

THE UNIVERSITY OF ZAMBIA

**FACTORS CONTRIBUTING TO POOR PERFORMANCE IN
ENGLISH COMPOSITION WRITING AMONG GRADE 12 PUPILS
IN KABWE DISTRICT, ZAMBIA**

BY

NG'ONA RUTH

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FOR THE AWARD OF A DEGREE OF MASTER OF EDUCATION
(LITERACY AND LEARNING).**

THE UNIVERSITY OF ZAMBIA

LUSAKA

DECLARATION

I, NG'ONA RUTH, hereby declare that this dissertation represents my own work and that it has not been previously submitted for the award of a degree at this or any other University.

Signed:

Date:

DEDICATION

This dissertation is dedicated to my dear husband, Obed and my lovely children, Chinema, Chilufya, Chiwaya and Nchima for their unconditional support and also for exercising patience and rendering encouragement during my study.

APPROVAL

The dissertation of NG'ONA RUTH is approved as fulfilling part of the requirements for the award of Master of Education (Literacy and Learning) at the University of Zambia.

EXAMINERS

DATE

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- 3.....

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ABSTRACT

Over the years, there has been dissatisfaction with school leavers' English language skills especially, composition writing. Pupils are taught how to write compositions but their performance at school certificate level is not as expected in most secondary schools. Examination Council of Zambia (ECZ) reports indicate that the pupils' performance in composition writing is usually poor. Pupils exhibit many challenges in English Paper 1 (ECZ, 2008 and 2014). This study aimed at establishing the factors contributing to poor performance in English composition writing in Grade 12 in secondary schools in Kabwe.

The study was designed to be a case study. The population consisted of all secondary schools in Kabwe District and 8 of them were sampled for data collection. The total sample size targeted was 168 participants out of the target population. 160 were pupils and 8 teachers from 8 schools. Research instruments used included direct observations of live composition lessons and composition tests. Quantitative data was analysed in frequencies and percentages using the Statistical Package for Social Sciences (SPSS), whereas qualitative data was in form of what was observed in the live composition lessons in the 8 schools. Analysis took the form of identifying the skills taught during composition writing and finding out the approach used by teachers to teach composition writing.

The results of the study on the factors contributing to poor performance in English composition writing in selected schools in Kabwe district revealed that teachers lacked skills in various important areas of teaching composition in secondary schools at O' level. These areas include composition skills, teaching approach and other factors revealed.

In view of the revealed factors, the recommendations are made to teachers and schools as a way of improving the literacy levels in learners.

The study suggested that since English Language is taught in 4 parts, composition writing, structure, reading comprehension and summary, perhaps further research is needed to find out how skills needed in composition writing are taught in the structure lessons.

CHAPTER ONE

1.0 INTRODUCTION

1.1 BACKGROUND

English is Zambia's national official language (MOE, 1996; Snelson, 1974). It is used as a means of communication also as the language of particular activities such as education, commerce and politics. English language is also commonly used as a means for socialisation. This position the English language enjoys demands that an average secondary school pupil should be competent with the language skills. These are the receptive skills of listening and reading and the productive skills of speaking and writing. All learners need to have the skills in the use of English required for effective communication both while they are in school and once they leave secondary school.

Since English is taught as a Second Language and, at the same time, used as the medium of instruction from upper primary to tertiary levels of education (MOE, 1996), pupils need to master the skills for communication. However, over the years, there has been dissatisfaction with school leavers' language skills, especially in writing. If pupils are taught how to write composition in class, how is it that their performance at school certificate level is not as expected in most secondary schools (ECZ, 2014).

The pupils' challenges in composition writing have been acknowledged with concern. The Chief Examiners' Reports on candidates' performance in the 2008 and 2014 Joint School Certificate of Education English Language Paper 1 noted that "Most candidates exhibited many challenges in Paper 1" (ECZ, 2008 and 2014; 7). This indicates that Grade 12 school leavers complete their secondary education with very poor composition writing skills. It was not known why pupils' performance was poor despite having been taught in class. A study was therefore needed to identify the factors that contribute to Grade 12 pupils' poor performance in English composition writing.

1.2 STATEMENT OF THE PROBLEM

Writing is one of the ways a pupil can express him/herself on a given subject. The teaching of composition writing aims at equipping learners with skills in expressing themselves effectively. A pupil, without mistakes should communicate effectively and accurately (MOE, 1996). However, it has been observed that in many secondary schools in Kabwe district, most Grade 12 pupils do not perform as well as expected in

composition writing. It was not known why these pupils perform poorly in composition writing.

1.3 PURPOSE OF THE STUDY

The purpose of the study was to find out the factors contributing to poor performance in English composition writing at School Certificate level in eight (8) selected secondary schools in Kabwe District of Zambia.

1.4 RESEARCH OBJECTIVES

1. To identify the errors pupils make in composition writing in class.
2. To identify skills taught during a composition lesson.
3. To find out the approach/method teachers use to teach composition writing.
4. To find out factors contributing to poor performance in Grade 12 composition writing.

1.5 RESEARCH QUESTIONS

1. What are the errors pupils make in composition writing in class?
2. What skills are taught during a composition lesson?
3. Which approach/method do teachers use to teach composition writing?
4. What factors contribute to poor performance in Grade 12 composition writing?

1.6 SIGNIFICANCE OF THE STUDY

This study may benefit teachers of English on the use of appropriate approach and the teaching of skills in composition writing. This, in turn, may improve the performance of pupils in composition writing. The study may contribute to the literature on factors contributing to poor performance in English composition writing in Grade 12.

1.7 DELIMITATION

The research was carried out in Kabwe District.

1.8 LIMITATIONS

To identify the errors pupils make in composition writing, the researcher's intention was to access the Examination Council of Zambia Grade 12 marked Paper 1 Final scripts but they could not be availed as they were considered to be confidential documents. This affected the study in that the Examination Council of Zambia Grade 12 candidates, who

may have completed the English Syllabus and were ready for the final examination, may have given a clear picture on errors on their written compositions. However, the researcher resorted to using Grade 12 pupils in the 8 schools since they were in the final year expected to sit for the final examination at the end of the year.

1.9 DEFINITION OF TERMS

Teacher - The one who teaches especially composition writing.

Composition - A lesson type where learners learn how to write continuous writing.

Secondary schools - schools with Grades 8 – 12.

Learner - A child who learns in school.

School Certificate Examination - Examination that pupils sit for at the end of Grade 12.

Skills – needed knowledge and ability to enable pupils to write composition effectively.

Performance - ability to write a composition with the needed skills.

Poor - performing below the usual standard in composition writing.

Approach - a manner or a plan of action to teach composition writing.

Literacy - the ability to read and write

Factor - a condition or situation that impedes the Grade 12 learners to communicate effectively in written compositions leading to poor performance.

CHAPTER SUMMARY

This chapter presented the introduction to the study. It also discussed the background, the statement of the problem, purpose of the study, research objectives and questions, significance of the study, delimitation, limitation and definition of terms. The next chapter presents the literature review

CHAPTER TWO

LITERATURE REVIEW

INTRODUCTION

Composition writing is an act of writing or self-expression in writing in a prose on a given subject. It is a continuous piece of writing that is formed by putting together the ideas the writer has on the subject. The writer tries to express his/her own impressions, feelings, ideas, opinions, thoughts and reflections, in the best way that he/she can. Writing makes the writer's thinking known to others. This is done in an organised way so that the reader is able to understand it (Rego, 2009).

There are several purposes for writing a composition. It may be to inform, to persuade, to call the readers' attention to something, to express feelings, to entertain or to give pleasure. The art of composition writing is learnt through practice (Rego, 2009). For learners to be able to express their feelings in writing, they need to learn with the guidance of a teacher in a classroom situation. It is for this reason that during composition writing lessons, learners learn the skills of continuous writing. Pupils learn how to plan and organise ideas in a logical manner. It is in a composition writing lesson where the teaching and learning of the skills of communication through writing is done (Luangala, 2004; Heffernan and Lincoln, 1994).

When writing a composition, a writer has to imagine that he/she is speaking to somebody as he/she is writing. One has to apply the golden rules of writing which say: Imagine the person you are writing to is with you. You write words as you would have spoken them (Sutton, 1972 in Sidambi, 2011).

Writing a composition is a complex activity that includes mechanics of writing, spelling and the basics of language knowledge. This includes generating ideas, planning what to say and how to say it, organising the ideas into a coherent whole. It also includes recognising the needs of the reader and how to meet these needs. It requires translating these plans into a written text, including the style of writing and choosing words appropriately to the writing task. In this case, the writer has to remember all the necessary components that need to be included in producing the composition (Rego, 2009). Composition writing is much more than any other exercise.

Unlike speaking, writing aims at compactness and precision in expression as well as grammatical, orthographic and idiomatic accuracy. Writing in English entails coping with spelling, punctuation problems and fluency of expression, of grammatical and lexical accuracy and of the appropriateness of the style of writing (Tunnickliffe, et al, 1986). Each particular piece of writing, therefore, should be written clearly and in a style that is suitable to its content.

2.1 TYPES OF COMPOSITION

There are four types of compositions and these are;

- i) narrative writing
- ii) descriptive writing
- iii) argumentative writing
- iv) expository writing

2.1.1 Narrative Writing

A narrative composition is a kind of writing where you talk about what happened to you or what you witnessed (Burton, 1982). It is telling a story. Some narratives are exciting, mystery while others are about ordinary life. Narrative writing involves a main idea or a lesson learnt. To make the story interesting, pupils should think out the important ideas before they begin writing. They should plan the story carefully. The following must be considered in the writing of a narrative;

- *Identifying the experience that you want to write about.*
- *Thinking about why the experience is important to you. Spend some time to remember what happened and write them down (Burton, 1982).*

2.1.2 Descriptive Writing

In a descriptive writing, pupils are expected to describe processes, objects, places, atmosphere and scenes. For one to describe any of the above, one must have a clear picture of it in mind. One has to depict a picture in words as if he/she can see, hear, taste and smell it. The writer should give detailed information about what is being described. One reason for writing a description is to have a reader identify what you have described once he/she sees it (Rego, 2009).

2.1.3 Argumentative Writing

Argumentative writing is a kind of writing where the writer has to make the reader believe and support his/her idea or point of view. There are important steps to follow. These are;

- *Identify your main ideas or point of view. Your purpose will be to make your reader accept the idea or point of view*
- *Identify your reader. To write a good argument, try to understand your reader's mind.*
- *Considering your readers, identify the strongest supporting points for your argument.*
- *Identify the most important opposing view. Explaining and strongly disagreeing with the opposing view will make your reader believe you more and give you support (Burton, 1982).*

2.1.4 Expository Writing

Expository writing is where you explain something with correct information that you have and not what you think about it (Rego, 2009). The function of expository writing is to explain or inform your reader with knowledge. By explaining a topic to the reader, you are demonstrating your own knowledge. When writing an expository composition, words such as first, after, next, then and last are used. This shows that one idea follows the other in an orderly manner. The second person pronoun 'you' is also used (Rego, 2009).

Pupils should be exposed to these types of compositions so that they can recognise and use them. With exposure, they will be able to write according to the requirement of each composition type in terms of format, grammar and style. In short, pupils will be able to apply correctly the needed skills in a composition. One would wonder if pupils are taught all these types of compositions in order to apply the needed skills in composition writing.

2.2 FEATURES OF A GOOD COMPOSITION

Many teachers admit to being uncomfortable when teaching composition writing. The secondary school learners easily grow frustrated as they are asked to write more and are

assessed more thoroughly on their writing. This is because composing a piece of written communication demands an understanding of the content, knowledge of the audience and the context, ability to use appropriate conventions for that audience and context (Bereiter and Scardamalia, 1987). To come up with a good composition, the following features of a good composition are considered. These features are; focus organisation, development, style, correctness, content, audience awareness and creativity.

2.2.1 Focus

This is the main topic or subject which is established by the writer in response to the writing task. Focus is a feature of effective writing that answers the question “so what?” An effective piece of writing establishes a single focus and sustains that focus throughout the writing. A writer must think about what his/her topic should communicate. Focus, therefore, involves more than just knowing what your story is about, but understanding why you are writing it in the first place. Without a clear focus, learners’ compositions degenerate into lists of loosely related events or facts with no central idea to hold them together, leaving the reader to ask “so what?” By establishing a clear focus before they start to write, learners can craft their writing into a coherent and unified whole (Bereiter and Scardamalia, 1987).

Finding a focus will help learners find the significance in their compositions, the message that they want to convey to their audience and their reason for writing (Graves, 1994). It also helps readers, who are the teachers; understand the point of the piece of writing. If the readers are confused about the subject matter, the writer has not effectively established a focus. If the readers are engaged and not confused, the writer has been effective in establishing a focus (Graves, 1994). The time for the learners to think about focus, therefore, is before they begin to write, during the pre-writing stage of the writing process. Learners should critically establish a focus by knowing their audience. Who will read the piece of writing, and why? What will readers know or expect when they read? Are the learners applying this feature before and during the pre-writing stage of the writing process?

2.2.2 Organisation

Organisation is the progression, relatedness and completeness of ideas. A strong composition is well organised into paragraphs. Each paragraph focuses on a single idea

and displays logical information. Each paragraph should be unified by intelligent use of transition or key words. Similarly, good writers use transition words to link paragraphs into a unified whole. This sequence should be logical and support the idea. An effective composition is organised with an introduction, main body and conclusion. The introduction should begin in an interesting way that catches the readers' attention. The main body should consist of several well developed paragraphs. The conclusion should wrap it up by giving the reader a sense of closure (Graves, 1994). Are learners' compositions organised to display logical information?

2.2.3 Development

A composition is well organised when the idea in every paragraph is linked to the central idea. The writer provides sufficient elaboration of the idea clearly. Two important criteria used in determining whether details are supportive are the concept of relatedness and sufficiency. To be supportive of the subject matter, details must be related to the focus. Relatedness has to do with the directness of the relationship that the writer establishes between the information and the subject matter. Supporting details should be relevant and clear. The writer must present ideas with clarity to cause the support to be sufficient (Harris and Graham, 1992).

2.2.4 Style

Style is the control of language that is appropriate to the purpose, audience and context of the writing task. The writer's style is evident through word choice and sentence fluency. Skilful use of precise, purposeful vocabulary enhances the effectiveness of the composition through the use of appropriate words, phrases and description that engages the audience (Graves, 1994).

2.2.5 Correctness

A composition should be written in generally correct standard of English. It should display correct sentences, grammar, punctuation, sentence unity, agreement, syntax and spelling. There should also be strong control over sentence structure and sentence form in order to have error free composition writing.

2.2.6 Content

The content of the composition is the writer's message. Good composition develops the writer's main points through thorough discussion and by the use of specific details. A good composition includes specific details to support the writer's explanation (Harris and Graham, 1992).

2.2.7 Creativity

To be creative in writing is to go beyond the given information in a context and to work out what is new using the old information (Verghese, 1989).

These features of composition writing can help learners to become better writers. They help learners to focus on areas of strength as well as weakness. These features also help learners to become critical readers of their own writing and those of others. The study aimed at finding out if these features of composition were being incorporated in the teaching of composition lessons.

2.3 COMPOSITION WRITING SKILLS

There are special skills that learners are supposed to acquire in order to write a composition concisely and coherently. Gathumbi and Masembe (2005) define a skill as a special ability acquired by training. A learner can demonstrate composition skills by the ability to perform a given writing task and this can only be done after some levels of training. The skills can make learners write their composition well. Composition skills allow a learner to communicate the message with clarity and ease in writing. They enable learners to express thoughts, ideas, opinions and viewpoints in an organised way (Hill, 1999).

Teachers need to include the skills as they are planning for their composition lessons for them to set the limits for the content to be covered so that they remain focused during their lessons (Thungu e'tal, 2008). These skills are: thinking of ideas, organisation of ideas, organisation of composition, writing of composition, spelling, punctuation, vocabulary and grammar.

2.3.1 Thinking of Ideas

The skill of thinking of ideas comes about when a learner thinks of ideas for the writing activity. This is usually done during brainstorming or pre-writing. The teacher can present a situation or a question. Then he/she gives the learners reasonable time to freely think about ideas. It can be done through the learner talking to him/herself or with the fellow learners producing ideas, or making comments on the topic given (Thungu e'tal, 2008). At this stage, pupils get clear understanding of what their teacher expects from the writing activity. They figure out the best way to approach the activity. The learners feel free to explore their thoughts and opinions about a given activity and see where it leads. Brainstorming promotes creativity by encouraging learners in generation of ideas through non-critical discussions. It also encourages enthusiasm and a competitive spirit among learners. A learner or learners can write down as many ideas as they can. Thinking of ideas is done before the actual writing activity (Raimes, 1983). This was what this study aimed to find out if teachers were using this skill when teaching of composition writing.

2.3.2 Organisation of Ideas.

From the ideas that were suggested during the brainstorming (thinking of ideas), learners should first select the relevant ideas for the given topic systematically and then put them into sequence. Learners must be trained to recognise what is logically connected to the given topic and put them in order. The re-arrangement may be in any order such as chronological order, logical order, from general to the particular and spatial order (Tomlinson, 1980). It was not known if teachers were using this skill when teaching composition writing.

2.3.3 Organisation of Composition.

A composition script is organised under three main parts namely; introduction, main body and conclusion (Hill, 1999). The introduction reveals to the reader what the composition is about, why the writer is writing it and how is going to approach the subject. This paragraph should set the tone for the composition. It should also arrest the reader's attention and it should make him/her want to read more. If the composition is an imaginary story, it is a good idea to begin it with a crisis. The main body of the composition should then develop the writer's theme in an interesting way, fulfilling the promise of the first paragraph, proving that the writer had a good reason for writing and

showing that his approach was a reasonable one. Every sentence should be relevant to the theme expounded in the first paragraph of the composition. The conclusion should summarise what has gone before clearly and decisively, leaving the reader with the feeling that the composition has really been worth reading (Hill, 1999). One would wonder if teachers were using this skill when teaching composition writing.

2.3.4 Writing of Composition.

When writing, it is important that the learners should have a clear picture of whom they are addressing. They should always write for a specific person or group and continually think what this person or group is getting from what they are writing without forgetting to have a clear picture of what they are writing about. Before full composition work is begun, paragraph work can be practiced. The learners should write the first draft, the second or even the third draft before they write the final text. They should revise on grammar, usage and on suitability and arrangement of ideas. Learners should edit their compositions, identifying and correcting the errors. Having revised and edited their work, they then write the final version of the composition for submission to their teacher (Hill, 1999). This study aimed to find out if this skill was taught.

2.3.5 Spelling.

To spell is to write the letters of a word (Akombo, 2007). This is an action of forming words using letters. The essential identity of words is conveyed by the correct selection of graphemes, which are the spelling rules of the language. Spelling is an important element in English that learners must know because points may be denied for spelling mistakes. Learning and teaching of the skill of spelling can develop the pupils' mind to remember the accepted spelling. Correct spelling improves the overall presentation of the learners' work and will help with their confidence in writing. It was not known if learners were being reminded of this skill as they were engaged in writing of composition.

2.3.6 Punctuation.

Punctuation is a system of signs or symbols given to a reader to show how a sentence is constructed and how it should be read. Punctuation shows how the sentence should be read and makes the meaning clear. The punctuation system of a language has two functions. The first purpose is to enable stretches of written language to be read in a

reasonable, connected way. The second purpose is to give an indication of the rhythm and colour of speech (Crystal, 1987).

The marks of punctuation are used between the words to show how the parts of a sentence relate to the whole sentence. Punctuation marks help the reader to understand more exactly what is written. The marks help the learners to put the thoughts and ideas of their written work in order (Akombo e'tal, 2007). The punctuation marks include:

- The comma (,) - Is useful in a sentence when the writer wishes to pause before proceeding or adding a phrase that does not contain new subject. It can also be used to separate items on a list and also when using more than one adjective (a describing word). *Example: He lost his phone, reading glasses, wallet and passport.*
- The full stop (.) – Should always be used to end the sentence. The full stop indicates that a point has been made and that you are about to move on to further explanations or a related point. *Example: Our teacher has come.*
- The exclamation mark (!) – Indicates strong feeling within a sentence, such as fear, anger or love. It is also used to accentuate feeling within the written spoken word. *Example: Help! Stop that thief!*
- The question mark (?) – Simply indicates that a sentence is asking a question. It always comes at the end of the sentence. *Example: Are you coming tomorrow?*
- The semi-colon (;) – Is perhaps the most difficult sign of punctuation to use accurately. It is used when joining two connected sentences and also to assemble detailed lists. *Example: The wind was strong; the sea was rough.*
- The colon (:) – Is commonly used when listing and within a heading or descriptive title. It is used to separate figures when used for hours and minutes and to separate titles and subtitles. The colon is also used in writing of bibliographies. *Example: She placed the following items into the trolley: beer, fruits, vegetables, toilet rolls, cereals and milk.*

- The apostrophe (‘) – Is sometimes called an inverted comma. It indicates possession or ownership. It is also used to indicate where a letter is omitted. *Example: This is Jane’s jersey.*
- The quotation marks (“ ”) – Are used to mark out speech and when quoting someone else’s speech. They are also used to set off the titles of short stories, poems, essays, magazines, articles, reports and song. *Example: Jumbo said, “Could I help you milk the cows?”*
- The hyphen (-) – Is used to link words together, especially the compound words. *Example: sub-part, week-end, non-verbal*
- The brackets (()) – Always come in pairs and are used to make an aside, or a point which is not part of the main flow of a sentence. If you remove the words between the brackets, the sentence should still make sense. *Example: The strategy (or strategies) chosen to meet the objectives may need to change as the intervention continues.*
- The slash (/) – Is commonly used instead of ‘or’. *Example: she/he*
- Capitalisation – Capitalise the first word of every sentence, the direct quotation that is a sentence, proper nouns, names of persons, towns, counties, months, days and holidays (Akombo e’tal, 2007). Were teachers using this skill when teaching composition writing?

2.3.7 Vocabulary.

The words used in a language constitute its vocabulary. There are two classifications of words. These are function and content words. Function words are interrogatives, prepositions, auxiliaries and so on. Content words are those words of particular grammatical classes with meaning. The learners in secondary schools need to have vocabulary large enough for them to grasp the information which is given. They should also have the vocabulary to produce utterances and write on a variety of topics. Without structural competence the learners would never make themselves understood in writing as well as in speaking. Learners need to increase the number of lexical items which they can understand and use in writing (Tomlinson, 1980).

2.3.8 Grammar.

Grammar is a system consisting of phonology, morphology, semantics and syntax. The grammar of a language is essentially a logical, complete explanation of the way that

language operates (Verghese, 1989). The grammar of any language acts as a guide in making sentences. A collection of words which conveys sense or meaning and is formed according to the logic of grammar constitutes a sentence (Verghese, 1989). The meaning of the sentences should flow from one sentence to the next, carrying the argument or point of view forward in a clear and concise manner. If one does not use correct grammar, what one is trying to say will become unclear and the reader will be unable to follow the text because the flow of meaning is interrupted. Knowing the rules of grammar is important for communicating in a language (Verghese, 1989). Inconsistencies of grammar and mistakes in grammar blur the meaning of written work and can cause confusion in the mind of the reader. This slows the reader down and distracts him/her from getting the meaning of the sentence and the key messages contained.

