

**ORGANIZATIONAL WRITING SKILLS BASED TEACHING AND
STUDENTS PERFORMANCE IN ENGLISH ESSAYS IN SELECTED
SECONDARY SCHOOLS IN TURKANA COUNTY-KENYA.**

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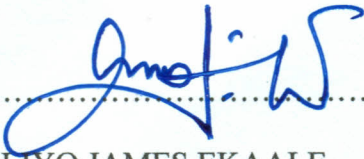
**A THESIS SUBMITTED IN PARTIAL FULFILLMENT FOR THE
AWARD OF THE DEGREE OF MASTER OF EDUCATION
IN THE SCHOOL OF EDUCATION OF
KENYATTA UNIVERSITY**

OCTOBER 2014

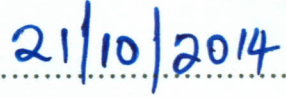


DECLARATION

I declare that this thesis is my original work and has not been presented for examination in any other university.



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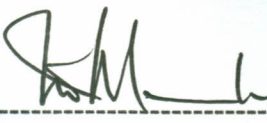
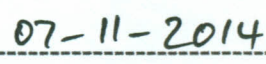
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DEDICATION

This thesis is dedicated to my late parents Daniel Ekaliyo and Rebecca Lobuin Ekaliyo, my beloved wife Mama Sasha and all my children.

ACKNOWLEDGEMENT

I thank God whose fear is the beginning of all knowledge and wisdom, for the strength and inspiration that took me through the writing of this thesis.

In addition, I owe my supervisors; professors Agnes Gathumbi and John Maundu an immense value of gratitude for their commitment, advice and guidance which enabled me to write this thesis through the demanding rigors of research

I also, must mention the major role of all my capable lecturers at Kenyatta University, department of Educational Communication and Technology who have transformed me to become more confident and dynamic teacher.

The major contribution of my late parents is noteworthy as well. Though they have not lived to celebrate the achievements the virtue of diligence as they taught me has yielded, their love for me will always take me to greater heights. This publication should also honor my friend and dear wife, Mama Lowoyan and our children. But for their undying support and patience when I was working on this research, I would have faltered and despaired on the way.

Dr. Eyang'an Esekoni of Maseno University was also a constant encouragement and of moral support at all times during this engagement. May the gracious Lord abundantly continue to bless him. I also wish to convey my gratitude to Hon Daniel Nanok Epuyo (MP, Turkana West), Charles Lokio Ewoi (former KNUT Executive Secretary- Turkana branch) and all my friends and age mates especially from Loima Sub-County for standing with me in raising money to fund my Master's Degree studies.

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ABBREVIATIONS AND ACRONYMS

ASALs	Arid and Semi Arid Lands
CC	Communicative Competence
CLT	Communicative Language Teaching
CPE	Certificate of Primary Education
EFA	Education for All
EFL	English as a Foreign Language
ELLs	English Language Learners
ESL	English as a Second Language
HODs	Heads of Department
HOSs	Heads of Subject
ICT	Information Communication Technology
ISD	Instructional System Design
ITS	Interactive Teaching Strategies
KICD	Kenya Institute of Curriculum Development
KNEC	Kenya National Examinations Council
KCE	Kenya Certificate of Education
KCSE	Kenya Certificate of Secondary Education
LC	Linguistic Competence
LOI	Language of Instruction
MDGs	Millennium Development Goals.
NCW	National Commission on Writing
OWS	Organizational Writing Skill
OWSA	Organizational Writing Skill Acquisition
OWST	Organizational Writing Skill Traits.
PI	Peer Instruction.
PSAE	Prairie State Achievement Examination
QW	Quality Writing
SRSD	Self-Regulated Strategy Development
TLA	Teaching and Learning Activities
TL	Target Language
TTA	Traditional Teaching Approaches
VAP	Value Added Progress

ABSTRACT

Questions requiring students to write answers in prose form, in the current syllabus, amount to 60% of the total score in Kenya Certificate of Secondary Education (KCSE) English examinations. Knowledge, comprehension, application, analyses, synthesis and application level skills are tested. As a result of using integrated English syllabus, it has become cumbersome for teachers of English to translate the content to achievable objectives to enable learners to demonstrate these skills at the end of the course. The study was conducted in Turkana County, in Kenya, where performance in English essay writing has always been low. No research had been done to find out the cause of the poor performance. Turkana County has 25 secondary schools, majority of which have been performing below the average mean of (c) plain in English for many years. Being a central activity in KCSE examination in expressing information and ideas, not only in English but also other subjects in the curriculum, English is therefore the major contributor to the level of performance in these schools. The purpose of the study was to investigate the use of Organizational Writing Skills based teaching strategies in secondary schools in Turkana County and how they can be a solution to poor performance in essay writing. The objectives of the study were to find out how Organizational Writing Skills based teaching is practiced in schools, to identify the Organizational Writing Skills Strategies used in writing lessons and find out the extent at which the Organizational Writing Skills teaching strategies improve performance in writing. The research used both a descriptive survey and a quasi experiment designs. The sample comprised 12 teachers and 236 Form three students in 6 secondary schools. Research instruments were; a test, a structured interview schedule and a lesson observation guide. The data was collected and presented in tables and graphs and later analyzed and interpreted in descriptive statistics. From the findings of the study, it was concluded that the low performance in English is mainly because the HODs have not devised and implemented policies that enhance the use of OWS based teaching in schools and few resources are used to develop writing skills during the learning process. It was recommended that supervision and capacity building of teachers as well as improved use of instructional media be enhanced.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

English plays a key role in Kenya's educational system, not only as an important subject but especially as the medium of instruction. The significant function of English in Kenya can be traced to the colonial period when it was a requirement for people to get white collar jobs and other privileges (Mazrui, 1992 in Kioko N, and Muthwii 2001). More importantly, English was a language associated with prestige and power and so the British English version was the one used in Kenya.

The British council calculates that English is only the third largest language in the world, with about 2 million speakers, though it has emerged as the international language of business communication, particularly in certain industries such as travel, hospitality, engineering and construction, healthcare and finance (Trimborn, 2010). Many people who wish to work in the hospitality industry will study English as a foreign language or English as a Second language classes in order to improve their English to advance their career. They should be able to speak English well and have a good written specialized jargon for tasks like billing, giving directions, and general business correspondence.

Doctors and nurses from overseas will often take specialized English classes in order to have the opportunity to find a well paying medic job in their own or in an English speaking country. They require a good command of both verbal and written communication.

Since English has become a key language for investment, foreign exchange and banking, many large corporations organize and pay for business classes for their staff. Ambitious Kenyan students who would wish to improve their English and their job prospects often

study in an English speaking country to attain fluency in spoken English and master relevant vocabulary. More importantly, writing well is not just an option for young people, it is a necessity. Along with reading comprehension, writing skill is a predictor of academic success and a basic requirement for participation in civic life and in the global economy.

Unfortunately however, a common concern of teachers, from kindergarten through graduate school, is the seeming inability of their students to write and to write communicatively well. Teachers need to be innovative in the ways in which they teach writing and administrators must encourage teacher promotion and innovation of writing competence. This will provide practical means by which teachers can become better teachers of writing (National Writing Project and Nagin, C, 2003).

English language experts and professionals in East Africa feel that the secondary school system graduates do not perform to expectation, especially in written assignments (Regional workshop for teachers of English on teaching of writing in the classroom and Curriculum Review in East Africa, 2005). During the workshop, the following questions were put forth for discussion; (i) how do we teach writing? (ii) Why teach writing? And (iii) what do we teach in writing? The participants arrived at the following reasons that make it necessary for teachers to teach writing: It is the most advanced and always challenging skill of learning with a wide range of implications; it encourages learners' thinking, Organization and creativity and it influences learners' chances of success in life.

In Kenya, English is an important language, in and out of school. It is taught both as a subject and as a medium of instruction in both primary and secondary schools. Being a compulsory subject, the Kenya National Examinations Council (KNEC) attaches a lot of importance in good performance in English, and expects students to demonstrate communicative

competence in writing, as well as in grammar and vocabulary. Students who have achieved well in all these skills can express their feelings, emotions and experiences logically and with ease.

Writing is a major and a widely used sub skill particularly as a yardstick to measure success in summative evaluation in secondary schools. For example, when candidates are graded for the Kenya Certificate of Secondary Education (KCSE), this is done based on set level of communicative and linguistic competence (CC) and (LC). The CC and LC is measured by means of three papers in which the learners are required to give written responses. Students with good Organizational Writing skills (OWS) should be able to plan, order and coherently present their ideas and arguments clearly and convincingly, particularly in essay questions.

Organization is important to effective writing because it provides readers with a framework to help them fulfill their expectations for the text while a poorly organized essay not only misinforms and confuses readers, but also leaves them with unmet expectations. Organization, simply put, is the logical progression and completeness of ideas in a text. Instruction in organization focuses on two areas: text structures specific to the particular genre and the cohesive elements that tie clauses, sentences, and paragraphs together into a cohesive whole.

Organizational writing skill therefore implies demonstration of progression, relatedness, and completeness of ideas throughout the essay. An A to B category candidate must impress the examiner with his expressive and organizational ability and the cohesion of thought and ideas in writing. Gathumbi and Ssebbunga write; “it is imperative that in the development of writing skills, learners need to be exposed to the resources that are essential for creating cohesion” (2005:83). Ellis and Tomlinson make a similar observation on the teaching of

organizational Writing skills: "The pupils must be trained to recognize what is logically connected to a given topic and shown how to order this information" (1980:199)

1.2 Statement of the Problem

The writing abilities of most KCSE graduates in Kenya, in terms of coherence and communicative competence, are not meeting the expected standards by institutions of higher learning, society and the employers. Their writing has been characterized by disorderly presentation of ideas, digressions and repetition of points. The performance in English and particularly in paper three has continuously been declining and the National average score very dismal.

The components of an effective curriculum include; the syllabus designed based on identified needs, the teacher and the learning materials that interact with the learner to produce the desired results as evaluated and graded through a centralized evaluation system by National examining body. The KICD and KNEC have harmonized syllabuses and the teaching materials must always be checked for quality and approved by the Ministry of Education Science and Technology (MOEST). With all the above in place, the cause of the worrying performance standards in English essays in Secondary schools should therefore be the strategies used to impart the skill to the learners.

What students are taught in the writing lessons and the way they are taught should be the cause of this end result and needs to be addressed. This study therefore sets to ascertain the problem of poor performance in English essays in secondary schools in Turkana County, as the absence or limited utilization of the Organizational Writing skill (OWS) teaching strategies in the teaching and learning process.

1.3 Purpose of the study

The purpose of this study was to investigate the Organizational Writing Skills teaching strategies used in secondary schools in Turkana County and how they can be a solution to poor performance in essay writing, with a view to improving performance in English as a subject.

1.4 General Objective

To determine the effectiveness of Organizational Writing Skills based teaching as a solution to poor performance in English essays in selected secondary schools in Turkana County.

1.4.1 Specific Objectives

The objectives of the study were:

1. To find out how Organizational Writing Skills based teaching is practiced in schools.
2. To identify the Organizational Writing Skills Strategies used in writing lessons.
3. To find out if Organizational Writing Skills teaching strategies improve performance in writing.

1.5 Research Questions

The study will attempt to answer the following research questions:

1. How is Organizational Writing Skills based teaching practiced in Schools?
2. What Organizational Writing Skills strategies are used in writing lessons?
3. Do Organizational Writing Skills teaching strategies improve performance in writing?

1.6 Justification of the Study

This study is important for the following reasons:

Firstly, the implementation of the revised integrated English KCSE syllabus calls for a strategic language teaching approach to achieve its objectives in enhancing communicative

competence seen in functional writing, creative writing and other language skills. By examining approaches in teaching, the study identified teaching methods and factors contributing to significant differences in learners' performance in organizational writing skills, hence essay writing and English in general.

Secondly, graduates of the secondary school English course have demonstrated wanting abilities in their language communicative competence. Consequently, the earlier educated Kenyan citizens and the ministry of education have raised concerns pointing on the falling expected language competencies. There was therefore need to investigate the main cause of lack of competence in the use of the language.

In addition, owing to the limited studies conducted in Arid and Semi Arid Lands (ASAL) Counties where this study was set, especially in the area of language teaching, this study sought to investigate the teaching of organizational writing skills in the secondary school system in a similar region and it did establish that the cause of dismal performance is limited use of the OWS teaching strategies. It was expected that the findings of this study would assist teachers to re-examine their methods of teaching organizational writing skills with a view to improving students' performance.

The findings are helpful to curriculum developers in carrying in-service courses through training seminars and workshops to improve the teaching of writing skills. The research findings also inform the Kenya Institute of Curriculum Development (KICD) English panels in writing, production and approval of relevant, effective and efficient language instructional materials as well as guiding English curriculum developers in redesigning appropriate and responsive language learning programs for secondary school students and teachers.

More importantly, the findings of this study have the capacity to stimulate further research on the appropriate methodologies in the teaching of writing and other related language skills in the current Information Communication Technology (ICT) embracing global education system.

1.7 Scope of the Study

The scope of the study was on the practice indicators of the Organizational Writing Skills based teaching by the HODs, teachers and students of the Form three levels of the secondary schools only. Secondly, the study took cognizance of focus on subject development, cohesive and convincing expression of the argument in writing as well as sentence construction and variety only. It did not pay any attention to other language skills- listening, speaking and reading- which always inform the writing process and quality.

Again, other factors that may influence students' performance in writing; their background knowledge on writing assignments under investigation, their attitudes to the subject and the quality of teachers' experience were not considered as inputs to the learners' final scores in this study. The findings of the study therefore may not be generalized to some of the 47 counties in Kenya where non- OWS based teaching factors impact positively on students' performance in writing.

1.8 Limitations of the Study.

The study targeted a population in the historically and geographically marginalized ASAL Turkana County. The process of looking for research permit, approvals from the local authorities to collect data and piloting took longer than it was expected because of the long

distances to be covered in travelling and poor or sometimes lack of mobile network. This slowed communication and transmission of the research materials.

A number of the sampled schools were not easily accessible due to poor road network, forcing the researcher and his assistants to travel during the night and sometimes on a motorbike. This was a hindrance in reaching all and far away schools within the schedule. A case study or experimental research would have yielded more relevant data, but financial and time constraints would not allow. However, every effort was made to cover all crucial aspects associated with the research problem.

1.9 Theoretical Framework

This study mainly borrows from Nunan (1991) Communicative Language Teaching (CLT) which emphasizes the communicative objective and value for any language teaching program. The main proponent of this theory, David Nunan outlines the following five basic characteristics of CLT.

Firstly, the emphasis is on learning to communicate through interaction in the target language (TL) through realistic and meaningful interaction to enable students generate the TL. Secondly, authentic texts are introduced into the learning situation. Thirdly, it provides opportunities for learners to focus, not only on the content but on the learning process itself. There is need to consider that producing language is either by reproducing the learnt language patterns (reproductive skill) or producing new language experiences using learnt rules in improvised settings (productive skill). More importantly, the theory views an enhancement of the learners' own personal experiences as important contributing element to classroom learning. Finally, it makes an attempt to link classroom language learning with language activation in other social contexts.

Belchamber (in Lowe 2005) supports CLT approach noting that most groups are enthusiastic about the lesson opportunities it offers and always find it universally accepted. Brumfit and Johnson (1979) prefer the CLT to the audio-lingual and grammar-translation approaches because of its salient advantages in the learning process: It emphasizes the communicative functions of language over forms because students work with authentic materials. The aim is that the length and complexity of exchanges, and confident delivery, will grow with the students' language ability.

