

**EFFECT ASSESSMENT OF RE-TOOLING ON GUIDED WRITING SKILLS IN
ENGLISH IN PUBLIC JUNIOR SCHOOLS IN BOMET CENTRAL SUB-
COUNTY, KENYA**

Kosgey Kiprono Robert¹; Wayong'o John W².; Waweru Muriithi³

¹kosgeykip96@gmail.com

²johnwayongo@buc.ac.ke

School of Education, Department of Curriculum Instruction and Education
Management, Bomet University College

³wmuriithi@buc.ac.ke

School of Education, Department of Psychology and Foundations, Bomet University College

<https://doi.org/10.66055/2k57y680>

ABSTRACT

In many educational settings, the need for continuous teacher development is critical, particularly in improving core skills like writing. Despite efforts to enhance English language instruction, students in Bomet County were identified to have had guided writing challenges on organization of content that were considered to be addressed through the commenced teacher re-tooling. The study aimed to address poor academic performance in English, specifically in organization of content in guided writing, among 16,744(72.57%) Junior School students in Bomet Central Sub-County who sat the Kenya Primary School Education Assessment (KPSEA) in November, 2022 and performed Below Expectation in guided writing in English. To address this, 108(62.79%) public Junior School teachers in Bomet Central Sub-County were re-trained in early 2023, aiming to improve English performance among 4,078(86.23%) students transitioning to Junior School. The study evaluated the effects of this re-training on Grade Eight students' guided writing skills, focusing on organization of content. A causal-comparative design was used, with 244 students and 6 teachers sampled from 1,223 students and 32 teachers across five educational zones of Bomet Central Sub-County. Data were collected using questionnaires, observation checklists, and written tests, analyzed with SPSS and thematic words. Reliability test was ascertained using Cronbach Alpha of .70 after a pilot study in two zones within Bomet Central Sub-County. Validity test of the tools was done in support of curriculum experts at Bomet University College. The study found that while re-tooling significantly improved teachers' instructional competence in guiding students' organization of content (p-value = 0.030 to 0.047 before and after re-tooling respectively), it did not lead to observable changes in classroom practice or notable improvements in students' written performance. To enhance the effectiveness of re-tooling, this study suggest that teacher training programs should incorporate practical demonstrations, peer coaching, and real-time classroom observations to ensure proper application of skills. Additionally, structured mentorship programs should be introduced to provide continuous support. Teachers should also adopt formative assessment techniques, such as structured rubrics and peer reviews, to track students' progress effectively. Further studies to whether integrative technology, including use of digital writing tools and interactive teaching strategies in enhancing organization of content by schools in curriculum-aligned learning resources like structured prompts and scaffolding exercises should be done. Future studies on Education policymakers must be carried out to establish whether training policies have been refined to align with modern pedagogical approaches that impact classroom outcomes in Competency Based Curriculum

Key words: Re-tooling, Guided Writing Skills, Organization of Content, Intervening Variable

INTRODUCTION

Globally, many students struggle with English writing proficiency, with 60% failing to meet minimum competency levels (Yunus, Dalle, Hudriati & Strid, 2024). Among 617 million school-age children, including those in Junior Secondary and primary schools, many lack

essential writing skills. In the U.S., three-quarters of students perform below basic writing proficiency (Chwo, 2024), while in Australia, writing performance has significantly declined over nine years (Bodis, 2021). The lack of focus on revision strategies contributes to these issues, as seen in Dutch schools, where 45% of writing lacked proper revisions (Thu, 2024).

Writing education often emphasizes foundational skills, like spelling, at the expense of process-oriented skills such as planning and revising. In countries like the U.S., students are taught writing with limited evidence-based practices (Cunningham, 2024; Thu, 2024), and writing instruction in Taiwan is infrequent and ineffective (Lodge, 2024). Similar trends are seen in Europe and South America, where time spent on writing instruction is limited (Kule et al, 2024). This focus on quantity over quality results in poor writing skills, with students' vocabulary knowledge often limited due to insufficient exposure to diverse content.

