The use of Cognitive Writing Processes in Composition Writing in English among Secondary School Students in Likuyani Sub- County- Kakamega County, Kenya

By

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Declaration

Declaration by candidate

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Abstract

The purpose of this study was to examine the use of cognitive writing processes in composition writing in English Language among secondary school students in Likuyani District-Kakamega County, Kenya. The objectives were: To determine planning strategies awareness by secondary school learners for composition writing; to establish translating strategies awareness by secondary school learners for composition writing; to investigate reviewing strategies awareness by secondary school learners for composition writing; and to explore how secondary school learners use planning, translating and reviewing strategies in composition writing. The study was based on the 'Cognitive Process Theory of Writing' by Flower and Hayes, who used this model to observe the processes that writers employ during the act of composition writing. The researchers reported that during composing, there is a high interaction of cognitive processes that a writer employs. These are basic thinking processes and sub- processes such as planning, translating, and reviewing, which can occur at any time during the composing process. The appropriate orchestration of these cognitive processes is responsible for quality or poor written text. The study employed a descriptive research design. The study was conducted in 8 schools out of 26 public secondary schools in Likuyani Sub-County, Kakamega County. Respondents were 200 form four students taking English language as a subject. Simple random sampling techniques and purposive sampling techniques were used in drawing a study sample. A written task and a students` questionnaire were used to collect data. Both close-ended and open-ended questions were used. The data collected in this study was analyzed using descriptive statistical techniques, (frequencies, and percentages), and presented in figures, tables and thematically in prose. The study revealed that, majority of learners are unable to effectively use cognitive writing processes in composition writing due to lack of awareness of the strategies that facilitate the development of these processes. The study recommends that teachers should explicitly teach learners the use of planning, translating, and reviewing strategies in composition writing, which are effective in facilitating these processes. Learners should be exposed to plenty of practice in the use of these strategies in composition writing, in order to sharpen their ability to use cognitive writing processes. Course- material developers should design course materials that incorporate teaching and learning activities that enhance the development of learners` cognitive writing processes in the teaching of composition writing. The overall beneficiaries of the study findings are: Teachers and learners of English Language, Instructional Material Developers, and Curriculum Planners.

Dedication

To my family, who have always been there for me.

Acknowledgement

My gratitude goes to the Almighty God for granting me good health, which has

enabled me to complete this work. Secondly, I thank Moi University for granting me

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Silva (1993), argues that writers do not make use of planning, organization, revision, and editing. Emerging writers tend to draft and just write on. They also do not revise, meaning

that they are unable to apply the cognitive composing processes reviewed in the literature. Consequently, their texts are poorly organized. This researcher identifies the following Organizational problems: 69

To measure growth in the use of these conventions, an analytic scale analysis of skills (Cooper & Odell, 1977), can be developed and used effectively with samples of students` writing. This instrument describes briefly, in non-teaching language, what is considered to be high, mid and low quality levels in the following areas: The students` ability to use words accurately and effectively; the ability to use Standard English; The ability to use appropriate punctuation; the ability to spell correctly. Each of these skills is ranked for each paper on a continuum from 1 (low) to 6 (high) (Hyslop, 1983). In addition to these instruments, various teacher/ writers in the writing field share strategies they have developed for measuring writing quality.   74

The quality of a research study depends to a large extent on the accuracy of the data collection procedures. Validity of a research instrument refers to the quality that, that instrument is accurate, correct, true, meaningful and right, and that it measures what it is supposed to measure. Reliability refers to how consistent a research instrument is. It is concerned with the dependability and stability of the instrument. The following is a discussion of each of the concepts.   93

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List of Abbreviations

CIEM   Curriculum, Instruction and Educational Media

CLAQWA   Cognitive Level and Quality Writing Assessment

DEO   District Education Office

ESL   English as a Second Language

EFL   English as a Foreign Language

K.C.P.E   Kenya Certificate of Primary Education

K.C.S.E   Kenya Certificate of Secondary Education

KIE   Kenya Institute of Education

KNEC   Kenya National Examination Council

L1   First Language

L2   Second Language

LWC   Language of wider communication

MT   Mother- Tongue

NCTE   National Council of Teachers of English

NAEP   National Assessment for Educational Projects

NCST   National council for Science and Technology

PSSP   Package for Social Sciences Program

SL   Second Language

TSC   Teachers Service Commission

USF   University of Florida

WC   Word Choice

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

The importance of English as a medium of Education in Kenya cannot be overstated. The Ministry of Education places great emphasis on the development of English Language in schools. This is because, it is a compulsory subject in Kenya`s system of Education, and therefore, accorded more lessons; 6 and 8 lessons- per week, in lower and senior classes respectively, (KIE Syllabus, 2002). English is given clustered importance in Kenyan university courses, (JAB Booklet, 2006). English is a service subject in the Educational curriculum. It is the official language of communication, not only in schools and higher institutions of learning, but also outside the Educational circles. It is the language of international communication- (LWC). Therefore, the development of all the four language skills is mandatory. Writing in English is a very important skill to a student in Kenya. In compliance with the Kenya Secondary School English Syllabus, (KIE, 2002), writing skills train the learner to be organized and to think critically and creatively as they respond to situations. The ability to write well is essential for success in any academic discipline because it is the instructional and assessment medium both in the classroom instructions and formative assessment, as well as in the National examination as summative assessment. Writing is also a lifelong skill, as it is part of the personal development skills that are useful beyond the classroom, (KIE, 2002). Clearly, there is need to address students` writing problems. Therefore, it is necessary to carry out this study on 'The use of cognitive writing processes in composition writing in English among secondary school students in Likuyani Sub-County- Kakamega County, Kenya'.

This chapter provides information on the background to the study as well as statement of the problem, purpose of the study, research objectives and research questions, justification and significance of the study, scope and limitations of the study, theoretical and conceptual framework, and definition of key terms.

1.2 Background to the study

The place of English on the globe in general, and in Kenya, in particular, is very significant. Of the 4,000 to 5,000 living languages, English is the most widely used. It is the second most used mother- tongue (MT) after the Chinese language. 250 million people in the world use it as a second language (SL), and it is used as an official language by one sixth of the world`s population, (Brumfit et al, 1980). In Kenya, English is not only used as a second language, (SL) in government and business transactions, but also as an official language of communication, Kembo-Sure,(1997). It is a service language in the curriculum, (medium of Instructions), as well as the official language in all schools alongside Kiswahili. It is a compulsory subject in Kenyan`s system of Education, accorded more lessons in a week, (6 & 8-lower and senior classes respectively), (KIE, 2002), and it is also accorded clustered importance at university, (JAB Booklet, 2006). It is also the pre-eminent language of international communication, (LWC), Groenewegen, (2008); Gathumbi &Masembe, (2005). Michieka, (2008), states that English will remain a significant language in Kenya, serving various functions such as instrumental, interpersonal, and regulative functions. Today, English is the world`s lingua franca among people of diverse linguistic, geographical, social, and religious backgrounds, Sure & Webb, (2000).

Consequently, those who master English reap many academic, social, and professional benefits, Kenya Institute of Education, KIE, (2002)

Studies done outside Kenya reveal that school writing curriculum has come a long way. In the United States of America, 'National Study of Writing in the Secondary Schools' was a study carried out to examine the status of writing in the school curriculum, Applebee, (1981), (1984). Replicating and extending James Briton`s work in the United Kingdom, Briton, et al., (1975), the study found that the curriculum in writing was narrow in scope and problematic in execution. Generally, students wrote infrequently within a narrow range of genres for limited purposes. Although learners were expected to write 44% of the time, only about 3% of class work and homework involved composing original texts. Instead, most of the 'writing' that students did across English and other subjects, involved writing without composing, that is, fill in the blanks and completion exercises, direct translation or other seat work in which the text was constructed by the teacher or textbook, and the student supplied missing information that was typically, judged as right or wrong. When more extended writing was required it tended to be similarly limited in scope. The typical assignment was a first- and final draft, begun in class and completed for homework, and requiring a page or so for writing. Topics for this assignment were usually constructed to test previous learning rather than to convince, persuade or inform. The researcher`s opinion on this state of affairs is that it retards learners` development of cognitive writing skills that are necessary for quality composition writing, as evidenced in the literature.

However, most recent studies carried out show that most writing communities are now appreciating the importance of writing. A 2007 National Public Opinion Survey by the National Assessment for Educational Projects, (NAEP), reported that the American public wants writing to be taught early and often in schools, Teal et al., (2007). The findings revealed that, there is a greater need now to be able to write well, than there was 20 years ago; that learning to write well is learning to communicate effectively. The survey further reveals that a majority of the American public strongly agree that learning to write well helps students perform in all subjects and that it improves students` standardized test scores. These findings illustrate the significance of developing students` writing skills, and this explains the researcher`s quest to investigate the role of cognitive writing processes on composition writing in English.

Adeyemi, (2009), examined `the approaches to the teaching of English composition writing in Botswana Junior Secondary Classrooms. ` The findings were that teachers mainly utilize the product oriented approach to the teaching of composition writing which contributed greatly to the students` poor development of writing skills such as wrong spelling and punctuation, lack of organization and vocabulary, and inability to compose and communicate effectively in writing. These study findings led to the development of models that are believed to enhance the effective teaching of composition writing in secondary schools such as the Process Approach, whose application in English composition writing, the current study sought to investigate.

In Kenya, composition writing studies conducted reveal a downward trend in students` development of writing skills. Magut, (2000), investigated 'the use of Process Approach to teaching writing skills', and observed that most teachers find it difficult to teach writing. He noted that most teachers used lecture method to teach

writing, which was ineffective. Kemboi, (2011), investigated 'the challenges in teaching composition writing in Kenyan secondary schools'. The study revealed that writing is not taught effectively in schools due to inadequate resources, heavy teaching workload on teachers, and lack of motivation, among others. Kochung, (2011), investigated 'strategies used in teaching English composition in secondary schools'. The findings of the study indicated that the strategies being used were ineffective. Khalayi, (2011), interrogated 'the influence of gender attitude on composition writing, and challenges faced by teachers and learners in the teaching and learning of composition writing'. She found out that female students performed better than their male counterparts, attitude influences performance in writing, and that some of the challenges faced by teachers and learners are inadequate teaching materials and poor attitude. Otieno and Ochieng, (2014), conducted a study on 'how to improve the practice of giving feedback on ESL learners` written composition through use of self-correction and conferencing on ESL learners` composition to supplement teacher written feedback'. The findings showed that these additional strategies, that is, self-correction and conferencing on ESL learners` compositions, can lead to improved quality of learners` written compositions and learners` increased motivation and confidence in writing.

The Kenya National Examinations Council (KNEC) Reports on English performance, and especially composition writing, have expressed concerns over the falling standards of composition writing (KNEC, 1994, 1996, 1998, 2003-2008). While releasing the Kenya Certificate of Secondary Education (KCSE) results of 2013, the Education Secretary, Professor Jacob Kaimenyi, blamed the dismal performance in English to the use of "Sheng", and consistent use of electronic communication

devices such as mobile phones and computers by the youth. He points out that these devices have done away with the need to know how to construct sentences correctly due to "spell checking", and "predictive text" capabilities- (Daily Nation, Tuesday, March 4, 2014). Ngwiri, (Saturday Nation, March 8, 2014), in his article 'Why general command of English among youth has gone to the dogs', notes that employers complain that most of the university and secondary graduates whom they employ, cannot express themselves in English, necessitating them to be trained on the basic communication skills in writing. He attributes this decline to 'Sheng', social media and lack of practice in reading. He notes that "Sheng" has to a large extent contributed to the deterioration of spoken English and heavily interfered with writing skills. On social media, Ngwiri, (Saturday Nation, March 8, 2014), explains that the use of social media interferes with quality of written English due to the popularity of online applications such as short message service, twitter, which is limited to 140 characters, Facebook, and the latest fad "whatsApp". He explains that majority of the educated youth do not skillfully craft messages that do not require translation for the layman. As a result, in communication, quality has been hijacked by expediency and abbreviation, rather than precision. He notes that Kenyans rarely read unless for examinations, which has significantly eroded the search for both knowledge and writing skills-(Saturday Nation, March 8, 2014).The study focused on the role plaid by cognitive writing skills in enhancing students` composition writing abilities. From the reviewed literature, there was a strong likelihood that there could exist a strong positive relationship between cognitive writing skills and quality text production, (Flower & Hayes, 1981; Bereiter & Scadarmalia, 1987; Galbraith, 2009; Kellogg, 1988, 1991, in Galbraith, 2009).

There are four language skills to be taught in the English syllabus for secondary schools in Kenya. These are: Listening, Speaking, Reading, and Writing. English composition writing is an important part of the English curriculum both in primary and secondary schools in Kenya, (Kochung, 2012). As stipulated in the English syllabus, (KIE, 2002), writing ability is an important tool for learning as well as assessing learners in the classroom. Learners use writing to communicate what has been learnt, (feedback). With regards to the pass/fail criterion for learners in Kenyan schools, written language accounts for the total mark for English language -and indeed in all subjects- (KIE, 2002). Writing also influences our chances, personal development, and our relations with other people, (KIE, 2002). This shows the high value placed on written language. Leaners must have adequate skills in written language, in order to pass a grade, complete school and ultimately obtain employment. Writing is a crucial component of literacy, which is instrumental in empowering students, (Indira, Michelle, & Harsha, 2011). It is therefore important that writing learners develop writing skills adequately.

According to the Kenyan Secondary English syllabus, (KIE, 2002), the objective of teaching Writing in secondary schools is that students are expected to: use correct spelling, punctuation and paragraphing; use a variety of sentence structures and vocabulary correctly; communicate appropriately in functional and creative writing; write neatly and effectively; use correct grammatical and idiomatic forms of English in written English and; think creatively and critically. Yet, academic reports in the literature on learners` composition writing abilities suggest that these objectives do not seem to be fully accomplished. As explained in the literature and in the KNEC reports, writing learners encounter myriad problems which show that achieving the

stated objectives is an up-hill task for the learner. Learners face text organizational problems which include inability to plan, organize, revise and edit the produced text, language problems, higher-order cognition problems which are characterized by inability to make a sound argument, generate ideas and elaborate on them. Learners also face memory problems which include failure to recall spelling, punctuation and grammar rules. Another problem is lack of sequential ordering of ideas and trouble choosing writing style, (Gathumbi & Masembe, 2005). In order for the stated writing objectives to be achieved, these writing difficulties have to be addressed. The researcher therefore believes that mastery of cognitive writing skills could alleviate some of these writing difficulties and hence, enhance the development of writing fluency among the writing learners.

Cognitive writing skills, which are key variables in this study, are basic thinking processes that involve planning, translating and reviewing strategies which a writer employs while composing, (Flower & Hayes, 1981). Cognitive skills also encompass grammatical skills-(knowledge of language rules), aspects of style in writing - (choice of appropriate register- formality/ informality, use of literary devices and language choice depending on the audience), language use, and organizational skills-(content and structural organization, generation of ideas and logical ordering of the ideas in paragraphs while composing, and revising the produced text). As explained in the theoretical framework of the study, Flower and Hayes (1981), identify three basic cognitive writing skills, which, depending on how each is orchestrated by a writer, leads to good or poor text production. These skills are *planning, translating, and reviewing*.

Planning is the act of building internal representation of the knowledge that will be used in writing. It involves the sub-processes of *generating ideas* from the long-term memory- a storehouse of knowledge about topic, audience, writing plans, rules for grammar production and knowledge of text standards, *organizing* those ideas logically, and goa*l-setting*. Organizing is responsible for logical organization of the generated ideas to suit the writing task, making sound argument of the generated ideas, making textual decisions about the presentation and ordering of the text-identification of the first and last topics, important points, and presentation patterns. Organizing, thus, is important in creative thinking needed for creative writing. *Goal-setting* enables the writer to make decisions regarding how effectively the rhetorical problem should be presented to the intended audience. These goals are set by the writer and are both procedural-ordering-, and substantive- elaborating and justifying the ideas in the developing text. These goals are generated, developed and revised by the writer, which is part of a writer`s creativity. The process of planning requires a writing learner to master grammatical skills, organizational skills, language fluency, creative writing as well as mechanics of writing.

The **translating** process involves converting of conceptual content into a linguistic form, rather than translating from one language to the other. This process requires the writer to juggle all the special demands of written English- syntactical, (sentence structures and rules of grammar), lexical, (vocabulary), semantics, (contextual meaning), and mechanics of writing, (spelling, punctuation, and legible handwriting). Mastery of this process enables a writing learner to communicate effectively and fluently in writing as it develops organizational skills, grammatical skills, and aspects of style in writing, language use, and creativity in writing. Finally, **reviewing** involves

reading the written text with a view to improving it. *Reviewing* is done through the processes of *evaluation* and *revision*. Evaluation looks at how best to improve the text, while revision is the actual changes made on the text after evaluation. These researchers assert that the cognitive processes discussed above are recursive- they can occur at any moment during the composing process, thereby enabling the writer to constantly improve the developing text through this cycle of composing processes.

In revising their model, Flower and Hayes, (1996), included an analysis that assumes three basic processes. These are: text interpretation, reflection, and text production. In this revised model, they sought to identify how various aspects of human cognitive capacity interact with these tasks, distinguishing the role of long-term memory, short-term memory and motivation or affect. Long-term memory contains distinguishing among tone schemas, topic knowledge, audience knowledge, linguistic knowledge, and genre knowledge. Similarly, the model specified how different aspects working memory (phonological and visual spatial memory-explained in details in the literature review), are utilized in the cognitive processes of writing. The three cognitive writing processes- planning, translating and reviewing are involved in almost any sort of writing task. Since writing effectively depends on having flexible access to content-relevant information in order to produce and comprehend texts, long-term memory is very important in text generation and production. Clearly, it can be seen that mastery of these cognitive writing skills can help the writing learner develop fluency in writing as expected in the objectives of teaching writing in the English syllabus, because they address the stated learner writing difficulties.

Many composition studies have focused mainly on other issues like, factors that impact on L2 writers` composing skills, (Kemboi, 2011), strategies used in teaching English composition, (Kochung, 2012), and effect of gender attitudes on composition writing, (Khalayi, 2011), among others. However, these studies have not interrogated the role played by cognitive processes in composition writing. Due to this, there exists a knowledge gap. Therefore, this study attempts to fill part of this gap because it sought to establish the role played by the cognitive processes that take place during the composing process, and has made recommendations that should be useful to the writing teachers of English. While this researcher appreciates research findings reported by previous studies on this topic, it is hoped that in addressing the research problem, the findings makes a contribution to helping learners become fluent L2 writers.

1.3 Statement of the problem

Composition writing in English continues to pose a big challenge to secondary school learners in Kenya. Dismal performance in English in National examinations has been largely blamed on poor composition writing skills, which are important aspects of language development and use, especially in the English language subject which is a compulsory subject at Kenya Certificate of Primary Education, (KCPE) and Kenya Certificate of Secondary Education, (KCSE). Writing skills are examinable at KCSE and KCPE levels, through composition writing, which is a compulsory paper. Writing has emerged as a method for encouraging creative learning because it facilitates more creative and active learning of course-content, as stipulated in the syllabus for English in secondary schools in Kenya (KNEC, 2006). However, composition writing fluency

in English remains a big challenge among secondary school learners of English as a second language, (ESL), in Kenya.

Previous studies conducted on composition writing have focused on possible factors that impact on quality composition writing by ESL writers. Issues of inadequate resources, poor approaches to teaching of composition writing, negative attitude towards the teaching and learning of composition writing, gender differences, heavy teaching workload on the part of teachers, and poor teacher feedback strategies on ESL learners` written compositions, among a myriad other issues have been reported by these studies , as discussed under section 2.14. However, there seems to have been little attention given to the role played by cognitive (thinking) writing processes that a writer engages in, during the actual act of writing. Previous studies have been concerned with the external factors affecting ESL learners` from developing desired writing skills, rather than also investigating the internal mental acts that a writer employs during the composing process, which this research finds fundamental to the quality of the finished product. Therefore, there exists a knowledge gap which this study fills by conducting an investigation, exploring the use of cognitive writing processes in English composition writing. By addressing the research problem/Question, the study findings not only makes a contribution to helping learners become fluent ESL writers, but also to the existing composition writing research body of knowledge.

At KCSE, candidates are required to write 4 compositions, each of which accounts for 20 marks, totaling to 80 marks out of 200 marks awarded in the 3 papers examined in English. According to KNEC report, (2006 -2007), released in 2008, paper 1 and 3,

in which composition writing is examined, performed dismally compared to the other skills, recording a mean score of 7.95 in 2006 and 7.34 in 2007. Furthermore, studies done on composition writing in Kenyan schools, as discussed in section 1.2 and 2, indicate that ESL learners still experience difficulties in mastering the writing skill, (Kemboi, G. 2008; Magut, 2000; Khalayi, 2011; Bernard, O. & Samuel, O. 2014; & Kochung, 2014). These sentiments can only mean one thing: ESL learners have a herculean task in developing their composition writing skills. Therefore there is urgent need for composition researchers to continue focusing on ways and means of helping ESL writers to continue developing and improving their composition writing skills. Consequently, the researcher was prompted to undertake the study on 'examine the use of cognitive writing processes in composition writing in English', which should attempt to unlock information that could partly solve students` writing problems.

1.4 Purpose of the study

The main purpose of this study was to examine the use of cognitive writing processes in composition writing in English among secondary school students in Kenya.

1.5 Research objectives

The specific objectives were:

1. To determine *planning* strategies awareness by secondary school learners for composition writing.
2. To establish *translating* strategies awareness by secondary school learners for composition writing.
3. To investigate *reviewing* strategies awareness by secondary school learners for composition writing.

4. To explore learners `application of planning, translating, and reviewing strategies in composition writing.

1.6 Research questions

This study was guided by the following four main research questions:

1. What *planning* strategies for composition writing are secondary school learners aware of?
2. What *translating* strategies for composition writing are secondary school learners aware of?
3. What *reviewing* strategies for composition writing are secondary school learners aware of?
4. How do secondary school learners apply planning, translating, and reviewing strategies in composition writing?

1.7 Significance

This study should be useful to teachers of English, learners who take English language as a subject, Instructional material developers, and curriculum planners. Teachers could greatly benefit from the recommendations made by this study, which could go a long way in enhancing performance in composition writing. This, by extension, is expected to improve performance not only in English language as a subject, but also in all other subjects offered in the 8:4:4 curriculum, since they are all assessed in written English except Kiswahili. Consequently, this could raise educational standards nationally. Since most examinations are conducted in writing, fluency in this skill is very significant. Instructional material developers could develop teaching/ learning materials that afford learners more opportunity to practise cognitive writing skills in class. Curriculum planners could design a language curriculum that is more sensitive to learners` writing needs in so far as cognitive

writing strategies are concerned. All the benefits thus far discussed should have a trickle-down effect to the learner, who, in this case, is the final beneficiary. In this way, therefore, the findings of this study make a contribution not only to the development of better instructional strategies that should assist learners to overcome their writing challenges and master composition writing fluency, but also to the existing body of knowledge about the teaching of composition writing.

1.8 Justification

Referring to the statement of the problem, there was sufficient evidence for this study to have been conducted. The past KNEC Reports on examination results, as noted in the problem statement, confirm that there is general decline in the performance of composition writing in English, in the national examinations, KNEC Reports- (KNEC 1994, 1996, 1998, 2003, 2004, and 2008). Noted is that composition writing, which is taught under the skill of writing, is the worst performed among all the other language skills, (listening, speaking, and reading). This situation therefore, necessitated the study to be conducted in order to suggest possible solutions to the problem with particular reference to the use of cognitive writing processes in composition writing in English among secondary school students in Kenya. The Kenya secondary school syllabus states that students should be able to: write neatly and legibly, express ideas logically and coherently, develop and sustain ideas to the required depth, use a wide-range of vocabulary ,and correct sentence structure, (KIE, 2006). Therefore, this study was necessary as it shade light on how cognitive skills can be used to enhance fluency in students` composition writing.

Scope and Limitations

Stating the scope of the study is important because it indicates the boundaries of the study in terms of content and geographical spread. Limitations refer to constrains that the researcher has no control over, during the study period.

1.9.1 Scope

The study focused on exploring the use of cognitive writing processes in composition writing in English among secondary school students in Likuyani Sub-County-Kakamega County, Kenya. Cognitive writing processes are: Planning, which includes generating ideas and organizing those ideas in an orderly manner, and goal- setting, as sub-processes; Translating, which involves the actual writing of a text-(composing), and Reviewing, which comprises the sub-processes of revision and evaluation. Therefore, this study specifically sought to investigate the Planning, Translating, and Reviewing strategies that secondary students are aware of, and use in composition writing. This study was conducted among form four students in 8 public secondary schools in Likuyani District, because public schools have a common curriculum approved by the Kenya Institute of Education-(KIE). Furthermore, these schools share common exposure in terms of learning environment, and form one entry behavior-(standard cut-off mark for form one admissions). English is one of the worst performed subjects in the District. Form four students were selected for the study because they were nurtured into the writing process, and also being more mature, the students were in a position to provide valuable information for this study. The study was conducted between February and April, 2014.

1.9.2 Limitations

One of the limitations of the study was that it was conducted in only one Sub-County among many Sub-Counties in the country. The study sample was also drawn from only 8 public schools out of many secondary schools in Kenya. In addition, the study only focused on exploring the learners` awareness and use of cognitive writing processes in composition writing, yet there could have been other factors that are of significance on quality of composition writing. However, these were greatly controlled for, through: Randomization in the sampling procedure in selecting the study sample which enabled the researcher to avoid selection bias; selection of same caliber of learners in terms of academic capabilities, and exposure to similar learning environment in terms of facilities-(those in public schools), similar background, (social class, and the status of the primary schools attended)- form four. Apart from these limitations, the researcher also ran into challenges such as unavailability of time to administer the research instruments to the respondents because the learners were occupied in class most of the time. However, the researcher overcame this problem by utilizing available time outside class-time, which dragged the data collection process. Another challenge was inaccessibility of some schools that were in the interior parts of the study area due to impassable roads, caused by heavy rainfall. The researcher managed to reach these schools by use of motorcycles, or, at times forced to walk, which was very tiring. Despite the challenges, the data collection process was completed on time.

1.10 Assumptions

This study made the following assumptions:

1. Learners face problems in writing composition and this affects their performance in English.
2. All teachers are trained and are qualified to teach and evaluate writing skills in English.
3. All the students participating in this study would be fluent in the mechanical skills of writing, and that they possess the writing skills required of their class level.

1.11 Theoretical framework

This study was based on "the Cognitive Process Theory of Writing", by Flower, and Hayes (1980, 1981, 1986, 1987, and 1996). This formed the theoretical framework for the study. Flower and Hayes report the findings of their study using a new model to observe the processes writers employ in the act of composing. They conclude that writers use a combination of processes, which come to the fore when and as needed. These cognitive processes formed the main variable of interest in the study because the purpose of the study was to investigate the use of cognitive writing processes in English composition writing. Further, they suggest that there is a hierarchical structure to these processes, and that varied, changing levels of goals are key aspects of the writing process. Flower and Hayes organize their findings into four key points. However, this study will focus on the first three.

1) **The process of writing is best understood as a set of distinctive thinking processes which writers orchestrate or organize during the act of composing**. There is a set of unique thinking processes that the writer selects and sorts during composing. In this study, these related to the cognitive writing processes-(planning, translating, and reviewing, together with the sub-processes of

generating, organizing, revising, and evaluating), whose awareness and use by learners in English composition writing, the researcher set out to establish. The process of planning requires a writer to master grammatical skills, organizational skills, language fluency, creative writing as well as mechanics of writing in order to enhance text generation. Therefore, awareness and use of the strategies that facilitate the planning process is important in composition writing because it implies that, a writer who juggles these processes well during the composing process produces a better text than the one who does not.

The researchers observed that writers began with the *rhetorical problem* of writing, to which they react by writing something. This related to the study because, composition writing begins with a writing assignment-which Flower and Hayes refer to as 'the task environment'- that a writer has to define before attempting to write about it. The rhetorical problem, the audience, and the writer`s goals provide the motivation. Flower and Hayes point out that an individual`s success in this process depends upon a writer`s ability to define the problem. The text exerts an influence upon the writer as the work develops. They identify the writer`*s long-term memory* which they define as the writer`s life experience combined with his/her external sources as being involved in the creative process. A writer`s long-term memory is an important resource for text generation and production because it contains knowledge about topic, audience, language, and genre of writing. This relates to the study because a writer who is aware of and uses cognitive writing processes in composition writing, draws heavily from the contents of the long-term memory, through the process of generating- a sub-process of planning. Finally, the writer plans how to accomplish the assignment by an internal representation, which the researchers suggest is "the spark that feeds the creation and organization of ideas". They identify three processes.

The first is *planning*, which includes the sub- processes of *generating ideas*, *organizing* those ideas in an orderly manner, and *goal- setting*, as components. In planning, the writer forms an internal representation of the knowledge that will be used in writing. This internal representation is likely to be more abstract than the writer`s prose will eventually be, and may also not be made in language, but could be held as a visual or perceptual code, that the writer must then capture in words. Generating ideas includes retrieving relevant information from long-term memory. This means that a good writer should retrieve relevant information that suits the writing task. Organizing helps a writer make meaning out of the generated ideas if they are not adequately adapted to the current rhetorical task. This process plays an important part in creative thinking and discovery since it is capable of grouping ideas and forming new concepts. It allows the writer to fully develop the ideas as the text moves. It also attends to more strictly textual decisions about the presentation and ordering of the text,- logical ordering and presentation patterns. The process of goal- setting is a major aspect of the planning process. The rhetorical goals are created, developed and revised by the writer, which is part of a writer`s creativity. This means that a creative writer sets writing goals that meet the reader`s needs. Therefore, the process of planning is important to the study as it starts to answer the research question; what planning strategies are secondary school learners aware of, in English composition writing?