The CLT teacher emphasizes accuracy if he wants to deal with students getting things right, take an opportunity for correction, or gauge the success of his teaching. While CLT implies the lessons are more student-centered, this does not mean they are un-structured. The teacher has a very important role in the process; prior preparation, setting up activities and accuracy practice so that communication actually happens. By implication, CLT involves equipping students with vocabulary, structures and functions, as well as organizational strategies that facilitate their effective communication.

According to Richards and Rodgers (1986), CLT is basically about promoting learning and is focused on intended objective and so instrumental in language learning, especially quality writing in social contexts. Doman, (2005) suggests teachers need to harness and build on the abilities of all learners as the approach aids motivation and supports learning. CLT therefore, is essentially an OWS based strategy and has a lot to offer the English as a foreign language (EFL) teacher. Hence the above teaching approach was very relevant in underpinning this study.

1.10 Conceptual Framework

Dick and Carey (1990), influenced by Robert Gagne's conditions of learning, proposed a systematic process for designing instruction based on the behaviorist, cognitive, and constructivist schools which have the following salient features;

First, the relationship between instructional material and learning is similar to that of stimulus-response. Secondly, the sub-skills that have to be mastered should be identified and acquired in order to achieve the intended behavior. The model suggests that the designed instructions be taught via an Instructional System Design (ISD) of designing, developing, evaluating, and revising instruction.

Thirdly, the instructor lists the performance objectives in consideration of the instructional analysis, findings of entry behaviors, and prior skills. The skills to be acquired, learning conditions and criteria for successful performance should be taken to cognizance while framing the general goal and the instructional objectives. The teacher would also be keen to develop assessment instruments to measure the learner's progress in the intended skills, knowledge, and attitudes through the course. Information gained at this stage is crucial as it decides the instructional strategy.

Finally, several evaluations; one-to-one evaluation, small-group evaluation, and field evaluation are conducted to improve instruction, aid the instructor in producing learner manuals, tests, and instructional materials such as instructor's guides, student text books, videotapes, computer-based multimedia formats, and other intentionally learners' materials based on the content being taught.

The ISD model was preferred in this study because the focus was on the performance level that the learner would be required to demonstrate by the end of the course in addition to its merits of each component in the system being linked carefully to the other. This process can be replicated.

1.10.1 Study Variables

Kantowitz et al, (2009) define a dependent variable “as that variable that is measured in an experiment”. They add that “When a change in the level (amount) of an independent variable causes a change in behavior, we say that the behavior is under the control of the independent variable.”

The independent variables of this study were the characteristics of the CLT, which were measured in terms of their frequency of use and for the intended effect that would lead to improved learners essay scores. The four variables are; the OWS strategies, shared feedback, instructional materials designed and used in the learning process and the writing context of the tasks learners are involved in.

The study sought to determine the cause of the four variables in terms of the students’ OWS scores. The effect of the four variables to the final scores was aggregated in the three instruments of data collection (Classroom observation schedule, pre and post tests and the structured interviews to the Heads of department). The OWS scores were the dependent variable in the study as represented in Fig 1 below.

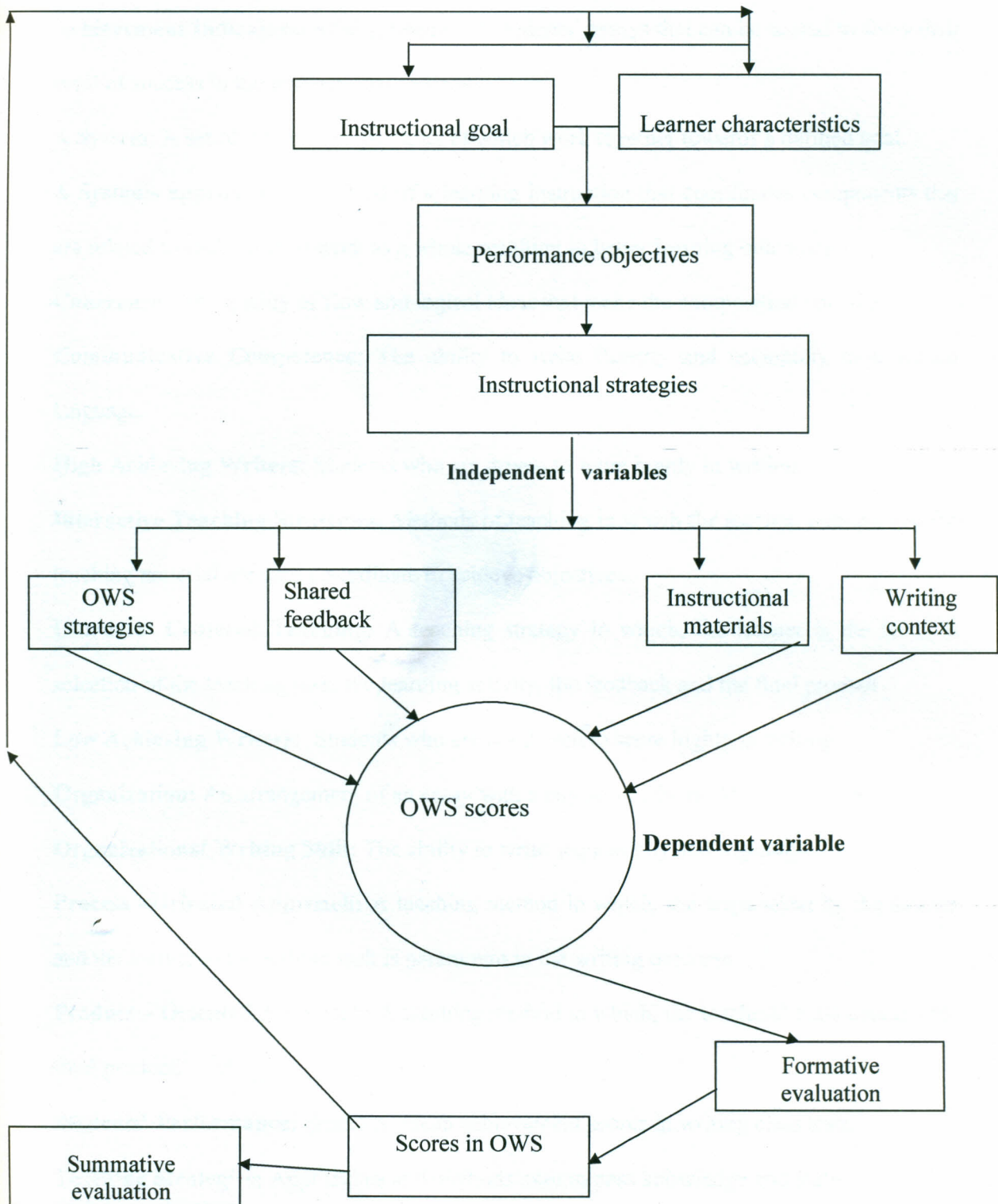


Fig.1 Diagram of the Conceptual Framework

1.11 Definition of Key Terms

Achievement Indicators: writing features in students' essays that can be scored to show their level of success in the instructional process.

A System: A set of interrelated parts, all of which work together towards a defined goal.

A Systems approach: A method of a learning instruction that coordinates components that are related to each other to work as a whole resulting in better learning outcomes.

Coherence: The quality of flow and logical ideas that make the composition one unit.

Communicative Competence: The ability to write fluently and accurately in a second language.

High Achieving Writers: Students who are driven to score highly in writing.

Interactive Teaching Strategies: Methods of teaching in which the teacher, learners and the teaching material are well co-ordinate to achieve objectives.

Learners- Centered Teaching: A teaching strategy in which, the learner is the focus in selection of the teaching task, the learning activity, the feedback and the final product

Low Achieving Writers: Students who are not driven to score highly in writing.

Organization: An arrangement of an essay with a beginning, the middle and the end.

Organizational Writing Skill: The ability to write sequentially and logically

Process –Oriented Approach: A teaching method in which, the steps taken by the teacher and the learner in the writing task is paramount in the writing outcome.

Product – Oriented Approach: A teaching method in which, the teachers' main concern the final product.

Students' Performance: Students' mean achievement scores in writing class tests.

Teaching Strategies: Approaches and methods used to pass knowledge and skills.

Writing Quality: Organized, effectively communicated and developed writing piece.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This section reviewed literature related to the teaching of writing in English language in respect to both the traditional and OWS based methods of teaching writing skills. Special attention was given to the review of the elements of effective writing instruction as evident in the most recent research findings. The key topics scrutinized in this chapter included; conventional teaching methods and organizational writing skills teaching strategies followed by a summary of the key highlights investigated in the study.

2.2 Conventional Teaching Methods

The traditional/conventional teaching methods are the techniques that are commonly used in Kenyan classrooms today. This study focused on ways in which learners could actively participate in the construction, sequencing and organization of ideas in writing and applying them in unfamiliar contexts with great ease. Some of these conventional teaching methods include; lecture, discussion, demonstration drills and practice.

2.2.1 Lecture

This is an oral presentation of organized thoughts and ideas by a speaker. The teacher in this case assumes, by a process of speech, thought will be initiated, problems will be identified and pupils may be made active. For the sake of this study, lecture method was useful for two advantages; it is simply an efficient way of teaching a large number of students who also usually feel secure sitting with a large group, an attitude that promotes learning. On the other hand, it is almost illogical to claim that expressive abilities such as OWS can be disseminated using lecture method because this approach assumes that the teacher gives all knowledge and students do not have time to practice and develop the skill taught.

Nevertheless, lectures can be improved through use of a variety of teaching resources, asking questions, getting learners to comment on specific aspects and lively presentations. However, this method does not take into consideration the learning taking place during delivery.

Angelo (1992) as cited in Hanley (1994) argues that students understand only a small percentage of the lecture content. In lectures focus is usually on the teacher presenting as much content as possible in an orderly way. However, with shift from transmission to transactional paradigms in education, much focus ought to be on how much learners are able to learn from a teaching experience. This will be the focus of this study.

2.2.2 Discussion

Discussion technique involves all students in a discussion (usually of a general nature) often structured and frontally led by a teacher. Hayman, (1970) identifies three merits of discussion as a teaching method; it instills a sense of self- confidence and autonomous discovery on the students and cultivates mutual trust and respect between the learner and the teacher. Both the teacher and the learner get feedback because of the frequent exchanges among the participants. It in most cases also produces group reliance.

Despite the techniques' apparent merits, it may not be very reliable especially in large classrooms during writing lessons. A researcher on language constructivist approach in writing remarks: "The learners will not have a chance to contribute if not properly organized. Also, some learners who are shy may feel intimidated in presenting their views to the whole class. They may not effectively contribute at all, running the risk of only rote learning the discussion content" (Andima, 2005). Discussions are mainly at the phonological level of language and content exposition. It may not therefore adequately measure students'

achievement in writing, unless the teacher deliberately initiates writing activities such as note making, ordering ideas and paraphrasing.

2.2.3 Demonstration

As the term implies, this involves a teacher showing learners or learners showing other learners how to practice a skill during the lesson. This can be attractive to learners in that it is an alternative to long and tedious explanations. It allows the teachers to do what they are best, sometimes give little attention to other areas of the syllabus content (Okere, 1996).

The focus in this method is the teacher's preparedness to accomplish a teaching task. The real problem with demonstrations is that learners almost inevitably view them as models and are thus tempted to imitate without fully thinking through the worth of the activity and the soundness of the technique. Given the unique experience each individual learner brings into a learning environment, demonstrations may not provide the necessary environment for the learners to share their experiences as each of them constructs meaning of the experience presented before him.

This technique will certainly be a good start in introducing formats and basic concepts in either functional or creative composition lessons as the whole class will take in what the teacher expects them to be competent at the end of the learning experience. However, for the learner to meaningfully perform and demonstrate desired competence levels in writing, the method must be blended by student's interaction with the resource material, other students' experiences and the teacher's feedback.

2.2.4 Drills and Practice

Despite their shortcomings, drills and practice have become very common approaches in the teaching of grammatical concepts that in turn become useful in writing. The learning of writing however demands more of the learner's ability in organizational skills because it is a very complex process. Claessen, A (1994) defines organizational skills as the ability to use linguistic cohesion devices and to organize pieces of information and ideas into properly sequenced paragraphs and text, a skill that is well aided by note taking and making. Thus, any attempt to learn writing through drills does not promote any meaningful achievement in writing.

These above conventional approaches, evidently are not in conformity with the standards of the Secondary English Syllabus that states: "Writing also encourages us to be organized, logical and creative in our thinking. Learners should be helped to acquire skills that will enable them to express their ideas clearly and effectively in writing" (2002:5-6)

2.3 Organizational Writing skills teaching Strategies

Review of the conventional teaching strategies indicates that the learners do not benefit much from the instruction mainly because the approaches are teacher centered, there is little interaction between the learners and the instructional material and the sharing of feedback is limited. Since writing is more of application of knowledge on grammatical rules and the perfection of the acquired skill, the conventional teaching therefore have no potential to enhance its acquisition by the learners.

In a recent report in America, the National Commission on Writing (NCW) addresses the concern on learners' ability to write. The report states: "If students are to make knowledge

their own, they must struggle with the details, wrestle with the facts, and rework raw information and dimly understand concepts in a language to be able to communicate to someone else. In short, if students are to learn, they must write.” As the report warns, American students today are not meeting even basic writing standards, and their teachers are often at a loss on how to help them.

Research has further shown that a large numbers of adolescent graduates from high school in the United States are unable to write at the basic levels required by colleges or employers. In addition, every school day 7,000 young people drop out of high school (Alliance for Excellent Education, 2006), many of them because they lack the basic literacy skills to meet the growing demands of the high school curriculum (Kamil, 2003; Snow and Biancarosa, 2003). Since the definition of *literacy* includes both reading and writing skills, poor writing proficiency should be recognized as an intrinsic part of this national literacy crisis.

Studies by Kenyan language researchers and language educators have confirmed that there exists a discrepancy between the theoretical norm and the actual language behavior in Kenya. Abdulaziz, (1982), Kembo, (1994) and Nyamasyo, (1994) as quoted in Kioko and Muthwii, (2001) have discussed issues of concern about the usefulness of the English language, its effective teaching and falling standards. The actual statements in these studies are that the English language graduates in the education system are not meeting the expected standards, the teaching approaches are not effective and the performance in the language is generally low.

Examination results in schools and English Language reports from KNEC indicate that indeed written composition programmes have not been as successful as they should as the majority of candidates score below C (plain). ‘The subject is often undeveloped. There may

be some digressions and unnecessary repetitions are frequent while the arrangement is weak and the flow jerky' (2007:397). This is in spite of its prerequisite importance in other academic disciplines.

Records held at Lodwar Secondary school, one of the sample schools in this study indicate that the candidates on average have been recording a negative value added progress (VAP) from KCPE to KCSE English scores. The 2007-2011 English results in the sampled schools have shown a decline in the subject schools' mean score (see Appendix A).

This gap calls for concerns from English Language curriculum stakeholders and researchers. Unfortunately, little has been investigated in Turkana County in the area of performance in English language especially after the introduction of the integrated English syllabus. The available researches on learners' achievement in Kenya have majorly focused on non- teacher and teaching strategies variables.

There is therefore need to investigate the use of more, functional and learner centered approaches that other researchers have studied and found effective in the teaching of writing skills. These are the Organizational Writing Skill based teaching approaches; summarization, Collaborative writing, sentence combination, Inquiry-based activities, study of essay models and learning resources.

