

## Analyzing Teaching Approaches for Enhancing Functional Writing Skills at the Secondary Level

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### ABSTRACT

This study aims to analyze the current level of functional writing skills among secondary students, examine teaching approaches for enhancing functional writing skills, and explore challenges teachers face in integrating information and communication technology into a communicative language teaching approach at the secondary level. The existing research was descriptive in nature. All English teachers and 10th-grade students from District Jhelum, Punjab, Pakistan, constituted the population of this study. A sample of 600 respondents (400 students and 200 teachers) was randomly selected for data collection. In this study, two research instruments, in the form of five-point Likert-based questionnaires, were used for data collection. The students' questionnaire contained 40 items, while the English teachers' questionnaire contained 60 items. Both instruments were validated, and their reliability was checked before application. The researcher personally collected the required data through visits and by using Google Forms with the respondents. The analysis of the data was conducted using SPSS. The results revealed that secondary students had a moderate level of functional writing skills and that teachers employed various teaching approaches, including communicative language teaching, to develop functional writing skills at moderate levels. Moreover, most English teachers strongly agreed that the communicative language teaching approach is effective in developing functional writing skills, and the use of information and communication technology within communicative language teaching plays a vital role in enhancing students' functional writing skills. This study recommends that policymakers offer professional development programs to train teachers in effectively using the communicative language teaching approach through information and communication technology to enhance students' functional writing skills.

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### INTRODUCTION

English is necessary for survival in the global economy, and the demand for English language education is rising (Paik, 2009). Although English is essential, Pakistani students with a strong command of the language may quickly get admission to top educational institutions. Non-competent students may be refused entrance to top academic institutions. The language of all Pakistani competitive examinations is English. Low-English-skills students are disadvantaged (Zeeshan, 2013). Jiménez & Rose (2010) state that English-language learners must work hard to build the language abilities needed for higher education.

There are various approaches for instructing English as a foreign or second language, including Grammar-Translation Method (GTM) (Gamage & Lanka, 2020), the Direct Method (Spahiu & Kryeziu, 2021), Audio-Lingual Method (Ghofur et al., 2017), Communicative Language Teaching (CLT) (Faridha, 2024), Task-Based Language Teaching (TBLT) (Somawati et al., 2018; Willis & Willis, 2007), The Natural Approach (Sam, 2016), Total Physical Response (TPR) (Nuraeni, 2019), The Silent Way (Orfan et al., 2021), Suggestopedia (Sa'diyah & Rozi, 2023), Content-Based Instruction (CBI) (Iakovos et al., 2011), and Cooperative Language Teaching (Bilkova, 2018). Every approach has a distinct philosophy, methodology, and emphasis.

According to Abdallah (2014), the term "Functional English," sometimes known as "functional linguistics," has gained popularity as a way to describe the practical use of English to achieve a range of realistic (social and personal) goals. Language must be employed in communicative interactions and must purposefully impact the reader or listener for it to be helpful. In this sense, it is strongly related to the meaningful/realistic use of language when it is used to fulfill specific communication goals. According to Richards, (2002), as a method of studying linguistics, it is more focused on language as a tool for social interaction than on formal principles that are studied apart from their communicative

applications. It considers the person as a social creature and looks into how they learn language and utilize it to interact with people in their social surroundings.

According to Mak'obila and Onchera (2013), there is a significant variation in instructors' understanding of how to teach functional writing skills. They further contend that teachers possess a range of ideas and frequently employ different methods to attain learning goals, which regrettably may not necessarily enhance students' effectiveness in acquiring practical skills inside the classroom setting. Contextually, the fundamental techniques for enhancing proficient knowledge of language usage in communication are comparable. The example of English is utilized to illustrate how different practices may either stimulate an improvement or decline in the mastery of skills. In addition, Mak'obila and Onchera (2013) specifically highlight the different methods that arise when teaching with characteristics linked to limited or absent exposure of pupils with functional writing skills. They also point out that many teacher training programs overlook the importance of offering support to students, particularly through effective and comprehensive delivery of instruction.