The second is *translating*, which involves the actual writing that puts ideas into visible language, Flower and Hayes choose "translation", to emphasize the peculiar qualities of the task. The information generated in planning may be represented in a variety of symbol systems other than language, such as imagery. Trying to capture such thoughts on paper is translating. The writer`s task is to translate meaning which may be embodied in key words and organized in a complex network of relationships,

into a linear piece of written English. This process requires a writer to juggle all the special demands of written English, which are: syntactical, (sentence structures and rules of grammar); lexical, (vocabulary-word choice); semantics, (contextual meaning); and mechanics of writing, (spelling, punctuation and legibility). This process is therefore fundamental to the writing process as it enables a writer to develop grammatical skills, aspects of style in writing, language use, and organizational skills, all of which are cognitive writing skills key to good composition writing. It is important to the study as it begins to answer the research question: What translating strategies are secondary school learners aware of, in English composition writing? This process places demands on the writer to take abstract thoughts and put them through the technical aspects of writing such as grammar.

The third is the process of *Reviewing*, which involves the sub- processes of revising, evaluating, and editing. The writer evaluates what they have written and then changes the text to suit their developing concept of the document. The process of reviewing enables the writer to better improve the final draft. Flower and Hayes claim that the processes of planning, translating and reviewing are recursive- can occur at any point during the composing process in a cyclic manner, enabling the writer to constantly improve the developing text. This is important to the study because it not only relates to the objectives of the study, but also starts to address the research questions, thereby placing the study problem into focus. The coordination of these processes is the responsibility of a monitor which plays a vital role in controlling the writing process- deciding when to move to the next process. These relates to the study in that they are cognitive (thinking) processes which determine the kind of composition produced- quality composition or poor composition. This could imply that a writer who employs

appropriate planning, translating, and reviewing strategies as evidenced in the available literature, composes a better text than the one who does not.

2) The second key point is that **these processes have a hierarchical highly embedded organization in which any given process can be embedded within any other- (recursion).** This means that planning, translating, and revising can occur at any moment during writing. In the study, this implies that a writer who is able to recognize the need to engage any of these processes as need arises during composing, is likely to write a better text than the one who is unable.

3) The third and central point of this theory is that, **the act of composing is a goal-directed thinking process, guided by the writer`s own growing network of goals**. Writers create goals as they write. Goals evolve during the writing process and they guide the writer in choosing which process to use at any given moment. All the other processes are managed by the writer`s high, middle, and low- level goals. The researchers believe that good writers generate easily achievable mid-level goals of good quality and quantity. Poor writers are caught in top and low-level goals that have greater difficulty in advancing the process of writing. This is significant to the study because the strategies which a writer employs when engaging any of the cognitive writing processes will influence the quality of composition written. This forms the basis of the study- the use of cognitive writing processes in composition writing in English among secondary school learners.

4) The fourth point in the study concludes that **writers find purpose in goals and those goals evolve as the writer learns about their subject through the process of writing**. The researchers classify patterns of goals as: Explore and consolidate; state and develop; and write and generate. From these revolving patterns of

increasingly complex goals, comes learning and creativity. Flower and Hayes conclude that the source of creativity comes from the writer`s ability to create goals and generate ideas.

The most important consequence of this theory was that it enabled a characterization of differences between expert and novice writers. These researchers argued that expert writers construct a more elaborate representation of their goals, and continue to develop and modify these representations throughout the course of writing. In particular, they develop explicit rhetorical goals for the text as a whole, and use this to guide retrieval of content. By contrast, novice writers rely on more concrete content goals and tend to generate content in response to the topic alone. This makes a whole difference between expert and novice writers as expounded in the literature. Therefore, the first three tenets of the cognitive theory of writing form the basis of this study, which sets out to examine the use of the said cognitive processes by secondary school learners in composition writing.

1.12 Conceptual framework

Conceptual framework is a diagrammatic representation of the relationship between independent and dependent variables. In Figure 1.1, the use of cognitive writing processes during composing involves interaction of planning, translating, and reviewing strategies that engage the brain, resulting to quality composition writing. The arrows explain the recursive nature of the writing process.

Independent Variables   **Dependent Variables**
Cognitive writing process   **Composition writing**

```
┌──────────────────────────────────────────────────────────┐
│  ┌─────────────────────┐      ┌──────────────┐            │
│  │ Planning strategies │─────▶│              │            │
│  └─────────────────────┘      │  Use of      │            │
│  ┌─────────────────────┐      │  interaction │   ┌──────────────────────┐
│  │Translating strategies│────▶│  strategies  │   │                      │
│  └─────────────────────┘      │  during      │──▶│ Quality composition  │
│  ┌─────────────────────┐      │  writing     │◀──│ writing              │
│  │ Reviewing strategies│─────▶│  (brain)     │   └──────────────────────┘
│  └─────────────────────┘      │              │            │
│  ┌─────────────────────┐      │              │            │
│  │Application strategies│────▶│              │            │
│  └─────────────────────┘      └──────────────┘            │
│                    └──────────────▲────────▲──────────────┘
└───────────────────────────────────┘        └──────────────┘
```
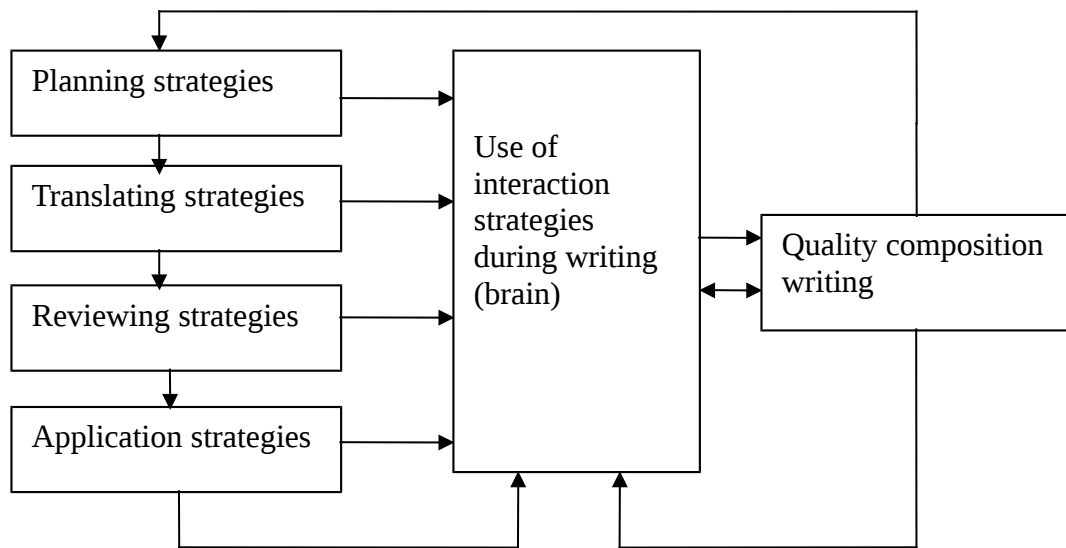
Figure 1. 1: The relationship between cognitive writing processes and composition writing

1.13 Operational Definition of Terms

Cognition: This term is used in the study to refer to the thinking acts a writer engages in, while writing.

Cognitive writing processes: This refers to Planning, Translating and reviewing strategies that a writer employs during the composing process.

Composition writing: This term refers to the creation of original text using the individual's linguistic resources, rather than copying someone else's text using a prepared list of words to create sentences or stories, filling in the blanks or practising handwriting.

Planning: This refers to the process through which a writer builds

an internal presentation of the knowledge that will be

used in composing a text.

Quality composition writing: This refers to a writers own created piece of writing in

English, that is well developed in response to the

writing task, well organized in terms of paragraphs and

cohesion, written using correct English, sentence

structures, rules of grammar and word choice, use of

appropriate language expressions such as idioms and

stylistic devices that enhance communication and

legibility.

Reviewing: This refers to reading the written text in order to

improve problem areas through the sub- processes of

revising and evaluating.

Translating: This refers to the process through which a writer writes

the text by putting meaning to the planned ideas-

1.14 Chapter summary

This chapter highlighted the key issues discussed in chapter one. These are: background, statement of the problem, purpose of the study, objectives and research questions. It also discussed justification, significance, scope and limitations of the study, conceptual framework, theoretical framework and operational definition of terms. The next chapter reviewed literature related to this study.

CHAPTER TWO

LITERETURE REVIEW

2.1 Introduction

The researcher undertook a review of the literature on writing cognition. Literature

that was reviewed involved issues related to the study variables of interest. These

were cognitive writing processes and composition writing in English. The review also

sought to justify the need for the kind of study that was conducted. The literature was

explored from books, newspaper reports, thesis reports, and online and printed

Journals.

2.2 Writing skill

Writing, like speaking, is a productive skill involving the writer and the reader in a

communicative relationship (Gathumbi & Masembe, 2005). McDough and Shaw

(1993) assert that "any piece of writing is an attempt to communicate something that

the writer has a goal or purpose in mind, that he has to organize his material and that,

he does through certain logical grammatical devices" (p. 84). Writing basically entails

a deliberate and conscious process of forming letters on paper or any other surface to

record ideas that characters and words express. It is the communication of ideas by visible signs (Webster, 1993). All communication requires someone who wants to communicate, (a writer), about something, (a subject), someone to say it to, (an audience), and a way to say it, (a language). Writing is a way of realizing language in communities that have acquired a writing system which is characterized by its use of visible signs systematically ordered, (Gathumbi & Masembe, 2005).

According to Geoffrey, et al. (1993), writing is an activity which is both private and public. Private because the act of composing is by its nature solitary, and public in that, most writing is intended for an audience, usually one that is difficult to define. As long as it remains unaltered, a piece of writing constitutes a visible permanent product. A writer has also to consider that the written text may be interpreted long after the words have been committed to paper. Noted is that if the goal of the English teacher is to enable students to produce fluent, accurate, and appropriately written English, there are a number of aspects which need to be considered, and these will be high-lighted in subsequent topics. Writing therefore, is an activity that learners should be involved in, only after they have mastered other skills of language. This is because they can only write and use the structures and vocabulary which they have practised orally and read in word recognition exercises. Key to note is that for a writer to communicate effectively, they should have organizational skills, and grammatical skills, both of which are cognitive writing skills involved in the planning process, that is said to influence composition writing positively. This addresses the key variables in the study as well as the first objective- to explore planning strategies awareness by secondary school learners for English composition writing. Another key point raised

is that linguistic skills, (cognitive skill), is necessary for addressing the rhetorical problem. Next, the importance of writing is explored.

2.3 Importance of writing in academic settings

Writing is a very important skill both in academic settings, and long after school. It is a life- long skill, (KIE, 2002). According to Indira et al, 2011, the following are some of the reasons why education systems price writing so highly:

1) Writing plays a central role in schooling. Writing is used within school to regulate activities, rules, conventions, teacher directions, notices, formal newsletters to parents- all of which are done in writing. This is important because the written word carries authority.

2) Writing marks the kind of discourse that is highly valued. This is because it marks the transition from home to school, from primarily oral world of discourse to one in which writing takes pre-eminence.

3) Writing provides the medium and mode through which much of education takes place. Children learn writing as a system.

4) Writing is used by schools to assess progress. It is the principle mode and medium used in the examination systems.

5) Writing reinforces oral and reading skills previously learnt through note-making, hence, language items learnt become firmly fixed in the learner`s minds. Also, learners develop writing of formal documents which are helpful in employment and life after school- especially functional forms of writing. Writing enhances the development of creativity and imagination among the learners- a skill, key to composition writing, (Indira et al. 2011).

Clearly, the importance of the writing skill cannot be over-emphasized. This underscores the value of developing writing skills which are essential for effective English composition writing.

2.4 Approaches to writing

Current approaches to writing can be considered under two general headings: Traditional and Modern. The traditional approach is referred to as the product approach, while the modern approach is referred to as the process approach.

2.4.1 The product - oriented approach

The product approach to writing, regarded writing as a product generated by an individual writer. According to Gathumbi and Masembe (2005), this approach has three common features: A title is given by the teacher, learners are asked to write a composition of a given word limit to be handed in for marking at the end of the lesson, and teachers mark the composition and do not give feedback to the students. It is based on the assumption that the creative aspects of the writing process are mysterious and hence cannot be taught. The study and teaching of creative writing is limited to the conventions and mechanics of discourse such as the modes and structures of discourse, the characteristics of various genres, the norms of style and usage, (Gathumbi & Masembe, 2005). The teacher concentrates on form- syntax, grammar, mechanics and organization. Focus is also on the choice of vocabulary. Emphasis is on the accuracy and fluency and attention geared towards the finished product.

2.4.2 The process- oriented approach

The process- oriented Approach to writing is a direct contrast to the product- oriented approach. It combines two approaches to writing: *The communicative approach* and the *process approach*. According to Chan (1986), in Gathumbi and Masembe (2005). Firstly, it is based on the following assumption: People write to communicate with readers; secondly, people write to accomplish specific purposes; thirdly, writing is a complex process. Thus, writing is conceived as a communicative act. Hyland (2003), notes that the process approach has a major impact on understanding the nature of writing and the way writing is taught. Writing is viewed as a complex and recursive activity and not a linear one.

Learners are encouraged to think of their audience, that is, the reader, and the purpose for writing. Meaning rather than form is stressed. Writing is treated as a process which can be divided into three stages: Pre-writing, Composing, and Revision. At the pre-writing stage, learners think and create ideas on the basis of their interests, experiences, and knowledge, without much interference and restrictions from the teacher. The teachers' role is to facilitate the process. This stage is very active in which learners are encouraged in their pairs and groups to freely exchange ideas and opinions concerning the information structure, language, supporting arguments, and the best approach required. Important to note is the primacy of cognitive writing skills of pre-writing, also referred to as planning, drafting, also referred to as translating, and revising, also referred to as reviewing, are brought to the fore. Meaning, application of cognitive writing processes, which is a key variable in the study, can influence composition writing, which is also a key variable in the present study, positively. Further, grammatical skills and language mastery, both of which are

cognitive writing skills are key in facilitating the processes of pre-writing, drafting, and revising.

2.5 The nature of second language writing

Writing is a complex process that requires the author to be aware of and combine various components of language successfully. L2 writing becomes a conscious process especially if the L2 orthography is different from the learner's L1, and if the rhetorical style of the L2 is vastly different from that of the L1. L2 writers spend less time planning and organizing ideas and have more difficulties with these steps (Silva, 1993). To counter this, L2 instruction should include time for planning both content and form, for generating ideas as well as for improving accuracy, (Silva, 1993). Silva`s findings are key in putting the central idea of the study present study, which is, the use of cognitive writing processes in composition writing, into focus because when a writer plans less, has difficulties generating ideas and organizing them, and does less goal- setting, that is, he/she has difficulties utilizing the planning process, (one of the cognitive composing processes), the text produced will be poor. This implies that cognitive writing skills are likely to influence composition writing positively.

2.5.1 Second language writing as a process

It is noted that, for a second language learner, writing is an extension of listening and speaking. The process approach to writing is ideally suited to the second language learner since, listening, speaking, and reading can be naturally integrated with it. The processes that an L2 writer goes through are as follows:

1) **Pre-Writing**

This is the process of generating ideas to be used in producing the text. At the lower level of proficiency, students have a limited lexicon and therefore often have a difficulty expressing their ideas. Teachers should assist students generate vocabulary and grammatical structures relevant to the topic. This can be done through activities such as brain storming and note- taking, discussions, graphic organizers for eliciting, organizing and developing background knowledge, dictating and researching for information.

2) **Drafting**

At the drafting stage students write their ideas down using some of the notes, language and structures generated during the pre- writing activities. Second language students, especially need to be aware that their first draft does not have to be perfect and that the purpose of this activity is to get words on paper. This process is enabled through: Using notes taken during pre- writing activities which provide students with a starting point and a skeleton of ideas, which is especially useful for second language students whose ideas are restricted by their limited vocabulary; and Sentence completions, which may address the different ways to begin or end a paragraph or a story, or focus on vocabulary needed to describe or narrate a story.

3) **Revising/ editing**

Second language learners will need assistance during the revising/ editing in order to polish up their texts. All these activities are cognitive processes (thinking processes)

that are called upon by a writer during the composing process- referring to Hayes (1980) model. The point raised here is that cognitive writing skills are likely to influence a writer`s final draft, which is the study topic.

2.6 Differences and similarities in L1 and L2 writing

Composition writing researchers have established that there are differences and similarities between L1 and L2 writing. First, differences between L1 and L2 writing are explored.

2.6.1 Differences in L1 and L2 writing

Recent studies on differences and similarities in L1 and L2 writing have been conducted by several composition researchers. Silva (1993), conducted empirical research, to examine differences between LI and L2 writing. The results showed that writers devoted more attention to generating material in L2 than in L1, and content generation in L2, more difficult and less successful. In addition, Silva found that writers did less planning, at the global and local levels. Global level means the writer is dealing with the topic area from a variety of perspectives. Local level means the writer is dealing with syntactic and lexical options in the context of his/ her own written text. According to Silva (1993), L2 writers did less goal-setting and had more difficulty organizing generated material, (the same writers did not have this problem in L1). This researcher notes that the implication here means L2 writers find it difficult to manipulate the cognitive processes involved in text production as noted in the Hayes (1980) model, and this may lead to poor text production unless L2 writers are explicitly instructed using recommended strategies. This brings to the fore the value of cognitive writing skills in developing writing abilities in learners.

2.6.2 Similarities in L1 and L2 writing

Berman (1994) found out that many learners transfer their writing skills between languages, and their success in doing so is assisted by the grammatical proficiency in the target language. This then raises the question of language proficiency as a variable in essay writing. Matsumoto's (1995) research revealed that L1 writers transferred their strategies to L2 writing. Matsumoto points out that "as pointed out by one of the professors interviewed, there must exist something fundamentally common to any act of writing, regardless of the language, that is, something non- linguistic, but cognitive- strategic, that helps writers to meet the goal of producing effective and cohesive writing" (p. 25). This suggests that cognitive writing skills play a significant role in effective composition writing, and this is what the study seeks to establish. Beare (2000) carried out a study to establish what strategies are used in facilitating content- generating and planning during writing and whether L1 writing strategies are different from those of L2. Think- aloud protocols were used during the writing session. The results revealed that the strategies used in content- generation were: writing drafts, brainstorming, note-taking and note- making, and re- reading.

The findings were that proficient bilinguals use the same strategies in L1 and L2- meaning if an L2 writer is not proficient in the target language, their writing ability is impaired. This underscores the crucial role played by linguistic proficiency in composition writing as this will facilitate the cognitive composing processes. On the other hand, learners at lower linguistic proficiency will need teachers' explicit instruction in second language writing skills in order to transfer their skills from their L1 to L2 writing.

Cumming (1989, p. 118) points out that, as proficiency in the language improves, the writer becomes "better able to perform in writing his/ her second language, producing more effective texts." Thus, if writers are highly proficient in their second language, especially knowledgeable about the rhetorical structure in their second language, and experienced in writing in their first language, the transfer of skills may be expected, asserting that "it is conceivable that whatever thought a writer generated before writing can be expressed in a variety of ways not tied to a particular language". These findings underscore the primacy of cognitive writing skills in developing writing skills, and also begin to address objective one, of the study: to explore the planning strategies used by secondary students in composition writing.

2.7 Cognitive models of writing

Composition researchers have continued developing cognitive-based models of writing, which has marked a major departure from the Traditional paradigm of stages to process-based models. These models of writing have tended to define writing in terms of problem-solving, (McCutchen, Teske, & Bankston, 2008). Generally, writing problems arise from the writer`s attempt to map language onto his /her own thoughts and feelings as well as the expectations of the reader. This endeavor highlights the complexity of writing, in that, problems can range from strategic considerations, (such as the organization of ideas), to the implementation of motor plans, (such as forming letters). A skilled writer confronts problems such as generating and organizing task-relevant ideas; phrases, grammatically correct sentences that flow; use correct punctuation and spelling; and tailor ideas, tone and wording to the desired audience. This being the core of the Research Question of the study, the researcher examines

key cognitive models of writing that have evolved over the years, and their significance to the study. These models are supported theoretically and empirically.

The researchers agree that the act of composing is a complex cognitive activity involving the interaction of high-level thinking processes, (Galbraith, 2009). Looking at learner writing difficulties (as presented in section 2.11.3), lack of higher- order cognition, (thinking), leads to poor text production because such a writer has difficulties generating ideas and elaborating on them, developing and organizing ideas, lacks opinion and creativity and critical thinking-(lack of goal-setting, according to Flower & Hayes` model,1981). As the researchers continued revising their models, they hoped to: Better understand why expert writers produced better texts than novice writers, understand the role played by each of the thinking processes, that is, planning, translating, and reviewing, discover the most effective ways to instruct novice writers so that they develop their composing skills, and to develop strategies that can foster overall composing fluency, thereby developing writing expertise in novice writers.

2.7.1 The act of writing

Writing processes involved in the composing process are cognitive in nature. This is according to Flower and Hayes, (1980, 1981), who proposed a theory of the cognitive processes involved in composing, which laid ground for detailed studies of thinking processes involved in writing. According to Flower and Hayes, (1980), the act of writing involves three major elements:

1) **The task environment**

This involves the rhetorical problem or assignment, which writers attempt to solve by writing something including the rhetorical situation, audience, and the writer`s own goals in writing. In the present study, this refers to the writing assignment. They argue that defining the rhetorical problem is fundamental to better performance of the writer. This means that, a good writer is the one who can juggle all these demands, which are, defining the rhetorical problem appropriately, (relevance), audience awareness, (reader`s needs), and creativity, (goal-setting)- all of which are thinking processes, whose influence on composition writing, the study seeks to establish.

2) The long- term memory

Flower and Hayes, (1996), note that the writer`s long- term memory is a very important resource for a writer in that, it is a storehouse of knowledge about the topic, audience, linguistic knowledge, genre knowledge, writing plans, distinguishing among tone schemas, and problem representations. In the present study, this refers to the use of brain/cognitive processes. Therefore, the writer`s success greatly depends upon his/her ability to strategically retrieve relevant information to suit the rhetorical problem. This poses a challenge to the writer in retrieving useful information from the long- term memory and also in reorganizing or adopting that information to suit the demands of the rhetorical problem. This therefore, in the researcher`s view, implies that a good writer should have better retrieval skills, (which involves intensive brainstorming), as contrasted with a novice writer. This underscores the key role played by the cognitive writing skills, (thinking processes), in the composing process. For a writer to retrieve relevant information from the

long-term memory and adapt it to the rhetorical problem, he/she has to brainstorm.

3) **Writing processes**
In the study, this refers to actual writing activities. Flower and Hayes, (1981), postulate that the process of writing is best understood as "a set of distinctive thinking processes", (pg. 407), that are organized by the writer during composing. Secondly, these processes are hierarchical and highly embedded; meaning, any of these processes can be employed at any point within the composing process, also referred to as recursion. Lastly, the act of composing is a goal- directed thinking process and propelled by the writer`s own network of goals, Flower and Hayes, (1981). They identified three major writing processes:

1) **Planning**

Planning takes the writing assignment and the long- term memory as input and produces a conceptual plan for the document as output. This includes sub-processes of generating, (coming up with ideas from the long-term memory), organizing, (arranging those ideas logically in one`s mind), and goal- setting, (determining what effects one wants to achieve, and modifying one`s generating and organizing activities to achieve local or global goals), Flower and Hayes, (1981). These researchers note that, goal- setting is a key process that sets apart expert and novice writers because it is the process that enhances a writer`s creativity and critical thinking during composition writing. Staying on the same page with this view, this researcher observes that it takes cognitive ability for a writer to engage the writing processes so far discussed, throughout the composing process in order to produce quality text, and

that this could explain the composing disparities between expert and novice writers, Flower and Hayes, (1981). This is significant to the study because the findings could be useful in assisting writing learners to develop their composition writing skills.

2) **Translating**

The writer takes the conceptual plan for the document and produces text expressing the planned content. This process requires the writer to juggle all the specific demands of written English- (syntactical, lexis, semantics, and the English script). This can be overwhelming, given the limited capacity of the short-term working memory, which is a limited capacity system by which information is temporarily maintained and manipulated. This means that expert writers are able to work within the limited capacity of short- term memory, while novice writers are overwhelmed, resulting to poor text production, Flower and Hayes, (1981).

3) **Reviewing**

In reviewing, the text produced so far, is read with modifications to improve it through the sub- processes of revising and evaluating, which are recursive and can occur at any point during the composing process. Hayes and Flower (1981) concluded that writing involves complex problem- solving in which information is processed by a system of function which are specific components, under the coordination of the Monitor- a writing strategist within a writer`s mind that decides when to move from one process to the next.

In revising their model, Flower and Hayes, (1996), included an analysis that assumes three basic processes: Text interpretation, reflection, and text production. In this revised model, they sought to identify how various aspects of human cognitive capacity interact with these tasks, that is, text interpretation, reflection, and text production, distinguishing the roles of long-term memory, short-term memory and

motivation or affect. The contents of long-term memory are: distinguishing among tone schemas, topic knowledge, audience knowledge, linguistic knowledge, and genre knowledge. Similarly, the model specified how different aspects of working memory (phonological memory and visual spatial memory)-explained in details in the literature review- are utilized in the cognitive processes of writing.

Key to note is that this research enabled a characterization of differences between expert and novice writers,(Hayes & Flower,1986). To address the question of how content is retrieved from long- term memory, Flower and Hayes (1980) argue that expert writers construct a more elaborate representation of their goals, which they continue developing and modifying as they compose. They particularly develop explicit rhetorical goals for the text as a whole, and use these to guide retrieval of content. By contrast, novice writers rely on more content goals and tend to generate in response to content alone. Consequently, expert writers develop more elaborate plans, revise extensively as they compose and evaluate their work thoroughly as opposed to novice writers, (Hayes, et al. 1987).

The ideas raised by these researchers are salient in the present study. First, the processes discussed are cognitive writing processes whose influence on composition writing, the study seeks to investigate. Secondly, this model addresses the study objectives because it explains the strategies used at every stage of composing, all of which highlight the study objectives. Thirdly, the model is one of the most comprehensive classical cognitive models of writing which enabled a characterization of differences between expert and novice writers, (Applebee, 1984; Flower & Hayes, 1986), and the proponents have constantly modified it to suit modern times, (Flower

& Hayes, 1980, 1981, 1986, 1994). These researchers look at planning and the sub-processes, translation and its recursive nature, reviewing and the sub-processes in detail and their role in composition writing, which relates to the key variables of the study, as compared to similar studies, which have explored one or a few cognitive processes. For example, Bereiter and Scadarmalia, (1987), in their Knowledge-Telling and Knowledge-Transforming models, they explore the influence of the major processes on text production but do not consider the sub-processes. Kellogg, (1990, 1994), concentrated on drafting strategies at the planning level. For these reasons the researcher chooses Flower and Hayes's ideas as a basis for theoretical framework for the study. Next, the Knowledge-Telling and Knowledge-Transforming models whose ideas are also fundamental in exploring the study topic and objectives are reviewed.

2.7.2 Knowledge- telling model of writing

Bereiter and Scardamalia (1987) carried out studies in an attempt to explain the disparities between expert and novice writers. They summed up the disparities as a contrast between a Knowledge- Telling model of writing and Knowledge- Transforming model of writing. In this model, the development of ideas during writing depends on how the writer strategically controls the retrieval of content from the long- term memory in order to suit the rhetorical goals. It is assumed that novice writers employ a knowledge- telling strategy in which production of a text is guided by directly retrieving content as it is stored in long- term memory, without manipulating it to suit the writing task. In contrast, expert writers employ a knowledge- transforming model, which entails an elaborate representation of the rhetorical problem to be solved, and the use of goals derived from this process in guiding the generation and evaluation of content during writing. Consequently, expert

writer's exhibit evidence of reflexive thought during writing because they develop more elaborate plans prior to writing, elaborately modify these plans during writing, and revise their drafts extensively. Consequently, expert writers tailor their texts to the needs of the reader, and in adapting their thoughts to their communicative goals; such writers also develop their understanding of what they are writing about- (rhetorical representation). This perfectly concurs with the ideas of Flower and Hayes, (1980,1981,1986,1994), whose research findings report that developing explicit rhetorical goals for the text as a whole guides relevant retrieval of information which enables a writer to develop more elaborate plans, revise extensively as he/she composes, and evaluate their work thoroughly. As a result, such writers tend to produce effective texts. This therefore, seems to suggest that cognitive writing processes have positive influence on the development of learner writing skills.

