks, thus fostering interactive and collaborative learning. The findings suggest that the group that took the post-test exhibited superior performance compared to the group that took the pretest. These results provide enough evidence to support the conclusion that there is a notable disparity in pupils' writing test scores before and after receiving instruction using constructivist approach in selected primary classrooms in Kenya, with a confidence level of 95%.

In a study conducted by Al-Ghazo and Alzoubi (2018), the researchers examined how constructivist learning design affects the writing skills of college pupils. The results of their research showed similar outcomes. Milad's study in 2017 and Malik et al.'s study in 2013 provide additional evidence that supports the findings of this analysis.

The resulting findings have substantial implications for language teachers, particularly in terms of developing and executing effective techniques for teaching writing skills. Language educators should acknowledge the significance of Computer-Assisted (CA) technology in the enhancement of writing abilities. Pre-service language teacher education programmes should include instruction on teaching and improving language writing abilities, with a focus on including the CA. Moreover, additional investigation is important to enhance the efficacy of this method and it should be supported by continuous assessment and analysis.

4.6.3 The Analysis of Effect of the Constructivist Approach of Instruction on the Written Achievement Test to Writing Skills

The participants were provided with a single topic for their written work, creating a shared platform in terms of the topic, method of discourse and time allocated for writing. This ensured that no participant was put at a disadvantage. The written task, in particular, focused on grammar and writing mechanics, handwriting, vocabulary and organization. To accomplish this, the teacher employed a variety of learner-centred, constructivist-oriented learning activities, including group and partner work, brainstorming and debates. Engage, explore, explain, elaborate and evaluate were incorporated into the constructivist teaching model. The learners were introduced to the tasks, for which the teacher used group work and brainstorming to engage them. The teacher established correlations between prior and current learning encounters by

employing interrogations, elucidations and scenarios that elicit surprise or pose challenges. The teacher explained the overall purpose of the writing task to the pupils, after which they were invited in groups of five or six to discuss the strategies required to complete the assignment while the teacher maintains a minimal interruption role and only intervenes when absolutely necessary.

The teacher provided pupils with a common base of experience in which they were expected to compose drafts, exchange them with group members and make any necessary corrections under explore. Each pupil was a reader of another pupil's work. The drafts were returned for peer feedback and modifications were reflected in the subsequent draft. Under Explain, pupils explained concepts, where they went wrong and how to remedy it. The teachers explained processes, concepts and abilities.

Under elaborate, pupils elaborate on previously learned concepts or ideas, make connections and apply their understandings to their contexts and the wider world. Here, the learners made a final draft, which was exchanged for proofreading and further final comments. Under this approach, pupils were provided with a free and democratic learning environment, as well as mutual respect for their ideas and opinions. In addition to being able to tailor the narrative to their interests and abilities, pupils were also able to navigate the material with ease. Within the elaborate conditions, pupils were encouraged to evaluate their knowledge and skills. Teachers also assessed pupils' comprehension of essential concepts and skill development. This type of evaluation is a continuous diagnostic procedure that occurs at every stage of the instructional process. After all drafts have been completed, they are published by displaying the pupils' written work on classroom bulletin boards or in the library. This further served to increase the intrinsic motivation of learners. Teachers can evaluate

through observation, learners' interviews, portfolios, projects and project-based language products, among others.

In this particular approach, the research participants were divided into four separate groups, labelled as categories A, B, C and D. The sample size was 226 pupils, who were separated into two groups: the control group, consisted of 70 participants and the experimental group, consisted of 156 participants. The experimental group underwent the CA technique to improve their writing skills, while the control group did not get any intervention. The results indicate that there is a greater level of variation in the writing skill grades among the experimental group in comparison to the control group. The obtained results lead to the rejection of the null hypothesis, indicating a statistically significant difference between the experimental group and the control group in terms of their performance on the English language writing assessment given to primary school pupils in Kenya. This conclusion has been drawn with a 95% confidence level.

In 2018, Al-Ghazo and Alzoubi did an investigation on the effect of constructivist learning design on the writing abilities of college pupils. Their findings corroborate the conclusions of the current investigation. Both the control and experimental groups were subjected to a pretest and post-test to evaluate any significant differences in writing proficiency over the course of a term. The findings of the investigation suggested that there was no statistically significant difference in the average scores of English as a Foreign Language (EFL) student between the control and experimental groups during the pretest. Following the post-test, significant differences were noted in the mean scores of English as a Foreign Language (EFL) student in the experimental group.

4.6.4 The Effect of Product Approach of instruction on the Written Achievement

Test to Writing skills

Product approach (PA) is a traditional writing approach that emphasizes the final outcome. The aim is to observe the ultimate outcome. In this context, learners engage in the process of replicating a model text with the aim of producing a comparable work (Eslami, 2014; Saed & Sahebkheir, 2011). There is a prevailing belief that when pupils engage with a model text crafted by a skilled and proficient author, they will be able to emulate the various positive attributes of the writing and thus develop into proficient writers themselves.

This technique prioritises the exposure of pupils to written sentences and paragraphs, irrespective of the emphasis placed on grammatical standards or rhetorical patterns. Oguta (2015) asserts that advocates of the product approach contend that learners can enhance their writing skills with reduced errors by examining a skilled writer's composition prior to commencing their own writing process. The primary objective of this approach is to generate a text that is coherent and devoid of any faults (Eslami, 2014). Pupils acquire language structures by emulating and manipulating grammatical patterns, which are subsequently reinforced through a range of writing assignments. Therefore, the product-oriented approach to writing is considered to be the unique creative output of each individual writer. The aforementioned technique places significant emphasis on several aspects like form, syntax, grammar, fundamental principles of writing, vocabulary selection, precision and fluency in the ultimate outcome (Gathumbi & Masembe, 2008).

During the course of this inquiry, many actions pertaining to PA and the development of writing skills were observed within writing classrooms. The teachers used a text

derived from the class references to exemplify a writing task, specifically focusing on the fundamental characteristics. The task revolved around describing a celebration in which the pupils were actively involved. The teacher began the lesson by providing instruction on the writing skill, using a sample as a basis. The pupils were guided on several aspects, including mechanics, spelling, handwriting and general writing strategies for effective writing. Subsequently, the pupils proceeded to compose their written work, drawing inspiration from the given sample. The teacher assessed the written assignment attempts of every pupil based on the offered sample, subsequently assigning a grade and delivering feedback. The pupils were prohibited from making any revisions to their written work in response to the feedback provided.

The participants of the PA were categorised into four unique groups: A1, B1, C1 and D1. The participants in the experimental group who given the intervention after the pretest were designated as A1. Group B1 was assigned the control group and subjected to the administration of the pretest. However, Group C1 was allocated to the experimental group and received the treatment, but did not participate in the pretest. Finally, group D1 was designated as the control group and did not take part in the pretest. An assessment was given to each group after the study. The results indicate that the group that took the test after the intervention showed better performance in terms of scores compared to the group that took the test before the intervention.

The study by Eyinda and Shariff (2010) sought to investigate the use of the product approach for teaching writing skills in English classrooms in Kenyan secondary schools. The study's findings suggest that the approach used to teach writing skills is mostly focused on the teacher. The study findings revealed that a substantial number of teachers played a prominent role in classroom interactions; however, the writing

skills of pupils were found to be deficient. The results of this study suggested a correlation between the observed occurrences of teachers exercising substantial authority over their classes while teaching writing lessons. The study undertaken by Onchera and Manyasi (2013) aimed to investigate the pedagogical obstacles hindering the development of writing communication skills in secondary schools in Kisii, Kenya.

The study's findings indicate that secondary-level teachers mostly depend on guided writing as their main instructional strategy, which is considered inadequate for fostering proficient writing skills. Guided writing is considered to be a form of writing instruction that focuses on producing a final written output. According to their perspective, this approach has not had a substantial impact on performance. In contrast to this study, they discovered that adopting the product approach to writing skills did not improve pupils' performance on the writing test.

Gathumbi and Masembe (2008) argue that the current viewpoint on teaching writing posits that the creative aspects of the writing process are essentially distinctive to each individual and thus, the educational approach should reflect this. The study and training of writing skills focus solely on the established conventions and technical components of communication. This includes discourse modes, structures and genre features, as well as stylistic and usage norms. Consequently, the teacher gives priority to achieving proficiency in form, syntax, grammar, mechanics and organisation. According to multiple researchers (Pincas, 1984; Kroll, 1990; Nunan, 1999; and Shahrokhi, 2017), the product method is widely considered to be teacher-centred.

Furthermore, it is contended that the methods, tactics and procedures related to writing pose a significant constraint on the product approach. This is because pupils

are expected to adhere to pre-established patterns without considering the multiple aspects that influence the composition of a written document. According technique frequently highlights modelling as a central component, as stated by Saed and Sahebkheir (2011). Nevertheless, model texts in this technique are primarily used as an instructional tool to offer feedback to pupils. The findings of this study challenge the established conclusions because it was seen that physical activity had a notable influence on the pupils' writing proficiency. Therefore, the null hypothesis is not true, showing that there is strong evidence to support the existence of a significant difference between how well pupils did on a writing assessment before and after the product method for writing development was put into practice in certain Kenyan primary school classrooms.