Sub-Saharan Africa has the highest number of school-age children with low language proficiency, with approximately 63 million children in lower secondary school scoring below average in language skills, including 32 million boys and 31 million girls. Although Sub-Saharan Africa accounts for 21% of the world's school-age children, 33% of children with low reading and writing proficiency globally are in this region (Tom-Lawyer & Thomas, 2024). Additionally, 88% of school-age children in Sub-Saharan Africa are unable to read or write competently by the time they finish Junior Secondary education (Bentum-Micah et al., 2024). In

South Africa, research shows that mother-tongue instruction from Grade 4 improves learning outcomes, with performance in mother-tongue subjects increasing significantly from 40%-50% to over 60%, while limited exposure to English negatively impacts language performance (Mpofu, 2024).

In East African region, Kenya was found to have over forty indigenous languages but Kiswahili and English were considered as the only official languages (Obata, 2022). Obata's findings also showed that pupils in Kenya started learning English as a second language at the commencement of primary school, Grade One. The study (Obata,2022) nonetheless found out that majority of Kenya learners were not satisfactorily proficient in English at the end of Grade Three to successfully learn content in English in Grade Four.

Unlike most of the former British colonies where English was utilized as a language of communication for the wider population, Kenya was considered as a rare user of English in wider communication (ZM Roy-Campbell, 2015). For instance, the majority of Kenyans hardly utilized English outside academic institutions. Young learners communicated with each other in Kiswahili, mother tongue or the Creole- sheng. Precisely, Sheng was a form of language used by young generation largely in the urban centers of Kenya. The urban youth in Kenya integrated words from Kiswahili and English, borrowed words from mother-tongue and applied Kiswahili morph syntactic structure (Obata, 2022). Indigenous languages were treasured as modes of transmission of the diverse and rich culture of Kenya. More research findings from a study by Outland (2019)

also showed that utilization of English was based on instrumental and extrinsic motivation as opposed to intrinsic motivation linked with integrative inspiration.

During the implementation of Competency Based Curriculum in Kenya, 23,070 Grade Six candidates who sat for KPSEA examination in November 2022 in Bomet County were identified to have had guided writing challenges in English. Out of 23,070 students who sat for the examination, only 16,744(72.57%) of the candidates progressed to Grade Seven of the Junior Schools in January 2023 and to Grade Eight in January 2024 and had identified poor guided writing challenges. Research findings from a comparative study showed that Bomet Central Sub-County led in the number of candidates who performed poorly with 4,078(86.63%) students. Other neighboring sub-counties like Sotik, Bomet East, Chepalungu and Konoin followed the order with 3,254(79.78%), 3,278(69.86%), 3,456(73.42%) and 2,578(68.03%) candidates poor performance.

Bomet Central Sub-County was selected for this study due to its high number of students (4,078, or 86.63%) transitioning to Junior Schools in January 2023, who faced significant challenges in organization of content, sentence punctuation, handwriting mechanics, and writing process skills. For instance, 1,423 (34.89%) students struggled with structuring ideas, scoring a mean of 8.01% out of an ideal 16.40% (KNEC, 2022). In sentence punctuation, 245 (6%) students scored a mean of 5.80%, well below the ideal 12.80%, due to difficulties with punctuation marks like full stops, commas, and question marks (KNEC, 2022). In handwriting mechanics, 1,235 (30.28%) students scored a mean of 3.57%, showing challenges in letter formation and legibility. Regarding the writing process, 1,175 (28.81%) students scored a mean of 5.40%, reflecting difficulties with drafting and editing, particularly spelling errors. Bomet Central's overall mean score was 13.47%, lower than neighboring sub-counties like Sotik, Bomet East, Chepalungu, and Konoin, which had higher scores(Table 1.1).