2.7.3 Knowledge- transforming

Bereiter and Scardamalia, (1987), formalized these differences between novice writers and expert writers, in their knowledge- transforming model, which shares the general emphasis of classical cognitive models on the higher-level reflective thinking involved in writing. They held that knowledge transformation depends upon strategic retrieval, and in transforming knowledge, problem- solving includes analysis of the rhetorical issues, topic, as well as task issues, noting that these analyses results in multiple probes of long- term memory. In their numerous studies, Bereiter and Scardamalia, (1987), also reported findings that knowledge of (L2), genres of writing and their discourse conventions is a preliquisite to successful L2 writing, meaning, grammatical skills of the target language, specific genre knowledge and their discourse conventions, (rules governing a specific type of writing), are cognitive

writing skills that enable a writer to produce a good text. In the present study these processes are part of the cognitive writing processes whose role in composition writing, the study sets out to investigate.

2.7.4 Cognitive overload

All cognitive writing models hold that writing processes compete for limited cognitive resources. The individual processes of planning, revising, and translating require significant cognitive effort. Working memory is a limited capacity system in which information is temporarily maintained and manipulated, (Buddeley, 1986). When the limited working memory capacity is overwhelmed by the interaction of several cognitive processes during the composing process, it results to cognitive overload, causing impairment to the proper functioning of some of the processes. To avoid this, researchers have carried out studies on how to go about it.

In their series of studies, Bourdin and Fayol, (1994), found out that inefficient handwriting can slow text production while interfering with other processes. Bourdin and Fayol, (2000), report that working memory load due to transcription interferes with word storage- a sub-process essential for text generation. By disrupting text generation via word storage, inefficient word transcription may impede language representations to get transformed into words on the page- (translation process). The implication of these research findings is that automatic transcription is essential for efficient functioning of the writing process. This means that writing fluency and well developed language skills should ease cognitive overload and thus facilitate more fluent retrieval of content from the long- term memory.

Kellogg, (1990), undertook a study on the effectiveness of different drafting strategies. He compared the effectiveness of an outline strategy, and a rough draft strategy. In the outline strategy, writers generate and organize their ideas before writing after which they focus on translation and revision. In the rough draft strategy, writers translate the text while leaving revision to be done later. The results, as measured by direct retrospection, showed that in the outlining condition, writers planned less during text production since it had largely been completed prior to writing. In the rough draft condition, revising was reduced during the rough- draft and put off till later. Whereas rough- drafting showed no effect, outlining was associated with high quality final drafts. These findings suggested that the construction of a hierarchically organized outline before writing is associated with a higher quality final product than is the construction of an ordered list of ideas as is the case in the rough-draft condition. This concurs with what Flower and Hayes report. They postulate that cognitive writing processes, (planning, translating, and reviewing) have a hierarchical highly embedded organization in which any given process can occur at any moment during writing. This therefore underscores the influence exerted on the text by these cognitive processes. Kellogg, (1994), concluded that the effectiveness in the outline strategy is attributed to the fact that it enabled writers to better organize their ideas prior to writing, which then enables them to devote more resources to formulating these ideas effectively in text. This implies that L2 language skills should have a strong impact on the writing process, thus, L2 language proficiency may be expected to affect not just the well- formedness of the written text linguistically, but also the writer`s capacity to engage in the higher- level problem- solving activities characteristic of expert writing, (Galbraith, 2009).

2.7.5 Working memory

Kellogg (1996) presented a model of working memory, as adapted from Baddeley`s model- (1986), which has three components:

1) **The central Executive**, which is responsible for retrieval of information from long- term memory, control of attention and supervision of the whole system.

2) **The visual- spatial sketchpad** (VSSP), which stores and maintains visual and spatial material in the active memory.

3) **Phonological loop,** whose role is same as the one for VSSP. Adapting this model, Kellogg, (1996, 2001), asserts that the planning component requires both the VSSP and the central executive. Translation requires the central executive to plan sentences, and the phonological loop, to store and maintain verbal material while sentences are being constructed. Thus, working memory has been closely associated with translating fluency- a key cognitive writing process. Proofreading a text requires the central executive and the phonological loop, while editing requires the VSSP. Meaning, working- memory is important for facilitating cognitive writing skills, (planning, translating, and reviewing).

This model has been validated by several empirical research findings. Studies by Galbraith, et al. (2009), suggest that the spatial component of the working memory plays a crucial role in developing new ideas- (knowledge- transforming), during outlining, (Galbraith, et al. 2005; Galbraith, et al. 2009). Alamargot and Changuoy (2008), in their review of cognitive models, concluded that writing expertize comes

with maturity and practice. Reviewing cognitive model designs and analyzing how planning, translating, and revising processes function in these models, they examined how cognitive processes are controlled, how working memory operates within the key writing models, and how writers develop into expert writers, and observed the following:

1) Capacity is affected by how knowledgeable the writer is about the subject matter, ability to activate appropriate linguistic resources, and rhetorical strategies. They note that familiarity with the topic enables writers to select ideas from long-term memory and organize them into effective structures, hence, less demands on working memory capacity during planning and translating processes.

2) Expanding linguistic resources enables writers to become more fluent because lexical and syntactical structures become more automatic; allowing writers to address overall writing goals efficiently. This observation validates the ideas of Flower and Hayes in their revised model, (1996), where they postulate that the long-term memory, which is an important resource from where a writer draws useful information for content and text generation, contains topic knowledge, audience knowledge, linguistic knowledge, and genre knowledge, which enables a writer to generate a text.

All cognitive models of writing agree on one thing; what sets expert writers from novice writers lies in the way they employ their thinking processes as they compose, thus the focus on cognitive processes of writing in this study.

2.8 Strategies to manage the writing process

1) According to Dean et al. (2008), writing well, depends upon using strategies. This group of researchers notes that, since writers can cope with relatively few problems during drafting, strategies afford a systematic means for approaching these problems. All strategies work by focusing attentional resources on a specific group of problems, which generally relate to either planning or evaluating.

2) Strategic approaches may be grouped into top-down and bottom-up approaches. The top-down approach is characterized by advance planning strategies, such as outlining and concept maps. By frontloading some idea generation and organization Capacity is affected by how knowledgeable the writer is about the subject matter, ability to activate appropriate linguistic resources, and rhetorical strategies. They note that familiarity with the topic enables writers to select ideas from long-term memory and organize them into effective structures, hence, less demands on the working memory capacity during planning and translating processes.

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All cognitive models of writing agree on one thing; what sets expert writers from novice writers lies in the way they employ their thinking thereby resolving macro structural text issues early in the writing session. The writer may find drafting easier and more effective. In contrast, the bottom-up approach assumes that writers discover new and important ideas as their words hit the page. Bottom-up approach is characterized by much free writing and extensive revising. Meaning, the act of composing can prompt new ideas, which might not otherwise emerge. Additionally, this approach may be an effective exercise for improving handwriting fluency, (Dean et al., 2008).

The top-down approach enjoys more empirical support than the bottom-up approach. Numerous studies have found that making an outline tends to lead to the production of better quality texts. However, both have a sound theoretical basis, in that both approaches isolate idea generating or organizing from drafting. Since writing involves a complex interaction between a wide range of different processes, it places extremely high demands on the limited capacity of the working memory. In order to avoid cognitive overload, writers have to develop effective strategies for managing the writing process, (Flower & Hayes, 1980). Empirical support recommends the following strategies:

2.8.1 Planning strategies

Advance Planning can reduce working memory demands by frontloading and isolating some planning- related activities, thus simplifying things at the point of inscription .Writers who use advance planning strategy tend to produce better quality

texts, (Bereiter & Scardamalia, 1987; Deka Paz & Graham, 1997; Kellogg, 1988; Quinlan, 2004). There are several advance planning strategies:

2.8.1.1 Outlining strategy

Kellogg, (1990, 1994) undertook a study on the effectiveness of different drafting strategies. He compared outline and rough draft strategies in students who were writing letters. He found that making an outline improved letter quality because as they outlined, they devoted a greater percentage of composing time to lexical selection and sentence construction-(text generation), thus they spent more time composing their letters. In the outlining strategy, writers generate and organize their ideas before writing after which they focus on translation and revision. The results as measured by direct retrospection showed that in the outlining condition, writers planned less during text production since it had largely been completed prior to writing. Kellogg concluded that outlining was associated with high quality final drafts, as it enabled writers to better organize their ideas prior to writing, which then enables them to devote more resources to formulating these ideas effectively in text. Quinlan, (2004), found similar results in his study of middle school children who were composing narratives. The results of these studies suggest that advance planning strategies improve overall writing efficiency

2.8.1.2 Rough Draft Strategy
Kellogg`s study, (1990; 1994), revealed that in the rough draft strategy, writers translate the text while leaving revision to be done later. The results showed that

revising was reduced during the rough drafting and put off till later. This strategy showed no effect on the final draft.

2.8.1.3 Pre-writing strategy

This is the generation of ideas to be used in producing the text, which is done through brainstorming-(critical thinking), note-taking, note-making, discussions, organizing and developing background knowledge and researching for information (Silva,1993). She notes that these activities are useful in eliciting, organizing and developing background knowledge, dictating, and researching for information. This observation is validated by Beare`s study, (2000), carried out to establish what strategies are used in facilitating content-generation and planning during writing. Think-Aloud protocols were used during the writing session. Results revealed that the strategies used during content-generation were: writing drafts, also referred to as rough-drafting, brainstorming, and reading, also referred to as researching, for information from source materials. He noted that intensive brainstorming and reading imply that a writer possesses good retrieval skills that enable them to retrieve relevant information from the long-term memory to meet the rhetorical problem.

2.8.2 Translating strategies

Translating, as noted earlier, is one of the cognitive writing processes that take place during writing. This is the process of putting ideas into visible language, (Flower and Hayes, 1981), rather than translating one language to another. The term was chosen

over the others like "transcribe" or "write", to emphasize the peculiar quality of the task. The information generated in planning may be represented in a variety of symbol systems other than language, such as imagery or kinetic sensations. They note that trying to capture the movement of a deer on ice in language is clearly a kind of translation, and even when the planning process represents one`s thoughts in words, that representation is unlikely to be in the elaborate syntax of written English. Therefore, the writer`s task is to translate a meaning into a linear piece of written language, which requires the writer to juggle all the special demands of written English, (syntactic, lexical, semantics and mechanics). This, according to empirical evidence, can overwhelm the writer`s working memory, (Hayes et al., 1987). To overcome this problem, researchers have proposed the following strategies:

2.8.2.1 Recursive writing

Recursive writing is a cyclic form of writing whereby a writer can employ any of the cognitive writing processes, which are planning, translating, and revising, at any point within the composing process, as need be, (Flower and Hayes, 1987; Bereiter and Scardamalia, 1987). To address the question of how content is retrieved from long-term memory, Flower and Hayes, (1981) argue that expert writers, who have mastered the art of recursive writing, construct a more elaborate representation of their goals which they continue developing and modifying as they compose. This enables them to write high quality final drafts. These researchers also note that recursive writing enables expert writers to develop explicit rhetorical goals for the text as a whole, and use this to guide retrieval of content. By contrast, novice writers rely on more content goals and tend to generate in response to content alone. Consequently, expert writers

develop more elaborate plan, revise extensively as they compose and evaluate their work thoroughly, as opposed to novice writers, (Hayes, et al., 1987).

2.8.2.2 Free writing

Free Writing, also referred to as drafting, is translating a text without worrying about how well expressed it is, leaving monitoring of expression to revision of the draft after writing. Proponents of this approach assume that writers discover new and important ideas as their words hit the page, and is characterized by much free-writing and extensive revising, (Elbow, 1973, 1981). However, other studies have revealed that free-writing may only be an effective exercise for helping improve handwriting or typing fluency, but not the quality of text generation, (Kellogg, 1994; Hayes, 1996).

2.8.2.3 Reading strategy

Reading plays a central role in competent writing, (Hayes, 1996). Skilled writers often pause to re-read their own texts, (Kaufer, Hayes, & Flower, 1986), and such reading during writing has been linked to high quality of the written product, (Breetvelt, Van den Bergh, & Rjlaarsdam, 1996). During composing, reading can evoke other processes such as *planning-* to cue retrieval of information from memory or to facilitate organizing, *translating-* to rehearse sentence wording, *editing-* to detect errors, or *reviewing-* to evaluate written text against one`s goals. In addition, when composing from source materials, writers may use reading strategies directed towards evaluating and selecting information in source documents. Hence, a writer`s ability to comprehend a source document determines his/her ability to integrate information from it.

2.8.3 Reviewing strategies

In reviewing, the text produced so far is read, with modifications to improve it through the sub-processes of revising and evaluating, which are recursive and can occur at any point during the composing process,(Flower & Hayes, 1980). Revising a text means reading the written text with the intention of making meaningful changes that improve the text. Competent writers often revise their texts, (Bereiter & Scardamalia, 1987). Revising involves comprehending, evaluating and defining problems, (Hayes & Flower, 1987). In an effort to specifically determine where and how detection and diagnosis facilitate or block the revision process, Flower et al., (1987) designed a study which compared revision approaches implemented by students, teachers, and professional writers when confronted with a revision task. They "planted" problems in a letter and asked the participants to detect and revise the letter. The students in this study had difficulties detecting the "planted" problems as compared to expert writers, who knew immediately that they had many choices, such as totally ignoring a problem, dealing with it later, revising it immediately, or doing a total rewrite. The research results revealed that diagnostic skill is the most important factor in successfully revising texts, both on a surface and global level. They came up with two reviewing strategies: Detect/Rewrite and Diagnose/Revise.

2.8.3.1 Rewriting strategy

In using the rewrite strategy, the writer detects an error and simply rewrites it in the best way that he/she thinks could best correct the error without worrying about the nature of the error. Choosing the rewrite option is the simplest solution to problematic text, but can also overload working memory if the writing task is complex, since the

writer must juggle various planning and translating ideas before beginning to compose any new text. Novice writers tend to select the rewrite option because they assume it will be easier, not realizing how much the generation of new text will tax their memory capacity, (Flower et al., 1987). In addition, these researchers note that novice writers do not have the ability to categorize problems, that is, to see a problem in the text as meaningful familiar pattern, like more experienced writers. Since expert writers have a large repository of past writing experiences stored in their long-term memory, they can implement a rapid interplay of conscious and automatic processes as they revise, without overloading either working or long-term memory. Therefore, whereas, expert writers do global revision, novice writers do local revision.

2.8.3.2 Revising strategy

In using the revise strategy, the writer should have the ability to first recognize an error, and then place it in an appropriate category so that workable revision choices can be reviewed. Picking the best solution depends on the writer`s knowledge, which is stored in long-term memory. The researchers observed that expert writers chose this strategy which proved to be more effective than the rewrite option, preferred by novice writers.

2.8.3.3 Critical reading strategy

Revising depends upon reading strategies because reading is integral to knowledge-transforming, as it provides efficient means for defining and solving rhetorical problems, (Beefvelt et al. 1996; Hayes, 1996; Kaufer et al. 1996). Reading plays a central role in writing, (Hayes, 1996). Skilled writers often pause to reread their own texts, (Kaufer, Hayes & Flower, 1996), and such reading has been linked to the

quality of the written product. Hayes, (2004), described revising as largely a function of reading comprehension, and therefore writers must become critical readers of their own texts in order to assess the potential difficulties their readers might encounter. This researcher totally agrees with this position because, it means that a critical reader will easily meet the needs of their audience by eliminating bottlenecks that impede communication in his/her writing goals. McCutchen et al. (1997) reported that high and low- ability students employed different reading strategies when revising texts. High- ability students revised using a **skim- through strategy** that included re- reading the entire text after surface- level errors had been found. In contrast, lower- ability writers often used *a* **sentence by sentence reading strategy** that was not effective in diagnosing meaning- level problem. He concluded that a **skim-through strategy** was more effective in revising text than a **sentence by sentence strategy**. This therefore implies that until reading processes become relatively automatic, they may interfere with, or draw resources away from other writing processes. Dysfluent readers may be less able to critically read their own texts, leading to poor quality text production. It can safely be claimed that reading fluency is a prerequisite to quality text production.

2.9 Genres of writing

There are different genres of writing. In this section, the researcher will review the literature specifically on types of writing as stipulated in the Kenyan Secondary School English Syllabus. Of significance is that each genre of writing, and indeed, each occasion for writing presents specific problem- solving challenges to the writer. Cognitive models of writing do not directly address the specific problems inherent to each genre. There is strong evidence in the literature that points at the fact that,

demands of writing tasks vary significantly across the writing genres with regard to: The role of audience, the structural organization, mastery of textual cues and genre conventions, background skills for each genre, reasoning skills needed for each genre, and techniques of writing for each genre. The Kenya Secondary School English Syllabus (KIE, 2006), organizes the teaching of writing under two main categories:

1) Creative writing.
2) Varieties of writing.

Below is a review of the different writing genres:

2.9.1 Descriptive writing

Descriptive writing asks the student to describe something, such as, an object, a person, place, experience, emotion, situation, etcetera. This genre encourages student`s ability to create a written account of a particular experience and it also allows for a great deal of artistic freedom; the goal of which is to paint a vivid image moving in the reader`s mind, (Jack Baker, Allen Brizee, Elizabeth Anjel, 2013). It is important to discuss background knowledge skills and reasoning knowledge skills related to descriptive writing. First, background knowledge skills are reviewed.

a) Background knowledge skills related to descriptive writing

Background knowledge about a genre can facilitate comprehension by promoting a richer inference, and enhancing the composing processes, which are key to the study as the composing processes form the key variables in the study. According to Deane et al. (2008) Research Report, these effects are well established in the general psychological literature under the heading of Long- Term Memory, (Erickson & Kintsch, 1994). First, we have recognition of relevance. One of the first skills enabled by domain prior knowledge is a simple sense of relevance. This ability to recognize

relevance plays a role because, it serves as a cue for strategic retrieval of relevant information from the long- term memory that suits the rhetorical problem. Once the writer can associate the relevance of a topic to be described, they will most likely produce a quality descriptive text. Conversely, they will be unable to write about the topic if they have no prior knowledge of it. Secondly, recognition of relative importance. This is the ability to recognize aspects of a topic which are important and those that are secondary. This sense plays a role in writing whereby, it guides the author in choosing which concepts to treat as central and topical, and which to treat as subsidiary details, which may lead to a good organizing plan- (organizational skills which is a sub-process of planning, one of the cognitive writing processes whose influence on composition writing is under investigation in the study).

b) Reasoning skills connected to descriptive writing

 Exposition or descriptive is a form of informal reasoning where the focus is on presenting information rather than overcoming resistance to a contested claim. The following skills appear to support expository writing: First, *Classification,* which is the ability to determine what general categories are relevant to a specific case and to divide sets of individual entities into coherent subclasses. Secondly, *Comparison,* which is the ability to determine what features are common and distinctive between two individual entities or concepts. Third, *Definition,* which is the ability to unpack the meaning of a concept and restate it in text form, (organization). Finally, *Illustration*, which is the ability to identify good examples of a general concept. Key to note about these and other related skills that may be invoked during expository writing is that, these are thought processes; not organizational patterns.

Expository/descriptive writing communicates a structured interpretation and explanatory reasoning about a topic.

2.9.2 Expository writing

Expository writing is a type of writing that is used to explain, describe, give information, or inform. The text is organized around one topic and developed according to a pattern or combination of patterns. Organization skills are required for clarity of the text. The patterns used are: *Description,*-the author describes a topic by listing characteristics, features and examples. It provides details about how something looks like, feels, tastes, smells, makes one feel, or sounds. Expository essay demonstrates the writer`s knowledge and understanding of a particular topic. *Sequential or process,*- the author lists items or events in numerical or chronological order. *Comparison,*- the author explains how two or more things are alike and/or how they are different. Comparison shows the similarities between two things, while contrast shows the differences. *Cause/Effect,*-the author focuses on the relationship between two or more events or experiences. The essay could discuss both causes and effects, or address one or the other. A cause essay discusses the reasons why something happened, while an effect essay discusses what happens after a specific event. Lastly, *Problem/Solution,*-the author states a problem and lists solutions for the problem. The variation to this pattern is the question and answer format, in which the author poses a question and then answers it. The background and reasoning skills needed for an expository essay are similar to those of a descriptive essay.

2.9.3 Narrative essays

A narrative essay is often anecdotal, experiential, and personal. It allows students to express themselves in creative and moving ways. If it is written as a story, it should have all the parts of a story- Introduction, plot, characters, climax, and conclusion. The essay should have a purpose and written from a clear point of view. Creativity in narrative essays sometimes manifests itself in the form of authorial perspective. Narrative discourse requires all of the elements usually discussed in literature classes and analyzed purely for literary purposes. These literary elements are plot, characters, setting, and themes. However, most uses of narrative outside a purely literary setting involves factual narratives such as News- Paper Reports and similar day- to- day events. Each of the elements is a reflection of a human activity to understand social scenarios and not only to model the causal event structure of a narrative, but also to relate character motivation, and perceptions to the events presented. This kind of interpretive reasoning involves the creation and maintenance of a situation model in which events and their interconnections are stored, (Svaan, 2004; Svaan & Radvansley, 1998), as a kind of episodic memory, (Baddeley, 2000). Beyond the ability to map out the structure of a series of events, an entire series of abilities is connected with the ability to create an imagined world and to model scenarios of interactions among people within such an imagined world which is acquired very early in life. Here, the role of goal-setting, which is a sub-process of planning, which is one of the cognitive writing processes, is brought to bear. Goal-setting is the process responsible for a writer`s creativity, and it sets apart skilled writers and novice writers, (Flower & Hayes, 1980, 1981).

2.9.4 Argumentative writing

Argumentative essay, also referred to as persuasive writing, is a genre of writing that requires the student to investigate a topic, collect, generate, and evaluate evidence, and establish a position on the topic in a concise manner. Argumentative essays call for extensive research of literature, and may also require empirical research. The structure of an argumentative essay is held together by a clear, concise, and defined thesis statement that occurs in the first paragraph of the essay, clear and logical transitions between the introduction, body, and conclusion. Body paragraphs that include evidential support, and a conclusion that does not simply restate the thesis, but readdresses it in light of the evidence provided. There are background knowledge skills and reasoning skills connected to argumentation. First, background knowledge skills are reviewed.

a) Background knowledge skills related to argumentative writing

There is empirical evidence in the literature that prior domain knowledge can support effective persuasive writing in the following ways: Recognition of *plausibility*. This allows one to make immediate judgments of plausibility. Statements consistent with known facts have a certain plausibility that statements which contradict prior knowledge do not have. Background knowledge is a prerequisite to any attempt to formulate a plausible argument and thus write a persuasive essay. Next is *retrieval of evidence.* Background knowledge has the capacity to enable readers to retrieve facts known to support or counter a claim. We also have access to common-sense- Prior knowledge makes available common-sense explanations of facts that count as things that people already know (or think that they know). In addition, we have *enabling*

argumentative inference- Prior knowledge enables a writer to make inferences necessary for persuasive writing. On a cognitive basis, it is not easy to separate writing skills from prior knowledge. Next, are the reasoning skills.

b) Reasoning skills connected to argumentation

Students attempting to write an argumentation should possess the following skills in line with the model outlined in Hayes (1996): First, ability to formulate an explanation is measurable in part by the ability to write a sentence that accurately presents a thesis. Secondly, ability to elaborate an explanation is measurable in part by the ability to provide text that fleshes out the details of an explanation and applies that explanation to specific instances consistent with the explanation, Kuhns (1991). Third, ability to generate alternative explanations is measurable in part by the ability to produce multiple explanations for the same set of facts. Fourth, ability to recognize evidence is to be able to determine whether a particular fact or circumstance supports an explanation or militates against it. Fifth, ability to generate counter-arguments involves generating reasons why an argument is falsifiable in whole or in part. Lastly, ability to assess argument. Looking back at the literature thus far reviewed on genre-knowledge, and skills needed for each genre, the role of cognitive writing processes is underscored.

2.9.5 Varieties of writing

In the English Syllabus in Kenya, varieties of writing are taught under Functional Writing which encompasses writing for specific purposes, the content of which is taught under the following broad areas: Personal writing, social writing, study writing, and institutional writing. In all the types of writing, the student draws on the skills

thus far discussed and applies them accordingly. However, the only difference lies in the structural formats. Each of the writing variety has a specific format. The teacher should therefore explicitly teach learners the correct formats of the varieties of writing presented in the syllabus. Some of these specific writings are, minute-writing, official letters, curriculum vitae, memos, advertisement, notices, to mention a few, (KIE, 2006).

Having reviewed the literature on genres of writing, this researcher observes that genre knowledge is fundamental for the production of quality text as efficient composing processes are enabled.

2.10 Learning to write

Kellogg, (2008), notes that learning how to write a coherent, effective text is a difficult and protracted achievement of cognitive development that contrasts sharply with the acquisition of speech. Kellogg observes that writing an extended text at an advanced level involves not just the language system, but it also poses significant challenges to a writer`s cognitive system for memory and thinking as well. A writer can only put to use what they have stored in long- term memory if their knowledge is accessible, through being rapidly retrieved from long- term memory or by actively maintaining it in working memory. Further, "thinking is closely linked to writing, that the two are practically twins", Kellogg, (2008, p.126). This underscores the notion of composing as a form of problem- solving because, the problem of content and rhetoric consumes the writer`s attention and other recourses of working memory. According to him, a writer goes through three distinct developmental stages as they perfect their writing skills. The stages are discussed below.

2.10.1 Knowledge- telling

This stage consists of creating or retrieving what the author wants to say, and then generating a text on how to say it. At this stage, the author can begin to take into account the reader`s needs. By about the age of four years, children have acquired a theory of mind that allows them to take another`s perspective, (Wellman, 1990; Wellman, Cross, & Watsun, 2001), which helps them to plan what they need to say or write to communicate their ideas. However, at this stage , the writer`s representation of what the text actually says to him/her and , to some extent, how the prospective reader would interpret the text as written is impoverished early in writing acquisition. As the child grows through to adolescence, the text representation and then the reader representation, gradually become richer and more useful to the composer. This implies that the author must first be able to comprehend what the text actually says at a given point in the composition, that is, possesses a stable text representation; before he/she can imagine how the text would read to another person, that is, acquire a reader representation. Further, those representations must be constructed by the writer in a stable form before he/she can hold them in working memory.

Empirical research findings report that writers operating at the initial knowledge-telling stage of development clearly struggle with understanding what the text actually says. Beal, (1996), observed that young writers who compose by telling their knowledge have trouble seeing the literal meaning of their texts, as those texts would appear to prospective readers. This is further corroborated by the verbal protocols collected by Bereiter and Scadarmalia, (1987), which clearly document the essential

focus on the author`s representation rather than the text and the reader representations. Consequently, the text produced is a restatement of their thoughts.

2.10.2 Knowledge – transforming

This stage involves changing what the author wants to say as a result of generating the text. This implies an interaction between the author representation of ideas and the text representation itself. What the author says feeds back on what the author knows in a way not observed in knowledge- telling. Reviewing the text, or even ideas still in the writer`s mind can trigger additional planning and language generation. In reading the text, the author builds a representation of what it actually says. Although such reviewing may lead to a state of dissonance between what the text says and what the author actually meant, it can also become an occasion for re- thinking afresh the author`s ideas, Hayes, (2004). During Knowledge- Transforming, the act of writing becomes a way of actively constituting knowledge representations in long-term memory, (Galbraith, 1999), rather than simply retrieving them as in knowledge- telling. Verbal protocols of writers at the stage of knowledge- transforming reveal extensive interactions among planning, language generation, and reviewing during this stage of development, (Bereiter & Scadarmalia, 1987). The text thus produced is a greatly condensed version of the author`s thought processes. When the transition to knowledge- transforming is completed, it is clear that the writer can maintain and use both the author and text representations.

2.10.3 Knowledge- crafting

This is the third stage which characterizes the progression to professional writing. Kellogg (ibid), proposes that the three representations of, the author, text, and reader

are not fully accessible in working memory until the most advanced stage of knowledge- crafting is achieved. This then underscores the primacy of working memory in the facilitation of the cognitive processes in the composing process. The writer must maintain and manipulate in working memory a representation of the text that might be constructed by an imagined reader as well as the author and the text representations. This stage involves modeling of both the reader`s view of the writer`s message and the reader`s interpretation of the text itself. In knowledge- crafting, the writer shapes what to say and how to say it with the potential reader fully in mind, when revising it. Sommers, (1980), note that expert writers revise their texts extensively and globally as contrasted to novice writers who revise locally. She also reports that most novice writers confuse revising with editing, leading to poor text production. Thus, the progression from knowledge- telling to knowledge- crafting depends on training that must continue from childhood, well into adulthood.

2.11 Second language writers` composition difficulties

L2 writers face a myriad challenges as they learn how to compose, especially in academic contexts. Formulating new ideas can be difficult because it involves transforming or re- working information, which is much more complex than writing as telling. Many composition researchers report the following L2 writers` difficulties that learners are likely to face:

1) **Text organization problem**

Silva (1993), argues that writers do not make use of planning, organization, revision, and editing. Emerging writers tend to draft and just write on. They also do not revise, meaning that they are unable to apply the cognitive composing processes reviewed in the literature. Consequently, their texts are poorly organized. This researcher identifies the following Organizational problems:

i) *Content organization-* These are problems with choice, planning, and arrangement of content. A good writer plans and organizes before he/she starts writing. They may have ideas, but if they are presented in a jumbled manner, it poses difficulties on the part of the reader, (lack of text representation). This underscores the importance of the thinking processes and sub- processes according to the cognitive models of writing, earlier reviewed.

ii) *Poor structural organization-* The ideas may not be grouped together into distinct paragraphs or learners may begin every sentence on a new line. No introduction, body, and conclusion. Paragraph may appear random, lack topic sentence, or address too many points in one, or no logical linkage.