2.3.1 Summarization

Writing instruction often involves explicitly and systematically teaching students how to summarize texts. The summarization approaches studied ranged from explicitly teaching summarization strategies to enhancing summarization by progressively “fading” models of a good summary. Overall, teaching adolescents to summarize text had a consistent, strong, positive effect on their ability to write good summaries.

The purpose of a summary is to condense a long text into only the most important points while supporting one’s opinions in extended writing. Since the original text is too long to quote, students need to summarize. While a good summary demonstrates that the learner has understood the information in the passage and that he can isolate and present the key ideas (Kioko, et al, 2011), the most difficult component of summarizing for students is moving away from the original text and using their own words to restate the information (Saddler and Graham, 2005).

The findings of a study aimed at investigating the key cause for common weakness in summary writing conducted in Egypt revealed that student teachers of English experience difficulty in writing the introduction, the thesis statement, the topic sentence, transition of ideas, and sequence of ideas (Abdel, 2012). How then would these trainees teach learners effective writing after they graduate from the colleges?

2.3.2 Collaborative Writing.

Collaborative writing involves learners working together to plan, draft, revise, and edit their compositions. Compared to having students compose independently, collaborative writing resulted to a positive effect size for both the high and low achievers (Dailey, 1991) and (Macarthur et al., 1991). Both studies reported the effect size exceeding 1.00.

Robinson and Mansoor (1991) in: “performance based on instruction by lecture or by interaction and its relationship to cognitive variable” documented performance of two groups of chemistry students in solving stoichiometry problems. The interactive group was more successful in solving chemistry stoichiometry problems than the lecture group. Though the study did not explicitly outline the actual teaching and learning organizational activities, the instruction appeared more effective for students who were less adept at information processing.

According to Colorado (2007) Cooperative Learning is effective for all types of students because the more diversity in a team, the higher the benefits for each student. He adds that much of the value of cooperative learning lies in the way that teamwork encourages students to engage in such secondary level thinking skills as analyzing, explaining, synthesizing, and elaborating. This study targeted learners of ESL, who face simultaneously the challenge of language acquisition, academic learning and social adaptation. The studies of (McGroaty, 1993) and (Swain, 1985) which are in agreement that organized interactive tasks naturally stimulate and develop the students’ cognitive, linguistic and social abilities informed this investigation.

Williams (2007) summarizes effects of collaborative writing approach on students achievement; “When full cooperative learning structures are implemented, the benefits in

student achievement often can be astounding” (2007:113). Indeed, this study sought to find out how schools practice this teaching approach (See objective 1.)

(Cohen, 1994) notes that cooperative approaches is greatly enhanced when teachers have work together and learn from one another, but added that they still struggle with how to introduce this teaching strategy into their classrooms(Gillies, 2007).Hence the need to have the English subject heads and or language (HODs) as respondents in this study(Appendix E)

2.3.3 Sentence- Combination

Sentence combining involves teaching students to construct more complex sentences through exercises in which two or more basic sentences are combined into a single sentence. Teaching high school students how to write increasingly complex sentences in this way enhances the quality of their writing. Studies establishing the effectiveness of sentence combining primarily compared it with more traditional grammar instruction. The effect sizes for all studies were consistently positive and moderate in strength.

Studies by Saddler & Graham (2005) revealed that the effects of sentence combining, disaggregated for low-achieving and average writers, benefits the weaker writers more. Overall, the current analysis of sentence combining indicates that this focus of instruction has a moderate impact on improving the quality of the writing learners in general. This study focused on the impact of sentence combination approach on the writing quality of both the high and low-achieving writers.

2.3.4 Inquiry- Based Activities

Inquiry is defined as: "Pursuing significant questions through using questions and ways of researching from a range of knowledge systems" (Wells, 1999). What this means is that students do research on a topic that is generated through a series of questions. Students who are actively participating in inquiry learn much better than if the teacher was lecturing to them. Interviews to students reveals that it is easier for them to understand the material when they are physically involved rather than just reading the text or hearing a lecture.

Inquiry approach has the potential to create a classroom environment that is more conducive to student learning and presents them with opportunities to find out more and create writing experiences on the subject of writing in the classroom. Given that the students are generating the questions, inquiry can work with multiple skill levels at once as well as leading to more interest in what they are doing because they feel a sense of control and they know that they work at the level that is appropriate for them (Crawford, 1996).

Inquiry writing approach was mainly on creative writing .The proponent of this study did not experiment with the students' essays based on literary texts which is more of a requirement in the Kenyan schools situation, hence the need to investigate its practice in this study.

2.3.5 Study of Sample Essay Models.

The study of models provides the young language learners with good models for each type of writing that is the focus of instruction. Students are encouraged to analyze these examples and to emulate the critical elements, patterns, and forms embodied in the models in their own

writing (Burton and Humphries, 1992). This teaching approach can be very effective in teaching creative and functional essays to both the high and low achievers.

Knudson (1991) illustrates how study of models can work: “students are given two models of excellent writing; one is discussing teachers as a positive influence to learners and another giving a negative portrayal. The teacher discusses the essays with the students and gives an essay that claims that teachers can be positive role models to learners the next, and are asked so that they argue for or against the statement”.

The effects for all six studies reviewed were positive, though it was not possible to draw separate conclusions for low-achieving writers, as none of the studies specifically addressed this population. Study of models can be an effective approach in teaching functional essays in secondary schools and since no special consideration was made for the lower achieving learners, this study aimed at picking a section of the sample mainly composed of the lower achievers and used it as an experiment group to make inference on the effectiveness of study models. (Refer to the appendix E page59)

2.3.6 Learning Resources.

Bukenya et al, 2004 and Indagasi et al, 2004 emphasize on adequate teaching on the development of writing skills and formats for functional writing in Form Three. Their works advise that the teacher provides the learner with many more examples from sources such as newspapers, magazines, journals and other books in addition to generating writing tasks from literary and non- literary texts to enhance integration of reading and writing. This study investigated the extent at which the teachers of English utilized the recommended learning resources in the teaching of OWS.

In a study by Okwara (1989) on factors related to achievement in written English Composition among secondary school students, use of unqualified teachers, heavy workload, lack of relevant text books, students home background and mother tongue interference among other factors were cited as the cause for poor performance in English. Though the study examined pertinent variables in student achievement, most of them cannot be seen as “big concerns” in the current Kenyan secondary school situation, since they have been addressed considerably with a view to improving performance in writing.

Okwara’s study did not investigate what transpires during the English lesson and it overlooked the important role of the teacher in linking the learner, the learning task and the learning materials- a gap that ought to be filled by research aimed at improving performance in writing. The research in addition was carried out in 1989 when writing accounted for only 20% of the total KCSE score. To fill this gap there was need for researches in the current system of integration of the four language skills and the Literature and language aspects in writing examinations which is responsible for 60% of the total subject score.

A similar study entitled: ‘A study of Factors that Influence Performance in English at the Kenya Certificate of Education (KCE) in selected Secondary Schools in Kiambu District’ (Gecaga,1983), noted a relationship between performance in English at C.P.E and KCE. This conclusion had not been realized in majority of secondary schools in Turkana County. Hence the need to focus on other factors that influence performance in English.

Studies by Bakhtin (1973), Hinds (1987), Meyer (1977) and Singer (1984) as quoted in winter (1994) did not provide a clear account of the learners’ achievement in writing from the traditional teaching approaches (TTA) and the organizational writing based approaches. They

also failed to specify what the teacher and learners do as far as the organizational writing traits are concerned, a gap that deserved investigation in this study.

2.4 Summary

In conclusion, it was evident that the OWS based teaching can be instrumental in improving students' performance in writing skills as compared to the conventional approaches. However, these studies not only did little research on the low achiever writers but also did not examine these strategies in classes where English and Literature is taught as an integrated discipline. It also did not examine the perception of teachers of English on OWS approach. The fact these studies did not recommend how summary writing can be used to aid learners restate information and recommend the teaching learning activities when study of models and collaborative writing are used to improve writing quality is synonymous to incomplete investigative process. Hence, the need to investigate the teachers' use of OWS based teaching and students performance in English essays.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the research design, and methods of data collection and analyses that were used to investigate Organizational Writing Skills based teaching practice and outcomes in the students' performance in essay writing. The chapter discusses; the research design adopted, a brief background on the area of the study, the population targeted, the sampling procedure and size, pilot study ,instruments used to collect data, procedures used to collect data and data analyses and presentation.

3.2 Research Design

The study was based on a quasi- experiment and a descriptive research study that involved investigating a representative sample from the target population through a survey (pages 28 and 29).This research design was appropriate because it would not be possible to investigate the large number of samples needed for more quantitative types of experimentation, but could be observed in the day to day schools' learning environment, (Shuttleworth, 2008).

The survey study was preferable given the vast nature of the area of study and the high degree of similarity among the schools categorized as National, County and District mixed schools. They included similarities in staffing, geographical and environmental factors that could influence learning, resource availability and accessibility, shared in-servicing for English language teachers in the county and almost same ability students. The findings would be used to make generalizations to other schools in the area and in similar geographical regions in the country.

The quasi- Experimental design was used since it would not be possible to control all potentially confounding variables in the study and participants cannot be randomly selected or assigned to groups (Michael, 2004)

Pre-Test and Post Nonequivalent Groups

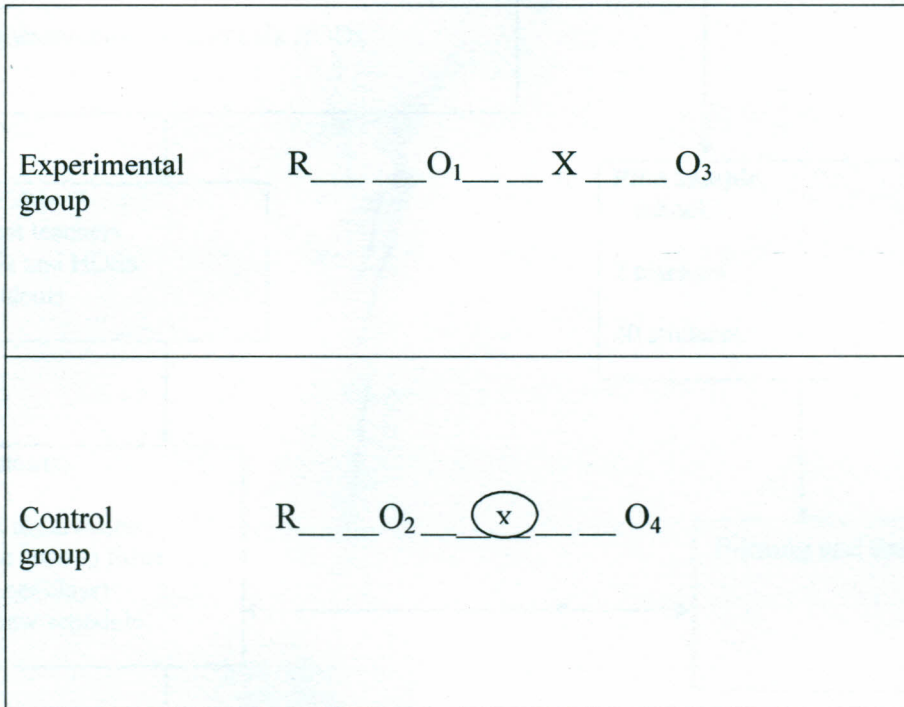


Fig. 2: Quasi-Experimental design (Adapted from Michael, 2004)

Key

R= Randomization for both the experimental and control group

X= Treatment for the experimental group

(x) = No treatment for the control group

O₁=Pretest for the experimental group

O₂ = Pretest for control group

O₃ = Post test for experimental group

O₄ = Post test for control group.

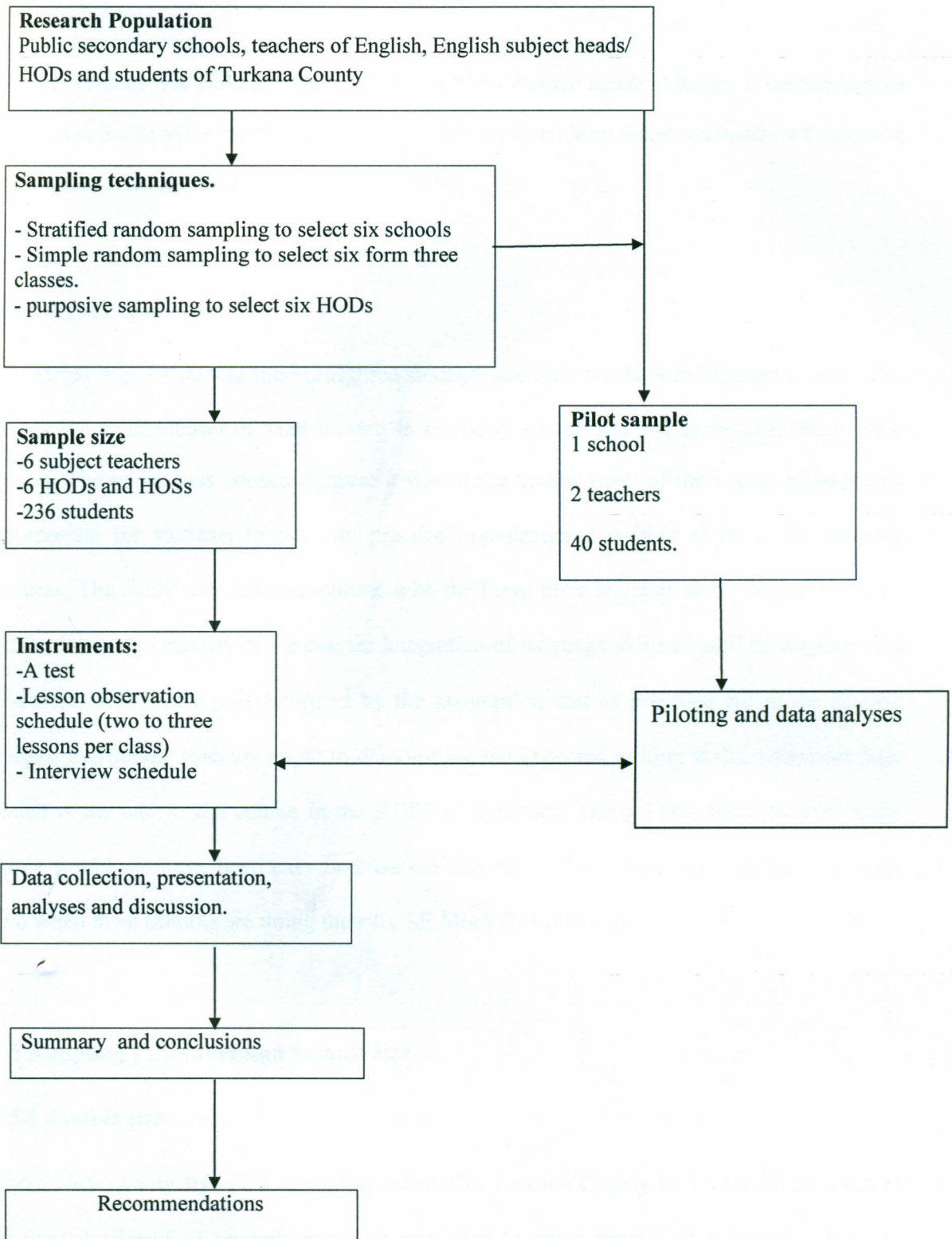


Fig.3 Pictorial Representation of the study.

3.3 Area of Study

The area of study was Turkana County, situated in North Western region of Kenya. It borders Uganda to the west, Sudan to the North West, Ethiopia to the North and West Pokot and Samburu Counties to the South and South East respectively (Appendix H).