Table 1.1 Bomet County 2022 KPSEA Summative Assessments

ITEM		SCORES ACHIEVED					
		Ideal score	Actual score per Sub County			County Score	
			STK	BME	CPU	KON	BMC
Organization of Content		16.40	5.47	5.45	5.34	5.50	5.20
Sentence Punctuation		12.80	3.86	3.67	3.70	3.51	3.41
Handwriting Mechanics		6.40	1.94	1.88	1.70	1.80	1.65
Writing Process		7.80	3.86	3.84	3.40	3.23	3.21
TOTAL (%age mean)		100	15.1	14.84	14.14	14.04	13.47
Total Candidature			4,204	4,692	5,678	3,789	4,707
Number scoring			3,354	3,278	3,456	2,578	4,078
Percentage			79.78	69.86	73.42	68.03	86.63
							72.57

Source: KNEC (2022); KPSEA

Statement of the Problem

In January 2023, 4,078 students (86.63%) of Grade Six candidates in Bomet Central Sub-County progressed to Junior School, despite showing considerable challenges in guided writing. The KNEC (2022) report highlighted major issues, particularly in organization of content. Only 1,423 (34.89%) candidates achieved a mean score of 5.20% for organizing content, which was substantially below the ideal score of 16.40% and the county's mean of 8.01%. This poor performance in structuring ideas indicated a lack of essential writing skills, making it difficult for students to present their thoughts coherently, affecting their overall academic success. In comparison, other sub-counties had higher mean scores, suggesting a regional gap in writing skills within the county.

In response to these challenges, the study aimed to address the organization of content issues by focusing on the re-tooling of Junior School teachers. In March and April 2023, 108 (62.79%) teachers were retrained to enhance their ability to support students in overcoming writing difficulties. The main objective of this study was to evaluate the impact of this re-tooling on improving organization of content skills among public Junior School students in Bomet

Central Sub-County. This intervention was therefore seen as an essential for addressing the significant gaps in writing competencies, particularly in organization of content, and equipping teachers with the tools to improve the academic writing performance of their students. The research objective was to assess the influences of re-tooling on Grade Eight students' organization of content in guided writing which sought to answer the question: How has re-retooling influenced grade eight students' organization of content in guided writing?

Literature Review

This study was rooted in B.F. Skinner's Operant Conditioning Theory (1950), which emphasizes that behaviors reinforced through rewards are likely to be repeated, while behaviors punished are less likely to occur. Skinner's approach suggests that reinforcing desired academic behaviours, such as effective organization of content, could improve students' performance (Staddon & Cerutti, 2003). Complementing Skinner's theory, Jean Piaget's Constructivism Theory advocates for an enabling learning environment where students actively engage with diverse materials. This alignment supports the use of interactive resources, enhancing students' discovery and understanding, thus motivating them

to improve their organization of content writing skills. The study incorporated these theories to explore how re-tooling teachers to deliver Inquiry-Based Learning (IBL) could influence organization of content writing skills in Junior School students.

Re-tooling sessions were treated as an operant, the variable manipulated to improve students' writing behaviors. This study emphasized re-tooling as a pedagogical tool, equipping teachers with the necessary skills to implement active learning methods such as the 5E Model, which helped students enhance their organization of content writing abilities. Students' writing skills were evaluated in terms of organization of content, with a focus on how well they could structure content. The integration of Skinner's and Piaget's theories proved relevant as they framed the re-tooling intervention as a method of reinforcing positive academic behaviors while fostering an interactive and constructive learning environment.

According to Budjalemba and Listyani (2020) in learning English as an ESL, majority of learners face a wide range of challenges in writing process one of them being organization of content. The researcher noted that one of the main issues that affect organization of content in their writing is poor grammar. Moreover, the researcher argued that the majority of learners feel worried and nervous concerning their writing due to different difficulties

such as lack of knowledge and proficiency level. Findings also showed that some of the learners' challenges in writing include difficulty in organizing ideas, difficulty in providing counter arguments and in synthesizing context.

The argument from Budjalemba and Listyani (2020) suggests that ESL students are unable to organize their content in a second language, when they encounter a challenge in the use of appropriate words and in the application of the appropriate grammar as well as challenges in expressing concepts in that language. The standards set expect ESL learners to demonstrate high level of organization when writing about their ideas. A similar study by Giang et al. (2023) found out that ESL learners have redundancy of content because of frequent repetition of same ideas which make the reader bored thus contributing to shortage of content.