2) **Language problems**

Good writing relies on a child`s language abilities improving steadily over time. A language problem may manifest itself in a child`s writing as: Poor vocabulary, awkward phrasing and unconventional grammar, inappropriate use of colloquial

Language, difficulty with sentence structure and word order, and trouble reading back what is written (Wellman, 1990). As noted earlier, language proficiency is needed for good writing because, it not only facilitates retrieval of relevant information from the long- term memory needed for the writing task, (rhetorical problem), but also enables the writer to revise the text appropriately.

3) **Higher order cognition problems**

Children with this problem are unable to use writing to present a sound argument, or convey a sophisticated or abstract idea Kellogg, 2008; Beal, 1996). These researchers report that, this problem may manifest in a child`s writing as: Trouble generating ideas or elaborating on them, difficulty developing and organizing ideas, lack of opinion or sense of audience, and difficulty with writing tasks that require creativity and or critical thinking. This means that such learners have problems with *planning, organizing*, and *translating*, all of which are key cognitive processes that take place during composing, leading to poor text production.

4) **Memory Problems**

As earlier noted, many writing processes need to be automatized in order to ease working memory overload, which is critical for cognitive composing processes to function efficiently. According to Galbraith (2009), Children with this problem may have difficulty recalling spelling, grammar and punctuation rules, accessing prior, knowledge while writing or organizing ideas. This researcher asserts that, a memory problem may manifest itself in a child`s writing as Poor vocabulary, many misspelt words, frequent capitalization, punctuation and grammar errors.

5) **Sequential ordering problems**

Beare (2000) argues that, children who struggle with sequential ordering problems have difficulties putting or maintaining letters, processes, or ideas in order. This researcher explains that a sequential ordering problem may manifest itself in a child`s writing as poor letter formation, transposed letters and spelling omissions, poor narrative sequencing, and lack of transitions, hence causing incoherence.

6) Writing Style

Children with this problem have difficulties choosing appropriate writing style such as appropriate register- formality/informality, literary devices such as symbolism, imagery, and so forth, and Language choice depending on the audience (Applebee, 1984)

7) Lack of Foundational Rhetoric Constructs

These include mode, audience, purpose and the ways writers negotiate these constructs to produce powerful messages in various genres and media for various audiences Galbraith, 2009). Clearly, unless these difficulties are fixed, L2 writers will continue experiencing difficulties.

2.12 Writing as a social cognition

The literature so far reviewed has focused on writing entirely within a cognitive psychology perspective, in which the focus is on the processes that go on in a writer`s head during composing. Another perspective on writing takes into account the fact that cognitive skills that writers deploy are, socially situated and take place in social contexts that encourage and support particular types of thinking. Social-cultural approaches to writing emphasize that writing is situated in actual contexts of use,

mediated by social conventions and practices, and acquired as part of being socialized into particular communities of practice.

The socio-cultural approach to writing emphasizes that the actual community practices deeply influence what sort of writing tasks will be undertaken, how they will be structured, and how they will be received, and that such constructs as genres and models of writing are in fact conventional structures that emerge in specific social contexts and exist embedded within an entire complex of customs and expectations, (Heath, 1983). Heath, (ibid), showed that literate practices vary across classes within the same society and that the cultural practices and home and community can reinforce or conflict with the literacy skills and expectations about writing enforced in school. This therefore means that the socio-cultural background of a person influences one`s writing. Various socio-cultural studies have shown that, the purposes for which writing is undertaken, the social expectation that govern those purposes, the specific discourse forms available to the writer, the writing tools and other community practices that inform their practice, reflect a larger social context that informs, motivates, and ultimately constitutes the activities that are undertaken by a writer.

It is important to note that the specific reviewed cognitive skills and abilities needed to perform well in academic writing exist as practices within a particular discourse setting and cultural context. Cultural communities provide the ultimate measure of writing effectiveness. Hence communities of writing provide occasions for writers to exercise writing skills. Important to note also is that the many specific cognitive processes that are involved in writing are embedded in a larger social situation. That situation can be quite complex, involving both an audience, and a rich social contexts

of well- established writing practices and a variety of social conventions and institutions. The next section looks at evaluation of student writing and measurement.

2.13 Evaluating student writing methods and measurement

Various writing studies have been conducted on developing tools that can accurately measure students` writing. The following is a review of suggestions put forward by researchers regarding this issue.

2.13.1 Measuring writing quality

According to the " Standard for basic Skills Writing programs" developed by the National Council of Teachers of English and reprinted in " National Standards: Oral and written communications", (1984), when we measure the quality of students` writing, we should focus on before and after samplings of complete pieces of writing.

2.13.2 Analytic Scale

To measure growth in the use of these conventions, an analytic scale analysis of skills (Cooper & Odell, 1977), can be developed and used effectively with samples of students` writing. This instrument describes briefly, in non-teaching language, what is considered to be high, mid and low quality levels in the following areas: The students` ability to use words accurately and effectively; the ability to use Standard English; The ability to use appropriate punctuation; the ability to spell correctly. Each of these skills is ranked for each paper on a continuum from 1 (low) to 6 (high) (Hyslop, 1983). In addition to these instruments, various teacher/ writers in the writing field share strategies they have developed for measuring writing quality.

 One of them is holistic scoring techniques proposed by Krest, (1987), that involve general comments and the potfolio. Another one is measuring of particular writing goals, as suggested by Cooper and Odell, (1977). They suggest that teachers can eliminate much of the uncertainty and frustration of measuring the quality of these samples if they will identify limited types of discourse and create exercises which stimulate writing in the appropriate range but not beyond it. In their model, they present explanatory, persuasive, and expressive extremes as represented by the angles of the triangle. Each point is associated with a characteristic of language related to a goal of writing with assignments and the resulting measure of quality focused on that particular goal. The next one is four-part rating scale, proposed by Hottleman, (1988), who offered the following four- part- rating scale to be used after the characteristic to be measured is established: First, little or no presence of the characteristic. Second, some presence of the characteristic. Third, fairly successful communication through detailed and consistent presence of the characteristic. Fourth, highly inventive and mature presence of the characteristic. Krest, (1987), presents a modification of this processes by measuring the quality of students` writing with the following levels of concerns in mind: (HOCs) high order concerns, which focus on details and organization; (MOCs) middle order concerns, which focus on style and sentence order, and (LOCs) lower order concerns, which focus on mechanics and spelling. Cast, (1998), in a comprehensive research into different methods of composition rating, concluded that the Analytic method, "though laborious and unpopular, appears almost uniformly the best" (Cast, 1998, p.102), and that the unreliability of rating, "can evidently be greatly reduced by standardized instructions and by the training of examiners." Cast, 1998, p.102).

2.13.3 Cognitive level and quality writing assessment rubric

The University of South Florida (USF), developed the Cognitive Level And Quality Writing Assessment (CLAQWA) instrument, (Penner, 2010). Penner conducted a study in which she compared cognitive writing skills of learners and the quality of compositions that they wrote. The findings were that those whose cognitive skills level were high, wrote quality compositions, as compared to those whose cognitive writing skills were rated low because they wrote poor quality compositions. She concluded that cognitive writing skills enhance quality composition writing. The development of CLAQWA rubric was in response to valid academic concerns about the writing skills of students, (*Writing and Thinking Assessment*, 2007), in Penner, (2010). CLAQWA is a 16-point rubric that measures 2 scales: cognitive skills and writing skills. Each point is evaluated on a 5-point continuum. The points on the rubric are selected to match the assignment. Teachers can use in combination or separately for writing assignments. The cognitive scales of the 2-point scale were derived from the work of Bloom, (1984). The CLAQWA grouped the cognitive levels as follows: 1) knowledge, 2) comprehension, 3) application, and 4), analysis, synthesis, and evaluation. The writing quality assessment of the 2-point scale derived from commonly understood writing goals like, unity, support, coherence and sentence skills, which are writing measurement frequently named in composition writing textbooks. Both the level of cognitive writing skills and writing quality are evaluated on a 5-point continuum, (Flateby & Metzger) in Penner, (2010), as detailed in Appendix 3. This rubric shares similar ideas as those advanced by Cooper and Odell (1997), Krest (1987), Hotman (1988), and Cast (1998), as detailed in section 2.13.2 of this thesis. The university initiated the development of the instrument in response to their general assessment that identified writing as a weak area. As trained scorers

assessed students` papers, they learned that the weakest student skills were cognitive. As a result, USF used test results to revise their general education curriculum so that it would include process writing courses that emphasize critical thinking skills.

Compared to other frequently employed writing scales, CLAQWA has proved invaluable because it is more flexible, hence can be implemented across a broader range of disciplines yet be as specific as needs dictate. Secondly, it is a rubric that measures both cognitive and writing skills. Since the initial effort, the CLAQWA has been revised in various versions to serve diverse purposes, (Flateby, 2007). It can now be used by both students and teachers in a variety of formats that serve numerous purposes. It also made the language of writing assessment clear to all potential users of the instrument. CLAQWA has evolved into an instrument that can inclusively meet students, faculty, and institutional needs. Another aspect of student writing involved the cognitive level of the assignment. Every writing assignment did not involve all of the higher order thinking skills; some assignments only required lower order thinking skills. This instrument enabled instructors to tailor the rubric to the assignment, helped them design the assignment carefully, and helped them communicate their cognitive expectations to the students. The present researcher found the ideas of these researchers very valuable in preparing the marking guidelines for the written task, but tailored it to suit the given assignment.

2.14 Related studies

Many composition studies in Kenya have focused mainly on external issues, while those that have interrogated cognitive writing processes focused on only one of the three cognitive writing processes whose use in composition writing, the current study

sought to investigate. A few citations will suffice. Silva (1993) conducted a study 'to examine differences between L1 and L2 writing'. The study used 'Think Aloud' protocols to observe how successful the writers employed cognitive processes that facilitated the planning process, while composing. The results showed that content-generation in L2 was more difficult and less successful; L2 writers did less goal-setting and had more difficulty organizing generated material. As a result, L2 writers planned less during composing. The study also found out that the planning process was done through brainstorming, note-taking, note-making, and brainstorming strategies. Content-generation, goal-setting, and material- organization are all sub-processes of the planning process during the composing process. Therefore, Silva (1993) concluded that L2 writers plan less because they are unable to manipulate cognitive processes involved in text- production. Silva`s study is similar to the present study because it examines the role of the planning process in text-generation, which is one of the cognitive writing processes that the present study also sought to examine. However, it is different from the present study because, whereas it investigated only one of the cognitive writing processes and used 'Think- aloud' protocols to obtain data for the study, the present study investigated the use of all the three (planning, translating, and reviewing) cognitive writing processes in composition writing, and used questionnaires and written task for data collection. Nonetheless, the findings of the present study confirmed those of this particular study.

Beare (2000) carried out a study to establish what strategies are used in facilitating content-generation and planning. 'Think-aloud' protocols were used during the writing session. The results revealed that the strategies used in content- generation were: writing drafts, brainstorming and reading (researching for information). Beare`s

study is similar to the present study because it investigated the strategies used in the planning process, which is one of the cognitive writing processes whose awareness and use by learners , the present study investigated. The difference is that, Beare`s study investigated the strategies that enhance content-generation during the planning process, which is one of the cognitive writing processes investigated by the present study. In addition, Beare`s study used 'Think-aloud' protocols to collect data, while the present study used questionnaires and a written task.

Magut, (2000), investigated 'the use of Process Approach in teaching writing skills' which investigated different approaches used by teachers of English in teaching composition writing in English. He used observation schedules to observe lessons in class, and also administered questionnaires. He observed that most teachers find it difficult to teach writing, consequently, they rarely taught composition writing. Moreover, they used ineffective approaches to teach, such as lecture method. The study recommends the use of more effective approach to teaching composition such as the Process Approach.

In another study, Kemboi (2011) investigated 'the challenges in teaching composition writing in Kenyan secondary schools'. She used teacher and learner questionnaires, and administered a written task to the learners. The findings revealed that writing is not taught effectively in schools due to: inadequate resources; heavy teaching workload on the part of the teachers; lack of motivation in both teachers and students; mother-tongue influence and; limited use of English both in school and at home. On the written task, the researcher reports that most learners were unable to effectively communicate in writing due to inappropriate use of vocabulary and poor sentence

structures. She attributes this to learners` frequent use of MT, Kiswahili, and *Sheng*. The study recommended that teachers should give learners motivating tasks, use techniques that are learner-centered such as dramatization, role play and group writing.

In yet another study, Khalayi (2011) investigated 'the effect of gender and attitude on composition writing'. She also sought to 'establish the challenges faced by ESL writing learners'. She, like Kemboi (2011), used teacher and learner questionnaires, and a written task administered to learners. She reported that girls performed better than boys in composition writing, and this, she attributed to positive attitude that girls seemed to have towards composition writing, as opposed to boys. She also reported a myriad challenges faced by writing learners such as, teachers` and learners` poor attitude, among others already cited by previous studies.

Kochung (2012) investigated 'strategies used in teaching English composition in primary schools in Kenya.' He used observation schedules and teacher questionnaires to collect data. The findings indicated that repetition, discussion, questioning, guided writing, and demonstration, were the most frequently used strategies in teaching composition to learners. On the contrary, group work, peer teaching, co-operative teaching, and dramatization were the least used strategies, yet, they are the most effective strategies in composition teaching. He concluded that poor performance in English composition writing among primary schools in Kenya was due to the use of ineffective teaching strategies. Therefore, the study recommended that teachers should use effective teaching strategies in order to improve learners` performance in English composition writing.

Bernard and Samuel (2014) carried out a study on how to improve the practice of giving feedback on ESL learners` written composition through use of self-correction and conferencing on ESL learners` compositions to supplement improved teacher written feedback. The findings showed that the use of these additional strategies (self-correction and conferencing on ESL learners` written compositions) can lead to improved quality of learners` written compositions and learners` increased motivation and confidence in writing.

However, these and many more studies, have not interrogated the role played by the cognitive (thinking) writing processes that a writer engages in, during the actual composing. These studies have been concerned with how to improve the finished product, (written composition), yet paying little attention to the moment to moment mental process that a writer engages in, which the researcher feels is fundamental to the quality of the finished product. It is therefore with this view in mind that the researcher set out to explore the use of cognitive writing processes in composition writing, looking to making a contribution towards improving the development of ESL learners` writing skills. This study focused on the use of cognitive writing processes in composition writing, which shade light on the role of these processes in composition writing. This study attempts to fill part of this gap because it sought to establish the role played by the cognitive processes that take place during the composing process with a view to recommending some practical instructional strategies that would be useful to the writing teachers of English. The findings make a contribution to the composition writing research body of knowledge. While this study appreciates research findings reported by previous studies on this topic, in addressing

the research problem, the findings make a contribution to helping learners become fluent L2 writers, and their teachers to understand the writing processes they go through.

2.15 Chapter summary

This chapter discussed literature that is related to the study topic. Specifically, related studies, and their findings have been discussed. The reviewed literature helped the researcher in understanding the relationships that exist between cognitive writing processes and composition writing, and therefore, enabled the researcher in identifying the missing gaps, which justified the need for the present study. In addition, the review also assisted the researcher in making a strong case for the study`s objectives and research questions, in that, first, the review revealed that cognitive writing skills are higher thinking processes that are important resources for a writer, and that writers utilize these resources differently, which makes good or poor writers. Secondly, cognitive writing processes draw heavily on the long-term memory, which according to the reviewed literature, contains knowledge about distinguishing among tone schemas, topic knowledge, audience knowledge, linguistic knowledge, and genre knowledge, all of which are important resources for a writer. Key to note is that the writer`s ability to manipulate these cognitive processes makes the difference between a good and a poor writer, and this is salient to the study. Therefore, this study sought to establish: planning, translating, and reviewing strategies awareness for composition writing, among secondary school learners in Kenya, and how they use these strategies. The next chapter looked at Research Design and Methodology.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter provides a description of the research design and methodology that was used in the study. It focused on the research design that was used, study area, target population, the sampling procedures that were employed, research instruments, and validity and reliability of the instruments, data collection and data analysis procedures. It also looked at ethical and legal issues in research.

3.2 Research Design

A research design is "a systematic and scientific way of solving the research problem," Serem et al.(2013, p.25). The research design in this study is the procedure used by the researcher to select the sample, administer the research instruments and analyze the data collected. This study employed the descriptive survey design. Descriptive survey methods are concerned with the conditions or relations that exist, in this case, the relationship that exists between cognitive writing processes and composition writing in English. Such methods are designed to investigate the current status and nature of a phenomenon, Kasomo, (2007). A survey is a type of descriptive research method which is used to gather data from a large number of sample at a particular point in time so as to describe the nature of the problem being investigated, Kasomo, (2007). A survey was suitable for this study because first, it enabled the researcher to explore the existing associations between cognitive writing skills and composition writing in English. This was so because the data collection instruments , that is , a written task and a questionnaire for students, which were used, were useful

in exploring facts on learners` awareness and use of cognitive writing processes in composition writing. Secondly, since a survey can be used in collecting original data for the purpose of describing a population which is too large to observe directly, it enabled the researcher to use a study sample of respondents drawn from all the 1186 form four students in Likuyani Sub-County, to describe the cognitive writing processes that all the students in Likuyani Sub-County secondary schools are aware of, and use in composition writing. In addition, it allowed for generalizability of study findings to the target population because surveys are excellent vehicles for the measurement of characteristics of large population, Kasomo, (2007).

3.3 Area of study

The study was conducted among public secondary schools in Likuyani Sub-County of Kakamega County, Kenya. Likuyani Sub-County is one of the newly created Sub-Counties, hived off from the larger Lugari Sub-County. It boarders with Lugari, Uasin-Gishu,Trans-Nzoia, and Bungoma Counties. The Headquarter offices are located at Kongoni Trading Centre. This sub- County is home to different communities like Luhyia, Kalenjin, Kikuyu, Luo and Kisii. These communities are multilingual- they speak several languages. However, Kiswahili is their Lingua-Franca, (commonly used language among the communities), while English is their official language. The researcher found Likuyani Sub-County suitable for the study in that, by conducting research on examining` the use of cognitive writing skills and the quality of composition writing among secondary school students` in the Sub-County, the researcher hoped to generalize the envisaged results to secondary school learners with similar composition writing challenges in Kenya. This would make a

contribution towards improving composition writing fluency in English among not only learners in the Sub-County but also in other public secondary schools in Kenya.

3.4 Target population

A population is the entire group of individuals, events or objects having common observable characteristics, while, the target population is that population to which a researcher wants to generalize the results of a study, (Mugenda, 2003). The target population for this study, which is an accessible population, was all 1186 form four students in Likuyani District taking English language as a subject. The researcher targeted the form four students in the district for information in the study. The total number of public secondary schools in the district at the time of the study was 26, out of which 24 are Sub –County Mixed Secondary Schools, and 2 are single – sex Extra-County Public schools. The total enrolment as at January, 2014, stood at 7982, (Likuyani Sub-County Enrolment Master Roll-2013).

3.5 Sample size and sampling procedures

A sample is a smaller group obtained from the target population, Mugenda, (2003). Sampling is the process of selecting a number of individuals or otherwise, for a study, for the purpose of securing a representative group which enables the researcher to obtain information for a whole group. Factors such as cost, time, inaccessibility, huge population, constrain the researcher from gaining information from the entire population, thereby necessitating a sample, Mugenda, (2003). Likuyani Sub-County has 26 public secondary schools, 24 of which are Sub-County Secondary Schools, and 2 are Single – Sex Extra-County Schools. A total of 8 schools were sampled for the study. This formed 30% of the total number of public schools in the district, as

recommended by Kerlinger, (1983). This was because Sub-County schools have the same cut-off entry mark to form one, based on K.C.P.E performance. In addition, the students are exposed to similar learning environment in terms of facilities and social status which minimized extraneous variables.

The sample size was 200 form four students drawn from the 8 schools sampled for the study, 25 selected from each of the 8 schools. The sample size was arrived at by referring to the matrix table developed by Krecie and Morgan, (1970), as cited in Kasomo, (2007). This Table is presented in Appendix 7. According to this matrix table, a sample size is determined by the population size. In this study, the population size was 1186, which corresponds to a sample size of 200 participants as highlighted on the matrix table in Appendix 7. Moreover, Fraenkel and Wallen (2000), argue that a sample size of 100 respondents is acceptable for a descriptive research. In addition, Anderson (1990) claims that samples in the range between 100- 200 are rarely brought into question on the basis of size. *Simple random sampling technique* was used to select the 8 schools sampled for the study. The lottery method was employed, whereby the names of all the public secondary schools in the district were written on slips of paper, folded and put in a container. Randomization was achieved by picking the slips from the container, which minimized sampling error because each element of the sampling frame had an equal probability of selection. *Simple random sampling technique* was used to select 25 form four students from each of the selected schools. Again the lottery method was used where by 25 slips of paper were written on, 'Yes' and the rest were written on, 'No'. Those who picked 'Yes' participated in the study. This was repeated for each of the 8 schools, which ensured no bias in the selection of the study participants. In schools with more than one stream, *simple random*

sampling technique was used to select one form four class, from where the 25 form four students were randomly selected. *Purposive random sampling technique* was used to specifically select form four students from the 8 schools. Form four class was ideal for the study on the assumption that they had acquired the highest knowledge of cognitive composing skills, and also, covered most of the writing topics in the syllabus, and therefore, more knowledgeable than the lower forms. Therefore, a sample size of 200 form four students taking English as a subject in the selected schools in Likuyani Sub-County, participated in the study.

3.6 Research instruments

Research instruments are tools used to collect data. A written task and a questionnaire for students were used to collect data for this study. The researcher developed the students` questionnaire and prepared a marking scheme for the written task. The marking scheme was developed based on the cognitive and Quality of Writing Assessment, (CLAQWA) rubric, (section 2.13.2), and the analytic method (section 2.13.1), whose ideas are similar, but modified it (Appendix 5), to suit the needs of the assignment that was given.

3.6.1 Written task

A composition assignment was administered to the sample population of 200 form four students by the researcher, with the help of the 2 research assistants selected to assist with the composition rating. This exercise took 70 minutes to accomplish in each school, which was sufficient time because, the recommended time afforded for writing in high school is 70 to 90 minutes (KIE, 2006). Talking to the participants in the presence of their teachers of English before administering the written task reduced

the learners` anxiety, and hence they wrote in a relaxed environment. A single topic written task gave participants a common platform in terms of the topic, mode of discourse, time afforded for writing, and the examination situation, hence no participant was unduly disadvantaged. Doing the task in the morning hours was conducive enough for the participants since they were still fresh in mind. The identity of the participants was concealed to avoid rater- bias. Rater-fatigue was controlled by not allowing them to rate for long hours; rating same number of papers; working in the same room where the researcher ensured control.

The written task established the learners` awareness and use of planning, translating, and reviewing strategies during composition writing, which was reflected in the learners' mastery of the following aspects in composition writing: assignment requirements, organization and development, consistency and reasoning, language use, and grammar and mechanics. Each of the five aspects assessed, had specific traits, which are indicators of a student`s ability to effectively use cognitive writing skills in composition writing, view Appendix 5. Both cognitive writing skills and writing quality are evaluated on a 5-point continuum, whereby, a student rated grade 5 in a given trait exhibits the highest ability in the use of cognitive writing processes (planning, translating, and reviewing), while the one rated grade 1 exhibits the lowest ability in the use of these processes. Therefore, students whose grades lay between 4 and 5 in most of the traits examined in each of the five aspects assessed, demonstrated effective use of cognitive writing skills in composition writing. On the other hand, those whose grades were below grade 3, demonstrated inability to effectively use these skills in composition writing, while those whose grades were mainly grade 3, recorded average ability in the use of these skills in composition writing. The higher

the grades scored, the more effective the use of cognitive writing skills in composition writing, and therefore, the higher the quality of the composition written. Conversely, the lower the grades scored, the less effective the use of cognitive writing processes in composition writing, and hence the lower the quality of the composition written. Frequency distribution tables, and percentages, were used to describe the general performance trend.

The title of the written task was, "An interesting event in my life", and it is presented under Appendix 3, which was adopted from Bungoma County KCSE Trial Examinations, July, 2012 (101 English, paper 3). The marking scheme was prepared by the researcher, in line with the CLAQWA rubric (section 2.13.2), and the Analytic method (section 2.13.1), but modified to suit the needs of the writing assignment. This was also closely guided by the writing assessment tools developed by researchers, (Cooper & Odell, 1977; Hottleman, 1988; Krest, 1987), all of whom share similar composition rating ideas. They propose a four-part-rating scale to be used after a specific characteristic to be evaluated is established. The rating was done by the researcher and 2 research assistants who were teachers of English. All students who were rated grade 4-5 were described as using cognitive writing processes appropriately and effectively in composition writing. While those who were rated grade 3 were described as having average ability in the use of these processes. Those rated grade 1-2 were described as being unable to use these processes effectively in composition writing. Information elicited from the written task addressed objective four of the study.

3.6.2 Learner questionnaire

A self-administered questionnaire administered to the participants established the learners` awareness and use of planning, translating and reviewing strategies in composition writing. The administration of the questionnaires by the researcher herself ensured high return rate of the questionnaires. The questionnaire had two parts:  Part 1 sought information on the participant`s personal data, and Part 2 addressed the objectives of the study. The questions in the questionnaire were both closed- ended, (structured) and open- ended, (unstructured), which complimented each other in gathering exhaustive data on learners` awareness and use of cognitive writing processes in composition writing. Data collected was both quantitative and qualitative, because data elicited from the open ended questions was classified and described, hence yielding qualitative data, while the closed ended questions yielded quantitative data. Question 1-2 elicited information on planning strategies, for objective one of the study ; Questions 3-5 elicited information on translating strategies, for objective two of the study; and Questions 6-7 elicited information on reviewing strategies, for objective three of the study.

3.7 Data collection procedures

The researcher undertook the following pre-fieldwork logistics issues: obtaining a research permit, which delayed due to online application that was very slow; establishing a work plan; recruiting research assistants and training them; pre-testing the research instruments; and administration of the instruments. First, the researcher got a letter for the research permit from Moi University, after which an application for a research permit from the National Council for Science and Technology, allowing her to carry out research in the stated study area. The researcher then proceeded to the

County Education Director to get written permission to carry out research in the sampled schools. Then a letter of permission to the school head-teachers of the sampled schools, requesting to carry out research in those schools was prepared and given to head teachers.

Secondly, the researcher recruited 2 research assistants who assisted in the marking and rating of the written task, (compositions), to assess learners` awareness and use of cognitive writing processes in composition writing. The recruitment process was possible because the researcher requested other known researchers to recommend gradable research assistants whom they had used in similar studies. These were teachers with over 5 years' experience teaching English subject in secondary schools, and examiners of the same at the national level.

Third, the training of the grading research assistants by the researcher on the use of the data collection instrument, (the written task), ensured accuracy in the data collection process. A one-day training of the grading teachers was conducted not only to familiarize them with the study content, topic area and study objectives, but also, to develop a common understanding of the grading process for students` awareness and use of cognitive writing processes, (planning, translating, and reviewing strategies) in composition writing. During this training, grading guidelines, (marking scheme), were shared and discussed to develop common understanding of the writing task and thereafter, the study questionnaire. The assistants would be ready to grade the compositions written by the pilot class to test the appropriateness of the study tools and whether they measure or elicit relevant responses.

Finally, a schedule of administering the research instruments was drawn by the researcher after piloting of the instruments. The instruments were administered to the 200 participants by the researcher and the research assistants on separate days, one school per day, till all the 8 schools sampled for the study had been served. In each instance, the written task was administered first, and then followed by the study questionnaire because if the questionnaire came first, it might have guided some participants on how they would write their compositions, which could interfere with validity and reliability of the instruments. A self-administered questionnaire ensured a 98.5% return rate, which was very high because, Oppenheim, (1992), in Serem et al. (2013), asserts that a 50% response on questionnaires seems acceptable. The data collected was safely transported to a central location for marking, grading, coding, and analyzing.

3.8 Validity and reliability

The quality of a research study depends to a large extent on the accuracy of the data collection procedures. Validity of a research instrument refers to the quality that, that instrument is accurate, correct, true, meaningful and right, and that it measures what it is supposed to measure. Reliability refers to how consistent a research instrument is. It is concerned with the dependability and stability of the instrument. The following is a discussion of each of the concepts.

3.8.1 Validity

According to Kasomo, (2007), validity refers to the quality that a procedure or instrument, also referred to as a tool, used in the research is accurate, correct, true, meaningful and right. In this study, validity was achieved in the following ways: The

random selection of study participants was done to minimize selection bias. Data collection was done by the researcher herself, who had an in-depth understanding of the study purpose, methods and topic area. This was done so as to minimize reporting bias. Also, the 2 research assistants were thoroughly trained by the researcher on the use of the research instruments, and tested by the recommending researchers who had used them in previous similar studies. In addition, they were not only teachers with over 5 years' experience of teaching the English language in secondary schools in Kenya, but also examiners of KNEC English Examinations. Finally, for Content validity, the research instruments were given to my supervisors, who are language education experts, and other professionals in the department of Curriculum Instruction and Educational Media (CIEM), Moi University, who gave expert judgment. This team of experts assessed both content and construct validity, and advised accordingly, after which necessary amendments were made.