3.4 Target Population

The target population was the Form three students and their teachers in Turkana County. The county has an enrollment of 5336 students in secondary schools and 700 in the 2013 Form Three classes. The group was chosen because it was at the middle level of the course when it was appropriate for students to put into practice organizational writing skills in the learning process. The study was also appropriate with the Form three students since they were taught all the integrated aspects of the course: integration of language skills as well as language and literature. The choice was informed by the assumption that as provided for in the English language syllabus, students ought to demonstrate the expected writing skills, which are later tested at the end of the course in the KCSE examination. Using Form four students in the study would not have been easy because the classroom observation was conducted in term two when most schools are doing their KCSE Mock Examinations.

3.5 Sampling Procedure and Sample size.

3.5.1 Sample size

There were twenty five (25) secondary schools in Turkana County in 2013 with 30 teachers of English. Stratified random sampling was used to get a sample of 6 schools (20%) to include the following categories: boys, girls, mixed-gender, National and county and schools. This method of sampling ensured different of schools in the population were well

represented. The sampling procedure also ensured that there was reduction of a possible sampling bias, especially in populations that were not homogeneous.

Simple random sampling was also used to further arrive at a total of 236 Form 3 students using the selection probability; $P_1 = \frac{M_1}{M}$ where P_1 is the selection probability, M_1 is the number of units in each sample school while M is the totals of these units. This procedure of arriving at the sample size ensured equal representation of all school categories. Boys', girls' and mixed schools would be accorded equal chance of participation in order to take care of any gender specific issues that might have arisen such as gender preferences during English writing lessons.

Six English language subject heads from the sampled schools formed part of the sample to be studied having been chosen using purposive sampling procedure. The total percentage sample for the teachers was 33%. This sampling procedure was preferred because the selected sample would constitute information rich data, for in-depth analysis of the central issues being studied. Purposive sampling was also suitable for qualitative survey studies.

3.5.2 Selection of Schools.

Six public secondary schools (24%) were selected for this study. The school gender, category and the overall number of teachers of English in each school were of interest (table3.1). Schools A and B are top performing boys and Gils National school category while D and E, boys and girls respectively are County schools. Schools C and F (mixed County schools) perform poorly as compared to others. They were sampled to gauge the effectiveness of organizational writing skills based teaching across gender.

**Table 3.1. Schools' gender, category,
Number of teachers and students**

SCHOOL	GENDER	CATEGORY	FORM 3 ENGLISH LANGUAGE TEACHERS		FORM THREE STUDENTS IN SAMPLED SCHOOLS	
			Total No. of teachers	Sampled teachers	Total No. of students	Sampled students
A	Boys	National	3	1	130	40
B	Girls	National	2	1	80	36
C	Mixed	County	3	1	168	44
D	Boys	County	3	1	145	42
E	Girls	County	2	1	82	36
F	Mixed	County	2	1	95	38
TOTAL	6	6	15	6	700	236

Source: Principals of respective secondary schools in Turkana County.

Table 3.2 Sampling Grid

Number of schools	Sample schools	Number of teachers	Sample teachers	Number of students	Sample students
25 (100%)	6 (24%)	30 (100%)	12(20%)	700(100%)	236(33.7%)

3.5.3 Administrative Considerations

In order to avoid administrative problems during the study, the following clarifications which were later adhered to were made to the schools: confidentiality of any information volunteered was maintained and that minimum time was taken to conduct interviews, observations and document analysis during scheduled school activities. No financial or space demands were made during the study. In taking notes from interviews, observations, documents and finally in the writing of this thesis, which would become public, maximum care was exercised not to cause disrepute to the schools or injury to any person. Therefore, instead of using real names, codes and numbers were used for individual people and schools referred to in the study.

3.6 Pilot Study

The researcher carried out a pilot study on the usefulness of the data collection instruments before the actual study. This was done at Salvation Army Nawoitrong, Turkana central sub-county, using a Form three class of 40 students with representative abilities and similar to the sampled schools. The researcher gave and marked an essay test, he observed learning process for two lessons, allowed continuous teaching using summarization and study of essay model

for three weeks and gave a post test. He also interviewed English HOS and collected the responses in note form and recorded audio.

3.6.1 Validity

The content validity of the test, observation method and the structured oral interview was confirmed by trying each separately on the sample. A number of deficiencies in the design of the proposed experiment and procedure were revealed. The time allocated for the test was rather short and the marking scheme could not gauge aspects of coherence in paragraphing. The interview schedules did not distinctly capture information on the OWS and the learning activities for each. The double lesson observation time was inadequate to identify the teachers' use of varied OWS teaching strategies in their classes.

Through consultation with the supervisors, adjustments were made on research instruments and the time prior to the actual study. The time for both the pre-test and post-test was increased to one hour and the interview schedule items revised to be more specific and give measurable responses. The lesson observation periods was increased to two of which had to be in a double lesson.

3.6.2 Reliability

The Spearman-Brown prophecy formula by Spearman (1910) was used to estimate the correlation of the pre-test and post-test. The formula relating to test length was used to predict the reliability of the writing tests to be used to determine learners' ability in OWS performance indicators. The reliability coefficient (**Re**) for the test was calculated by the formula;

$$Re = \frac{2r}{1+r}$$

Where R_e = Reliability of the pre-test

R = reliability of co-efficient resulting from correlating the scores of the odd items with the scores of the even items.

The correlation co-efficient of scores was 0.8 and this showed a strong reliability of the test as a research instrument.

In addition to ensuring accuracy, authenticity and consistency in the study, piloting was important in checking that the instructions given to the research assistants were comprehensible and that they were sufficiently skilled in the procedures.

3.7 Instruments for Data Collection.

The instruments used to collect data included; structured interview schedule, lesson observation schedule with a checklist of observable behavior and essay tests with a marking scheme.

3.7.1 Interview schedules

Individual structured interview schedules were developed and administered to six HODs/HOSs each from the six sampled schools. These were meant to collect data on teachers' perceptions on OWS, their practice and how of OWS enhanced learners' achievement in English written essays. Information on availability and use of teaching resources was also sought.

3.7.2 Lesson observation schedule

The researcher used systematic observation method as well as learners' use of the organizational writing skill based strategies in the classrooms. Data on teachers and learners use of OWS approach in writing lessons was collected by ticking in the prepared observation

schedule for every lesson on a scale of 1-5 (1-never used, 2-rarely used, 3-sometimes used, 4-frequently used and 5- most frequently used)

3.7.3 Test

A test that measured students' use of OWS in composition writing was administered to Form three students. The test was marked and students' graded based on a standardized marking scheme aimed at scoring indicators of OWS on a scale of 1 to 20. The essay test was given before the OWS based- teaching was implemented in the selected classrooms. The same test was administered to the same sample three weeks afterwards, in consultation with the subject teachers. The typical class scores were computed using the mean (Kiminyo, 1981). The scores were used to explain the effectiveness of the OWS approaches in improving performance in essay writing.

The assessment scale entailed the learner's total scores in OWS indicator areas in the pre-test and post-tests objectively marked and graded. Scores between 16 to 20 meant that the learners' performance exceeded standards while 10 to 15 indicated that they met standards. Those who scored 5 to 9 were considered to be performing below standard and those scored between 0 and 4 were unfit to be in Form three and deserved an academic warning. The conscious efforts to impart the OWS was deduced from the teachers' lesson plans, lesson notes and comments made on learners' marked compositions.

3.8 Data Collection Procedures

The researcher sought permission to conduct research from Graduate school of Kenyatta University and the National Council of Science and Technology (NCST). He further got consent from the County commissioner, County director of Education and the Principals of

the sampled schools. The English language teachers were requested to allow the researcher to observe the actual teaching and learning process during the writing lessons and later interview HODs/HOSs. He took note of the OWS behavior in the checklist by ticking (✓) according to the frequency of use. The responses of the HODs were captured through note-taking and recording.

The essay writing tests administered to both the control and the experiment classes were marked based on a coordinated marking scheme and raw scores of the six sampled classes recorded. The following chapter presents the data and explains the analyses procedures.

3.9 Data Presentation and Analyses

The data collected was cleaned, organized, checked and presented in tables that integrated information under study. It was then analyzed using Statistical package for social sciences (SPSS) program through narrative and descriptive statistics in form of fractions, percentages, averages and means. A chi square confirmatory test was conducted on the two test scores to find out if the difference in the performance was significant. The analyzed data was also discussed in simple summaries. The write-up in the chapter that follows, describes the data analyses and discussion in light of the study objectives and research questions.

CHAPTER FOUR

DATA PRESENTATION, ANALYSES, AND DISCUSSION

4.1 Introduction.

This chapter presents the data gathered from the field. The researcher collected data from 6 schools through tests administered to 326 students, classroom observation of 6 English language teachers, and semi- structured interview schedules administered to 6 heads of department or subject heads. In the process of data analyses, the findings were grouped into themes emerging from the information depicted from the samples; H.ODs/HOSs, responses, OWS teaching strategies observed in writing lessons and the frequency of OWST from the students written tests. The results were discussed in relation to the research questions and literature review.

4.2 Practice of Organizational Writing Skills based teaching in schools

Six HODs from the sampled schools were interviewed and responses captured through audio recording and note-taking. This was with a view to comparing the information sought with the data collected on their perceptions and practices adopted by schools on OWS- based teaching for quality writing. The data is organized under the following subtitles: HODs views on OWS, their responses on OWS instructional implications, assessment and resources and OWS support policy. The Numerals (explained in a key after each table) are used to represent the various responses from the respondents and each is coded for easy analysis and discussion of observations.

Table 4.1 HODs' views on Organizational Writing Skills.

The table below presents the data collected through the interview schedule from the HODs of schools A to F. Their responses to the interview items lettered (a) to (f) were coded using numbers 1 to 6. The HODs' responses are summarized after the table.

SCHOOL	RESPONSES					
	(a)OWS	(b)Q.W	c)OWS&QW	d)OWS-ST	e)T/LA	f)EFF. ST.
A	2	1,2,3	1	1,2,	1,2,3,4	5
B	1	2	1	1,2,3,4	3	6
C	1	2,3	1	1,2, 3,4	2,3,4	2
D	1	2,3	1	1,2,3	1,2,3,4	2
E	1	1,2	1	1,2,3	2,3,4	4
F	1	1,2,3	1	1,2,4	1,2,4	1

Key to the codes

a) OWS-What they said OWS is as used in language teaching.

- 1. *The art of writing coherently and sequentially*
- 2. *No idea on the concept.*

b) Q.W- Their definition of Quality Writing

- 1. *An apt response to the writing task.*
- 2. *Coherent piece of writing*
- 3. *An essay that communicates effectively.*

c) OWS&QW-What they said on the relationship of OWS and QW.

- 1. *OWS based teaching enhances Quality Writing (QW)*

d) OWS/ST-The teaching strategies used in their schools to enhance OWS.

- 1. *Summarization*
- 2. *Collaborative Writing*
- 3. *Sentence construction*
- 4. *Paragraph development*

e) T/LA –The teaching and learning engaged in the teaching strategies above.

- 1. *Question- Answer technique*
- 2. *Generating essay points in groups.*
- 3. *Writing individually as instructed*
- 4. *Teacher facilitated discussion.*

f) EFF.ST – The strategy they consider the most effective in enhancing OWS in classes.

1. *Summarization*

2. *Collaborative writing*

3. *Paragraph development*

4. *Sentence construction*

5. *All the above*

6. *Unable to identify strategy.*

All the HODs except one who had no idea on what OWS was, defined it as the art of writing coherently and sequentially. Similarly, all the 6 HODs explained Quality Writing (QW) in terms of an apt response to the writing task, coherence and the communicativeness of the essay and the same number responded that OWS and QW are related in the sense that OWS based teaching enhances quality writing.

Further, the 6 HODs submitted that their schools use summarization and collaborative writing strategies to enhance OWS among learners. The HODs for schools B, C, D and E added that they use sentence construction to promote the skill while only B, C and F teach on paragraph development.

On the learning activities initiated to enable learners master OWS, the HODs from schools A,C,D and E responded that their schools engage in; generation of essay points in groups, individual student writing and teacher led facilitated discussion, only A,D and F use question answer technique while B uses individual student writing activity. The HODs from schools C and D voted collaborative writing/ brainstorming as the most effective strategy in enhancing OWS. The H.O.D from school A could not identify the most effective , school B' responded in favor of all four while E and F identified sentence construction and summary writing respectively.

4.2.1 Quality writing and instructional strategies in OWS

From table 2, it is clear that the majority of the HODs and HOs, not only understand the concept of OWS, but also appreciate the fact that it enhances quality writing,(coherent and effectively communicative exposition of ideas) in learners' essays. Collaborative writing, summarization, paragraph development and sentence construction are the commonly used

OWS sub-skill strategies in teaching writing but the majority of the HODs at 33% believe that Collaborative writing is the most effective approach in enhancing QW. The responses indicate that the learning-teaching activities teachers use are: Question-Answer technique (17%), generating of points for writing in groups (28%), individual writing (28%) and teacher facilitated discussions (22%).

Table 4.2 OWS instruction, Assessment, and Resources.

The responses from the six HODs (from schools A to F) on what they say about the Organizational Writing Skills in regard to; the take by the students, their own attitudes, how it is tested and the feedback shared in their departments, the additional print and electronic media used for instruction and the preferred class texts books with the rationale of choice (a) to (g) are given in the table below. The responses by the Heads of Departments are paraphrased and summarized after the key.

SCHOOL	RESPONSES						
	a) Learners	b) HODs	c) Testing	d) Feedback	e) T/L Resources	f) T/B titles	g) Suitability
A	2	1	2	1	1,2	1,2,3	3,4
B	1	1	1	2	1,2	1,2	4
C	1	1	1,2	1,2	1,2,	1,3	1,2,3,4
D	1	1	1,2	1,2,3	1,2,3	1,2,3	1,2,3,4
E	1	1	1,2	1,2,3,4	1,3	1,3	1,2,3,4
F	1	1	1,2	1,4	1	1,2,3,4	1,2,3

Key to Codes

a) Learners- Learners take on the use of OWS.

1. Time consuming but motivating and improves performance.

2. Time consuming, less motivating but improves performance.

b) HODs –HODs own feeling on the use of OWS

1. Time consuming but translates to improved performance.

c) Testing-How the OWS based teaching is assessed in schools.

1. Continuously after every writing topic in the course of the term.

2. At the end of the term or year with specified performance standards.

d) Feedback-How the OWS based teaching outcomes are shared among learners and teachers.

1. Comments on marked essays

2. Discussion of weak areas in class

3. Editing/Revising in groups

4. Remedial teaching

e) T/L Resources-Teaching and learning resources used to teach OWS.

1. Class text books

2. Literature set texts

3. Print media

3. Audio-visual instructional media.

f) T/B titles- English text books used in classes.

1. Excelling in English

2. New Integrated English

3. Head Start English

4. Advancing in English.

g) Suitability-The rationale used in selecting the class textbooks.

1. Stated instructional objectives

2. Suggested learning activities

2. Sample essays/Illustrations

4. Adequate practice exercises

The HODs from schools B to F gave a response to indicate that the learners in their schools view OWS strategies as time consuming but motivating and enhances performance but school A HOD responded that the strategies are time consuming, less motivating yet aids performance. As the key authorities to the teaching and learning of English in their schools, all the HODs were in agreement that though the strategy was time consuming, it translates to improved performance.