Technology has become essential to education and instruction in most institutions worldwide. Incorporating ICT and computers into the teaching and learning process has become increasingly critical in the educational system. (Hamiti et al., 2015). According to Hamiti et al., (2015), ICT may create a natural and pleasurable learning environment for young language learners, as long as it is used appropriately and successfully. Implementing Information and Communication Technologies (ICTs) in education in this digital era has significantly transformed developed nations' prevailing paradigms and approaches. In recent years, developing countries have also increased their use of ICTs for educational purposes (Poudel, 2022; Abbas et al., 2019). According to Poudel (2022), information and communication technology plays a significant role in teaching the English language through easy access to resources, interactive learning, language labs, online collaboration, language games and simulation, real-world language context, assessment and feedback, language learning apps, multimedia presentations, and adaptive learning platforms.

## **LITERATURE REVIEW**

Writing is a process of communicating feelings, thoughts, ideas, and information using any language. Writing is also a primary communication method that enables people to convey their feelings, thoughts, ideas, information, and knowledge and express creativity. There are many forms of writing, such as textual, digital, academic, creative, and technical (Bazerman & Russell, 2020).

Functional writing skills are those skills that enable learners to communicate effectively and coherently to the audience in any real-life environment through short messages, letters, emails, reports, memoranda, manuals and any other academic or real-life writing (Shorofat, 2007). According to Samiullah et al., (2018), Functional writing covers a variety of formats, including emails, reports, memoranda, manuals, and other business materials. Functional writing abilities involve writing that communicates a message to the audience in a straightforward, clear, and explicit manner.

Moreover, according to Bazerman & Russell, (2020), writing has two main types (a) creative and functional writing. Creative writing is known as an expressive form of modern literature. The main goal of creative writing is to convey ideas, sensations, and emotions uniquely and beautifully. Poetry, fiction, theatre, and narrative storytelling are common forms of creative writing. In creative writing, the primary goals are to capture the reader's emotions and senses, evoke strong feelings, and explore concepts and issues in an original and captivating way. Plays, screenplays, novels, short stories, poems, and poetry are a few forms of creative writing.

Functional writing is a type of writing that focuses on written communication and serves a specific purpose or function. Functional writing is considered practical, and its main aim is to express messages or information clearly and efficiently. Functional writing is often used in real-life situations and professional contexts to achieve a specific objective. There are several forms of functional writing, such as expository, instructional, persuasive, and transactional. Functional writing emphasizes clarity, consistency, and conciseness over creative expression. It tries to meet particular communication goals and achieve practical consequences, such as informing, instructing, persuading, or communicating successfully in professional or real-life situations (Ojwang, & Kitainge, 2023).

A traditional English language teaching method, the Grammar-Translation Method, focuses on teaching grammar principles and translating phrases between the target and native languages (Afiah, 2013). The Grammar Translation Method is the oldest and most conventional technique of teaching English. This method was implemented in the early 17th century. Chang (2011) defines the GTM as a language learning technique that begins with a comprehensive review of grammatical principles and then applies that knowledge to interpreting sentences and characters in a language other than the target language. The grammar-translation approach entails learning and applying grammatical rules in the learners' local language.

The Direct Method of English Language Teaching involves instruction of vocabulary and grammar, emphasizing vocal communication rather than written tasks (Spahiu & Kryeziu, 2021). The direct approach was used in the educational sector in response to the limitations of the Grammar Translation methodology and substantial advances in English

language instruction. According to Spahiu and Kryeziu (2021), the direct method of teaching English as a foreign language entails engaging in conversation, reading, and debate directly in the target language (L2). This method eliminates the use of the learners' original language, translation, and formal grammar lessons.

The Audio-Lingual Method of English language training prioritizes the repetition of linguistic patterns via listening and speaking exercises while focusing less on formal grammar teaching (Saritha, 2016). The influence of behaviorism and structuralism may be traced to the late 1930s in the United States, coinciding with the emergence of the Audio-lingual Method. The teacher employs drill techniques to train pupils in a foreign language. Dialogues are used to enhance the communication abilities of pupils.

The English language teaching method of Communicative Language Teaching (CLT) emphasizes communication as both a means and an end goal of learning. Learners participate in real-life conversation settings to strengthen their language abilities (Tayebinik et al., 2018). Language teaching is changing rapidly due to advances in communication technology. CLT is a mainstream method of teaching English that aims to develop students' communication skills in real-life circumstances (Chang, 2011).

The Content-Based Instruction (CBI) technique integrates language learning with subject matter, resulting in language acquisition by studying other academic disciplines (Sato et al., 2017). Content-based instruction (CBI) is regarded as a significant strategy in language education, and it is used to teach both language and content to students acquiring a second language. CBI is considered a practical approach that encourages pupils to learn a language by using it as a genuine means of communication from the outset of training. The objective is for them to become autonomous learners, enabling them to continue their education outside the classroom (Stryker, 1997; Omoto & Nyongesa, 2013).

The Total Physical Response (TPR) method for English language training employs physical movement and exercise to facilitate language learning, proving particularly successful for novices (Mohammadian & Dolatabadi, 2016). Nuraeni (2019) asserts that Total Physical Response, also called TPR, is a language learning approach that prioritizes language acquisition and physical movement. Total Physical Response (TPR) encompasses several activities, including singing, dancing, and bodily movement, which effectively aid students in forming connections between physical actions and cognitive messages.

The Silent Way English language teaching approach is an innovative, learner-centered technique that has affected language teaching approaches. It emphasizes active involvement, problem-solving, and the idea that learners may uncover linguistic principles via guided investigation (Budiharto, 2018). In this method, the instructor takes on the role of an engineer or technician who facilitates the learning process while the students accept responsibility for their learning. The students participate in interactive learning, primarily through student-to-student contact. Grammatical concepts are explained clearly, and visual aids such as graphics and maps are utilized to demonstrate vocabulary and word choices. The emphasis is mainly on pronunciation, with little focus on other skills. An organized curriculum is followed, and the original language is only utilized to provide instructions.

The suggestopedia method of teaching English is founded on the premise that by establishing a joyful and calm learning atmosphere, students may unlock their entire mental potential. Suggestopedia combines aspects of psychology, linguistics, and teaching (Osman, 2017). According to Syarifuddin et al., (2022), Suggestopedia is an innovative language teaching approach that promotes establishing a calm and optimistic learning atmosphere to optimize the learning process. It uses various methods, such as music, art, and role-playing, to actively involve learners and circumvent their conscious resistance to learning.

Online and blended learning are increasingly favored for English language education because of their flexibility, accessibility, and diverse teaching methodologies. Online learning allows students to access English language courses from any location with internet connectivity, offering flexibility for individuals with demanding schedules or residing in remote areas. In contrast, blended learning integrates conventional face-to-face instruction with online elements, creating a more adaptable and dynamic educational environment (Bañados, 2006).

According to Khan and Kuddus (2020), various ICT tools can be integrated into teaching the English language. These include digital learning platforms, interactive whiteboards, computer-assisted language learning (CALL), online resources, communication tools, English language learning applications, virtual reality (VR), blended learning, and adaptive learning systems. Integrating said ICT tools in the English language makes learning more interactive, engaging and fulfilling the students' needs in the digital era. Purwanto (2016) states that information and communication technologies (ICTs) are vital in developing functional writing skills among English learners. According to Purwanto (2016), ICTs contribute to improving writing skills through easy access to information, word processing software, online writing platforms, collaboration and feedback, digital storytelling, online courses and tutorials, language learning applications, and virtual writing groups.

The research findings of Batanero et al., (2021) emphasize the most relevant bibliometric data and the usefulness of ICTs in improving students' writing and reading skills. The findings revealed that, while scientific production in this

sector is currently limited, digital technology may aid in developing reading and writing abilities. There is a need to increase teacher training for the appropriate integration of technology in the teaching and learning of reading and writing processes.

Lin and Arumugam (2024) investigated the impact of group writing assisted by a genre-based approach on EFL learners' ability to write argumentative essays in the context of Chinese colleges. The findings emphasize the value of collaborative writing exercises led by a genre-based approach, highlighting their potential to improve EFL learners' argumentative writing abilities significantly. The investigation of this pedagogical method contributes valuable insights to the current body of research, providing educators and practitioners with practical implications for improving writing teaching in EFL settings.