When preparing to write a composition, learners should plan, organise, arrange ideas in order and make the draft before writing the final one to be marked. All these aspects are to be taught in a composition lesson. This may justify the significance of this study to find out if these skills were being taught during composition lessons.

2.4 THE TRADITIONAL AND MODERN APPROACHES TO TEACHING WRITING

The traditional view to teaching composition writing is rightly referred to as the product-oriented approach because of three common features:

- a) A title is given by the teacher*
- b) Learners are asked to write a composition of , for instance, 300 words to hand in at the end of the lesson*
- c) Compositions are marked by the teacher and returned to the learners after sometime (Gathumbi and Maseembe, 2005)*

This approach is based on the assumption that the creative aspects of the writing process cannot be explained and understood, hence cannot be taught. The approach is deficient in a number of important aspects: first, the teacher views the learners' writing as a product. The teacher takes it for granted that the learners know how to write and what the learners produce is used as a test of the ability to write. The focus is always on the written product and not the process the learners have to go through in order to come up with the finished work (Meriwether, 1997). Williams (2003: 2) said that the traditional

or product approach is “Mindless, repetitive and anti-intellectual.” Silva (1993) also added that the Product Oriented approach is an exercise in habit formation. All these assertions just show that the Product Oriented approach perceives language learning as the mastery of structures. The approach does not exposing learners to the process of writing. It limits learners to the first and final production of written composition as opposed to the multiple re-writes of drafts allowed in process writing.

Secondly, the teacher concentrates on forms, which is syntax, grammar, mechanics and organisation rather than content. The teacher evaluates the written product/s and judges its form and content. The content is only considered as a vehicle for the correct expression of grammatical and organisational patterns on which the teacher is focusing.

Thirdly, the learners are not given any directions on how to go about with the given task, as a result, most of them lose interest and writing becomes a burden. The teacher does not take time to find out if learners are familiar with the topic or not. Lastly, the feedback is sometimes delayed (Gathumbi and Masembe, 2005). The teacher may take time to mark the work for learners and to respond to their errors. In the classroom where the approach is used, the teacher acts as the judge of learners’ writing rather than the facilitator. This was what the study aimed to find out which approach of teaching composition writing teachers use in the classroom.

The modern approach to the teaching of composition writing is a direct opposite of the traditional or product-oriented approach and it is referred to as the Process-Oriented Approach to teaching writing (Gathumbi and Masembe, 2005). This approach combines communicative and process approaches to writing. According to Chan (1986), this is based on the understanding that people write to communicate with readers to accomplish a specific purpose and also that writing is a complex process. In this approach, there is understanding that writing is a process. Hence, writing is considered and perceived as a communicative act.

Learners are encouraged to think of their audience (reader) and the purpose for writing. The process writing encourages learners to experience the writing and composing of their own texts in the process of writing. The approach also empowers the learners by enabling them to make decisions about the direction of their writing through group discussion, drafting and feedback from the teacher. Doing so, learners become responsible for making improvements themselves. The modern approach stresses the

meaning rather than the form and it treats writing as a process which can be divided into three stages. These stages are pre-writing, composing and revision (Chan, 1986).

At the pre-writing or brainstorming stage, when the teacher presents the question or situation, learners are given the freedom to think and create ideas on the given topic, experiences or situation without much interference and restrictions from the teacher. This is an active stage where learners are encouraged to freely exchange ideas and opinions in pairs and groups concerning the information structure, the language, supporting arguments and the best way to perform the task given. This stage promotes creativity by encouraging generation of ideas. At this stage, learners are responsible for improving their own work themselves. Learners are given time to think about ideas and to discuss them (Chan, 1986).

When conducting the pre-writing activity, the teacher should encourage the learners who seem to be lost to begin the activity. The teacher may suggest a few ideas and then look for ways to prompt learners to participate. Pre-writing stage prevents learners from experiencing hopelessness due to lack of adequate possibilities or solutions to a given situation. It helps learners to develop and improve their communication skills. It also encourages enthusiasm and a competitive spirit among learners (Thungu e'tal, 2008). This is what the study aimed to find out if learners are engaged in the pre-writing activity during composition writing lesson.

The next stage is the writing stage, it is known as the composing stage. Learners are encouraged to work together and to consult one another. They are given time to draft what they want to say. At this stage, learners are again allowed to discuss and then write a more detailed account. This gives room to learners to explore the topic fully. As the learners are exploring through drafting, they are also getting guidance from the teacher and their fellow learners. The stage allows them to make drafts and more drafts, read over their work and think about it. This moves them to new ideas. While learners are writing, they are thinking and discussing in groups. It makes them create more ideas and at the same time eliminating errors (Meriwether, 1997). The teacher's role at this stage is to facilitate and provide guidance wherever it is needed. Are learners going through this stage before writing?

The final stage is the revision stage. At this stage, learners edit as well as proof read what they have written (Chan, 1986). All these processes should go along with

appropriate feedback from the teacher as a facilitator. With proper guidance, learners will be enabled to discover new ideas and new words as they write drafts, edit or proof read until the final production. The Process-Oriented or Modern Approach is a learner centred way of teaching composition writing. One would wonder whether teachers are carrying out these stages of writing as they are teaching composition writing in schools, and hence the need to investigate.

At each of these stages (the pre-writing, composing and revision), the learners are fully involved in the writing processes. A process of good writing entails stages (Raimes, 1983). These are;

Pre-writing stage

- i) *The writer needs to have a reason for writing.*
- ii) *The writer needs to identify his/her audience.*
- iii) *There must be consideration of the choice of appropriate vocabulary.*
- iv) *Gathering of ideas through observing, brainstorming, making notes and talking to others.*

Composing stage

- v) *Planning in groups how to go about the task and organising ideas that have been gathered during the pre-writing stage.*
- vi) *Drafting and then reading the drafts critically.*

Revision stage

- vii) *Making revision of the draft.*
- viii) *Preparation of more drafts and then the final copy.*
- ix) *Editing for possible grammatical, syntactic, spelling and punctuation mistakes (Raimes, 1983).*

Learners need to go through all the necessary stages before handing in their work to the teacher for marking. It was not known if teachers were using all the stages when teaching composition writing or they simply write a topic and ask learners to write a composition. This may justify the significance of this study to find out which approach teachers were using to teach composition writing in secondary schools.

2.5 ACQUIRING LITERACY SKILLS

Literacy is the ability to read and write (Barton, 2007). It involves using the written information and to write appropriately in a range of contexts. Literacy also involves the integration of speaking, listening, viewing and thinking with reading and writing. It includes the knowledge which enables a speaker, writer or reader to recognise and use the language appropriately in different social situations. Writing and reading are components of language which cannot be separated (Barton, 2007).

For anyone to be a competent writer and reader, one requires the fundamental literacy skills. These skills are required even before a child starts attending formal education. The home is a particularly important domain in which many everyday activities invoke the use of literacy in some ways. There is a great deal of print in the average households. The print can be on packages, instructions, magazines and books. Children begin to experiment with written form of communication by scribbling long before they can read (Barton, 2007). In such environment, children have the knowledge of reading and writing very early in life. They interact with many forms of communication right from the start. Whitehurst and Lonigan (1998) noted that emergent literacy consists of skills, knowledge and attitudes that develop before conventional forms of reading and writing. So children acquire literacy skills not only as a result of direct instruction but as a product of a stimulating and responsive environment. Children, who are exposed to print and use of print, learn to read early. The way they are motivated and encouraged to engage with print matters a lot (Dickinson and Neuman, 2006) and hence the focus of this study.

Pupils learn to write composition when they are in senior primary and secondary schools. The more conversant they are with literacy skills, the better readers and writers they become. This is so because writing and reading are interrelated. A child's literacy development is dependent on this interconnection between reading and writing. One of the primary reasons that we read is to learn. Especially while a child is still in school, a major portion of what he/she knows comes from the texts he/she reads. Therefore, reading plays a major role in writing. In his research, Clay, (1999) concluded that when children read intensively, they become better writers. Involving learners in a variety of genres helps them to learn text structures and gain vocabulary which they can use in their own writing. Reading provides learners with prior knowledge that they can use in

their compositions in the classroom situation. Since writing is the act of transmitting knowledge in print, a learner needs to have information to share before he/she can write it (Dickinson and Neuman, 2006). It is in this vein that the study used reading and writing interrelationship as a framework to explain what a learner needs in order to write a composition.

There are six literacy skills which make the building blocks of reading and writing. These skills include vocabulary, letter knowledge, print awareness, print motivation, phonological awareness and narrative understanding (Clay, 1991). Clay indicated that learners who receive more of these skills are better able to benefit from the reading instructions they receive in the classroom. It would be logical to say that such learners would perform well in composition writing because they have already acquired the prerequisites for writing.

Vocabulary is the ability to understand the meaning of words and to use them orally and in writing. Vocabulary is also the term used to describe the collection of words in a given language used and understood in speaking, listening, reading and writing. It refers to a set of words a learner acquires. In order to develop vocabulary, learners should understand (receptive) and use (expressive) words to acquire and convey meaning. Vocabulary knowledge is a key component of reading and writing (Cain and Oakhill, 2007). Oral language enlarges the pupils' vocabulary. The words are the building blocks of oral language, so understanding and using words is a primary of language. The development of language focuses both on expressive and receptive vocabulary. Expressive vocabulary refers to words that a person can express or produce by speaking and writing. Receptive vocabulary refers to all the words that can be understood by a person, including spoken and written (Clay, 1991). Therefore, learning is dependent on vocabulary knowledge. Learners must have access to the meaning of words that teachers, other adults or books use to guide them into learning something new.

Vocabulary is also the primary means through which each individual learner will be enabled to structure, to evaluate, to describe and to control his or her experiences. Since vocabulary is about communicating with other people, it involves a process of utilising thinking, knowledge and skills in order to speak and listen effectively (Archer, 2012). It is through vocabulary that the learners organise their thinking and focusing the ideas. So the richer the learners' vocabulary in the English language, the better they are in

expressing themselves in composition writing. Learners with a rich vocabulary have a chance to express themselves clearly. Archer (2012) further said that written communication is more effective when a depth of vocabulary and command of language is evident. The lesser the vocabulary, the more problems pupils will find in writing composition in English. Stabb (1986) was of the view that once learners are deprived of this major learning instrument, they tend to feel depressed and frustrated. Learning becomes unfriendly and schooling gradually becomes unexciting. Vocabulary is an important skill to develop in learners and it is essential for literacy development. So to acquire a set of words to use in more effective ways requires particular attention and constant practice and hence the focus of this study.

Letter knowledge is the awareness that letters have names, that letters are different from one another and make different sounds. There is also awareness that the same letter can look different (capital and small letter). Learners with this awareness know how to identify letters of the alphabet, which is an important part of learning to read and write. They need to be able to link individual letters of the alphabet with sound and names. Learners who have strong letter knowledge skills know the names of each letter of the alphabet. They can understand that letters have uppercase and lowercase forms and can link sounds together. They can also understand that written words are made up of smaller parts – individual letters (Clay, 1999). This is what this study aimed to investigate.

Print awareness refers to a child's understanding of the nature and uses of print (Adams, 1999). A child's print awareness is closely associated with his/her word awareness or the ability to recognise words as distinct elements of oral and written communication. A child with print awareness notices print everywhere and recognises that print has meaning. A child knows how to handle a book and has knowledge of how to follow the words on the book. This child understands that a book has print which is read in a certain way. He/She understands that print is read from left to right and top to bottom. When a child feels comfortable with books, he/she can concentrate on reading and writing. This will help the child to understand how print is connected to real life. Print awareness is not separated from print motivation. The latter is characterised by having an environment that is rich in literature such as posters and advertisements. Such an environment will stimulate the learners to learn to write (Justice and Ezell, 2001).

However, learners who have low levels of print awareness are likely to fall behind in English composition writing and hence the focus of this study.

Print motivation is a learner's interest in and enjoying of books. A learner with print motivation likes to read books, to play with books and to pretend to write (Justice and Ezell, 2001). Learners who are interested in books are more attentive, responsive and would want to learn more. When the interaction around a book is negative, a learner will start to dislike books, reading and writing. This attitude can have an effect on composition writing. This is what this study needed to find out.

Phonological awareness refers to the ability to identify segments and to manipulate sounds in words when reading and spelling (Gillon, 2004). Phonological awareness enables learners to develop an understanding of the alphabetic nature of English. There is a direct relationship between the sounds of spoken words and the letters that represent them in written language. Phonological awareness prepares learners for literacy instruction.

In order to learn how to read, spell and write, learners should understand that words are made up of sounds that can be sequenced, segmented, blended and re-arranged. If they do not, they are unlikely to learn the mapping of letter sound patterns and will find it difficult to read, spell and write unfamiliar words. This skill requires learners to know and match letter patterns with sounds, learn the rules of spelling and use the information to decode (read) and encode (write) words (Caravalas and Brunk, 1993). In both decoding and encoding, phonological awareness is needed because the learner must know the sounds in the words in order to relate them to the letter sounds. If learners cannot differentiate the various sounds made by a certain combination of letters, the chances of them writing sensible sentences are very slim. This means that they cannot write acceptable composition in English and hence the focus of this study.

Narrative is an expressive language. This is the ability to describe things and events and telling stories in an orderly manner. This skill helps learners understand what they hear and read. The skill enables learners to write an organised composition that flows in an orderly manner making the reader understand what the writer is trying to put across in a piece of written work. This may justify the significance of this study.

These skills discussed play an important role in the learners' writing abilities. They are the foundation of learning to write composition in any language. The skills learners acquire from the time they start formal education to the senior classes are the ones they use in the examination when they are asked to write composition in English. If the learners do not have these skills, they are likely to face difficulties in writing composition in English and this leads to poor performance and hence the significance of the study.

2.6 STUDIES CARRIED OUT ON FACTORS CONTRIBUTING TO PUPILS' POOR PERFORMANCE IN COMPOSITION WRITING IN ENGLISH

Oyiloyo and Gbenedio (2010) stated that there was a problem of mass failure in English language by Nigerian pupils as reported by many renowned scholars and parents. As usual, learners are expected to have acquired the basic literacy skills needed for continuing formal education and interaction in a situation in which English is the official language. The study by Oyiloyo and Gbenedio revealed that there were complaints about the poor performance by pupils in English composition writing in schools.

Studies carried out by Ubuhakwa (1991), Obemeate (1995), Ohia and Adeosin (2002) among others, identified a variety of factors as responsible for what was commonly referred to as the fallen standard of English. Some of the factors identified by these researchers were as follows: inappropriate pedagogy employed in schools as it did not relate to the learners' interest and needs, the teaching which was not directed towards the attainment of the goals and purposes of the language skills.

Obemeata (1995) and ubahakwe (1991) observed that the problem of learning composition writing in Nigerian schools was compounded by the teachers' inability to improvise the necessary enrichment material that could stimulate the desired intellectual development in composition writing. Other researchers' work within Nigeria, like Iyegbo (1993), Kolawole (1998) and Ajayi (2002), confirmed that pupils' performance in composition writing was dwindling. This also supported the complaints of the parents that their children were poor users of the English language. The investigation showed that the methods used by the teachers to teach composition writing in the secondary schools were inadequate. The study investigated the effect of the three methods namely: reading-writing, lecture and discussion methods all combined with a package of

linguistic inputs on the expression by students in composition writing. It was concluded that students exposed to a package of linguistic inputs combined with reading and writing methods could express their ideas fluently and correctly when writing composition.

Nyoni (2012) pointed out that composition writing seemed to be treated with very little enthusiasm by learners in Zimbabwe. The observation made was that learners were performing below expectation in the English language at 'O' level. The record of marks was worrisome in that learners were performing poorly without any sign of improvement. Both free and guided composition needed attention. The learner has the role of processing the linguistic input in the process of acquiring linguistic, pragmatic, discourse and strategic competence and fluency as listed by Hedge (2004). Of the four skills listed above, the study mentioned that writing makes more linguistic demand on both the teacher and second language learner. The concept of semantic mapping intrigued the researcher as a possibility of a 'messy' approach that would create precision in composition writing in learners. Melton (2004) explained that a semantic word map allows learners to conceptually explore their knowledge of a new word by mapping it with other related words or phrases similar in meaning to the new words. For instance, the word 'transport' would be mapped with – land, water and air. Land would be mapped with – foot, bus, train, bicycle, truck and so on.

The observation made was that learners who wrote without engaging in creating semantic maps attempted the writing without any pre-writing activities. Semantic mapping enhances vocabulary development by helping learners to link new information with previous experiences. These learners improve in self-expression since they have the language they need to talk about a given topic. Writing composition without semantic mapping might lead to leaving out a lot of words and ideas that would otherwise make a composition read better. To those who were exposed to semantic mapping provided an opportunity for task based learning. Semantic maps enabled students learn to write. It promoted the structuring of information by displaying known and new words. Hedge (2002) indicated that writing involves setting goals, generating ideas and organising information, selecting appropriate language, making a draft, reading and reviewing it. Semantic mapping was found to be useful in generating ideas as a pre-writing activity.

Sidambi (2011) stated that the choice of English language as a medium of instruction was thought to have the potential to facilitate the pupils' acquisition of the language skills needed for communication. However, it was observed that schools leavers' language skills, especially writing was not satisfactory. Sidambi used the structuring of information and dialogic speech as externalised regulatory thought process as some of the conceptual perspectives to mitigate the poor communication skills of the learners. The structuring of information, the researcher said it involved the use of what was known in the content and what was not yet known. He called what was known as the 'Given' (the topic) and what was not yet known as the 'New' (the comment). Pupils communicate by grafting the New (the comment) on the 'Given' (topic). He said in every situation there must be a starting point with which the composition is concerned. The structuring of information must be either hierarchically organised or linearly in the writing of composition. The structures must map onto each other, one after the other to form a linear relation from known (the topic) to the unknown (the comment). Sidambi wondered whether or not this was being done in the teaching of composition in schools.

Sidambi said that in the process of solving a composition problem, pupils should communicate with one another in groups, making suggestions and guiding each other using overt speech. In this way, pupils vocalise their inner thoughts through what initially was thought to be private speech or egocentric speech (Vygosky, 1962). Dialogue speech helps learners in a group to develop the meta-cognitive skills of self-regulated verbal thoughts. Learning writing is facilitated through dialogic speech in a group as members share and scaffold each other's thought processes and patterns. Sidambi further said that there was no dialogic speech as externalised regulatory thought in the composition lessons observed. Teachers treated learners in their groups as though they were not in groups.

From the review on other studies, it was clear that some of the factors contributing to poor performance in English composition writing included the inappropriate pedagogy employed in schools as it did not relate to the learners' interests and needs, and the teaching was not directed to the attainment of the goals and purposes of the skills. It was also clear that the inability to improvise the necessary enrichment material that could stimulate the desired intellectual development in composition writing contributed to poor performance. It was also concluded that learners who were exposed to a package of linguistic input combined with reading and writing methods could express their ideas

fluently and correctly when writing composition. Studies found out that the learners who were not exposed to semantic mapping found it difficult to generate ideas during pre-writing activity. It was also observed that there was no dialogic speech as externalised regulatory thought in the composition lessons observed. Teachers treated learners as though they were not in groups.

From the review, we do not know whether or not the factors identified in other studies cited could be the same with those that affect the learners in schools from where the research was conducted. This was what this study sought to find out.

2.7 CREATIVITY IN COMPOSITION WRITING

Creative writing is any form of writing where the purpose is to express thoughts, feelings and emotions rather than to simply convey information. It is the writing that expresses the writer's thoughts and feelings in an imaginative manner. It is usually identified by the way a writer expresses him/herself in a narration (Blum, 2013). In order to be creative, a writer needs to be able to view things in new ways or from different perspective. Among other things, the writer needs to have power to develop new ideas. Creativity is measured not only by the number of ideas that a writer can generate but the uniqueness of those ideas (Blum, 2013).

Creativity usually starts with brainstorming. This is seen in the way the writer's ideas and thoughts come out and how they are arranged in writing. For example, a writer may generate ideas to figure out what he/she thinks or feels about the topic and putting those ideas on paper to see which ones he/she thinks will excite the reader most (Cox, 2002). Writing an effective piece of work requires thinking and the capacity to produce such kind of work and hence the need to investigate.

Taba, et'al (1964) pointed out that thinking is needed for gathering and processing data prior to the final production of written work. This process is also important to creativity in writing. The learners need to think in order for them to search, to select and to reflect about the information, support the information and then come up with the final written work. Creativity in learners can develop skills in identifying main ideas, classifying related ideas and logically sequencing of ideas. All these are important and helpful to learners to be effective writers. Are the learners doing all these before writing their final composition work? This is what this study sought to find out.

A learner with this ability consciously controls the language and it fosters improvement in writing. This moves the learner towards being a more critical writer, reader and thinker. Creative writing, as it goes with critical thinking, can deepen learners' learning in any discipline because writing provides opportunities to recall, explain, apply, analyse, synthesise or evaluate the work learnt. Learners improve their writing in all subjects, not just composition (Myers, 2006). The study sought to find out how creative the learners were in their written compositions.

2.8 ERRORS IN COMPOSITION WRITING

To write well in English is not an easy process. This is because not only are there many rules required for writing, but also because formal writing is introduced to children much later than speech. Writing is given the second priority as a means of communication. Writing is given less practice both in learning and in use. Without sufficient understanding and practice of the grammatical and rhetorical conventions that writing calls for, one may make errors or deviations when one has to use the written form of communication (Shaughnessy, 1977).

An error is a systematic deviation made by learners who have not yet mastered the rules of the target language (Tomlinson, 1980). When a mistake is repeatedly made it becomes an error, a fossilised error because of one's acquired linguistic data related to first language (L1), second language (L2) or foreign language. In a situation of second language learning, the uncorrected errors become habitual and systematic as they become reinforced by peer speakers and even the public media.

It is important, therefore, to differentiate between errors and mistakes. Most often, a mistake is referred to a wrong word in a text. When a learner makes a mistake, he/she breaks the rules of the language as a result of non-linguistic factor (Tomlinson and Ellis, 1980). Mistakes reflect occasional lapses in performance. These may occur maybe because the learner is unable to perform what he/she knows, possibly due to anyone of the following: carelessness, tiredness, anxiety or fear, boredom, sickness, quick writing or thinking ahead (Tomlinson and Ellis, 1980). So a mistake is a random performance slip and can be self- corrected. We may say that a mistake is failure to perform while an error is a result of failure in competence or comprehension. Errors in the learners may occur because they do not know what is correct (Ellis, 1997) and hence the focus of this study.

Before acquiring literacy, young children make some errors in speech, but adults usually do not take these errors seriously. Most of these children do not need formal instruction to correct their language. They only need more experience in interacting with good models around them. These can be parents, teachers, peers and any other source of good language (Nessel, Jones and Dixon, 1987).

If children still do not write well enough when they are in the secondary school or later, parents and teachers start looking for the reasons because at that age, children are expected to have learnt enough to be able to write according to convention. Rambo (2011) provides a complete list of possible kinds of errors made by learners. These are as follows: sentence fragments, run-on sentences, comma splices, mixed construction, faulty parallelism, lack of subject/verb agreement, pronoun errors, apostrophe/possession errors, misplaced/dangling modifiers, inaccurate word choice, semicolons errors, spelling errors and other errors. The following are the explanation of each error type with examples, the ways of correcting the errors and the corrected sentences:

2.8.1 Sentence Fragments

A sentence fragment is almost a sentence but lacks either a subject or a finite verb or a completed thought (Rambo, 2011). Sentence fragments usually begin with either ‘that’ or ‘because’ or an ‘ing’ verb. They do not express a complete thought. The following are examples of sentence fragments:

- a) *Working on his homework all afternoon.*
- b) *Because she was new in town and had not met any of her neighbours.*
- c) *That the dog would have to be put outside while the house was being fumigated.*

A sentence fragment can be corrected by supplying one or more of the missing elements. The missing elements could be the subject, the finite verb or the completed thoughts. A sentence fragment can also be corrected by using a comma instead of a full stop to separate the incomplete sentence from the sentence that comes either before it or after (ibid).

The following are the corrected sentences:

- a) *He worked on his homework all afternoon.*
- b) *Because she was new in town and had not met any of her neighbours, she had nothing to do on Saturday night.*
- c) *The dog would have to be put outside while the house was being fumigated.*

2.8.2 Run-On-Sentences

Run-on-sentences occur when two or more sentences are joined with no punctuation separating them. It is important to realize that the length of a sentence really has nothing to do with whether a sentence is a run on or not, being a run on is a structural error that can affect even a very short sentence. When the sentence has too many ideas and a writer does not end or punctuate the sentence appropriately, the intended meaning is either changed or it is misunderstood (Hairston e'tal, 1998). The following are examples of run-on-sentences:

- a) *We listened to music all night my favourite song was 'Belinda'.*
- b) *I took English 204 course last year it was a great class!*
- c) *He used to work at Burger Palace now he works at Taco Investments.*

Run-on-sentences can be corrected using these ways:

- i) Create two sentences by separating two complete thoughts with a full stop.
- ii) Create a pause between clauses by adding a semi-colon.
- iii) Add a comma and a co-ordinator or subordinator to create a compound sentence. A compound sentence is a sentence with two independent clauses.

The following are the corrected sentences:

- a) *We listened to music all night. My favourite song was 'Belinda'.*
- b) *I took English 101 course last year and it was a great class!*
- c) *He used to work at Burger Palace, but now he works at Taco Investments.*

2.8.3 Comma Splices

A comma splice occurs when a comma is incorrectly used to separate two complete sentences. If the sentences are not properly punctuated, the meaning can either be changed or misunderstood. The following are examples of comma splice sentences:

- a) *He could not stand the long hours, he quit his job.*
- b) *We all watched Titanic, it was a great movie!*
- c) *Susan was overwhelmed with work, however she was able to complete her work before she left the office.*

Comma splices can be corrected in several ways. These are; using a full stop instead of the comma, using a semicolon instead of the comma or adding a conjunction such as ‘or’, ‘but’, ‘and’, ‘if’ or ‘so’.

Here are the corrected sentences:

- a) *He could not stand the long hours, and so he quit his job.*
- b) *We all watched Titanic. It was a great movie!*
- c) *Susan was overwhelmed with work, so she was able to complete her work before she left the office.*

NOTE: If words such as ‘however’, ‘therefore’ or ‘consequently’ is used, what comes before and after the word, are complete sentences.

2.8.4 Mixed Construction

Mixed construction occurs when a sentence with incompatible elements that begins with one type of structure and shifts to another type of structure. The writer sets out to say one thing and abruptly switches to something else resulting in confusion. In these sentences, one part of a sentence does not logically or grammatically follow another part of the sentence (Rambo, 2011). The following is the example of mixed construction sentence:

- a) *Because of pollution is reason so many animals are endangered*

Mostly, mixed construction can be corrected if you consider the subject and the verb of the sentence in which mixed construction occurs. It can be corrected simply with the deletion of a word or two.

Here is the corrected sentence:

- a) *Pollution is one reason so many animals are endangered.*

2.8.5 Faulty Parallelism

Faulty parallelism occurs when parts of the sentence are either in balance or part of a series of the sentence is not presented with the same (or parallel) grammatical structure (Hairston et al, 1998). The following are examples of faulty parallelism:

- a) *He likes to listen to music, to watch movies and going swimming.*
- b) *He understood how to change the oil and replacing the air filter.*
- c) *The assignment required learners to identify an important character in the novel, to describe this character's actions and explaining how the character's actions influenced the plot.*

Faulty parallelism can be corrected by first recognizing that you are stating ideas in the sentence or presenting two or more items in a series, separating the different parts of the sentence should help.

Here are the corrected sentences:

- a) *He likes to listen to music, to watch movies and to swim.*
- b) *He understood how to change the oil and to replace the air filter.*
- c) *The assignment required learners to identify an important character in the novel. It also required them to describe this character's action and also to explain how the character's actions influenced the plot.*

2.8.6 Lack of Subject/Verb Agreement

Lack of subject/verb agreement occurs when the verb does not agree in number with its subject. This error will not cause severe communication problems. The meaning will still be understood. However, if agreement errors occur throughout the sentence, the readers are likely to conclude that the writer lacked proficiency in the language (Hacker, 2003). The following are examples of lack of subject/verb agreement sentences:

- a) *One of my teachers are in the office.*
- b) *Neither Frank nor Eliza are here today.*
- c) *No one in the crowd of 10,000 spectators watching football games seem to understand why the player was penalized.*

Lack of subject/verb agreement can be corrected by first identifying the subject of the verb and then changing the verb to agree with the subject.

Here are the corrected sentences:

- a) *One of my teachers is in the office.*
- b) *Neither Frank nor Eliza is here today.*
- c) *No one in the crowd of 10,000 spectators watching football games seems to understand why the player was penalised.*

2.8.7 Pronoun Errors

Pronouns (such as; he, she, they, their, it) are used to replace nouns. Pronouns must agree in number or persons with the nouns they are replacing. The words that pronouns replace are called ‘antecedents’ (Rambo, 2011). In other words, ‘he’ must refer to one man and ‘they’ must refer to two or more people or things. Lack of pronoun agreement occurs when the pronoun does not agree in number or person with its antecedent. Pronoun errors also occur when the writer uses a pronoun whose antecedent is either missing or ambiguous or too far removed from its antecedent. The following are examples of the pronoun error sentences:

- a) *A good student knows how to study for their tests.*
- b) *Judy asked Maria if the instructor wanted to see her.*
- c) *When one debates an issue, he must have thorough knowledge of both sides of the issue.*

Pronoun errors can be corrected by identifying the antecedent of the pronoun and then changing the pronoun or the antecedent so that each agrees in number and in person with the other. If the antecedent maybe unclear to readers, you might have to rewrite the sentence to clarify the meaning.

Here are the corrected sentences:

- a) *A good student knows how to study for his/her tests.*
- b) *Judy asked Maria if the instructor wanted to see Maria.*
- c) *When one debates an issue, one must have thorough knowledge of both sides of the issue.*

NOTE: Such pronouns as ‘anybody’, ‘anyone’, ‘everybody’, ‘everyone’, ‘nobody’, ‘no one’, ‘one’, ‘somebody’ and ‘someone’ refer to singular indefinite pronouns.

2.8.8 Apostrophe/Possessive Errors

There are a few different kinds of possessive and apostrophe errors. These are as follows:

- Use of a possessive form where one is not needed.
- Lack of a possessive form where one is needed.
- A misplaced apostrophe.
- Confusion over ‘its’ and ‘it’s’ (Hacker, 2003).

The following are examples the apostrophe/possessive errors:

- a) All of the learners’ were prepared for exams.*
- b) I waited for an hour in the doctors office.*
- c) Marys’ dream is to begin a new life with Frank.*
- d) Its not that I dislike the story, I just do not understand it’s meaning.*

Correcting possessive and apostrophe errors is largely a matter of understanding when you are either showing or not showing possession. If you are unsure, try reversing the words in question and then place the word ‘of’ between them. If it makes sense, then you need an apostrophe to show possession. For example, do I need an apostrophe for ‘doctors office’? Is my meaning ‘the office of the doctor’? Yes’ so I need to write ‘doctor’s office’.

Here are the corrected sentences:

- *All of the learners were prepared for the exams.*
- *I waited for an hour in the doctor’s office.*
- *Mary’s dream is to begin a new life with Frank.*
- *It’s not that I dislike the story, I just do not understand its meaning.*

2.8.9 Misplaced/ Dangling Modifiers

A modifier is a word or phrase that ‘modifies’ or changes another word or phrase. A modifier is misplaced if it modifies either a wrong word or a wrong phrase. A modifier is ‘dangling’ if the word/phrase that is supposed to be modified does not appear in the sentence. The sentence with the error often sounds awkward, ridiculous or confusing (Hairston e’tal, 1998). The following are examples of misplaced/dangling modifiers:

- a) *Looking at the window, the snow continued to fall.*
- b) *After biting two children, the police took away our dog.*
- c) *Although expensive and well planned, she was disappointed by her reaction to Hawaii.*

Misplaced/dangling modifiers can usually be corrected by moving the modifier to a more sensible place in the sentence. If a sentence begins with a modifier followed by a comma, whatever word/phrase that is being modified must immediately follow the comma. If the modifier is ‘dangling’, the writer needs to supply the word/phrase that is being modified. Here are the corrected sentences:

- a) *Looking at the window, he saw that the snow continued to fall.*
- b) *After biting two children, our dog was taken away by the police.*
- c) *Although expensive and well planned, her vacation to Hawaii was disappointing.*

NOTE: Misplaced modifiers will usually convey a meaning that the writer did not intend. For example, the second sentence “After biting two children, the police took away our dog” means that the police bit two children and then took a dog away. In the third sentence, she is being described as “expensive and well planned”.

2.8.10 Inaccurate Word Choice

Inaccurate word choice shows errors in word choice, usually errors involving words in English that are commonly confusing such as these listed below. If a learner has problems of inaccurate word choice, a dictionary can be used to figure out the meaning of the words that are giving trouble (Rambo, 2011). Here are some examples of commonly confusing words:

Commonly confusing words

<i>Accept/except</i>	<i>fewer/less</i>	<i>precede/proceed</i>
<i>Advice/advise</i>	<i>further/farther</i>	<i>sight/site/cite</i>
<i>Affect/effect</i>	<i>lose/loose</i>	<i>their/there/they're</i>
<i>Allude/elude</i>	<i>it's/its</i>	<i>then/than</i>
<i>Among/between</i>	<i>lay/lie</i>	<i>to/too/two</i>
<i>Are/our</i>	<i>led/lead</i>	<i>were/where</i>
<i>Who/whom</i>	<i>your/you're</i>	<i>whose/who's</i>

2.8.11 Semicolon Errors

There is one main situation in which the semicolon (;) is used to separate two sentences that are closely related in meaning. To some extent, full stops and semicolons are interchangeable. Semicolons and commas are not interchangeable. If a semicolon is used to replace a comma, then a semicolon is used incorrectly (Hacker, 2003).

2.8.12 Spelling Errors

Spelling error is self-explanatory. A learner may lack knowledge about what the correct spelling is and, at other times, it is from confusion about the usage. A spell checker or a dictionary can be used to check on the word.

2.8.13 Other Errors

Other errors that might occur in a composition include the following:

- *Sentences which are not grammatically clear for anybody to identify a specific error.*
- *Missing words.*
- *Missing quotation marks.*
- *Incorrectly used colons*
- *Incorrectly used brackets.*
- *Word order*
- *Inaccurate quotations.*
- *Wrong preposition.*
- *Wrong expression*
- *Wrong punctuation.*

- *Inaccurate spacing (Rambo, 2011).*

Learning English as a second language is essentially a deliberate effort at developing a command and control of the different components of the language. Due to this fact, it is undeniable that errors may occur in the process of writing. This was what this research aimed to identify the errors pupils make in their composition writing.

2.9 PRINCIPLES OF LEARNING

Learners need to go through the process of learning in order to acquire the skills needed for effective communication in composition writing. Muzumara (2011) defined learning as the acquisition of new knowledge, skills and attitudes. As the learner acquires new knowledge, he/she develops the ability to display new behaviours and can perform new tasks. The learner is able to know or do something that he/she was previously less able or unable to accomplish. In an organised and programmed type of learning, learners receive instructions in the formal situations which are deliberately planned. In the programmed type of learning, the teacher inspires learners and guides their experiences from which they learn some fact, skill or attitude (Farrant, 1991). This is what the study aimed to find out if learners are guided in their learning process.

There are some principles of learning that may be considered to govern the learning process. Muzumara (2011) outlined them as follows: readiness, effect, relaxation, association, involvement and exercise. Generally, these can be applied to all learners at any level and in any subject area.

Children learn very well when they are ready. Farrant (1991) said readiness in the child is often shown by an eager response to the learning task with which he/she is presented. Children learn more easily when they have a desire to learn and this result in the rapid progress once learning is begun. They learn best when they are physically, mentally, and emotionally ready. Lack of readiness may be due to either lack of maturation or insufficient preparation of the child in the foundation of learning upon which the new learning will be built. Children learn with difficulty if they are not ready or interested in the topic or task. The result will be painfully slow progress or no progress at all (Muzumara 2011). This aspect of the principle of learning is very important to a child who is learning how to write composition. The child has to be ready, eager and have the

desire to do the task presented to him/her. With these, the child can do the task with less or no difficulties and hence the focus of this study.

Another principle that governs the learning process is the effect. The principle of effect is based on the emotional reaction of the learner. Learning will usually be much more effective when a feeling of satisfaction, pleasantness or reward is part of the process. The learners would strive to continue doing what provides a pleasant effect to continue learning. Positive reinforcement is more suitable to lead to success and motivate the learners. The teacher should recognize and commend improvement. Whatever the learning situation, it should contain elements that affect the learners positively and give them a feeling of satisfaction. Learning boosts someone's confidence and leads to a better quality of life (Muzumara, 2011). Effect is also important to learners learning to write a composition. They would come to know the importance of composition writing and the task would be enjoyable.

Relaxation is also a principle that governs the learning process. Children learn best and remember longest when they are relaxed. Reduction of stress increases learning and retention (Muzumara, 2011). Relaxation would make a learner attain a state of increased calmness as he/she is doing the task. This makes a learner think freely and do the task as expected.

Another principle that governs learning is association. Learning makes sense when the mind compares a new idea with something already known (Muzumara, 2011). Learning involves thinking. Knowledge is important to learning. Learning and knowledge are linked. So learners need knowledge and experiences already known to think with, so that it is easier for them to learn new things (Bolstad and Gilbert, 2012).

Involvement is also a principle that governs the learning process. Pupils learn best when they take an active role in learning. Involvement has a direct influence on the development of the intellect. An involved learner will always have participatory behaviour. This child is active, responsive and engages in activities. The child becomes creative in thinking who would come out with his/her own ideas and relate what has been previously learnt to a/the new context. The child is able to apply a learning strategy in a given learning situation. Involvement arouses enthusiasm and concentration (Ewell, 1997) and hence the focus of this study.

The principle of exercise states that those things most often repeated are best remembered. The more often an act is repeated, the more quickly and more permanently it will become a habit or an easily remembered piece of information (Muzumara, 2011). The principle of exercise is the basis of drill and practice. It has been proven that learners learn better when they have meaningful practice and repetition. The key with this principle is that practice must be meaningful. It also been proven that practice leads to improvement only when it is followed by positive feedback (Bolstad and Gilbert, 2012).

Learners do not learn complex tasks in a single lesson. They learn by applying what they have been taught and shown. Every time practice occurs, and learning continues. The teachers must repeat important items of subject matter at reasonable interval, and provide opportunities for learners to practice while making sure that this process is directed towards a goal. The principle of exercise is also important to a learner learning to write a composition. A learner would perform better when he/she has meaningful practice and repetition with positive feedback. This leads to improvement in composition writing and hence the need to investigate.

CHAPTER SUMMARY

This chapter reviewed relevant literature in the following order; an introduction, it also discussed the types of composition, the features of a good composition, composition skills, the Traditional and Modern Approaches to teaching writing and acquiring of literacy skills. The chapter also reviewed other studies carried out on factors contributing to poor performance in composition writing in English. It discussed creativity in composition writing, errors in composition writing and principles of learning. The next chapter discusses the research methodology.

CHAPTER THREE

METHODOLOGY

3.0 INTRODUCTION

This chapter presents the methodology of the study according to the following themes: research design, the population of the study, the sample size, sampling procedures and research instruments, method of data collection, data analysis and ethical consideration.

3.1 RESEARCH DESIGN

The study used a case study design. A case study design is useful in obtaining and describing data in depth of a particular case. It naturalistically involved observation of live English composition writing lessons as they appeared on the time table in 8 selected secondary schools, as well as administering tests in the same schools. The study was designed to be qualitative but it also used some quantitative techniques to analyse data of figures.

3.2 POPULATION

The population consisted of all Grade 12 pupils and the teachers of English at Grade 12 level in the 8 out of 13 selected secondary schools in Kabwe District.

3.3 SAMPLE SIZE

168 participants formed the sample of which 160 were pupil participants from the 8 selected schools (20 participants per school). 8 teachers were purposively selected (one teacher per school).

3.4 SAMPLING PROCEDURES

Purposive, stratified random and simple random sampling were used to select the participants.

Purposive sampling was used to select the 8 teachers of English (one teacher per school) and one class of Grade 12 for lesson observation following the composition writing periods on the timetable in the 8 selected schools. Purposive sampling was used to select the participants because they had the information the researcher was interested in. In each school, one teacher of English and one Grade 12 class were selected for lesson

observation. These were selected following the way the composition periods were appearing on the timetable.

Stratified sampling was used in the 8 schools. 8 schools were stratified into 2 groups. Group 1 comprised 4 schools which had a reputation for good academic performance or those schools that were thought to be best of and whose learners were competent in the English language vocabulary. Group 2 comprised 4 schools with the average academic performance.

Simple random sampling was used to select 20 Grade 12 pupil participants out of the available population from each school. All the Grade 12 pupils in each school were lined up and the researcher selected the 10th pupil until they were 20 to make a sample. Simple random sampling gives an opportunity to all the individuals in the target population to have an equal chance of being selected as a member of the sample (Kombo and Tromp, 2006).

3.5. RESEARCH INSTRUMENTS

The researcher used two research instruments. These were:

3.5.1 Direct Observation

The researcher observed 8 live lessons to find out the approach and the skills used in the teaching of composition writing in the 8 selected secondary schools using the researcher's pre-designed lesson observation guide (Appendix 2).

3.5.2 Test.

A test was administered in 8 schools. The selected pupil participants in the 8 schools were given the same composition topic to write on. The composition topic was taken from the Examination Council of Zambia (ECZ) final paper of 2007, question number 6 (Your brother has decided to marry an HIV positive woman. Write a letter to your brother to either encourage or discourage him) (Appendix 1).

3.6 DATA COLLECTION PROCEDURE

3.6.1 Lesson Observation

8 lessons on composition writing were observed. The researcher used direct observation. Direct observation provides information about the actual behaviour (Kombo and Tromp, 2006). To find out factors contributing to poor performance in composition writing in

Grade 12, the researcher observed 8 lessons in the eight schools. The researcher aimed to answer two research questions. These questions were:

- What skills are taught during composition lessons?
- Which approach do teachers use to teach composition writing?

The researcher used non-participant observation. The non-participant observation gives a researcher an opportunity to observe participants without actively participating. This gives a chance to the researcher to record or take note of the data interested in. Direct observation gave first- hand information because the researcher recorded exactly what was being observed at that particular time.

Prior to the collection of data, the timetables for the teachers involved in the study were collected. The researcher also collected the teachers' schemes of work, records of work (past records) and the lesson plans before each lesson observation commenced. The various school timetables were followed without disrupting their normal school schedules. All the teachers the researcher observed were co-operative and seemed to be ready for teaching. The researcher was welcomed in all the 8 classroom entered. The researcher took notes as each lesson progressed using the researcher's pre-designed lesson observation guide (Appendix 2) bearing in mind the above two research questions.

3.6.2 Test

The researcher administered a test in the 8 selected schools. The selected sample in the 8 selected schools wrote the same composition whose question was taken from the Examination Council of Zambia (ECZ) final paper of 2007, question number 6. These 8 schools were grouped into two (2). Group 1 comprising 4 schools with a reputation for good academic performance and whose learners were competent in English language vocabulary. Group (2) comprised 4 schools with average academic performance. The researcher aimed to identify the errors pupils make in composition writing in the two groups of different levels. The researcher aimed to answer the third research question. The research question was:

- What are the errors pupils make in composition writing in class?

The 20 sampled participants from each school were given 50 minutes to write the test. The participants' names and schools were changed for ethical reasons. Invigilation was done by their class teachers of English and the researcher. The participants' written composition papers were given to examiners for marking. Examiners are teachers who mark ECZ Grade 12 final composition scripts.

3.7 DATA ANALYSIS

Qualitative data was in form of what had been observed in the live lessons in the 8 schools. Analysis of this data took the form of identifying the skills taught during composition lessons and finding out the approach used by teachers to teach composition writing. The findings of the test were later quantified in terms of figures to show the frequencies and percentages of errors pupils made in groups 1 and 2 using SPSS.

3.8 ETHICAL CONSIDERATION

Permission was sought from the concerned Headteachers before the research began. Consent was sought from the participants and an explanation of what the research was all about was given to ensure that the subjects participate voluntarily without fear. Ethical considerations were taken into account in this study by assuring all participants' confidentiality. The participants' names and those of their schools in this study remained anonymous.

CHAPTER SUMMARY

This chapter gave the methodology of the study, in terms of: research design, population, research sample and sampling procedure, strategies of data collection, data collection procedure, data analysis and ethical consideration. The next chapter presents the results.

CHAPTER FOUR

RESULTS

4.0 INTRODUCTION

This chapter presents the research results based on the three research questions. The results of the study were derived from observed lessons and tests which were administered. The researcher observed 8 lessons; one lesson from each school. Tests were also administered in each school. On ethical consideration, the names of both the schools and the teachers were not disclosed. The names of schools were changed. The lesson numbers were used to refer to the teacher. The respondents who wrote the test had their names and those of their schools changed.

4.1 ERRORS PUPILS MADE IN COMPOSITION WRITING

The first research question required the researcher to identify the errors grade 12 pupils made in English composition writing. From the 8 schools, it was discovered that out of 24 types of errors reviewed in the literature, 13 types of errors were made by pupils in their written compositions. These errors were as follows: run-on sentences, comma splices, lack of subject/verb agreement, pronoun errors, apostrophe/possessive errors, inaccurate word choice, spelling errors, not grammatically clear, missing word, wrong preposition, wrong expression, word order and wrong punctuation.

All the errors pupils made in their written compositions from the 8 schools were collected. Table 1 gives a summary of the errors pupils made by type from the pupils' English written composition in 8 schools. The table shows the error type, the frequency and the percentage in each case.

TABLE 1 – ERRORS PUPILS MADE BY TYPE

NO	ERROR TYPE	FREQUENCY	PERCENTAGE
1	Run-on sentences	62	09.17
2	Comma slices	28	04.14
3	Lack of subject/verb agreement	22	03.25

4	Pronoun	74	10.94
5	Apostrophe/possession	64	09.46
6	Inaccurate word choice	31	04.58
7	Spelling	124	18.34
8	Not grammatically clear	58	08.57
9	Missing words	52	07.69
10	Wrong preposition	30	04.43
11	Wrong expression	40	05.91
12	Word order	35	05.17
13	Wrong punctuation	56	08.28
	TOTAL	676	100%

The total number of errors made by pupils in their written compositions in 8 schools was 676.

The following were some of the errors made by pupils cited in Table 1 presented in more detail:

4.1.1 Run On Sentences

The data showed that pupils had a frequency of 62 out of 676 equivalent to 9.17%. Learners combined two or more independent clauses without suitable punctuation or adding a conjunction. Some of the errors exhibited were as follows:

- i) *My brother I know you love the girl people say love is blind you do not choose whom to love or whom to marry.*
- ii) *It will not be a simple thing to marry that woman i know problems will come afterwards the woman will give you children who are HIV positive it will be another problem just think about it before you make a serious mistake.*

- iii) *I can just encourage you to marry the woman of your choice no one can go against your wish go on everyone will be on your side we will even come for your wedding.*

The following were the corrected sentences:

- I) *My brother, I know you love the girl. People say love is blind. You do not choose whom to love or marry.*
- II) *It will not be a simple thing to marry that woman. I know problems will come afterwards. She will give you children who are HIV positive and it will be another problem. Just think about it before you make a serious mistake.*
- III) *I can just encourage you to marry the woman of your choice. No one can go against your wish. My brother, go on everyone will be on your side and we will even come for your wedding.*

4.1.2 Comma splices

This type of error occurred 28 times equivalent to 4.14%. Learners were separating the sentences using a comma instead of using a full stop or adding a conjunction. The following were some of the errors made:

- i) *You will also be infected, leave that woman.*
- ii) *Your friend in Ndola married an HIV positive woman, he was infected.*
- iii) *The HIV virus will be active, you will easily get the virus.*
- iv) *The children you are going to have will be HIV negative, my dear brother, do not marry her.*

The following were the corrected sentences:

- i) *You will also be infected, so leave that woman.*
- ii) *Your friend in Ndola married an HIV positive woman and he was infected.*
- iii) *The HIV virus will be active and you will easily get it.*
- iv) *The children you are going to have will be HIV negative. My dear brother, do not marry her.*

4.1.3 Lack of subject/verb agreement

The data showed that this type of error occurred 22 times out of the total number of 676 errors translating into 3.25%. Learners did not find the right subject to change it to agree with the verb. Some of the errors were as follows:

- i) *We all loves you as a brother.*
- ii) *Neither mum nor dad are happy about your decision.*
- iii) *I loves you brother, i does not want you to die early.*
- iv) *No one in the family seem to be happy with your HIV positive woman.*

The following were the corrected sentences:

- i) *We all love you as a brother.*
- ii) *Neither mum nor dad is happy about your decision.*
- iii) *I love you brother, and I do not want you to die early.*
- iv) *No one in the family seems to be happy with your HIV positive woman.*

4.1.4 Pronouns errors

This type of error had a frequency of 74 out of the 676, equivalent to 10.94%. The following were some of the errors made by pupils:

- i) *If someone loves such a woman, he must be strong to face the problems.*
- ii) *One has to think seriously before you make a mistake.*
- iii) *Their will be problems in your home.*

The following were the corrected sentences:

- i) *If someone loves such a woman, one must be strong to face the problems.*
- ii) *One has to think seriously before one makes a mistake.*
- iii) *There will be problems in your home.*

4.1.5 Apostrophe/possessive errors

The data showed that this type of error occurred 64 times of the total number of errors, equivalent to 9.46%. Learners did not understand when they were to show possession. Examples of errors pupils made were as follows:

- i) *Just follow doctors instructions carefully.*

- ii) *Do not get peoples advice blindly.*
- iii) *Its a pity you have decided to marry an HIV positive woman.*
- iv) *A marriage without both parent's blessings cannot be successful.*

The following were the corrected sentences:

- i) *Just follow the doctor's instructions carefully.*
- ii) *Do not get people's advice blindly.*
- iii) *It's a pity you have decided to marry an HIV positive woman.*
- iv) *A marriage without both parents' blessings cannot be successful.*

4.1.6 Inaccurate word choice errors

This type of error had a frequency of 31 out of 676, equivalent to 4.58%. Learners had wrong word choices with the words which are commonly confusing in the English language. These were some of the errors made:

- i) *I head that you want to marry an HIV positive woman.*
- ii) *As mummy and daddy agreed on that?*
- iii) *Some women are not faithful to there husbands.*
- iv) *You do not even no how that woman got infected.*

The following were the corrected sentences:

- i) *I heard that you want to marry an HIV positive woman.*
- ii) *Has mummy and daddy agreed on that?*
- iii) *Some women are not faithful to their husbands.*
- iv) *You do not even know how that woman got infected.*

4.1.7 Spelling errors

The data showed that spelling errors occurred 124 times of the total number of 676 errors, equivalent to 18.34%. The following were some of the errors made:

- i) *Just incarage him to go for medical chek up.*
- ii) *The main point of writting this letter.....*
- iii) *Your malage will not last. Just look for another woman.*
- iv) *Pliz my bro, take my advas.*

The following were the corrected sentences:

- i) Just *encourage* him to go for medical *check-up*.
- ii) The main point of *writing* this letter.....
- iii) Your *marriage* will not last. Just look for another woman.
- iv) *Please* my brother, take my *advice*.

4.1.8 Not grammatically clear

Some pupils' written sentences were meaningless. The sentences could not express meaningful thoughts for communication to take place. This type of error occurred 58 times, equivalent to 8.58%. Examples of such errors were:

- i) *I am a brother, you, we share the same womb.*
- ii) *As for me, it is impossible, it is difficult why I say this is that I know you very well you are a short temper man, I tell you, you get annoyed.*
- iii) *In my mother's womb, we are four, do not bring problems in your body, they is no pardon.*
- iv) *I thought and thought and shake and shake my heard about your decision but no answer.*

4.1.9 Missing word errors

This type of error had a frequency of 52 out of the total number of 676, translating into 7.69%. Some examples of such errors were as follows:

- i) *If you ... married to the woman, there ...some problems that might ... in your mallage (spelling error).*
- ii) *My brother, you have a chance toanother one who is not ... with HIV.*
- iii) *Why waste your precious ... with such a woman?*
- iv) *I regret having you ... my brother.*

4.1.10 Wrong preposition errors

This type of error occurred 30 times out of the total number of 676 errors, translating into 4.43%. Learners either omitted or incorrectly used prepositions in some sentences. Examples of some errors made by pupils were as follows:

- i) I have thought about this *since* two months.
- ii) You will look inferior *than* your younger brother.
- iii) Even your friend Edward married *to* an HIV positive woman.
- iv) Then it is ... no use living.

The following were the corrected sentences:

- i) I have thought about this *for* two months.
- ii) You will look inferior *to* your younger brother.
- iii) Even your friend Edward married an HIV positive woman.
- iv) Then it is of *no* use living.

4.1.11 Wrong expression errors

Wrong expression errors occurred 40 times in pupils' written compositions, equivalent to 5.91%. Learners did not know how to use some phrases. Examples of such errors were as follows:

- i) I do not want to come and *discuss about* this issue again.
- ii) I expect you to answer *to* my letter.
- iii) I have only two brothers, I do not want to lose any *among* you.
- iv) I do not remember *of* receiving such bad news as this.

The following were the corrected sentences:

- i) I do not want to come and *discuss* this issue again. OR I do not want to come and *talk about* this issue again.
- ii) I expect you to *answer* my letter. OR I expect you to *reply to* my letter.
- iii) I have only two brothers, I do not want to lose any *of* you.
- iv) I do not remember receiving such bad news as this.

4.1.12 Word order errors

The data showed the frequency of 35 out of 676, equivalent of 5.17%. Learners did not know the sentence patterns. Some words were swapped in some sentences. Some examples of such errors were as follows:

- i) My dear brother, you should *think carefully* about your decision.
- ii) I heard this when I was *in town shopping*.
- iii) If you marry this woman, the *results end* will be bad.

The following were the corrected sentences:

- i) My dear brother, you should *carefully think* about your decision.
- ii) I heard this when I was *shopping in town*.
- iii) If you marry this woman, the *end results* will be bad.

4.1.13 Wrong punctuation errors

This type of errors had a frequency of 56 out of 676, equivalent to 8.28%. Some learners' sentences either were wrongly punctuated or had no punctuation at all. Examples of such errors were as follows:

- i) *Dear brother peter.*
- ii) *Please my brother take my advice.*
- iii) *Therefore my brother i am sorry you cannot marry such a woman.*
- iv) *How are you with your family I hope you are fine.*

The following were the corrected sentences:

- i) *Dear brother Peter,*
- ii) *Please my brother, take my advice.*
- iii) *Therefore, my brother, am sorry you cannot marry such a woman.*
- iv) *How are you with your family? I hope you are fine.*

The 8 schools were later stratified into two groups. Group 1 comprised 4 schools with a reputation for good academic performance and whose learners were competent in the English Language vocabulary. Group 2 comprised 4 schools with average academic performance. The study aimed to identify the errors made by the two groups according to their English language proficiency.

Group 1

The four schools in Group 1 were Carina, Tenge, Lwimba and Kayiwa. The errors made by pupils in these schools were collected. The following table shows the error types, the frequency and the percentage of each school.

TABLE 2– GROUP 1: ERROR TYPE, FREQUENCY AND PERCENTAGE

ERRORS	SCHOOLS								TOTAL PER TYPE	
	CARINA		TENGE		LWIMBA		KAYIWA			
	F	%	F	%	F	%	F	%		
Run-on sentences	4	15.38	5	17.24	5	17.24	6	20	20	2.95
Comma slices	1	3.84	2	6.89	2	6.89	3	10	8	1.18
Lack of subject/verb	1	3.84	1	3.44	2	6.89	1	3.33	5	0.73
Pronoun	4	15.38	3	10.34	3	10.34	5	16.66	15	2.21
Apostrophe /possessive	3	11.53	1	3.44	3	10.34	2	6.66	9	1.33
Inaccurate word choice	2	7.69	2	6.89	1	3.44	1	3.33	6	0.88

Spelling	2	7.69	1	3.44	3	10.34	1	3.33	7	1.03
Not grammatically clear	2	7.67	3	10.34	2	6.89	2	6.66	9	1.33
Missing word	0	0	1	3.44	2	6.89	2	6.66	5	0.73
Wrong preposition	2	7.69	1	3.44	0	0	0	0	3	0.44
Wrong expression	1	3.84	3	10.34	2	6.89	1	3.33	7	1.03
Word order	3	11.53	4	13.79	2	6.89	3	10	12	1.77
Punctuation	1	3.84	2	6.89	2	6.89	3	10	8	1.18
	26		29		29		30		114	
	3.58%		4.28%		4.28%		4.43%		16.86%	

The table shows the frequency and the percentage for each error type for GROUP 1 which consisted of four schools. From the table, it will be noted that:

- Carina had 26 out of 676 errors, equivalent to 3.58%.
- Tenge had 29 out of 676 errors, equivalent to 4.28%
- Lwimba obtained 29 out of 676 errors, equivalent to 4.28%
- Kayiwa had 30 out of 676 errors, equivalent to 4.43%

Total number of errors: 114 out of 676, equivalent to 16.86%

The following were the errors by type made by pupils in Group 1 (Table 17):

- Run on sentence errors had a frequency of 20 out of 676 errors, equivalent to 2.95%.

- Comma splice errors occurred 8 times of the 676 errors, equivalent to 1.18%.
- Lack of subject/verb agreement occurred 5 times of the 676 errors, equivalent to 0.73%.
- Pronoun errors occurred 15 times of the 676 errors, equivalent to 2.21%.
- Apostrophe/possessive errors occurred 9 times of the 676 errors, equivalent to 1.33%.
- Inaccurate word choice errors occurred 6 times of the 676 errors, equivalent to 0.88%.
- Spelling errors occurred 7 times of the 676 errors, equivalent to 1.03%.
- Not grammatically clear errors occurred 9 times of the 676 errors, equivalent to 1.33%.
- Missing word errors occurred 5 times of the 676 errors, equivalent to 0.73%.
- Wrong preposition errors occurred 3 times of the 676 errors, equivalent to 0.44%.
- Wrong expression errors occurred 7 times of the 676 errors, equivalent to 1.03%.
- Word order errors occurred 12 times of the 676 errors, equivalent to 1.77%.
- Punctuation errors occurred 8 times of the 676 errors, equivalent to 1.18%.

Group 1 had 114 as the total number of errors out of 676, equivalent to 16.86%. The results from the four schools in Group 1 whose learners were good in English Language vocabulary showed low percentages of errors made in their composition writing.

Group 2

The four schools in Group 2 were Noomo, Maano, Chine and Mwamona. The pupils' errors were collected by type. The following table shows the error type, frequency and percentage.

TABLE 3 – GROUP 2 – ERROR TYPE, FREQUENCY AND PERCENTAGE

	SCHOOLS				TOTAL PER
	NOOMO	MAANO	CHINE	MWAMONA	

ERRORS									TYPE	
	F	%	F	%	F	%	F	%	F	%
Run-on sentences	13	8.49	10	8.06	8	5.36	8	5.88	39	5.76
Comma slices	6	3.92	3	2.41	5	3.35	6	4.41	20	2.95
Lack of subject/verb	3	1.96	2	1.61	5	3.35	7	5.14	17	2.51
Pronouns	10	6.53	11	8.87	15	10.06	21	15.44	57	8.43
Apostrophe/possessive	15	9.80	10	8.06	15	10.06	12	8.82	52	7.69
Inaccurate word choice	7	4.57	8	6.45	6	4.02	4	2.94	25	3.69
Spelling	24	15.68	29	23.38	30	20.13	20	14.70	103	15.23
Not grammatically clear	15	9.80	12	9.67	14	9.39	9	6.61	50	7.39
Missing word	19	12.41	11	8.87	16	10.73	9	6.61	55	8.13
Wrong preposition	10	6.53	5	4.03	7	4.69	7	5.14	29	4.28
Wrong expression	8	5.22	6	4.83	10	6.71	12	8.82	36	5.32
Word order	9	5.88	5	4.03	9	6.04	10	7.35	33	4.88
Punctuation	14	9.15	12	9.67	9	6.04	11	8.08	46	6.80
	153		124		149		136		562	

		22.6		18.34		22.04		20.11		83.13
		3%		%		%		%		%

The table shows the frequency and the percentage for each error type for Group 2 which also consisted of four schools. From the table, it will be noted that:

- Noomo had 153 out of 676 errors, equivalent to 22.63%
- Maano had 124 out of 676 errors, equivalent to 18.34%
- Chine had 149 out of 676 errors, equivalent to 22.04%
- Mwamona had 136 out of 676, errors equivalent to 20.11%

Total number of errors: 562 out of 676, equivalent to 83.13%

The following were the errors by type made by pupils in group 2:

- Run on sentence errors occurred 39 times of the 676 errors, equivalent to 5.76%.
- Comma splice errors occurred 20 times of the 676 errors, equivalent to 2.95%.
- Lack of subject/verb agreement errors occurred 17 times of the 676 errors, equivalent to 2.51%.
- Pronoun errors occurred 57 times of the 676 errors, equivalent to 8.43%.
- Apostrophe/possessive errors occurred 52 times of the 676 errors, equivalent to 7.69%.
- Inaccurate word choice errors occurred 25 times of the 676 errors, equivalent to 3.69%.
- Spelling errors occurred 103 times of the 676 errors, equivalent to 15.23%.
- Not grammatically clear errors occurred 50 times of the 676 errors, equivalent to 7.39%.
- Missing word errors occurred 55 times of the 676 errors, equivalent to 8.13%.
- Wrong preposition errors occurred 29 times of the 676 errors, equivalent to 4.28%.
- Wrong expression errors occurred 36 times of the 676 errors, equivalent to 5.32%.
- Word order errors occurred 33 times of the 676 errors, equivalent to 4.88%.
- Punctuation errors occurred 46 times of the 676 errors, equivalent to 6.80%.

Group 2 had a total of 562 errors out of 676, equivalent to 83.13%. The results from the four schools in Group 2, whose learners were at average in the English Language vocabulary, showed high percentages of errors made in their composition writing.

The frequencies for the 13 types of errors pupils made in their written compositions for Groups 1 and 2 respectively were as follows: run-on-sentences 20 and 39, comma slices 8 and 20, lack of subject/verb agreement 5 and 17, pronouns 15 and 57, apostrophe/possessive errors 9 and 52, inaccurate word choice 6 and 25, spelling errors 7 and 103, not grammatically clear 9 and 50, missing word 5 and 55, wrong preposition 3 and 29, wrong expression 7 and 36, word order 12 and 33 and wrong punctuation 8 and 46. Group 2 showed higher frequencies in all types of errors.

FIGURE 1– ERRORS PUPILS MADE IN GROUP 1 AND GROUP 2

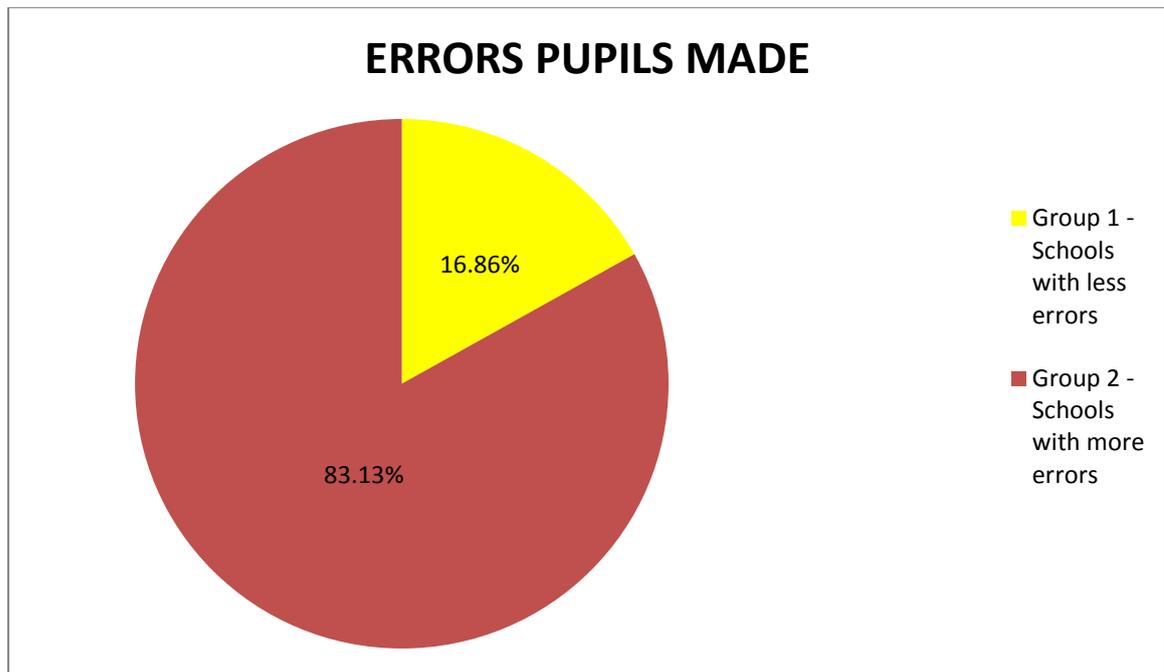


Figure 1 illustrates that Group 1 had 16.86% of the errors made in the learners' composition writing. Group 2 had 83.13 % of the errors made in the learners' composition writing.

4.2 SKILLS TAUGHT AND WRITING STRATEGIES USED DURING COMPOSITION WRITING

The researcher aimed to identify the skills taught in the composition writing lesson out of the 8 composition skills reviewed in the literature review and also the writing strategies used during a composition lesson to find out the approach used. The researcher observed eight composition writing lessons, one from each school.

LESSON 1 (Appendix 3)

Grade: 12

Topic: Composition writing

Lesson: Article

Duration: 80 minutes

The teacher greeted the pupils after entering the classroom. The pupils responded enthusiastically. She quickly told the pupils that it was composition time for them to be

ready for the lesson. Thereafter, she asked the pupils about the things which are found in the newspaper. The pupils raised their hands and the teacher pointed at them one at a time. The responses were:

- *Pictures*
- *Stories*
- *Articles*
- *Advertisements*
- *Comments*

The teacher told the pupils that they were going to look at an article. Pupils were just listening attentively. Thereafter she posed a question saying:

What is an article?

The pupils responded by saying:

- *A story in the newspaper*
- *Information in the newspaper*

The teacher praised all of them for their efforts. Thereafter, she gave out the definition as follows:

An article is a piece of writing published in the newspaper or magazine.

The teacher went on to say that there are features to consider when writing an article. The features were as follows: title, an introductory paragraph, use of short paragraphs packed with information and the use of the reporter's voice. She said:

- *The title should be catchy (one that captures peoples' attention).*
- *An introductory paragraph – the first paragraph should capture the main contents. It summarises the content that will be found in the article.*
- *Use short paragraphs packed with information (bear in mind that you will not be marked on how many points you have written).*
- *Use reporter's voice (present form of the tense and simple past).*

- *Use quotations and mention sources of information for the article to be believable.*

The teacher distributed samples of articles taken from the newspaper to the pupils to go through. Pupils read the given article silently. The teacher later asked pupils what the article contained. Pupils responded by saying:

Title, names of the writer, introduction, direct speech and short paragraphs.

The teacher then divided the class into six groups and gave them a question which was as follows:

Discuss the impact of HIV/AIDS in your district and then write an article based on the same.

Thereafter, the teacher asked the pupils in their groups to report their findings. The teacher wrote these responses on the board. The findings from the groups were as follows:

- *Loss of breadwinners*
- *Child-headed families*
- *District spends lots of money on drugs*
- *Discrimination*
- *High death rate*
- *Funeral expense*
- *Loss of man power*
- *Affects the economy*
- *Street kids increase*

After the reports from the six groups, the class went through the points together and then the teacher asked individual pupils to write the composition. The pupils wrote the composition and submitted the work to the teacher.

TABLE 4 – SKILLS TAUGHT

TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	SKILLS TAUGHT
Teacher asked pupils to say things found in the newspaper.	Pupils responded: – articles, pictures, stories, advertisements, comments	By involving pupils in thinking of what is found in the newspaper, teacher taught the skill of thinking of ideas.
<p>Teacher told pupils that they were going to look at an article and even asked a question:</p> <p>What is an article?</p> <p>Later teacher gave out the answer for an article:</p> <p>a piece of information in a newspaper or magazine.</p>	Pupils responded: stories in the newspaper, information in the newspaper.	Pupils were engaged in thinking of what an article is. Teacher taught the skill of thinking of ideas and vocabulary.
<p>Teacher listed the features of an article on the board as follows:</p> <p>title, introductory paragraph, use of short paragraph packed with information, use of reporter's voice, use of quotations. Teacher explained the listed features.</p>	Listening to the teacher and also responding to her questions.	Teacher taught the skill of vocabulary.

<p>Teacher divided the class into six groups and distributed the sample of the article taken from the newspaper. She later asked learners to identify the features of an article.</p>	<p>Identified the features of the given article as: names of the writer, introduction, direct speech and short paragraph.</p>	<p>Pupils read through the article and interacted with each other in the groups to identify the features. The skill of vocabulary was taught</p>
<p>In the same groups, teacher then told them to discuss the impact of HIV/AIDS in their district.</p>	<p>Discussed in groups and came up with arguments on the impact of HIV/AIDS. They later reported to the class.</p>	<p>Pupils were engaged in discussion to come up with the impact of HIV/AIDS. Therefore, the teacher taught the skill of thinking of ideas and vocabulary</p>
<ul style="list-style-type: none"> • Teacher engaged pupils in a class discussion on the responses from the groups written on the board. The teacher asked the pupils to put the ideas in order. • Teacher told individual pupils to write the composition. 	<p>Pupils discussed the responses written on the board as a class, putting the ideas in order.</p> <p>Pupils started writing the composition.</p>	<p>The teacher taught the skill of organisation of ideas and vocabulary</p>

The results from lesson 1 were that the teacher taught three out of eight skills. These skills were thinking of ideas, organisation of ideas and vocabulary. The researcher looked at the composition written by the pupils the following errors were observed:

- Wrong construction of sentences
- Wrong grammar

- Incomplete sentences

Other observations made were:

- The teacher indicated the skills to be taught in the lesson plan.
- Class library was appearing on the timetable.

TABLE 5 – WRITING STRATEGIES USED (LESSON 1)

TEACHER' ACTIVITIES	PUPILS' ACTIVITIES	WRITING STRATEGY USED
Teacher divided the class into groups and distributed the samples of the article taken from the newspaper	Pupils read through the article. Pupils interacted with each other in groups to identify the features of the article	Pupils in groups were given the freedom to think about the ideas, to exchange the ideas and to create ideas, and hence the pre-writing or brainstorming stage of process-oriented approach was used.
Teacher told the class to discuss the impact of HIV/AIDS in their district	Learners discussed in their groups and came up with arguments on the impact of HIV/AIDS	Pupils freely discussed and exchanged ideas in groups, pre-writing stage was done.
Engaged pupils in discussing the responses from the groups and putting the ideas in order	Pupils discussed as a class and put the ideas in order	Pupils were still in the pre-writing stage.
Teacher told the class to write an article on the impact of HIV/AIDS in their district	Pupils started writing the article in their exercise books	Using their ordered ideas, pupils started writing the articles in the books (final copy)

The results from lesson 1 showed that the teacher only used pre-writing stage of the process-oriented approach. After involving the learners in the pre-writing stage, they were told to write the article. The teacher did not use the composing and revising stages of the approach. Learners were not given time to explore through drafting and editing their written work.

LESSON 2 (Appendix 4)

Grade: 12

Topic: Composition Writing

Lesson: Narrative composition (An Exciting Experience)

Duration: 80 minutes

The teacher entered the class and greeted the learners. Immediately, he started narrating how his daughter's graduation ceremony was. When he finished, learners were so excited that they started asking questions to find out more about the graduation. After that, he wrote the topic and the question on the board. The question required the learners to narrate an exciting experience. The teacher asked the learners what was meant by an exciting experience. The learners raised their hands to give out answers. Two of them responded by saying

*An exciting experience is an experience that makes
people happy.*

An exciting experience is a happy occasion.

The teacher acknowledged the answers and thanked the pupils. Then he gave an example of the story he had just narrated as an exciting experience which made people happy. Thereafter, he asked learners to mention occasions which can make people happy and they responded as follows:

Wedding ceremonies

Holiday tours

Birthday parties

Passing examinations

Receiving a present

Graduation ceremonies

He thanked the learners for good answers. He told the class that they were going to write a composition narrating an exciting experience. He asked the learners to think of an experience that had made them happy. Thereafter, he gave the learners' composition books to the monitor to give out. The exercise books were with the teacher as he was still marking the previous composition the learners had written. Thereafter, he told them to write a composition.

TABLE 6 – THE SKILLS TAUGHT

TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	SKILLS TAUGHT
Teacher asked the pupils what an exciting experience is.	Pupils responded by saying- an exciting experience is an experience that makes people happy. Another one said it was a happy occasion.	Teacher taught the skill of thinking of ideas and vocabulary.
Teacher asked the learners to say the occasions which can make them happy.	Pupils responded by giving out the occasions such as; wedding ceremonies, holiday tours, birthdays, passing examinations, receiving presents and graduation ceremonies.	Thinking of ideas was taught.
Teacher told the class that they were going to write a composition narrating an exciting experience.	Pupils started writing the composition in their books.	

The results were that the teacher taught two skills out of 8. These skills were thinking of ideas and vocabulary. After looking at the learners' written compositions, the following were observed:

- Wrong punctuation
- Wrong paragraphing
- Incomplete sentences
- Pupils had run out of ideas

Other observations were:

- Some pupils' failure to express themselves clearly.
- Skills to be taught were not indicated in the lesson plan.

WRITING STRATEGIES USED

The results from lesson 2 were that the teacher did not use any of the stages of the process-oriented approach. He just introduced the lesson by giving more details on what an exciting experience is. The learners were not put in groups for pre-writing activity. They were not given an opportunity to think, to create and to share ideas with other learners in groups. They just wrote the final copies of their work without making any drafts or editing.

LESSON 3 (Appendix 5)

Grade: 12

Topic: composition writing

Lesson: Argumentative Composition (Self-Employment versus Civil Servant)

Duration: 80 minutes

Immediately the teacher entered the classroom, the pupils stood up and greeted her. The teacher told the pupils to sit down. She cleaned the board and wrote the subject (English), then the topic (composition writing) and the lesson (argumentative composition – Self-Employment versus Civil Servant). She reminded the pupils that it was composition time and they were going to look at an argumentative composition on self-employment versus civil servant. She then asked a question:

What does self-employment mean?

One pupil responded as follows:

*People who work for themselves like the
farmers, businessmen, shop owners*

The teacher praised the pupil and then asked another question saying:

Who is a civil servant?

Pupils again raised their hands and the teacher allowed some to respond saying:

- *A civil servant is a person who is working for the government.*
- *A civil servant is somebody who is on a government salary at the end of the month, for example, a teacher and a nurse.*

The teacher divided the class into six groups and wrote a group discussion question on the board. The pupils were asked to discuss the advantages and disadvantages that self-employment has over civil service. Three groups were discussing the advantages and the other three the disadvantages.

After five minutes the teacher asked the group leaders to present their work to the class. As the work was being presented, the teacher was writing the points on the board. For example,

On advantages – one can never go broke

Work at your own pace

You can earn more

On disadvantages – sometimes you feel lazy to work

You can run out of cash

No discipline on cash

After the group findings, the points written on the board were discussed. Thereafter, the pupils were told to write an argumentative composition using the points discussed. The teacher asked the pupils to make the sentences using connectors such as: even though, if, although, apart from, in spite of/despite, for instance and such.

TABLE 7 – THE SKILLS TAUGHT

TEACHER' ACTIVITIES	PUPILS' ACTIVITIES	SKILLS TAUGHT
Teacher asked what was meant by self-employment.	Pupils responded by giving out different meanings. One of them said: people who work for themselves. Others gave out examples such as: farmers, shop-owners, businessmen.	Teacher taught the skills of thinking of ideas and vocabulary.
Teacher again asked for meaning of civil servant	Pupils responded by saying: it is a person who works for the government; a government worker on a salary at the end of the month.	The skills of thinking of ideas and vocabulary were taught.
Teacher divided the class into six groups and asked them to list down the advantages and disadvantages of self-employment over the civil service. Three groups to give out the advantages and the other three the disadvantages.	In their groups, pupils discussed and gave out the advantages and disadvantages.	Teacher taught the skills of vocabulary and thinking of ideas.
Teacher engaged the class into discussing the points written on the board. She explained further on how to	Pupils used the same points to make sentences using conjunctions.	The skills of vocabulary and grammar were taught.

tackle the question using conjunctions. She later asked them to use the same points to make sentences using conjunctions		
Teacher asked the pupils to mention the parts of the composition.	Pupils responded saying – introduction, main body and conclusion.	Teacher taught the skill of organising a composition.
Teacher asked the pupils to say what each part consist of.	Pupils briefly talked about each part.	The skill of organisation of composition was taught
Teacher told the pupils to write the composition in their books.	Pupils wrote the composition.	

The teacher taught four skills. These skills are vocabulary, thinking of ideas, grammar and organisation of composition. From the written composition, the following were observed:

- Wrong spelling
- Wrong construction of sentences.

Other observation was:

- The skills to be taught were not shown in the lesson plan.

TABLE 8 – WRITING STRATEGIES USED

TEACHER'S ACTIVITIES	PUPILS ACTIVITIES	WRITING STRATEGIES USED
Teacher divided the class into six groups. 3 groups to discuss the advantages and	Pupils in groups discussed the advantages and the disadvantages and	Pupils were free to think and exchange ideas in groups. They gathered the

3 groups the disadvantages of self-employment over the civil servant.	thereafter, they presented their findings to the class.	needed ideas through talking to each other. The pre-writing stage was used.
After the presentations from the groups, teacher engaged the class into a discussion on the points written on the board from the six groups	As a class, pupils discussed the points from the groups.	Pupils exchanged ideas through a class discussion, the pre-writing stage was used.
Teacher explained how to tackle the question using the conjunctions, thereafter, she asked the class to write the composition using the same points written on the board	After learning how to answer the question using the conjunctions, the pupils started writing the composition using the points written on the board.	Pupils started writing the composition

The teacher just used pre-writing stage throughout the lesson. The learners just gathered the needed information and started writing the composition without engaging them into the composing and the revising stages. The learners did not have the opportunity to do the drafting and editing of their work.

LESSON 4 (Appendix 6)

Grade: 12

Topic: Composition Writing

Lesson: Narrative Composition

Duration: 80 minutes

Learners stood up to greet the teacher immediately he entered the classroom. He cleaned the board and wrote the topic (composition) and the lesson (narrative composition). Thereafter, he wrote the question, ‘Weddings are usually exciting and happy occasion.

Narrate an incident that spoiled your relative's wedding.' He divided the class into four groups and asked them to think and come up with incidences that can spoil a wedding.

After about five minutes, learners were told to report their findings to the class. As they were reporting to the class, the teacher was writing the findings on the board. The findings were as follows:

Death of the relative at the time the wedding is taking place.

Car accident caused during the occasion.

Music system fails to function.

The bride or groom fails to come for her/his wedding.

Rain can spoil the wedding.

The teacher told the class that there were also other incidences learners would think of that can spoil the wedding. He then asked them to write a composition in their books. The learners wrote the composition and gave the teacher for marking.

TABLE 9 – THE SKILLS TAUGHT

TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	SKILLS TAUGHT
Teacher divided the class into four groups and asked them to suggest possible incidences that can spoil the wedding.	Pupils responses: <ul style="list-style-type: none"> - Death of the relative at the time of the wedding. - Car accident caused during the wedding. - Music system fails to function. - The bride or groom fails to come for her/his wedding. - Rain can spoil the 	Teacher taught the skill of thinking of ideas and vocabulary.

	wedding.	
Teacher told the class to write the composition narrating an incident that spoiled a relative's wedding.	Pupils wrote the composition.	

The teacher taught two skills out of eight reviewed in the literature. These skills were thinking of ideas and vocabulary. From the pupils' written compositions the following were observed:

- Wrong construction of sentences.
- Incomplete sentences

Other observation was:

- The teacher did not show the skills to be taught on both the lesson plan and the schemes of work.

WRITING STRATEGIES USED

The teacher for lesson 4 did not use any of the stages of the Process-Oriented Approach. The teacher did not put the learners in groups to brainstorm and come up with ideas concerning the question. They went straight into the writing of the composition without thinking of ideas, making drafts and not even editing their work.

LESSON 5 (Appendix 7)

Grade: 12

Topic: Composition Writing

Lesson: Narrative Composition (A day I will never forget)

Duration: 80 minutes

The teacher was welcomed by the pupils by standing up and greeting him. Immediately the teacher cleaned the board and wrote the subject and the topic. He started telling the

class that in everyone's life, there are things that happen that one would never forget. He went on to say that some of these are good experiences, while others are bad. He then asked the class:

Has anyone experienced such in life?

The whole class responded in chorus: *yes*

Then the teacher asked the pupils:

Can anyone narrate to the class when and what happened?

Pupils raised their hands and the teacher pointed at one. The boy narrated about the death of the father. The teacher thanked the boy. He later wrote the lesson and the title of the composition on the board. Then he divided the class into four groups and asked them to narrate to each other an event or incidence they would never forget. The teacher told the class to write the composition in their books. By the time they were about to start writing, composition time was over. The teacher told the learners to write it as homework.

TABLE 10- THE SKILLS TAUGHT

TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	SKILLS TAUGHT
The teacher asked a pupil to narrate what happened to him	A pupil narrated about the death of the father.	Skill of vocabulary was taught.
The teacher divided the class into four groups to narrate to each other.	Pupils in groups narrated to each other an event or incidence they will never forget	Skill of vocabulary was taught.
Teacher told the pupils to write the composition.	Pupils wrote the composition in their books.	

The teacher taught one skill. This was the skill of vocabulary. The teacher just divided the pupils into groups to narrate to each other and not to generate ideas on what they were going to write about.

The researcher went round checking while pupils were writing and observed the following:

- Work without paragraphs
- Wrong spellings
- Some learners had run out of ideas as they were writing and just wrote few sentences and the composition was done
- Wrong construction of sentences

Other observation was:

- The skills to be taught were not shown in the lesson plan.

TABLE 11 – WRITING STRATEGIES USED

TEACHER’S ACTIVITIES	PUPILS’ ACTIVITIES	WRITING STRATEGIES USED
Teacher divided the class into four groups and told them to narrate to each other an event or incidence they would never forget.	Pupils narrated to each other about the day	Pupils had the freedom to express themselves as they were narrating to each other about that day. The pre-writing stage was used.
Teacher told the class to write the composition about the day they would never forget as homework.	Pupils were told to write as homework.	

The teacher just used pre-writing stage throughout the lesson. The other two stages (composing and revising) of the process oriented approach were not done. Pupils did not explore their work through writing drafts before their final production.

LESSON 6 (Appendix 8)

Grade: 12

Topic: composition writing

Lesson: letter writing

Duration: 80 minutes

The teacher greeted the learners immediately she entered the class. She wrote the topic on the board as composition writing. She later asked the learners the modes of communication they know and pupils gave the following answers:

Telephones, letters, television, radio, internet

The teacher thanked the learners for good responses and later asked them the modes of communication used in the ancient times. Learners responded as follows:

Drums, fire/ smoke, whistling

The teacher told the class that people can communicate in different ways. She told them that they were going to learn about letters and she asked the class what a letter was. Pupils responded by saying:

- *It is sending notification.*
- *A piece of writing addressed to someone*

and it is usually sent by post.

Thereafter, she asked the types of letters they knew. They responded by saying:

Formal, semi-formal, informal letters

The teacher acknowledged the responses and started giving out the features for each type of the letters while the learners were listening and responding where necessary.

After explaining the features for each type, the teacher told the class that they were just going to concentrate on the formal or business letter. She asked the class what kind of letters formal or business letters were. One of them responded by saying:

Formal or business letters are letters written to a

person in high positions or official position.

The teacher acknowledged the answer and asked for different types of formal or business letters. Learners did not know anything about the types of formal letters. The teacher went ahead mentioning the different types of formal or business letters as follows:

- *Application letters*
- *Reference or recommendation letters*
- *Letter of complaint*
- *Letter of request*

The teacher went on explaining the features of the formal letter saying that it has two addresses, one on the left hand side, for the sender, and the other on the right hand side, for the receiver. It has a salutation and the reference or heading. She said the letter must have an opening paragraph which introduces what the letter is all about. There must be the main body and the conclusion. The ending or farewell must always be written as – Yours faithfully, followed by the signature and the name in capital letters. The teacher wrote all the features of the formal letter on the board.

After explaining the features of the formal letter, the teacher allowed the questions from the learners and, thereafter, an exercise was written on the board for the class to do.

TABLE 12 – THE SKILLS TAUGHT

TEACHER’S ACTIVITIES	PUPILS’ ACTIVITIES	SKILLS TAUGHT
Teacher asked the pupils about the modes of communication they know.	Pupils’ responses – telephone, letters, radio, television and internet	Pupils were involved in thinking of the modes of communication and hence, the skill of thinking of ideas was taught.
Teacher asked the pupils about the ancient mode of communication.	Pupils responses – drums, fire/smoke, whistling	The skill of thinking of ideas was taught.
Teacher asked what a letter	Pupils response –	The skill of thinking of

was.	-It is sending notification. -A piece of writing addressed to someone and it is usually sent by post.	ideas and vocabulary were taught
Teacher asked the type of letters they know	Pupils responses – formal, semi-formal and informal	The skill of thinking of ideas was taught.
Teacher asked the class what kind of letters formal letters were	Pupils response - letters written to persons in higher positions or official positions	The skill of vocabulary and thinking of ideas were taught.
Teacher outlined the types of formal letters as; application, reference or recommendation, complaint and request letters.	Pupils listened attentively.	
Teacher explained the features of the formal letter	Pupils listened attentively and asked questions where they were not clear.	
Teacher allowed questions from the pupils, thereafter, wrote a question on the board taken from ECZ past paper.	Pupils started writing the composition	

The teacher taught two out of eight reviewed skills. The two skills were thinking of ideas and vocabulary. The researcher observed the following from pupils' written work:

- Wrong punctuations

Other observations were:

- The lesson plan did not show the skills to be taught.
- Class library timetable was pinned on the notice board.

WRITING STRATEGIES USED

The findings from lesson 6 revealed that the teacher did not use any of the stages of the Process- Oriented Approach. It was observed that from the start of the lesson to the time the pupils started writing the composition, the teacher was just giving more details on the formal letter, that is, its definition, the types of formal letters and its features. The teacher did not divide the class into groups for the pupils to explore the given question. The pupils were not given chance to freely think, to exchange and to gather the needed ideas in groups.

LESSON 7 (Appendix 9)

Grade: 12

Topic: Composition writing

Lesson: speech

Duration: 80 minutes

After writing the topic on the board, the teacher asked the learners as to how many of them had attended an important meeting before. Many of them raised their hands. He reminded the learners that some amongst them had attended such meetings and they had even given speeches at different gatherings. He even cited an example of the Headgirl and her deputy as having given speeches at the gatherings. He further told them that they were going to learn about academic speech writing. He said that at the end of Grade 12 all the learners are expected to write a speech and that there were parts which the learners were expected to know about speech writing. The teacher outlined and explained each part as; a title, introduction, body of the speech and the conclusion.

The teacher asked the learners what a title was. One of them responded by saying:

Something that tells more about the speech

He further said that sometimes as learners we interact amongst ourselves, and give ourselves titles and these titles are known by most people. He asked them to mention the titles they give themselves. Learners responded by saying:

- *Anointed centre pupil*
- *Charmie girl*
- *Short one*
- *Angel*

The teacher acknowledged and said that a title must be comprehensive; this means that it must be complete indicating the full name, the place, the date and the town. It must be underlined if it is written in small letters. He gave an example as follows:

*Speech by His Excellence, the President of the Republic of Zambia,
Mr Edgar Chagwa Lungu during the Grade 12 Graduation
held at Carina School on 5th November, 2015 in Kabwe.*

The teacher asked what the next thing was. After the response from the learners, he acknowledged and said that the introduction must have the salutation in prose form and in order of seniority starting with the senior most until the last person in rank. In the introduction, the speaker mentions the topic. The body of the speech is the next part of the speech. The teacher said that the speaker discusses the issue of the topic in paragraph form. The ideas should flow from one paragraph to the next and keep the audience alive by indicating the attention seekers. He later asked the learners if they knew the attention seekers. They responded by giving examples such as:

Song, slogan, brief salutation

The teacher acknowledged the learners and asked for the next part of the speech. The whole class responded in chorus, the conclusion. The teacher added that the conclusion must have a brief salutation and the key points being given in a statement or in a question form. The conclusion should end by thanking everyone.

After explaining the parts of the speech, the teacher told the class that they would be given homework later in the day.

TABLE 13 – THE SKILLS TAUGHT

TEACHER' S ACTIVITIES	LEARNERS' ACTIVITIES	SKILLS TAUGHT
Teacher asked what the title is.	Learners responded by saying- something that tells about the speech	Teacher taught the skill of thinking of ideas and vocabulary
Teacher asked learners to say the titles they give themselves as they are interacting with friends	Learners responded saying: Anointed centre pupil, charmie girl, short one, angel	The skills of thinking of ideas and vocabulary were taught
Teacher asked what followed after each part of the speech	Learners gave out the parts of speech.	Thinking of ideas was taught
In the body of the speech, teacher asked what it meant by attention seekers.	Learners gave examples of attention seekers as: songs, slogans and brief salutation	Thinking of ideas was taught
Teacher promised to give homework later in the day		

From lesson 7, the results were that the teacher taught two out of eight skills reviewed in the literature. These skills were thinking of ideas and vocabulary. The following was observed:

- Pupils were able to express themselves clearly during the class discussion.

Other observations were:

- The teacher indicated the skills to be taught in the lesson plan.
- Library periods were appearing on the class timetable.

WRITING STRATEGIES USED

The results from lesson 7 are that the teacher never used any of the stages of the Process-Oriented Approach. The teacher did not engage the pupils into the three stages of the approach. These are the pre-writing, composing and the revising stages. 80 minutes allocated to the lesson was just spent on giving out more details about speech writing. At the end of the lesson, the pupils were promised to be given homework by the end of the day.

LESSON 8 (Appendix 10)

Grade: 12

Topic: Composition Writing

Lesson: Report

Duration: 80 minutes

After the teacher greeted the pupils, he said: “Precious clean the board.” Pupils were asked to report what the teacher told Precious to do. In response, one pupil said:

The teacher told Precious to clean the board.

The teacher explained and made it clear to the class that a direct spoken sentence changes in tense when it is said in the past tense and where possible there are some additions in words. Thereafter, the teacher presented a situation on ‘fire’ and led the pupils into a discussion reporting on fire. The discussion points were written on the board as:

Where the fire started

What caused the fire

Where the fire was

What damage was caused

How it was put out

After the class discussion, the teacher led another discussion on the characteristics of a report. These characteristics were as follows; title, introduction paragraph, main body and conclusion. Thereafter, the class was divided into groups to write a report. Pupils in

groups shared ideas and added more information on the given points to come up with the report. Later the groups reported back what they had written. During the presentations, groups with problems were helped by the teacher and other pupils.

After the group presentation, pupils were told to write their own reports in their books. The teacher marked some of the learners' work. To conclude the lesson, the teacher asked some of the pupils to read out their reports to the class.

TABLE 14 – THE SKILLS TAUGHT

TEACHER'S ACTIVITIES	PUPILS ACTIVITIES	SKILLS TAUGHT
Teacher presented a situation by saying a sentence in the present tense 'Precious clean the board' and told the class to change the sentence into past tense	Pupil responded	Teacher taught the skill of grammar and vocabulary.
On teacher exposition, he encouraged the pupils to use the past tense and explained the tense changes that go with reporting.	Pupils participated by responding to the teacher's questions.	Teacher taught the skills of grammar and vocabulary.
Teacher wrote discussion points on fire on the board and asked pupils to add more information.	Pupils participated by saying sentences according to the guide given.	Teacher taught the skills of vocabulary, thinking of ideas and grammar.
Teacher led the pupils into a discussion on the characteristics of a report: title, introduction paragraph, main body and	Pupils responded positively to teacher's questions.	The skills of vocabulary and thinking of ideas were taught.

conclusion-advice.		
Teacher divided the class into groups to write a report.	Pupils worked in groups to write a report.	Pupils in groups shared ideas on how to write a report. The skill of organisation of composition was taught.
Teacher asked the pupils to write a report	Pupils wrote a report	

From lesson 8, the teacher taught four skills out of eight. These skills were vocabulary, thinking of ideas, organisation of composition and grammar. The following was observed:

- Pupils were able to express themselves clearly during the class discussion.

Other observations were:

- Skills to be taught were shown in the lesson plan.
- Class library timetable was pinned on the class notice board.

TABLE 15 – WRITING STRATEGIES USED

TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	WRITING STRATEGIES USED
Class discussion- teacher wrote discussion points on fire on the board: where it started, what caused it, where the fire was, what damage was caused, how it was put out, etc.	Pupils participated by giving more information in sentence form according to the guide given.	Pupils were thinking and creating ideas by adding more information according to the guide given. The pre-writing stage was used.
Teacher divided the class into groups to discuss.	Pupils worked in groups	Pupils were given the freedom to think, create and exchange ideas and opinions on how to write a report. The teacher used the pre-writing and composing stages.
Teacher told the pupils to write the individual reports in their books.	Pupils wrote the report.	

The teacher used two out of three stages of the Process-Oriented Approach. These stages were pre-writing and composing stages. The third stage of the approach, which is the revision, was not used. The pupils were not given chance to make a revision of drafts before the final report. Drafting would have made pupils proof read and edit their work for grammatical, spelling, punctuation and other errors.

TABLE 16- THE SKILLS TAUGHT OUT OF 8 BY THE 8 TEACHERS

LESSON	SKILLS TAUGHT	PERCENTAGE OF SKILLS TAUGHT	PERCENTAGE OF SKILLS NOT TAUGHT
1	3	37.5	62.5
2	2	25	75
3	4	50	50
4	2	25	75
5	1	12.5	87.5
6	2	25	75
7	2	25	75
8	4	50	50

From the table:

- Lesson 1, the teacher taught 3 skills equivalent to 37.5%. 5 skills, (62.5%) of the skills were not taught.
- Lesson 2, two skills were taught equivalent to 25%. 6 skills (equivalent to 75%) were not taught.
- Lesson 3 skills equivalent to 50% were taught. 4 skills (50%) were not taught.
- Lesson 4 the teacher taught 2 skills (25%). 6 skills (75%) were not taught.
- Lesson 5 the teacher taught 1 skill (12.5%). 7 skills (87.5%) were not taught.
- Lesson 6, 2 skills (25%) were taught, 6 skills (75%) were not taught.
- Lesson 7, 2 skills (25%) were taught, 6 skills (75%) were not taught.
- Lesson 8, 4 skills (50%) were taught, 4 skills (50%) were not taught.

TABLE 17 - STAGES OF THE APPROACH USED OUT OF THREE

LESSON	STAGES USED	STAGES NOT USED
1	1	2
2	0	3
3	1	2
4	0	3
5	1	2
6	0	3
7	0	3
8	2	1

From the table:

- Lessons 2, 4, 6 and 7, the teachers did not use any of the stages of the Process-Oriented Approach.
- Lessons 1, 3 and 5 the teachers used the pre-writing stage only. The composing and revision stages were not used.
- Lesson 8 the teacher used the pre-writing and composing stages. The revision stage was not utilized.

Library Timetable

It was observed that the 4 classes visited for lesson observation (schools for Group 1), had the library timetables pinned on the class notice board. 2 of the 4 classes had separate library timetables from their class timetable while the other 2 had their library periods incorporated into the normal class timetable and this was in the afternoon sessions. The researcher took time to check what was in the libraries. It was observed that the libraries were equipped with books and furniture, at least to cater for a class. The

other 4 classes (schools for Group 2) had their library facilities but 3 of them were not in use due to lack of books and one had been turned into a storeroom.

CHAPTER SUMMARY

This chapter presented the results of the study in form of what was observed in the tests and the lesson observations conducted. In the next chapter, the Discussion Chapter, the questions that were raised earlier on in Chapter 1 will be reviewed and discussed.

CHAPTER FIVE

DISCUSSION

5.0 INTRODUCTION

This chapter presents the discussion of the findings on the factors contributing to poor performance in English composition writing in Grade 12 in selected secondary schools in Kabwe District. The discussions on the three questions, which were:

1. What are the errors pupils make in composition writing?
2. What skills are taught during composition writing?
3. Which approaches/methods do teachers use to teach composition writing?
4. What factors contribute to poor performance in English composition writing?

5.1 ERRORS PUPILS MADE IN COMPOSITION WRITING

Data collected clearly indicated that Group 1 with schools whose learners were good at English language vocabulary performed better with 16.86% errors made than Group 2 with schools whose learners were not competent in the English language vocabulary with 83.13% errors made.

In all the 13 types of errors made, Group 2 had the larger frequency on each type. With run on sentence errors, the two groups had 20 (2.95%) and 39 (5.76%) respectively. Learners in Group 2 exhibited weaknesses compared to those in Group 1. According to this type of error, data showed that the learners were not sure where one sentence would end and where the next would begin. Such sentences cause confusion to the reader. This often happens when the learner does not follow the punctuation rules or does not know how to use the co-ordinating conjunctions such as 'but', 'and' or 'so'. This also applies to comma splice error type where the groups had the frequencies of 8 (1.18%) and 20 (2.95%) respectively. Most learners especially in Group 2 did not know what constituted a complete sentence. They did not know where to stop or use a comma or insert the appropriate co-ordinating conjunction. This demonstrated a fundamental inability to follow the punctuation rules or to use the co-ordinating conjunctions. This is in line with what Hairston e'tal (1998) said that knowing when to end the sentence is very important.

If one does not end a sentence appropriately, the intended meaning can be changed or it can be misunderstood. Sometimes the meaning is simply incomprehensible. Learners did not have mastery of sentence boundaries and it affected their performance.

Results also showed that most learners in Group 2 had problems of lack of subject/verb agreement error and pronoun error type. For lack of subject/verb agreement error type, Group 1 had 5 (0.73%) and Group 2 with 17 (2.51%). This type of errors occurs when the subject and verb are not in agreement with each other in terms of person and number. Group 1 had 15 (2.21%) and Group 2 with 57 (8.43%) for pronoun error type. This type of error occurs when the pronoun does not agree in number or person with its antecedent. Learners who had problems with the two types of errors showed lack of proficiency in the language. Learners were unable to use the language appropriately. They did not have adequate knowledge and skills with the form and function of the English language to be able to communicate effectively in writing. This is in agreement with what Hacker (2003) notes by saying if agreement errors occur throughout, then it can be concluded that the writer lacks proficiency in the language.

When learners' proficiency in English language is high, it will definitely affect and improve their performance. On the other hand, where the proficiency is lacking, it will definitely lower the performance. Lack of proficiency in English language is one of the factors that contribute to poor performance in English composition writing. This suggested that mastery of English language is very important.

Results showed that most learners in Group 2 still had a problem with the inaccurate word choice error type. Group 1 had 6 (0.88%) and Group 2, 25 (3.69%). The learners failed to relate the speech sounds to some form of scripts. It was discovered that some learners' errors in written compositions were as a result of error in the way they pronounce or hear the words pronounced. Some English language words are commonly confusing in the way they are pronounced and written. The learners were failing to choose the right words for particular context. Word choice plays a crucial role for your audience to understand your message. Words are powerful tools when they are used correctly in writing. They can carry the intended message to your readers. However, words can also be dangerous weapons if they are not used correctly in writing. They can lead your audience astray, leaving them perplexed or turning them off completely. The

learners' failure to choose the right words for particular context, affected their performance especially those in Group 2.

Results showed the larger frequency of 103 (15.23%) for Group 2 on spelling errors. Group 1 had 7 (1.03%). Most of the learners had some words wrongly spelt and in some cases, the words were written in short forms (Short Message Service - SMS). For instance, a sentence like: *'pliz my bro, take my advas'* (*please my brother, take my advice*). This could be as a result of the regular phone messages they write. These abbreviated messages they write on phones have affected their ability to write in an acceptable way. Not taking time to proofread their written work led to spelling errors and also lack of knowledge about what the correct spellings are contributed to making of errors.

The other cause for spelling errors could be that learners rarely read books for enjoyment in order to expose themselves to different words and writing styles. Exposure to reading of different books helps learners to master or memorise words. A great message is lost if the spellings are poor. Sometimes the reader loses interest in reading the written work that is full of spelling errors.

Results showed some written sentences which were not grammatically clear to get the intended thought. Group 1 had a frequency of 9 (1.33%) and Group 2 with 50 (7.39%). Group 2 had the larger frequency. For one to communicate effectively either in written or spoken, there must be logic or sensible utterances. Once this is lost, the meaning of such utterances is distorted and communication cannot take place effectively. Lack of vocabulary could be the source of such errors. Archer (2012) says it is through vocabulary that the learner acquires or learns to think, organise and focus of ideas. A learner with less vocabulary experience faces more problems in writing. Tomlinson (1980) notes that it is through the increased number of lexical items learners understand that they use them in writing. Learners who cannot write logical or meaningful sentences will surely perform poorly in English composition writing.

Results showed the frequencies of 5 (0.73%) and 55 (8.13%) for missing word errors for Group 1 and 2 respectively. Group 2 had the larger frequency. Learners who are in a hurry to finish their work usually tend to make such errors. It is important for teachers to encourage learners to proof read their work before submitting for marking. Such errors hinder learners from performing well in composition writing.

Wrong preposition errors occurred 3 times (0.44%) and 29 times (4.28%) for group 1 and 2 respectively. Group 2 had the larger frequency. The learners either omitted or incorrectly used the preposition in some sentences in their written composition work. Incorrect use or omitting a necessary preposition can cause a reader to misinterpret the sentence. Since the preposition word class has a larger group of function words in English, learners need to master the use and application of prepositional structures. Failure by learners to master the structures can lead to poor performance in English composition writing.

Results showed the larger frequency of 36 (5.32%) for Group 2 on wrong expression errors. Group 1 had 7 (1.03%). Learners confused the use of the phrases such as ‘discuss’ and ‘talk about’, ‘reply to my letter’ and ‘answer my letter’ and ‘between’ and ‘among’. They did not know, for instance that ‘reply’ is followed by ‘to’ while ‘answer’ does not. Learners need to learn and master this for them to communicate effectively in composition writing.

Word order errors accounted for 12 (1.77%) for Group 1 and 33 (4.88%) for Group 2. Learners in Group 2 had the larger frequency. The errors were caused possibly because the learners did not know or master the sentence patterns that involve direct and indirect objects. The learners swapped some words in some sentences. Of course, the meaning was understood but the words were wrongly placed, for instance in sentences such as, ‘You must *think carefully* about your decision,’ (You must *carefully think* about your decision.) ‘I heard about this when I was *in town shopping*,’ (I heard about this when I was *shopping in town*.) and ‘once you marry such a girl your *results end* would be bad.’ (Once you marry such a girl your *end results* would be bad.) Learners must be taught the sentence patterns for them to write meaningful sentences in their compositions. Without sentence pattern knowledge, learners tend to perform poorly in composition writing.

Data showed the frequencies of 8 (1.18%) for Group 1 and 46 (6.80%) for Group 2 in punctuation errors. Punctuation marks should be indicated clearly and at the right place. Most learners did not punctuate the address, salutation and the ending. Some sentences were very long without punctuation marks making the reader tired of reading or killing the interest. Lack of punctuations can alter meaning and/or result in ambiguity. Ambiguity sentences are hard to understand and can be misinterpreted. Punctuation marks help the learners to put the thoughts and ideas of their written work in order.

Akombo, e'tal (2007) say that punctuation marks help the reader to understand more what is written. Learners who do not use punctuation marks correctly perform poorly in composition writing.

The results were a clear indication that learners with exposure to the English language really benefit. It was revealed that Group 1 learners' written compositions were clearly readable. This was so because they were able to express themselves effectively. They had the language to use for what they wanted to talk about. Cain and Oakhill (2007) stipulate that words are the building blocks of vocabulary. So understanding and using words is the aim of language. The learners were able to understand and use the acquired words to convey the meaning easily. Cain and Oakhill (2007) further say that vocabulary knowledge is a key component of reading and writing and it comes about as a result of oral language, the richer the learners' vocabulary in English language, the better they are in expressing themselves in terms of composition writing. Learners with rich vocabulary have chance to express themselves clearly. Group 1 learners' performance was impressive because they utilised their reservoir of vocabulary.

Group 1 learners' written compositions had very few errors (Appendix 11). This was so because learners with a rich vocabulary are able to control the language. This is in line with what Shiel, et'al (2012) said that oral language, which constitutes vocabulary, is the primary means through which each individual learner would be enabled to structure, to evaluate, to describe and to control his or her experiences. The scholars further note that vocabulary involves a process of utilising, thinking, knowledge and skills in order to listen, to speak and to write effectively.

The learners in Group 2 exhibited many errors in their written compositions (Appendix 12). They did not have the language to express themselves with effectively. This is clearly seen in the numerous weaknesses that manifested in their written compositions in terms of errors. It is clear that if one has no language for a particular topic, then talking about the topic is inhibited. The learners did not have enough vocabulary to enable them to write properly. Shiel, e'tal (2012) describe vocabulary as the collection of words in a given language used and understood in speaking, listening, reading and writing. It is evident from the pupils' written compositions that lack of adequate vocabulary compelled learners to write paragraphs of a few lines in their compositions with numerous errors at the same time. Clay (1991) says that the lesser the vocabulary, the

more problems learners will find in writing composition in English. This is evident from the learners' written work. The learners' vocabulary will have a direct influence upon the descriptiveness, accuracy, and quality of their writing. This is in agreement with what Archer (2012) said that written communication is more effective when a depth of vocabulary and command of language is evident.

It is through oral language or vocabulary that learners learn to organise their thinking or focus the ideas. Vocabulary or oral language is the learning instrument for learners in formal schooling who are confronted with tasks of learning to read and write. Once deprived of this major learning tool, learners tend to feel depressed and frustrated. Stabb (1986) observes that with unavailability of oral language, learning becomes unfriendly and schooling gradually becomes routine. Learners would later become programmed to a kind of passive learning atmosphere. Since words are the learners' most important tools, vocabulary development must be an important and on-going part of classroom learning. In this vein, it can be concluded that learners with insufficient or limited vocabulary can result in making numerous errors in composition writing leading to poor performance.

5.2 SKILLS TAUGHT IN COMPOSITION WRITING

The second question aimed at identifying the skills taught during composition writing. From all the 8 observed lessons, teachers managed to teach 5 out of 8 skills reviewed in literature. These skills were thinking of ideas, organisation of ideas, vocabulary, grammar and organisation of composition. Only one teacher (lesson 3) tried to teach 4 skills (50%) of the 8 skills involved in teaching composition. The rest were below 50%. Two teachers taught 3 skills (37.5%) and 62.5% of the skills were not taught. Three teachers taught 2 skills (25%) and 75% of the skills were not taught and one teacher taught 1 skill (12.5%), 87.5% were not taught.

It was observed that, only one teacher (for lesson 3) managed to teach 4 skills in the composition lesson. In all the 8 lessons observed, writing of composition as a skill was not involved. The pupils were not engaged into writing of drafts before the final text. Pupils never edited their compositions. They neither identified nor corrected the errors.

The results revealed that only few skills of composition writing were taught in the secondary schools observed compared to the number of skills reviewed. This indicates that skills are poorly taught in secondary schools to enable pupils express their feelings.

Hill (1999) says that skills of writing enable a learner to express his/her thoughts, ideas, opinions and viewpoints in an organised manner. During the learners' schooling, they need to develop some writing skills such as: the ability to write complete and meaningful sentences, coherent, clear and well organised ideas, use communicative language, choose the suitable words and use the writing mechanics appropriately. When learners lack these skills, their writing may be unsatisfactory in many ways. These can be: poor grammar and syntax, poor organisation of ideas, unclear organisation of composition, weak reasoning and argument.

In conclusion, the study found that the poorly taught composition skills are contributing to poor performance in Grade 12 to enable learners express their feelings and/or ideas.

5.3 APPROACH USED TO TEACH COMPOSITION WRITING

The third question aimed at finding out the approach/method teachers used to teach composition writing. From the results, it was revealed that teachers' approach to teaching writing was mainly product-oriented, which is the traditional view to teaching writing. From the 8 lessons observed, only one teacher managed to teach the pre-writing and composing stages out of three stages of the Process- Oriented Approach, which is the learner-centred approach. Three teachers used only one stage of the Process Oriented Approach, which is the pre-writing. The other four teachers did not use any of the stages. The teachers' attention was mainly on the evaluation of the learners' written compositions. This was seen as they were just quick in awarding of marks to learners without evaluating any aspects of the process or the stages of writing. Gathumbi and Masembe (2005) note that teachers who use Product-Oriented Approach concentrate on forms, which is syntax, grammar, mechanics and organisation rather than content or meaning of the learners' writing. Teachers were acting as judges to learners' writing rather than facilitators.

The teaching showed lack of importance put on the learners' writing and creativity as a skill. The teachers seemed not to see the future benefits of developing their learners' writing skills which are the most needed in writing effective compositions. They took it for granted that the learners knew how to write and what they wrote was something that could be used as a test of the ability to write. That was why three teachers even gave the composition tasks as homework. The writing process should be an interactive nature of learning. Learners should be guided throughout until the final product.

In one out of 8 lessons observed, the teacher went through the right approach of teaching composition. The teacher did the direct opposite of the Product-Oriented Approach. The learners were engaged in two stages of the Process Oriented Approach. They communicated effectively in groups to think, to select and to organise ideas with the help of the teacher in the pre-writing stage. In the composing stage, the learners were allowed to discuss and write the composition, but little did they know that writing is recursive. Learners did not understand that they could write as many drafts as possible in order to come up with a final and excellent composition. Meriwether (1997) says that as learners are making drafts, they are thinking for more ideas and at the same time eliminating some errors. This process minimises the teachers' complaints about the headache of marking errors in learners' compositions.

Process-Oriented Approach to writing has a positive effect on developing learners' composition writing skills. The learners are able to make use of the pre-writing stage to explore, link and generate ideas. This can highly affect their writing. The different stages of the process-oriented approach (pre-writing, composing and revising stages) provide learners with an opportunity to improve their writing in terms of ideas and mechanics of ideas. During writing, learners come up with unexpected and creative ideas especially during pre-writing stage which creates a free atmosphere for them. This approach enables teachers to focus on the various parts of the writing process and give more freedom for learners to experiment with their language. Product-oriented approach focuses on the production of neat and grammatical correct piece of writing. There is little or no opportunity for learner to add any thoughts or ideas of their own. Little attention is paid to generating of ideas and meaning of learners' writing. There is always over emphasis on accuracy and form which can lead to serious blocks and unimaginative piece of writing.

Composition writing should be taught as a process rather than as a product. However, the product- oriented approach is more often adapted by the teachers. This may be due to lack of knowledge among teachers about the value of a process-oriented approach and also the practicability that goes with the approach. By its nature, process-oriented approach is time consuming due to the stages that go with it. Learners have to brainstorm, write multiple drafts and revision. Although the process-oriented approach needs effort and practice, it seems that following it rather than the product-oriented one is beneficial for learners. Once learners are involved in the cycle of the process writing

which demands planning, drafting, group working and revising, their abilities in composition writing would be enhanced. Learners would develop their topics with more details and systematically. The approach enhances motivation, confidence and creativity while reducing writing apprehension among learners.

The conclusion is that inappropriate approach teachers use to teach composition writing is the contributing factor to poor performance of learners in Grade 12.

5.4. FACTORS CONTRIBUTING TO POOR PERFORMANCE IN COMPOSITION WRITING

5.4.1 Insufficient time for composition writing

The study observed that both the teachers and the learners were constrained by time in which to do the teaching and the writing. This was seen in 2 lessons (lessons 5 and 7). Learners were told to complete the work at home or the teacher promising the learners to be given homework later in the day. Teachers need adequate time to make learners understand the topic fully. This also applies to the learners who need time to think about the topic given, time to think about the ideas in groups, time to organise the ideas in groups, time to write and re-write until the learners write final drafts to present to the teacher for marking. This is in line with what Chan (1986) said that learners must be given time to think about ideas and to discuss them. Unfortunately, teachers and learners in the two lessons failed to utilise their allocated time to go through the process of writing to fulfil their tasks fully.

In conclusion, time allocated for teaching and learning composition writing is not adequate to go through the process of writing. This contributes to poor performance in composition writing at Grade 12 level.

5.4.2. Lack of adequate supervision of writing

It was observed that in lessons 4, 5 and 7, after the initial pre-writing stage, the teacher either sat down and waited for the learners to complete their given tasks or due to time, told the learners to write as homework. While this can be appreciated that learners need time to themselves, but process writing goes with difficulties of thinking about ideas, organising ideas, writing and re-writing. That was the time learners needed the teachers' attention and supervision in order to develop the writing skills needed. Meriwether (1997) says the teachers' role at all the stages of writing is to facilitate and provide

guidance whenever it is needed. Giving composition writing tasks outside the classroom or as homework gives the teacher very little chances to know the challenges the learners are going through in order to help them. Inadequate teacher supervision during composition writing mainly explains persistence use of the easier teacher-centred approach of teaching which is less effective. Learning is facilitated when the teacher demonstrates what is to be learned rather than merely telling learners what is to be learned.

From the observed lessons, it can be concluded that lack of adequate supervision of composition writing is a contributing factor to poor performance in composition writing in Grade 12.

5.4.3. School libraries

It was observed that 4 schools (Group 1) out of the 8 schools visited had the class library timetables. This was an indication that the learners were being exposed to a variety of reading material. Exposing learners to extensive reading gives them practice in the skill of reading. It reinforces what has been taught in class. It also widens the learners' horizon and at the same time, it is a natural way of increasing their vocabulary. It encourages learners to read for enjoyment. Learners also develop the ability to concentrate on individual work and to learn acceptable library behaviour.

Quite often lack of success on the part of learners is the result of inadequate development of reading and study skills. Many do poorly in different subjects and they are characterised as poor learners. They probably are simply poor readers. Learners without the skill of reading have difficulty in reading, hence difficulty in class work. It was evident in the learners' written compositions done by the schools with library timetables. Learners had developed the powers of self-expression in their writing. This enabled them to have fewer errors in their written compositions, unlike the other 4 schools. Clay (1999) notes that learners, who read extensively become better writers. Reading a variety of genres helps the learners learn text structures and language that they can then use in their own composition writing. Ross and Roe (1990) say that possession of the basic skills of reading can enhance the skills to compose and write. Sovik (2003) argues that reading and writing, support, complement and contribute to each other's development. Learners who learn to use the library confidently and effectively have the

key to almost unlimited knowledge. They have also been given the means to better learning in school and self-realization out of school.

The other four schools that did not expose their learners to library sessions had their library facilities available but three of them were not in use due to lack of books and one had been turned into a storeroom. The learners in these schools were missing out in learning text structures and vocabulary from books that they would read and use in their own writing. The teaching of library skills is a goal of education that is not now receiving adequate or appropriate attention resulting in learners having difficulty in reading, hence performing poorly in class work. Lack of school libraries has a direct impact on the poor literacy levels. Improving literacy is the main reason for having school libraries. Reading has a positive impact on reading comprehension, vocabulary, spelling ability, grammar usage and writing style. Learners, who read widely, typically have higher literacy development.

The conclusion is that not exposing learners to extensive reading during library sessions in schools contributes to poor performance in composition writing.

5.4.4. Lack of creativity in writing

Evidence of learners' written compositions showed that they had serious challenges with composition writing. This was seen in the way their ideas and thoughts came out and how they were arranged in writing. Learners had difficulties in sending strong ideas to figure out what he/she was thinking or feeling about the topic and also putting those ideas in written to see which would affect the reader most. Learners could not effectively search for information, think over the searched information, support the information and re-write until the intended message was put across. They could not imagine beyond the given information. Learners' written work was physical rather than cognitive. This resulted in many errors. Taba, et al (1964) point out that cognitive development is the necessity for gathering and processing data prior to the final production. For learners to be effective writers, creativity is important. It helps them to develop skills in structuring sentences, paragraph development, classifying related ideas, identifying main ideas and logical sequencing of ideas. Myers (2006) says that a learner who is creative consciously controls the language and it fosters improvement in writing. This moves a learner towards being a critical thinker, reader and writer.

Creativity in learners should be developed for them to improve their skills and develop their communicative competences. Creativity also enhances learners' critical thinking ability. Learners with this problem will have difficulties such as: getting started on writing composition, inconsistency legibility in writing, organisational problems, poor narration sequencing, lack of transitions, generating ideas or elaborating on them, developing and organising ideas, with writing tasks that require creativity/creative thinking, write only short passages, write exceptionally slowly and with great effort in order to produce their thoughts in writing.

In conclusion, lacking creativity in writing leads learners to perform poorly in composition writing.

5.4.5. Mother tongue interference

It was observed that most learners were limited in their use of vocabulary and some even substituted words with those from the first language (L1) in some cases. For instance, in writing about, *'how many they are in the family'* a learner wrote: *'In my mother's stomach we are four.'* Mother tongue interference is a serious challenge with some learners. They did not have the ability to exploit the creativity of the English language effectively. These learners consciously struggled to write and in the end, many errors were made.

Mother tongue interference impacts negatively on the acquisition of English Language skills among secondary school learners. Learners with this problem lack communicative command required in English Language. They lack proper motivation to be able to learn English and usually such learners are not willing to participate in the class activities. In most cases, teachers pay attention to learners who perform well.

In conclusion, mother tongue interference is a factor contributing to poor performance in English composition writing to some learners.

5.4.6. Inadequate lesson preparation

After looking at the lesson plans and the schemes of work, it was observed that 5 out of 8 lessons observed, teachers did not indicate the skills that were to be taught in the composition lesson plans. A lesson plan indicates specific objectives which learners are supposed to achieve by the end of the lesson. These specific objectives include

knowledge, skills and attitudes to be taught by the end of the lesson. Since the composition skills were left out on the lesson plans, it meant that they were not going to be taught. This just indicated that teachers were not preparing adequately for composition writing lessons to enable the learners acquire the necessary needed skills for effective communication. Thungu, e'tal (2008) suggest that inclusion of knowledge, skills and attitudes on the lesson plan and also stating objectives while the teacher is preparing sets the limit for content to be covered so that the teacher remains focused during the lesson. Inadequate lesson preparation is a factor which may interfere with the successful implementation of a lesson plan and this can lead to poor performance in composition writing.

In conclusion, inadequate lesson preparation is a factor contributing to poor performance in composition writing in Grade 12.

CHAPTER SUMMARY

This Chapter discussed the results which were based on the research questions. The conclusion was that learners with insufficient or limited vocabulary can result in making numerous errors in composition writing leading to poor performance. Poorly taught composition skills and inappropriate approach to the teaching of composition writing contribute to poor performance of Grade 12 learners. The other factors contributing to poor performance in composition writing include insufficient time for composition writing, lack of adequate supervision of writing, lack of school libraries and lack of creativity in writing, mother tongue interference and inadequate lesson preparation. The next Chapter presents the conclusion and the recommendations.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 INTRODUCTION

The purpose of the study was to identify the factors contributing to poor performance in English composition writing at school certificate level. This chapter presents the factors in summary form, stating the conclusions arrived at and recommendations made.

6.1 CONCLUSION

In conclusion, the study identified the errors learners make in their compositions writing in class and also the skills taught during the composition lessons. The study also found out the approach teachers use to teach composition writing. The study revealed that learners with insufficient English Language vocabulary exhibited many errors in their compositions. They did not have the language to express themselves with. The study also revealed that composition skills were poorly taught in secondary schools visited to enable learners express their feelings. When learners lack skills, their writing may be unsatisfactory in various ways. Another factor was the use of inappropriate approach/method to the teaching of composition writing. The teachers' approach was mainly the traditional or Product- Oriented Approach which focused on the evaluation of the learners' finished products and not the Process-Oriented approach which evaluates aspects of the various stages of writing. Involving learners in the cycle of the process writing enhances their composition writing abilities.

The study revealed that time allocated for teaching and learning English composition writing was not adequate for learners to go through the process of writing. Teachers need time to make learners understand the topic fully. Learners also need time to think about the topic given, think about ideas, organise ideas, write and re-write until the final copy. The study also concluded that teachers were not providing the needed guidance or supervision to the learners in the process of writing. Learning is facilitated when the teacher demonstrates what is to be learned rather than telling them what is to be learned. Another factor was that schools which were not utilising the library facilities were not exposing learners to extensive reading which enhances their vocabulary or develops the power of self-expression in their writing. Reading helps learners learn text structures and the language that they can use in their own composition writing. The study also revealed

that learners were lacking creativity in their writing to make them critical thinkers, readers and writers. Learners with this problem will have difficulties in writing. Learners' limited use of vocabulary in the English Language was another factor. This made some to substitute or used first language (L1) expressions due to mother tongue interference hence, many errors were made. Learners with this problem lack communicative command required in English Language. Inadequate lesson preparation was another factor that interfered with successful implementation of the lesson plan leading to poor performance in composition writing.

6.2 RECOMMENDATIONS

In view of the above findings, the following recommendations are made:

For teachers

- i. Teachers should encourage learners to read widely in order to improve their language skills.
- ii. Teachers should engage learners in group activities that help to generate information before writing.
- iii. Teachers should provide guidance or assist learners in information gap activities. This gives an opportunity for extended speaking practice and it motivates the learners.
- iv. Teachers should adequately plan their work to ensure that teaching is not done in a haphazard manner.

For schools

- i. Schools should enhance Continuous Professional Development (CPD) in composition teaching. This will make the teachers share ideas on the teaching approaches/methods and any other difficulties they encounter.
- ii. Schools should inculcate a reading culture amongst learners from early grades in secondary schools so that their vocabulary is enhanced.
- iii. Schools should encourage learners to be using English language in and outside classrooms to increase their English language proficiency.
- iv. Schools should have literacy clubs where learners continue practicing the language. After all, the important aim of literacy is to develop learners' abilities to communicate effectively.

- v. Schools should provide equipped libraries. Reading helps learners to learn text structures and language.
- vi. Schools should initiate remedial teaching for learners with severe cases of deficiency in writing.

Suggestion for further research

English Language is taught in four parts. These are composition writing, structure comprehension and summary. Most of the skills needed in composition writing are taught in structure lessons. Further research will be needed to find out how these skills are taught in structure lessons.

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APPENDICES

APPENDIX 1 TEST

096890

EXAMINATIONS COUNCIL OF ZAMBIA
Joint Examination for the School Certificate
and General Certificate of Education Ordinary Level

ENGLISH **1121/1**

PAPER 1
Friday **2 NOVEMBER 2007** **1 hour 45 minutes**

ADDITIONAL MATERIALS:
Answer Paper

1 hour 45 minutes

INSTRUCTIONS TO CANDIDATES

Write your name, centre number and candidate number in the spaces provided on the answer paper/answer booklet.

There are **two** sections in this paper. Answer **both** sections.

Write your answers on the separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

INFORMATION FOR CANDIDATES

All questions in this paper carry equal marks.

You should first read through the whole paper.

You are advised to spend an equal amount of time on each section.

Cell phones are **not** allowed in the Examination Room.

This question paper consists of 4 printed pages.

©ECZ/2007/Z3 [Turn over

SECTION 1

You are advised not to spend more than 50 minutes on this section.

Write on **one** of the following topics. You should write between **250** and **350** words.

- 1 Write a story with one of the following titles:
 - (a) Better late than never.

Or

 - (b) Do not judge a book by its cover.
- 2 Nature can be destructive. Describe vividly the destruction that was caused by **one** of the following: **water**, **fire** or **a drought** that you have heard of or witnessed.
- 3 Write a farewell letter to the Principal or Headteacher of your school thanking her/him for creating a conducive learning environment in the school.
- 4 Discuss **either** the advantages **or** disadvantages that you feel the computer technology has brought to our lives.
- 5 Imagine life without communication.
- 6 Your brother has decided to marry an H.I.V positive woman. Write a letter to your brother to either encourage or discourage him.

APPENDIX 2 OBSERVATION GUIDE

2

Observation Guide

1. Composition Skills
 - Number of skills taught in the lesson
2. Approach used to teach composition writing

Process Oriented Approach (Learner centred).

3 stages

 - (i) Pre-writing stage
 - Teacher's Activities
 - Learner's Activities
 - (ii) Composing Stage
 - Learner's Activities
 - Teacher's Activities
 - (iii) Revision Stage
 - Learner's Activities
 - Teacher's Involvement
 - (iv) Other observations
 - On the lesson plan
 - Whether there is a library session or not.

APPENDIX 3: LESSON PLAN (LESSON 1)

Name:

School:

Subject:

Grade: 12C

Topic: Composition writing

Lesson: Articles

Reference: Ropes to Senior English

T/L materials: Newspaper article (photocopies)

Rationale: In this lesson pps will learn about writing an article. Some pupils do not know how to write articles. Therefore, this lesson will help each and every learner develop interest and acquire more knowledge in writing skills and language command. This is the second lesson in the series of five. Question and answer, text exposition, class discussion and group work will be used.

Objectives: During and after this lesson PSBAT:

- State the important features to consider when writing an article.
- Identify the features in the given sample.
- Write an article.

Content	T/ls Activity	P/ps Activity
Introduction	Ask the pps what is found in the newspapers and magazines. (Articles, reports, pictures etc)	Answering
Development	What is an article?	
Article	A piece of writing that is published in a newspaper or magazine.	Answering listening
Points / Features to	1. Title First and foremost your article must have	

<p>Consider Title</p>	<p>1. title. The title should be catchy (one that captures people's attention).</p> <p>2. introductory paragraph. The first paragraph should capture the main contents. Summarises the content that will be found in the article.</p> <p>3. use short paragraphs packed with information (Bear in mind that you will not be marked on how many points you have written)</p> <p>4. use reporter's voice (present form of the tense and simple past.)</p> <p>5. use quotation and mention ^{sources of info} for the article to be believable.</p>	<p>listening</p>
<p>group work</p>	<p>Divide the class into groups and distribute samples of articles taken from the newspaper.</p> <p>While in their respective groups people will discuss the impact of HIV and Aids on their district. After doing so they will write an article based on the same.</p>	<p>Identify the features in the given article</p> <p>Discussing</p> <p>writing</p>
<p>conclusion</p>	<p>To go through the points together as a class. After doing so they will write an article.</p>	<p>Discussing</p>
<p>Evaluation</p>		

APPENDIX 4: LESSON PLAN (LESSON 2)

34

Name: **Date:** 09/03/2015
School: **Duration:** 80 Minutes
Subject: English
Grade: 12
Topic: Composition Writing
Lesson: Narrative Composition (An exciting Experience)
Reference: Senior English Text Book
T/L Materials:
Rationale: - Learners will learn how to write a narrative composition.
 - Class discussion will be used.
 - It is the third in the series of five.
Objectives: i) Tell what an exciting experience is.
 ii) Give examples of an exciting experience.
 iii) Write a composition.

Content	Teacher's Activities	Pupil's Activities
Introduction	Narrates how the daughter's graduation was.	<ul style="list-style-type: none"> ▪ Pupils are to listen attentively. ▪ Ask questions about the graduation.
Development	<p>STEP 1 Asks the pupils: What do we mean by an exciting experience?</p> <p>STEP 2 After the response from pupils, teacher to ask pupils to give examples of some exciting experiences or occasions.</p> <p>STEP 3 Teacher asks pupils to think of an experience that made people happy and write a composition</p>	<ul style="list-style-type: none"> ▪ Pupils to give the answer ▪ Pupils to give examples. ▪ Pupils to write a composition
Conclusion	Teacher to read some samples of the pupils' written work.	<ul style="list-style-type: none"> ▪ Listen to the teacher
Evaluation: Pupils wrote the composition. Some pupils were finding it difficult to express themselves in writing and others did not finish their work in time.		

APPENDIX 5: LESSON PLAN (LESSON 3)

CLASS: 12A **DATE:** 03/01/15
SUBJECT: English **TIME:** 11:50 - 13:10 hrs
TOPIC: Composition **DURATION:** 80 minutes
LESSON: Argumentative Composition (Self-Employment vs. Civil Service)
REFERENCE: Practice Confidence In English Examinations 'O' Level pg. 149.
T/L AIDS: Word cards showing relevant vocabulary.
NO. OF PPS AS PER REGISTER: 48 **GIRLS:** 13 **BOYS:** 35
NO. OF PPS PRESENT: **GIRLS:** **BOYS:**

RATIONALE: In this lesson, learners will learn about the manner in which arguments are presented. Learners are expected to learn how to use certain connectors appropriately to show coherence. This will enable them apply the concepts in their daily speech. Discussion, Question & Answer and Tr. Exposition methods will be used in this lesson. This is lesson 1 in the series of 7.

OBJECTIVES: During and After the lesson, P.S.B.A.T:

- ❖ Discuss the advantages and disadvantages of Self-employment and Civil Service, respectively.
- ❖ Write an Argumentative Composition using the points discussed, acceptably.

PRE-REQUISITE KNOWLEDGE: Learners already know that in an Argumentative Composition, points are to be supported with evidence.

CONTENT	METHOD / TR / PPS' ACTIVITY
<u>INTRODUCTION</u> • Definition of Self-Employment and Civil Service.	<u>QUESTION & ANSWER</u> • Tr. to ask learners to what it means by Self-Employment and also to mention the kinds of jobs involved.
<u>LESSON DEVELOPMENT</u> <i>(Rule Explanation: The writer should provide convincing reasons for or against the motion in a mature, systematic and non-partisan manner).</i> <u>Oral & Written Practice</u> <u>Group Discussion</u>	<u>DISCUSSION</u> • Tr. to write a question on the board and to divide the class into groups of six. Then ask them to discuss. <u>Expected answers</u> • One can never go broke • Work with your hands at your own pace

<ul style="list-style-type: none"> • Discuss the advantages of Self-Employment over Civil Service • and vice versa. <p><u>Presentations</u></p>	<ul style="list-style-type: none"> • Scratches and burns on hands, E.t.c. • Learners to present their findings and to discuss as a class. • Tr. to consolidate on their findings.
<p><u>Class Exercise</u></p> <ul style="list-style-type: none"> - civil service / civil servant - wage - earn - efficiency, self-motivated 	<p><u>TR. EXPOSITION</u></p> <ul style="list-style-type: none"> • Tr. to discuss with the learners relevant vocabulary as well as connectors. • Learners to write an Argumentative Composition using the points discussed.
<p><u>CONCLUSION</u></p>	<ul style="list-style-type: none"> • Tr. to emphasise on the systematic presentations of points and the last statement.

POST-LESSON EVALUATION:

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APPENDIX 6: LESSON PLAN (LESSON 4)

6

Name: _____ Date: 12/03/2015
School: _____ Time: 08:50 – 10:10
Grade: 12
Subject: English
Topic: Composition writing
Lesson: Narrative Composition
Reference: Teacher's own resource
T/L Materials:
Rationale: Learners will learn how to write a narrative composition. The lesson will help expressing themselves in writing. This is the first lesson in the series of five. Group work and individual work will be used.
Objectives: PSBAT:

- Say the incidences that can spoil the wedding.
- Write the composition

Content	Teacher's Activities	Pupils Activities
Introduction	Teacher writes a composition question on the board. 'Weddings are usually exciting and happy occasion. Narrate an incident that spoiled your relative's wedding' Teacher talks about the written question.	
Development	<u>STEP 1:</u> Teacher divides the class into 4 groups and asks them to come up with incidents that can spoil a wedding. <u>STEP 2:</u> Asks pupils to report their findings to the class. The teacher writes the findings on the board. <u>STEP 3:</u> After going through the points written on board, the pupils write the composition.	Pupils work in groups Pupils to give their responses to the class. Pupils write the composition in their exercise books.

Evaluation:

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APPENDIX 7: LESSON PLAN (LESSON 5)

7

Grade: 12

Date: 27/03/2015

Subject: English

Duration: 80 min

Topic: Composition writing

Lesson: Narrative writing (A day I will never forget)

T/L Aids:

Reference: Ropes to Senior english

Rationale: Learners will learn how to narrate situations.

- Class discussion, group discussion and individual work.
- It is the fourth in the series of five.

Objectives: PSBAT:

- Discuss the situation given
- Write a composition

Content	Teacher's Activities	Pupils Activities
Introduction	Use a situation to start a lesson. 'Sometimes bad or good situations happen to us that we never forget about them.'	
Development	<p><u>STEP 1:</u> Asks a question: Has anyone experienced such in life time?</p> <p><u>STEP 2:</u> After a response teacher asks pupils to narrate when and what happened.</p> <p><u>STEP 3:</u> teacher divides the class into 4 groups and asks them to narrate to each other an event they will never forget.</p> <p><u>STEP 4:</u> Teacher asks the pupils to write the composition in the books</p>	<p>Pupils to give the responses</p> <p>Pupils to respond</p> <p>Pupils in groups to narrate to each other.</p> <p>Pupils write the composition</p>
Conclusion	Listen to some pupils written compositions	

Evaluation:

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APPENDIX 8: LESSON PLAN (LESSON 6)

School : _____ Date 21/05/15
 Subject : English Duration: 80mi
 Topic : Composition writing
 Lesson : Letter writing
 Reference : English Text books
 T/L materials : English Text books
 Rationale : - pupils to learn how to write a formal letter.
 - pupils to be competent in writing skills for effective communication.
 - class discussion, individual work
 Objectives : - pupils should be able to :
 - say the different mode of communication
 - mention the ancient modes of communication
 - say what a formal letter is
 - write the letter

Content	Teacher and learners activity	Learning points
Introduction	- name the modes of communication you know - Teacher to ask learners to mention the modes of communication the ancient people use.	- Pupils respond
Development	<u>Step 1</u> : Teacher tells the class that	

people communicate in different ways.

- Asks what a letter is.

Step 2: Teacher asks pupils the types of letters they know.

pupils to respond

After the responses, teacher to give the features for each type of letters

Teacher / Pupils discussion

Step 3: Teacher asks:

what kind of letters are formal or business letters?

Pupils to respond

Step 4: Teacher asks:

Mention the different types of formal or business letters.

pupils to respond
(Application reference, letter of complaint, letter of request)

- After the response teacher to give the features of each letter:

- two addresses (Sender and receiver)

- Salutation, reference, or reading

- opening paragraphs

- main body and the conclusion

- The ending or farewell

written as: yours faithfully,

- Signature and name in

	Capital letters	
	Step 5: Teacher writes an exercise on the board	Pupils to write the exercise
Conclusion	Teacher to read some samples of letters to the class.	
Evaluation:		

APPENDIX 9: LESSON PLAN (LESSON 7)

Grade: 12

Date: 20/03/2015

Subject: English

Duration: 80 min

Topic: Composition writing

Lesson: Speech

T/L Aids: Samples 7 speech

Rationale: Pupils to learn how to write a speech

- Pupils should acquire the skills of writing such as vocabulary during discussion. They should think of how they are going to write the speech by thinking of ideas and writing of the parts of the speech for them to communicate effectively in writing.
- The lesson will use class discussion and individual work..

Objectives: Pupils should be able to:

- Tell what a title is
- Formulate a title of the speech
- Say the features of the speech
- Write a speech

Content	Teacher's Activities	Pupils Activities
Introduction	Teacher asks pupils: How many have attended an important meeting before?	Pupils to give response
Development	<p><u>STEP 1:</u> Teacher to tell pupils that they are going to learn about academic speech writing.</p> <p>Teacher to mention the parts of the speech as a title, introduction, body of the speech and the conclusion.</p> <p><u>STEP 2:</u> What is a title?</p> <p>Can you mention the titles you give yourselves as you are interacting with friends? After the responses, the teacher tells the pupils that a title must be comprehensive (full name, the place, the date and town) and it must be underlined if it is in small letters. Example: <u>'Speech by His Excellence, the President of the Republic of zambia, Mr. Edgar Chagwa Lungu during the Grade 12 Graduation held</u></p>	<p>Listening</p> <p>Pupils to give an answer.</p> <p>Pupils to give their titles</p>

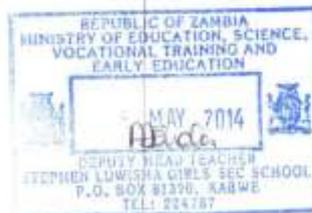
PLAN (LESSON 8)

STEPHEN LUWISHA GIRLS SECONDARY SCHOOL
LESSON PLAN

checked
15.05.14
MK

Name of Teacher: Mukulo, M Date: 15-05-14
 Subject: English Grade: 12 No. of pupils: 28
 Topic: Composition Class: 8 Duration: 50 minutes
 Sub-Topic: report Time: 0730 - 0830 hrs
 Rationale: Pupils will learn about report writing using discussion, group work and individual work in order to be competent in reporting skills for effective communication in society. The lesson is fourth in the series of five.
 Objectives PSBAT: (1) discuss the situation given
 (2) discuss the characteristics of report writing
 (3) write a report on fire
 Background knowledge and skills: writing
 Teaching Aids: Teachers own resources
 Reference(s): Teachers own resources / Pamphlet

Stage	Teacher and Learner Activities	Learning Points	Remarks
3. Miss Introduction	<p>Use a situation to start the lesson.</p> <p>Say this sentence. "Precision, clean the board."</p> <p>Ask another pupil to report to another pupil what you told Precision.</p>	<p>A Pupil reports.</p>	<p>Done as planned.</p>



Lesson development 75 mins	<p><u>STEP 1</u> Teacher exposition Take note of the changes that occur.</p> <p><u>STEP 2</u> Discussing the situation reporting on fire</p> <ul style="list-style-type: none"> - when it started - what caused the fire - where was the fire - what damage was caused - how it was put out. <p><u>STEP 3</u> characteristics</p> <ul style="list-style-type: none"> - Title - Introductory paragraph - main body - Conclusion - advice <p><u>STEP 4</u> Group work. Pupils work in groups to write a report. Later the groups report back.</p>	<p>Teacher inclusion of other words.</p> <p>Teacher / pupil discussion.</p> <p>Teacher / pupil discussion.</p> <p>Group work.</p>	Done as planned.
	Conclusion 2 mins	<p><u>STEP 5</u> Individual work. Pupils write a report individually.</p> <p><u>CONCLUSION</u> Listen to samples of reports.</p>	

Evaluation Pupils write the report as expected. The majority write it perfectly well. However, emphasis must be made on Introduction.

APPENDIX 11: PUPILS' WRITTEN COMPOSITION (GROUP 1)

Cisina secondary School

P.O Box, 15026,

Kabwe ✓

20th May, 2015 ✓

Dear Austin,

Hey big bro! How are you doing? Hope you alright
Everyone is cool over here. Just missing your love

Brother, the main approach of me writing the
letter was to let you know about my view
concerning your marriage.

Dearest, you should bear in mind that what
we all want for you is total happiness. And
therefore I am happy that you finally want
to settle down. But I don't want you to get
married to that woman.

You know as well as I do that HIV is
a deadly disease and it brings out a lot of
consequences. Man, I know you truly love
that woman but think of what the future
might bring.

As your twin sis, I know you have always
wanted to have kids. And what happens
now if you marry an infected person? What
if you become infected too or ~~later~~ if you
heard of mother-child transmission? That
will affect both you and your unborn
children, think of that "you hear?"

And, I just don't get the reason you want
to take responsibility of a woman who cheats
on you with other guys. Now that she is HIV
positive she wants you back and possibly

you want to marry her. "Once a prostitute
always a prostitute", "She did it once, she
will do it ^{twice} again."

In short I don't want her to be my
sister in law especially her being your
wife. I want stand you getting married to
an infected person NO! broken NO! please
don't do it. Who on earth would love to
build up such a family? there are a lot of
fish in the pond! don't be blinded by love.

My regards to everyone there. Hoping to
hear from you soonest.

Your one and only brother,

B.S.
14

Coventry Secondary School,
P.O. Box 30040,
Kabon.

22nd January, 2015.

Dear Brother Bwalya,

It fills my heart with so much delight that my very own young brother is about to take one of the most important life changing steps. It is indeed my greatest wish to hope and trust you are safe and sound.

Marriage as you well know is a sacred union ordained by God and can not be broken unless in the event of death. It is for this very reason that we must be extremely thoughtful and careful about those we wish to enter this bond with. It has come to my knowledge that my to-be sister in law happens to be HIV positive. Knowing you, I believe you would not have taken a liking to this girl without very good reasons. As your sister, it is not only my duty to support you, but I have to also give you some advice. That is why, not only as a concerned sibling, but also as an HIV ambassador to share with you a little information I have gathered about ~~discretionary~~ ~~couple~~.

Despite it being a common culture of our society to treat HIV positive people with resentment, discrimination and so much lack of respect, I am proud and happy that you are not among

be ignorant majority. I know that by agreeing to your marriage, I am as well giving you a go-ahead to contracting the disease. But from the look of things, you are determined and seem to be so much in love with the girl, which is why I want to give you my utmost support. Discordant couples can live happily and enjoy their normal marital relations without the negative postures getting the best of it as long as protection (condom) is made use of. Though the risk resumed when the couple decides to have children, it is interesting to know that HIV-positive parents can bear children that are 100% negative.

I advise you to go for what you want and follow your heart. If you really love the lady in question, who am I to discourage you? After all, marriage is not dependent on the social, economic, religious and even health status of someone but on love.

Wishing you all the best of enjoyment during your marriage ceremony and lots and lots of happiness and good health in your marriage.

Yours sincerely,

With love,

Big sis Jay

14

Lwimba Secondary School
P.O. Box 81570
Kitwe

Number of questions only
To be written in this margin

20th May 2012

Dear Beverly,

I am glad to write this letter to you by the way how is life going on? Are ^{you} any disappointed in copying ^{with} the new environment and a new program? We are miss you alot and the family is doing great at large.

I heard about the woman you would like marry I ^{can} see the choice is all yours. If you really love the woman and she loved you back, there is no problem. Of course people may say you will die soon, but what lies between the two of you is the change.

My brother, to find ^{out} ^{if} you chosen is a very difficult thing. If you try to consider the world today you will find that ^{the} people are ^{not} ^{the} positive. In the way, this is just a virus that can be reduced or about I simply say ^{it} ^{is} ^{just} ^{up} ^{to} ^{you} ^{to} ^{do} ^{the} ^{measures} ^{that} ^{the} ^{doctor} ^{will} ^{give} ^{you} ^{when} ^{you} ^{go} ^{for} ^{consulting}.

Beverly, my dear brother, you must have chosen that woman for you. If there is a bond to be found between the two of you ^{then} ^{please} ^{start} ^{it} ^{serious} ^{because} ^{that} ^{is} ^{what} ^{the} ^{upper} ^{father} ^{wants} ^{it} ^{to} ^{be}. A ^{positive} ^{woman} ^{has} ^{nothing} ^{to} ^{do} ^{with} ^{you} ^{what} ^{you} ^{feel}. If I tell you my whole life story you will be shocked. But do strengthen your heart and the love for that woman, I will tell you about it.

I have lived with you for years but you have never discovered what I am also positive. I do

Sometime I think whether I will ever find
anyone close by my side. I would think whether
I will accepted into that family. And you know
what I am now loved even by my friends to be
honest, I thought I was never going to have
friends. But to my surprise, they are even too many
to count even when they know my status. The moment
I told my boyfriend he said in a choke voice "I don't
care because I love you".

For official
Use Only

Brother this applies to your situation now.
Do not listen to what other people will say because
many of them will discourage you. What you
should focus on is your desire to be with that
woman.

May the Almighty God be with you and
lead you to your desire.

Yours faithfully Sister
Blanca.

12
20

Number of
questions only
To be written in
this margin

Lwimba Secondary School,
P.O. Box 80319,
Katete.

20th May, 2015.

Dear Ian,

I hope and trust that you are doing very fine. As for me everything is as sweet as sugar for me because.

First ^P I heard about the news that you want to marry an HIV positive woman. My dear brother, I know that this is your decision but I would love to tell you not to go ahead with your decision.

I say this because you might end up getting hurt as days go by. The HIV positive woman you want to marry can transmit the disease directly to you. Not only will you be affected but your children as well.

I'm not telling you this because I do not want you to marry, but because I only want you to have the best life ever and to live a healthy life.

Another thing is that ^P not only will that woman transmit the disease to you but she will also finish the money that you have which will be needed to pay for her hospital bills as well as yours and your children if you have all transmitted the disease. The money which you can use to buy household goods or food will be used to buy pills or medicines required for your health.

For official Use Only

I want to let you know that there are ~~not~~ a lot of women out there who are not the positive and you can marry them, ~~that's~~ if they are single. ~~But~~ please do not marry on the positive women ~~you are~~ not saying she is bad but I just want you to ~~live~~ ^{live} a healthy life. ~~And~~ this will be a very good thing for you to live a happy life as well.

c / May you think through your decision and decide on what's best for you. And I would like to let you know that I will always respect your decisions and support you.

13 / 20

rub / Yours faithfully,
Mariana.

Kajiwa Secondary School,
P. O. Box 1122-001,
Lunenburg.

For official
Use Only

3rd May 2015.

Dear Terence,

How are you during these trying moments of your life? I hope that the Almighty God is keeping you safe. Mr. Aluma told me that you are planning on marrying an HIV positive girl and it is ~~right~~ ^{on} this ^{side} that I wish to encourage you to follow your heart.

My dear brother, for you to choose to marry an HIV positive woman, you must be convinced beyond all reasonable doubt that she is made for you. You must pay attention to the people that are discouraging you because they are being used by the devil. The bible says that when God has put together, let no man put asunder and for you to choose such woman, it must have been God's plan from the very beginning.

According to what I have observed about those people who marry HIV positive people, I can advise you to withdraw because they can enjoy their marriage like any other people if only they take the right precautions.

Caution is given to them by the medical profession. If at all you are worried about contracting the disease HIV virus, know that you have one less thing to worry about because there is a new drug in Zambia that stops the virus when taken regularly. The HIV virus for a considerable period of time allows you to enjoy your wife even without protection.

And you Terence are a very responsible person and I would expect you to judge someone according to their actual marital status because that is a quiet easy

Kayunga Secondary school,
P.O. Box 54320,
Kampala,
20th May, 2012

For official
Use Only

Dear Mike,

How are you doing by this time? Everyone here is doing fine, Mother is in good health and I myself am okay.

Ever since the last time you visited, we haven't heard anything from you until the day you sent a letter to Mother saying that you want to get married.

Mother was filled with joy when she read the letter, she said she felt her heart leap out of her chest! ~~but~~ she looked worried after she read the whole letter. I asked her what the problem was, she then gave me the letter to read.

You want to get married to an HIV positive woman? Do you really love her that much? I don't know much about love but I for one, think that you should take your time to thoroughly think about your decision. I mean to say, try to think about the future. Marriage is a life time commitment, you will have to spend the rest of your life with her.

I can understand, in your letter, you wrote that she has all the qualities you are looking for and it's a good thing that she came out in the open and shared her health status with you, but the question is, are you a hundred percent sure you want to do this?

I so I will have to tell you the truth, Mother is not at all happy with you, you know how parents are, talking about grandchildren and all.

Number of questions only
To be written in this margin

How are you going to convince Mother to accept this woman? And am sure you want to know where I stand. You have always given me the support I need from an elder brother and you have always looked out for me. So I want to let you know that when you have thought about it and are sure with your decision of marrying her I will surely give my support.

And I will try and convince Mother to try and understand, you know am very good at that. If you really love her, then don't hesitate to bring her into our family no matter what anyone may say. We will welcome her with love as always. I wish you all the best and remember to always keep well.

13
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Yours ~~faithfully~~
Amanda Boyne.

Tenge Secondary School,
P.O. Box. 26141,
Kahura ✓

20th May, 2015 ✓

Dear Michael, ✓

I believe that you are doing great despite being away from us for a long time. I am alright, just that I miss you big time bro ✓

I have written this letter to inform you about my views on Chanzai, the young lady that you want to spend the rest of your life with. The issue is that Chanzai is H.I.V positive and I know that she had told you about it way ~~late~~. Surely Michael, do you really think you can manage to live with an H.I.V positive woman in your house for the rest of your life? Besides, are you not even scared of contracting H.I.V from her? ✓

Brother, I am sorry to tell you that I am in complete disagreement with your decision of marrying Chanzai. Quite alright I know that you truly love her and you are willing to accept her baggage no matter what ~~it~~ ^{it} could be. ✓ But I just want you to realise that you are putting your life at stake. Living with an H.I.V woman in your house would bring you a lot of negative impacts on your daily life. Instead of going to work on your normal routine, you will have to do a little by spending part of your time to look after her well being for she needs a lot of love and care from ~~you~~ ✓

Michael, do not hate me for this because I am telling you

about all this because of the love that I have for you as a lovely brother. Just imagine brother that the probability of you and the children that you would have being negative after having sexual intercourse with her is so high. There are very few people who survive that risk. Living with HIV is only temporary and by mangyng chansi, I can assure you my brother that you are preparing a recipe for your death. ✓

Do not think that I am the only one opposing to your decision but also mother, father and uncle Ben. Nideah, I know that you are deeply hurt by my words but I will highly appreciate it if you take the notion into consideration and you should take so much time to contemplate about it before you make the biggest mistake of your life. ✓

I love you brother and take care of yourself. ✓

With love from your lovely sister, ~~John~~

Tola. ✓

(16)

Tenge Secondary School,
P. O. Box 2005,
Kisumu.

22nd January, 2013.

Dear Brian Fernando, ✓

It has been so long since we last spoke, or even saw each other. I hope you are fine and keeping well and keeping well. I am fine and keeping well and so is my family.

Mum and dad called me yesterday, and I must say in all honesty that despite being so delighted and happy that you my very own young brother are about to take an important life changing step, it troubles my heart that you were forced to let me know about your intentions of seeking death. Marriage my brother is a sacred union ordained by God and once entered should not be broken unless death of either partner occurs. I understand that the reason you wish to marry is HIV positive. I know you too well, and I know for sure that you would not have taken taking to this girl without truly loving her. As your sister it is my duty to support you and pray for you and also advise you. I would like to enlighten you about discordance couples as you will also be that type of a couple once you get married to that woman.

Discordance couples can still lead normal lives and live happily and also have children that are HIV negative as long as they use protection and also live a healthy life following the correct instructions of medical practitioners. I advise you to follow your heart and pray

so good to help you make a wise decision. But remember
that marriage is based on health, oceans but on
mutual love and understanding.

All the best with your new endeavors and more
preparations.

Yours Sincerely,
with love,
Anvita.

14

APPENDIX 12: PUPILS' WRITTEN COMPOSITION (GROUP 2)

Number of questions only To be written in this margin	Noamo Secondary School. P. O. Box 80216. KABWE. 8 th April, 2018.
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Dear Brother Peter.

How are you by this moment of time as for my am doing fine. How is ~~my~~ ^{my} ~~uncle~~ ^{uncle} and my aunt there ~~if they are doing~~ ^{if they are doing} how say hi to them for me. Even tell them that I miss them. Mother and Dad ~~so there~~ ^{so there} saying hi to you and ~~they~~ ^{they} have missing you too. Every one at home is missing you. When you coming to visit as here the main point of written this letter ^{to you} is that I had ^{them} you want to marry a woman who is HIV positive. The only ^{thing} that I want to tell you is that you ~~can't~~ ^{can't} marry person who is HIV positive because when you marry that ^{person} you even get affected ^{with} with the same disease or get HIV positive. What if ~~are~~ ^{are} HIV positive you ~~start~~ ^{start} taking ~~ARVs~~ ^{ARVs} every day that is not good for your healthy life. Even loss of life. People who are have HIV ~~more~~ ^{more} are ~~dying~~ ^{dying} early because of the ~~same~~ ^{same} disease. Some loss of ~~patient~~ ^{patient} loss of ~~client~~ ^{client}.

When you ~~marry~~ ^{marry} that woman even that children that you have

Wama Secondary School
P.O. Box 20746

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They be having ~~but~~ HIV positive because of their parents are affected with the disease.

As ^a ~~case~~ family will don't ^{want} you to get married to that woman who is HIV positive. If you marry that one you die early and that will be not good to us as a family to lose a brother or a family member. Remember that HIV is a bad disease many people are dying in this world. So please don't marry that woman just found some one to marry who is ^{HIV} not negative of one person who is not affected with that disease.

I will be happy if you read receive this letter and my word that I have written in this letter. May the Lord of mercy protect you every day.
YOURS

YOURS Faithfulness
Wakabona
From Wama secondary school

04
20

Moama Secondary School,
P.O. Box 241,
KABWE.

Number of questions only
To be written in this margin

08th APRIL 2015.

Dear Brother ^{Who?}

I am Joyce Chulu, my brother I ^{was} heard that you want to marry a woman who is HIV positive. What I can discourage you is that ^{do} not marry ^{him} please my brother ^{do} break you in the name of lord Jesus.

However, what I can throw cold water means ^{that} to discourage you ^{we} can die immediately if you ^{marry} him. Although is very ^{gorgeous} please do not ^{try} to marry ^{him} ^{gorgeous} means a very beautiful woman in the world. As a ^{result} you can come infected with this disease which does not heal in the body ^{water} ever you drink ^{drug} they will not died until you ^{we} pass ^{away}.

^{Mother} also what I can saying trust for get about one if you want to staying here many years on ^{earth} so to be thrown cold water & listening to me my brother you the first born in our family if you go evil us will can suffering here on earth please listening to what I have de told you my brother. if you ^{are} amusing ^{they} obey the

the word and remember every
my word I have talking to you
I am your sister who love you
very much. I don't want to die
I want you to live a good life
here on earth without suffer
with any thing else.

For official
Use Only

04
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Amulya
20
CHULU JOYCE

Name: Mary Banda

Maana Secondary School
P.O. Box 80637,
Kisumu,
08th April, 2015.

Number of
questions only
To be written in
this margin

Dear Brother Lovemore,

Hi. How are you by this lovely moment of time. I hope you are doing fine. The main point of writing this letter is that, I know that you love your wife and you want to marry her. But ^{do} you know that you are negative and she is positive. It is not easy to marry a person who is HIV positive because you may be also positive as well. I know that I am too young to talk about marriage but you try to understand me. If you don't know I am try to throw cold water because you may get into hot water. The reason why I am throw cold water is because you may be at loggerheads every day ^{with your wife} because she is positive.

In addition, it is not good to be in love while the other is positive you may also be positive. I know that you love your wife but try to understand my advice. So you may sit on the fence. My brother do you know that I love you, don't not be under the cloud because it is too dangerous to be under a cloud. Don't not think as if, want am saying is stuff and nonsense. you should tell your wife to look for some else and you should eat a humble pie. It does mean that I have a chip on my shoulder.

In summary, you should not ^{be} under a cloud. you tell your wife to look for some else because I love my brother. I do not want him to be into hot water. Wishing you all the best my brother.

I hope you may get something from
my advice. I will appreciate if you
do so. you may say Hi to my mum,
my dad and my young sister thinking
love more from my bottom of my heart.

For official
Use Only

08
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your lovely sister
Mary

24

1

8th April 2013

JONATHAN MWALIZI

Maana Secondary school,
P.O. Box 440116,
ISOKA.

For official
Use Only

8th April, 2013,

Dear Sydney,

I am greeting you in the name of our Lord Jesus Christ. I am saying hello to you my dear brother.

Well brother, I would like to tell you about that you want to marry. But you know that she is HIV positive while yourself you are negative. It is not good to get married to a woman who is HIV positive as young as you are. It is a big problem my brother, which means even you are going to be infected at the same diseases. So I want you to change the mind about that girl and get to another girl because the children you are going to have they are not going to be healthy as such.

If the woman she is sick, she can't do some job which if had she can get tired fast even the families can be worried. So my brother, I would like you to change and marry another one at home there is some sharp instrument which they can share with others but it is not good to marry a girl who is HIV positive and there is some girls who are not infected. That's why people they say any one who is entering in the forest does not fear but you should take care of yourself in your life not just

Number of questions only
To be written in this margin

because you love that ^f girl even though she ^s sick
you must get married. know that not good. [✓]
You can start taking some medicine but
it's different from the person who is negative ^f once
you miss to drink the medicine ^f you are sick. so
my brother ^f change to just understand what
I'm ^{not} telling you ^{is} not good. These medicine
^{is} (A R V) they are not good for your health because they
won't heal you they can just boost you for
a short period of time but once you miss you
will be seriously you can even die if you don't
have medicine. I ^{love} my ^{own} self & I have ^{not} my
case it's up to you to decide whatever you
want to do but my suggestion it was not to
get married to that one please just because of
love it's wrong my brother

10
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Yours ^{sp} sincerely
Jonathan machiri
Jhal

Dear my lovely brother me lam
inquire^{ing} you to marry that woman
do not disappoint her because she loved
you very much for example its you
who is the positive what can you do?
Just marry that woman is very good
woman to you me this I want to
encourage you its sapp to your
wife when you receive this letter
just think.

For official
Use Only

DA
NO

YOURS MWAKE CHANDA

YOUR SISTER IN

~~SECONDARY~~ SECONDARY

SCHOOL IN ~~CHITWA~~ KASWE

HAVE A NICE DAY

THITHFUL my brother

brother mwake chanda

Mwamang Secondary Jc,
P.O Box 80126,
Kabwe.

For official
Use Only

5th April, 2015.

Dear Mapalo,

First of all, I ^{will} ~~could~~ like to say how are you ~~both~~ how is work and everything in your life. I hope you are fine and I am fine.

Brother, ^P before I ^P go far I ~~could~~ like to tell you the reason why I ^P wrote this letter is because I want to ~~tell~~ ^{let} you something about your marriage you are ^{sup} intending to have.

Brother I ^{can} ~~not~~ stop you from marrying the woman you want ~~just~~ ^{just} because she is H.I.V positive, Brother if you ^{can} ~~real~~ ^{really} love this woman then marry her because that is this decision you have to make for yourself.

Brother people who are H.I.V positive ~~they~~ ^{they} all do have the right to be happy, the right to marry and the right to privacy. Do brother what can ~~stop~~ ^{stop} me from allowing you to get married when I know the rights of the people who

Number of questions only
To be written in this margin

are H.I.V positive.

Brother, I am here for you in every decision you make. I will support you because I am your sister and I love you. Take care of yourself and say hello to her. Good bye.

yours successful
Charity Chineshe

05
20

ELIZAH NANYALA

Number of
questions only
To be written in
this margin

Christ Secondary School,
P.O. Box. 50623,
Kisumu.

8th April, 2016.

Dear Collins.

How are you by this precious moment of time, hope and trust that by the Grace of God everything is fine. As for me, I am fine but there is something which is torturing me mentally, but I would want to share it with you for you are my one and only one I have in this big world or universe.

I heard that you want to and decided to marry an HIV positive woman. Why have you made and come up with such a decision? It is not that I am trying to throw cold water on you, but all I want is to see you happy in life. I know that I am your sister and everything I say you can't take them seriously but on this issue, try to get something from what I will tell you.

Indeed you have grown up and need a woman by your side, marrying an HIV positive woman is just the same as digging your own grave before the actual time of doing so, first, you have to look at your future, you are not yet employed, when you find a job, you will first go for interview, interviews yes, you will qualify and the next step is you going for medical check up, and they will find that you are sick, do you think that you are going to be employed?

please my many women who is not
C. affected by all means to look
for another one.

For official
Use Only

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wishing you all the best
for your new journey
from
marriage