3.8.2 Reliability

Reliability refers to a measure of the degree to which a research instrument yields consistent results or data after repeated trials, Kasomo, (2007). To test reliability, the instruments were piloted in 2 different schools which were not taking part in the main study. The researcher administered the research instruments two weeks after the first administration to the same participants. The results obtained were analyzed using pearson`s product moment correlation. A Correlation, (r), of 0.65 between the first and second scores was obtained, indicating that the instruments were reliable. The feedback from the pilot study was used to improve the instruments, which also enhanced reliability. Issues of writer, rater, and assignment variables, (as discussed in section 3.6.1) were thoroughly controlled, also enhancing reliability. As the rating of composition writing is susceptible to subjectivity, a detailed grading guide for

compositions was developed by the researcher which was used for evaluating Learners` awareness and use of cognitive writing strategies in composition writing. This was done so as to avoid rater bias.

3.9 Piloting of research instruments

The researcher conducted a pilot study using the test-retest method to ensure the reliability of the instruments. Thus the study instruments were administered twice, with an interval of 2 weeks, to 20 form four learners in Lugari District, a neighboring district, that were not participating in the main study. This formed 20% of the sample size, as Mugenda, (2003), recommends. The study was piloted in 2 public secondary schools in the neighboring Lugari District, Kakamega County, because it has similar characteristics with Likuyani District. Simple random sampling techniques were used to select the 2 schools for the pilot class. The lottery method was employed, whereby, the names of all the public secondary schools in Lugari District were written on slips of paper, folded, and put in a container. Randomization was achieved by picking the slips from the container, to minimize sampling error because each element of the sampling frame had an equal probability of selection. Simple random sampling technique was used to select 10 form four students from each of the 2 selected schools to make a total of 20 participants, using the lottery method again, which ensured no selection bias. Purposive sampling technique was used to specifically select the form four class for the pilot study. During the pilot, the students in the pilot class were given the composition writing assignment, and then the self-administered questionnaire by the researcher and the 2 research assistants and graded by them, using the grading guide developed earlier. After two weeks, the same instruments were administered to the same participants. The results of the two sessions were

analyzed and subjected to pearson moment product correlation coefficient, (r) formula for ungrouped data to determine the reliability of the instruments. A Pearson product moment correlation coefficient of 0.65 was obtained, implying that the research instruments were reliable. The pilot class was encouraged to make comments arising from the instruments which partly informed the revision of the instruments.

After the pilot study, a one-day discussion between the researcher and the research assistants to review the findings of the pilot study was conducted. Specific issues arising from the pilot study, regarding the study tools were discussed. For instance, the pilot class had pointed out an ambiguity on one of the questions, and complained that time afforded for composition writing was short, which was validated by the research team, in their feedback on the pilot study. Further, the research team discovered that some items on the questionnaire were too long, and needed rephrasing, while some were unclear, or ambiguous. Regarding the written task, the research assistants reported that time afforded for the written task was not enough for the participants because some of the scripts had sudden conclusions, indicating that they ran out of time. On their part, one aspect of the marking guide was unclear. This discussion was used to revise the tools and to further train the research assistants based on feedback of their experience in the pilot study, and also feedback from the pilot class. After the revision, the instruments were ready to be administered to the actual study sample.

3.10 Data analysis procedures

Quantitative data collected in this study were analyzed using descriptive statistical techniques where, percentages, and frequency distribution tables, were worked out

with the help of the Statistical Package for the Social Science, (SPSS) Program. In the case of qualitative data generated from the open-ended questions, data was categorized, themes established, data coded and entered into the computer for descriptive analysis. Percentages, and frequency distribution tables, provided a clear visual impression of the total values, making it easier to discuss the results, and also enabling one to easily read the highest and the lowest totals at a glance. Based on this analysis and the interpretation of data from the written task, study findings were presented in detail using thematic descriptions derived from the objectives of the study.

3.11 Ethical consideration

The researcher obtained a research permit from the National Council for Science & Technology, authorizing her to conduct research in the stated area. Consent for participation from the schools and students was sought. For the schools, the researcher got a letter of introduction from the Sub-County Director of Education (SCDE) - Likuyani District, allowing her to carry out research in the selected schools. For the participants, the researcher disclosed to them that the purpose of the research was to determine their composition writing habits with a view to making recommendations that would see them improve in composition writing. They signed an informed consent form. The schools and participants were clearly explained to, that their participation in the study was voluntary and that they would not be victimized in any way. This was in conformity with the principle of voluntary participation and informed consent. Data was anonymized to conceal the identity of the study participants, which was done to protect participants from psychological harm-(stigmatization), especially those who may have scored dismally in the written task.

The researcher avoided plagiarism by acknowledging all other scholars` work referred to in the study. She also avoided academic fraud by presenting genuine data that was actually collected, and also presenting true research methodology and results. The researcher did not divert research funds to other purposes as this would yield misleading data, thereby, affect the quality of the research done. Finally, the researcher honestly disseminated research findings upon completion of research to all the concerned bodies without concealing anything.

3.12 Chapter summary

This chapter focused on the various details concerning the research design and methodology that the study employed. Details on the specific study area, population, sample size and sampling procedures were given. Details about each research instrument, pilot study, data analysis and data collection procedures were also given. The next chapter presents data presentation analysis, interpretation and discussion of the results of the study.

CHAPTER FOUR

DATA PRESENTATION ANALYSIS, INTERPRETATION, AND DISCUSSION

4.1 Introduction

The study set out to examine the use of cognitive writing processes in composition writing in English among secondary school students in Likuyani Sub-County-Kakamega County, Kenya. Two instruments were used to collect data for the study. The first one was a written task in form of a composition, which enabled the researcher to assess learners` effective use of cognitive writing processes in composition writing. The second one was a questionnaire for students which the researcher used to assess planning, translating, and reviewing strategies that learners are aware of, and use in composition writing in English. This chapter presents the data presentation analysis and interpretations for the study findings. The chapter also presents characteristics of the study respondents as well as relating the results of the two instruments with the literature reviewed and theoretical framework that guided the study. The results are presented in tables, accompanied by thematic descriptive interpretation of the results in line with the following research questions:

1) What *planning* strategies for composition writing are secondary school learners aware of?

2) What *translating* strategies for composition writing are secondary school learners aware of?

3) What *reviewing* strategies for composition writing are secondary school learners aware of?

4) How do secondary school learners apply planning, translating, and reviewing strategies in composition writing?

4.2 Characteristics of respondents

This section looks at key demographic aspects of the respondents as captured during the survey. Among the eight (8) schools involved in the survey, school gender was as follows: 5 were mixed secondary schools, 2 girls` schools, and 1 boys` school. The school status was as follows: 7 schools were District and 1 was Provincial. Out of the 200 students in Form Four (4) sampled for the study, 88 were boys and 112 were girls. Therefore, the proportion percentages were 44% and 56% for boys and girls respectively. The demographic aspects of the respondents enabled the researcher to have a well- balanced representative group of research participants in terms of gender and school status.

4.3 Data presentation, analysis and interpretation

A total of 200 questionnaires were administered and 200 English compositions were written by a sample of 200 form four students in 8 public secondary schools in Likuyani District, Kakamega County. Out of the 200 students sampled, 197 filled in and returned their questionnaires and written compositions. Therefore, the response rate was 98.5% which was high enough to allow objective data analysis. Students` responses on the questionnaire elicited information on learners` awareness of planning, translating, and reviewing strategies in composition writing. This information answered the following three research questions:

1) What planning strategies for composition writing are secondary school learners aware of?
2) What translating strategies for composition writing are secondary school learners aware of?
3) What reviewing strategies for composition writing are secondary school learners aware of?

The information elicited from the written task answered the following research question:

4) How do secondary school learners apply planning, translating, and reviewing strategies in composition writing?

The subsequent sections present the report and results of the learner questionnaire and written task, as presented under 4.3.1 and 4.3.2, respectively.

4.3.1 Report and results of the learner questionnaire

The learner questionnaire elicited information on learners` awareness and use of planning, translating, and reviewing strategies in composition writing. The following are the results, which are also summarized in the respective Tables:

4.3.1.1 Students` planning strategies awareness

In the literature reviewed, outlining, rough drafting, note-making, note-taking, brainstorming, discussion, and reading, are cited as the main planning strategies used in composition writing. Information on learners` planning strategies awareness was elicited from learner responses on questions 1 and 2 of the questionnaire. Question 1(a) served as a precursor to questions (b) and (c) which gathered information on the planning strategies that learners were aware of and used in composition writing. The

responses expected in question 1(c) were note-making, brainstorming, and reading. This information was stated differently by various respondents; however, the relevant information was classified and described under the three expected responses, while irrelevant information was disregarded. Similarly, question 2 (a), served as a precursor to question 2 (b), where the responses expected were, note-taking, and discussion. Again, information was sifted and described under the two expected responses. Thus, information on learners` awareness and use of the following planning strategies was obtained: Out-lining, rough-drafting, note-making, note-taking, brainstorming, discussion, and reading. Table 4.1 is a summary of students` awareness of each of these strategies as revealed in the study, through the data collected:

Table 4.1: Student Responses on Planning Strategies Awareness

Planning Strategies	Frequency of Responses	Percentage (%)
Out-lining	125	63.5
Rough-drafting	65	32.5
Note-making	41	20.5
Note-taking	13	6.5
Brain-storming	48	24.0
Discussion	73	36.5
Researching (reading)	3	1.8

The responses showed that out of the 197 participants in the study, 125 (62.5%) are aware of the outline strategy, 65 (32.5%) indicated they are aware of the rough draft strategy, 41 (20.5%) are aware of note-making strategy, 13 (6.5%) are aware of note-taking strategy, 48 (24.0%) are aware of brainstorming, 73 (36.5%) are aware of discussion strategy, and only 3 (1.8%) are aware of reading strategy. From Table 4.1, the main planning strategies used by the students in composition writing include: outlining (62.5%), discussion (36.5%), rough drafting (32.5%), brainstorming (24.0%) and note making (20.5%). This therefore means that the outline strategy is the most frequently used planning strategy by learners in composition writing, followed by the drafting strategy. On the other hand, note-taking and reading are the least used strategies, while only a smaller number are aware of note-making, brainstorming, and discussion.

4.3.1.2 Students` Translating Strategies Awareness
Translating strategies reviewed are recursive writing, free writing, and reading. Information on students` awareness and use of translating strategies was obtained from the learner responses on question 3, 4, and 5 of the questionnaire. Question 3, alternative (A), was the description of recursive writing strategy, while alternative (B), was the description of free writing strategy. The descriptions were preferred because, learners may not have been familiar with these terms, and therefore, would have been confused. Question 4 was a follow-up question whose information was sifted, classified and described under recursive writing or free writing. Question 5 obtained information on the reading strategy. Table 4.2 presents the results of learners` awareness of translating strategies in composition writing, as revealed in the study.

Table 4.2 Translating Strategies Awareness among Secondary School Students

Translating Strategies	Frequency of Responses	Percentage (%)
Recursive Writing	93	47.2
Free writing	97	49.2
Reading	7	3.6

Students` responses on translating strategies showed that out of the 197 participants in the study, 97 (49.2%) indicated they are aware of free-writing strategy, while 93 (47.2%) are aware of recursive writing strategy, and only 7 (3.6%) are aware of reading strategy. Therefore, the results revealed that the most commonly used translating strategies by learners in composition writing are free-writing and recursive writing, while the least used is the reading strategy.

4.3.1.3 Students` reviewing strategies awareness

From the literature reviewed, the most commonly used reviewing strategies in composition writing are critical reading, skim-through, sentence by sentence, rewriting, and revising. Question 6 and 7 of the questionnaire yielded information on learners` awareness of reviewing strategies. Question 6 yielded information on critical reading strategy. Question 6 (b), alternative (A), was the description of scheme-through strategy, while alternative (B), was the description of sentence by sentence strategy. In question 7, alternative (A), was the description of the rewriting strategy, while alternative (B), was the description of the revising strategy. The descriptions

were preferred because learners may not have been familiar with these terms, and therefore would have given inaccurate responses. Details of the learners` awareness and use of these strategies as revealed in the study are presented in Table 4.3.

Table 4.3: Reviewing Strategies Awareness among Students

Reviewing Strategy	Frequency of Responses	Percentage (%)
Critical Reading	190	96.5
Skim-Through	72	36.6
Sentence by sentence	121	61.4
Rewriting	180	91.4
Revising	17	8.6

The results indicated that of the 197 respondents, 190 (96.5%) of the students reported that they use critical reading to review their work. Other reviewing strategies widely used by students include; rewriting and reading sentence by sentence at 180 (91.4%) and 121 (61.4%) respectively. However, it is interesting to note that only 8.6% of the students reported that they revise their work. This therefore reveals that the most

frequently used reviewing strategies are critical reading at (96.5%) and rewriting at (91.4%), while the least used is skim-through and revising strategies at 36.6% and (8.6%) respectively.

4.3.2 Report and results of written task

In order to answer the research question four, "How do secondary school learners use planning, translating, and reviewing strategies in composition writing?", an assessment of learners` use of these strategies in composition writing was achieved through the writing task (composition) which they wrote. The compositions were rated on a 5-point continuum rubric as presented in section 2. 13.2, where by a score of 4-5, graded for a specific trait, indicated the highest ability of applying cognitive writing processes in composition writing, while a score of 1-2 graded for the same trait, indicated low ability in the use of these processes in composition writing, and 3 was an average score. Hence, those who scored grade 4-5 in the traits examined under a specific aspect, demonstrated high ability in the use of cognitive writing skills in composition writing. On the other hand, those who scored grade 1-2 in the same traits registered low ability in the use of cognitive writing skills in composition writing.

Five aspects, all of which measure different aspects of cognitive writing processes in composition writing, were assessed. These were: Assignment Parameters; Organization and Development; Consistency and Reasoning; Contextual and audience appropriate use of Language and; Grammar and Mechanics. Each of these aspects had specific traits which were graded on a 5- point continuum where by, grade 5 was awarded to a learner who exhibited the most effective use of cognitive writing processes in composition writing, with regard to the specific trait examined.

Conversely, grade 1 was awarded to a learner whose composition exhibited the lowest ability in the use of cognitive writing processes in the same trait examined. A learner who scored grade 4-5 in a given trait was described as having exhibited high ability in the use of cognitive writing processes in composition writing, while the one who scored grade 1-2 in the same trait, was described as having displayed low ability in the use of cognitive writing processes in composition writing. Therefore, based on the marking guide, (Appendix 3), a learner who obtained grade 4-5 in most of the traits examined under each of the five aspects that were assessed, wrote a good quality composition as compared to a learner whose grades were mainly 1-2. A learner, whose grades were mainly 3, wrote a fair composition. Percentages were used in order to easily discuss the results.

To obtain percentages, each grade category (1-5), was counted across all the 197 marked composition scripts, as graded for each trait, frequency distribution tables were then generated for the scores, and percentages worked out with the help of the Package for Social Sciences Program, (PSSP). For example, in Table 4.4, 13 participants out of 197, which was the total number of participants who participated in the study, scored grade 5 in **Assignment Requirements**, a trait examined under the aspect of **Assignment Parameters.** 13% of 197 is 6.6%. In discussing the results, grade 4-5 graded for a specific trait, were described as demonstration of high ability in the use of cognitive writing processes in composition writing. Therefore, the total percentage of these two upper grades was worked out and used to describe the results. For example, in Table 4.4, under **Assignment Requirements**, the sum of   6.6% and 17.3% is 23.9%, and this is the percentage cited in the discussion of results regarding the performance in this trait, as being high. Similarly, grade 1 and 2 are represented by

22.8% and 25.4% respectively. The sum of these two percentages is 48.2%, and this is the percentage cited in the discussion of performance in the same trait, as being low. The percentage for grade 3, which is 27.9% is described as average ability in the use of cognitive writing processes in composition writing, and is cited as such, in the discussion of the performance in the same trait. This is done for all the traits examined under all the five aspects of cognitive writing processes in composition writing assessed, as reflected in Tables 4.4, 4.5, 4.6, 4.7, and 4.8. The following is a detailed presentation of the findings of learners` performance on the written task.

4.3.2.1 Students` performance on assignment parameters

The traits assessed under this aspect were: Assignment requirements, main idea, audience, and purpose. Table 4.4 presents the results of learners` performance on assignment parameters.

Table 4. 1: Assignment Parameters Assessed in Composition Writing

Trait	Cognitive Writing Skills Ability	Frequency of Responses	Percentage
Assignment Requirements	5	13	6.6
	4	34	17.3
	3	55	27.9
	2	50	25.4
	1	45	22.8
Total		**197**	**100**
	5	10	5.1
	4	26	13.2
Main Idea	3	58	29.4
	2	48	24.4
	1	55	27.9
Total		**197**	**100**

Audience	5	19	9.6
	4	34	17.3
	3	52	26.4
	2	45	22.8
	1	47	23.9
Total		**197**	**100**
Purpose	5	14	7.1
	4	25	12.7
	3	60	30.5
	2	48	24.4
	1	50	25.4
Total		**197**	**100**

Assignment parameters used in assessing learners` use of cognitive writing processes in composition writing during the study included; addressing assignment requirements which include appropriate topic, structure, and discourse conventions, developing the main idea, demonstrating audience awareness and purpose of the assignment. As explained in 4.3.2, the summation of percentages that represent the upper and lower grades- 4 and 5, and, 1and 2, respectively, were used for easier presentation and discussion of the results on learners` performance of the written task. Therefore, the percentages cited in this section are summations of the upper grades, which are described as high ability in the use of cognitive writing processes in composition writing; and lower grades, which are described as low ability in the use of cognitive writing processes in composition writing. However, percentages for grade 3 stand alone and are described as average ability in the use of cognitive writing processes in composition writing.

In Table 4.4, the aspect of Assignment Parameters was assessed through examining the following traits: Assignment Requirements (AR), Main Idea (MI), Audience (AU),

and Purpose (PP). These traits are indicators of leaners` use of planning (idea generating, writer`s goal-setting, and organizing) strategies in composition writing. Therefore those who demonstrated high ability in these traits, used effective planning strategies in composition writing, and as a result, they effectively used cognitive writing skills in composition writing. Conversely, those who showed low ability in the same traits did not. In Table 4.4, of the 197 participants who participated in the study, 13 (6.6%) and 34 (17.3%) scored grade 5, and 4 respectively, while, 45 (22.8%) and 50 (25.4%) scored grade 1 and 2 respectively, and 55 (27.9%) of the respondents scored grade 3 in AR. Therefore, a total of 23.9% of the respondents indicated high ability, while a total of 48.2% of the participants exhibited low ability, and 27.9% of them indicated average ability in addressing assignment requirements in their compositions. This therefore means that, a smaller number was able to effectively use cognitive writing skills in composition writing, while a greater number was not able to.

 The situation was worse for the students when it came to the development of the main idea (MI). Of the 197 participants, 10 (5.1%) and 26 (13.2%) scored grade 5 and 4 respectively, 58 (29.4%) scored grade 3, while 55 (27.9%) and 48 (24.4%) scored grade 1 and 2 respectively. Therefore, a total of 18.3% of the participants demonstrated high ability, while a total of 52.3% demonstrated low ability, and 29.4% average ability in developing the main idea of the composition. Therefore, this means that, whereas a greater number of the respondents were unable to effectively use cognitive writing skills in composition writing, only a smaller number of them were able to. Most learners were also unable to meet audience expectations (AU). Out of the 197 respondents, 19 (9.6%) and 34 (17.3%) scored grade 5 and 4 respectively, 52 (26.4%) scored grade 3, while 47 (23.9%) and 45 (22.8%) scored grade 1 and 2

respectively. Therefore, a total of 26.9% of the participants demonstrated high ability, 26.4% average ability, while a total of 46.7% demonstrated low ability in addressing audience expectations in their compositions. Therefore, only a small number of the respondents used cognitive writing skills effectively in their compositions, while a greater number of them were unable to. Similarly, communication of the writer`s purpose in the written composition was dismal. Of the 197 respondents, only 14 (7.1%) and 25 (12.7%) scored grade 5 and 4 respectively, 60 (30.5%) scored grade 3, while 50 (25.4%) and 48 (24.4%) scored grade 1 and 2 respectively. Therefore, a total of 19.8% of the respondents demonstrated high ability, 30.5% average ability, while a total of 49.8% of the respondents displayed low ability in maintaining specific purpose appropriate to the composition topic. Consequently, a small number of respondents used cognitive writing skills effectively in their compositions, while a greater number of them were unable to.

Regarding the grading of AR, those who scored grade 4-5, addressed the topic appropriately, and developed the text by adhering to the conventional structure, that is, introduction, body and conclusion. In addition, they conformed to the conventions of the discourse mode, which is, a narrative type of composition. Composition 2, (Appendix 6), is a good example of a learner, whose composition addressed AR appropriately, scoring grade 5 in the same. The opening is captivating because of the manner in which the writer introduces the main event, "Everyone was smiling as our driver started the engine. Our journey to Eldoret……began", (Appendix 6, Composition 2, paragraph 1). The body is fully developed through well-organized paragraphs, each describing the various places they visited, and things they did. The writer concludes with a clincher sentence, "What a wonderful day it was!", signaling

the writer`s approval of the event. In developing the main idea (MI) of the composition, the writer scores grade 4 because he/she maintains the main idea throughout, which is the visit to the institute and does not introduce any other idea in the story.

In Composition 5, (Appendix 6), the writer scores grade 5 in audience awareness (AU) because he/she captivates them through detailed description of the event, which is the release of KCSE results, the frantic attempts to know his/her performance, his/her sterling performance, and finally the party held in his/her honor, all so meticulously described that the reader`s  interest is held captive, which is an indication of the writer`s ability in goal-setting, an aspect of planning, (Appendix 6, Composition 5, paragraph 2-7). The writer scored grade 4 in maintaining the purpose of the composition topic (PP), another component of planning, because he/she describes clearly how and why the event was interesting, which is achieved through detailed description of the writer`s moment by moment anxiety about the impending release of the KCSE examinations results. This is a learner who planned (generated ideas, organized them and set writing goals for the audience).

By contrast, in Composition 4, (Appendix 6), the writer scores grade 1 in AR, MI, AU, and PP. This is because in AR, the topic is irrelevant because it describes a sad event, (the grand father's sickness and the anxiety it causes in the family), instead of an interesting one. The writer addresses more than one event- the sick, the prayers, and the birthday party, all happening over a period of two weeks. The conclusion does not clinch a particular event, "This event made me glad………….now", (Appendix 6, Composition 4, last paragraph). The structure is present but the content is irrelevant.

In MI, the writer addresses several ideas spread over a long period of time- the grand father`s sickness and the anxiety it causes the family, the prayer meeting organized by the family, and the birthday party. The AU was not achieved because the events described lacked unity of purpose; hence grade 1 in PP. This is an example of a learner who did not effectively plan for the composition.

On the overall, a higher percentage of the students who participated in the study registered low ability in addressing all the assignment parameters. This means that majority of learners do not effectively use cognitive writing processes in composition writing. The second aspect was Organization and Development.

4.3.2.2 Organization and development

The aspect of organization and development was assessed through the following traits: Opening (OP), Coherence devices (CD), Paragraphing (PR), and Closing (CL). Table 4.5 presents results of learners` performance on the aspect of organization and development.

Table 4. 2: Assessment of cognitive writing skills in organization and development in composition writing

Trait	Cognitive Writing Skills ability	Frequency of Responses	Percentage (%)
Opening	5	13	6.6
	4	25	12.7
	3	64	32.5
	2	45	22.8
	1	50	25.4
Total		**197**	**100**
Coherence Devices	5	0	0.0
	4	13	6.6
	3	49	24.9
	2	63	32.0
	1	72	36.5
Total		**197**	**100**
Paragraphing	5	35	17.8
	4	44	22.3
	3	57	28.9
	2	37	18.8
	1	24	12.2
Total		**197**	**100**
Closing	5	24	12.2
	4	36	18.3
	3	66	33.5
	2	45	22.8
	1	26	13.2
Total		**197**	**100**

The traits examined under this aspect are indicators of learners` use of planning (generating of ideas and organizing them logically), and translating (putting meaning to the generated ideas into one logical piece of writing) strategies in composition writing. Therefore, those who demonstrated high ability in these traits used effective

planning and translating strategies, which means that, they were able to use cognitive writing skills effectively in their composition writing, while those who showed low ability in the same traits were unable to effectively use these skills. In Table 4.5, results from the assessment of learners` ability to develop and organize their thoughts when composing, showed that most of them are weak in this aspect of composition writing. On learners ` OP, out of 197 respondents, 13 (6.6%) and 25 (12.7%) scored grade 5 and 4 respectively, 64 (32.5%) scored grade 3, while 50 (25.4%) and 45 (22.8%) scored grade 1 and 2 respectively. Therefore, a total of 19.3% of the respondents, demonstrated a high ability, while a total of 48.2%, registered low ability, and 22.8% demonstrated average ability in effectively bringing out this trait in their compositions. This therefore means that, a smaller number of respondents effectively used cognitive writing skills in their compositions, while a greater number were unable to effectively use these skills. On learners` use of coherence devices (CD), which was the worst performed, as will be seen in the sampled composition scripts letter, only 13 (6.6%) of the 197 respondents scored grade 4, hence, registering high ability in the appropriate use of coherence devices because they showed good mastery of these devices in their composition writing, while a total of 68.5% of the respondents scored grade 1 and 2, thereby demonstrating low ability in the same. 24.9% of the respondents scored grade 3, hence recorded average ability in the use of this trait. This means that whereas a small percentage of the respondents were able to effectively use cognitive writing skills in their compositions, a greater percentage were unable to.

 In terms of paragraphing (PR), the students performed better compared to the other traits since, of the 197 respondents, 35 (17.8%) and 44 (22.3%) scored grade 5 and 4

respectively, while 24 (12.2%) and 37 (18.8%) scored grade 1 and 2 respectively. 57 (28.9%) scored grade 3. Therefore, a total of 40.1% scored grade 4 and 5, hence indicating high ability, while a total of 31.0% registered low ability, and 28.9% demonstrated average ability in paragraphing. This shows that a greater number of the respondents were able to effectively use cognitive writing skills in composition writing, while only a smaller number were unable. As for closing (CL), 24 (12.2%) and 36 (18.3%) of the respondents scored grade 5 and 4 respectively, while, 26 (13.2%) and 45 (22.8%) scored grade 1 and 2 respectively. Those who scored grade 3 were 66 (33.5%). Therefore, a total of 30.5% demonstrated high ability in this trait because their closing sentences served to clinch the main idea in the compositions, while a total of 36.0% recorded low ability because they did not close appropriately. It can be seen that a smaller number of respondents were able to effectively use cognitive writing skills in their compositions, while a greater number were unable to.

Looking at how the compositions were rated (Appendix 3), grade 5 was awarded to a leaner who used the opening paragraph (OP) to introduce the main idea, capture the reader`s attention and prepare the reader for the body of the paper. Many learners failed to demonstrate this in their compositions because some had no introductory paragraphs, others presented illogical or unrelated opening and others mixed the opening and main idea without demarcation, which pointed at lack of adequate planning. Consequently, only 13 out of 197 respondents scored grade 5 in OP. Composition 5, is a good example of an opening that was graded 5. The writer`s opening is very captivating because it heightens the suspense in the reader who is left wondering what event is coming, "We were looking forward to this day………………I am sure you are waiting for me to mention the

occurrence………………if not wish granted" (Appendix 6, Composition 5, paragraph 1). The writer captures the reader`s attention very effectively. This can be contrasted with Composition 3, which was rated grade 1 on OP because the opening paragraph is not clear on the main idea of the paper, which causes the reader to lose interest in the whole paper. Most learners had this problem, and this explains why a greater number of them scored grade 1 and 2 in OP.

 Regarding the use of coherence devices (CD), a learner who used transitional words, phrases, sentences, and paragraphs that smoothly connect the paper`s elements, ideas, and/ or details, allowing the reader to follow the writer`s point effortlessly, scored grade 5 in CD, (Appendix 3). It was noted by the raters that most of the students lacked coherence devices in their compositions and that is why none of the respondents scored grade 5 in CD, and only 13 out of 197 respondents scored grade 4, while the bulk of them scored between grade 1 and 2. Composition 8 scored grade 4 in CD because the writer uses transitional words such "Soon, after, moreover" that show the sequence of events, thus moving the developing text forward. For example, "After some minutes……officers came………..", "Soon we left for lunch……………Matoke Hotel………………", " Moreover, the car was moving fast and within some minutes we reached Busia." (Appendix 6, Composition 8, paragraph 3, 6, and 7 respectively). The writer uses a variety of simple, compound and complex sentences that connect the reader to the story very effectively. For example, in describing the size and magnificence of the hotel, the writer says "It was so large and decorated that even…………………plates were decorated with flowers." (Appendix 6, Composition 8, paragraph 6). This compound sentence gives a vivid description of the hotel. To heighten the writer`s anxiety of knowing the place where

they were going with the friend, the writer uses this complex sentence: "I was so eager to know the place since I had not attended a party with him." (Paragraph 1). The simple imperative sentence in paragraph 1, "Take care Felicia", precisely communicates the stern warning given by the writer`s mother and the fears that she had over her daughter`s impending escapade. Similarly, Composition 5 exhibits a well- coordinated composition in terms of CD. By contrast, Composition 3, 6, and 11, (Appendix 6), scored grade 1 in CD, because the writers hardly use any transitional words, and if they do, they are wrongly used, while others are completely incomprehensible. Therefore, their compositions are incoherent. This problem was noted in majority of the learners` compositions, which suggests that they are not familiar with the conventional structure of a composition. For example in Composition 11, the transitional word, "Nevertheless" is wrongly used, "Nevertheless, I could give the way out to my parents as soon as I heard of something next to………" (Paragraph 4). 'Nevertheless', is a connector used to show contrast, yet here, it is used to show addition.