Nguyen and Truong (2024) discovered that introducing scaffolding into genre-based writing teaching significantly affected EFL learners' writing performance. Additionally, pupils responded to the writing instructions with a positive attitude and increased confidence. The study's findings added to the existing research on scaffolding studies and genre-based writing training.

Bachiri and Oifaa (2020) found that the strategies utilized (communicative, situational, content-based, and learner-centered) are essential in using ICTs in foreign language training. In short, the internet and computers have injected ongoing innovation into the field of education, making the learning process more effective and inspirational.

The study conducted by Jabri and Samad (2009) demonstrated that instructors effectively utilized CLT in their teaching-learning to improve students' English writing. Teachers showed sympathy, sensitivity, and understanding of their pupils' needs and concerns. Teachers reported that pupils seldom talked with others in English daily, resulting in a lack of English ability. Similarly, Hattani (2018) discovered that secondary-level instructors had positive views, demonstrating that applying the CLT technique improves oral proficiency among students and learner autonomy. However, instructors acknowledge that the EFL curriculum places little emphasis on communication skills, necessitating curriculum reform and revision to meet the needs and ideals of the twenty-first century.

Williams and Beam (2019) conducted a study that showed that writing has been taught in K–12 classrooms using computers and a variety of digital tools, programs, and online learning environments. Students' writing processes, abilities, and understanding of new literacies all improved due to technology-mediated writing education. Participants created, produced and delivered a range of digital and multimodal writings that demonstrated their comprehension of current social justice topics and literary texts. Technology utilization promoted social contact and peer cooperation among students as well as their participation and engagement in writing projects.

Learning English language writing has always been difficult for learners from elementary school to university level. Secondary education requires students to have strong functional writing skills to meet the demands of academic tasks and face real-life challenges. However, in Pakistan, English language abilities are lacking among students at all levels. Therefore, new teaching approaches are required to equip students with functional writing skills, which is a dire need of the time. Thus, this study was conducted to achieve the following objectives:

### **Objectives of the Study**

- To analyze the current level of functional writing skills among secondary students.
- To examine English teachers' teaching approaches for enhancing functional writing skills at the secondary level.
- To explore challenges teachers face in integrating information and communication technology into a communicative language teaching approach.

### **RESEARCH METHODOLOGY**

The present research employed a descriptive approach to gather quantitative data from English teachers and 10th-grade students. All English teachers and 10th-grade students from public sector secondary schools in the district of Jhelum constituted the population, and a sample of 600 participants (200 teachers and 400 students) was selected from this population using a simple random sampling method. The researchers developed two instruments for data collection: a questionnaire for teachers containing 60 items and a questionnaire for students containing 40 items. Both questionnaires were based on a 5-point Likert scale. Demographic information about the respondents was also included in both questionnaires. The validity of both questionnaires was ensured by obtaining expert feedback, and their reliability was tested through a pilot study. Cronbach's Alpha was used to confirm the reliability of both instruments. The calculated Cronbach's Alpha values for the students' questionnaire were ( $\alpha = .84$ ). For the teachers' questionnaire, they were ( $\alpha = .80$ ). The data were collected by the researchers and analyzed using SPSS (Version 26). The researchers obtained the necessary permissions from the relevant authorities for data collection, and all essential ethical considerations were followed during and after the data collection. The following results were obtained after analysis.

**FINDINGS OF THE STUDY**

Table 1 shows that 207 (51.7%) secondary students belong to the boy gender, while 193 (48.3%) belong to the girl gender. This indicates that secondary students who belong to the boys' gender group were higher than girls.

**Table 1: Gender of the Secondary Students**

Gender	Frequency	Percent	Cumulative Percent
Boy	207	51.7	51.7
Girl	193	48.3	100.0
Total	400	100.0	

Table 2 shows the living localities of secondary students. It is observable that secondary students who live in urban localities were 220 (55%), whereas students who live in rural localities were 180 (45%). The results show that students living in urban localities were higher in number compared to those in rural localities.

**Table 2: Locality of the Secondary Students**

Locality	Frequency	Percent	Cumulative Percent
Urban	220	55.0	55.0
Rural	180	45.0	100.0
Total	400	100.0	

Table 3 demonstrates that English secondary school teachers belonging to the female gender were 100 (50%), and the male gender was also 100 (50%) who participated in this investigation.

**Table 3: Gender of the English Teachers**

Gender	Frequency	Percent	Cumulative Percent
Female	100	50.0	50.0
Male	100	50.0	100.0
Total	200	100.0	

Table 4 shows the living locality of the secondary teachers. Results presented in the table show that teachers who live in urban locality were 106 (53%) and teachers who live in rural locality were 94 (47%).

**Table 4: Locality of the Secondary Teacher**

Locality	Frequency	Percent	Cumulative Percent
Urban	106	53.0	53.0
Rural	94	47.0	100.0
Total	200	100.0	

The results of Table 5 show the statement-wise mean scores and std. deviation about each item included in the students' instrument (questionnaire). The overall mean score and std. deviation results occurred as (M=3.34) and (SD=1.183), which falls under moderate agreement regarding students' confidence in functional writing skills. Therefore, it has been discovered that secondary students had moderate level of English Functional Writing Skills.

**Table 5: Statement-wise Mean score and SD of students' responses about their functional writing skills (N=400)**

Statements	Mean	SD
1. I feel confident in writing formal letters in English.	3.54	1.094
2. I can write informal letters effectively.	3.30	1.238
3. I have ability to write an essay on a general subject.	3.33	1.214
4. I understand the format required for writing essays.	3.41	1.198
5. I am able to organize my ideas clearly in essays.	3.28	1.214
6. I have the ability to write detailed reports on given topics.	3.14	1.173
7. I find it easy to write applications for various purposes.	3.45	1.166
8. I can write a request application.	3.66	.946
9. I can write a job application.	3.26	1.186
10. I can write an application for getting membership.	3.24	1.197
11. I feel confident in summarizing long texts correctly.	3.18	1.182
12. I can summarize a passage or a story in my own words.	3.31	1.215
13. I am comfortable using appropriate vocabulary in my written work.	3.23	1.186
14. My English writing assignments are relevant to real-life situations.	3.17	1.184
15. I receive helpful feedback on my essay writing.	3.36	1.218
16. I have the ability to fill in the forms.	3.51	1.062
17. I find that increasing my vocabulary enhances my communication skills.	3.39	1.193
18. I can write a complaint letter about a social problem to the concerned office.	3.19	1.177
19. I can write a personal narrative.	3.30	1.221
20. I can write a character sketch of any prominent personality.	3.29	1.224
21. I have ability to write a good email.	3.24	1.193
22. I know how to write key ideas into a paragraph.	3.34	1.224
23. I have ability to write an invitation for any event.	3.31	1.215
24. I can write Thank you note to express my thanks.	3.55	1.072
25. I can write a notice for important activity.	3.31	1.234
26. I have ability to write and explain any incident.	3.31	1.216
27. I can fill out a form, like a school registration form, without help.	3.41	1.168
28. I can write a travel plan to visit a historical place.	3.27	1.224

29. I can write a recipe of my favorite dish.	3.34	1.202
30. I can write a report of a films or drama.	3.25	1.211
31. I can write for a poster about dengue awareness.	3.35	1.198
32. I can write a dialogue.	3.34	1.226
33. I can write a list of things I need to do or buy.	3.66	1.016
34. I can write a speech on the topic of any national day.	3.27	1.220
35. I can write a short paragraph about my daily routine.	3.38	1.232
36. I can write a thank-you note to someone who has helped me.	3.39	1.213
37. I use digital tools (e.g., word processors, grammar checkers etc.) to improve my functional writing skills.	3.25	1.222
38. I use online resources (e.g., educational websites, online resources) to improve my functional writing abilities.	3.42	1.190
39. ICT tools helped me to develop my 21st century skills.	3.47	1.193
40. I can write a text message that clearly shares my thoughts.	3.37	1.180
Overall Results	3.34	1.183

Table 6 shows the results of the t-test that was conducted to compare the significant differences among students based on their gender regarding English functional writing skills. Results show an insignificant difference among Boys (M=3.3293) and Girls (M=3.3702) with a p-value (p=.648>.05 levels). Thus, results discovered no difference among students regarding English Functional writing skills.

Table 6: Gender-wise comparisons of students' Functional Writing Skills.