The argument from Budjalemba and Listyani (2020) suggests that ESL students are unable to organize their content in a second language, when they encounter a challenge in the use of appropriate words and in the application of the appropriate grammar as well as challenges in expressing concepts in that language. The standards set expect ESL learners to demonstrate high level of organization when writing about their ideas. A similar study by Umedilloevna and Olimovna (2023) found out that ESL learners

have redundancy of content because of frequent repetition of same ideas which make the reader bored thus contributing to shortage of content.

In the writing of descriptive compositions, students should be guided to indicate title sentence so as to reveal the idea of the writer. Such attestations were revealed through research findings by Wayong'o et al. (2017), which showed writing as a means of expression through which students' reveal their mastery of spoken language through imaginative guided writing on familiar topics. In another note, title sentence often indicated one main idea or opinion and that summarized message in the text (Nakazono, 2023). After students' writing of the introduction, further guidance in writing opening statements that paved way into discovering meaning of the title sentence should be done.

In the process of development of the story, Dewi (2024) suggested students' guidance to enable them to give logical arrangements of facts by sequencing of ideas of same content into one paragraph or by putting sentences in number format. On the other hand, Wayong'o John et al., (2017) suggested that students' mastery of content ought to be reflected through guided classroom talk.

Gomwalk et al. (2023) observed in a descriptive composition the summary as the conclusion of the whole text, thus, conclusive stage writing ought to be guided to enable the student to give own views of already mentioned ideas. The observation hence revealed that the student should be guided to conclude writing by summarizing or restating main ideas briefly. These reviews however were based on international writers. The study filled the gap by studying guided writing skills among public Junior School students in Bomet Central Sub-County.

Conceptual Framework

INDEPENDENT VARIABLE

Re-tooling

- Authentic learning experiences
- Learning Resources
- 5-E Concepts

DEPENDENT VARIABLE

Guided writing Skill

Organization of content

Intervening Variable

- Further re-tooling
- Other competencies
- Other approaches
- Resource modification

Figure 1.1 Conceptual Framework (Researcher, 2025)

The Conceptual Framework had one independent variable -re-tooling and one dependent variable - organization of content. It also had an Intervening Variable that comprises the need for further re-tooling of teachers, demonstration of other writing competencies among students other than organization of content and the teachers' use

of other approaches in teaching organization of content other than the 5-E instructional model.

RESEARCH METHODOLOGY

This study employed the use of Causal Comparative Research Design and incorporated mixed methods in studying the effects of re-tooling on Grade Eight

students' organization of content. This study considered to analyze the students' skills of organization of content that were acquired before and after the re-tooling of teachers (Salkind, 2010). According to Weyant,(2022), in causal comparative research design, two similar events are comparatively studied with an aim of revealing their similarities and differences.

The researcher in this study compared the students' skills of organization of content achieved before and after re-tooling. For better understanding of the analysis, this study blended Comparative Research Design with mixed research methods where both qualitative and quantitative data pertaining to the students' organization of content skills were studied (Creswell and Creswell, 2003). In handling of Quantitative data, the researcher assessed the various variables to analyze its findings. Numbers and tables were the most common forms of expressing quantitative data. On the other hand, qualitative data was represented in themes and sub themes through explanatory words.

The study targeted a population of 1,223 students and 32 language teachers drawn from 108 public Junior Schools in Bomet Central Sub-County that were spread across five zones; Tarakwa, Bomet Township, Silibwet, Chesoan and Ndaraweta. The student participants in Bomet Central sub-county represented Grade Six students who were identified to have had organization of content writing challenges before transiting to Junior School. The teacher participants represented those teachers who were re-tooled on IBL method of teaching in CBC and were assigned to teach English to public Junior School students in Bomet Central sub-county.

There were a total of 108 Grade Eight teachers and 4,078 students who formed the population for this study, as shown in Table 1.3. However, the researcher sampled 244(30%) students and 6(30%) teachers in every cluster (Creswell, 2003).The study engaged 73(30%) students and 2(30%) teachers as convenient sample sizes in every cluster. The researcher further engaged five (5) educational zonal Curriculum Support Officers (CSOs) and one (1) Sub-County director in formal matters

Table 1.2 Population Sample Frame

Population		Cluster	Cluster Size(50%)	Actual Study (30%)	Pilot Study (10%)	Actual	Pilot
Students	4078	1.	244	73	24	365	120
		2.	244	73	24		
		3.	244	73	24		
		4.	244	73	24		
		5.	244	73	24		
Teachers	108	1-5	6	2	1	10	2
Target (30%)	1223						
Target (30%)	32						
TOTAL			1226	367	121	375	122

Sampling in the study was aimed at achieving convenient sample size, so as to allow a faster research process and also to reduce cost. Through clustered random sampling, a sample of 6(50%) teachers in each cluster was obtained from 108 Grade Eight teachers, out of which 2(30%) were used for the purpose of survey (Burger & Silima, 2006). A sample of 244(50%) students in each cluster was also obtained from the unit of 4,078 students out of which 73(30%) were used as raters. These were treated as convenient sample sizes since they all possessed similar characteristics with guided writing challenges.

To attain the survey sample in this study, clustered random-sampling was employed. In the actual study, schools were clustered into five educational zones, as used by the Ministry of Education after which each school within each category of learners was

numbered A1-A73 and for teachers was B1-B2 in each zone.

The study used three data collection instruments: a Teacher Questionnaire, an Observation Checklist, and Written Tests, to gather both qualitative and quantitative data from teachers and learners, ensuring triangulation of results. The Teacher Questionnaire, administered to Grade Eight language teachers in Bomet Central Sub-County, consisted of two sections—demographic information and questions related to the impact of re-tooling on students' organization of content. Teachers' responses were scored based on a range of options from "Yes" to "Always," with specific scores assigned to each response, allowing for a comprehensive assessment of their knowledge in key writing aspects of organization of content like, titling, introduction, body development, coherence

effects and conclusion. This method was deemed reliable, flexible, and cost-effective for the study.

The Observation Checklist was used to assess students' organization of content before and after re-tooling, focusing on criteria such as the titling, introduction, body development, coherence and conclusion structures. The checklist used "Yes," "No," "Sometimes," and "Always" options, with corresponding scores to evaluate student progress. It helped minimize bias and subjectivity during the data collection process. Additionally, written tests were given to students, with tasks designed to test specific writing skills on organization of content were derived from the "Skills in English" series book 7 by Moran Publishers. These tasks were evaluated using a rubric and the checklist and tests together provided a thorough measure of the students' writing development in terms of organization of content.

Data analysis for this study followed a causal-comparative research design and was conducted in three phases. First, quantitative data was analyzed using statistical tools in SPSS, generating frequencies, percentages, and mean scores. The reliability of the data was tested using the Cronbach correlation coefficient. The results were presented in tables. For the

qualitative data, comments from the teacher's questionnaire, observation checklist, and written tests were coded and collapsed into broad themes. The quantitative and qualitative data were then compared through a mixed-methods approach, where statistical results were discussed alongside qualitative findings to either confirm or disconfirm the quantitative results. The main method used for analysis was descriptive statistics, which helped to present the performance of students in their organization of content.

The data analysis also involved using rubrics to categorize student performance into four levels: Exceeding Expectations, Meeting Expectations, Approaching Expectations, and Below Expectations. The rubric used specific score intervals to rate student performance on the observation checklist, written tests, and teacher questionnaires, allowing for clear interpretation of the data. The observation checklist data was presented through detailed descriptions of the observed circumstances, which helped to triangulate the findings from the questionnaire and written tests. A comparative analysis of student performance was conducted by comparing written essays administered before and after re-tooling, using both qualitative and quantitative data to assess changes in their

organization of content.

RESEARCH FINDINGS AND DISCUSSIONS

The students were tasked with writing essays on the topic of 'Hygiene' based on exercises from the 'Skills in English' Book 7. Initially, their ability to organize content was assessed before re-tooling, with findings showing that many students struggled with providing a clear introduction, logical development, and conclusion. While they could write a body section as shown in Figure 1.2, it often lacked depth

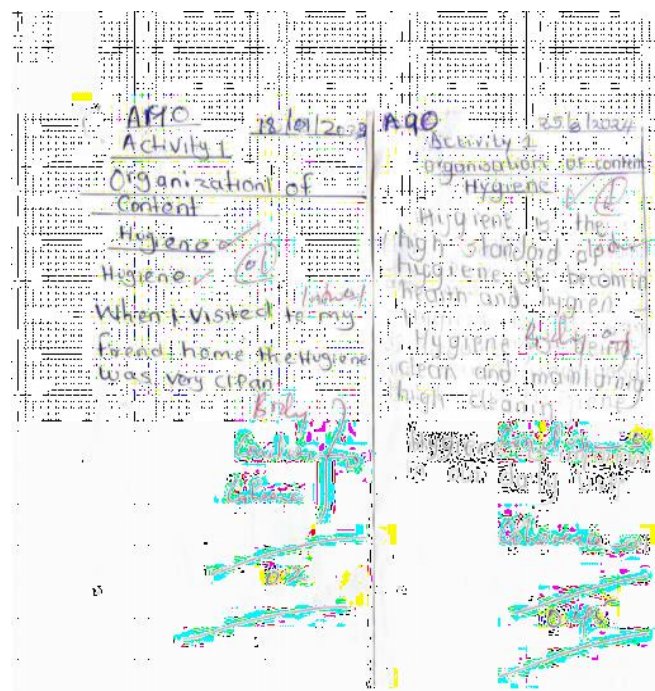
and organization, reflecting the need for improved planning. Before re-tooling, their essays were brief and underdeveloped, and the introduction was typically just the word 'Hygiene,' accompanied with the sentence, 'When I visited to my friend home the hygiene was very clean'. Due to these challenges, the students' performance was rated at Below Expectation level (0.2) as shown in the Data Analysis Matrix (Table 1.7). However, despite the fact that they were able to include a title, demonstrating their understanding of its importance in structuring their writing, their sentences failed to convey the thematic message of the essay.

After re-tooling, students showed improvements in their ability to write well-organized essays, with clearer introductions and conclusions. They successfully developed their essays into three

paragraphs, indicating better organization of content. However, some grammatical errors persisted, such as issues with tense consistency and repetition of phrases like the phrase, 'Hygiene is the...' in the first, second and third paragraphs. These issues highlighted challenges with synthesis and cohesion, which affected the clarity of their writing. Despite the challenges, the students' organization of content performance improved and fell within the "Approaching Expectation" level unlike before re-tooling.

Hygiene

'When I visited to my friend home the hygiene was very clean'.



Before re-tooling

(0.2-B.E

After retooling

(0.45-A.E)

Figure 1.2 Organization of
Content**Source:** Learner's Exercise
Books.

Table 1.3 Teacher Questionnaire Results on Students' Performance on Organization of Content

Pair	Number	%age	Score	Evaluation
Before Re-tooling	364	54	0.8	M.E
After Re-tooling	364	60	0.9	M.E
Mean	5	57	0.85	M.E
Paired T-test Results	Mean	Standard Deviation	P-Value	Evaluation
Before Re-tooling	2.46	0.579	0.030	Significant
After Re-tooling	2.80	0.915	0.047	Significant

Table 1.4 Observation Checklist Results on Students' performance on Organization of Content

Number	% Age	Score	Evaluation	Descriptor
Before Re-tooling	362	99.01%	0.66	A.E
After Re-tooling	364	99.88%	0.66	A.E
Mean	363	99.45%	0.66	A.E

Table 1.5 Written Test Results on Students' performance on Organization of Content

Number	% Age	Score	Evaluation	Descriptor
Before Re-tooling	354	99.72%	0.67	A.E
After Re-tooling	363	99.62%	0.68	A.E
Mean	358	98.41%	0.67	A.E

Table 1.6 Correlation Results on Students' Organization of Content

Value	% Age	Score	Evaluation
242	84.95%	0.7	A.E

Table 1.7 Data Analysis Matrix

Range	Score	Descriptor
Teacher Questionnaire		
1.128-1.502		
1.752-1.127	1.5	Always=E.E
0.376-0.751	1	Yes=M.E
0-0.375	0.5	Sometimes=A.E
Written Test	0	No=B.E
1.128-1.502		
1.752-1.127		
0.376-0.751	1.5	E.E
0-0.375	1	M.E
Observation Checklist	0.5	A.E
0.127-1.502	0	B.E
0.752-1.126		
0.376-0.751		
0-0.375	1.5	Always=E.E
	1	Yes=M.E
	0.5	Sometimes=A.E
	0	No=B.E

The analysis from the Teacher Questionnaire showed that the re-tooling significantly improved the scores ($p\text{-value} = 0.030$). Therefore, the re-tooling was effective for improving organization of content in the Teacher Questionnaire. The study evaluated the impact of re-tooling on students' ability to organize content in their essays on the topic of 'Hygiene.' Before re-tooling, students' writing in organization of content lacked structure, with incomplete introductions, underdeveloped body sections, and unclear conclusions. These issues highlighted the need for better planning and organization in their essays. However, after attending re-tooling workshops, teachers were expected to have improved their pedagogical and content knowledge, leading to better student outcomes in organizing content. Jopp,

(2020) highlights that authentic learning tasks are essential for assessing students' specific skills, which aligns with this study's aim to improve students' writing organization through targeted teacher development.

After re-tooling, students showed improvements, such as correctly including a title, which helped them focus their writing on the main topic and provided a clear thematic message, as noted by Wayong'o John et al. (2017). The introduction became more complete, and the essays had a clearer structure, with three developed paragraphs, including a conclusion. However, grammatical errors such as tense inconsistencies and repetition still affected the clarity and coherence of their writing. These issues were indicative of a lack of synthesis, as suggested by

Budjalemba and Listyani, (2020), and led the study to conclude that students' organization of content still remained at the "Approaching Expectation" level.

CONCLUSIONS AND RECOMMENDATIONS

The Teacher Questionnaire paired - test results (Table 1.3) revealed that re-tooling significantly improved the organization of content, from a p-value of 0.030 before re-tooling to 0.047 after re-tooling. The written test (Table 1.5) and observation checklist (Table 1.4) results showed an Approaching Expectation Performance level both before and after re-tooling. The correlation results (Table 1.6) summarily indicated an Approaching Expectation students' performance level in organization of content, unlike the Below Expectation level attained before re-tooling. This indicates that re-tooling had a measurable and statistically significant impact on helping students better organize their written content. This suggests that the re-tooling strategy effectively enhanced students' ability to structure their ideas coherently, an essential component of the writing process.

Since the study indicated that re-tooling was effective for organization of content, the ongoing professional development of Junior School teachers is recommended. Teachers of English should be regularly trained on the latest transformative

approaches of teaching organization of content through inclusion of practical demonstrations. Continuous professional development workshops and seminars for teachers that are focusing on peer coaching should be

emphasized more. It is also necessary for language teachers to adopt formative assessment techniques like structured rubrics and peer reviews. The teachers should also incorporate Information Technology such as digital interactive teaching strategies in enhancing organization of content. Education policymakers should ensure that training policies have been refined to align with modern pedagogical approaches so as to equip teachers with relevant pedagogical knowledge and skills that will in turn influence the learners' acquisition of core competencies, values and Pertinent and Contemporary Issues.

REFERENCES

- Bentum-Micah, G., Lianyu, C., Khalid, S., Atuahene, S. A., & Tadesse, E. (2024). *How can reading and writing be promoted in Anglophone West Africa? Evidence from new perspective: a word of mouth from experts in basic education. Education*, 3-13, 1-16.

- Bodis, A. (2021). The discursive (mis) representation of English language proficiency: International students in the Australian media. *Australian Review of Applied Linguistics*, 44(1), 37-64.
- Budjalemba, A. S., & Listyani, L. (2020). Factors contributing to students difficulties in academic writing class: Students' perceptions. *UC Journal: ELT, Linguistics and Literature Journal*, 1(2), 135-149
- Burger, A., Silima, T. (2006). Sampling and sampling design. *Journal of public administration*, 41(3), 656-668.
- Chwo, S. M. G. (2024). *Enhancing Struggling Undergraduate Students' English Reading Proficiency through Local and Global Online Learning Resources: Enhancing Struggling Undergraduate Students' English Reading Proficiency through Local and Global Online Learning Resources*. *Interdisciplinary Research Review*, 19(4).
- Cunningham, J. H. (2024). *Writing Instructional Practices: A Survey of US Third and Fifth Grade Teachers' Use, Confidence, Experiences, and Perceived Proficiency* [Doctoral dissertation], Arizona State University).
- Dewi, N. M. R. I. (2024). Improving Writing Skill of the Seventh-Grade Students of SMPN 3 Abiansema in the Academic Year 2023/2024 Through Tell-Show Strategy Combined with Picture [Doctoral dissertation]. Universitas Mahasaraswati Denpasar
- Giang, H. T. L., Dan, T. C., Han, T. P. B. (2023). *An Investigation Into Organization Errors In Efl Learners' Paragraph Writing: a Case in a Foreign Language Center in Can Tho City, Vietnam*. *European Journal of Applied Linguistics Studies*, 6(1).
- Gomwalk, S. H., Enighe, J. M., Marshal, D. A. (2023). Effects of Instruction in Pre-Writing Strategy on Students' Achievement in Idea Organization and Paragraphing. *Asian Journal of Education and Social Studies*, 47(3), 45-52
- Jopp, R. (2020). A case study of a technology enhanced learning initiative that supports authentic assessment. *Teaching in Higher Education*, 25(8), 942-958.
- KNEC, (2022). <https://newspro.co.ke/kpsea-examination-results-2022-www-knec-portal-ac-ke.2022-2023-ultimate-guide>.
- Kule, J., Tumwesigye, B., Mugabe, A. (2024). *An Analysis of the Factors Affecting the Mastery of English Language Skills among English as a Foreign Language University Students: Strategies for Improvement*. *Eastern Africa Journal of Contemporary Research*, 4(2), 102-114.

- Lodge, A. (2024). *Intersections of Power and Pedagogy: Unveiling the Complexities of English as a Foreign Language Education in Taiwan* (Doctoral dissertation).
- Mpofu, N. (2024). *The implementation of English across the curriculum: An exploratory study of how South African educators teach writing in History lessons*. *TESOL Journal*, 15(1), e748.
- Nakazono, H. (2023). *Elements of Scholarly Writing Identified by Writing Center Tutors in the Health Sciences* [Doctoral dissertation] Walden University.
- Salkind, N. J. (Ed.). (2010). *Encyclopedia of research design (Vol. 1)*. Sage publication
- Staddon, J. E., Cerutti, D. T. (2003). *Operant conditioning*. Annual review of psychology, 54(1), 115-144. Teaching writing to middle school students in Portugal and in Brazil: An exploratory study. *Reading and Writing*, 29, 955-979
- Thu, P. H. (2024). *English Proficiency Towards Capacity Upgrading of Undergraduate Students: A Case Study on Selected Students From the University of Yangon*. [Doctoral dissertation]. MERAL Portal
- Tom-Lawyer, O., Thomas, M. (2024). *The status of English as a medium of instruction in Sub-Saharan Africa: A systematic review of Nigeria and Tanzania (2002-2023)*. *European Journal of English Language Teaching*, 9(1)
- Umedilloevna, S. M., Olimovna, A. M. (2023). *Effective strategies to teaching writing*. *Texas Journal of Philology, Culture and History*, 17, 17-20.
- Wayong'o, J. W., Inyega, H., Gatumu, J., C. (2017). *The Effect Of Time Given For Guided Classroom Talk On Imaginative Writing Skills In English Of Public Boys' Secondary School Students In Kimilili/Bungoma Sub County, Kenya*. *International Journal of Arts and Entrepreneurship*, 6(9), 17-31.
- Weyant, E. (2022). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Los Angeles, CA: SAGE,
- Yunus, M., Dalle, M. B., Hudriati, A., & Strid, J. E. (2024). *Enhancing Paragraph Writing Proficiency: A Study of Students' Performance Post Global English Textbooks Exposure*. *International Journal of Language Education*, 8(1), 127-141.