Concerning paragraph grading, a learner whose composition displayed paragraph unity, that is, each paragraph is unified around one topic that relates to the main topic, all paragraphs supporting the main topic, and are ordered logically, scored grade 5 in PR. On the contrary, those who did not demonstrate this competence, scored grade 1or 2 in PR. It was observed by the raters that most of the learners scored grade 3 and above in PR. However, a good number scored below grade 3, meaning there is still need to address this problem. An example of a well-paragraphed composition is composition 2, (Appendix 6), whereby, the first paragraph introduces the main idea, and prepares the reader for the main story, which is a visit to the Eldoret Institute of

Education. The second one is a detailed and vivid description of the place, while the third one is on the experiences they had at" Poa Place", where they made a stop-over after leaving the Institute. Finally, the writer gives a detailed exposition on the games they played, and the concluding sentence is a clincher of the whole experience, "What a wonderful day it was!" (Appendix 6, Composition 2, last sentence), which is very effective. Similarly, Composition 7 scores grade 5 in PR because the introduction is captivating and prepares the reader for the main event. Then, the subsequent paragraphs are an exposition of detailed preparation that culminates in the climax of the event; the wedding.

By contrast, Composition 3 scores grade 1 in PR because the paragraphs are completely unrelated, and therefore, do not portray unity of thought. For example, the opening paragraph is not clear on the main idea, "It was on Friday that we prepared ourself in our daily occasions Meanwhile we all get the chance of Travelling to our nearby school………………Day I was as happy as a Queen…….palace"(Appendix 6, Composition 3, paragraph 1). The writer is not clear whether the main idea is a visit or playing of matches. The next paragraph is just one sentence that is a continuation of the first paragraph, while, the subsequent paragraphs are unrelated, making the storyline incomprehensible. The closure is unclear, ending with a bizarre simile "… confused as a pregnant rat" (Appendix 8, Composition 3, last sentence). A similar trend is portrayed in Composition 12 where, paragraph-demarcations are visible but the content is disjointed in terms of paragraph unity and building around one main idea. This problem was largely attributed to lack of adequate planning (generating of relevant ideas, and logical organization of ideas in paragraphs).

As for closing, the one that supported the main idea and clinched the story appropriately scored grade 5 in closing (CL) while those whose CL was either irrelevant to the main topic or missing, scored grade 2 or 1 respectively (Appendix 3). It was noted that whereas a smaller number of learners demonstrated mastery of closing, a greater number of them lacked this ability. Some had no CL or provided unrelated CL, while others introduced new ideas in the CL. Composition 5, (Appendix 6), is an example of a composition whose closing was rated grade 5 because it supports the main idea; victory/ success and clinches the whole composition, "This experience is glued in my mind up to now." And the clincher is "That`s when I realized that………victory is what matters" (Appendix 6, Composition 5, last paragraph). By contrast, Composition 6 has no CL, while Composition 3 and 11 have irrelevant CL. Consequently, this category of scripts was rated grade 1 or 2 in closing. Generally, most learners were rated poorly in all the traits examined in the aspect of Organization and Development, except paragraphing, which means that most learners were unable to effectively use cognitive writing skills in composition writing. Based on the results of learners` performance in the aspect of organization and development, a greater number of respondents who participated in the study demonstrated low ability in all the traits examined in this aspect. This means that majority of learners are unable to effectively use cognitive writing skills in composition writing. Therefore, there is need to train students on how to organize their thoughts and communicate them in a coherent manner. The other aspect to be assessed was Consistency and Reasoning.

4.3.2.3 Consistency and reasoning

This aspect was assessed through the following traits: Reasoning (RC), quality of details (Q1), and quantity of details (Q2). Table 4.6 presents the results of learners` performance in consistency and reasoning.

Table 4. 3: Assessment consistency and reasoning in students' composition writing

Trait	Cognitive Writing Skills Ability	Frequency of Responses	Percentage (%)
Reasoning	5	1	0.5
	4	11	5.6
	3	45	22.8
	2	69	35.0
	1	71	36.0
Total		**197**	**100**
Quality of Details	5	3	1.5
	4	18	9.1
	3	51	25.9
	2	66	33.5
	1	59	29.9
Total		**197**	**100**
Quantity of Details	5	18	9.1
	4	31	15.7
	3	57	28.9
	2	49	24.9
	1	42	21.3
Total		**197**	**100**

The traits examined under this aspect are indicators of learners` use of planning and translating (writing) strategies in composition writing. Therefore, those who demonstrated high ability in these traits used cognitive writing skills effectively in composition writing, while those who registered low ability in the traits were unable to effectively use these skills in their compositions. The results presented in Table 4.6, indicate that, of the 197 respondents, 1 (0.5%) and 11 (5.6%) scored grade 5 and 4

respectively, while, 71 (36.0%) and 69 (35.0%) scored grade 1 and 2 respectively, and 45 (22.8%), scored grade 3 in RC. Therefore, a total of 6.1% registered high ability, while a total of 71% demonstrated low ability, and 22.8 recorded average ability in exhibiting logical progression of ideas that support the focus of their compositions (RC). This means that only a smaller number of respondents were able to effectively use cognitive writing skills in composition writing, while a greater number of them were unable to effectively use these skills in composition writing. On quality of details (Q1), 3 (1.5%) and 18 (9.1%) of the 197 respondents, scored grade 5 and 4 in Q1 respectively, while 59 (29.9%) and 66 (33.5%) scored grade 1 and 2 respectively. 51 (25.9%) scored grade 3. Therefore, a total of 10.6% of the respondents demonstrated high ability, while a total of 63.4% registered low ability, and 25.9% recorded average ability in presenting details that help develop each element of the composition through providing supporting statements, evidence or examples. This shows that a smaller number of respondents were able to effectively use cognitive writing skills in composition writing, while the bulk of them were unable to effectively use these skills in their compositions.

 A similar situation is portrayed in quantity of details (Q2) because out of the 197 respondents, 18 (9.1%) and 31 (15.7%) scored grade 5 and 4 in Q2 respectively, while 42 (21.3%) and 49 (24.9%) scored grade 1 and 2 respectively in the same trait. 57 (28.9%) scored grade 3. Therefore, a total of 24.8% demonstrated high ability, while a total of 46.2% registered low ability, and 28.9% portrayed average ability in supporting each point raised with sufficient details. This shows that majority of the learners were unable to give sufficient details in support of all the points raised in their compositions, as compared to the few who demonstrated this ability, which

shows the inability to effectively use cognitive writing skills in composition writing by majority of the respondents. Generally, these findings show that a greater number of respondents displayed low ability in the use of cognitive writing skills in relation to all the traits assessed in this aspect.

Looking at how the grading on all the traits was done, to score grade 5 in Reasoning and Consistency (RC), the composition had to exhibit a logical progression of ideas that support the focus of the paper (Appendix 3). For example, Composition 1, (Appendix 6), scored grade 4 in RC because the writer provides detailed progression of ideas that support the focus of the adventure, which is taking the mother`s car without permission, taking advantage of the mother`s humility and single-parenthood to be naughty, and then failing to achieve their clandestine mission to Nairobi, is logically explained. Similarly, in Composition 2, (Appendix 6), the writer`s progression of ideas is developed in more details. The writer logically describes the various sections within the Eldoret Institute of Education where they were taken to, followed by a description of other places that they visited, and what they did and saw. The writer says, "There, we were taken through different rooms allocated for various subjects. ……………..engineering room, Business and Economics room…………… carpentry room……." (Appendix 6, Composition 2, paragraph 2). The same Composition 2 was rated grade 4 in Quality of Details (Q1) and grade 5 in Quantity of details (Q2) because the writer`s Q1 gives details that help develop the text by providing supporting statements, evidence or examples.

 Similarly, in Quantity of details (Q2), all points are supported by a sufficient number of details through vivid description of the visit, examples of the areas they visited

within the Institute, the places they passed by and what they did. By contrast, Composition 3 was generally rated poorly. The writer`s RC was rated grade 1 because ideas are illogical and incomprehensible. The Q1 and Q2 were also rated grade 1 because virtually no details are present. The writer merely mentions incoherent jumbled ideas that do not develop the text. It was observed that many respondents belong to this category. Most of them write in note-form without elaboration of their ideas, and this could be attributed to lack of sufficient planning. Based on these results, there is need for learners to be trained on the use of these skills in composition writing. The other aspect to be assessed was Language use.

4.3.2.4 Contextual and audience appropriateness in language use

This aspect was assessed through the following traits: Word choice (WC), comprehensibility (CP), and sentence construction (SC). Table 4.7 presents the results of learners` performance on contextual and audience appropriateness of language use in composition writing.

Table 4. 4: Contextual and audience appropriateness of language use in composition writing

Trait	Cognitive writing Skills Ability	Frequency of Responses	Percentage (%)
Word Choice	5	17	8.6
	4	31	15.7
	3	58	29.4
	2	52	26.4
	1	39	19.8
	Total	**197**	**100.0**
Comprehensibility	5	15	7.6
	4	33	16.8

	3	64	32.5
	2	49	24.9
	1	36	18.3
	Total	**197**	**100.0**
Sentence Construction	5	16	8.1
	4	29	14.7
	3	58	29.4
	2	53	26.9
	1	41	20.8
	Total	**197**	**100.0**

The traits examined under this aspect are indicators of learners` use of translating and reviewing strategies in composition writing. Therefore, those who demonstrated high ability in these traits, used effective translating and reviewing strategies, which means, they effectively used cognitive writing skills in their compositions. Conversely, those who showed low ability in these traits were unable to effectively use these skills in their compositions. As presented in Table 4.7, of the 197 respondents, 17 (8.6%) and 31 (15.7%) scored grade 5 and 4 respectively in terms of using appropriate words to express their thoughts (WC), while 39 (19.8%) and 52 (26.4%) scored grade 1 and 2 respectively in the same trait, and 58 (29.4%) scored grade 3. Therefore, a total of 24.3% of the respondents demonstrated high ability in this trait because they used vocabulary that reflected a thorough grasp of the language appropriate to the audience and precision of word choice, while a total of 46.2%, of them, showed low ability in the same trait because they used inappropriate word choice that contained vague expressions and errors, and 26.4% demonstrated average ability in this trait. This means that only a smaller number of respondents effectively used cognitive writing skills in composition writing, while a greater number of them were unable to use these skills effectively in their compositions.

On comprehensibility (CP), learners were expected to demonstrate use of clear and understandable sentences (Appendix3). As evidenced in Table 4.7, out of 197 respondents, 5 (7.6%) and 33 (16.8%) scored grade 5 and 4 respectively, while 36 (18.3%) and 49 (24.9%) scored grade 1 and 2 respectively, in CP, and 64 (32.5%) scored grade 3 in the same trait. Therefore, a total of 24.4% of the respondents showed high ability, while a total of 43.2% of the respondents demonstrated low ability, and 18.3% showed average ability in comprehensibility. This means that only a smaller number of respondents effectively used cognitive writing skills in composition writing, while majority of them were unable to effectively use these skills in their composition writing.

In sentence construction (SC), 16 (8.1%) and 29 (14.7%) of the respondents scored grade 5 and 4 respectively in SC, while 41 (20.8%) and 53 (26.9%) scored grade 1 and 2 respectively in SC, and 58 (29.4%) scored grade 3 in this trait. Therefore, a total of 22.8% of the respondents registered high ability, while a total of 47.7% showed low ability, and 29.4% registered average ability in the use of clear and concise sentences that reflect the audience and purpose in composition writing (SC). This means that only a small number of respondents effectively used cognitive writing skills, while a greater number of them were unable to use these skills effectively in composition writing.

Regarding the grading of compositions on word choice (WC), a learner whose word choice was precise and created a vivid image of what he/she was describing, was rated between grade 4 and 5, while those who used inappropriate vocabulary were rated between grade 1 and 2. Composition 2 and Composition 5, (Appendix 6), are

examples of learners whose word choice was precise and reflected thorough grasp of audience appropriate language, hence they scored grade 5 and 4 respectively in WC. In Composition 2, the writer uses expressions such as "… ushered in,……security personnel,………..assigned a tour guide,…access,…….invented" (Appendix 6, Composition 2, paragraph 2). These words and expressions are so precise and appropriate that they enhance the reader`s comprehension of the story. In paragraph 3, the writer enhances the reader`s understanding of the animals being described through mentioning them by their names. For example, "…..tamed wild animals ranging from lion, leopard, monkeys and baboons …different birds among them ostrich …the black mamba type of snakes" (Appendix 6, Composition 2, paragraph 3).

Similarly, in Composition 5, (Appendix 6), the writer achieves reader comprehension of the event through vivid description by using words and expressions such as 'dais', 'glued on the screen', and 'black out', (Appendix 6, Composition 5, paragraph 2). In paragraph 5, the writer uses the expressions 'playing tricks on us' and 'crystal clear', (Appendix 6, Composition 5, paragraph 5), which are very appropriate in creating clarity in the reader`s mind. In addition, Composition 9,(Appendix 6), scored grade 4 in WC because the writer  demonstrates mastery of vocabulary that is appropriate not only to the audience, but also to the topic, which enhances reader`s comprehension of the event being described. Example, 'Inter-school competition, kicked off, mid fielder, through-pass', (Appendix 6, Composition 9, paragraph, 2), 'half-time, injury time, penalty, goal keeper, saved the penalty, referee, striker, winning goal', (Appendix 6, Composition 9, paragraph 3), 'top scorer', (Appendix 6, Composition 9, paragraph 4). In this composition, the writer `s choice of words reflects a thorough grasp of the language appropriate to the world of soccer, which is very captivating.

By contrast, Composition 4, (Appendix 6), scored grade 1 in WC because the writer`s vocabulary is inaccurate and inappropriate, and hence impacts on the reader`s understanding of the text. For example, the writer says, "lamenting with God", instead of "praying/besieging/requesting", and so on. Other examples are: "kick the bucket", rather than die/pass on, (paragraph 2). "Worsening", rather than deteriorating, (paragraph 3). "Laughed at once", rather than suddenly, (paragraph 4). "Charmed", rather than bewitched, (paragraph 5). "ate to their fullest", rather than to their fill, (paragraph 6). Most learners exhibited lack of mastery of appropriate vocabulary, which impacted on comprehensibility. Moreover, others confused words such as: principle instead of principal, sow instead of so, living instead of leaving, no instead of know, new instead of knew, first instead of fast, and many more, which affected the intended meaning, causing incomprehensibility in the text. Therefore, there is need to train learners on appropriate use of vocabulary in composition writing.

Comprehensibility was also a big challenge to most of the learners. To score grade 4 or 5, a learner had to write clear and understandable sentences, while a learner whose sentences lacked clarity scored grade 1 or 2. Composition 2, 5, 7, and 9, (Appendix 6), are examples of learners whose compositions are comprehensible, and hence they were rated grade 5 in CP. By contrast, Composition 12, (Appendix 6), many sentences lack clarity, causing incomprehensibility in the whole paper, hence, it was rated grade 1 in CP. Each and every paragraph is incomprehensible due to poor grammar. In Composition 3, (Appendix 6), most sentences are incomprehensible. For example, "After that………………and he gave as a mandatory of being in that occasion without any fishy and .miseries" (Appendix 6, Composition 3, paragraph 3), "Because each of us were well neat and good expression for them self" (paragraph 4). In

Composition 11, (Appendix 6), more examples abound. For example "This life came to be reduced to scale when I entered a primary school as a boarder" (paragraph 2), "Admiration was the most dominant characteristics I could not from those amazed faces of my colleagues" (paragraph 3), "Nevertheless, I could give the way out to my parents as soon as I heard of something…..". Such incomprehensible sentences greatly impacted on comprehensibility of the flow of the exposition, and many learners had this problem. Therefore, there is need for students to be trained in these skills.

Closely related to comprehensibility, was sentence construction (SC), which involved the use of a variety of clear and concise sentences that reflect audience and purpose (Appendix 3). Composition 9, (Appendix 6), was rated grade 5 in SC because the writer uses a variety of sentences such as, simple, compound and complex sentences- that enhance the flow of the story. For example "It was on Friday…..to go for practice. Mr. Barasa, a teaching practice teacher from Egerton University……………..we were going for the zonal School Competition" (Appendix 6, Composition 9, paragraph 1). This writer demonstrates good use of compound and complex sentences with concise clarity. Another example is composition 10, (Appendix 6), where, the writer`s precise use of a variety of sentences with concise clarity contributes to the flow of the story. For example, the opening paragraph uses a number of compound sentences," No sooner had I woken up than I heard people shouting, screaming and talking in loud voices.", simple sentences, "I wondered what might have been the cause of all these voices. All the questions had no answers.", and complex sentences, "Questions criss-crossed my mind which was now in turmoil. I tried to peep………….I could not even have a hint", (paragraph 1). All these

sentences contribute to the developing story. Other examples are: "You did it Val, you are a champion", (paragraph 2), this declarative statement clearly brings out the suspense that the writer finds herself in. "People thronged the compound for cerebration", (paragraph 4), clearly states the fact that many people attended the celebrations. The trend is the same in Composition 2, (Appendix 6).

 On the other hand, learners whose sentences were simplistic and ambiguous, scored grade 1or 2 in SC. For example, in Composition 6, (Appendix 6), most sentences are ambiguous, "I have enjoyed Kenya for a long time…I have learnt many things and learn something good." (Paragraph 1). Composition 3 and 11, (Appendix 6), are in this category.

Based on these findings, it is clear that majority of learners in the study were rated low in all the traits assessed in this aspect. This therefore means that, most leaners do not effectively use cognitive writing skills in composition writing. Finally, the other aspect that was assessed was grammar and mechanics.

4.3.2.5 Grammar and mechanics

Traits examined in this aspect were rules of grammar (GR), and mechanics of writing (MC). Table 4.8 is a summary of the results of learners` performance in Grammar and Mechanics.

Table 4. 5: Assessment of grammar and mechanics of writing in students`
compositions

Trait	Cognitive writing Skills Ability	Frequency of Responses	Percentage (%)
Grammar	5	15	7.6

	4	29	14.7
	3	56	28.4
	2	52	26.4
	1	45	22.8
	Total	**197**	**100**
Mechanics	5	37	18.8
	4	46	23.4
	3	65	33.0
	2	32	16.2
	1	17	8.6
	Total	**197**	**100**

Of the traits examined under this aspect, grammar is an indicator of learners` effective use of translating and reviewing strategies in composition writing. Therefore, those who demonstrated high ability in this trait effectively used cognitive writing skills in composition writing, while those who showed low ability in this trait did not effectively use these skills in their compositions. As presented in Table 4.8, results showed that out of the 197 respondents, 15 (7.6%) and 29 (14.7%) scored grade 5 and 4 in GR respectively, while 45 (22.8%) and 52 (26.4%) scored grade 1 and 2 respectively in the same trait, and 56 (28.4%) scored grade 3. Therefore, a total of 22.3% indicated high ability, while a total of 49.2%) demonstrated low ability, and 28.4%, registered average ability in the use of this trait. This means that only a smaller number of the respondents showed effective use of cognitive writing skills, while a greater number of them demonstrated inability to effectively use these skills in composition writing.

On mechanics of writing (MC), the situation was different. It can be seen that 37 (18.8%) and 46 (23.4%) of the respondents, scored grade 5 and 4 respectively in (MC), while 17 (8.6%) and 32 (16.2%) of the respondents scored grade 1 and 2 respectively in the same trait, and 65 (33.o %) scored grade 3 in this trait. Therefore, a

total of 42.2% demonstrated a higher ability, while 24.8% registered low ability in this trait, which shows that a greater number of the respondents have mastered mechanics of writing as compared to a smaller percentage of them who experienced difficulties in this trait. This could be explained by the fact that mechanics of writing is purely transcription rules that are of the lower- order cognition and therefore does not tax the working memory as does the aspects of writing which involve the higher- order cognition. Another reason could be, since mechanics of writing in composition is introduced to learners early in the writing class, learners grasp this aspect of writing early and therefore experience less challenges.

On grading grammar, a learner had to demonstrate use of grammatically correct sentences in order to score grade 4 or 5 in GR, while those whose sentences exhibited multiple grammatical errors that obstructed meaning, scored grade 1 or 2 in the same. Composition 10, (Appendix 6), is an example of a composition that scored grade 5 in GR because all the sentences are grammatically correct. Composition 2, 5, and 7, (Appendix 6), scored grade 4 in GR because they contain occasional grammatical errors, even though most of the sentences are grammatically correct. By contrast, Composition 12, (Appendix 6), is an example of the worst grammatical errors made in most of the compositions marked. Sentences such as "I wake up one day that I had waited eager that……..This was the day that I reall had a good lack that laid on me unknowingly" (paragraph 2), "The head of our house had already leave for…..to my mother whom did the same" (paragraph 3), "the dressing was killing" (paragraph5) "We depatured and have our-selfs on a bus"(paragraph 6), "This was the happiest day I had since I was at the hand of this world……….admired at with everybody"

(paragraph7", are all ungrammatical. Composition 3 and 6, (Appendix 6), fall in this category of poor GR.

Regarding grading of mechanics of writing (MC), a learner who demonstrated correct use of punctuation marks, spelling, and wrote legibly, scored grade 4 or 5, while the one whose composition was full of punctuation and spelling errors, and illegibility, scored grade 1 or 2 in MC. Composition 8, (Appendix 6), scored grade 5 in MC because the writer uses correct punctuation, no major spelling errors, and writes legibly. For example, the direct quotation marks "Take care Felicia", are correctly used to bring out the anxiety and apprehension in the writer`s mother about her daughter`s planned escapade with a stranger, (paragraph 4). The use of exclamation marks, "Soon we reached Busia boarder Wow!!! Amazing..." shows the excitement in the writer. Generally, the leaner demonstrates mastery of punctuation, has no spelling errors, and writes legibly. Similarly, in Composition 10, (Appendix 6), the writer demonstrates correct use of punctuation marks, no spelling errors, and has very neat handwriting.

 By contrast, Composition 13, (Appendix 6), though legible, has wrong use of punctuation , for example, the opening sentence "It was a calm Saturday Morning as…………." has no full stop, which should be placed after the word 'morning', and the words 'Saturday' and 'as', should start with capital letters. There are spelling errors such as splitting or joining of words. For example, 'my self' instead of 'myself', Inever' instead of 'I never'. The writer has no mastery of punctuation marks. For example, the words "my daughter you have really really passed that I cannot imagine", (paragraph 3) should have been in quotation marks, and that is why

it was rated grade 2 in MC. It was noted that most quality compositions also had legibility problems. Therefore, there is need to train learners on legibility in writing early, because poor transcription skills impacts negatively on idea generation during composition writing.

Based on the grading of the learners` compositions, the students who scored grade 4 and 5 in most of the traits examined in all the 5 aspects assessed, wrote quality compositions, and were classified as having effectively used cognitive writing skills. Composition 2, 5, 7, 8, 9, and 10, (Appendix 6), are in this category. On the other hand, those who scored below grade 3 in most of these traits wrote poor compositions, and were classified as having been unable to effectively use cognitive writing skills in composition writing. Composition 3, 4, 6, 11, and 12, (Appendix 6), are in this category. This seems to suggest a possible existence of a correlational relationship between effective use of cognitive writing skills in composition writing, and quality composition writing.

On the overall, based on the learners` performance in the written task in which their use of cognitive writing skills in composition writing was assessed, the general trend is that most of the learners were rated poorly in each of the five aspects that were examined, safe for the trait of paragraphing and mechanics of writing. This shows that majority of leaners who participated in the study were unable to effectively use cognitive writing skills in composition writing. Therefore, it can be concluded that most of the students in Likuyani District public secondary schools are unable to effectively use cognitive writing skills in composition writing, and this could partly explain why they write poor compositions.

4.4 Discussion of findings

The results presented in the previous sections in this chapter provide convincing evidence that secondary school learners in Likuyani District are not aware of most of the planning, translating, and reviewing strategies that are effective. Consequently, they use ineffective strategies in composition writing, which could explain why they write poor compositions. This section discusses the findings of the study in relation to the four research questions, as highlighted at the beginning of this chapter.

4.4.1 Learners` planning strategies awareness for composition writing

Objective one of the study, sought to explore planning strategies awareness by secondary school learners for composition writing. From the students` responses on the questionnaire, the study found out that outlining and rough-drafting were the most frequently used planning strategies by secondary school leaners in composition writing, while the least used strategies are note-taking and reading, and a smaller percentage reported using note-making, brainstorming, and discussion. This is because, of the 197 respondents, 125 (62.5%) reported that they used the outlining strategy, and 65 (32.5%) indicated that they used the rough-draft strategy, while, 13 (6.5%) and 3 (1.8%) reported that they used note-taking and reading strategies respectively.

From the literature reviewed, out-lining, brain storming, discussion, note-making, note-taking, and reading, are planning strategies that are effective in the planning process, during composition writing, as confirmed by Beare (2000), whose study findings revealed that strategies that facilitate content-generation during the writing

process are: discussion, brainstorming, note-taking, note-making, and reading, except rough-drafting which was found to be ineffective as revealed by Kellogg (1990, 1994; Quinlan, 2004; and Silva, 1993). Beare (2000) reported that intensive brainstorming and reading (researching for information), imply that a writer possesses good retrieval skills that enable them retrieve relevant information from the long-term memory, which enables a writer to meet assignment parameters. This therefore means that leaners who use these planning strategies are more likely to write quality compositions than those who do not. However, the present study findings revealed that a smaller number of learners use these planning strategies, yet they have been empirically proved to be effective planning strategies, which could mean that they are not aware of these planning strategies, and that could be partly why they write poor compositions.

These study findings seem to compare well with the study conducted by Silva (1993), who investigated the difference between L1 and L2 writers, and revealed that L2 writers did less planning because they found it difficult generating content, did less goal-setting, and had more difficult in organizing generated material. The study concluded that L2 writers find it difficult to manipulate cognitive processes involved in text production, which are: generating ideas, goal-setting, and organizing of generated material, all of which are sub-processes of the planning process in composition writing. This therefore means that majority of learners are unaware of strategies that facilitate the planning process in composition writing, and this could be affecting the development of their composition writing fluency. Moreover, the present study shows that a greater number of respondents used the outlining strategies, while only a smaller number used the rest of the planning strategies which are equally

effective. This means that majority of the learners plan less because they are unaware of most of the effective planning strategies, and this could be affecting their composition writing ability since they do not generate enough content to enable text generation.

Further, the results also showed that a greater number of respondents reported that they use the rough- draft strategy, yet it has been empirically proven as ineffective, as reported by Kellogg`s study (1990, 1994), whose findings revealed that the outline strategy was effective in planning and was associated with high quality compositions, while the rough draft strategy was not, because, outlining enabled writers to better organize their ideas prior to writing, which then enabled them to devote more resources to formulating these ideas effectively in the text. These results were validated by the findings of Quinlan`s study (2004), of middle- school children who were writing narratives. This means that majority of learners do not plan adequately because they are unaware of effective planning strategies and so they use ineffective strategies, like the rough-draft strategy.

Based on the present study findings, as validated by various study findings in the literature reviewed, It is evident that majority of learners do not adequately plan for their compositions because they are not aware of effective advance planning strategies which are linked to high quality texts, as postulated by (Bereiter & Scadarmalia, 1987; Deka Paz & Graham, 1997; Kellogg, 1988; Quilan, 2004), who note that writers who use advance planning strategies tend to produce better quality texts. It can therefore be concluded that most learners in public secondary schools in Likuyani District do not adequately plan before writing compositions because they are unaware

of effective advance planning strategies, which are important in facilitating the planning processes in composition writing, and this could be negatively impacting on the development of learners` composition writing skills, which could be why they write poor compositions. Therefore, there is need for writing teachers to explicitly teach effective advance planning strategies in composition writing, since an awareness and effective use of these strategies are an integral component in the composing process.

4.4.2 Learners` translating strategies awareness for composition writing

Objective two of the study sought to establish translating strategies awareness for composition writing by secondary school learners. The study revealed that the most frequently used translating strategies by learners in composition writing are free-writing and recursive writing, while the least used strategy is reading. This is because, of the 197 respondents, 97 (49.2%) reported that they used free-writing, and 93 (47.2%) reported that they used recursive writing, while only 7 (3.6%) reported that they used reading strategy. From the literature reviewed, recursion and reading are empirically proven as the most effective translating strategies, and are linked to high quality written compositions, while free-writing is ineffective.