4.6.5 Analysis of the Effect of Product Approach on Pupils' Writing Skills in the Written Achievement Test

The participants were classified into four groups (A1, B1, C1 and D1) based on their level of physical activity (PA). The study utilised a total of 239 pupils, who were separated into two groups: the control group, which comprised 121 pupils and the experimental group, which comprised 118 pupils. The participants in the experimental group underwent the PA to improve their writing skills, while the control group did not receive any type of intervention. The results clearly indicate that the experimental group exhibits a wider range of scores in writing skills in comparison to the control group. Using a 95% confidence level, it was concluded that there is a significant difference in the performance of the control group and the experimental group on the English language writing assessment for primary school pupils in Kenya. Therefore, the results indicate that the introduction of the product approach intervention led to an improvement in the pupils' writing skills.

In this situation, a text functions as a model or blueprint for the student. According to Eslami (2014), it was thought that if youngsters were given a model text written by a skilled and experienced writer, they would imitate the writing's good qualities and, as a result, become proficient writers themselves. The main objective of PA is to familiarise pupils with written sentences and paragraphs, either by highlighting grammatical roles or rhetorical patterns. Oguta (2015) argues that proponents of the product method propose that pupils might develop proficient writing skills with minimal faults by examining the writing styles of skilled writers before engaging in their own writing pursuits. The primary objective of this technique is to produce coherent and precise written compositions by providing pupils with writing tasks that enhance their comprehension of language structures through the imitation and manipulation of grammatical patterns. Controlled composition is a commonly used writing activity in academic settings. These activities involve pupils being given a text and being instructed to make substitutes, expansions, or complete certain sections (Eslami, 2014). Therefore, the product-oriented approach to writing is considered to be the creative result of an individual writer.

Furthermore, it is imperative for ESL pupils to adhere to conventional writing principles rooted in a product-focused approach (Singh, 2013) in order to meet the requirements of school-based evaluations and public examinations. This issue has resulted in a significant lack of respect for the writing process, which is an integral part of constructivist instruction. The study conducted by Palpanadan, Ismail and Salam (2015) demonstrated that teachers possess a strong sense of familiarity with their training and tend to incorporate and modify writing classes based on their personal experiences in writing during their schooling, college education, or teacher

education programmes. Advocates of this strategy argue that the research findings indicate a good impact of PA on pupils' writing skills.

4.6.6 The Comparison of the Effect of Constructivist and Product Approaches of Instruction on Pupils' Performance in the Writing Achievement Test

The study conducted a comparison the effect of constructivist and product approaches on learners' writing abilities, with a particular emphasis on their performance in the writing test. The first results showed that the average scores of the groups were comparable, indicating that the pupils had a similar level of prior knowledge from the writing test before any intervention. After the intervention, the results from the post-test scores showed that using the product method for writing skills produced better outcomes than using the constructivist strategy for writing abilities.

The constructivist approach to writing skills is in direct opposition to the product approach to writing skills. It does not force learners to conform to the provided text, but rather presents a gradual approach that can greatly improve their understanding of writing and the associated teaching methods. The teacher assumes the duties of a facilitator, guide and mentor. The product-oriented approach to developing writing skills, on the other hand, focuses on the written text as a model for learners to analyse and imitate in order to improve their own writing talents (Eslami, 2014). This approach suggests that learners can develop the required skills to produce their own written work with few mistakes by studying and replicating the good qualities of skilled writers (Oguta, 2015). This circumstance can be compared to a case where information is duplicated and transferred.

The results of this investigation are consistent with the findings of Adeyemi (2009), who performed research on the instructional methods used to teach English

composition writing in junior secondary schools. The research findings suggest that teachers mostly use a result-focused instructional style when teaching composition writing. The product approach has been found to greatly affect the insufficient development of pupils' writing skills, leading to deficits in spelling and grammar, limited organisational and lexical abilities and an inability to properly express and communicate in written form. The results of this study clearly demonstrate a significant difference between the product approach and constructivist approach treatments in terms of their effects on the writing exam performance of primary school pupils in Kenya.

This finding is supported by a statistically significant disparity discovered at a 95% confidence level, in which pupils who were exposed to the product approach performed better than those who were exposed to the constructivist method. This is evidenced by the mean score for the constructivist approach ($M = 1.90$, $SD = 1.27$), which is 0.2 points lower than the mean score for the product approach ($M = 2.10$, $SD = 1.76$). The observed difference is statistically significant, as evidenced by the t -value of 1 and a p -value of 0.02, derived from a sample size of 444. The p -value ($0.02 < 0.05$) indicates that there is a significant difference between the impact of product approach and constructivist approach interventions on the writing test performance of primary school learners in Kenya.

Supporting the product approach, Kwan and Yunus (2014) and Maarof, Yamat and Li (2011) argue that teachers spend too much time grading and proofreading pupils' written assignments instead of prioritising the development of pupils' ability to effectively communicate through the creation of well-crafted written work. As stated by Muhammad (2016), when pupils' needs are not met through the use of suitable

writing methods, they may develop writing anxiety and demonstrate inadequate writing skills. In contrast, the findings indicate that the constructivist method had a somewhat lesser effect in comparison to the product approach.

Based on the findings of the investigation, it is likely that the young age of pupils in fourth grade is the cause of this phenomenon, which requires substantial direction and guidance through modelling. Furthermore, the findings of this study support Raimes' (1983) assertion that the majority of teachers implement PA in their teaching methods because they believe that learners develop proficient writing skills by using PA strategies in various writing areas, such as narration, description and persuasion. In addition, the findings of this study align with the investigation carried out by Jouzdani et al. (2016), which explored the parallels across several approaches to writing proficiency, notably emphasising product, process and post-process methodologies. The study's findings indicated that the post-process approach had no notable benefit in terms of improving the learners' writing abilities when compared to the product method. Nevertheless, both the process and post-process approaches demonstrated a significant enhancement in performance when compared to the product approach.

Nevertheless, the disparity in writing proficiency in schools raises apprehension among language teachers. The existing gap in writing proficiency among learners, as well as the traditional methods employed by teachers in teaching ESL writing in classrooms, necessitate prompt action to address these concerns (Rashid & Hui, 2021). Hence, the significance of writing instruction garners substantial interest due to its implications for learning and teaching. Consequently, teachers must employ suitable pedagogical methods to effectively teach writing, taking into account learners' individual learning styles and facilitating the cultivation of a personalised

approach to writing. This study demonstrates that the product method is more effective than the constructivist approach when implemented with fourth grade learners. This phenomenon could be attributed to the fact that pupils in the fourth grade are relatively young, which necessitates significant scaffolding. Additionally, their word repertoire and schema may still be inadequate. The primary advocate of CA acknowledges the significance of learners' age as a crucial determinant of the effectiveness of this approach.

4.7 Chapter Summary

This chapter provides an in-depth review of the findings of the investigation, analysis and discussion, all of which are derived from the research objectives. The findings were used to either support or refute the null hypotheses proposed for evaluating the effectiveness of the constructivist and product approaches in teaching writing skills, as demonstrated by the pupils' writing test results. This research aimed to compare the use of constructivist and product-oriented methods in teaching English writing skills in specific primary school classes in Kenya and analyze the outcomes of these approaches.

The findings revealed that a substantial number of educators utilise instructional techniques such as role-play, storytelling, interactive question-and-answer sessions and group discussions. In addition, it has been revealed that educators use written continuous assessment exams, assigned assignments and performance-based evaluations. In a writing evaluation, the study assessed the academic performance of Kenyan primary school pupils before and after they received training using a constructivist teaching method to improve their writing skills. There was a significant difference in the academic performance of pupils on a writing test before and after

receiving instruction that used a constructivist approach to improve writing abilities. The difference can be attributed to a significant improvement in student performance after the introduction of the constructivist approach intervention. Consequently, the null hypothesis (H_01) was rejected.

The third objective of this study was to assess the effect of a constructivist approach on the writing skills of primary school pupils in Kenya. The post-analysis of the t-test data reveals a statistically significant difference between the experimental group and the control group in their performance on the writing test. Therefore, the null hypothesis is rejected. The study evaluated children's proficiency in a writing assignment both before and after they received instruction that was centered on the product approach to developing writing abilities. This evaluation was conducted in selected primary schools in Kenya. The t-test application demonstrated that the post-test group displayed markedly superior scores in comparison to the pre-test group. The null hypothesis was shown to be false, which meant there was strong evidence to support a significant difference in the academic performance of Kenyan primary school pupils when comparing their writing test scores before and after receiving instruction that uses the product strategy for writing development.

The fifth objective of this study was to analyze the effect of the product approach on the writing proficiency of primary school pupils in Kenya. The study results, with a confidence level of 95%, showed a statistically significant difference between the control group, which did not get the PA intervention and the experimental group, which did receive the intervention. The analysis of the writing test scores revealed clear differentiation, indicating that the PA intervention had a beneficial effect on the pupils' writing skills. The sixth objective of this study is to evaluate and analyse the

influence of two distinct teaching methods, specifically constructivist and product approaches, on the writing abilities of primary school pupils in Kenya. The primary objective was to assess the pupils' proficiency on a standardised writing assessment. While the range of writing skills scores in CA was wider than in PA, the t-test post-analysis showed that PA had a higher average score than CA. Therefore, it has been determined that there is a significant difference between PA and CA interventions in relation to their influence on pupils' performance in the writing evaluation. More precisely, pupils who were subjected to physical activity interventions showed higher levels of accomplishment on the writing test compared to their peers who received CA interventions.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS and RECOMMENDATIONS

5.1 Introduction

This chapter provides a concise overview of the results, conclusions and recommendations after the data analysis and interpretation in Chapter 4.

5.2 Summary of Study

A succinct summary of the findings in accordance with the stated objectives of the study is presented.

5.2.1 The Extent of Teachers' Use of the Constructivist and Product Approaches in the instruction of Writing Abilities

This part provides a summary of the findings from the first objective of the study, which was to assess the degree to which teachers use constructivist and product-oriented approaches in teaching writing skills. The study found that a considerable number of teachers utilise a range of instructional techniques, including role-playing, storytelling, Q&A sessions, group discussions, discovery-based learning, role-modelling, recitation, demonstration, problem-solving tasks, experiments, reflections and hands-on activities, to effectively teach writing skills. In addition, as reported by the teachers, they frequently utilise instructional methods that encourage collaborative problem-solving, cooperative learning and classroom discourse. Most teachers use diverse learning approaches to accommodate different learning styles and intelligences. In addition to these, several educators assert that they teach writing skills using standardised procedures that are intended to be applicable to all pupils.

It was determined that teachers routinely evaluated each pupil's English writing abilities, with only a tiny minority of teachers disagreeing. Many educators firmly

believe that they do assessment reporting in a compassionate, private and sensitive manner in order to convey the desired message without discouraging the student. According to the frequency of assessment techniques, written continuous assessment examinations are used by most teachers. Performance-based evaluation is another popular and widely used approach. The least used method of assessment is journaling anecdote records, profiling and project methodologies.

Written or verbal progress reports to a specific learner is the recommended reporting option when it comes to the frequency of assessment instruments utilized. The second most popular reporting approach is to give the learner a report card. Newsletters are the least popular form of reporting. Guided compositions, for the product approach, are the most widely used methods of reporting writing skill assessments. The second widely used technique is the sample-adherence method.

5.2.2 Pupils' Academic Performance in a Test Prior to and After the Constructivist Approach of instruction to Writing Skills

This section provides a concise overview of the second objective, which was to evaluate pupils' academic progress in a writing assessment before and after being taught writing skills using the constructivist approach (CA) in Kenyan primary school classrooms. An instructive methodology for developing writing abilities provides pupils with the opportunity to express their views openly through class activities that are specifically tailored to meet the needs of the pupils. Frequently employed strategies included collaborative learning, pair work, group work and peer learning.

Learners were able to generate and freely share their individual knowledge in meaningful ways. It employs heuristic techniques to give the learner an advantage when learning. The present study involved evaluating writing samples from learners

using a standardized assessment rubric. The rubric included criteria for grammar and writing mechanics, handwriting, vocabulary and organisation, with four performance levels as follows: level 1 with marks ranging from 1-2 (below expectation), level 2 with 3–4 (approaching expectation), level 3 with 5-7 (meeting expectations) and level 4 with 8–10 (exceeding expectations). The experimental group took the writing exam, had an intervention and was then given a posttest after taking the provided constructivist approach, which was the treatment, to gauge their performance.

The study's findings presented evidence that rejected the null hypothesis. The study confirmed that there is a significant difference in pupils' academic achievement when comparing their writing test results before and after receiving instruction that uses a constructivist approach to improve writing skills. The results of the t-test indicated that the post-test group had a significantly higher score performance compared to the pretest group. Specifically, the mean score on the post-test ($M = 2.0$, $SD = 1.41$) was 0.31 points higher than the mean score on the pre-test ($M = 1.69$, $SD = 0.87$), $t (204) = -2$, $p = 0.04$. Since the p-value is less than the threshold of 0.05 (particularly, $0.04 < 0.05$), it can be concluded that the result is statistically significant. The current investigation demonstrated that the application of corrective feedback, specifically targeting writing skill instruction, had a noticeable effect on pupils' writing proficiency. This intervention led to enhanced performance on the writing test.

5.2.3 Effect of Constructivist Approach on Writing skills

The third objective focused on examining the effect of a constructivist approach on the enhancement of writing skills in primary schools in Kenya. The findings revealed that participants in the experimental group outperformed those in the control group in terms of their writing skills. The t-test analysis results confirm that the average score

of the control group ($M = 1.71$, $SD = 1.22$), is significantly lower by a mean of 0.39 compared to the score of the experimental group ($M = 2.10$, $SD = 1.29$), $t(223) = -2$, $p = 0.02$. Since the p-value (0.02) is less than the significance level (0.05), the t-test analysis results indicate that there is sufficient evidence to reject the null hypothesis. Therefore, it can be inferred, with a 95% degree of certainty, that there is a statistically significant difference in the performance on the English language writing test between the experimental group, which received the intervention and the control group in primary school classrooms.

5.2.4 Effect of Product Approach to Writing Skills on Pupils' Performance in the Writing Test

The fourth objective sought to determine pupils' performance in a writing task both before and after teaching using the product approach to writing skills. In order to develop writing abilities, the teacher was required to demonstrate a sample of a writing task, highlighting the key elements for fourth-grade pupils in guided writing. The teacher provided instruction on the components of language structure, lexicon and general methods necessary for successful completion. Subsequently, the learners were assigned a writing challenge to apply the knowledge they had acquired, using the provided sample as a basis, to create a final result in the form of a creative composition.

The pupils were not given the opportunity to change their texts in response to the comments made by the teacher as they graded their writing assignments using the assessment rubric. This method was completely centred on the teacher, as learners were only allowed to read the model texts, which were meant to be imitated or recreated by actual pupils with little to no involvement by the pupils. The same

assessment rubric that was used to grade their writing under the constructivist approach was also used to evaluate the learners' performance under the product approach.

The results portrayed a significant improvement in the post-test group score performance compared to the pretest group. The aforementioned observation is supported by the analysis conducted using the t-test. The data shows that the average score on the posttest ($M = 2.36$, $SD = 1.90$) is 0.8 points higher than the average score on the pretest ($M = 1.54$, $SD = 1.26$), with a t-value of -4 and a p-value of 8e-05, based on a sample size of 215. Since the p-value (8e-05 < 0.05) is lower than the significance level of 0.05, it is valid to reject the null hypothesis. The post-test results showed a significant difference between the treatment and control groups that took part in the pretest. The null hypothesis is rejected, indicating that there is enough evidence to suggest a statistically significant difference in pupils' performance on a writing assessment before and after using the product strategy for writing development. Thus, considering the existing facts, it may be inferred that the null hypothesis is rejected. There is ample evidence to support the claim that there is a statistically significant difference in the writing test scores of children before and after the implementation of the product method for writing development in specific primary school classrooms in Kenya. This conclusion is based on a confidence level of 95%. When used in the current context, the product approach led to a statistically significant improvement in pupils' writing performance.

5.2.5 Effect of the Product Approach on Writing Skills

The fifth objective was to assess the effect of the product approach on writing skills in Kenya's primary classrooms. The control group was not subjected to any intervention,

whereas the experimental group was exposed to the product approach (PA) for the purpose of enhancing their writing skills. The results are supported by the t-test post-analysis, which shows that the average score of the control group ($M = 1.98$, $SD = 1.83$) is 0.25 points less than that of the experimental group ($M = 2.23$, $SD = 1.68$), $t(243) = -1$, $p = 0.03$. The resulting p-value ($0.03 < 0.05$) indicates a statistically significant difference between the product approach control and experimental group in terms of pupils' performance. The study findings indicate that the experimental group demonstrates a greater dispersion in writing skill scores in comparison to the control group. The data indicate, with a 95% confidence level, that there is a notable difference in the performance of the experimental group and the control group when executing the product strategy in primary schools in Kenya. The analysis of the findings suggests that the introduction of the product approach intervention led to an enhancement in pupils' writing skills.

5.2.6 Comparison of the effects of constructivist and product approaches of instruction on pupils' performance in the writing achievement test

This section presents an overview of the sixth objective, which sought to examine the effect of product-oriented and constructivist-oriented approaches to developing writing abilities on the writing achievement of pupils in selected primary school classes in Kenya. The results showed that the constructivist approach had a higher degree of variability in the marks given to writing skills compared to the product approach. More precisely, the mean score for the constructivist approach ($M = 1.90$, $SD = 1.27$), is 0.2 lower than the mean score for the product approach ($M = 2.10$, $SD = 1.76$). The observed t-value of 1 and p-value of 0.02, derived from a sample size of 444, indicate a statistically significant difference. The p-value of 0.02, which is less than the significance level of 0.05, provides clear evidence that there is a significant

difference in the effect of product approach and constructivist approach interventions on the pupils' writing test performance. Based on the findings, it can be concluded with a 95% confidence level that there is a significant difference in pupils' performance on the writing test when comparing interventions using the product- and constructivist approaches. More precisely, pupils who were taught using product-oriented approaches achieved greater scores than those who were taught using constructivist approaches.

5.3 Conclusion

This section presents the study conclusion, taking into account the findings and interpretations that highlight the study results' effects and implications. Additionally, it highlights the recommendations that were derived from the inquiry. The study sought to compare the effect of constructivist and product approaches of instruction on writing skills in primary school pupils' academic performance. The written output is the primary focus of the product-based approach. The approach maintains that writing is a systematic procedure that strives to produce a polished and finalised piece of work. In addition to copying a model text, pupils also copy a model composition that their teachers supply. An example of this is in the writing classrooms, where the teachers' models or supply examples of writing for the pupils, who then generate writing that is comparable to the models.

When examining an example of a composition, learners should pay attention to three key characteristics: the order of ideas, the use of language and mechanics. These features serve as distinguishing factors that contribute to a composition's overall quality and effectiveness. Second, pupils engage in controlled activities and practice the concepts from the model text. To generate the anticipated composition, learners

need to employ their linguistic abilities, sentence constructions and diverse lexicon in the third phase. This stage entails compiling a selection of contemporary ideas that align with the sample essay. This approach is praised because it allows pupils to methodically learn how to employ specific pattern-product techniques while writing compositions, particularly narrative, descriptive and argumentative essays. It is creditworthy for its effectiveness in improving writing proficiency by increasing pupils' grammatical and syntactical awareness of writing. In addition, pupils learn to adapt their vocabulary and sentence structures to the different text types, which also helps them become more grammatically aware. This approach, which is primarily teacher-centered, is distinguished by the emphasis placed on classroom activities in which pupils participate through imitation and transformation of model texts.

The method of facilitating writing by learners involves a series of four consecutive steps. Firstly, the rules and guidelines for writing are presented to the pupils. Following this, a model text is provided to serve as an exemplar. Subsequently, the pupils are prompted to engage in writing activities based on the model text. Finally, the pupils' final written work is carefully reviewed and edited. The product approach in language learning places significant emphasis on the final written outcome, with a focus on coherence and grammatical precision. Additionally, this approach assumes that learners have a prior understanding of vocabulary and grammatical structures. The approach primarily relies on modeling, with model texts often serving as an instructional tool that provides pupils with feedback. This strategy also offers advantages as it allows pupils to engage with model texts authored by proficient writers, enabling them to emulate the exemplary elements of writing and develop their own proficiency in writing.

The product approach argues that learners can acquire the ability to write with fewer errors by examining the work of a proficient writer prior to commencing their own writing. The main goal of this technique is to produce a text that is coherent and error-free. Pupils are provided with writing activities that allow them to practice the language structures they have learned by imitating and manipulating grammatical patterns. This approach has three components: the teacher designates a topic; pupils are directed to write compositions with a specific word limit; and educators assess the compositions without offering any criticism to the pupils. It is based on the notion that the artistic aspects of writing are mysterious and cannot be taught. The instructor emphasises the aspects of mechanics, organisation, form, syntax and grammar. The emphasis is placed on employing appropriate language, achieving clarity and demonstrating fluency, while also considering the quality of each writer's final written work. The results of the classroom observation indicated that with the use of sample text, learners acquired writing skills more effectively. They possess a high level of comprehension and proficiency in meeting expectations.

Consequently, this approach is suitable for instructing fourth-grade pupils in English writing because learners at this stage still require guidance within their zone of proximal development (ZPD) and thus possess a comprehensive understanding of the most effective strategies for enhancing their writing proficiency. According to Piaget (1978), it is posited that children are unable to successfully engage in specific tasks until they have attained a level of psychological development that is deemed mature. The teacher should do their best to fulfill their duty of scaffolding.

On the flip side, the results of this study indicate that there was not a statistically significant disparity in writing test performance among the groups instructed through

the constructivist approach to writing skills. The instructional strategy referred to as constructivist instruction is founded upon the theoretical framework of constructivism in the field of education. The concept posits that knowledge acquisition occurs when learners leverage their existing knowledge and experiences and engage actively in the learning process, as opposed to adopting a passive approach of simply absorbing material through lectures and rote memorization. Constructivist instruction employs many strategies, such as guided exploration, discussions of ideas and concepts and engaging activities, to facilitate the learning process for pupils. Learners are actively encouraged to engage in critical thinking, cultivate their own conceptual frameworks, generate original solutions to problems and exercise autonomy within the constructivist learning approach. As a result, an individual's knowledge acquisition is dependent on their previous experiences, cognitive frameworks and belief systems, which are used to understand various entities and occurrences. Learners actively develop their own subjective realities, or at the very least, interpret the world around them based on their individual impressions of their experiences.

In the context of CA, the learning process is characterized by learners' active engagement in comparing new information with their pre-existing knowledge and establishing meaningful connections, as opposed to passively internalizing information for later regulation. The learner's context, beliefs and attitudes are the only factors that influence learning. Through their own experiences and schema, learners develop their own view of the world in this way. Through constructivism, the pupil is prepared for problem-solving in uncertain settings. Learning is understood to involve a shift in the learners' worldviews. Through this process, learners actively generate meaning. This is feasible when pupils engage with the phenomenon or text through social interaction or introspective thought.

There are several advantages to using constructivism in teaching. Learners that excel in a hands-on learning environment will derive advantages from this pedagogical technique, as it facilitates a seamless integration of classroom knowledge with their everyday experiences. The constructivist approach incorporates the learners' prior knowledge, advocates for teachers to allocate additional time to topics of student interest and enables instructors to focus on essential details. In a constructivism course, it is common for pupils to engage in frequent collaborative group work. Learners benefit from the cultivation of their social skills as they engage in mutual support of their academic endeavours and demonstrate a respectful attitude towards each other's opinions. Among the other advantages that learners gain from CA are: a new understanding of the knowledge of writing tasks; being involved in cooperative learning; engaging in discussions and meaningful ideas; involving themselves in the exchange of ideas on writing tasks during discussions; and linking ideas to the learning contexts.

During this investigation, the aforementioned advantages did not appear to have had a significant influence on the product strategy. The observed phenomenon can be attributed to the extensive training that is essential for teachers to effectively carry out their instructional duties. The potential impact of this measure on learners' advancement in school and the financial feasibility for schools to implement it may be significant concerns. In a classroom setting with a typical number of pupils, teachers have challenges in customising the curriculum to suit the unique needs of each learner due to variations in their prior knowledge. The constructivist curriculum also eliminates the use of grades and standardized assessments. Additionally, this eliminates the objectives and motivations tied to academic performance, such as grades, as well as the practice of comparing pupils' achievements at a national or

regional level. This instructional strategy may present challenges to pupils in the lower elementary grades who possess limited familiarity with language structures. Consequently, their level of participation in classroom writing activities, which could potentially enhance their skills, diminishes.

5.4 Recommendations and Further Research

5.4.1 Recommendations for improvement of English writing skills

The subsequent recommendations were made in accordance with the findings of the investigation to improve the teaching-learning of English language writing abilities among primary school pupils in Kenya.

- i. Teachers of the English language should adopt the product approach to writing instruction in order to establish a conducive learning environment that fosters interaction and collaboration between pupils and teachers, thereby enhancing writing performance. Teachers should improve their use of model texts, critical thinking and imagination so as to effectively manipulate the learners' zone of proximal development.
- ii. A constructivist approach to writing skills has beneficial effects on the development of writing skills; hence, English teachers incorporate engaging post-writing activities in order to enhance the meaningfulness of writing tasks within the classroom.
- iii. Teachers frequently possess a strong sense of assurance in their training and opt to integrate and adapt writing courses based on their personal encounters with learning to write at educational institutions such as schools, universities, or teacher education programmes. Therefore, it is necessary for English

Language Teaching (ELT) facilitators to utilise effective teaching methods when training English teachers. The goal is to enhance pupils' writing skills.

- iv. The product approach to writing skills has a positive effect on the development of writing abilities. Therefore, English teachers include stimulating post-writing activities to improve the meaningfulness of writing tasks in the classroom.
- v. Writing approaches should be combined for learners to master skills from different approaches because when they are used separately, they produce unbalanced writing. Teachers should adopt eclectic approaches against the backdrop of the teaching-learning context.
- vi. Teachers must stay up-to-date with effective teaching methods for writing skills through action research, ongoing professional development and ongoing engagement with the community of practice.

Teachers should use a combination of a product-oriented approach and a constructivist approach as a pedagogical model to instruct and improve their pupils' writing abilities; notwithstanding, the fact that product approach should form the foundational approach. This strategy entails adopting and combining the advantages of different instructional methods in the writing classroom.

5.4.2 Contributions of the Study to the Body Knowledge

The results of this investigation, which were derived from a comprehensive examination of current literature and rigorous data analysis, make substantial advancements in the field of English Language Teaching (ELT). This study offers a comprehensive analysis of important elements that have arisen from unique findings, the study framework, current literature and methodological contributions.

Teachers implemented instructional methods that focused on the pupil, including role-playing, group discussions and demonstrations. Due to their cognitive level, pupils in the fourth grade did not effectively benefit from these promoted techniques. The product approach, which predominantly used sampled texts, demonstrated its superiority as it enabled learners to proficiently master the writing tasks at hand while also being provided with a reference sample that facilitated their comprehension. This provides support for Vygotsky's (1978) assertion that learners necessitate the guidance of a more knowledgeable other (MKO) at a specific cognitive level. This is applicable to these young pupils in the fourth grade of primary institutions, despite the much-hyped emphasis on a constructivist approach to education as a whole.

The chosen study area has broadened the scope of English Language Teaching (ELT) studies in elementary education, which have gotten relatively less attention in terms of teaching methods to improve the writing abilities of pupils in Kenya and on a regional and global level. An analysis of academic journals and university repositories revealed that the primary focus of study was on advanced courses in upper primary and secondary schools.

This research makes a valuable contribution to the existing literature on writing skills in ELT, specifically by comparing different approaches to writing skill instruction. A comprehensive comparison of constructivist and product approaches was undertaken in the study. Quantitative research yielded results that unequivocally demonstrate the superiority of the product approach over the constructivist method. This study used a quantitative methodology that utilized a Solomon-four group design, thereby broadening the methodological scope of ELT and the development of writing skills in particular. The quantitative results derived from the WAT provided significant

insights into the effects of the two techniques being investigated prior to, during and after the intervention. As a result, authentic data was obtained, revealing the true extent of the learner's writing proficiency development.

5.4.3 Suggestions for Further Research

More research could be done to further the current study and determine the effects of the constructivist and product approaches on writing abilities. The particular areas for suggestions include:

- i. To assist teachers in effectively teaching writing skills, research should be done to create a solid model for teaching using constructivist and product approaches.
- ii. Research should be undertaken to assess the effect of teachers' level of preparedness on the enhancement of writing skills when employing constructivist and product-oriented methods.
- iii. Research should be conducted on how the instructional environment influences the development of English language writing skills.

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APPENDICES

Appendix A: Introduction Letter

NAME OF RESEARCHER: Cheruiyot, Kwambai Philip

Department of Curriculum Instruction and Educational Media, School of Education Moi University

ADDRESS: P. O. Box 3061-30100 Eldoret

TEL: +254721569169

EMAIL: pkwambai@gmail.com

DATE:

Dear Sir/Madam,

REF: CONSTRUCTIVIST AND PRODUCT APPROACHES OF INSTRUCTION IN
WRITING SKILLS: COMPARISON OF LEARNER ACHIEVEMENT IN
SELECTED PRIMARY SCHOOLS IN KENYA

As part of the requirements for the Doctor of Philosophy in Education (English Language Education) degree, I am undertaking research on the topic mentioned above.

The findings will be treated with strict confidentiality and the names of research participants will be kept anonymous.

This is a request for authorization to carry out research at your institution or in your area.

SIGNED:

RESEARCH PARTICIPANT..... DATE:

RESEARCHER: Cheruiyot, Kwambai Philip DATE.....

Appendix B: Consent Form for Research Participants

Research Topic: CONSTRUCTIVIST AND PRODUCT APPROACHES OF INSTRUCTION IN WRITING SKILLS: COMPARISON OF LEARNER ACHIEVEMENT IN SELECTED PRIMARY SCHOOLS IN KENYA

Researcher's Name: Cheruiyot, Kwambai Philip

Institution: Moi University, Kenya

Programme Enrolled: Doctor of Philosophy in Education (English Language Education)

Informed Consent:

I accept to participate in the above-mentioned study.

I understand and I have been assured that the names of the participants shall be anonymous and that the findings shall be treated with utmost confidentiality.

I understand and have been assured that I can withdraw from the study anytime if need be and inform the researcher,

Signed:

Research Participant: Date:

Researcher: Cheruiyot, Kwambai Philip Date:

Appendix C: Writing Task

Instruction:

- i. **DO NOT** write your name or the name of your school in this paper
- ii. Complete the story below

Write a composition about a celebration or party you attended

Appendix D: Grade 4 Assessment Rubric for grading the writing

Criteria	Exceeding Expectation (8-10) (Level 4)	Meeting Expectation (5-7) (Level 3)	Approaching Expectation (3-4) (Level 2)	Below Expectation (1-2) (Level 1)
Grammar and Mechanics of Writing	Almost excellent use of grammar, variety of punctuation marks, spelling and capitalization. Errors are so few and minor that they do not impede reading.	Good use of grammar, punctuation, spelling and capitalization. There are a few errors but they do not impede reading.	There are moderate errors of grammar, punctuation, spelling and capitalization. But some errors can impede reading and meaning.	There are many errors throughout in the use of grammar, punctuation, spelling and capitalization and the reader can only guess meaning
Handwriting	Neat and easily readable throughout, many letters are correctly spaced and sized within lines; spaces between words are the correct size throughout.	Neat and easily readable, many letters are correctly spaced and sized within lines; many spaces between words are the correct size.	Untidy but readable; some letters are correctly spaced and sized within lines; some spaces between words are not the correct size.	Not easily readable, many letters are not correctly spaced and not sized within lines; many spaces between words are not the correct size.
Vocabulary	Almost free of errors of subject-verb agreement, very good choice of words and wide range of vocabulary and use of varied expressions.	Few errors of subject-verb agreement that do not impede communication, Selection of vocabulary is appropriate to the context.	Frequent errors of subject verb agreement, range of vocabulary is limited and there is no attempt to vary expressions.	Many errors of subject-verb agreement, most structures are incorrect vocabulary repeated and communication is difficult.
Organization	Exhibits an exceptionally clear sense of unity and order throughout, there is a clear sense of beginning, middle and ending and makes smooth transition between ideas.	Exhibits a logical sequence, there is a sense of unity and order, there is a sense of beginning, middle and ending and makes smooth transition between ideas.	Attempts to provide a logical sequence, there is some sense of beginning, middle and ending and some smooth transition between ideas.	Exhibits no sense of order and provided a series of separate sentences and disconnected ideas and it is difficult to follow.

Writing (10 marks) Conversion Table

Performance Levels	Marks
Level 4	8-10
Level 3	5-7
Level 2	3-4
Level 1	1-2

Source: The Kenya National Examinations Council School Based Assessment

Scoring Guide English Grade 4 2022

Appendix E: Instructional Manual

Piaget, renowned as the founding father of constructivist theory, supports the application of the constructivist approach in English language writing training. The author argues that learners must actively engage in the process of constructing knowledge in order to acquire information. Piaget's theory expounds on the incremental acquisition, construction and utilisation of knowledge by individuals. The author emphasises the importance of an individual's early developmental stage in influencing their later physical and psychological growth. This implies that it is critical to create an environment that fosters growth and engagement for pupils in order to support their innate development and knowledge acquisition. In addition, learners should actively participate in diverse learning activities, such as creating new material and adjusting it to meet their own needs. In contrast, Halliday (1978) proposed the product approach handbook, in which he argued that language exists within a social context marked by participatory and meaningful communication. Language is used to communicate meaning; hence, it is crucial for educational instruction to focus on helping pupils understand how form, meaning and context are connected. This understanding is known as metalinguistic comprehension.

In this research, each participant was assigned a singular topic for a written activity. This approach ensured fairness in terms of topic selection, medium of discourse and time allocation for writing, hence eliminating any potential disadvantages for the participants. The written assignment placed significant attention on various aspects, including grammar and writing mechanics, handwriting, vocabulary and organisation. This task was carried out with a high level of effectiveness and objectivity, as demonstrated by the following methods:

1 Constructivist approach

The teacher incorporated learner-centered and constructivist oriented learning activities, including group and collaborative work, brainstorming and debating. The constructivist teaching model encompassed the elements of engagement, exploration, explanation, elaboration and evaluation. The pupils were presented with the assignments, during which the instructor employed collaborative activities and brainstorming techniques to actively involve them. The instructor established links between prior and current learning encounters by using thought-provoking inquiries, elucidations and perplexing or challenging scenarios. The instructor explained the purpose of the writing task to the pupils and then they were divided into groups of five or six. Within these groups, they engaged in discussions regarding the strategies essential for successfully accomplishing the assignment.

The instructor assumed a minimal interruption role, intervening only when deemed absolutely necessary. The teacher provided pupils with a common base of experience in which they were expected to compose drafts, exchange them with group members and make any necessary corrections under explore. Every pupil was a reader of another pupil's work. The manuscripts were returned for peer feedback and modifications were reflected in the subsequent draft. Under Explain, pupils clarified concepts, where they went wrong and how to remedy it. The teachers explained processes, concepts and abilities. Learners elaborate on concepts or ideas learned, make connections and apply understandings to their contexts and the world around them. Here, pupils complete a final draft, which is then exchanged for proofreading and final comments. Within this particular framework, pupils were afforded an educational setting characterised by freedom and democracy, alongside a culture of mutual respect for their individual thoughts and beliefs. Furthermore, pupils had the

ability to customize the narrative according to their individual interests and aptitudes while also demonstrating proficiency in effortlessly navigating the content. In the context of education, pupils are actively encouraged to critically assess and analyse their own knowledge and abilities.

The teachers assessed the pupils' understanding of the fundamental principles and their progress in acquiring essential skills. In this study, the evaluation method was a continuous diagnostic procedure that was implemented at each level of the instructional process. After all revisions had been completed, they were published by displaying pupils' written work on classroom bulletin boards or in the library. This further served to increase the intrinsic motivation of learners. Teachers were evaluated through observation, learners' interviews, portfolios, projects and project-based language products, among others.

2 Product Approach

The teacher used a sample writing task to highlight the most important aspects of guided writing for fourth-grade pupils. The teacher instructed on the required language structure, vocabulary and general strategies. Implementation of this guideline necessitated a series of instructional sessions to comprehensively address the pedagogy of grammar and mechanics in writing, the acquisition of vocabulary and the various conventions essential for successfully completing the writing assignment. These conventions encompassed aspects such as organisation, coherence and handwriting. Then, pupils were assigned writing tasks that required them to apply what they had learned based on the sample to generate the final product: a creative composition. The teacher evaluated the pupils' written assignments in accordance with the assessment rubric and provided succinct feedback regarding necessary

revisions. The second group of participants in the product approach methodology did not have the opportunity to revise their written texts based on the feedback received.

Guidelines for Teachers of Experimental Groups/Cohorts

The researcher had private tutoring sessions with the experimental teachers of the constructivist approach and product approach groups to guide them in teaching writing skills using the respective approaches.

Your class has been chosen to participate in an experiment. A comparative analysis will be conducted between the constructivist approach and the product approach in the context of teaching writing skills in the English language under the following conditions:

1. Use the suggested teaching approach.
2. During the duration of the experiment, do not discuss this method with other teachers, whether they are from your school or from another school.

Appendix F: Lesson Observation Schedule

This is the lesson observation guide used to observe classroom instruction employing constructivist and product approaches to teaching writing.

Study Topic: CONSTRUCTIVIST AND PRODUCT APPROACHES OF INSTRUCTION IN WRITING SKILLS: COMPARISON OF LEARNER ACHIEVEMENT IN SELECTED PRIMARY SCHOOLS IN KENYA

Teacher's Experience: (in years)

Academic/Professional qualification:

No. of pupils in the class _____ Date: _____ Time: _____

The present observation schedule encompasses elements related to constructivist and product-oriented approaches that the researcher intended to observe during writing skills instruction within the classroom. The schedule uses the numerical value 1 to indicate the presence of a particular aspect, whereas the numerical value 2 is used to indicate the absence of that same aspect.

		1	2	Observer's Notes
Constructivist approach	Lesson Introduction /Getting Started			
	Learners are introduced to the instructional task and make connections to prior knowledge or ideas provided.			
	Learners are encouraged to explain or narrate their ideas in class.			
	The expected learning outcomes for the writing lesson are clearly identified.			
	The instructor seeks feedback on the writing skills learning activities			

	preferred by my learners.		
	The background knowledge on the topic is activated through a variety of media (charts, pictures, mind maps, anticipation guides and so on).		
	Lesson Development/Exploration		
	Learners are allowed to create their own writing knowledge.		
	Learners take responsibility for monitoring and developing their own tasks.		
	The teacher is the chief resource for learners.		
	Learners are free to collaborate and take control of classroom learning.		
	The teacher encourages interactive conversation and group work so that pupils can negotiate, interact and collaborate on their individual writing ideas.		
	The teacher's writing lesson encourages learning through fun activities.		
	The teacher facilitates all class writing skills activities.		
	Prior to engaging in the writing exercise, there is discussion among the learners about the topic.		
	There is provision of appropriate feedback for the learners' attempts during the writing skills lessons.		
	The writing skills lesson emphasizes democratic engagement, active participation and social interaction.		
	Pupils are encouraged to engage in diverse activities, including group work, problem-solving and collaborative learning, to enhance their writing skills based on their teaching-learning contexts.		

	Learners are guided through the writing process, or writing drafts.			
	Learners are asked to write in accordance with the authentic contexts that arise from the writing topic.			
	Within groups, learners exchange their work.			
	Learners write final drafts based on peer or group feedback.			
	Lesson Conclusion/Reflection			
	Both the teacher and peers provide feedback to the learners.			
Product Approach	An extension, assignment, or additional activity			
	Parental involvement activity/community service-learning activity			
	There is a sample text for use.			
	According to the sample, learners are taught about the writing skill.			
	Learners are taught how to write guided composition (mechanics, spelling, handwriting and general strategies).			
	Pupils write based on a sample.			
	The teacher analyzes the pupils' attempted written tasks based on the sample.			
	The teacher assesses the written task, awards a mark and makes his or her remarks.			

Appendix G: Teachers' Questionnaire

I am a doctoral student at Moi University. I am conducting research on CONSTRUCTIVIST AND PRODUCT APPROACHES OF INSTRUCTION IN WRITING SKILLS: COMPARISON OF LEARNER ACHIEVEMENT IN SELECTED PRIMARY SCHOOLS IN KENYA. Please help by completing the questionnaire as precisely as possible. All information provided will be held with the utmost confidentiality. Provide specific responses whenever possible. Thank you very much.

Directions: This questionnaire has two sections, labelled A and B. Your responses to Section A requests for biographical information will be treated with the utmost confidentiality. Place a checkmark (✓) next to each Section A item that corresponds to your case.

Section A: English language teaching in grade 4:

Give your teaching experience by ticking (✓) after your range of teaching experience

0-5 years {} 6-10 years {} 11-15 years {} 6-20 years {} above 20 years {}

Section B

Indicate your rating for each item in the questionnaire below by placing a tick mark (✓) next to it, using the provided key:

Key: **VF** (Very frequently), **F** (Frequently), **N** (neutral), **LF** (Less Frequently) and **N** (Never)

I. Constructivist Approach

i. Please indicate the frequency with which you use the following instructional methods to teach writing skills using a checkmark (✓). (Use: VF = very frequently, F = frequently, LF = less frequent, N = never.)

		VF	F	LF	N
1	Indicate the frequency with which you use the following methods to develop writing skills.				
	i. Role-playing				
	ii. Story telling				
	iii. Question and answer				
	iv. Group discussion				
	v. Singing				
	vi. Inquiry				
	vii. Discovery				
	viii. Role modelling				
	ix. Reciting				
	x. Demonstration				
	xi. Fieldwork/excursion/field trips				
	xii. Problem-solving				
	xiii. Experiments				
	xiv. Reflections				
	xv. Practical activities				
	xvi. E-learning				
2	I use methods of instruction that promote discovery-based learning.				
3	I employ instructional strategies that foster cooperative learning.				
4	I use instructional methods that encourage discovery. Problem-solving.				
5	I use instructional methods that encourage discovery. Group/pair discussion.				
6	I use differentiated instruction to accommodate pupils with diverse learning styles.				
7	I use differentiated instruction to accommodate pupils with a variety of intelligences.				
8	To teach writing skills, I focus on the 'one-size-fits-all' method, which fits all of my pupils in class.				

ii. Use the key below to mark (✓) in each of the items according to your rating: SA (strongly agree), A (agree), N (neutral), D (disagree) and SD (strongly disagree)	SA	A	N	D	SD
1 I always assess my pupils' writing work.					
2 I conduct my assessment reporting in a caring, confidential and sensitive way to communicate the intended message without discouraging the learner.					
3 My feedback from the assessment report is intended to improve the learning process or alleviate hindrances to the achievement of writing skills learning outcomes.					
4 I develop my own assessment report.					

5	I use the provided templates to generate assessment reports.					
6	The assessment reports are individualised so as to communicate the learner's achievements and challenges.					

iii. Please indicate with a checkmark (✓) the frequency with which you use the following writing assessment methodologies. (Use: VF = very frequently, F = frequently, LF = less frequent, N = never.)	VF	F	LF	N	
i. Project method					
ii. Profiling					
iii. Anecdote records					
iv. Journaling					
v. Portfolio					
vi. Written continuous assessment tests					
vii. Home assignments					
viii. Performance based assessment					
ix. Tests					
x. learner's work					
xi. learner's points of view					
iv. Please mark with a checkmark (✓) the frequency with which you use the following writing assessment tools. (Use: VF = very frequently, F = frequently, LF = less frequent, N = never.)	VF	F	LF	N	
i. Observation tools					
ii. Observation schedule					
iii. Checklists					
iv. Rating scales					
v. Oral assessment tools					
v. Please indicate the frequency with which you use the following methods for reporting writing skills with a tick (✓): (Use: VF = very frequently, F = frequently, LF = less frequent, N = never.)	VF	F	LF	N	
i. Use of brief and straight-forward descriptive report cards, which are text-based, graphical, elaborate, or interim reports					
ii. Portfolios					
iii. newsletters					
iv. websites					
iv. informal (frequent and immediate)					
v. formal (less frequent)					
vi. written or verbal progress report to an individual learner or group					
vii. report card to an individual					

II. Use of Product Approach	VF	F	LF	N
vi. Please mark, using a checkmark (✓), the frequency with which you use the following methods of reporting writing skills assessment. (Use: VF = very frequently, F = frequently, LF = less frequent, N = never.)				
i. I use a sample text to teach writing skills.				
ii. When teaching writing skills, I insist that my learners adhere to the sample provided.				
iii. I teach learners how to write guided compositions in areas such as grammar and mechanics, handwriting, vocabulary and general organization.				
iv. My pupils write based on the sample provided.				
v. I analyse the pupils' attempted written tasks based on the provided sample.				
vi. I evaluate the written tasks, assign a grade and provide feedback based on their performance against the provided sample.				
vii. I report the learners' work-writing skills to various stakeholders, using the prescribed report forms and/or result slips.				

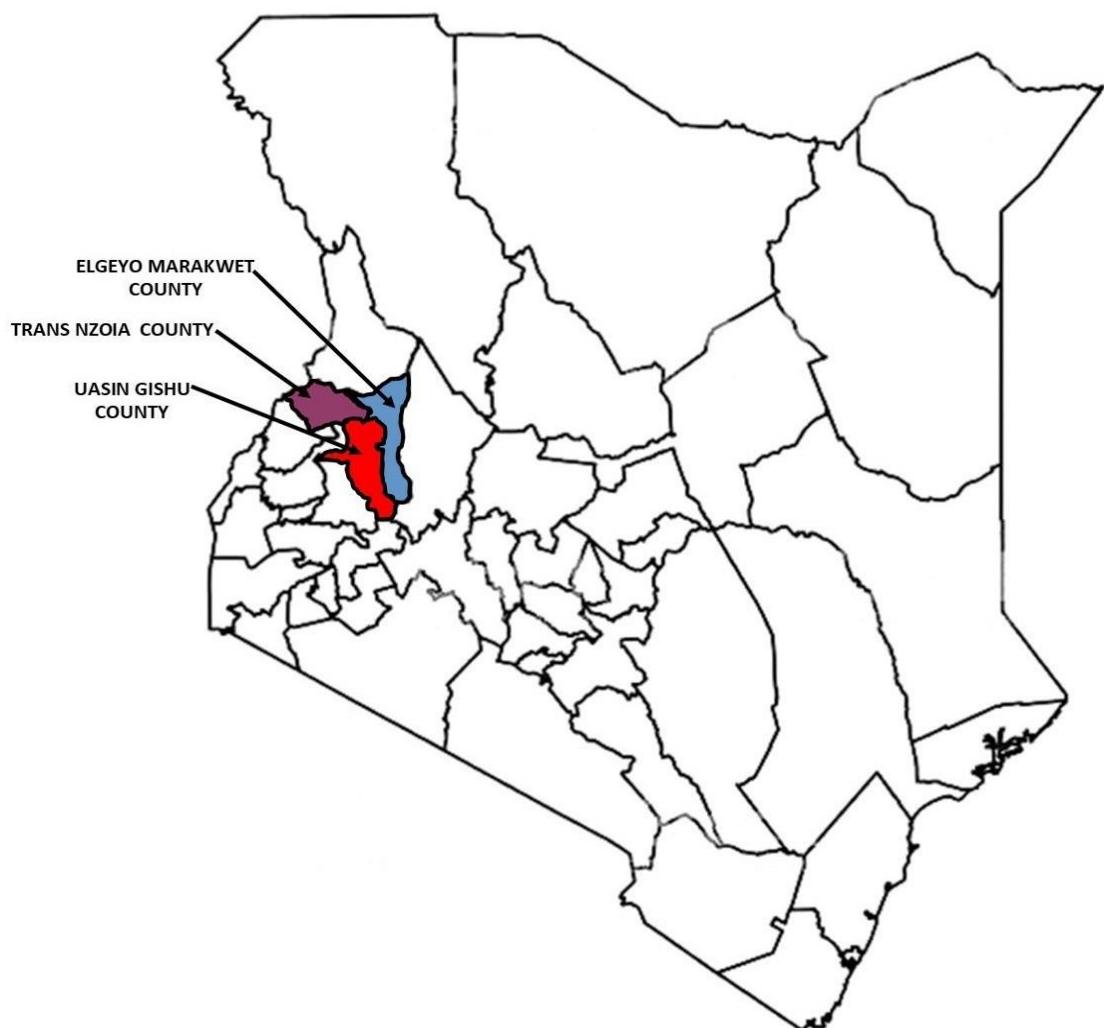
Appendix H: Budget

S/No.	Activity	Amount in Kshs.
1	Travelling and subsistence	40,000/=
2	Library and internet research (Information gathering)	38,000/=
3	Typing (300 pages @40)	12,120/=
4	Printing (300 pages x 3copies@20)	18,000/=
5	Photocopying (300 pages @5)	1500/=
6	Miscellaneous	25,000/=
Total		134,620/=

Appendix I: Work Plan

S/No.	Activity	Duration
1	Proposal development	Jan-Dec 2022
2	Submission of the proposal to the department for examination and defense	Jan-Feb 2023
3	Correction and submission of the proposal to the graduate school for defense	March 2023
4	Proposal defense	April 2023
Data Collection		
1	Piloting and reviewing research tools	April 2023
2	Sampling and visiting schools selected for the study.	May 2023
3	Administration of research instruments	June-September 2023
4	Data analysis	October 2023
Thesis Preparation		
1	Thesis write-up	November-December 2023
2	Submission of the thesis for examination to the school of education	February 2024
3	Thesis Defense	April 2024
4	Correction and final submission of the thesis to the graduate school	May-June 2024
5	Graduation	August 2024

Appendix J: Map of Study Locale



(Source: 2009, Kenya Population and Housing Census, KNBS)

Appendix K: Research License

 <p>REPUBLIC OF KENYA</p>		 <p>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION</p>	
<p>Ref No: 367775</p>		<p>Date of Issue: 07/November/2022</p>	
<p>RESEARCH LICENSE</p>			
			
<p>This is to Certify that Mr. Philip Kwambai Cheruiyot of Moi University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Elgeyo-Marakwet, Uasin Gishu, Nandi, & Trans Nzoia on the topic: COMPARISON ON THE USE OF CONSTRUCTIVIST AND PRODUCT APPROACHES IN DEVELOPING LEARNERS' WRITING SKILLS IN ENGLISH LANGUAGE INSTRUCTION IN SELECTED UPPER PRIMARY CLASSES IN KENYA for the period ending : 07/November/2023.</p>			
<p>License No: NACOSTI/P/22/21503</p>		<p>Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION</p>	
<p>367775</p>			
<p>Applicant Identification Number</p>		<p>National Commission for Science, Technology and Innovation</p>	
<p>Scan the QR Code using QR scanner application.</p>			
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>			
<p>See overleaf for conditions</p>			

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013 (Rev. 2014)
 Legal Notice No. 108: The Science, Technology and Innovation (Research Licensing) Regulations, 2014

The National Commission for Science, Technology and Innovation, hereafter referred to as the Commission, was established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

CONDITIONS OF THE RESEARCH LICENSE

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to
2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way;
 - i. Endanger national security
 - ii. Adversely affect the lives of Kenyans
 - iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
 - iv. Result in exploitation of intellectual property rights of communities in Kenya
 - v. Adversely affect the environment
 - vi. Adversely affect the rights of communities
 - vii. Endanger public safety and national cohesion
 - viii. Plagiarize someone else's work
3. The License is valid for the proposed research, location and specified period.
4. The license any rights thereunder are non-transferable
5. The Commission reserves the right to cancel the research at any time during the research period if in the opinion of the Commission the research is not implemented in conformity with the provisions of the Act or any other written law.
6. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.
7. Excavation, filming, movement, and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
8. The License does not give authority to transfer research materials.
9. The Commission may monitor and evaluate the licensed research project for the purpose of assessing and evaluating compliance with the conditions of the License.
10. The Licensee shall submit one hard copy, and upload a soft copy of their final report (thesis) onto a platform designated by the Commission within one year of completion of the research.
11. The Commission reserves the right to modify the conditions of the License including cancellation without prior notice.
12. Research, findings and information regarding research systems shall be stored or disseminated, utilized or applied in such a manner as may be prescribed by the Commission from time to time.
13. The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.
14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

National Commission for Science, Technology and
 Innovation(NACOSTI),
 Off Waiyaki Way, Upper Kabete,
 P. O. Box 30623 - 00100 Nairobi, KENYA
 Telephone: 020 4007000, 0713788787, 0735404245
 E-mail: dg@nacosti.go.ke
 Website: www.nacosti.go.ke

Appendix L: Authorization Letter



REPUBLIC OF KENYA
MINISTRY OF EDUCATION
STATE DEPARTMENT FOR BASIC EDUCATION

TELEGRAM:
TELEPHONE NO: 0534142207
WHEN REPLYING PLEASE QUOTE OUR REFERENCE
EMAIL: cdeelgeyomarakwet@gmail.com

COUNTY DIRECTOR OF EDUCATION
ELGEYO MARAKWET COUNTY
P.O. BOX 214-30700
ITEN

DATE: 21st February, 2023

REF No: **CDE/EMC/R/26/VOL.III/**

Mr. Philip Kwambai Cheruiyot
Moi University

RE: RESEARCH AUTHORIZATION

Following the authorization by the National Commission for Science, Technology and Innovation (NACOSTI) to carry out research in **Elgeyo Marakwet County** Vide Authority letter Ref. No. NACOSTI/P/ 22/21503 dated 7th November, 2022 you are hereby formally granted authority by this office to proceed with your study on "**COMPARISON ON THE USE OF CONSTRUCTIVIST AND PRODUCT APPROACHES IN DEVELOPING LEARNERS' WRITING SKILLS IN ENGLISH LANGUAGE INSTRUCTION IN SELECTED UPPER PRIMARY CLASSES IN KENYA , Elgeyo Marakwet County** for a period ending 7th November,2023

You are further required to report to the Sub-County Directors of Education.

Murkomen K.S
For: County Director of Education
ELGEYO MARAKWET

Copy to:

1. The Director General/CEO -NACOSTI
2. The Sub-County Directors of Education- **Elgeyo Marakwet County**





REPUBLIC OF KENYA
 Ministry of Education
 State Department of Early Learning and Basic Education

Telegrams:
 Telephone: Kitale 054-31653 - 30200
 Fax: 054-31109
 Email: transnzoiacde@gmail.com
 When replying please quote:

County Director of Education
 Trans Nzoia
 P.O. Box 2024 - 30200
 KITALE.

Ref. No. TNZ/CNT/CDE/R.GEN/1/VOL.III/2

Date: 22nd February, 2023

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION - PHILIP KWAMBAI CHERUIYOT

This office acknowledges receipt of a letter Ref. No. **36775** dated 7th November, 2022 from National Commission for Science Technology & Innovation on the above referred subject matter.

Philip Kwambai Cheruiyot of Moi University has been authorized to carry out research on "**Comparison on the use of constructivist and product approaches in developing learners' writing skills in English language instruction in selected upper Primary classes in Trans-Nzoia County Kenya**" for the period ending 7th November, 2023.

The purpose of the letter is to request you to accord him the necessary assistance.

PP
Cheruiyot
LUKA C. KANGOGO
COUNTY DIRECTOR OF EDUCATION
TRANS-NZOIA





REPUBLIC OF KENYA
MINISTRY OF EDUCATION STATE DEPARTMENT FOR EARLY
LEARNING AND BASIC EDUCATION

Email: cdenandicounty@yahoo.com

Telephone: 0773044624

When replying please quote

Ref: NDI/CDE/RESEARCH/1/VOL.111/58

County Director of Education

NANDI COUNTY,

P. O. Box 36-30300,

KAPSABET,

Date 21/2/2023

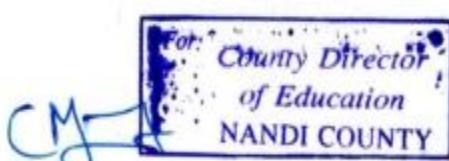
Mr. Philip Kwambai Cheruiyot
Moi University
P.O Box 3061-30100
ELDORET

RE: RESEARCH AUTHORISATION.

Reference is made to the letter Ref: No. NACOSTI/P/22/21503 dated 07th November, 2022 on the above subject.

The above named person has been granted permission by the County Director of Education to carry out research on "*Comparison on the use of constructivist and product approaches in developing learners' writing skills in English language instruction in selected upper primary classes in Kenya*" for the period ending 7th November, 2023.

Kindly provide him all necessary support he requires.



Mathew C. Sum

For: County Director of Education,
NANDI COUNTY.



REPUBLIC OF KENYA
MINISTRY OF EDUCATION

State Department for Early Learning and Basic Education

Email: cdeuasingishucounty@gmail.com
cdeuasingishucounty@yahoo.com

When replying please quote:

County Director of Education,
Uasin Gishu County,
P.O. Box 9843-30100,
EL DORET.

Ref. No. MOE/UGC/TRN/9/VOLL. IV/147

20TH February, 2023

Cheruiyot Kwambai Philip: **Reg No: EDU/D.PHIL/CM/1016/16**
P.O Box 3061
ELDORET.

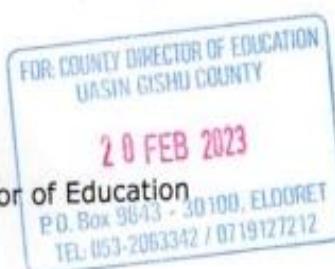
RE: RESEARCH AUTHORIZATION.

In reference to your Licence Ref no. **NACOSTI/P/22/21503** dated 7th November, 2022 from National Commission for Science, Technology and Innovation (NACOSTI), you are hereby granted the authority to carry out research on "**Comparison on the use of constructivist and product approaches in developing learners' writing skills in English language instruction in selected upper primary classes in Kenya. Period Ending 7th November, 2023**," Within Uasin Gishu County.

We take this opportunity to wish you well during this data collection.

Mibei K. Andrew
For: County Direc
WACIN GISHU

Mibei K. Andrew
For: County Dire
UASTIN GTSHU.



Appendix M: Extracts For Pupils' Compositions

Writing Task

B-E - $\frac{2}{10}$

Instruction:

i. DO NOT write your name and the name of your school in this paper

ii. Complete the story below

Write a composition about a celebration or party you attended

one sun day morning I wake up dry the
the Morning I go to celebration of a boy
the celebration is a big birth the big a
birth and slow the house as a red it is
shere the birth as a blue the house has a
birth a close green the birth as a red
my Matt has a good cow cow give as
milk milk you cook tea you dring
to the birth we ete green and sofa
Soda is a terry lith the green as a green
Motter sey i bake a suga and bred i Meny
ties and Isra Cruse has a green green
a bred has a very big te Pople has a
More a bred has very lity water in dring
Motter sey i wake haly the Morning very ter
no serve

Writing Task**Instruction:**

i. DO NOT write your name and the name of your school in this paper

ii. Complete the story below

Write a composition about a celebration or party you attended

one sun morning I went to the wedding I visit my grandfather when I visit my grandfather I will see many trees and cow eat grass my grandfather said Mervi come here and then go to the shop and buy some sweets bread bananas my grandfather told me come here eat lunch and then wash utensil go to play my sister and me was very happy and then grandfather was very happy wedding was very happy people was very happy we play together

3/10 AE

we play near a sell we play
aid and sick we play me
June chedel caren and Tol
caren was very happy
today my friend told me a
story the tailor of shor is here
and Tolais Tolais was very
happy

- put more effort in spelling tenses and
handwriting

(b)

Writing Task**Instruction:**

i. DO NOT write your name and the name of your school in this paper

4
To AE

ii. Complete the story below

Write a composition about a celebration or party you attended

I attended a wedding on Last Sunday.
 that was my aunts wedding.

My aunts and uncles attended the party.

My parent, ~~cousins~~, siblings and my grandparents attended the party.

We cooked very many ~~delisios~~ food.

Aunt Che Limo arrived at eight o'clock in the morning.

the celebration started at eleven o'clock.

We ate all the ~~delisios~~ food.

We decorated the house with balloons and flowers.

We gave aunt Cleria some gifts like clothes, shoes and masks.

I trilly enjoy the wedding.

- check Capital letter, tenses and sentence construction

M.E.S
10**Writing Task****Instruction:****i. DO NOT write your name and the name of your school in this paper****ii. Complete the story below**

Write a composition about a celebration or party you attended

The wedding of my mother
 my mother went to a church was well
 decorated with balloons of all shapes and
 colours. The bride and her bridesmaids later
 entered the church dancing to the soft
 music that was playing on their feet.
 my aunt cook food and people queue a line
 my uncle said it is time to go the
 decorated balloons. The bride room was at the
 front of the church my friend is
 happy waiting patiently for his wife-to-be.
 preacher conducted the ceremony and when
 he finished everybody was happy.
 - correct spelling mistakes

Writing Task**Instruction:**

M·E- $\frac{6}{10}$

i. DO NOT write your name and the name of your school in this paper

ii. Complete the story below

Write a composition about a celebration or party you attended

It was on 10-12-2022 my parents organised a big celebration. My mother told me it was your birthday party. My mother invited my classmates, relatives and friends to attend my birthday party. That day was happy as a lark in his palace. I wake up early to start preparing for the big celebration. My aunt gave me many gifts. I say thank you my aunt. My mother decorated the house to use ribbons and balloons. The visitors come and sing beautiful. And visitors left home by goodbye. My mother says and visitors thank you to attend my birthday party.

M.F 7/10

Writing Task

Instruction:

i. DO NOT write your name and the name of your school in this paper

ii. Complete the story below

Write a composition about a celebration or party you attended

One day i attended a party on nairobi. when we start the party their was many cars. their was a picture on the house of my brother. the party was a show up party. our brother welcomes us and tell us to sit down. we were happy when i see my brother dancing. my parents and i go to celebrate the party. there were many different food. there we many aquucas who was playing a music. when the party started we sing lovely and softly. my father both us sweets. we were very happy. suddenly, the people sat down and talk about the money. the chef who was cooking came and tell us the food is ready. the attendees said that we will celebrate first. my mother said that let us go and by a rice.

when the party is almost done, the family said thank you.
the attender give the family gifts.

when the party was done, anyone said bye and went home
we were excited to celebrate the party.

Check on James

E-E 8-10
10

Writing Task

Instruction:

i. **DO NOT** write your name and the name of your school in this paper

ii. Complete the story below

Write a composition about a celebration or party you attended

My friend During the last holiday I attended my friend. you eat cake and rice. The wedding is better late than never. My friend as a clean as a new pin. The friends cutting cake in slowly and carefully

Soon the big day came. My father mother sister and I wore our beatifull outfit and we left for the church. we arrived at the church in no time. The church compound was full of cars and people who were smartly dressed. They looked.

The church was well decorated with balloons of all shapes and colours. The bride and her bridesmaids later entered the church dancing and to the soft music that was playing the bridesmaids. I love my wedding the friend.

Appendix N: Plagiarism Certificate



SR526

ISO 9001:2019 Certified Institution

THESIS WRITING COURSE

PLAGIARISM AWARENESS CERTIFICATE

This certificate is awarded to

CHERUIYOT, KWAMBAI PHILIP

EDU/D.PHIL/CM/1016/16

In recognition for passing the University's plagiarism

Awareness test for Thesis entitled: **CONSTRUCTIVIST AND PRODUCT APPROACHES OF INSTRUCTION IN WRITING SKILLS: COMPARISON OF LEARNER ACHIEVEMENT IN SELECTED PRIMARY SCHOOLS IN KENYA** with similarity index of 1% and striving to maintain academic integrity.

Word count: 58290

Awarded by

Prof. Anne Syomwene Kisilu
CERM-ESA Project Leader Date: 23/05/2024