On the schools' policy on the assessment of the OWS based teaching, schools A tests at the end of the term or year, B in the course of the term on every writing topic while the other 4 schools use both testing policies. Schools D and E ensured the sharing of feedback on learners' assignments on writing through comments on marked essays, discussion of weak areas in class and editing and /or revision in groups. Schools A and B, each used comments on essays and discussion of weak areas in class separately but school C used both. E and F are the only schools that used remedial teaching to share feedback.

All the 6 schools use class text books to teach OWS, but only A,B, C and D blend the instruction with literature set texts while only D and E had attempted the use of the print media. No school had utilized audio-visual instructional media to teach writing.

From the HODs' responses, all the 6 schools used *Excelling in English* to teach OWS. A, B, D and F used *New integrated English*, all schools except had *Head Start English* and only F ever used *Advancing in English*. The data collected on the suitability rationale for selection of text books to enhance OWS showed that schools C, D, E and F considered; stated instructional objectives, suggested learning activities, sample essays/illustrations and adequate practice exercises as merits for the choice of the titles. School F considered the above first three features only, while A and B did not consider provided instructional objectives as a factor in selecting the text book.

4.2.2 OWS instructional implications, resources and assessment

On the implications of the OWS in the learning process, all the interviewed HODs and 83% of their students viewed the strategy as time consuming but motivating and that it translates to improved performance. A paltry 17% of the sample considers it as costly in terms of time, disinteresting and of little positive value to performance. To assess learners' mastery of the

OWS, 67% of the sampled schools used both formative and summative evaluation but 17% used either of the two. Feedback on performance was given majorly through comments on marked essays by 38% of the teachers. Group editing by the learners took 15.5% and remedial teaching took a similar percentage. Out of the 6 HODs, only a third used other print media. None indicated that their schools use audio and visual instructional media such as the radio, TV and audio recordings to teach writing skills.

It is also clear from the data that *Excelling in English* is the most preferred English language text; owing to its organizational Writing Skill based teaching features (stated instructional objectives, suggested teaching and learning activities and model sample essays).

Table 4.3 Data on OWS Support Policy

In order to capture the data on what out of class OWS support policy is in force in schools the responses a to d from the HODs from the same schools A to F are coded in the numerals 1 to 5 per response. The data is represented in the table below and summarized accordingly for clarity.

SCHOOL	RESPONSE			
	a) Out-of-class Activities.	b) Management	c) Team teaching	d) Challenges
A	1,4	1	4	2,3
B	1	1	1,2,	1,3
C	1,2,3	1	5	1,3
D	1,2	1	1,2	1,3,4
E	1,2	1	1	2,3
F	1	1	1,2,4	5

Key to the Codes

a) Out of class activities- Co-curricular activities to support OWS

1) *Subject related clubs*

2).*Symposia*

3). *Essay Writing contests*

4). *School language policy*

b) Management- How the out of class activities in a above are managed.

1. *Organized in classes and groups, coordinated by teachers and student leaders and teachers observe and mark.*

c) Team teaching- Team building indicators in the departments.

1. *Pool marking*

2.*Discussion of results*

3. *Subject internal assessment*

4. *Departmental meetings*

5. *No clear policy.*

d) Challenges-Setbacks to the attainment of the indicators in (c) in above.

1. *Lack of team building*

2.*Suspicion and mistrust*

3. *Heavy workload*

4.*Lack of leadership from HODs*

5. *Unable to identify setback*

All the 6 schools had initiated subject related clubs(drama, debating and young writers) to supplement the OWS based teaching in their schools but A and C only had defined school language policy and essay writing contests respectively while only two schools; C and D had ever held English symposia. The responses from all the HODs meant that the out of class activities were organized in classes and groups, coordinated by teachers and student leaders and evaluated through marking and observation.

While HODs from schools B, D, E and F responded that they use pool or team marking to share experiences and enrich OWS based teaching at the departments, only B, D and F discussed results after marking. Only 2 schools; A and F conducted departmental meetings and none did internal assessment, while school C did not indicate the practice of any clear OWS based teaching support policy.

The HODs responses on the setbacks experienced by the subject members in actualization of the policies in (c) above showed that schools A to E had been hampered by heavy workload, B, C and D were impeded by lack of team building in the department while A and E suffered suspicion and mistrust within members of the. Schools A and F blamed their lack of OWS support policy on failure of the HOD to provide leadership in the department.

4.2.3 OWS instructional management

All the sampled schools had initiated language related clubs such as debating and young writers while 50% participated in internal symposia. Only 17% had a clear school language policy. In order to make the language related clubs effective, they are organized in classes and groups, coordinated by teachers and student leaders. They are assessed by teachers through marking of their work and observation. Two thirds of the respondents said that their departments had agreed to conduct pool marking and half had resolved to mark individually and discuss results from marked essays instead. However, 83% said they were not able to implement pool marking due to heavy teaching workload, while 50% attributed their failure to lack of team building in the department.

4.3 Organizational Writing Skills teaching strategies used.

The study tried to find out if teachers of English in the sampled schools made conscious efforts to teach learners the OWS. The data collected through classroom observation on the teaching strategies and the frequencies of use by both teachers and students in both the control and experimental groups (both chosen based on schools' gender and ability) was tabulated in tables 5 and 6. The total percentages of utilization of each OWS strategy by the

individual teachers and the extent in which each OWS strategies were applied in the target population were also worked out and indicated in the tables below.

Table 4.4 OWS teaching strategies use by teachers.

	OWS teaching strategies	Teacher' frequency use on a scale of 1-5						%age of frequency use
		A	B	C	D	E	F	
1.	Summarization(note-making, note-taking& paraphrasing)	3	3	2	3	3	3	57
2.	Collaborative writing (planning& revising together)	4	4	-	4	4	-	53
3.	Sentence combination(simple, compound and complex using connectors)	2	5	-	4	-	3	47
4.	Inquiry based activities (analyzing of immediate data to develop ideas)	3	3	-	3	-	-	30
5.	Study of models(Reading, analyzing and emulating models of good writing)	4	-	1	3	3	3	47
6.	Learning resources(text books, work sheets, literature set books, electronic media etc)	4	2	1	3	2	1	43
	Total %age strategy use per school.	67	57	13	67	40	33	

Key:

1. Rarely used
2. Less frequently used
3. Frequently used
4. More frequently used
5. Most frequently used

From the table, collaborative writing and summarization averaged 57% and 53% respectively while the learning resources (43%) and the inquiry activities (30%) are the least used.

Although teachers in all the schools use summarization and learning resources in teaching

OWS, 17%, 33% and 50% of them do not use study of models, collaborative writing and sentence combination and inquiry activities respectively.

Though School D ranked the highest user of sentence combination, he/she less frequently used learning resources and never used study of models to teach writing. School C used summarization less frequently, rarely used study of models and learning resources and hardly used any collaborative, sentence combination and inquiry- based activities. Though the school E teacher used the majority of the OWS teaching strategies, he never used sentence construction and inquiry-based activities in teaching.

Table 4.5 OWS teaching strategies use by students.

OWS teaching strategies		Students' frequency use on a scale of 1-5						
		A	B	C	D	E	F	%age of frequency use.
1.	Summarization(note-making, note-taking& paraphrasing)	2	3	2	3	3	2	50
2.	Collaborative writing; (Planning and revising together.	3	2	-	4	4	-	43
3.	Sentence-combination(simple, compound and complex)	2	3	-	3	-	2	33
4.	Inquiry based activities (analyzing of immediate data to develop ideas)	1	2	-	4	-	-	23
5.	Study of models(Reading, analyzing and emulating models of good writing)	4	-	1	4	2	2	54
6.	Learning resources(text books, work sheets, literature set books, electronic media etc)	4	2	1	3	2	1	43
	Total %age Strategy use per school.	53	40	13	70	37	23	

From table 4.5, the use of the OWS strategies by teachers is not replicated in the students' learning process as study of models takes 54% followed by summarization at 50%. Sentence combination and inquiry activities are hardly used by the sampled classes with two and three respectively of these classes not attempting to use the two OWS teaching strategies. While the students in all the schools use summarization and the available learning resources to acquire OWS, study of models, sentence combination, collaborative writing and inquiry activities are not practiced by 17%,33%,33% and 50% of the schools respectively.

School A and D scored 67% each on the use of all the OWS teaching strategies with summarization, collaborative writing, study of models and use of learning resources, each having been frequently to more frequently used by both teachers and students. Schools C and F (mixed sex classes) scored bottom in the list with 13% and 33% on teachers' use of the OWS approaches and 13% and 23% on the students' respectively. Teachers and students of both schools neither used summarization nor collaborative writing.

4.4 Effectiveness of OWS strategies in writing

This section presents data on both the control and the experimental groups scores on pre-test and post- test essays. After a three weeks' treatment on the experimental group, the two were given a character based essay on the same novel and the scripts marked using a coordinated marking scheme that required the learners to;

- | | |
|--|-------------------|
| i) demonstrate focus on the subject matter/ topic development. | (5 Marks) |
| ii) produce well organized and coherent writing with effective paragraphing. | (5 marks) |
| iii) observe appropriate vocabulary and varied sentence structures. | (5marks) |
| iv. Observe punctuation, spellings, tenses and subject verb agreements. | (5 marks) |
| Total | (20 marks) |

4.4.1 Focus on cohesion in writing

Focus on the subject matter and topic development was scored based on students' ability to link sentences to create unity of the subject of discussion and to stick to the topic. The researcher awarded marks for a clear introduction of the writing subject, evidence of the thesis statement for each point of argument, supportive sentences and conclusion for section two of the marking scheme and proper lettering.

The researcher awarded a mark each for appropriate use of vocabulary, appropriate sentence length and types as well as variation and correct use of cohesive devices. The learners were penalized in case of unnecessary repetition of words, phrases and sentences. Clarity of communication would complete the accuracy of writing. This was tested and graded by considering learners' use of correct forms, subject-verb agreement, tenses, and apt use of punctuation marks. The data and the schools' mean scores is tabulated in tables 4.6 and 4.7.

It is important to note that though the pre-test and post test questions were dissimilar in the expected content to be brought out by the learner, the interest of the researcher was the evidence in the scripts of the experimental and the control groups after the three weeks period of treatment.

Table 4.6 Control Group Scores in Pre-Test and Post-Test.

CONTROL GROUP						
SRN	SCHOOL A		SCHOOL B		SCHOOL C	
	T1	T2	T1	T2	T1	T2
1	08	09	07	07	10	09
2	10	10	12	13	11	11
3	12	13	08	07	09	08
4	09	10	07	06	09	09
5	11	11	11	10	10	09
6	10	11	10	10	10	10
7	11	12	13	12	11	11
8	12	13	11	10	10	08
9	13	14	11	12	10	11
10	13	12	13	11	11	10
11	12	13	10	11	09	09
12	10	11	12	12	08	07
13	14	15	11	12	09	07
14	11	12	13	12	09	08
15	10	11	14	14	09	08
16	11	12	12	11	08	09
17	14	14	13	12	10	08
18	10	11	14	14	08	08
19	11	11	10	10	09	07
20	13	12	14	13	08	08
21	11	12	11	10	10	10
22	10	12	10	10	10	11
23	10	11	10	11	10	10
24	11	11	10	09	11	11
25	09	10	11	10	11	08
26	12	13	13	12	09	07
27	11	12	12	11	09	09
28	13	14	15	13	10	08
29	12	12	13	10	09	09
30	11	12	12	13	10	11
31	10	10	13	13	10	09
32	12	10	10	10	07	07
33	12	11	13	12	09	09
34	12	13	12	11	11	10
35	09	11	12	13	09	09
36	11	11	11	13	11	09
37			08	08	08	09
38			13	12	10	08
39					09	07
40					07	08
41					09	10
42					08	09
43					08	08
44					10	09
Mean	11.2	11.7	11.4	11.1	9.3	8.9

Table 4.7 Experimental group scores in pre-test and post-test

EXPERIMENTAL GROUP						
SRN	SCHOOL D		SCHOOL E		SCHOOL F	
	T1	T2	T1	T2	T1	T2
1	08	09	12	13	10	11
2	11	11	11	12	10	09
3	09	09	12	12	11	11
4	07	08	10	11	10	10
5	07	08	10	10	11	10
6	08	09	11	11	09	10
7	11	11	14	14	11	11
8	09	10	13	13	11	10
9	13	13	14	15		10
10	12	13	09	10	08	09
11	07	08	14	14	07	07
12	08	09	12	13	11	10
13	09	08	11	11	10	11
14	09	10	12	13	08	08
15	09	09	11	12	09	09
16	07	09	14	14	10	10
17	10	12	13	14	11	12
18	09	10	12	12	12	12
19	16	15	11	12	09	10
20	07	11	13	13	10	10
21	07	09	14	14	10	10
22	08	09	14	15	13	12
23	09	11	12	13	11	11
24	11	11	12	12	11	12
25	07	09	12	13	12	13
26	14	14	14	14	11	11
27	12	12	10	09	10	11
28	10	11	12	12	11	12
29	08	09	12	11	07	08
30	10	10	10	08	09	10
31	08	10	10	11	11	11
32	09	11	11	11	07	08
33	09	10	10	11	14	13
34	11	12	11	12	09	09
35	07	09	11	13	09	10
36	10	12	12	13	10	11
37	09	10			09	09
38	08	10			08	10
39	10	11				
40	11	12				
41	13	13				
42	14	15				
Mean	9.5	10.5	11.9	12.3	10.0	10.3

4.4.2 Organizational writing skill Traits (OWST)

In order to assess students who had acquired OWS and their achievement levels after the teaching strategies were introduced, their performance abilities were scored under OWS indicator areas, and class means tabulated in tables 4.8 (a) and 4.8 (b) below. Each class achievement in OWS is indicated by the difference in performance in the pre-test and post tests for both the control and experiment groups. This difference is basically the class Value Added Progress (VAP).

Value added progress is a positive or negative numerical value attained in performance arising from new or improved instructional strategies while the OWS indicator areas are the specific writing behavior exhibited by the learner before and after the strategy.

Table 4.8 (a) Value Added Progress on control classes

organizational writing skills indicator areas	CONTROLLED SAMPLE								
	School A			School B			School C		
	T1	T2	VAP	T1	T2	VAP	T1	T2	VAP
Focus/Topic development	3.37	3.41	0.04	3.24	3.27	0.03	1.96	2.21	0.25
Planned, coherent writing/ effective paragraphing.	2.78	2.98	0.2	3.07	2.92	-0.15	2.41	2.20	-0.21
Appropriate vocabulary and varied sentence structure.	2.94	3.00	0.06	2.57	2.63	0.06	2.27	2.29	0.02
Correct grammar	2.72	2.11	-0.61	2.45	2.39	-0.06	2.45	2.09	-0.36

Key

T1- Pre Test

T2- Post Test

VAP- Value Added Progress.

From table 4.6 and 4.7 above, the control group classes that were taught using conventional approaches throughout all the observation period recorded low mean improvement indices; A(0.5), B(0.3) and C(-0.4). In contrast, the groups whose teachers majored on OWS based instruction had better improvement indices; D (1.0), E (0.4) and F (0.3).

It is important to note that school A and D, National and County respectively and both boys' schools, perform almost at par in KCSE. Schools B (National) and E (County) are both girls' but the former has had a better performance in KCSE. C and F are both County schools but the latter has been ahead of the former in KCSE performance over the years.

Table 4.8 (a) shows that all the classes recorded negligible and in some cases negative VAP from pre-test to post-test. Schools A and B improved by 0.04 and 0.03 respectively while school C went up by 0.25 in focus and topic development.

Only one school achieved, though dismally, in coherent writing and effective paragraphing and the other two performed below the pre-test. School A and school B recorded equal VAP of 0.6 in the use of appropriate vocabulary and varied sentence structure as school C had a minimal improvement of 0.2. All classes recorded a drop on performance in observance of grammatical conventions in essay writing.

cores in OWS
Indicator
areas

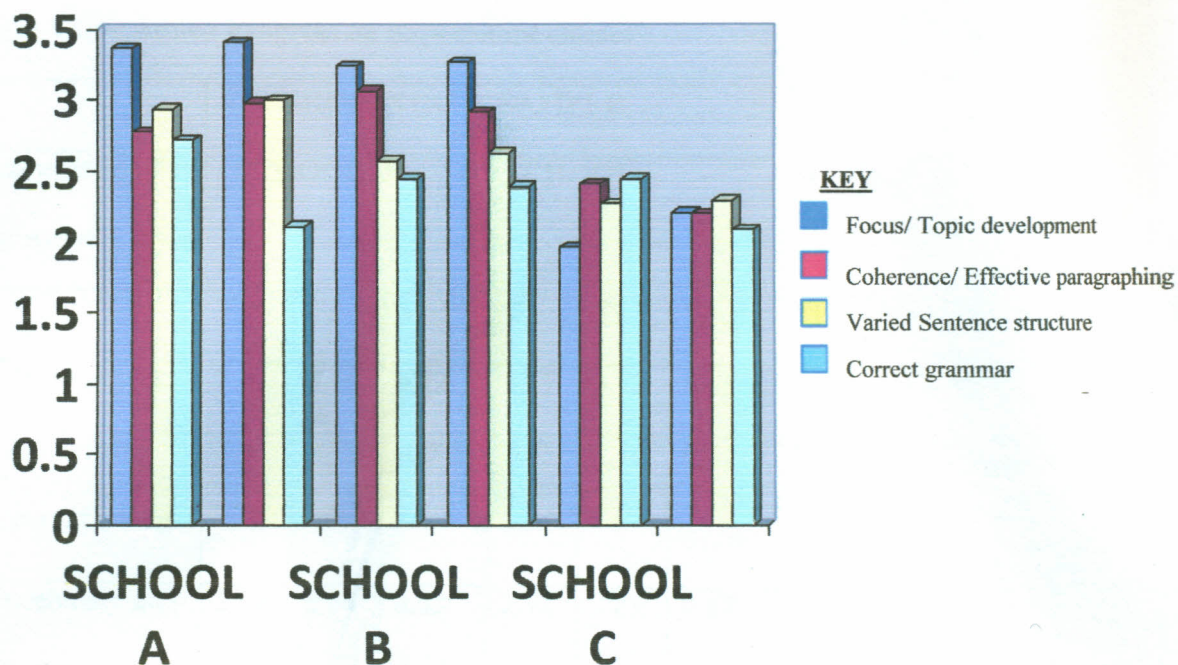


Fig4: Bar chart on Control Schools Improvement in OWS.

From fig4, all schools except C did not record improvements in the OWS areas of focus and topic development. Similarly, the performance scores in the coherence in writing and effective paragraphing slightly improved for school A, but dropped in schools B and C.

There were negligible improvements in the area of appropriate use of vocabulary and sentence structure in all the three schools. Though school B maintained its level of performance in grammatical accuracy, schools A and C dropped.

Table 4.8(b) Value Added Progress on Experiment classes

organizational writing skill indicator areas	EXPERIMENTAL SAMPLE								
	SCHOOL D			SCHOOL E			SCHOOL F		
	T1	T2	VAP	T1	T2	VAP	T1	T2	VAP
Focus/Topic development	2.43	3.16	0.73	3.47	3.72	0.25	2.41	3.13	0.72
Planned, coherent writing with effective paragraphing	2.95	2.38	-0.57	2.75	3.16	0.41	2.58	3.02	0.44
Appropriate vocabulary and varied sentence structure	2.52	2.54	0.02	2.72	2.89	0.17	2.21	2.52	0.31
Correct grammar	2.16	1.78	-0.38	2.40	2.44	0.04	2.11	1.84	-0.27

Table 4.8 (b) generally shows a superior VAP on all OWS indicator areas than what is evident in table 4.8 (a) for all the schools, except in grammar. Focus and topic development was better improved with schools D and F scoring close to whole numbers VAP of 0.73 and 0.72 respectively, while E improved by 0.25. Except for school D that had a negative deviation of 0.257, the other experimental samples gained in coherent writing and effective paragraphing by 0.41 and 0.44 for E and F respectively.

The three schools improved in vocabulary and varied sentence structure in the order; 0.02, 0.17 and 0.31. However, schools D and F dropped in performance in grammar while school E had very little improvement from 2.40 in pre-test to 2.44 in post-test.

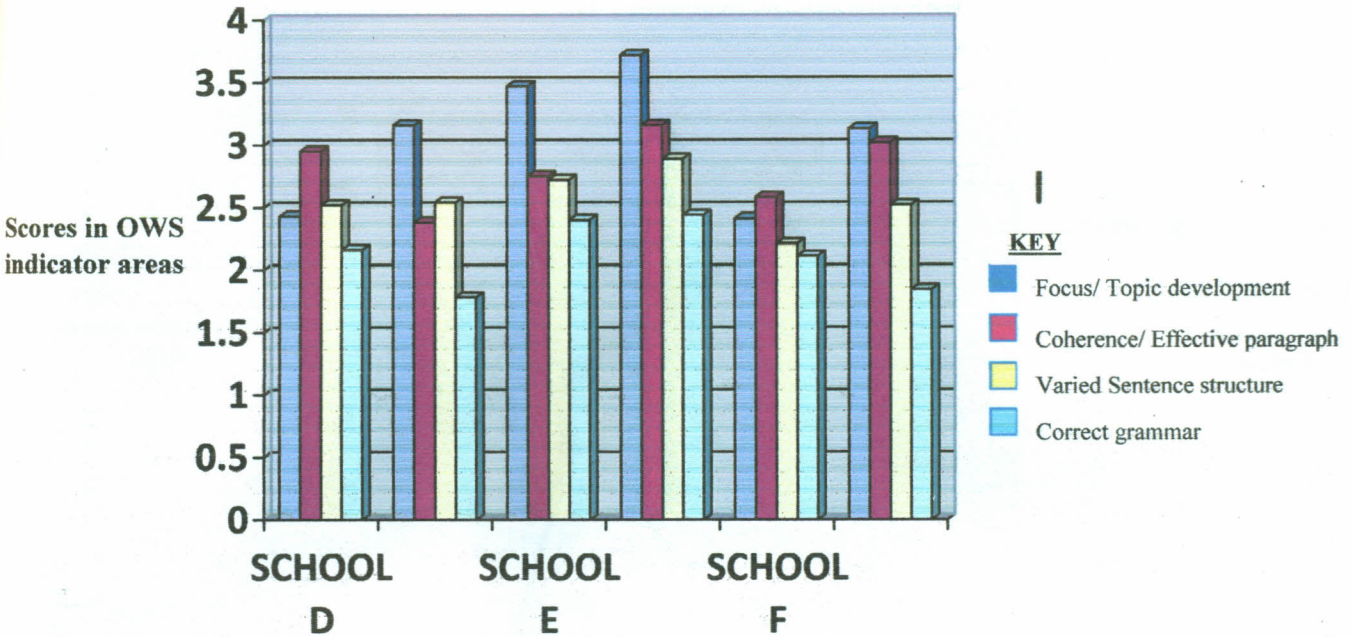


Fig 5: Bar chart on the Experimental schools improvement in OWS.

From the bar graph all schools in this group exhibited remarkable improvements in focus and topic development. Only school F did not improve in coherent writing and effective paragraph development. Similarly, all schools also improved in appropriate vocabulary use and sentence variety. Out of the three schools two performed dismally in grammar but school E made slight improvement in grammatical accuracy in writing.

Table 4.9 (a) Control classes mean performance in OWS.

	Organizational Writing Skill Indicator areas	CONTROL GROUP (schools A,B and C)		
		T1	T2	Improvement index
i.	Focus/Topic development	2.86	2.96	0.1
ii.	Planned, coherent writing with effective paragraphing.	2.75	2.70	0.05
iii.	Appropriate vocabulary and varied sentence structure.	2.59	2.64	0.05
iv.	Correct grammar	2.54	2.22	-0.32

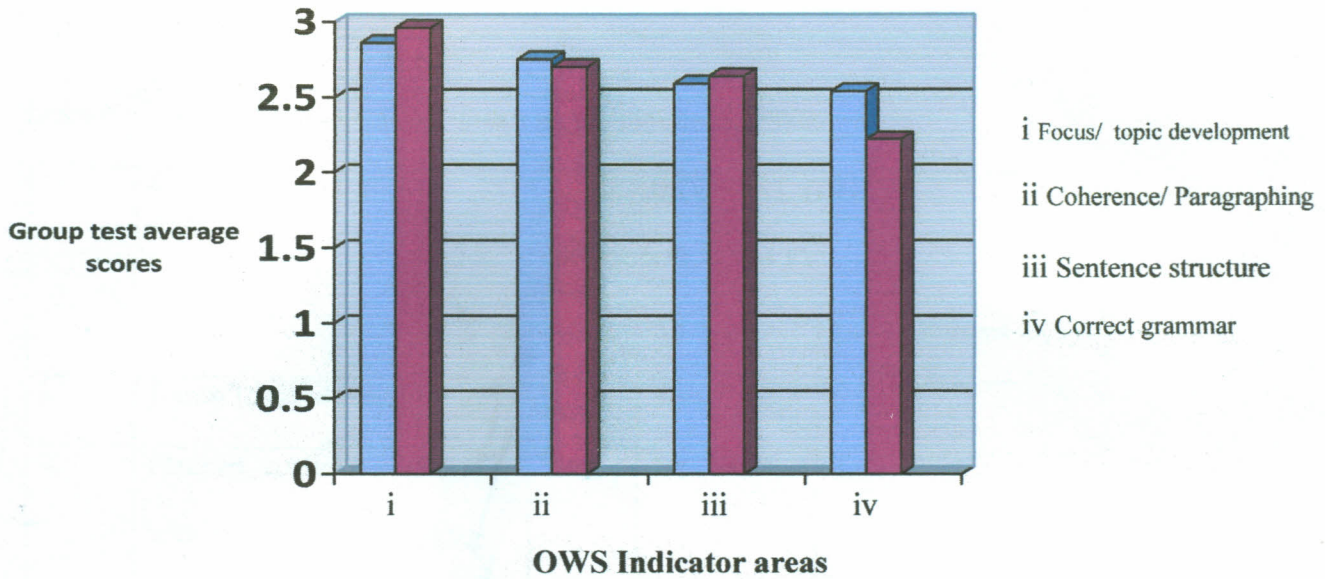


Fig 6: Bar chart on the control group performance in OWS indicator areas

From Table 4.9 (a) and Fig.6, all schools on average improved in focused writing and topic development OWS trait as well as use of appropriate vocabulary and varied sentence structure, but they dropped in coherent writing and effective paragraphing and correct use of grammar (word forms, spellings, tenses and lettering).

The OWS indicator areas pertaining focused writing, topic development and accuracy in grammar recorded the biggest improvements and drops of 0.1 and -0.32 respectively. The OWS teaching strategy aimed at enhancing planned, coherent writing with effective paragraphing and appropriate vocabulary as well as varied sentence structure among the learners was effective. There was an improvement index of 0.5 for each indicator area.

This suggests that though no special attention was paid to teaching of writing using organizational Writing skill strategies, schools that employed these approaches had an

advantage that enabled students to realize improved performance. The improvement index was however low compared to that of the experimental group (schools D, E and F) that most of its sample students were relatively of low ability but exposed to OWS teaching strategies.

Table 4.9 (b) Experiment classes' mean performance in OWS.

	OWS indicator areas	EXPERIMENTAL GROUP (Schools D,E and F)		
		T1	T2	Improvement index
i.	Focus/Topic development	2.77	3.34	0.57
ii.	Planned, coherent writing with effective paragraphing	2.76	2.85	0.09
iii.	Appropriate vocabulary and varied sentence structure.	2.48	2.65	0.17
iv.	Correct grammar	2.22	2.02	-0.2

From table 4.9(b) above, it is apparent that the experimental classes' average performance went up in three OWS indicator areas; focus and topic development, coherence and effective paragraphing as well as use of appropriate vocabulary and varied sentence structure. Just as it was in the case of the control group, the experimental group's average performance went down in the grammatical accuracy from pre-test to post-test.

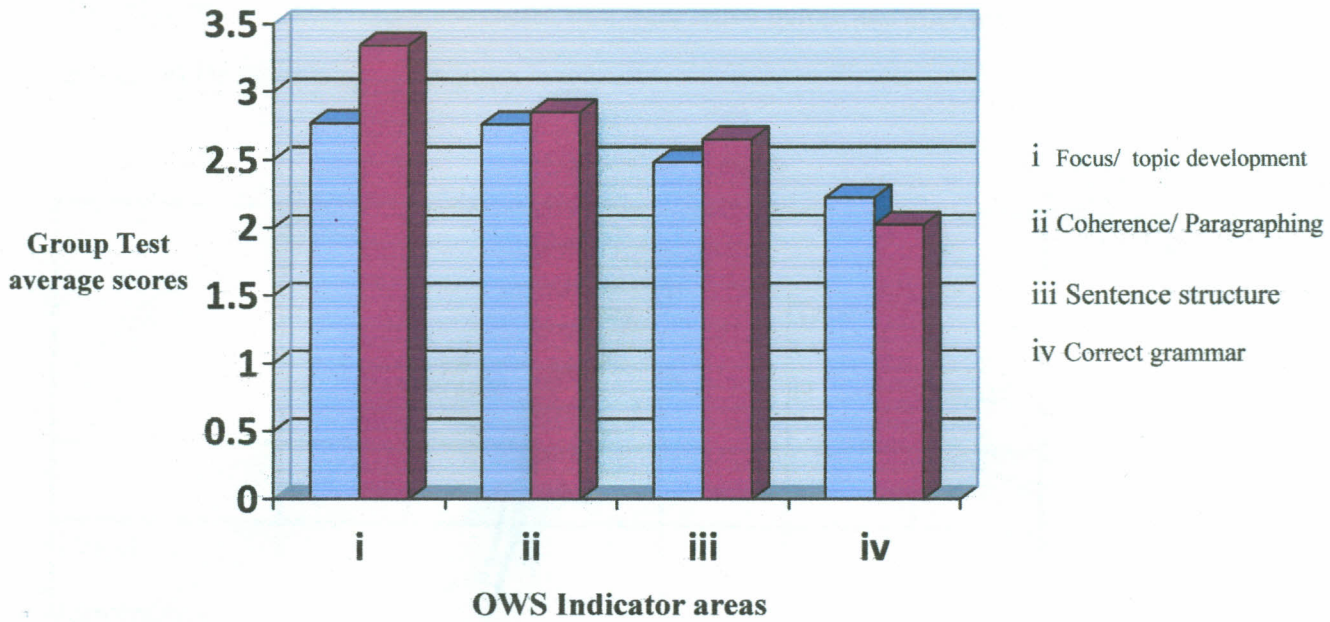


Fig.7 Bar chart on experimental group performance in OWS indicator areas.

In fig. 7 above, (i) to (iv) represent the differences in experimental group average scores in OWS indicator areas. The most improved organizational writing skill indicator area was focus and topic development which went up to an average of 3.4 from 2.75. The group also recorded a better average in the scores attained from planned, coherent writing with effective paragraphing though with a dismal lip from 2.75 to 2.8.

The experimental group evidently gained considerably from the use of OWS teaching strategies by moving from 2.5 to 2.65 in the average scores on use of appropriate vocabulary and varied sentence structure. Only grammatical accuracy saw the group performing below the pre-test by -0.2.

Table 4.10(a) (Case Processing Summary for the experimental group.

The table below shows the counts (those who were tested before and after the treatment) for the experimental group.

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
School Performance	115	100.0%	0	.0%	115	100.0%

There were 116 students in total but one of the students in school F had results for T1 missing and was excluded from analysis leaving N=115 students. The researcher could have included the one student among the missing in the table above but it was not possible to do this using SPSS and so the one student was ignored.

The valid percentage was obtained by dividing the number valid by the total number of individuals and then multiplying the results by 100% that is, $(\text{Number valid}/\text{Total number} \times 100\% = 115/115 \times 100\% = 100\%)$. Adding valid percentage to missing percentage gives total percentage $(100\% + 0\% = 100\%)$. To compare the performance by the control and the experimental groups, the chi-square value was computed in the table below.

4.10(b) Schools' Performance Cross Tabulation.

The table captures how the learners in the six schools performed across the possible scores.

COUNT	PERFORMANCE							
	-3	-2	-1	0	1	2	4	TOTAL
SCHOOL D	0	0	2	10	19	10	1	42
E	0	1	2	15	17	1	0	36
F	0	0	6	15	15	1	0	37
A	0	1	3	8	22	2	0	36
B	1	2	17	10	7	1	0	38
C	1	9	10	16	8	0	0	44
TOTAL	2	13	40	74	88	15	1	233

What is referred to as performance is the difference (T2-T1). There were 42 students in school D, 36 in school E and 37 in F to make a total of 115 as in table 4.10 (a). Those with the differences -2 to 4 are as shown in the table per school. For example, in the case of school F, no student had a difference of -2 and 4, 6 students had a difference of -1, 15 had differences of 0 and 1 while 1 had a difference of 2. Schools A, B and C can be described similarly according to the figures in the table.

The last row shows total number of student with a given difference, that is 1 had difference of -2 and 4, 10 had difference of -1, 40 had difference of 0, 51 had difference of 1 and 12 had difference of 2.

4.10(c) Chi- Square Tests for the two groups

	Value	Df	Asymp. sig(2- sided)
Pearson chi square	1.015E ^a	30	.000
Likelihood ratio	92.419	30	.000
Linear by linear Association	49.610	1	.000
No of valid cases	233		.000

The table above is used in testing the hypotheses (H_0 : There is no difference in performance between the experimental and control groups against. H_1 : There is a difference in performance between the two groups of schools.

The chi-square value is 1.014×10^2 (=101.4). Note that in the table, this value has been indicated as 1.015E^a. The 'E' in this case stands for "10 to the power of". The 'df' stands for degrees of freedom and are obtained by multiplying "number of rows - 1" by "number of columns - 1". There are 6 rows which are schools for our case and 7 columns (see table 4.10_b). The conclusion we make is that "since the p-value (=0.000) is less than the 1% level of significance, we reject H_0 . We therefore conclude that there is a significant difference in performance between the control and experimental groups".

Table 4.10(d) Experimental group Performance Cross tabulation

Count		Performance						Total
		-2	-1	0	1	2	4	
D		0	2	10	19	10	1	42
E		1	2	15	17	1	0	36
F		0	6	15	15	1	0	37
Total		1	10	40	51	12	1	115

Table 4.10 (e) Chi-Square Tests for the Experimental group.

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	21.330 ^a	10	.019
Likelihood Ratio	21.395	10	.019
Linear-by-Linear Association	11.801	1	.001
N of Valid Cases	115		

In table 4.10(e) above, 12 cells (66.7%) have expected count less than 5. The minimum expected count is .31.

4.4.2 OWS teaching strategies significance in performance

On performing the chi-square confirmatory test at the 0.05 level of significance for the three schools in the experimental group (Refer to tables 4.10(e) and 4.10(f) above), the p-value obtained was 0.019 with 10 degrees of freedom. The conclusion is that there is a significant difference in performance in these schools at 0.05 level of significance since p-value (0.019) is less than the 0.05 level of significance. From the results above, school D appeared to be improving in performance compared to the other two schools in the experimental group (see Fig 8). Since (p-value) $0.019 < 0.05$, it was concluded that there was a significant difference in performance in these schools resulting from use of OWS based teaching.

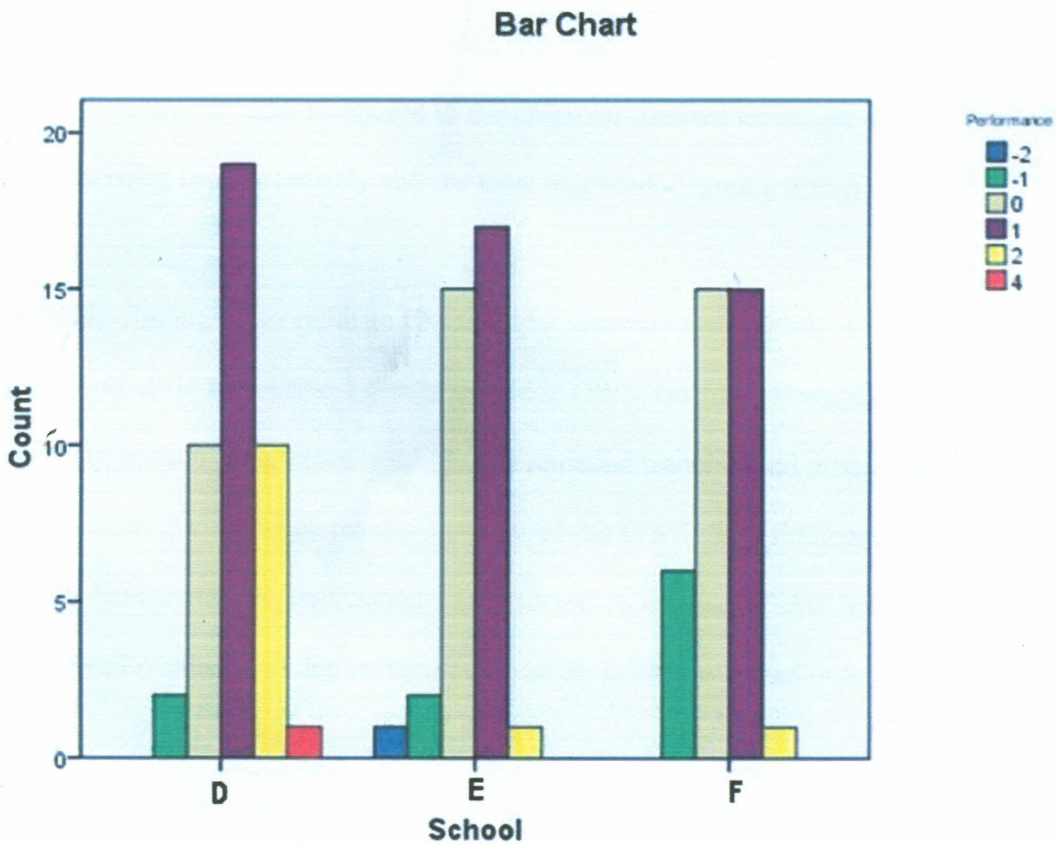


Fig 8: Bar chart of the performance of the schools in the experimental group.

From the bar chart above, it is only school E that had a difference of -2 while school F was leading in terms of those who had a difference of -1. When it comes to no improvement (i.e. a score of 0), school D was better than the other schools since it had the least number of those who did not improve. School D had a better improvement as it registered high numbers of those with a difference of 1 and 2. Apparently, it was the only school with a difference of 4. In general the school performed well compared to the other two schools in the experimental group.

4.5 Discussion

From the findings, it is evident that the HODs/HOSs who are the immediate supervisors of English curriculum implementation at school level, in addition to being knowledgeable on the subject of investigation, perceive collaborative writing as the commonly used Organizational Writing Skills teaching strategy (33%). The teaching of writing, however, is still highly teacher-centered at 22% compared to the Question-Answer technique at 17%. The individual student writing is unfortunately still the most practiced learning activity at 28%.

The study findings also point to the fact that whereas the majority of the HODs and even students in their respective schools consider OWS teaching strategies as motivating and enhancing performance, schools do little of remedial teaching and group editing of essays by students with a view to increasing mastery of the OWS. The findings further indicate that teachers have remained traditionally accustomed to the use of text books for teaching and hardly employ other stimulus variation such as the audio and visual instructional media.

The findings in this research agree with the conclusion in studies by Ayoti and Wesang'ula (2013) in Sabatia District on the use of instructional media by Kiswahili language teachers. The study revealed that a few teachers used real things (36.7%), Newspapers (23.3%), Radio

(20.0%), Magazines (13.3%), Computers, Models and Record players (6.7% each). The major deterrents that have been attributed to limited use of instructional media by most institutions, according to this study, include; financial limitations in obtaining material, lack of audio-visual classroom facilities and lack of trained audio-visual personnel.

Though a considerable 50% of the sampled schools have initiated subject related clubs which will enhance students' use of OWS, they are still far from standards as only 17% of them have a clear school language policy. The research findings by Cohen (1994) and Gillies (2007) on teachers' failure to work together and introduce cooperative learning in their classes are reflected in this study. The beautifully drawn departmental policies have remained just on paper as a very big number of HODs, represented by 83% of the investigated sample, have failed to implement these policies, citing heavy workload and lack of team spirit.

A cursory glance at the OWS approaches among the experimental group clearly indicates that collaborative teaching and summarization is frequently and most frequently used respectively, by both teachers and learners. This certainly should be the cause for greater improvement in performance irrespective of the school gender and the ability of students.

From classroom observation, English language teachers in Turkana County mostly use collaborative writing to a level of 57% but the inquiry based activities are the least used at 30%. Study of models is widely used by learners at 54% while inquiry based activities are the least used at only 13%. Half of the single sex schools in Turkana County scored above 50% in the level of use of OWS teaching strategies while mixed schools recorded very little use of these strategies by both teachers and their respective learners.

Students taught using the traditional teaching approaches showed minimal improvement index and even in some cases drop in performance in tests marked and scored on OWS indicator areas. However, students of the same abilities but taught using identified and reinforced OWS teaching strategies showed better improvement index in performance in three out of the four OWS indicator areas(refer to tables 4.8a and 4.8 b).

From the above discussed observations on the data collected, a great deal of reality can be deduced as far as the studied schools' performance in KCSE is concerned. The order of performance in 2011 was; school D (8.08), A (7.72), B (6.14), E (4.65), F (4.37) and, C (3.89).When this performance is juxtaposed with schools' percentages in the use of Organizational Writing Skill strategies the order is; D (70%), A (53%), B (40%), E (37%), F (23%), and C (13%) respectively. Studies by Robinson & Monsoor (1991) and Colorado (2007) as reviewed earlier, confirm the findings in this investigation.

It will therefore be true to argue that the schools' level of use of OWS strategies by both teachers and learners is directly proportional to their performance in the Kenya Certificate of Secondary Education English examinations.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This is the final chapter in this thesis report. It presents summary of the findings by looking at relevant variables, makes conclusions derived from the study and recommendations for future related research. The implementation of these recommendations is expected to improve students' performance in English in Turkana County and the country at large through improved use of organizational writing skills teaching strategies. This chapter has the following sections: research findings, conclusion, recommendations and suggestions for further research.

5.2 Research Findings

The investigation showed that there are a lot of gaps to be filled as far as the teaching of English essays in secondary schools in Turkana County is concerned. This is in spite of the elaborate teacher training offered by the universities and teacher training colleges. The teaching approaches and the often organized in-service training workshops at the County and school level seem not to have helped much as far as OWS is concerned.

5.2.1 OWS based teaching practice in schools

The majority of the HODs, accounting for 83% of those sampled, understand what Organizational Writing Skill based teaching is, and believe that it enables learners to write quality essays. A smaller percentage, 33% also hold that if students are taught writing using

collaborative teaching strategies, they would develop effective organizational writing skills. The teaching approach, however has been least implemented in the schools.

The same HODs have not implemented effective ways of sharing feedback on OWS between teachers and learners. For example, 33% of the corrections given are through comments on learners' marked essays and only 15.5% is through students' group editing. Only 17% of the schools have language policies to support learners' acquisition of OWS and over 50 % of them have not succeed in promoting team work in their departments as a means to teach organizational Writing Skills and to monitor its mastery by their learners. Consequently, little information is shared on OWS among teachers.

The majority of the schools in Turkana, five in every six, use limited resources to teach writing skills to their learners. The widely used resource is the class text book and occasionally the literature set books. Only 20% of the schools use other print media such as newspaper cuttings in teaching writing. Audio-visual instructional materials developed by the Kenya Institute of Curriculum Development are not used at all except as revision materials just before the KCSE examination.

5.2.2 Organizational Writing Skills strategies used in writing Lessons.

Teachers of the top performing schools in the county mostly use collaborative teaching and summarization of the main content of topics during writing lessons with their learners. The level of use of this OWS teaching strategy in these schools is at 67%. The bottom two performing schools (C and F) students in KCSE examinations do not use collaborative writing and inquiry based activities. Students' level of use of organizational writing skill

strategies is low at 13% and 33% respectively. Teachers' use of OWS teaching strategies directly reflects on their learners' use of the same strategies.

The OWS is taught mainly using collaborative writing, summarization, inquiry-based activities, study of sample essay models and reference to class text books. 'Excelling in English' is the most popular class text. However, the efforts to impart these skills are still more teacher-centered and border on traditional language teaching. Summarization is commonly used by teachers at 57%, and the least used are inquiry-based activities at 30%. The learners are taught OWS mainly through study of models (54%).

The research findings on the teaching of OWS indicate that 50% of English language teachers also teach students how to take notes using examples they give in class. However, they do not allow them to practice the skill and instead dictate notes in class. In the six classes observed, four teachers simply taught about the features of types of writing and did not involve the learners in writing the actual types of essays. A case in point was dominance of teacher's talk on the parts of an official letter in school C, writing a good creative essay in E and B respectively. Classroom observation further revealed that, 20% of the teachers make notes on the chalk board about the topics of writing as students copy and they are not given opportunities to experience and internalize OWS indicators in sample texts.

In a nutshell, the study made it apparent that the majority of teachers employ traditional and less functional teaching approaches that inhibit enhancement of OWS among learners.

5.2.3 Organizational Writing Skills teaching strategies and performance

In the normal teaching circumstances, schools in Turkana perform averagely in writing with class mean scores being between 9.3 and 11.2 out of the possible 20 mark score. The same

classes recorded an improved ability of 10.0 to 11.9 when teachers emphasized on the use of OWS teaching strategies. Even without reinforced use of OWS teaching strategies, learners showed a better performance in focused writing and topic development with a VAP of 0.03 to 0.25. They performed very dismally in use of vocabulary and sentence structure (0.02-0.06) and use of correct grammar, with all the schools except E recording negative VAP in their essay mean scores.

Use of collaborative and summary writing as teaching strategies improved learners' performance. They were able to focus in the ability to focus on and develop the topic by a VAP of 0.25 to 0.73. However, their performance in grammar was inhibited more (-0.38 to 0.04).

5.3 Conclusions

Based on the research questions and the findings above, the study makes the following conclusions:

The fact that the Heads of department and Heads of English language subject have failed to offer leadership to teachers under their jurisdiction to effectively teach OWS and have not made and implemented policies to enhance its acquisition, is a cause for dismal performance in English essays.

Secondly, lack of stimulus varying instructional materials (both print and electronic) in schools has directly contributed to learners' scanty knowledge and use of organizational Writing Skills, hence low performance in English essays.

Thirdly, low performance in English is mainly because teachers use minimum or do not use the organizational writing skill based teaching approaches such as summarization, sentence

combination, Inquiry based activities, study of models and learning resources designed to enhance practice and acquisition of the skill.

Finally, when teachers deliberately apply organizational Writing Skill based teaching, both high and low achieving learners improve in focused writing and the abilities to develop the writing topic and ultimately better the final scores in both internal assessments and the Kenya Certificate of Secondary Education (KCSE).

5.4 Recommendations

Based on the conclusions arrived at from the study, the strategies used in teaching of Writing in Secondary schools in Kenya are not effective and so the following recommendations should help to in improving the general performance in the subject.

a) The school managers should do more supervision to strengthen the language departments by ensuring results oriented team building and measures to implement departmental internal assessment of the learners' essays. The management should expect more strategic activities from language HODs and HOSs in terms of building cohesive and high achieving teams, shared teaching, giving immediate feedback and ensuring practice of learners- centered approach in the teaching of writing. The departments' performance should also be rated according to their success in putting in place appropriate school language policy.

b)) Schools must embrace the use of alternative educational media such as audio-visual instructional materials in addition to the commonly used text books. The Kenya Institute of Curriculum Development (KICD) should improve the design of the English curriculum so that the writing content in the English text books and literature set books is fully integrated.

This can be done by specifying the learner objectives, suggesting instrumental teaching and learning activities, and stating the expected performance levels by the learners.

c) There is need build the capacity of teachers of English in the use of Organizational Writing Skills teaching strategies in their writing lessons. All the schools should be encouraged to use Collaborative Writing and Summarization. There should be special emphasis on how teachers will employ inquiry-based activities (analyzing immediate data to develop ideas) in writing essays that involve use of literary set texts.

d) Teachers need to be in serviced in the use of communicative language teaching techniques in order to foster the aspect of functional use of language. This will transform writing lessons from learners being passive in the process to hands- on task in all the writing experiences. Teachers of English in low performing schools should build writing confidence in learners by intensifying use of summary writing, collaborative writing, study of models and inquiry-based activities in their lessons. These approaches make learners to get used the learning processes and experiences. Language HODs should also be very particular when assessing writing in their classrooms which should involve learners' participation.

5.5 Suggestions for Further Research

The researcher suggests that a study be done to establish the capacity of English curriculum to effectively impart the acquisition of OWS in secondary schools. In particular, there is need to investigate the level of teachers' preparedness and competence to use Educational media in utilizing Organizational Writing Skill based teaching in the classroom. It will also be important to study effectiveness of the developed instructional material with a view to determining their pedagogical quality and existing gaps in enhancing quality writing.

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APPENDICES

Appendix A:

5 YEAR KCSE ENGLISH LANGUAGE EXAMINATION RESULTS

YEAR	SCHOOL A		SCHOOL B		SCHOOL C		SCHOOL D		SCHOOL E		SCHOOL F	
	M.S	ROL	M.S	ROL	M.S	ROL	M.S	ROL	M.S	ROL.	M.S	ROL.
2007	7.887	116	7.02	77	5.23	175	5.794	85	4.48	91	-	-
2008	7.642	109	7.89	79	4.232	159	6.628	94	4.42	73	-	-
2009	7.982	115	5.89	88	5.631	160	5.885	96	4.68	86	3.96	38
2010	7.84	114	7.46	87	5.62	180	5.60	95	4.40	84	4.74	42
2011	8.08	133	7.72	87	3.89	157	6.14	95	4.65	91	4.37	55

SOURCE: County Director of Education-Turkana County.

Key: M.S- Mean score

ROL-Enrolment

N.B: School F started offering KCSE examinations from 2009.

Appendix B

Lesson Observation Schedule

School: -----Class-----Sex -----Teaching experience-----

Lesson time-----Topic-----Sub- topic-----

Organizational writing skill -based teaching checklist

Teaching strategy	Frequency of use									
	Teachers					Students				
	1	2	3	4	5	1	2	3	4	5
1. Summarization (note-making/taking & paraphrasing)										
2. Collaborative Writing (planning, editing & revising together)										
3. Sentence- combination (simple, compound and complex using connectors)										
4. Inquiry Activities (Analysis of immediate data to develop ideas)										
5 Study of Models (Reading, analyzing and emulating models of good writing)										
6. Learning resources (text books, work sheets, computer, literature set books, electronic media etc)										

Key:

1. Rarely used
2. Less frequently used
3. Frequently used
4. More frequently used
5. Most frequently used

Appendix C:

Essay Writing Tests.

Functional and Creative Writing Questions

Form Three

Time: 1 Hour

INSTRUCTIONS

Answer Question 1 and Question 2 later as instructed. Marks will be awarded for good planning, focus, and coherence in writing and convincing arguments. Your composition should be between 300 to 400 words.

Before use of the Organizational Writing Skills-Based Teaching;

1. Imagine you are Akoko Obanda in *The River and The Source*. You are so displeased with the insults and contempt of your mother and brother-in-law because of the big dowry paid to your father compared to your slow rate of giving birth. You choose to complain to Yimbo's council of *Jodong'o* through a letter instead of going to meet them in person. Write the **letter** that adequately expresses your feelings and concerns.

After the use of the Organizational Writing Skills-Based Teaching;

2. With close reference to *The River and The Source*, contrast the characters of Owour Kembo and Otieno Kembo.

Marking Scheme

The student should;

- | | |
|--|-----------|
| i) demonstrate focus on the subject matter/ topic development | (5 Marks) |
| ii) produce well organized and coherent writing with effective paragraphing | (5 marks) |
| iii) use appropriate vocabulary and varied sentence structures. | (5 marks) |
| iv) show knowledge of grammatical conventions usage, spelling, Capitalization and punctuation. | (5 marks) |

Total: (20Marks)

Appendix D

INTERVIEW SCHEDULE FOR HEADS OF DEPARTMENT / HEADS OF SUBJECT.

These interview questions are meant to solicit information on teachers' perceptions and practice of OWS- based teaching for quality writing.

1. What do you, as a teacher of English, understand by the following concepts as applied in language teaching;
 - a) Organizational Writing Skill (OWS)?
 - b) Quality Writing?
 - c) How are the two concepts related?
2. Mention some of the OWS sub-skills that you develop in your writing lessons.
3. State the actual teaching and learning activities that you involve your students to master the above stated OWS sub-skills.
4. Which of the above stated OWS sub-skills do you consider more effective in enhancing your students writing quality?
5. What are the implications of these learning activities to your learners in terms of time taken, motivation to learn and their personal attitudes?
6. What are your honest perceptions on the practice of these learning activities in regard to time needed and the final outcome on the students' writing?
7. 7. How do you assess the students' mastery of the OWS in the course of the term?
8. What correctional measures do you take back to your class to improve on their performance in writing through OWS?

9. a) What specific teaching and learning resources do you use with your students to enhance OWS?
- b) List specific class or reference English text book titles that you have found handy in teaching OWS.
- c) Mention some features in the text books listed in b) above that make them suitable in teaching OWS.
10. What other out-of-class activities do you engage your students to foster their performance in writing through the use of OWS?
11. Briefly explain how teachers in the department organize, coordinate and evaluate the out of class activities identified in (10) above to ensure their effectiveness?
- a) Organization.
- b) Co-ordination.
- c) Evaluation
12. 12. What policies have you put in place as a department or subject to enable subject teachers share experiences on the use of OWS?
13. 13. What setbacks or challenges have you experienced as a department in actualization of the above stated policies?

Thank you for your cooperation.

James E. Ekalivo

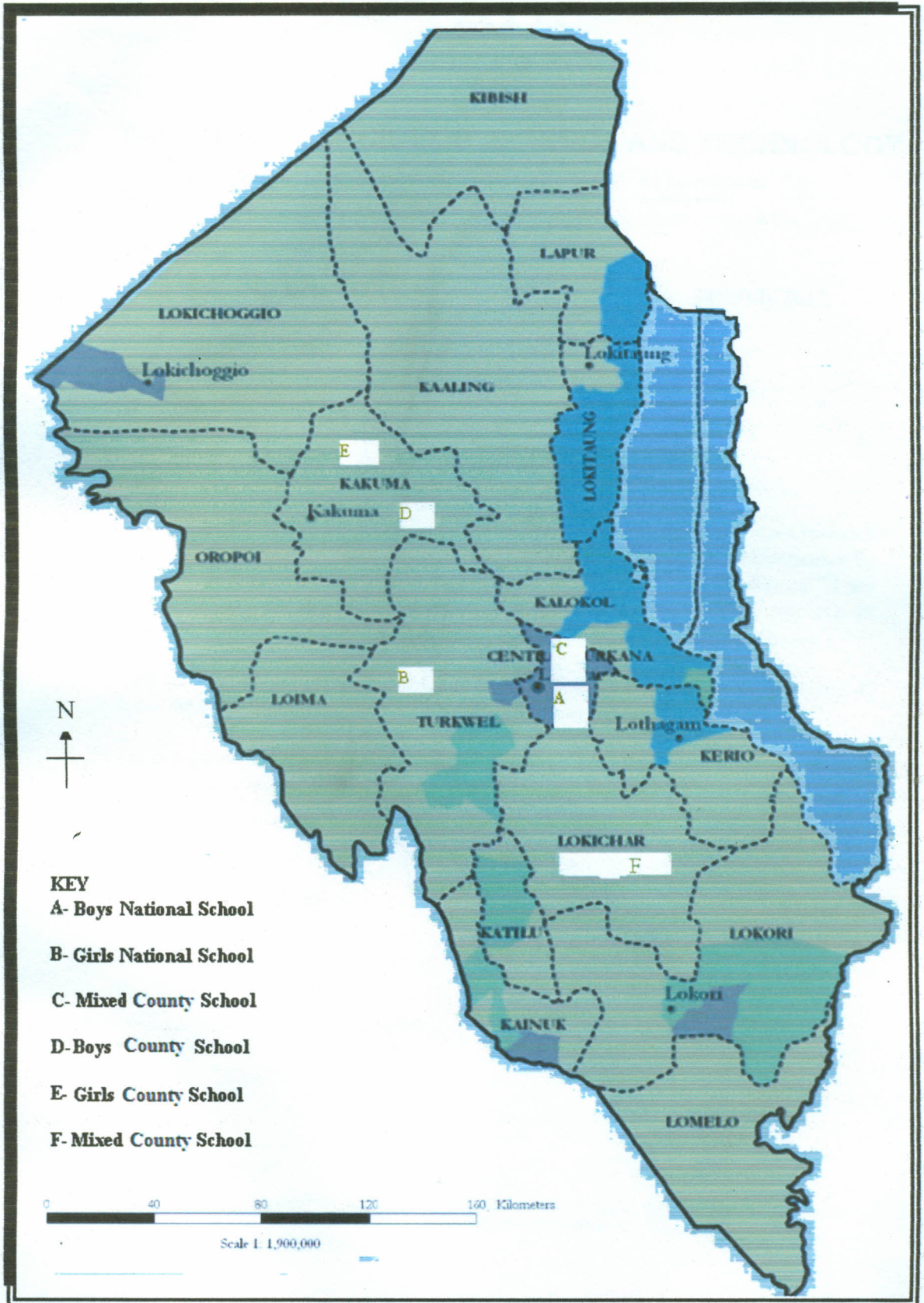
Appendix E: Research Work Plan

ACTIVITY	TIME-FRAME
Research proposal writing, presentation and defense at the department of Educational Communication and Technology-Kenyatta University	Jan- April 2012
Preparation of the final draft research proposal Preparation of the research instruments in consultation with the supervisors.	August 2012
Acquisition of the research permit from the Ministry of Education to collect data. Identification of research assistants Training of the research assistants	April, 2013
Data Collection from the field	May 2013
Data analysis, encoding, and interpretation.	July 2013
Writing of the research thesis report	August 2013
Presentation of the thesis report for marking, Defense and final correction on the thesis.	Nov. 2013-May 2014 June 2014 -Oct. 2014
Attend graduation Ceremony.	December 2014

Appendix F: Research Budget

ACTIVITYY	COSTING	TOTAL COST
Preparation of data collection instruments	1000.00	
Typesetting and printing of initial copies	2000.00	
Photocopies of the research instruments	1700.00	4,700.00
Accommodation and upkeep for researcher, Research assistants for two weeks.	23,000.00, 10,000.00	33,000.00
Internet Service and stationary for research work and typing services required	3,000.00 5,000.00	
Hospitality during interviews, data collection	5,000.00	13,000.00
Travelling costs for researcher and research assistants in the field.	6,500.00 7,400.00	
Travelling costs during search for research permit	10,000.00	23,900.00
Preparation of the thesis report: Travelling /Accommodation during consultation	20,000.00	
Typesetting, printing and binding of report	20,000.00	40,000.00
Communication and postage costs	7,000.00	
Incidental costs	10,000.00	17,000.00
GRAND TOTAL		131,600.00

Appendix G: Map of Turkana County



Appendix H: Research Permit and Authorizations

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550

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Our Ref: **NCST/RCD/14/013/1313**

Date: **24th July 2013**

James Ekaale Ekaliyo
Kenyatta University
P.O Box 43844-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application dated 16th July, 2013 for authority to carry out research on "*Organizational writing skills based teaching and students performance in English essays in selected secondary schools in Turkana County, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in Turkana County for a period ending 30th September, 2013.

You are advised to report to the **County Commissioner and County Director of Education, Turkana 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.


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Turkana County.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".

**OFFICE OF THE PRESIDENT
PROVINCIAL ADMINISTRATION AND NATIONAL SECURITY**



Telegraphic address: COUNTY COMMISSIONER" LODWAR"

Telephone: LODWAR 21467

Telex:

Fax:

When replying please quote

CC.CORR.3/1 VOL. 1/(150)

Ref No.

And date

COUNTY COMMISSIONER,
TURKANA COUNTY,
P.O. BOX 1 - 30500,
LODWAR.

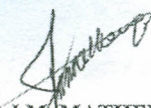
19TH August, 2013.
.....

The Deputy County Commissioner
Turkana Central
Turkana West
Turkana South
Lioma

RE: RESEARCH AUTHORIZATION : JAMES EKAAL E KALIYO

The above mentioned student from Kenyatta University is authorized to research on "Organizational writing skills based teaching and student performance in English essays in selected secondary schools in Turkana County, Kenya" for a period ending 30th September, 2013.

Accord him any necessary assistance.


J.M. MATHENGE
COUNTY COMMISSIONER
TURKANA COUNTY

MINISTRY OF EDUCATION

E-mail: educationcentral@gmail.com

Telephone'Lodwar'054 21076
Ref: TUR/CDC/CIR/17/VOL.1/2



COUNTY EDUCATION OFFICE
TURKANA CENTRAL DISTRICT
P.O.BOX 16 – 30500,
LODWAR-KENYA
20TH AUGUST, 2013.

JAMES EKAAL E KALIYO

KENYATTA UVIVERSTY

P.O.BOX 43844-00100

NAIROBI.

RE: RESEARCH AUTHORIZATION

With reference to the secretary National council for science and Technology letter re f NCST/RED/14/013/1313 you are hereby authorized to carry out research as per the permit and laws governing research in Educational institutions.

By a copy of this letter, schools and other stakeholders are requested to accord the research as the necessary support.

Thank Your

Yours faithfully

DR. N.O.ANYANG

COUNTY DIRECTOR OF EDUCATION

TURKANA COUNTY.

COUNTY DIRECTOR OF EDUCATION
TURKANA COUNTY
P. O. Box 16 LODWAR