 Recursive writing is a translating strategy where, the writer applies the cognitive writing processes of planning, translating and reviewing at any point during the composing process, rather than going through distinct stages of writing in a straight line, (Flower & Hayes, 1980, 1981, 1986). They argue that expert writers who have mastered the art of recursive writing construct a more elaborate representation of their goals, which they continue developing and modifying as they compose, and this enables them to write high quality final drafts. These findings seem to be confirmed

by (Bereiter & Scardamalia, 1987) who postulate that expert writers develop more elaborate plans prior to writing, elaborately modify these plans, and extensively revise their drafts, which leads to high quality final drafts.   Based on the results of the current study therefore, a greater number of learners are aware of, and use recursive writing which is an effective translating strategy.

 However, the study also revealed that the greatest number of learners reported that they are aware of, and use free writing strategy, which is ineffective in translating texts, as revealed by (Kellogg, 1994; Hayes, 1994). These researchers report that free writing strategy is only useful in improving handwriting fluency. Therefore, the learners who use this strategy are unaware of effective translating strategies such as recursive writing and reading strategy. Hayes (1996) postulates that reading plays a central role in competent writing. Kaufer, Flower and Hayes, (1986), note that skilled writers often pause to read their texts, and that such reading during writing has been linked to high quality of the written product. Bergh and Jlaarsdam, (1996), posit that during composing, reading can evoke other writing processes like planning, and evaluating, which is a sub-process of reviewing, and this yields high quality compositions. Yet, the present study revealed that the reading strategy is the least frequently used translating strategy, which means that a smaller number of learners are aware and use this strategy, yet it is as effective as recursive writing strategy.

Based on the present study findings, it is evident that despite a greater number of learners being aware of and using effective translating strategy like recursive writing, the greatest percentage of learners are aware of and use free writing strategy, which is ineffective. Further, a very small percentage of learners are aware of and use reading

strategy, which is equally as effective a strategy as the recursive writing strategy. It can therefore be argued that majority of learners do not effectively translate their texts because they are unaware of effective translating strategies and so they use ineffective strategies. Consequently, they write poor compositions. Therefore, it can be concluded that most learners in public secondary schools in Likuyani District do not effectively translate their texts during the composing process because they are unaware of effective translating strategies, and this could partly explain why they write poor compositions.

4.4.3 Learners` reviewing strategies awareness for composition writing

Objective three of the study sought to investigate reviewing strategies awareness for composition writing by secondary school learners. The study found out that the most frequently used reviewing strategies in composition writing are, critical reading, at 190 (96.5%), rewriting, at 180 (91.4%), and sentence by sentence, at 121 (61.4%), while the least used reviewing strategies are skim-through, at 72 (36.6%), and revising at 17 (8.6%). Empirical research has shown that critical reading, skim-through, and revising are the most effective reviewing strategies in the composing process, while sentence by sentence and rewriting are less effective, (Breefvelt et al. 1996; Hayes, J. 1996; Kaufer, et al. 1996; McCutchen et al. 1997). Hayes (2004), described reading as largely a function of reading comprehension and therefore, leaners must become critical readers of their own texts so that they are able to assess potential difficulties that their readers might encounter. The present study revealed that a greater number of learners are aware of, and use critical reading strategy, which is an effective reviewing strategy.

Despite this, the study also revealed that the least frequently used reviewing strategies are skim-through and revising, yet these strategies are very effective, as revealed by McCutchen et al. (1997), who reported that high-ability students revised using skim-through strategy which involved reading through the entire text after surface level errors had been found. This was more effective, as compared to low-ability students who use sentence by sentence strategy which was less effective. Moreover, Bereiter and Scardamalia, (1987), posit that competent writers often revise their texts, which results in high quality texts. Similarly, Flower and Hayes (1987) postulate that expert writers use revising strategy in reviewing their texts because revising involves comprehending, evaluating and defining problems, they observe that revising strategy was more effective and preferred by expert writers, than the rewriting strategy which was ineffective and preferred by novice writers. This shows that a smaller number of learners are aware of, and use effective reviewing strategies.

Further, the present study showed that rewriting and sentence by sentence, are among the most frequently used reviewing strategies, yet they are ineffective reviewing strategies, McCutchen, Flower and Hayes (ibid). This shows that majority of learners use ineffective reviewing strategies. This therefore shows that, except for critical reading strategy, which is an effective reviewing strategy, and found by the study to be frequently used by a greater number of learners, a greater percentage of learners use ineffective strategies such as rewriting, at (91.4%), and sentence by sentence, at (61.4%), to review their texts, while a smaller number use the most effective reviewing strategies such as skim- through and revising. This means that majority of learners do not effectively review their texts for lack of adequate knowledge about

effective reviewing strategies. Therefore, there is need for learners to be taught the use of these strategies.

On the overall, the study revealed that majority of learners are not aware of effective planning, translating, and reviewing strategies. Since planning, translating, and reviewing are cognitive writing processes that enhance quality text generation as revealed in the literature reviewed, this would mean that they do not effectively use these skills in their composition writing, and this could explain their composition writing difficulties. Therefore, it can be concluded that most learners in public secondary schools in Likuyani District do not effectively use cognitive writing skills in their composition writing because they are unaware of effective strategies that facilitate these skills and so they use ineffective strategies, which could partly explain why they write poor compositions. Therefore, there is need for these learners to be taught the use of effective strategies that enhance cognitive writing skills in composition writing.

4.4.4 Learner's use of planning, translating, and reviewing strategies

Objective four sought to assess how secondary school learners use planning, translating, and reviewing strategies in composition writing. The study found out that a greater number of learners did not use planning, translating, and reviewing strategies effectively in composition writing, which, by extension, implies that they are unable to effectively use cognitive writing processes in composition writing and this could partly explain why they write poor compositions. Referring to the information presented in section 4.3.2, it was reported that majority of learners demonstrated low ability in all the traits examined under the five aspects that were assessed. For

example in Table 4.4,   a higher percentage of learners demonstrated low ability in addressing all the assignment parameters that were examined. The traits: assignment requirements, main idea, audience, and purpose, which were examined under the aspect of Assignment Parameters (Table 4.4), are all aspects of advance planning. For a writer to address each of these aspects satisfactorily and appropriately, he/she should generate relevant information to suit the topic, set writing goals that will meet audience expectations and therefore, demonstrate achievement of writing purpose, and organize the generated ideas into logical and well-coordinated paragraphs. According to Flower and Hayes (1980,1981), idea generating, goal-setting, and organizing are all sub-processes of the *planning* process, which is one of the cognitive writing skills under investigation in the present study. Therefore, if learners showed low ability in these traits, it means that these learners do not adequately plan, meaning they do not effectively use cognitive writing skills in composition writing, and that is partly why they wrote poor compositions. This seems to confirm the ideas of Bereiter and Scardamalia (1987), who posit that expert writers develop more elaborate plans prior to writing, elaborately develop these plans during writing, and extensively revise their texts, which improves overall writing efficiency, ideas that Hayes (1996) agrees with.

 In Table 4.5, the results showed that a greater number of learners demonstrated low ability in all the traits that were examined under the aspect of Organization and Development. These traits are: opening, coherence, paragraphing, and closing, all of which are aspects of *planning* and *translating.* For a writer to have a captivating opening, well-coordinated paragraphs, and a clinching closing, she/he has to generate ideas, set writing goals that meet the rhetorical problem, and organize these ideas

logically in well-coordinated paragraphs. Idea generation, goal-setting, and logical organization of well-coordinated paragraphs, are all sub-processes of *planning* and *translating* which are among the three cognitive writing processes under investigation in the present study. Therefore, if learners showed low ability in these traits, it means that they are unable to adequately plan before writing, and also appropriately translate their texts, which in effect, means a lack of awareness of effective strategies that facilitate the said cognitive writing processes. In addition, the use of coherence devices is an aspect of *translating* , which is one of the cognitive writing skills that requires a writer to juggle all the specific demands of written English (syntactical, lexis, semantics, and the English Script) during the actual act of composing, as postulated by Flower and Hayes (1980, 1981). Therefore, if learners showed low ability in the traits examined under the aspect of Organization and Development, it means that majority of the learners do not effectively plan and translate their texts, meaning, they do not effectively use cognitive writing skills in composition writing.

Table 4.6, is a presentation of the results of learner performance in the aspect of Consistency and Reasoning, which showed that a higher percentage of learners demonstrated low ability in all the traits that were examined under this aspect. These traits are: Reasoning, quality of details and quantity of details, all of which are aspects of *planning* and *translating.* Reasoning is the exhibition of logical progression of ideas that support the focus of the paper in a student`s composition, while, concerning quality and quantity of details, a learner provides logical information that is sufficient to support the main idea in a student`s composition. In order to achieve this, a writer needs to generate enough information that is relevant to the topic, and logically organize this information as he/she composes. As noted earlier in this discussion,

generating of ideas and organizing of these ideas in writing, are sub-processes of planning, which is one of the cognitive writing processes under investigation in the present study. Therefore, learners who demonstrated low ability in the traits that were examined under the aspect of Reasoning and Consistency neither adequately plan for their compositions before writing, nor effectively translate their texts. This means that these learners do not effectively use cognitive writing skills in composition writing.

Table 4.7, is a presentation of learners` performance in the aspect of Contextual and Audience Appropriateness in Language use. The results showed that majority of learners demonstrated low ability in all the traits that were examined under this aspect, which were: Word choice, comprehensibility, and sentence construction, all of which are aspects of *translating*. Translating, as noted earlier, is one of the cognitive writing processes that are under investigation in the current study. According to Flower and Hayes (1980, 1981), a writer who is able to juggle all the specific demands of written English while translating a text, writes good quality composition. Therefore, if learners showed low ability in these traits, it means they do not effectively translate their texts, meaning they do not effectively use cognitive writing skills in their composition writing.

Finally, Table. 4.8, is a summary of leaners` performance in the aspect of grammar and mechanics, which shows that majority of learners demonstrated low ability in grammar, except the scores in mechanics of writing, where the trend was reversed. Rules of grammar and mechanics of writing are fundamental in translating comprehensible text. Therefore, if learners showed low ability in grammar, it means

that they do not effectively translate their texts, meaning they do not effectively use cognitive writing skills in composition writing. Based on the results as presented in section 4.3.2, and the discussion in section 4.4.4,   it can be concluded that most of the learners in public secondary schools in Likuyani District are unable to use planning, translating, and reviewing strategies adequately, which therefore implies, they do not effectively use cognitive writing processes in composition writing and this could partly explain why they write poorly. This is because; the literature reviewed supports the importance of these processes in enhancing quality composition writing. Therefore, based on the findings as guided by each of the study objectives, and the conclusions reached thereafter, we can logically conclude that majority of learners in public secondary schools in Kenya do not effectively use cognitive writing processes in composition writing due to lack of awareness of most of the strategies that facilitate these processes during the composing process. Consequently, they write low quality compositions.

4.4.5 Discussion based on the theoretical framework

The study was based on the 'Cognitive Process Theory of writing', by Flower and Hayes (1980, 1981) whose ideas formed the theoretical framework for the study. They postulate that writers use a combination of distinct, thinking processes during the composing process. These processes are: Planning, translating, and reviewing, which formed the independent variables of the study, under investigation. These researchers argue that expert writers develop elaborate plans, which they continue modifying as they compose, through the sub-processes of content-generation, organizing, and goal-setting, which leads to quality written text. Therefore, a writer who juggles these processes effectively during the writing processes produces a high quality text than the one who does not. The study findings on learners` planning strategies awareness

revealed that a greater number of learners do not plan adequately because they are unaware of effective planning strategies. This means learners need to be aware of the strategies that facilitate the planning process in order to improve the quality of their compositions. It can therefore be concluded that planning is a significant component of the composing process, and therefore, learners need to be well-grounded in the strategies that facilitate this process, which could partly enhance the development of learners` composition writing competencies.

On learners` translating awareness, the study revealed that, majority of learners do not effectively translate their texts because they are unaware of effective translating strategies, such as the reading and recursive strategies, and so they use ineffective ones like free writing. The assertions of Flower and Hayes, (1980, 1981), in their 'Cognitive Theory of Writing', which forms the theoretical framework of this study confirm recursive writing, as an effective translating strategy. They postulate that recursive writing is associated with high quality final drafts because it enables a writer to develop more elaborate representation of their goals, which they continue modifying as they compose. This shows that effective translating, which is one of the cognitive writing processes, leads to quality composition writing, and therefore, it is a significant component of the composing process, which learners need to be well-grounded in the strategies that facilitate this process, and this could partly enhance the development of their composition writing competencies.

On learners` reviewing strategies awareness, the study revealed a lack of awareness of effective reviewing strategies by majority of learners. The study findings showed that the most frequently used reviewing strategies are critical reading, in which, of the 197

respondents,190 (96.5%) reported that they used critical reading, 180 (91.4%), used rewriting, and 121 (61.4%), used sentence by sentence, while the least used strategies were skim-through, and revising at 72 (36.6%) and 17 (8.6%), respectively. Apart from critical reading, which is empirically effective and which majority reported as having used, a smaller number of learners are aware of other effective strategies like skim-through and revising. Similarly, Flower and Hayes (ibid) reported that the revising strategy, one of the sub-processes of the reviewing process, was found to be a very effective reviewing strategy, and was used by skilled writers, as compared to the rewriting strategy, which was found to be ineffective and was used by novice writers, yet in the study, it is one of the most frequently used strategies, while revising, which is one of the most effective, is the least used strategy. This means that effective reviewing, which is one of the cognitive writing processes in composition writing enhances quality composition writing. Therefore, there is need for learners to be well-grounded in the strategies that facilitate the reviewing process, which could improve learners` composition writing competencies.

Finally, assessment of learners` use of planning, translating, and reviewing strategies- all of which are cognitive writing processes in composition writing , showed that majority of learners were unable to effectively use planning, translating, and reviewing strategies, implying, they are unable to effectively use cognitive writing processes during the composing process, and this could explain why they write poor compositions. This seems to be supported by the ideas of Hayes and Flower, (1980, 1981), in their 'Cognitive Theory of Writing', part of which forms the theoretical framework in this study. They postulate that, the act of composing is a set of distinct and goal-directed thinking processes which are organized by the writer, and are

recursive; can occur at any point during the composing process. These processes are planning, translating, and reviewing, which are recursive. They report that expert writers are able to use these processes recursively, and therefore, write quality compositions as compared to the novice writers, who are unable to use these processes effectively, and therefore write poor quality compositions. Moreover, these findings perfectly match with the ideas expressed in the study conceptual framework, which shows that the interactions of cognitive writing processes leads to quality compositions, while the converse is true.

Based on the study findings, which showed that majority of learners are unable to effectively use planning, translating, and reviewing processes in composition writing due to lack of awareness of most of the strategies that facilitate these processes during the composing process, it can be concluded that the use of planning, translating, and reviewing in composition writing, all of which are cognitive writing processes, enables writers to produce quality compositions. This is anchored in the theoretical framework, whereby the researchers posit that using these processes sets apart expert and novice writers. Therefore, if learners are well grounded in the use of these processes, their composition writing skills should improve significantly, thereby, addressing the research problem, (section 1.3), and consequently, making a contribution towards addressing the stated problem.

4.5 Chapter summary

This chapter has reported study findings from analyzed data, and discussed the findings. The next chapter presents a summary of the study findings, concluding

remarks and pedagogical implications drawn from findings, and finally, recommendations and suggestions for further research.

CHAPTER FIVE

5.0 SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study set out to establish the use of cognitive writing processes in composition writing in English among secondary school students in Likuyani Sub-County-Kakamega County, Kenya. The study further explored the following four study objectives: Planning strategies awareness by secondary school learners for composition writing; translating strategies awareness by secondary school learners for composition writing; reviewing strategies awareness by secondary school learners for composition writing; and how secondary school learners apply planning, translating, and reviewing strategies in composition writing. The findings could be used to partly explain the value of cognitive writing processes in composition writing in the English subject in Kenyan public secondary schools. To establish whether the study objectives and research questions were answered, as stated in chapter one, (section 1.5, and 1.6), data on the variables was collected and analyzed.

5.2- Summary of findings

Having assessed learners' awareness of planning, translating and reviewing strategies, all of which are cognitive writing processes and how they apply these processes in composition writing, the summary of the findings for the four objectives is as follows:

Objective one of the study sought to explore planning strategies awareness by secondary school learners for composition writing. It was found out that majority of learners in public secondary schools in Likuyani District are unaware of effective

advance planning strategies such as note-taking, note-making, discussion, brainstorming and reading, and instead, they frequently use the rough-drafting strategy, which is ineffective. Consequently, they do not adequately plan prior to composition writing. Based on the literature reviewed, Planning is one of the cognitive writing skills that enable a writer to produce high quality text. These studies have revealed that writers who use advance planning strategies tend to produce better quality texts, as compared to those who do not. In the present study findings, majority of leaners do not adequately plan prior to composition writing. Therefore, this means that they do not write quality compositions because they do not plan enough, which could partly explain their composition writing difficulties. This shows that mastery of the planning process can enhance the development of learner writing abilities in composition writing. Therefore, there is need for writing teachers to explicitly teach effective advance planning strategies in composition writing, since an awareness and effective use of these strategies are an integral component in the composing process.

The second objective of the study sought to establish translating strategies awareness by secondary school learners for composition writing. It was found out that, despite a greater number of leaners in public secondary schools in Likuyani District being aware of recursive writing strategy, which is effective, they are not aware of the reading strategy, which is equally effective. Further, majority of the students are aware of and frequently use free-writing strategy, which is ineffective. As a result, they do not effectively translate their texts as they compose. In the literature reviewed, translating is one of the cognitive writing strategies that enable a writer compose high-quality texts. In the present study, majority of learners do not effectively translate their texts, meaning, since they do not use effective translating strategies,

they do not write quality compositions, and this could partly explain their composition writing difficulties. This shows that mastery of effective translating strategies can enhance the development of learners` composition writing fluency. Therefore there is need for learners to be taught translating strategies in composition writing.

The third objective of the study sought to investigate reviewing strategies awareness by secondary school learners for composition writing. It was found out that, majority of learners are not aware of effective reviewing strategies such as revising, skim-through, and reading, instead, they use strategies such as rewriting and sentence by sentence, which are ineffective. As a result, they do not adequately review their texts as they compose. Reviewing is one of the cognitive writing skills that are empirically associated with high quality texts. These studies reveal that writers who review their texts extensively write better quality compositions than those who do not. In the present study findings, majority of learners do not adequately review their texts. This shows that they write poor compositions because they do not adequately review their texts as they compose, which could partly explain learners` composition writing difficulties. This implies that mastery of effective reviewing strategies can enable learners' development of composition writing fluency. Therefore learners should be taught these strategies to enhance their composition writing competence.

The fourth objective of the study sought to assess how secondary school learners apply planning, translating, and reviewing processes in composition writing. Performance of learners on cognitive writing processes was assessed using a 5-point scale continuum rubric, which measured learners` performance on five aspects (as presented in Tables 4.4, 4.5, 4.6, 4.7, and 4.8). The five aspects are indicators of the

application of cognitive writing processes, as reflected in learners` composition writing. Individual ratings were summed up and converted to frequencies to make it easier to discuss the results.

The study found out that majority of learners demonstrated low ability in most of the traits examined under each of the five aspects assessed. Based on the results as presented in section 4.3.2, and the discussion in section 4.4.4,   it can be concluded that most of the learners in public secondary schools in Likuyani Sub-County are unable to use planning, translating, and reviewing strategies adequately, which therefore implies, they do not effectively use cognitive writing processes in composition writing and this could partly explain why they write poorly. This is because; the literature reviewed supports the importance of these processes in enhancing quality composition writing. Therefore, based on the findings as guided by each of the study objectives, and the conclusions reached thereafter, we can logically conclude that majority of learners in public secondary schools in Kenya, do not effectively use cognitive writing processes in composition writing due to lack of awareness of most of the strategies that facilitate these processes during the composing process. It can therefore be argued that proper grounding in the use of cognitive writing processes can enhance learners` ability to write quality compositions. These findings are supported by empirical research on composition writing reviewed, and in the theoretical framework in which the researchers report the primacy of these processes in the success of composition writing.

5.3- Conclusion

Based on the study findings, it was concluded that many learners in Kenyan public secondary schools, as illustrated in Likuyani District, are unable to effectively use cognitive writing processes in composition writing due to lack of awareness of most of the strategies that facilitate these processes. As a result, they do not write quality compositions. These findings therefore, answer the research questions stated in section 1.6 of chapter one of this study on the use of cognitive writing processes in composition writing in English among secondary school students in Likuyani District-Kakamega County, Kenya. The following specific conclusions were deduced from the study findings:

1) Most learners in public secondary schools in Kenya do not adequately plan before composition writing due to lack of awareness of effective advance planning strategies. Consequently, they do not write high quality compositions because the use of these strategies has been empirically proved to enhance composition writing fluency.

2) Most learners in public secondary schools in Kenya do not adequately translate their compositions during the composing process due to lack of awareness of effective translating strategies. This leads to poor quality composition writing because the use of these strategies has been empirically proved to enhance composition writing fluency.

3) Most learners in public secondary schools in Kenya do not adequately review their compositions because they are unaware of effective reviewing strategies. As a result, they write poor quality compositions because the use of these strategies has been empirically linked to high quality composition writing.

4) Majority of learners in public secondary schools in Kenya do not effectively apply cognitive writing processes in composition writing due to lack of

awareness of most of the strategies that facilitate these processes during the composing process. Consequently, they do not write quality compositions because the use of these processes has been empirically proved to enhance the development of learner composition writing competencies.

Referring to the study findings, it can be deduced that the learners` ability to apply cognitive writing ability in composition writing is generally low and that is why they exhibit poor quality composition writing. The major conclusion of this study therefore is that, the use of cognitive writing processes in composition writing can enable writing learners to write quality compositions in English. Therefore, ESL learners should be explicitly taught strategies that enhance the development of these processes.

5.4- Recommendations of the Study

This section makes some valuable recommendations that could ensure successful teaching and learning of composition writing. They are as follows:

1) Teachers should explicitly teach learners the application of planning strategies in composition writing such as brainstorming, note-taking, note-making, discussion, and reading, which are effective in facilitating the process of planning.

2) Teachers should explicitly teach learners the application of translating strategies in composition writing such as recursive and reading, which are effective in facilitating the translating process.

3) Teachers should explicitly teach the application of reviewing strategies in composition writing such as skim-through, revising and reading, which are effective in facilitating the reviewing process.

4) Learners should be exposed to plenty of practice in the application of planning, translating, and reviewing strategies in composition writing, in order that their cognitive writing processes are developed.

5) Course- material developers should develop teaching and learning materials that incorporate teaching and learning activities that enhance development of learners` cognitive writing processes in the teaching of composition writing.

5.5- Suggestion for further research

A similar study could be replicated and comparisons made across school categories, for instance, public, private, rural, urban, National, and gender- based secondary schools.

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APPENDICES

Appendix 1: Letter of introduction

MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY

Telephone: LIKUYANI
Email: likuyanideo@yahoo.com

When replying please quote
Ref/ 205320

DISTRICT EDUCATION OFFICE,
LIKUYANI DISTRICT,
P. O. BOX 166,
MATUNDA

10th February 2014

TO WHOM IT MAY CONCERN

This is to certify that the bearer of this letter, Diana Wakasa Barasa, ID 4255370 ,TSC 205320 is a student of Moi University who has authorization from my office to carry out research in your school on the Topic: 'The use of cognitive writing processes in composition writing in English in Kenyan Secondary schools, in Likuyani District-Kakamega County, Kenya.'

Please accord her the assistance she may need.

MUTABES HARRISON
FOR:DISTRICT EDUCATION OFFICER
LIKUYANI DISTRICT.

Appendix 2: Student informed consent form

<u>STUDENTS' INFORMED CONSENT FORM FOR THE STUDY</u>
<u>PARTICIPANTS.</u>

<u>Directions</u>

Please fill in the information required and sign at the end to show that your participation in the study was of your own free will, and that you were not forced by anybody.

<u>Part A</u>

Name of your school ___St. Elizabeth Girls Secondary School___

Your class ___Form 4 central___

Your secret number ___011___

Date ___27th feb 2014.___

I ___011___ (indicate your Secret number, NOT your name, in the space provided) do hereby declare that I fully understand the purpose of this research, and the implications of my participation. Therefore, I willingly accept to participate in it, as one of the respondents.

Your signature ___[signature]___

Date ___27th feb 2014.___

Appendix 3: Student questionnaire

TITLE: A QUESTIONNAIRE FOR FORM FOUR STUDENTS IN LIKUYANI DISTRICT

Instructions:

Kindly answer each item by placing a tick [ ] in the correct box on the questionnaire and also filling in the blank spaces where necessary. Please do not omit any item.

Part 1: Personal Data

1 .Status of your school:

     A. Provincial   [   ]

   B. District   [   ]

    C. Other, specify--------------

2. School gender: A. Male [   ]   B. Female   [   ]   C. Mixed   [   ]

Part 11: Students` responses on composition writing strategies

1. a). When you are given a composition topic to write about, do you plan before you begin writing? .

   A. Yes [   ]

    B. No   [   ]

If yes, please answer question b and c.

b). which type of plan do you make? Please tick whichever applies to you.

   A.Rough draft   [   ]

B. Out-line   [   ]

C). List down all the activities that you do while planning.

………………………………………………………..

……………………………………………………….

………………………………………………………....

………………………………………………………

………………………………………………………

………………………………………………………

2. a) When you are given a composition assignment to write, do you involve your class-mates before you write your own?

A. Yes   [   ]

B. No   [   ]

b) If yes, list down all the activities that you do with them before you start writing your own composition:

----

3. While writing a composition, how do you do it? Please tick whichever applies to you:

A. I keep going back to read what I have written so as to make necessary changes
[   ]

B. I write to the end before I go back to make corrections   [   ]

4. Please list down the type of corrections that you make in your composition as you write:

5.a) While writing a composition, do you pause to read what you have written?

    A. Yes   [   ]

    B. No   [   ]

b) If you pause to read, and a new idea comes to your mind, what do you do? Please tick whichever applies to you:

    A. I include the new idea immediately in my composition   [   ]

    B. I consider it later   [   ]

6. a)   After you complete writing your composition, do you read it before giving it to the teacher for marking?

    A. Yes   [   ]

    B. No   [   ]

6. b) If yes, please tick the one that best describes how you read:

A. I read through the whole composition, then I read it again as I make necessary changes   [   ]

B. I read through as I make necessary corrections   [   ]

7. When you notice an error in your composition while reading through it, how do you make corrections? Please tick whichever best describes how you do it:

A. I rewrite the sentences which contain errors only   [   ]

B. I make appropriate changes that make what I intended to say clearer   [   ]

Appendix 4: Written task

Write a composition of between 250-500 words about "An interesting event in my life"

Source: Bungoma County KCSE Trial Examinations, July, 2012 (101 English paper 3).

Appendix 5: Marking Guide for written task

TASK: Write a composition of between 250- 500 words about "An interesting event in my life".

The following traits will be assessed:

1) Opening
2) Coherence devices
3) Closing
4) Reasoning

5) Quality of details
6) Word choice
7) Comprehensibility

The above traits should be present in the writer`s organizational skills, grammatical skills, language use, and aspects of writing style, all of which are cognitive writing skills. The composition will be assessed on a 5-part- rating scale, with the highest level of the trait presentation being 5 and the lowest 1

1) Assignment parameters

The following traits shall be assessed: Assignment requirements, main idea, audience, and purpose.

a) Assignment Parameters-(overall evaluation of the writing)

Trait 1: *Assignment Requirements.*

- Level-5: The learner addresses and develops each aspect of the assignment
- Level-4: The learner addresses each aspect of the assignment.
- Level-3: The learner addresses the appropriate topic and partially fulfills assignment requirements.
- Level-2: The learner addresses the appropriate topic, but omits most or all of the assignment requirements.
- Level-1: The learner is off topic or vaguely addresses the topic.

Trait 2: *Main idea.*

- Level-5: The learner clearly has, and maintains a main idea throughout.
- Level-5: The main idea is clear, although, a rare extraneous element is introduced.
- Level-3: The paper has a main idea, but additional unrelated ideas distract the reader.
- Level-2: The main idea is not maintained, or it is unclear.
- Level-1: The main idea is not maintained or it is unclear- 4 marks

Trait 3: *Audience.*

- Level-5: The learner exhibits a keen awareness of the audience`s needs and expectations.

- Level-4: The learner exhibits an awareness of the audience`s needs (reader representation).
- Level-3: The learner exhibits reader awareness and addresses the appropriate audience throughout the text, although in some sections, the audience is ambiguous.
- Level-2: The learner shows a lack of reader awareness by addressing one or more inappropriate audiences.
- Level-1: The learner shifts between multiple and/ or inappropriate audiences because of a lack of reader- awareness.

Trait 4: *Purpose.*

- Level-5: The elements of the paper clearly contribute to the writer`s purpose, which is obvious, specific, maintained, and appropriate for the assignment.
- Level-4: The writer`s purpose is present, appropriate for the assignment, and maintained throughout.
- Level-3: The writer`s purpose is present, appropriate for the assignment, but elements may not clearly contribute to the purpose.
- Level-2: The writer presents multiple purposes or the purpose is inappropriate for the assignment.
- Level-1: The writer`s purpose is not evident.

2) Organization and Development

The following traits shall be assessed: Opening, coherence, paragraphing, and closing.