Gender	N	Mean	Std. Deviation	p-value
Boy	207	3.3193	1.10801	.648
Girl	193	3.3702	1.12108	

Table 7 reports the results of the t-test that was performed to compare significant differences among students based on their locality regarding English functional writing skills. Results reveal significant differences between Urban (M=3.4631) and Rural (M=3.1982) with a p-value (p=.018>.05 levels). Thus, results exposed significant differences among students regarding English Functional writing skills in favor of urban students.

Table 7: Locality-wise comparisons of students' Functional Writing Skills.

Locality	N	Mean	Std. Deviation	p-value
Urban	220	3.4631	1.04548	.018
Rural	180	3.1982	1.17743	

The results in Table 8 show the overall mean scores and standard deviation for each item included in the teachers' questionnaire. In this regard, a criterion was used to investigate the levels of teachers' agreement, categorized as low, moderate, and high. The criterion consists of three levels, such as:

- Mean scores between (1.00 to 2.33) = Low
- Mean scores between (2.34 to 3.66) = Moderate
- Mean scores between (3.67 to 5.0) = high

Based on the above criteria, the overall results of teachers' approaches to functional writing skills occurred at moderate levels of agreement (M = 3.39, SD = 0.948). The CLT approach to functional writing skills (M = 3.69, SD = 0.842) was at high levels, the integration of ICT into functional writing skills (M = 3.68, SD = 0.826) was also at high levels, and the challenges towards integrating ICT into the CLT approach (M = 3.67, SD = 0.860) were at higher levels of agreement.

Table 8: Mean and std. deviation values of teachers' responses towards each item of the questionnaire (N=200)

Items of Teachers' Questionnaire	Mean	Std. Deviation
Indicator A: Approaches to teaching functional writing		
1. I use the communicative language teaching (CLT) approach to help students develop their functional writing skills.	3.41	.968
2. I use the grammar-translation method (GTM) approach to teach functional writing to students.	3.05	.988
3. I use the direct method technique to help students enhance their functional writing skills.	3.20	1.059
4. I employ an audio-lingual teaching approach to support students enhance their functional writing skills.	3.18	1.049
5. I prefer the content-based instruction (CBI) approach to improve students' functional writing skills.	3.23	1.040
6. I practice the Total Physical Response (TPR) teaching approach to develop students' functional writing abilities.	3.50	.851
7. I use the silent teaching approach to enhance students' functional writing skills.	3.14	1.058
8. I favor the suggestopedia teaching approach to increase students' functional writing skills.	3.15	.988
9. I use an online teaching approach to improve students' functional writing skills.	3.58	.853
10. I also incorporate a blended teaching approach to enhance students' functional writing skills.	3.63	.893
11. I teach functional writing skills to my students with process approach.	3.57	.866
12. I apply the genre approach to enhance students' functional writing skills.	3.50	.902
13. I implement the Product Approach to strengthen students' functional writing skills.	3.54	.901
14. I utilize the Contextualized Approach to cultivate students' functional writing skills.	3.50	.930
15. I adopt the Workshop Approach to refine students' functional writing skills.	3.67	.876
Overall Result of Indicator A:	3.39	0.948
Indicator B: (CLT) approach and functional writing		
16. The communicative language teaching (CLT) approach develops students' clarity in functional writing.	3.60	.803
17. The communicative language teaching (CLT) approach helps students use English concisely in functional writing.	3.70	.864
18. Students understand the purpose of a message and develop audience awareness through the CLT technique.	3.64	.808
19. The CLT approach improves students' logical organization and structure in functional writing.	3.66	.876

20. Students learn grammatical rules and mechanisms to transmit their ideas or opinions through the CLT approach.	3.65	.878
21. The CLT approach enhances students' English vocabulary and proper use of language in functional writing.	3.69	.824
22. Through the CLT approach, students understand various writing styles for effective communication.	3.67	.852
23. The CLT approach teaches learners how to engage readers in functional writing.	3.69	.793
24. Students study evidence-based writing skills through the CLT approach.	3.77	.855
25. The CLT approach improves students' critical thinking	3.74	.868
26. I believe that the CLT approach promotes a deeper understanding of functional writing genres.	3.77	.819
27. Using the CLT approach makes functional writing lessons more engaging for students.	3.65	.813
28. Students are more motivated to write when the CLT approach is used in the classroom.	3.73	.862
29. The CLT approach provides students with opportunities to practice functional writing in a meaningful context.	3.67	.852
30. The CLT approach encourages students to engage in real-world writing tasks.	3.75	.874
Overall Result of Indicator A:	3.69	0.842
Indicator C: Integration of ICT into CLT for Functional Writing Skills		
31. The integration of ICT into CLT is essential for improving students' functional writing abilities.	3.61	.782
32. ICT technologies, such as word processors, help students practice and improve their functional writing abilities.	3.59	.864
33. ICT tools in CLT provide interactive writing tasks that enhance students' functional writing abilities.	3.69	.841
34. ICT resources, such as online writing platforms in CLT, assist students in acquiring functional writing abilities.	3.71	.774
35. ICT multimedia, such as videos and podcasts, enable students to understand and apply functional writing in CLT.	3.78	.850
36. ICT-based feedback, such as tracking changes and comments on a document, enhances students' revision and understanding of functional writing.	3.66	.847
37. ICT online writing groups and forums in CLT facilitate active student participation in group-based functional writing tasks.	3.67	.839
38. ICT use in CLT provides functional writing opportunities tailored to the students' needs.	3.58	.772
39. ICT digital resources, such as e-books, provide learners with trustworthy and convenient access to practice functional writing.	3.67	.834
40. ICT-based online writing exams and quizzes in CLT enable teachers to assess students' progress and enhance their functional writing skills.	3.72	.859
41. The ICT tool of digital storytelling in CLT enhances students' creativity in functional writing.	3.67	.857
42. ICT in CLT helps learners communicate and apply functional writing abilities in real-world situations.	3.72	.857
43. ICT-based peer reviews in CLT help students improve their writing abilities.	3.69	.785
44. ICT in CLT supports a student-centered learning environment conducive to functional writing.	3.74	.830
45. The use of ICT in CLT effectively enhances functional writing.	3.74	.810
Overall Result of Indicator C	3.68	0.826
Indicator D: Challenges in integrating ICT into CLT approach		
46. The lack of ICT-based infrastructure.	3.77	.848
47. The lack of ICT devices (computers, laptops, tablets, etc.).	3.68	.937
48. Unreliable internet connectivity.	3.66	.910
49. Lack of ICT literacy among students.	3.69	.848
50. Lack of teachers' training in the use of ICT in CLT.	3.62	.911
51. Resistance from teachers to use ICT in teaching and learning.	3.66	.817
52. Lack of support from the administration in using ICT in CLT.	3.60	.815
53. Lack of technical support.	3.73	.808
54. Lack of online learning platforms for CLT, such as LMS (Learning Management System), etc.	3.64	.851
55. Lack of acceptance and attitude among teachers and students towards ICT-based learning.	3.64	.881
56. Heavy workload of teachers.	3.67	.925
57. Insufficient funds for the integration of ICT in CLT.	3.66	.835
58. Resource costs.	3.77	.835
59. Assessment challenges.	3.62	.842
60. Students' distraction.	3.69	.846
Overall Result of Indicator D:	3.67	0.860

## CONCLUSIONS OF THE STUDY

This study discovered that the number of male students was higher than the of female students, and students living in urban localities were also higher than in rural localities. Meanwhile, English secondary school teachers from both genders were equal, although teachers residing in urban localities were more numerous than those in rural areas. The study revealed that secondary school students had moderate English Functional Writing Skills. No significant difference was found among students based on gender regarding their functional writing skills. However, a significant difference was observed among students based on locality, favoring students living in urban localities regarding their functional writing skills. Moreover, it was revealed that English secondary school teachers use various approaches to teach functional writing skills, with a moderate level of agreement. However, they highly agreed that the Communicative Language Teaching (CLT) approach to teaching functional writing skills is efficient. They also highly agreed on the importance of integrating ICT into functional writing skills and identified noteworthy challenges in integrating ICT into the CLT approach for developing students' functional writing skills. This study recommends that policymakers train English teachers to improve students' functional English writing skills through the communicative language teaching (CLT) approach, which is integrated with information and communication technology (ICT).



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