Trait 1: *Opening.*

- Level5: The learner uses the opening to introduce the main idea, capture the reader`s attention, and prepare the reader for the body of the paper.
- Level-4: The writer uses the opening to introduce the main idea and prepares the reader for the body of the paper.
- Level-3: The writer uses the opening to identify the main idea but does not prepare the reader for the body of the paper.
- Level-2: The main idea is not clear, or unrelated to the main idea, or absent from the opening.
- Level-1: The opening is absent, or unrelated to the main idea.

Trait 2: *Coherence Devices*

- Level-5: Transitional words, phrases, sentences and paragraphs smoothly connect the paper`s elements, ideas and/ or details, allowing the reader to follow the writer`s point effortlessly.

- Level-4: Coherence devices are rarely missing and do not impact the reader`s understanding.
- Level-3: Coherence devices appear throughout the paper but additional and appropriate connectors would enhance the flow.
- Level-2: Coherence devices are attempted, but are ineffective.
- Level-1: Coherence devices are absent or missing.

Trait 3: *Paragraph construction- (planning-organizational skills)*

- Level-5: Each paragraph is unified around a topic that relates to the main idea. All paragraphs support the main idea and are ordered logically.
- Level-4: Paragraphs support the main idea and are ordered logically, but an occasional paragraph may not be unified around a single topic.
- Level-3: Paragraphs exist, but some may be misplaced, include more than one topic, or be unrelated to one idea.
- Level-2: Paragraph breaks are attempted, but are illogical and misplaced. Topics may also be unrelated to the main idea.
- Level-1: There are no paragraph breaks. Topics may be unrelated to the main idea, and presented illogically.

Trait 4: *Closing*

- Level-5: Closing synthesizes the elements, supports the main idea, and finalizes the paper.
- Level-4: Closing summarizes the elements, supports the main idea, and finalizes the paper.
- Level-3: Closing summarizes the elements which are consistent with the main idea, may introduce unrelated or new details, but does not finalize the paper.
- Level-2: Closing presents a few elements which are consistent with the main idea, may introduce unrelated or new ideas, but does not finalize the paper.
- Level-1: Closing is absent, or introduces unrelated ideas.

3) Organization and Development: Reasoning and Consistency

The following traits shall be assessed: Reasoning, quality of details, and quantity of details.

Trait 1: *Reasoning.*

- Level-5: The essay exhibits a logical progression of sophisticated ideas that support the focus of the paper.

- Level-4: The essay exhibits a logical progression of ideas that support the focus of the paper.
- Level-3: The progression of ideas is interrupted by rare errors in logic, such as absolutes or contradictions.
- Level-2: The attempt at a progression of ideas is unsuccessful due to errors in logic, such as absolutes or contradictions.
- Level-1: The ideas are illogical and appear to reflect the writer`s stream of consciousness.

Trait 2: *Quality of details.*

- Level-5: Details help to develop each element of the text and provide supporting statements, evidence or examples necessary to explain or persuade effectively.
- Level-4: Details support the elements of the text with sufficient clarity, depth and accuracy.
- Level-3: Details are related to the elements of the text, but do not support those elements with sufficient clarity, depth, and accuracy.
- Level-2: Details are loosely related to the elements of the text, but are lacking clarity, depth, and accuracy.
- Level-1: Details do not develop the elements of the text.

Trait 3: *Quantity of details.*

- Level-5: All points are supported by a sufficient number of details.
- Level-4: Most points are supported by a sufficient number of details.
- Level-3: Additional details are needed to develop some points.
- Level-2: Additional details are needed to develop most points.
- Level-1: Virtually no details are present.

4) Language and aspects of style in writing.

The following traits shall be assessed: Word choice, comprehensibility, and sentence construction.

Trait 1: *Word choice.*

- Level-5: Vocabulary reflects a thorough grasp of the language appropriate to the audience. Word choice is precise, creating a vivid image. Metaphors and other such devices may be used to create meaning.
- Level-4: Vocabulary reflects a strong grasp of the language appropriate to the audience. Word choice is accurate.

- Level-3: Vocabulary reflects inconsistent grasp of the language and may be inaccurate or inappropriate to the audience.
- Level-2: Vocabulary is typically inaccurate and inappropriate to the audience, word choice include vague, non-descriptive expressions.
- Level-1: Word choice is limited to vague, non-descriptive, and/ or trite expressions and may include homonyms, erroneous word choice inappropriate to the audience.

Trait 2: *Comprehensibility.*

- Level-5: All sentences are clear and understandable.
- Level-4: The sentences are clear and understandable with rare ambiguities.
- Level-3: Most sentences are understandable but may include ambiguities.
- Level-2: Many sentences lack clarity and may misuse academic language.
- Level-1: Most sentences lack clarity, and may misuse academic language.

Trait 3: *Sentence Construction.*

- Level-5: Clear and concise sentences that vary with the degree of complexity reflecting the audience and purpose.
- Level-4: Sentences vary with the degree of complexity reflecting the audience and purpose.
- Level-3: Sentence variety is limited, but attempts complex structure.
- Level-1: Complex structure is attempted without success and/ or sentence structure is simplistic, and repetitive.
- Level-1: Sentences are simple and repetitive.

5) **Grammar and mechanics: (Observation of Standard Edited English.)**

The following traits shall be assessed: Grammar, and mechanics of writing.

Trait 1: *Grammar*

- Level-5: Sentences are grammatically correct.
- Level-4: Rare grammatical errors exist, but do not affect readability.
- Level-3: A limited variety of grammatical errors exist.
- Level-2: A variety of grammatical errors appear throughout the paper, possibly affecting readability.
- Level-1: Most sentences exhibit multiple grammatical errors, obstructing meaning.

Trait 1: *Mechanics of writing*

- Level-5: Sentences are mechanically correct.
- Level-4: Rare mechanical errors exist, but do not affect readability.
- Level-3: A limited variety of mechanical errors exist.
- Level-2: A variety of mechanical errors appear throughout the paper, possibly affecting readability.
- Level-1: Most sentences exhibit multiple mechanical errors, obstructing meaning.

Appendix 6: Sample compositions
Composition 1

HW

COMPOSITION 1   12/03/2014.

AN INTERESTING EVENT IN MY LIFE.

An interesting event is that which attracts your attention,
it is special, exciting and unusual. This is an event which
one can never forget because it captured his or her attention.
Below is a true fantastic story about my life.

Five years ago, I had made a habit of taking my
mother's car and giving it to my friend who had driving
skills who drove us to wherever place we wished to go. My
mother being a single parent, loved me so much and often
turned a blind eye on to what I did.

My father had died the previous year where he left my mother
with that precious car to inherit. She took care of my brother
and I with great care and provided love to the Maximum.
Anything we did wrong did not bother her much but she was
concerned to note any slight improvement we made at
school or any activity. I remember one day my brother came
home when he was position thirty four. My mother really
congratulated her because he had the habit of becoming
position thirty five. She asked her " Your p wee position
thirty four out of? " My brother answered, "thirty five."
Mother was so happy to a point that she offered to take him for
a tour. This was Her happiness was broken when my brother
said even the last student dint do the exams! so funny!
but mother kept encouraging us that we could make to
great people in the society.

I took the advantage of mother being humble to 'steal'
her car and use it for my own good. Over the christmas holiday,
I decided to pull a real deal. I ganged up with a bunch of
friends and decided we were going to drive to Nairobi. Without
a word, we took the car. Off we went with the 'stolen car.'
loaded with food and drinks.

Indeed, the party started as soon as we left Mombasa and
headed towards Athi river. since we had left Mombasa

left in the afternoon, by the time we got to Toboka late at night, about halfway to Nairobi, we realised that we needed fuel and we turned into those multipurpose service centre for petrol. We refilled the car at Jamii petrol station and paid

My friend Kazbeki who was riding the car said he was exhausted and he needed help from someone else who knew how to drive. Azdak volunteered to take over the driving and drove us away as fast and he could leaving clouds of dust behind.

The journey was long and eventually everyone dozzed of except Azdak who could not doze because we would get an accident if he did so.
cause

After two kilometres, we arrived at a certain city. It was dark and cool. Most people had finished their daily du and were at their specific homes. The darkness co not make us read anything to make us identify whe we were. Soon a car came behind ours and we be able to read a big notice board written, " WELC TO MOMBASA." Everyone was shocked! Mombasa? we w going to Nairobi how comes we are at Mombasa?
m

We now remembered that Azdak had taken a wron route from the petrol station. Instead of heading forward to Mombasa, he headed to Mombasa - our city to w
Nairobi   home

Everyone was annoyed by what had happed but for me it was a very interesting episode in my life people quarrled but at last everyone took his or he route to their homes. I took the 'stolen' car back my mother. When I narrated the story to her, she bu into a prolonged laughter which also made me to lf Sually, the event is unforgetful. it will forever stick in my mind untill when the day satan would be a christian.

Composition 2

COMPOSITION 2

AN INTERESTING EVENT IN MY LIFE

At around 10·00 a·m all the of form four students had already settled. Everyone was seen smiling as our bus driver started the engine. Our journey to Eldoret Institute of Education begun then safety!

After travelling for about an hour, we were at the Institute of Education gate where we were ushered in by security personnel. We were assigned a tour guide who took us to various places within the institute. There, we were able to be taken through different rooms allocated for various various subjects. We went to pass through engineering room, Business & Economic room where learning of how human being strive to satisfy their endless wants is studied. We were also able to access through Capentary room where they have had invented a type of machine device that can cut, groove and shape a piece of wood whichever the shape you like, including the curved one!

From there, we passed via poa place, a kilometre from Eldoret Institute of Education two kilometers southwards. Here, we were able to access different tamed wild animals ranging from Lion, leopard, monkeys and baboons. Different kind of birds among them Ostrich which weighed more than a cow and lays eggs which a full grown man can't finish taking it alone as we were told by our tour guide. We also able to see different types of snakes. What facinated me was the Black Mamba type of snake. They measured upto two hundred and fifty metres in length. These kinds of snake fed only once a week!

We were also taken through traditional houses. Those That of Maasai, Hande, Luo and Kipsigis are the athical? homesteads we were able to access.

Finally we had time to enjoy ourselves. Those who like Merry-go-round were taken there, those who like swimming there was a swimming pool for them and footballers like me we played football apart from other games like hockey, volleyball and netball. From there, we went to town where we had a delicious meal before we went back to school. What a wonderful day it was!

Composition 3

An Interesting story in my life.

It bwash' COMPOSITION 3 ⑤

It was on Friday Morning that we prepared Our self to in Our daily Occasions. Meanwhile we all Get the Changes of Travelling to Our nearby School-Called St. Paul's Academic Day I was as happy as a Queen in her Palace.

Without wasting time we all rushed to our Car and we started off for Journeys.

After that we all assembled in huge building to Clear out permission documents and we hand over to our Secretary and he gave as a mandatory being in that Occasions Without any fishy and mistemisenos. — incomprehe.

That Makes Everyone in that Occasim to be happy and alot of Attensim. Because Each of us were well neat and good expresim for them Selfs — incomprehensible.

Meanwhile we all made that day very interesting and well presented.

The student whom we went they all made our day be more interesting and well plained their activities that was undertaken by each of them. Since they seat atep up a Programme that was very interesting of action actions eg One of my Colleques they all acted as Uhuru Kenyatta being sworn in and another one like ⑤ Mollo Raila Odinga which Makes pe Crowd to love and Others were chearing as if they were Confused as a pregnan Rat

Composition 4

COMPOSITION 4
AN INTERESTING EVENT IN MY LIFE.

The day begun badly for each and everyone was worried about our lovely, old, grandfather's life who was lying on the bed encountering alot of difficulties in breathing. He had sent for us his grandchildren to come and give him company on his final day on the earth.

His children, amongest them who was my mother, they were very worried about the critical condition. their father was in and one could here them lamenting with God not to take his soul away from him and they had done everything they could within their abilities but there was no any improvent, so everything had been left into God's able hands, because he was the final answer and it is him only could decide wheather the old man could keep on moving or kick the bucket.

Two weeks passed and his health was now worsening than it had been in the recent days and his birthday was nearing, so one of my aunts by the name Fiona suggested that wheather they could invite a preacher to come and pray for the family because the number of people dying was increasing every now and then. They all agreed amongest themselves and decided to invite a pastor whose name was Kishasha and people had niliknamed him the holly one because of the marvellous deeds he had done.

He came and found everybody prepared seriously for prayers, I brought him tea but he said that he was full so he couldn't take it, after a while each and everyone of us started singing and prayers were held and in the process there were some things that were happening which seemed to be not normal because our grandfather just coughed at once and sat down something that nobody expected could have happened and tears rolled down his cheeks and this was my first and last time seeing my grandfather crying.

After the pastor had finished praying he told us what God had revealed to him, it is not that our grandfather was sick but it was only that he had been charmed by one of his closest friends, because of jealousy he had towards him, for he had educated all of his children and brought them up (in a right manner) *well* but assured us that the old man was safe and he was not going to die.

We all alleluiaed and thanked God for that and his birthday party was on the next day as it was prepared and the pastor asked to stay overnight with us, the party was celebrated on the next day and it was very successful and everybody ate to the fullest *near fell*. The old man was able to talk again and he appreciated each and everyone who had been praying for him and also forgave all those who wanted to kill him.

This event made me glad and I believed that prayers can move the mountains because I had never expected that my precious grandfather could ever be alive till now.

Composition 5

COMPOSITION 5
A DREAM COME TRUE

We were looking forward to this day with full anticipation and expectation. This is a very crucial moment in one's life. Everyone must have experienced this. Many people usually pray to have attained their goal. If not surpassing it. When I sit down quietly and thinking about this day tears of joy and overwhelming happiness & always filled me. It was like a movie insinuating itself in my memory. I am sure you are waiting for me to mention the occurences in this 'life and death moment'. I like talking about it because it is one of those luck if not wish granted.

The minister of education by then Jacob Kimotho stood to the dais and started his long awaited speech. After general analysis of the 2009 K.C.S.E exams, he meantion the top ten nationally. At this time our eyes were glued on the screen. I was sweating and my heart pounding loudly. I was not settled. No sooner when the minister anounced the fourth student who than there was black out!

We resolved on our mobile phones to see if we could get a glimpse of my performance. We tried several times sending sms but the network online was busy. We were forced to wait. It seemed as if both of these had combined to resist our dying out efforts. A time like this is when you realise you can become so weak that even a push can send you to ground.

I was praying quietly on my own, the results to be appealing. Everyone had longed for my results. The curious types tried over and over again to sms to see if they could be lucky. Electricity stormed soon before our hopes were rekindled. The room came to life again as people were business on their phones. Luckily the minister had not yet finished on his usual speeches.

After he finished, he anounced that results were out

officially and anyone can access them online. What I sa[w]
on television nearly made me go bananas. I was number
five nationally! We send an sms to see if our eyes
had been playing tricks on us. I did not believe my eyes
when it was crystal clear that I was fifth nationally.
I screamed as atmosphere of success crept in slowly.
I was dearly congragulated as wishes of best luck w[ere]
showered on me.

   An impromtu ceremony was held up as people
interviewed me on my success. I felt honoured. Though m[y]
road to success was not a bed of roses, I tried my
best. My very best. Though I did not expect good
result but not too good like this. Two days later I
was summoned in the national newsroom since I was the
best student in my country.

   For the first time in my life, I had the pleasure to
talk live on television. I reveal some of my studying strateg[ies]
Most of us will receive these news differently. Some di[d]
not attain their goal while others dropped. Others performed
well, all of these are sad and happy moments. To candidat[es]
you will only expect two things after you've
done your exam, pass or fail. The end will justify
the means.

   This experience is glued in my mind upto to no[w].
That's when I realised that being a victor is easy but
maintaining the victory is what matters.

Composition 6

⑨

COMPOSITION 6

Write a composition of between 250 - 500 words

An interesting event in my life

VISIT KENYA ENJOY KENYA.

My most interesting events in my life in to Kenya. I have enjoyed Kenya for a long ti Due to this visiting different region in Kenya, I have learnt many things and learn someth good.

For sure according to my experience, I hav known that the only interesting country in K Kenya have extraordinary ~~attra~~ tourist atraction Many tourist come in ~~came~~ Kenya because of this to attraction and in that case earn Kenya fore exchange.

On my side Kenya is interesting becau not only those tourist attraction are available. B also different communites practise different acti which are so interesting. This is why I proud of being a Kenyan and I am

Composition 7

COMPOSITION 7

AN INTERESTING EVENT IN MY LIFE

It was on a Saturday 24ᵗʰ November 2013, when I woke up early to catch the warmth. This was going to be a memorable day in my life although It was not meant for me. It was my best friend's wedding ceremony. So prepared myself as quick as I could so that I could check on her before we leave for the church. I had dressed to kill that even the flies new that I started my journey although it was not far.

My friend Pascolyn was already awake. The best maids were working on her manicure and pedicure. She had a long black wavy hair. Everyone could be able to realize her joy just from the look on the face she was happier than a qu... Her stilleto shoes were sparkling white and the vail and the dress was just as beautiful as her herself.

Friends, Kith and Kin had already arrived and also the sun up in the sky. After the delicious breakfast we set for the journ... to the church. We arrived at St. Peter Basillica church 9.00 am. The bridegroom was already there with his page... The flower girls started their way in doing all the magi... the churchs aile. The bridegroom then walked in, in the company of his page boys This was his long awaited da... could not wait to see Pascolyn the love of his life.

Finally came the time for the bride to come in church. A... were set behind I was so proud of my friend and happy for her as w... bridegroom was axiously waiting for her and could not wait to hold her... walked majestically to the altar. The priest Father was ready and there t... mass started. After a long sermon, the long awaited question was p... out "Pascolyn, do you take Lanya to be your lawfully wedded husband.

It was a "yes"

The vail was taken off her head as we winded up. Songs of celebrations were sung. All the people were happy. Pasiolyn my frien couldn't hide the glitter n her eyes. After the Mass we went to a photo shoot. The couple looked wonderful together. They were filled with joy.

Time came for us to fill our stomach and all of us were burning with hunger. The mouth-watering dishes were very delicious. All types of food was there. The cutting of the cake was done so well. Everyone had a taste of the sweet cake. That was a sign that they will alu share whatever they had.

Presents were then presented to the couples. Both large and small. The a and the young also gave out presents. Of course Pasiolyn being my bes friend, I too gave her what she liked most. The bouquet of flower was thrown in to the air and I was the lucky one to get it. No

Composition 8

(12)

COMPOSITION 8

AN INTERESTING EVENT IN MY LIFE

One day I received a call from my friend info
me that we had to attend a party somewhere. I
got eager to know the place since I had never a
a party with him. That morning he came and aske
my mother if ~~we~~ I could join him and mother
but not in a good way, "Take care Felicia." she to
as we left.

Mark had an expensive four-wheel drive which we ha
used it, Amazingly he did not attend to me any
for where he had to take me. indeed, this was
celebrating day for the youth in the whole world. W
I came from I had never been in the other tow
from Kisumu and Eldoret. Despite the fact that we
afraid of asking I kept quiet. Soon, we reade
Busia border wow!!! amazing there ~~was~~ were so many
to admire the leather door, clothes and the gew
looked so expensive, and beautiful. *suspense held*

After some minutes ~~the~~ two police officers came
we had parked the car he asked for our pass
but Mark ~~give~~ gave them only slis, and he explained
them about me that I had not attain the eight
years- I could not believe my eyes that we w
heading to Uganda. I looked much confused and like
mad woman.

"Hey.. Mark look at that lady..." I shouted amazingly.
lady had worn a vybe funky stylish of dressing
'kitenge' type but its mode of style was so wonc
Later, we headed Nyabusora. As we readed, the be
site captured our attention there were so many

AN INTERESTING EVENT IN MY LIFE

to admire the past things which were preserved. In my heart the joy that I had could not be hidden any more, everytime I looked at Mark and told him "Thank you so much" this place was so unique to what I compared to our country kenya is that, in economics the money that is being exchanged in foreign affairs is low but that did not matter.

Soon we left for lunch, we entered a big hotel called Mangwembo Matoke hotel. It was so large and decorated to some extend that even the plates were decorated with flowers. We were served hot matoke and barbecue meat, the food was so delicious and I asked for more. I ate to satisfaction. Gosh! the waiter who was carrying a glass of juice he accidently poured to my 'kitten heels' which I had worn, since I had the other court shoes pumps I wored immediately.

It was six o'clock and we hurried to back home, since my mother was a no-nonsense mother I told Mark to speed up. He swerve so many corners as he steered the directions, Moreover, the car was moving fast and within some minutes we reached Busia. While in Usanda Mark had bought for this and our family lots of raw bananas. When we arrived at home mother was in jovial mood and happy we unparked the goods we had then Mark left. Indeed, this was the most happiest event in my life, that i would never forget

Composition 9

COMPOSITION 9

AN INTERESTING EVENT IN MY LIFE.

It was on Friday evening when all the ~~players~~ football players were called by our coach to go for practice. Mr. Barasa, a teaching practise teacher from Egerton university who was also our coach, told us that the following day we were going for the zonal school competition. After practising harder that evening knowing that the following day, that was on saturday, we had two games to play we went home.

On saturday morning we left for Kogo Secondary school for the Inter-school competition. We arrived there at around Ten O'clock in the morning. We got all the schools in Likuyani district ready for games. We got ready, put on our team uniform and got onto the field. We were opposing (playing) St Benedicts Lugulu secondary school. The game kicked off and we played. The game was very hard but as time went on our holding midfielder, Collins Shionjero scored a suprising (suprise) goal where he was given a through-pass by one of our strikers.

We went for a half-time after forty five minutes. After we had rested for fifteen minutes we got back to the field. The second half kicked off and we played. In the injury time we got a penalty and our goalkeeper decided that he will be taking it. He breathed in and went on with it. But he did not managed to score bu the opposing team goal keeper saved the penalty. The referee added five minutes to the play (game/watch) and on

these five minutes our striker Moses kwenyi scored for us the second and the winning goal.

We rested for one hour and went back for the second match against Ivugwi secondary school. We were told that that was the tough and fearing team to meet with. But our coach told us that don't think about how they are tough but think how you will win." The match kicked off and in first half we did not manage and they did not also manage to score. In second haft I scored for my team twice and became the top-scorer of the team. And by doing that I was the happiest of all. And that event remained to be the interesting event in my life.

Composition 10

COMPOSITION 10

AN INTERESTING EVENT IN MY LIFE.

Fortunately the day dawned. No sooner had I woken up than I heard people shouting, screaming and talking in loud voices. I wondered what might have been the cause of all these voices. Questions criss-crossed my mind which was now in turmoil. All the questions had no answers. I tried to peep through the window to find out what was happening but to my surprise I could not even have a hint.

"You did it val, you are a champion!" I wondered what could I have done and it was when I remembered that the previous year I had sat for my Kenya Secondary examination (Kenya certificate of secondary Education). When I opened the door to join them on celebrating. In a nutshell, my dad was coming upstairs to pick me. He gave me a warm hug to show love and express happiness. "My daughter, you have attained a mean grade of A, I am proud of you dear," he said as tears rolled down his cheeks in accurate elevens.

I could not believe what I had just heard. I could not hide the joy that seemed to generate inside me every minute and second. I cried uncontrolably. I never knew I could score an A in K·C·S·E because I targeted B+. I was carried should high with parents, teachers, relatives and friends. The media was there already and I was interviewed as the top girl Nationally. Countrywide. It was such a priviledge that was unexpected. Surely God works out miracles.

People thronged the compound for celebration. I was the topic of the day all over Kenya. I thanked my parents, relatives and friends, mostly my teachers who were always ready to help me. It was such an event that has ever happened in my life and it will linger forever in my heart as a supernatural being. I received different types of gifts which were as expensive as glory. To my utter surprise, the same day I was invited to my former school and a party was held in my honour. I received a laptop from my teachers who really appreciated my hardwork. I will live to say that success in not for the choosen few but for those who choose it.

Composition 11

COMPOSITION 11

AN INTERESTING EVENT IN MY LIFE.

There are a vast of Interesting events that have come across my life, I remember with nostaligia how I used to have a happy happy life during my early years. My family and I used to have a picnic picnic to different places.

This life came to be reduced to scale when I entered a primary school as a boarder. This meant that I could spend 1 lot of time at school. Immediately we came home for an half time or an end of term holiday, the first thing that could come out of my mouth was about going for a picnic.

I remember my dear uncle was a source of joy to me and the rest of my siblings. He could make sure that I totally enjoyed the lengthy visit I made. For Instance If we visited the beach, swimming costumes were provided to us and this could surely distinguish us from the rest of the people. Admiration was the most dominant characteristic I could not from those amazed faces of my College colleagues'.

Never theless, I could give the way out to my parents as soon as I heard of something next to "agricultural show" This herald was mainly made at particular periods of the year especially when schools are closed down. This was done on an yearly basis.

We could also have all soughts of food and feed Stuffs. These days Its like a dream because this no longer hapens.

Composition 12

(16)

COMPOSITION 12

AN ENTERESTING EVENT IN MY LIFE.

The Intrest Event how was all about it.
How did it started.
What about the Starting point.
The purpose of the Intrest in my life.
The Conclusions in my enteresting event.

I wake up one day that I had waited eager that
It was a chilly foggy morning that i had only
to wake up and do my daily chores of Saturdays
weekends. This was the day that I reall had a
good luck that laid on me unknowingly.

The head of our house had already leave for
his Job at kware where he normally used
to go and have his salaries from, The same
to my mother whom did the same at a
particular place known as Pipeline at the
same village of Nairobi city. It is true that,
good lack appears unexpectingly.

It was at 3:00 Pm that I had my eyes
popping at my both parents which was very
rare to have them at a particular nich of
moment I had seen them. Though I was suprised,
I Just admit the situation and welcomed them
back home.

It was not that I had heard them talking
about booking the night shift stationary
vehicles. When I asked about the day
my mother told me that we were going to
Mombasa City to have our leisure days

... we had to give our self leisure moments.
... a nick of time, my dad was very strict
... time and turned us to leave. I did not
... take a shorter time that I had ^had another
... day I was through. and the dressing
was killing.

We departured and have our-selfs on a bus
station ready to start the long journe which I
had never got before. It was not too long
that the booked bus of ours arrived Just in
a twinkle of an eye. We got in and start our
exciting Journey. We quench our thurst and
filled our Pot belly-like stomackes as the
bus kicked off.

This was the happiest day I had since
I was at the hand of this world. For sure the
Place made us to migrate from this Place
the Particular Enviromental conditionous Place.
The Climate made us to have an eager
gready. It is true a good vessel is admired
at. with Everybody

Composition 13

COMPOSITION 13

AN INTERESTING EVENT IN MY LIFE

The title

Introduction

The body

Then conclusion.

It was a calm saturday Morning, as usual e I used to prepare my self to go to church to thank God. So as my routine I woke up that day early and prepared everythink ready for church. Also because I had finished my exams, I was the one to do everything at home. My mother and father left abit early and left me preparing my self. When it was around eight oclock morning I took my Bible and followed them. And this was just after the results had been announced, so my parents kept on asking me the grade that I got abd because I was the person that I sometimes never believe in my self that yes I can, so I never bothered to confirm my results or even ask. It was one day after the results had been announced so my parents became impatient and they somehow angry with me so they chos choos to keep quite.

As I was going to church Many Questions passed through my mind about how my parents were felling, I reached the church and the mass came to an end and because I was also worried about my results and I feared my parents to know that I had failed so I kept all the questions and answers to my self. When the time od announcement reached they announce the normal routine od the Church then the secretary announced that she had some news letters to pass through to some parents.

At that time some parents friends to my parents had started asking my father about my perfoimance, espocially when they saw me. At that moment the last letter was mine, and because my father was sitting around the secretary he went and picked it. The letter was sealed well and was written the name od my school. My father left very fast and he went home and open the letter and read it. I also followed him very first and when I reached their e I found him still reading and he was very keen until he was pointing at the paper, when he saw me he run very first that I never belive any day that my father could do such think to me, he hunged me and told me that my daughter you have really really passed that I can not imagine.

Quotation marks

I still never believed and he took the paper showed me od why
I had scored an A which I had never scored at the entire of my School
life. I was very happy and overjoyed untill I found my self fainting b
of joy. The letter had been written by the principle od our school i
me to her school to give talk to my fellow students. I was realy convin
and that makes an interesting event that realy enlightened my life
I will never forget.

Appendix 7: Krecie and Morgan (1970) sample size table.

Population Size	Sample Size	Population Size	Sample size
10	10	250	162
20	19	300	169
30	28	**400**	**196**
40	35	**1,500**	**306**
50	44	2,000	322
60	52	3,000	341
70	59	4,000	351
80	66	5,000	357
90	73	10,000	370
100	80	20,000	377
150	108	50,000	381
200	132	100,000	384

Source- (Kasomo D. 2007, pp. 35)

Appendix 8: The Map of Likuyani District

Sinoko   Moi's Bridge

Nzoia   Matunda

BUNGOMA
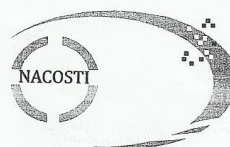
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19th February, 2014

NACOSTI/P/14/2116/653

Diana Wakasa Barasa
Moi University
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ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"The influence of cognitive writing processes on composition writing in English among secondary school students in Likuyani District – Kakamega County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Kakamega County** for a period ending **29th August, 2014.**

You are advised to report to **the County Commissioner and the County Director of Education, Kakamega County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COMMISSION SECRETARY
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Copy to:

The County Commissioner
The County Director of Education
Kakamega County.

National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified