

**ASSESSMENT FOR LEARNING (AFL) AS A TOOL FOR ENGLISH LANGUAGE
PERFORMANCE**

BY

BARASA ESTHER MASABA

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT FOR THE
AWARD OF MASTER OF EDUCATION IN MEASUREMENT AND EVALUATION IN
THE DEPARTMENT OF PSYCHOLOGY UNIVERSITY OF NAIROBI**

2020

DECLARATION

I declare that this Research Project is my original work and that it has not been presented for any award in any other university.

Signature_____ Date_____

Barasa Esther Masaba

E58/70648/2013

SUPERVISOR’S DECLARATION

I confirm that this research project report has been presented for examination with my approval as the University of Nairobi supervisor

Signature_____ Date_____

Dr. Karen T. Odhiambo

Department of Psychology, Measurement and Evaluation

University of Nairobi.

DEDICATION

I dedicate this research project to my husband Mr. Fredrick Barasa Ongulu, my children Helda, Nicanory, Emmanuel and Joy. Also to my friend Mrs. Dorcas Ngala for her constant psychological, emotional and spiritual support that kept pushing me to accomplish this research project. I hope it will motivate, each one of them to become lifelong learners.

ACKNOWLEDGEMENT

I am indebted to Dr Karen T. Odhiambo who is my Thesis Project supervisor. Dr. Odhiambo's academic support was full of reflective as well as constructive feedback that motivated me to complete this research project. I will forever be grateful for her immense support. I also owe gratitude to the Directorate of Education (Busia County) for allowing me to carry out the fieldwork for this research project in her schools.

ABSTRACT

This study was on Assessment For Learning (AFL) using Self-assessment as a Tool to enhance learning, in this case, the learning of English Language. AFL is a process that involves obtaining and using assessment information to adjust teaching and learning strategies in order to optimize learning (Black & William, 1998). The study was prompted by persistent poor performance of secondary school students in English Language examinations of the Kenya Certificate of Secondary Education (KCSE). The purpose of this research project was to determine the extent to which AFL as a tool for academic performance can help to optimize language proficiency. The objectives of the research project were: a) to determine if there is any improvement in the writing of students if self-assessment is used during writing process; b) to determine the attitude of students toward the use of self-assessment in writing; c) to determine the perception of teachers on the use of self-assessment technique in the classroom; and d) to make recommendations on the use of AFL in the classroom. The study adopted quasi-experimental research design. A sample of 80 form three students was selected purposively to take part in this research project. The data was collected using four tools: a) two sets of students' written compositions serving as pre-test and post-test b) self-assessment sheets to guide the students in their writing; (c) post study feedback forms for capturing students' attitude towards the use of self-assessment in writing, and (d) teacher questionnaires to highlight teachers' perception towards the use of self-assessment technique in the classroom. The results after fieldwork showed that students in the experimental group who used self-assessment sheet during their writing made greater improvements on the content and organization of their compositions. The group registered a positive mean deviation of 10.45 marks in their post-test scores. The researcher also observed that majority of the students who used the self-assessment sheet had positive attitude towards the use of self-assessment strategy in writing. Teachers also perceived self-assessment in a positive way. The researcher recommends that teachers adopt AFL strategies in the classroom as self-assessment technique used in this study has proven to be a suitable tool for enhancing English Language writing proficiency.

LIST OF TABLES

Table 2.1: Illustration of product writing approach	16
Table 3.1: The objectives, instruments, and methods of data analysis.	30
Table 3.2: A Chronology of Visits to the Study School during Data Collection Exercise.	31
Table 3.3: How Students Self-Assessed the Content of their Writing	34
Table 3.4 How Students Self-Assessed Organization Aspect of their Compositions.	35
Table 3.5 How Various Aspects of Language Mechanics Were Assessed.	35
Table 4.1: Average Scores of Students in Composition	38
Table 4.2: Results for item 1	44
Table 4.3: Results of the second item of post-study feedback form	44
Table 4.4: The extent to which Content aspect was difficult to self-assess	45
Table 4.5: The extent to which Organization aspect was difficult to self-assess	45
Table 4.6: The extent to which Language aspect was difficult to self-assess	45
Table 4.5: The Results of Teachers' Perceptions on the Use of Self-Assessment	46

LIST OF FIGURES

Figure 2.1: Conceptual Framework	24
Figure 4.1: Experimental Group Performance	39
Figure 4.2: Control Group Performance.	39
Figure 4.3: Mean Scores of Experimental and Control Group.....	40

LIST OF ACRONYMS AND ABBREVIATIONS

AFL : Assessment For Learning

EFL : English Foreign Language

ESL : English Second Language

KCSE : Kenya Certificate of Secondary Education

KNEC : Kenya National Examinations Council

TABLE OF CONTENTS

DECLARATION.....	iii
DEDICATION.....	iv
ACKNOWLEDGEMENT.....	v
ABSTRACT	vi
LIST OF TABLES	vii
LIST OF FIGURES	viii
LIST OF ACRONYMS AND ABBREVIATIONS	ix
TABLE OF CONTENTS	x
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background of the study	1
1.2 Statement of the problem	4
1.3 Purpose of the Study	4
1.4 Objectives of the Study	4
1.5 Research Questions	5
1.6 Significance of the study	5
1.7 Justification of the study	6
1.8 Terminologies	6
CHAPTER TWO: LITERATURE REVIEW.....	9
2.0 Introduction.....	9
2.1 Related Studies.....	9
2.2 Related Literature.....	10
2.2.1 Assessment for Learning (AFL)	10
2.2.2 Self-assessment	12
2.2.3 Self-assessment and Language Writing	13
2.2.4 Language and Learning	14
2.2.5 Approaches to Teaching Writing	15
2.2.6 Writing as a Cognitive Process	16

2.3 Theories of the study.....	18
2.3.1 Theories that Guide Education Practice.....	18
2.4 Flower and Hayes Cognitive Process Theory of Writing.....	20
2.4.1 Task component	20
2.4.2 The long-term memory.....	21
2.4.3 The writing component	21
2.5 Conceptual Framework of the study	23
CHAPTER THREE: RESEARCH METHODOLOGY	25
3.1 Research Design	25
3.2 Population of the Study.....	25
3.3 Sample of the study and sampling procedure	25
3.4 Data Collection Instruments	26
3.4.1 Written compositions of students	27
3.4.2 Self-assessment Sheet	27
3.4.3 Post-study Feedback Form	29
3.4.4 Teacher Questionnaire	29
3.4.5 Summary of the research objectives, instruments and methods of data analysis	30
3.5 Data Collection Procedure	30
3.6 Data Analysis	32
3.7 The Intervention Process	32
3.7.1 The lesson process of teaching the experimental group.	32
3.7.2 The lesson process of teaching control group.....	33
3.7.3 The evaluation process of self-assessment	33
3.8 Validity and Reliability.....	36
3.9 Ethics of the Study	36
CHAPTER FOUR: RESULTS OF THE STUDY	37
4.1 Introduction	37
4.2 The results in relation to objectives.	37
4.2.1 Objective 1: To determine if there is any improvement in the writing of students if	

self- assessment is used during writing process.	37
4.2.2 Objective 2: To determine the attitude of students towards the use of self-assessment in writing.	43
4.2.3 Objective 3: To determine the perception of teachers on the use of self-assessment technique in the classroom.	46
CHAPTER FIVE: DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS	48
5.1 Discussions	48
5.1.1 Improvement in the writing of students if self-assessment is used.....	48
5.1.2 Attitudes of students towards using self-assessment technique in writing	50
5.1.3 Teachers’ perceptions on the use of self-assessment in the classroom	51
5.2 Conclusion	51
5.3 Recommendations.....	52
REFERENCES.....	53
APPENDICES	57
Appendix A: Self-assessment sheet	57
Appendix B: Guidance Sheet for revision for experimental group	60
Appendix C: Essays used in training for the experimental group	61
Appendix D Examples of poor writing	63
Appendix E: Permission Letter for Research Tools	64
Appendix F: Post-study feedback form for the experimental group.....	65
Appendix G: Teacher Questionnaire	66
Appendix H: Oral instruction of the revision for control group	68
Appendix J: Marking Scheme for the Compositions.....	69
Appendix K: Table Showing Trends in performance of English Language in KCSE examinations	71

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

This study is on Assessment for Learning (AFL) as a Tool for English Language performance. AFL is a process that involves obtaining and using assessment information to adjust teaching and learning strategies in order to optimize learning (Black & William, 1998). It is a research tool teachers use to identify and deal with gaps in the teaching and learning processes. This information may call for changes in ways of instruction and assessment practices. One AFL strategy that actively involves learners in the teaching and learning processes is student self-assessment which is the focus of this study. Self-assessment involves evaluating one's own performance through the use of certain rubrics or checklists with the aim of improving it (Elgadal, 2017). Research has shown that AFL plays a key role in enhancing academic performance. Its greatest importance lies in its capacity to aid students develop self-regulation skills of controlling their thinking, feelings and behaviour. These are skills that are critical for one to realize success while in school and later life (Black et. al. 2003). Linguistic researchers posit that language teachers who apply AFL strategies such as self-assessment to students' writing skills realize gains in performance in terms of improved discourse and organization of content (Elgadal, 2017; Honsa, 2013)

AFL is founded on the understanding that the three processes of teaching, learning and assessing share an inextricable link where they inform each other (Black et al, 2003). As a research tool for teachers and students AFL helps teachers to discover the level of their students' understanding as well as any presumptions and misconceptions students may harbor. Students on their part use AFL information to review their knowledge base. This has an effect on performance more so as the

world shifts to lifelong learning and sustainable development frameworks. This study sought to look into ways of improving performance of students in English Language due to the great importance that the whole world attaches to the language. English is a lingua-franca and employers all over the world are searching for employees who are able to communicate with clients from every corner of the earth. Proficiency in English becomes an important step toward such opportunities. The researcher believes that practicing AFL during English lessons will result in its improvement.

The unfolding importance of AFL is in contrast to what educationists believed in early to mid-20th century; that student learning was a simple process of transmitting knowledge from the teacher to the learner. This understanding underwent a paradigm shift towards the end of the 20th century. Student learning started to be viewed as a process by which learners could transform and construct new knowledge as they interacted with curriculum content individually or in groups (Butler & Lee, 2010; Nicol, 2006). Teaching methods had initially carried the blame for poor performance of students, and a major shift in pedagogy where learner-centered classrooms became the popular lexicon arose. However, a complementary change in assessment practices was being implemented rather slowly. Boud (2000) argued that if teachers remain the sole transmitters of feedback about students' progress, the learners will not acquire self-regulation skills necessary for sustaining improvement in performance.

As a teacher, this researcher has had first-hand experience of the negative effects of having teachers as the main source of feedback about students' performance, she being an English teacher in Kenya. While interacting with students during English Language lessons, the researcher noticed

that most students find it easier to tackle aspects of English examination related to grammar and reading comprehension but are hesitant to tackle composition writing. Asked anecdotally, what it is that they mostly find difficult about composition writing, a great number of them say they have doubts about how to effectively start their writing, what content they ought to include in the writing as well as the ways to generally improve the entire composition (Elgadal, 2017). Worse still, the students are ignorant of the criteria employed by teachers to evaluate their work. They think that teachers are too mean on marks. Wei, & Chen (2004), assert that, in such instances, when teachers are the only source of information on student assessment, the students become over reliant on the teachers, and miss the chance to analyze their own writing critically.

Due to the above difficulties experienced by learners while writing in the English a Foreign Language (EFL), a new method of teaching the writing skill in EFL classrooms called the 'process approach' was introduced towards the end of 20th century (Murray, 1978; & Zamel, 1982). The Process Approach required English Foreign Language teachers to analyze and give feedback to the learners about their writing while the writing activity was ongoing, hence making the task of composition writing a process rather than a product (Zamel, 1982). This shift in pedagogy made writing no longer to be seen as an activity with a singular task starting with assigning of a topic for the composition writing and ending with the collection of the completed assignment. Several drafts of the same composition were required to analyze the progress students made at each stage. Contrary to this, Kenyan English Language teachers rarely ask for more than one draft of a piece of writing. This makes students not to see the need for reviewing their writing (Al-Hazmi & Scholfield, 2007). It is unfortunate that the Process Approach to teaching writing has not been fully

adopted by Kenyan teachers of English to date and students have not embraced the culture of reviewing their work (Okwara, et. al 2009).

1.2 Statement of the problem

Kenyan students sitting the Kenya Certificate of Secondary Education (KCSE) examinations persistently score below the expected mean of 50% in English Language examinations despite many years of learning the language (KNEC Report 2017). An analysis of the results for the years 2015 to 2017 shows a trend of poor performance in the English Language (Appendix K). The general feeling is that the problem stems from poor teaching methods that do not keep learners actively engaged in the learning process. Cognitive and constructivist theorists argue that greater progress in learning can be realized only when learners take responsibility of their own learning (Vygotsky, 1978). Self-assessment is a strategy that learners can employ to monitor and enhance their own progress as they learn. For this matter, Kenyan teachers ought to rethink their role in the classroom. The current global shift in pedagogy is from teachers transmitting knowledge to facilitating knowledge construction by learners themselves.

1.3 Purpose of the Study

The purpose of this research is to determine the extent to which Assessment For Learning (AFL) as a tool for academic performance can help to optimize English Language proficiency.

1.4 Objectives of the Study

The objectives of this study were:

- a) To determine if there is any improvement in the writing of students if self-assessment is used during writing process.
- b) To determine the attitude of students toward the use of self-assessment in writing.
- c) To determine the perception of teachers on the use of self-assessment technique in the classroom.
- d) To make recommendations on the use of AFL in the classroom.

1.5 Research Questions

The study sought to answer the following questions based on the research objectives stated above:

- a) Is there any improvement in the writing of students if self-assessment is used during writing process?
- b) What is the students' attitude toward the use of self-assessment in writing?
- c) What is the perception of teachers on the use of self-assessment technique in the classroom?

1.6 Significance of the study

It is the researcher's hope that this study provides important information to learners, teachers and the Education Ministry for uplifting proficiency in the English Language through the application of self-assessment. Firstly, learners with self-assessment skills are able to control their thoughts, actions and feelings as well as select learning strategies that are necessary for attaining the desired performance. Attainment of higher proficiency in the English Language can make learners understand better the content of other school subjects in the Kenyan curriculum since English is the medium of instruction and a lingua franca that can pave way for the learners to compete for job opportunities in the global market. Secondly, the information should help teachers to direct

their energy in enhancing learner autonomy in language learning which is at the core of self-assessment practice. Finally, the Ministry of Education may use information derived from this study to review existing pedagogical practices regarding English Language learning with the aim of improving it.

1.7 Justification of the study

Although many studies have explained factors related to the causes of low proficiency in the English Language in Kenyan schools (Okwara, et. al 2009; Atetwe, 2013; Gacheche, 2010) few have delved into detailed approaches for intervention that are necessary for improving the performance in the subject, English (KNEC Report, 2017). The current trends of poor performance require newer interventions in teaching and learning processes to rescue the situation. This researcher believes that implementation of AFL techniques such as student self-assessment will help to enhance the performance as has been established by current linguistic researchers (Wang, 2007; Honsa, 2013 & Elgadal, 2017).

1.8 Terminologies

- **Assessment for learning (AFL)**

AFL is a formative assessment style that involves giving continuous feedback regarding the progress that students are making while learning is taking place (Wigges, 1992).

- **Self-assessment**

Self-assessment is an AFL technique which students use to reconsider their performance so as to improve.

- **Self-regulated learning**

Self-regulation is a strategy integrated in the learning process that involves developing constructive chains of behaviors that enhance learning. The learner plans and adapts the strategies which focus on achieving personal goals in different learning environments.

- **English as a Foreign Language (EFL)**

EFL, according to Oscarson (2009), refers to the situation where the English Language is learnt in a country where it is not spoken but is acquired through teaching. Sometimes the learners of foreign languages have no contact with the native speakers of that language outside the classroom.

- **Language**

A method of communicating ideas, desires and thoughts through use of sounds for psychological and/or physiological survival.

- **Attitude**

The way a person thinks and feels about something consequently affecting the way they behave.

- **Perception**

A thought, an opinion or a belief that people hold on the basis of appearances.

- **Revision**

Fitzgerald (1980), defines revision as a continuous recursive process involving changes to the writing which may affect its meaning or simply fix language features like punctuation, spelling etc.

- **Process learning**

Process learning is the kind of learning where the process is regarded with greater importance than the product. Its focus is on promoting thinking as well as problem solving skills in learners without identifying specific outcomes.

- **English as a Discipline**

English is an academic discipline taught in primary, secondary and tertiary levels of education in English speaking countries. It deals with the study and exploration of texts created in English literature.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This sections covers studies done and knowledge base of the subject of study. It provides an overview of past researches related to the teaching of writing in English Foreign Language classrooms. The discussion also covers an exploration of the writing process with a special focus on the cognitive model of writing by Flower and Hayes (1981). This review helps to understand the development and significance of the research instruments used in this study.

2.1 Related Studies

Linguistic researchers from diverse backgrounds have carried out research on self-assessment of writing skills, and varied student populations have been considered. A selection of such studies are presented in this research project for the purpose of literature review.

The following are some of the studies on writing and self-assessment that closely relate to the topic of this research:

- Elgadal (2017), conducted a research on ‘The Effects of Self-Assessment on Inexperienced EFL Students’ Writing During Revision’. The purpose of her study was to investigate how self-assessment influenced the writing of inexperienced Thai university EFL students’ writing. The objectives of her study were: (a) to investigate if there was any improvement to the writing of inexperienced EFL students if self-assessment was used during revision process; and (b) to determine if the attitude of students in relation to the use of self-assessment in EFL writing were positive or negative. From the results it was observed that the experimental group which applied self-assessment wrote better revised compositions than the control group. The students

also depicted a general positive attitude towards the application of self-assessment strategy in Libyan EFL writing.

- Honsa (2013), studied ‘Self-Assessment in EFL Writing’. The purpose of the study was to determine if the use of self-assessment tool in the context of Thai University EFL learners would help to improve proficiency of argumentative essays. The major objective was to determine the effectiveness of self-assessment on writing proficiency. The results of the research supported application of self-assessment checklists, because learners’ writing quality improved in three main areas: content, grammar and organization.
- Wang (2007) study on ‘The Addition of an Affect Test and Self-assessment into ESL Writing Assessment: Process and Effect’ intended to find out the effect of adding an affect test and self-assessment in writing assessment process. The results indicated that self-assessment was greatly significant in improving writing quality, more so, when it was used for revising first drafts than during timed-essay writing. The inclusion of an affect test made learners improve their final drafts even to a greater extent.

Findings of the above studies on student self-assessment are notably similar, confirming that self-assessment technique is useful in improving English Language writing competence among student writers.

2.2 Related Literature

2.2.1 Assessment for Learning (AFL)

AFL and Formative Assessment (FA) generally mean the same thing to assessment experts. However, William (2011), attempts to distinguish the two terms. William (ibid.) argues that AFL

has its major focus on the purpose for assessment while the focus of FA is on the function of assessment. He argues that, whereas AFL can collect information which promotes teaching and learning, it only qualifies to become 'formative' when the evidence it has collected is actually used to facilitate learning. William's reasoning is strictly theoretical since both assessment procedures are designed to facilitate learning, and whether the evidence collected is used or not should not raise questions about nature of the assessment.

The notion that assessment can facilitate learning was popularized by Black & William's (1998) meta-analysis of Formative Assessment of English Language which concluded that AFL is one educational intervention that has led to the greatest gains in student achievement. According to Black & William (1998), any assessment whose first priority serves to advance student learning qualifies to be referred to as Formative Assessment. The view is supported by current assessment scholars who argue that the main target of AFL is to generate feedback aimed at improving the teaching-learning processes.

Elashru & Elshirbin (2013) looked at the meaning and importance of feedback in learning. They referred to feedback as that information which comes back to writers from the readers. Feedback can emanate internally or externally. Feedback that originates from the writer is known as internal feedback. It is a result of a student's own assessment of their writing based on established goals and criteria for success. On the contrary, external feedback originates from the teacher and/or the peers who read and assess a student's writing. It does not matter the source of the information, but information only becomes feedback when it helps to address the gap in performance (Brookhart,

2010). This argument shows that feedback is the pivot in AFL processes. It is feedback that makes assessment formative in regard to future teaching and learning (Sadler, 1989).

Not all feedback is beneficial to learners. Studies show that the way feedback is structured, its focus and the amount, matter a great deal. Black & William (1998) discourage evaluative feedback which compares students' performances as it can kill the students' motivation and reduce their desire to learn. Feedback for every task should therefore comprise three most basic elements: identification of what the student did well, what the student needs to improve on, and the ways the student can improve. Such formative feedback can be communicated in writing, verbally or posed as questions for students to reflect on.

2.2.2 Self-assessment

Self-assessment concept has grown from current demand for learner autonomy. Modern researchers have realized that learners can be trained to actively monitor and regulate their learning processes by setting goals and applying strategies for their achievement (Zimmerman & Schunk, 2001). It is now common belief that teaching/learning strategies cannot be efficient unless students contribute towards learning (Le Blanc & Painchaud, 1985). Classroom assessment is deemed effective when it involves the learner in identifying tasks, developing criteria for assessment as well as evaluating their own performance with respect to the effort, attitude, progress and level of goal attainment (Boud, 2000). An ideal assessment plan is multifaceted; focusing on the entire processes involved in executing a particular task instead of the final product. Instruction and assessment should therefore happen continuously and concurrently in the classroom.

2.2.3 Self-assessment and Language Writing

According to Nielsen (2011), self-assessment of writing in the broadest sense refers to any method of teaching that makes writers think about, carry out evaluation and/or prompt responses to their writing. The practice enables the learner to improve later drafts and build repositories of writing plans as well as revising skills to be used in the future. Studies on self-assessment of writing put emphasis on the need to train students on the ideal ways to self-assess. The researchers affirm that self-discovery is generally a more effective technique for enhancing performance than correcting errors by teachers (Ferris, 1995). Students therefore can get to work on their writing even when they are outside the classroom. They may use past annotated students' writing to do this (Brown, 2005). In this case, they compare their writing to the previous students' annotated compositions. The notes serve the purpose of making students to revise their drafts in order to produce final texts of higher quality (Bardine & Fulton, 2008).

There are a number of exercises applicable to self-assessment of written compositions. They include: self-monitoring as well as self-correction (Flower et al, 1986; Hayes, 1996). Through these exercises learners can regularly check and make corrections according to instructions. What the students need mostly is to be able to examine their writing critically as well as logically (Raimes, 1984). Learners who practice self-assessment try to use their own failure to learn and are more able to overcome their learning difficulties than those learners who do not care about what made them to fail.

2.2.4 Language and Learning

Modern times researchers emphasize the need for language in student learning; more precisely the role of classroom talk. In the past, talking in the classroom by teachers and learners was thought to hinder learning. However, current research shows that it is necessary for teachers to encourage classroom talk that is exploratory, useful for thinking through problems, focused on discussion of assigned tasks, and that which clarifies thought (Cazden, 1988; Hedge, 1993). Talk is not only a tool for socializing but also for learning.

Vygotsky (1978) noted that in addition to eyes and hands, children also need speech to carry out practical tasks. Vygotsky saw speech as an extension of intelligence and as a way of interacting with the environment above physical limitations. When practical activity and speech development converge in an individual, significant intellectual development occurs. This leads to the formation of abstract intelligence that enables learners transcend the current, and test abstract actions prior to their employment. They start to consider the fact that actions have consequences.

Language can be used by learners as a tool to understand and solve problems in their environment too. For instance, learners can enlist their peers', teachers' and/or other people's help in their quest for understanding. The potential of a child should therefore not be measured based on what they already understand, but it should include their capacity to benefit from what they can be made to understand with the help of other people. The difference between what an individual can do unassisted and what they are able to do with assistance from knowledgeable others is the Zone of Proximal Development (ZPD) (Vygotsky, 1978). Language can help learners get support from an authority ultimately widening their ZPD hence their capacity.

Language is also seen to aid learning and understanding because it enables learners to get instruction. Human learning takes place in a social context therefore language becomes the vehicle for acquiring knowledge. Learners build knowledge in the ZPD by interacting and collaborating with their peers, teachers and knowledgeable others in their environment. These authorities scaffold the students' learning towards increased understanding (Hawisher, 1994).

2.2.5 Approaches to Teaching Writing

Two common approaches are used to teach writing: product approach and process approach. Current common practice in teaching English Language writing in Kenyan schools involves product writing approaches (Ochieng' 2006; Ouma, 2010; Mwangi, 2009). Product approach is a traditional way of teaching writing by having students mimic models of texts that were presented and analyzed earlier on. On the contrary, process approach is founded on the principle that providing formative feedback to students during writing process can help to improve the quality of their final text. The major interest of this study is on the process approach and its benefits to writing competence.

(a) Product Approach

Writing teachers in EFL classrooms have traditionally applied the product approach to writing (Grabe & Kaplan, 1996). In product approach, what matters is the way the student used vocabulary, grammar, language devices and the general organization of the final text. The product approach is commonly used where a large number of students are to be assessed; and the aim is to measure the finished piece of written work against what the students were expected to learn in the writing classroom (Furneaux, 1999; Tribble, 2003). However, when the writing is judged based on

grammatical correctness of the sentences, the students' creativity is stunted. Teachers should appreciate the fact that proficient writing goes beyond production of correct sentences (Hedge, 2000). Table 2.1 below shows an illustration of the product approach to writing.

Table 2.1: Illustration of product writing approach

Stage 1 Familiarization of text	Stage 2 Controlled writing
Stage 3 Guided writing	Stage 4 Free writing

(b) Process Approach

Matsuda (2003) explains the shifting focus in assessment of writing from end product to examining entire processes that the text undergoes during its production. Proponents of process approach take writing to be a venture for problem-solving which employs skills of assimilating, interpreting and formulating ideas as well as personalizing opinion (Hedge, 1993). In this case, the teacher is expected to assist learners to construct knowledge by themselves and to provide tools necessary for autonomous learning rather than teach them a chain of facts (Hyland, 2003). The kind of strategies the writer uses while writing are considered as being of great importance (White & Arndt, 1991).

2.2.6 Writing as a Cognitive Process

Before the 1970s writing process was believed to be linear but later developments in cognitive psychology changed this view to a great extent (Halliday, 1978, 1982). Cognitive psychologists started to appreciate the challenges writers face when transferring their ideas and emotions into text while at the same time considering expectations of the reader. The constraints made writing to be seen as a problem solving endeavor (McCutchen, Teske, & Bankston, 2008). Murray (1978)

is one of the first cognitive psychologists to consider cognition as very important in writing and states that writing can be divided into three stages:

- I. Prevision which describes what happens in the mind of the writer before starting to write.
- II. Vision or drafting of the first text.
- III. Revision of the draft.

Looking at the amount of time students spend at each stage, researchers have discovered that competent writers commonly spend the greatest time at prevision unlike incompetent writers (Emig, 1971; Witte, 1975). In a study by Changuoy & Alamangot (2002), student writers became more skillful when learning was autonomous and the awareness of the thought process was developed in them. Their study highlighted that exercising the writers' working memory helps them during current writing and enables them accumulate ideas for reference during future writing. The study explained the various steps a writer undergoes progressively from inexperienced to experienced writing and suggested self-assessment as a possible way of enhancing that progression.

Although there are numerous advantages of the process approach, some researchers consider it as quite difficult. For instance, expecting students to write multiple drafts in strictly-timed test conditions is not being realistic (Hedge, 2000). Furthermore, when the teacher's workload is considered, checking multiple drafts in large classrooms like Kenya's is quite tedious. These challenges, coupled with low writing proficiency among learners make tasks that are typical of the process approach difficult to implement (Suwaed, 2011).

2.3 Theories of the study

2.3.1 Theories that Guide Education Practice:

Several theories exist to explain the various ways writing can be taught and learned. Below is a selection of some of them: Behaviorist Theory, Constructivist Theory and the Cognitive Process Theory of Writing. This study will be based on the Cognitive Process Theory of Writing as it provides an understanding of the internal processes involved in composition writing.

1. Behaviorist Theory

Behaviorist theory of learning is credited to John B. Watson. His research work was based on theoretical frameworks of behavioral psychologists: Thorndike and Pavlov. Behaviorists believe that student behavior can be conditioned with a variety of reinforcements. For example, specific statements e.g. “You have shown great insight here” rather than vague statements e.g. “Good work” can cause greater motivation for students’ learning because students can sense generic praise. Behaviorists therefore insist that praise should be supported with evidence. In writing tasks for instance, important aspects of students’ writing should be pointed out. Similarly errors and mistakes may be highlighted and followed with discussion on how to correct them.

Behaviorist theory is based on the following principles:

- Behavior changes depending on immediacy of its consequences.
- Reinforcement strengthens behavior.
- Shaping through aligning behavior with goals is important.
- Positive reinforcement helps maintain pleasant behavior while negative reinforcement kills unpleasant behavior.

2. Constructivist Theory

Constructivist Theory was founded by John Dewey (1859-1952) who believed that the best way for people to learn is by doing. Constructivists believe that knowledge is constructed through personal experiences rather than acquired. Therefore interacting with the environment is key to adaptation and learning. Dewey stood for creation of democratic classrooms with the teacher facilitating students' interests, and serving to assist in the development of problem-solving skills. The greatest emphasis is on student action through self-regulation. In the writing classroom teachers ought to ensure that the difficulty level of the writing task is appropriate for the learner and to track student progress by "raising the bar" when proficiency advances. In summary, the constructivist theory is based on the following principles:

- Reality is invented and constructed through human activities.
- Knowledge is constructed in social and cultural contexts. People create meaning by interacting with the environment and other people.
- Learning is a social process. Engagement in social activities makes it more meaningful.

3. Cognitive Process Theory of Writing

The learning of foreign language writing has undergone a chain of paradigm shifts that shape today's writing theory. Linguists and psychologists have continuously changed the way they conceive language learning; from the basic behavioristic formation of writing habits through drilling to a focus on the cognitive processes that writers' minds undergo while trying to construct meaning in complex learning environments. The change in focus has given birth to a theory known as Cognitive Process Theory of Writing. The cognitive process theory of essay writing is credited to Flower and Hayes (1981). Their study created a remarkable shift in how language teachers

understood writing. It was built on ‘think aloud’ protocol analysis of Emig’s (1971) study. Participants in the study were asked to say aloud what they thought about as they wrote. This made it possible to provide a record of the happenings in the minds of the writers while they wrote. Protocol analysis made the researchers realize that writers plan before as well as during writing. Flower & Hayes are among the earliest scholars to describe writing as recursive. Below is a list of principles that guide Cognitive Process Theory of Writing:

1. Writing consists of distinctive processes of thinking orchestrated and organized during writing.
2. The thinking processes are organized hierarchically but may be embedded within each other.
3. Writing process is goal-directed. It’s guided by a number of goals that arise within the writer.
4. Writers generate major goals as well as sub-goals to support them. At times they may change the major goals or establish new ones depending on what they have learnt within the process of writing.

2.4 Flower and Hayes Cognitive Process Theory of Writing

Flower and Hayes (1981) model has three major components whose combination forms a strategy for writing.

2.4.1 Task component

The task environment is made up of socio-physical factors in the writer’s environment such as the audience, incentives and the rhetorical problem. The rhetorical problem could be a classroom writing assignment that describes the topic, the audience and the implicit role of the student writer. Of course the student needs to respond to the given rhetorical problem by some writing. Rhetorical problems are theoretically complex. They include the rhetorical situations, the audience as well as

the writers' personal goals for writing. A writer is considered to be good when he/she can successfully juggle all the demands for the writing. However, researchers have observed that in reality writers tend to reduce the amount of constraints so as to simplify the problem (Bridwell, 1980). When a writer redefines a problem, two issues arise; the formed representation could fit reality; or the writer could be solving problems which they have defined for themselves. The emerging representation could be underdeveloped or inaccurate leading to some aspects regarding the problem to be left out. The long-term memory is the point of reference for relevant stored knowledge and plans to deal with the problem. In summary, proper definition of the problem by the writer is key.

2.4.2 The long-term memory

The long-term memory of the writer forms the storehouse of information on various topics, audience, writing plans as well as representations of a variety of problems. Writers use cues in the assignment to help them tap stored information about a particular problem. For example, a cue such as 'Write minutes of ...,' will evoke a variety of writing plans in the writer's mind.

2.4.3 The writing component

The component of writing, includes skills the writer carries out interactively and recursively to produce text. As the writing develops, writers meet more constraints about what they can write. For instance, titles restrict the content of the essays, topic sentences constrain options for the paragraph and every word determines what choices come next as the text grows. This places a lot of demand on the attentiveness of the writer and on his/her time during composing. While this is

happening, writers have to refer to their long-term memory for relevant stored knowledge and plans to deal with the problem. There are three sub processes in the writing component:

- Planning
- Translating
- Reviewing

I. Planning

The term planning is used in relation to writers' abstract representations in their mind about the knowledge to be used in the writing. Planning involves various sub-processes. The sub-process of generating ideas is concerned with retrieving relevant knowledge aspects from memory. If the ideas in the long-term memory of the writer are not fully consistent with the current task, a sub-process referred to as organizing helps the writer to create meaningful structures of their ideas. Organizing ignites creative thinking by forming fresh concepts and grouping ideas. The process is usually guided by set goals.

The other sub-process of planning is concerned with goal-setting. Every writer creates their own writing goals though some goals could be drawn directly from the long-term memory. The processes of generating, developing and revising goals are similar to the processes involved in the generation and organization of new ideas; the processes happen recursively as writing progresses.

II. Translating

Translating essentially involves replacing ideas with text. The writer has to juggle demands specific to written language. Flower and Hayes (1981) describe these demands as ranging from the

syntax and lexicons of a language to motor skills of letter formation. For inexperienced writers, such a burden could overwhelm the capacity of their memory. If a writer devotes much of their attention to grammar and mechanics of the language, translating task is interfered with.

III. Reviewing

Reviewing process is made up of evaluating as well as revising sub-processes. Writers consciously review their writing in order to develop further the translating process or to edit the text. Reviewing therefore could lead to fresh planning and/or translating cycles. It is important to note that reviewing can happen to both written and unwritten ideas, and the process can interrupt other processes during composing. The writer therefore keeps monitoring the flow of all the processes to be able to tell when the ideas already generated are enough.

2.5 Conceptual Framework of the study

The conceptual framework of this research was guided by the Cognitive Process Theory of Writing which highlights the teacher's role in the writing classroom in terms of providing formative feedback according to established success criteria. The teacher also performs the duty of cultivating confidence in students in respect to their capacity to improve through effort and persistence on tasks. Students demonstrate such effort by persistently reviewing their writing to ensure that it meets defined criteria for proficient writing. Performance rubrics and checklists that can be applied in the process of self-assessment of writing include the self-assessment sheets, guidance sheets, samples of good writing and annotated texts of former students.

Training students in the use of self-assessment technique before taking on the writing task also helps to support a positive mindset towards the value of mistakes in as much as they provide a basis for learning. The ultimate goal of the self-assessment intervention is to improve writing competence marked by enhanced discourse, improved content, better organization of the text, and to foster independent learning in students. However, certain confounding variables such as students' motivation levels, attitudes towards the task and intelligence quotient could also affect performance. Figure 2.1 is a diagrammatic representation of the conceptual framework for this research.

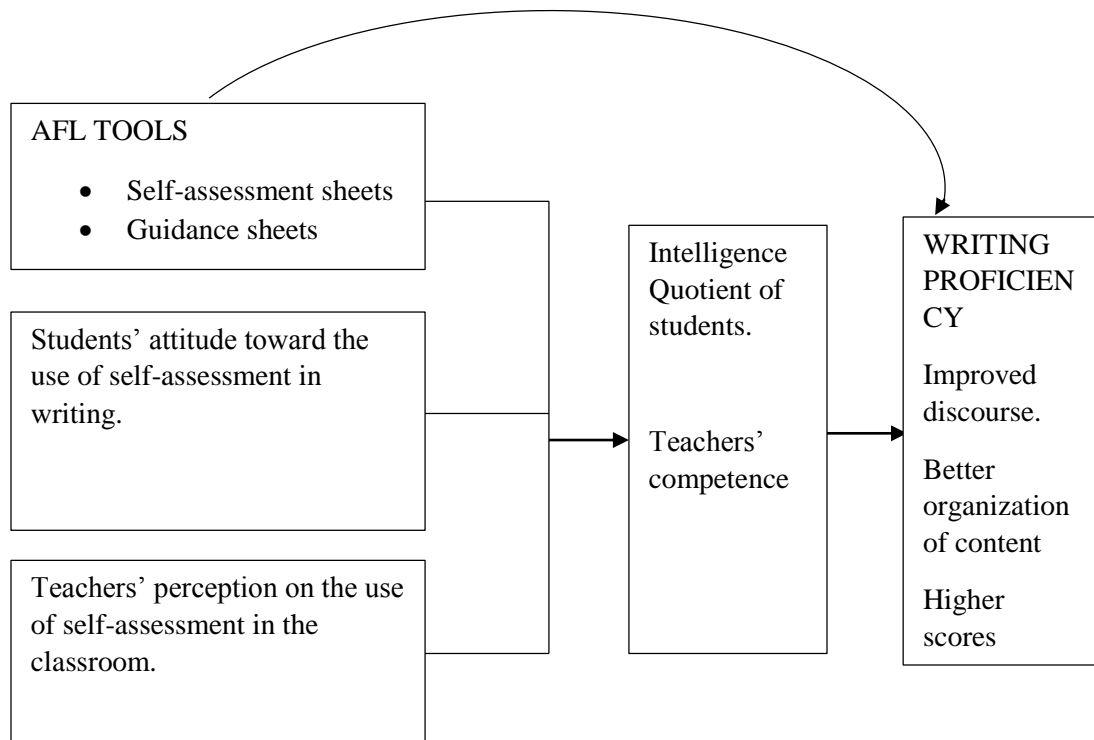


Figure 2.1: Conceptual Framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

The researcher adapted quasi-experimental design of pre-test-treatment-post-test kind. Campbell & Stanley (1963) propose quasi-experimental design as suitable when the researcher is not able to control some variables such as intelligence quotient, age and history among participants. Quasi experimental research design is an empirical interventional study design applied in estimating the impact of certain interventions on populations whose participants are not randomly selected. Research designs of pre-test-treatment-post-test kind are common with quasi-experimental designs. They involve taking of measurements before as well as after a treatment. In the case of this research students' writing were rated and scored before and after the self-assessment process of intervention. The objective of the pre-test was to establish a baseline for the students' writing competence which was used later after the intervention process for comparison with the post-test.

3.2 Population of the Study

The population of this study consisted of all secondary school students and teachers in Busia County where the research was conducted.

3.3 Sample of the study and sampling procedure

Purposive sampling was employed in selecting a sample of 80 form three students of Bumala A.C Mixed Secondary School to take part in this research project. A purposive sample is an example of a non-probability sample selected based on the researcher's sound judgement of the sample's ability to elucidate a particular phenomenon. Mertens, (1998) states that if in the researcher's view,

a certain case has potential to provide the information that the researcher is looking for, such a case may be considered.

For the teachers' sample, all members of the English department in the study school were purposefully selected since the researcher had explained to them the construct of self-assessment and its application in teaching writing. The same teachers also experienced the processes the students underwent when training to self-assess (section 3.7.1 pg. 33). They therefore had a better understanding of self-assessment than other teachers in the school.

3.4 Data Collection Instruments

In this research project, data was collected by use of four tools:

- a) two sets of students' written compositions serving as pre-test and post-test;
- b) self-assessment sheets to guide the students in their writing;
- c) post study feedback forms for capturing students' attitude towards self-assessment, and
- d) teacher questionnaires to highlight teachers' perception towards the use of self-assessment technique in the classroom.

The tools had gone through the psychometric processes of instrument development and been applied in a previous thesis. In regard to intellectual property considerations, the researcher sought the author's permission to use the instruments and it was granted (appendix E).

3.4.1 Written compositions of students

Each of the eighty students wrote two drafts of compositions of not less than three paragraphs. The topic for the writing was ‘Differences between living in a town and a village’. Teachers of English in the school assisted the researcher in selecting this topic.as they felt that it was appropriate for the class level, and that it would encourage students to come up with more than one paragraph of the composition as they compared and contrasted the two locations. The topic was also in line with the syllabus for secondary school English. Reid & Kroll (1995).affirm that the topic for writing assignment ought to be comprehensible to all the writers in order to realize production of a variety of ideas. This makes it easier to assess how the various ideas are organized and linked by different students. It was equally important to ensure that the topic was new to all the students to avoid chances of students reproducing what they had memorized. This topic met all the desired qualities hence the writing for this study reflected .students’ genuine abilities in the writing skills.

3.4.2 Self-assessment Sheet

The self-assessment sheet (Appendix A) was.an instrument to be used by the students in the experimental group to review their first drafts. The tool was designed based on popular scoring rubrics used in assessment of writing by Jacob et.al (1981) (Appendix J). Majority of studies on written English compositions emphasize content, organization and language use as the commonest criteria for writing assessment and checklists for revision. These were the criteria included in this study’s self-assessment sheet. The teachers of English at Bumala A.C Secondary School confirmed having taught the three elements of composition i.e. content, organization and language use during their lessons.

I. Content Section

The content section was organized as a checklist for confirming the presence or absence of particular aspects of content such as whether the purpose of the topic was stated clearly; whether the main ideas were appropriately developed in the body paragraphs by using examples, citing evidence or by way of reasoning; and if a summary of the main points was given in the conclusion. Students had to consider the effectiveness of all these elements before scoring themselves using the key in the self-assessment sheet. Diab (2008), explains that content element may be difficult for some EFL students to assess so the self-assessment sheet was designed in the form of a checklist to reduce the perplexity of assigning an appropriate numerical score for the content.

II. Organization Section

The section consisted of organization related aspects such as use of paragraphs, logicity, and cohesion facilitated by transition words. The scale for scoring organization aspects ranged from 2 to 0.5 marks. Good organization helps to ensure smooth flow of compositions.

III. Language Section

The language section was scored using a definite scale that ranged from 2 to 0.5 points. Students counted the mistakes related to mechanics to guide their score. Mistakes of mechanics are common (Elgadal, 2017), so they were put into four categories for easy scoring: 2 marks were awarded for no mistakes, 1.5 marks for less than three mistakes, 1 mark for between four to six mistakes, and 0.5 mark for mistakes greater than seven. The mistakes in this section included spelling, punctuation, verb-tense consistency, capitalization and subject-verb-agreement. An additional

space was provided for any comments students had regarding other areas that they felt needed improvements.

3.4.3 Post-study Feedback Form

The post-study feedback form (appendix F) was a tool for answering the second question about students' attitudes on the use of self-assessment in writing. The form was administered to the experimental group after they submitted the second draft. It helped get a genuine picture of students' feelings about the self-assessment intervention process.

The form had three parts:

1. Students' feelings about assessing their own work.
2. Rating the degree of difficulty in applying the self-assessment technique.
3. Ranking the elements of content, organization and language in terms of how difficult it was to self-assess each one of them.

The form was filled anonymously to encourage students to be sincere in their responses.

3.4.4 Teacher Questionnaire

The teacher questionnaire (appendix G) was used to answer question 3 of this study. It had 10 statements about the perceptions of teachers towards the use of self-assessment technique in writing classrooms. Teachers rated their degree of agreement with each of the statements on a Likert Scale. The items on the questionnaire elicited how teachers felt about the employment of self-assessment technique in learning. The feelings included whether self-assessment provided a suitable assessment environment for learners; whether it encouraged development of decision-

making and problem-solving skills; whether students had sufficient time to prepare and carry out the practice as well as concerns about its suitability for use in large classes among other feelings.

3.4.5 Summary of the research objectives, instruments and methods of data analysis

Table 3.1: The objectives, instruments, and methods of data analysis.

Research Objective	Sample	Research Tool	Analysis Procedure
1. To determine if there is any improvement in the writing of students if self-assessment is used during writing process.	80 students of the study sample.	Self-assessment sheet and rated written compositions of both experimental and control groups.	Quantitative analysis involving comparison of the mean scores of experimental and control groups;
2. To determine the attitude of students toward the use of self-assessment in writing.	40 students in the experimental group	Filled in post-study feedback forms.	Quantitative analysis of the frequencies of students who did or did not support self-assessment as well as discussion on their attitude.
3. To determine the perceptions of teachers on the use of self-assessment technique in the classroom	6 teachers in the English Department	Teacher questionnaire	Detailed discussion on teachers' responses on the questionnaire.
4. To make recommendations on the use of AFL in the classroom.			

3.5 Data Collection Procedure

The data collection exercise involved several visits to the study school. This was due to the nature of the research which required students to be trained on the application of self-assessment intervention in writing which is generally new in Kenya's classroom discourse. The training could not be completed in a day or so as it had a number of steps involved. Table 3.1 displays the visits, the purpose, and the outcomes of each visit.

Table 3.2: A Chronology of Visits to the Study School during Data Collection Exercise.

Visit	Date	Purpose and Data Collected	Outcome of the Visit
1	17/10/2019	<ul style="list-style-type: none"> • Sought permission from the study school administration. • Researcher introduced herself to students and teachers • Explained the aim of the study; • Requested students to participate in the study; • Researcher and teachers decided on the topic for composition. 	<ul style="list-style-type: none"> • Permission granted. • Researcher met students and teachers. • Students and teachers signed consent forms; • Topic for written composition decided upon •
2	18/10/2019	<ul style="list-style-type: none"> • Researcher held discussion about the importance of revision when writing compositions. • Experimental and control groups set up. • Students wrote compositions. • Writing assignments given. 	<ul style="list-style-type: none"> • Students discussed difficulties they encounter when writing. • Groups formed. • 80 compositions written and submitted.
3	19/10/2019	<ul style="list-style-type: none"> • Self-assessment introduced to experimental group and training on its use done. • Researcher met control group. 	<ul style="list-style-type: none"> • Meaning and aims of self-assessment discussed with experimental group. • Detailed explanation of self-assessment sheet and guidance sheet provided. • Compositions of previous students used for training. • Discussion on what to focus on while reviewing the first draft discussed orally with control group
4	21/10/2019	<ul style="list-style-type: none"> • Returned photocopies of first drafts to both groups. • Distributed self-assessment sheets and guidance sheets to experimental group. • All students asked to review their first drafts. • Collected revised drafts and self-assessment sheets from experimental group. • Collected revised drafts of control group. • Post-study feedback form issued to experimental group. • Teacher questionnaires distributed. 	<ul style="list-style-type: none"> • All students receive copies of their first drafts. • Self-assessment sheet and guidance sheet received by experimental group. • First drafts reviewed in one hour. • 40 revised drafts and self-assessment sheets collected from experimental group. • 40 revised drafts collected from control group. • Post-study feedback form completed and submitted by experimental group. • Teachers filled and submitted the questionnaires

3.6 Data Analysis

The objectives of this study called for both quantitative and qualitative elements of analyzing data. These included calculation of means and frequencies as well as discussion on attitude of students and perception of teachers regarding the use of self-assessment in the classroom. Quantitative analysis of the data was aimed at obtaining tangible evidence of improved performance in students' second drafts after self-assessment sheet was implemented.

3.7 The Intervention Process

3.7.1 The lesson process of teaching the experimental group.

Firstly, the researcher gave detailed explanation of all items on the self-assessment sheet (appendix A). The guidance sheet (appendix B) was also used to provide additional explanation on how to rate each item on the self-assessment sheet. Then the researcher engaged the experimental group in a demonstration of the process of using the self-assessment sheet to review written compositions. Each student was supplied with two anonymous compositions of former students. One was an example of good writing (appendix C) while the other was of poor writing (appendix D). The two were picked to be used as examples for comparison during training. In addition, each student was given a copy of self-assessment sheet and guidance sheet to refer to while assessing the sample compositions for practice.

Each student read the two compositions, identified merits as well as mistakes and rated them on the self-assessment sheet. The researcher then revised both compositions by emphasizing the merits and weaknesses; giving suggestions on how to correct the mistakes. Meanwhile, the

students were checking the way they had filled the self-assessment sheet against the researcher's comments; adjusting where necessary. The training took overall two hours.

3.7.2 The lesson process of teaching control group

Students in control group underwent a similar training procedure as the experimental group but without referring to the typed self-assessment sheet and the guidance sheet. They read the two samples of the good and poor compositions, discussed the merits and weaknesses in each and suggested ways of improving the poor composition.

The next day the researcher gave back to the students their copies of first drafts for reviewing. The reason for giving copies and not the original written work was to delink the students from their original drafts so that they focus on making corrections (Glynn, et al., 1982). Both groups were then asked to revise their first drafts using resources such as dictionaries, textbooks etc. The exercise took two hours to complete after which all revised drafts and self-assessment sheets were collected.

Finally, the post-study feedback forms and the teacher questionnaires were issued, filled and submitted. This marked the end of the data collection process.

3.7.3 The evaluation process of self-assessment

Students rated their written compositions by considering three elements.

a) Content

The maximum score for content element was 6 marks. The marks were divided equally depending on the appropriateness and adequacy of content in introduction, body paragraphs and conclusion as shown in table 3.3.

Table 3.3: How Students Self-Assessed the Content of their Writing

Part	Type/Criteria	Score
Introduction	Clear introduction providing background information and clear statement of purpose.	2 marks
	Introduction that is clear to some extent	1 mark
	Unclear introduction that has one to two sentences mainly repeating words in the topic.	0.5 marks
Body paragraphs	Developed paragraphs with details appropriately and adequately supporting the topic.	2 marks
	Underdeveloped paragraphs where topic is inadequately addressed.	1 mark
	Undeveloped paragraphs usually of one to two sentences.	0.5 mark
Conclusion	Clear conclusion that gives a clear summary of the main points.	2 marks
	Unclear conclusion which does not result in closure of the composition.	1 mark
	No paragraph on conclusion.	0.5 Mark

b) Organization

Organization section was assessed based on how students divided their paragraphs and used transition words for cohesion. The maximum score was 6 marks as shown in table 3.4.

Table 3.4 How Students Self-Assessed Organization Aspect of their Compositions.

Criteria	Response	Score
Is composition organized into paragraphs?	Yes	2 Marks
	To some extent	1 Mark
	No	0.5 mark
Does each paragraph address one major idea?	Yes	2 Marks
	To some extent	1 Mark
	No	0.5 Mark
Have transition words been used to enhance cohesion?	Yes	2 Marks
	To some extent	1 Mark
	No	0.5 Mark

c) Language

Students self-assessed language using scores that ranged from 2 to 0.5 marks in various categories of language mechanics. The maximum score for the language aspect was 12 marks whereas the least score was 3 marks. Table 3.5 below is a representation of how this aspect was assessed.

Table 3.5: How Various Aspects of Language Mechanics Were Assessed.

Language Criteria/Components	No Mistakes 2 Marks	From 1-3 Mistakes 1.5 Marks	From 4-6 Mistakes 1 Mark	More than 7 Mistakes 0.5 Marks
Spelling	2	1.5	1	0.5
Punctuation	2	1.5	1	0.5
Capitalization	2	1.5	1	0.5
Subject-verb Agreement	2	1.5	1	0.5
Constant Verb Tense	2	1.5	1	0.5
Word Order	2	1.5	1	0.5
Total Score	12	9	6	3

3.8 Validity and Reliability

Mugenda & Mugenda (2003) define validity as the extent to which inferences derived from research results are accurate and meaningful; and reliability as the ability of a research instrument to yield similar results in subsequent use by similar respondents in similar circumstances. This researcher used research instruments that had been validated and used previously after seeking permission from the author (appendix E)

In order to maintain the validity and reliability aspects of the research tools, the researcher gave detailed explanation about the content of the self-assessment sheet (appendix A), the guidance sheet (appendix B), post-study feedback form (appendix F) and teacher questionnaire (appendix G). The students were also allowed to seek for clarification from the researcher in case they had any misconceptions. This ensured that the questions and statements on the instruments were clear to all and easy to answer hence they yielded valid results.

3.9 Ethics of the Study

The researcher applied for license from the National Commission for Science Technology and Innovation (NACOSTI) to conduct the study. The said author of this write-up also sought permission from the office of the County Director of Education and the study school administration. Every student and teacher who participated signed a consent form to show their willingness to take part in the study. The roles of all participants were clearly defined and they had the freedom to withdraw from the study without giving reasons. Confidentiality of the information collected was ensured and the results used exclusively for the purpose of this research.

CHAPTER FOUR

RESULTS OF THE STUDY

4.1 Introduction

This study was based on Assessment for Learning (AFL) as a Tool for English Language performance. This chapter presents the results after fieldwork.

4.2 The results in relation to objectives.

The results are presented according to the objectives.

4.2.1 Objective 1: To determine if there is any improvement in the writing of students if self-assessment is used during writing process.

In order to achieve the first objective of this study, students' written compositions were rated and their scores recorded for comparison. Table 4.1 shows the average scores obtained by students in experimental and control groups in the pre-test and post-test. The scores are arranged in ascending order based on the pre-test performance. Two scatter plots are also drawn based on this performances to provide a visual display of the degree of improvement individual students made in the post test. A graph displaying mean scores obtained by the experimental and control groups is drawn. Finally excerpts from students' compositions are provided to show improvements made on the content aspect of writing.

Table 4.1: Average Scores of Students in Composition

Experimental Group			Control Group		
Student	Pre-test	Post-test	Student	Pre-test	Post-test
E1	91.3	93.3	C1	90.7	94.7
E2	84.7	86.7	C2	89.7	89.3
E3	81.7	87	C3	86.3	89.3
E4	80	92	C4	86	91.3
E5	79	86.7	C5	86	74.7
E6	78.3	80.3	C6	84.7	87.7
E7	77	84.3	C7	84.3	85
E8	76.7	85.7	C8	82	84.3
E9	76.3	85	C9	80	81.3
E10	75.7	83.7	C10	78.3	82
E11	76	87.3	C11	78.3	78.7
E12	74.3	78.7	C12	78.3	79
E13	74.7	79	C13	78	69
E14	74	84.7	C14	77.3	71.7
E15	72.7	88	C15	76.7	79.7
E16	72.7	90	C16	76	76.3
E17	72	83.3	C17	74.3	71
E18	71.3	87.3	C18	72.3	68.7
E19	71	84.3	C19	71.7	72.3
E20	70.3	77.3	C20	71.7	73.3
E21	69.3	85.7	C21	70	72.7
E22	69	76.7	C22	69.7	78
E23	67.7	63.7	C23	69.3	70.7
E24	67.7	76.3	C24	69	72
E25	67.3	75.3	C25	68	69
E26	67.3	84.7	C26	68	67.3
E27	66.3	77.3	C27	68	68.3
E28	64.7	74	C28	68	67.7
E29	64.7	78.7	C29	66	65.3
E30	63	70.7	C30	65.7	72
E31	60.7	76.3	C31	64	68.3
E32	62	58	C32	64	62
E33	61.3	81.3	C33	63	69.7
E34	58.7	77.3	C34	62.3	62.7
E35	58.7	54.7	C35	62	64
E36	55.3	62.7	C36	57	67.3
E37	55.7	75.7	C37	55.7	58
E38	50.7	54.3	C38	52.7	63.3
E39	44.3	76.7	C39	48	50.3
E40	43	80	C49	47.7	51

Figure 4.1: Experimental Group Performance

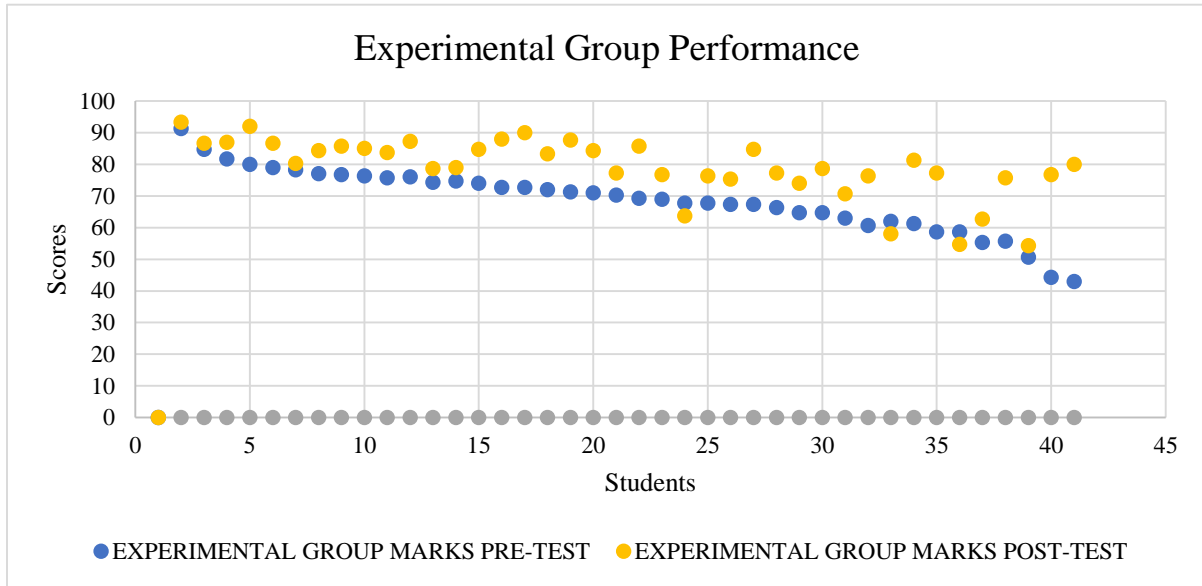


Figure 4.2: Control Group Performance.

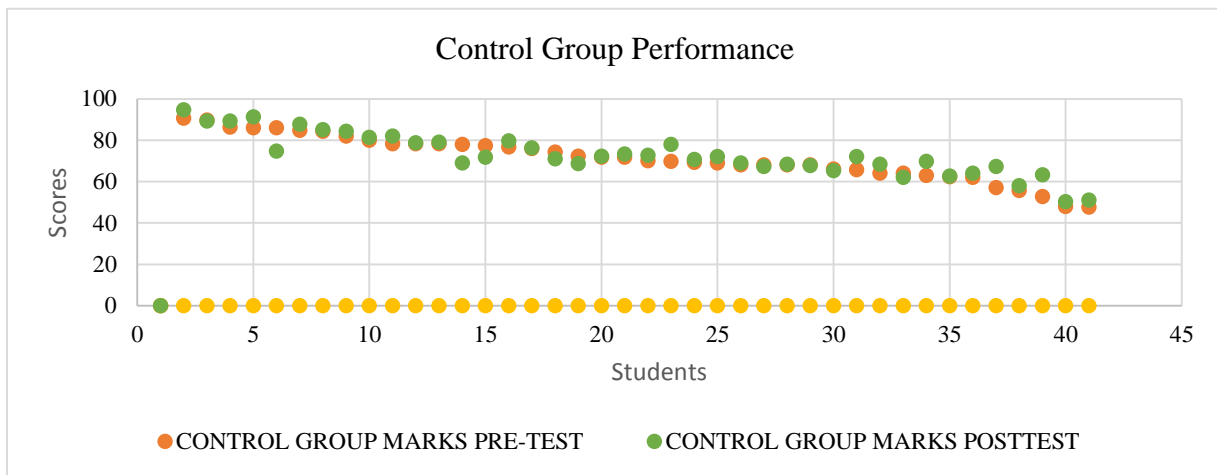
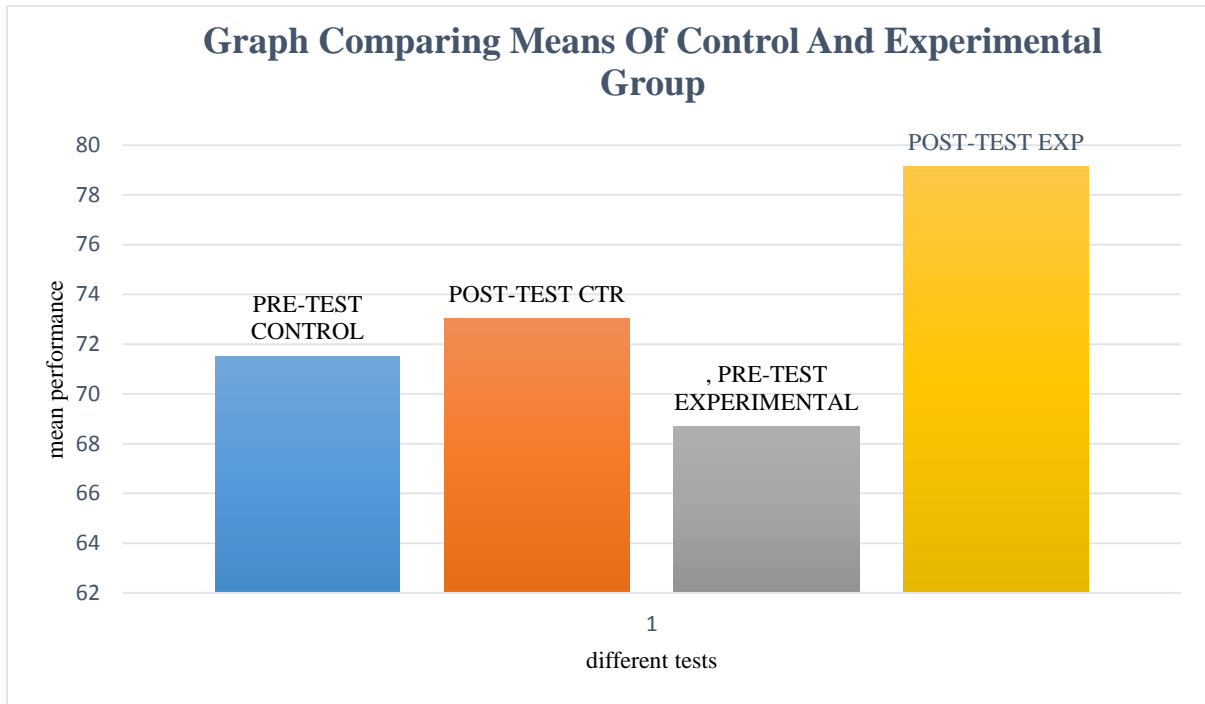


Figure 4.3: Mean Scores of Experimental and Control Group



It can be observed from figures 4.1 and 4.2 that students in experimental group improved their scores in the post-test by a greater margin than those in the control group whose scores appear to have remained almost the same. Figure 4.3 displays graphical evidence of the overall improvement obtained by the two groups

Excerpts showing improvement in content aspect

Examples 4.1(a) and (b) below present introduction paragraphs of a student in experimental group before and after using the self-assessment sheet.

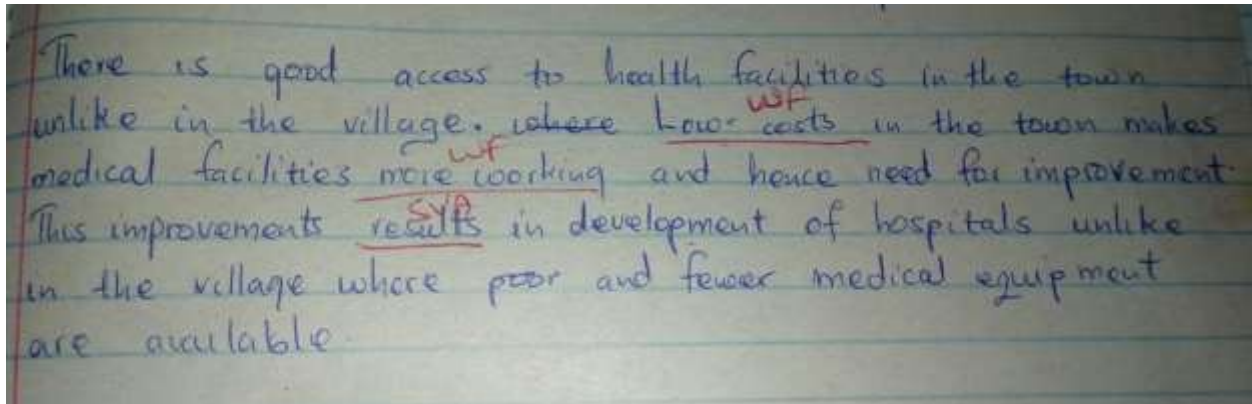
The difference between living in a village and a town
Living in village entails living in rural based areas while
living in towns entails settlement in urban based areas. Most
people prefer living in ~~towns~~^{towns} this is due to search for
employment which may make them earn income which
~~help~~^{help} them to cater for their lives.

Example 4.1(a) Introduction of First draft

THE DIFFERENCE BETWEEN LIVING IN A VILLAGE AND
A TOWN
Living in a village entails living in rural base areas while
living in town entails living in urban based areas. Living
in a town has become more popular nowadays since people
move from the village to town in search for job
opportunities. Most people move from the rural areas to
urban areas to search employment which may make them
earn income which help them to cater for their lives. Living
in a town and a village has a share of good and bad characters.

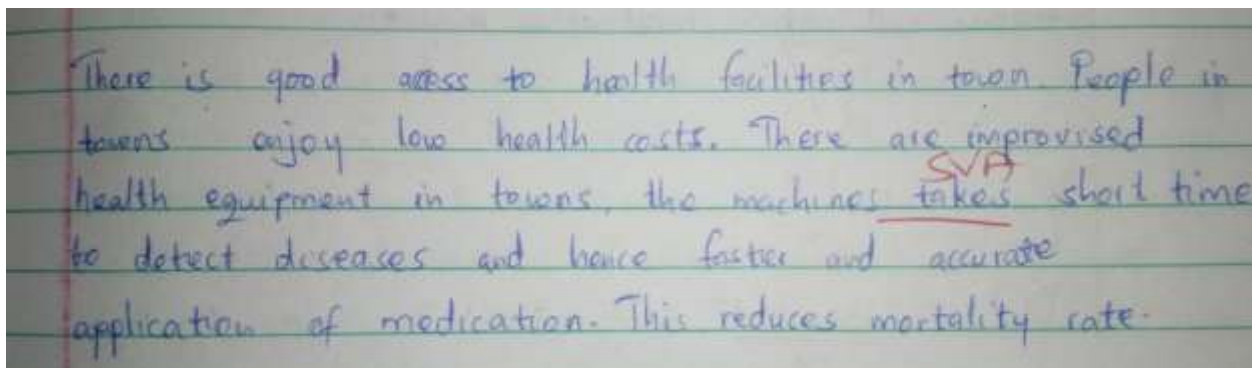
Example 4.1(b) Showing improved content in the introduction after using self-assessment sheet.

Example 4.2(a) and (b) show improvement in the content of a body paragraph of a student in experimental group.



There is good access to health facilities in the town unlike in the village. where ^{WF} low-costs in the town makes medical facilities ^{WF} more working and hence need for improvement. This improvements ^{SVA} results in development of hospitals unlike in the village where poor and fewer medical equipment are available.

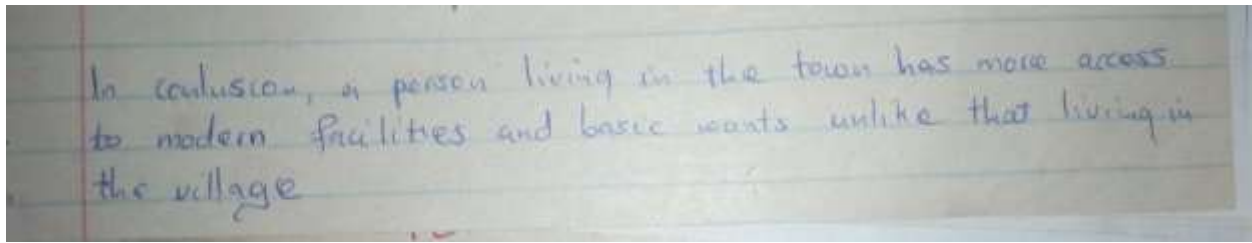
4.2(a) Body paragraph of first draft



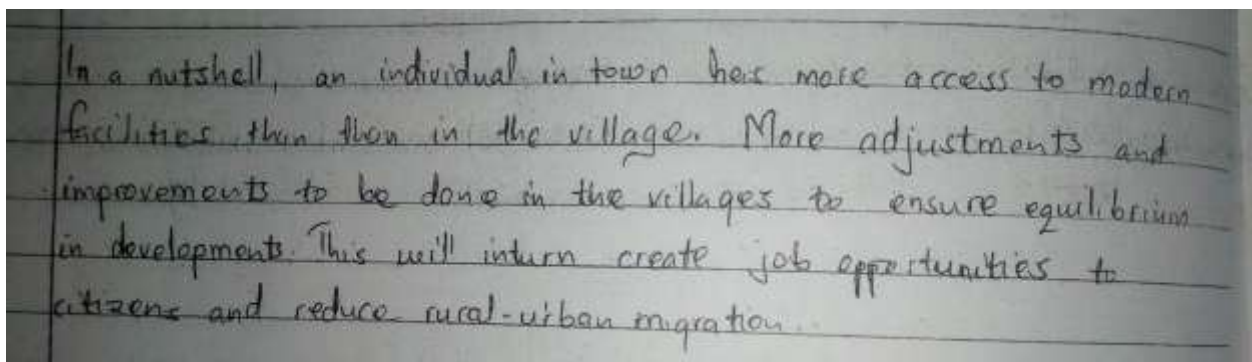
There is good access to health facilities in town. People in towns enjoy low health costs. There are improvised health equipment in towns, the machines ^{SVA} takes short time to detect diseases and hence faster and accurate application of medication. This reduces mortality rate.

Example 4.2(b) showing improved content in a body paragraph after using self-assessment sheet.

Example 4.3(a) and (b) present a comparison of content in conclusion paragraphs



4.3 (a) Conclusion of first draft



Example 4.3 (b) showing improved content in conclusion after using self-assessment sheet

4.2.2 Objective 2: To determine the attitude of students towards the use of self-assessment in writing.

Students' attitude towards self-assessment technique were captured in a post-study feedback form administered to the experimental group which had used the self-assessment sheet during writing exercise. Three items on the form helped to elicit students' attitudes.

Item 1: The extent to which learners felt that assessing their own writing had made them aware of what they needed to improve on.

Table 4.2 shows students' responses.

Table 4.2: Results for item 1

Response	Strongly Agree	Agree	Disagree	Strongly Disagree
Number	20	19	1	0
Percentage	50%	47.5%	2.5%	0%

The results show that of the 40 students who used self-assessment sheet, 97.5% of them agreed that they were made aware of what needed to be improved on in their writing. The improvement in the performance of the post-test of the experimental group can be attributed to the positive attitude.

Item 2: The extent to which learners thought that self-assessment was a very difficult technique to carry out.

This item elicited attitudes about the level of difficulty of carrying out self-assessment from students' perspective.

Table 4.3: Results of the second item of post-study feedback form.

Response	Strongly Agree	Agree	Disagree	Strongly Disagree
Number	7	4	23	6
Percentage	17.5%	10%	57.5%	15%

The results show that 29 (72.5%) of the 40 students who used self-assessment sheet thought that it was not difficult to carry out self-assessment. However, 11 (27.5%) students thought that applying the self-assessment technique was difficult. It is possible that the attitude of seeing self-assessment as difficult stemmed from students' overdependence on teachers for assessment in Kenyan classrooms (Okwara, et al, 2009).

Item 3: The extent to which the three aspects of writing were difficult to self-assess. From 1 (Easy) to 3 (Difficult)

The third item captured students' attitudes towards the three aspects of composition writing (Content, Organization and Language) with the focus on the degree of difficulty of self-assessing them. Tables 4.4 to 4.6 display the students' responses.

Table 4.4: The extent to which Content aspect was difficult to self-assess

Rank	Content	
	Number	%
1 (Easy)	13	32.5
2 (Moderate)	18	45
3 (Difficult)	9	22.5

Table 4.5: The extent to which Organization aspect was difficult to self-assess

Rank	Organization	
	Number	%
1 (Easy)	29	72.5
2 (Moderate)	4	10
3 (Difficult)	7	17.5

Table 4.6: The extent to which Language aspect was difficult to self-assess

Rank	Language	
	Number	%
1 (Easy)	25	62.5
2 (Moderate)	2	5
3 (Difficult)	13	32.5

The findings revealed that most students found organization to be the easiest of the three aspects to self-assess (72.5%). The students may possibly have been taught thoroughly about the organization element during their regular English lessons making it easier to score it. On the contrary, students had greater difficulty in assessing language aspect (32.5%). It is likely that students were overwhelmed with the amount of mechanics of language they were supposed to consider while assessing the language aspect.

4.2.3 Objective 3: To determine the perception of teachers on the use of self-assessment technique in the classroom.

Teachers’ perceptions were captured in a questionnaire with ten items that were rated on a five-point scale; and one overall statement either for or against the technique. Table 4.5 shows the results.

Table 4.5: The Results of Teachers’ Perceptions on the Use of Self-Assessment

S/ No	Items	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	%	F	%
1.	I feel that employing self-assessment improves students’ learning.	2	33	4	67	0	0	0	0	0	0
2	I believe self-assessment generally provides a more suitable assessment environment for learners	3	50	3	50	0	0	0	0	0	0
3	I feel self-assessment is sensitive to different forms of student learning styles.	1	17	5	83	0	0	0	0	0	0
4	Self-assessment requires doing more work that demands more time	0	0	2	33	0	0	3	50	1	17

5	I feel that students have sufficient time to prepare and carry out self-assessment	2	33	1	17	0	0	3	50	0	0
6	Self-assessment provides regular feedback on students' learning	1	17	5	83	0	0	0	0	0	0
7	It is difficult to employ self-assessment in classes where there is a large number of students.	0	0	3	50	0	0	2	33	1	17
8	Self-assessment provides rich data on student knowledge and industry	4	67	2	33	0	0	0	0	0	0
9	Self-assessment allows for inferences about students.	2	33	4	67	0	0	0	0	0	0
10	Self-assessment encourages student decision-making and problem-solving skills	5	83	1	17	0	0	0	0	0	0
Overall, do you support the use of self-assessment in the classroom?											
Response		Yes					No				
Frequency		6					0				
		100					0				

The analysis of the results indicated that 100% of the teachers agreed with items 1,2,3,6,8,9 and 10. These were items that affirmed teachers' positive views about the usefulness of self-assessment in the classroom with regard to improving learning. However, items 4,5 and 7 elicited mixed views among the teachers. These will be discussed in section 5.1.3. in greater detail. As for the general comment about self-assessment, all the six teachers supported the application of the strategy in the classroom.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Discussions

This section provides a discussion of the results of this study in relation to the objectives.

5.1.1 Improvement in the writing of students if self-assessment is used

The major concern of this research project was to find out if the application of self-assessment technique would result in any improvement on the writing of students. The results showed a notable improvement in the performance of the post-test of the experimental group. The mean deviation of 10.45 realized when the pretest and post test scores of the experimental group are compared is far much greater than the 1.455 mean deviation of the control group's scores. The significant improvement in experimental group's performance may be credited to the use of self-assessment sheet employed by the students in the group. This claim is based on the fact that similar findings were made by other researchers who used self-assessment sheets to influence improvement in writing exercises (Elgadal, 2017; Honsa, 2013; Wang, 2007). For instance, when Elgadal (2017) studied the effect of using self-assessment during revision on the quality of revised student's writing, she noted that the Self-assessment tool made students revise at a higher level, making changes to meanings of their essays rather than correcting obvious surface mistakes. The next section gives a more detailed discussion of how the students in this study reviewed the various elements of written composition.

Content

Evidence from collected data showed that some improvement was made on the content of the students' composition in experimental group. The improvement in the content of revised drafts was made right from the introduction, body and conclusion stages of the writing as shown in excerpts taken from students' writing. (Examples 4.1a to 4.3b)

At the introduction stage, most students enhanced clarity of their purpose statement and provided adequate background information. There was also an increase in the depth of ideas generated in the body paragraphs of the second drafts. On the contrary, the control group displayed reluctance to make improvement on their first drafts even though they were given oral instructions (appendix H) similar to what was contained in the guidance sheet. They mostly reproduced second drafts similar to their first drafts. Research shows that in normal circumstances, most EFL learners tend to focus on grammatical errors more than content errors making improvements to body paragraphs less common (Grape & Kaplan, 1996; Diab, 2008)). Zamel (1993) insists that content element ought to be the priority when composing while language element can be addressed after the main ideas have been established.

Organization

Apart from improving on the content, students in experimental group were also keen on improving the organization element of their writing. Most of them made appropriate alterations that enhanced the structural appearance of their composition. Some paragraphs that initially had two ideas were separated so that each idea was discussed separately. Some students applied transitional words which improved cohesion. However, most of the revisions on transition were made between

paragraphs but not between sentences. This was one weakness of the self-assessment sheet as it did not guide students on the levels of transitions. Future studies can consider improving the self-assessment sheet in this respect.

Language

The self-assessment sheet made it easier for students to capture the various aspects of language mechanics and assess them. However, the finding revealed that there was not much improvement in the language scores as students in both groups were unable to reduce the number of mechanical mistakes in a significant way. Though the results of students' attitudes indicate that language element was the second easiest to assess, in practice this was not evident in students' second drafts. The number of mistakes tended to remain the same. This discovery is much similar to Wei & Chen (2003) study which demonstrated that the toughest exercise for students is to correct language mistakes since students are not usually sensitive to mistakes they make by themselves.

5.1.2 Attitudes of students towards using self-assessment technique in writing

The findings of the post-study feedback form indicated that students had a general positive attitude on the usefulness of self-assessment technique. The implementation of the self-assessment tool gave students in the experimental group an opportunity to re-assess the first drafts of their composition and to improve on them using the writing rubrics contained in the self-assessment sheet and the guidance sheet. The students had to stop and reflect on areas in their text where improvement was necessary. Therefore, it is important to expose students to writing rubrics which can help them make accurate assessment of their writing skills.

5.1.3 Teachers' perceptions on the use of self-assessment in the classroom

Teachers who participated in this study had an overall positive perception of classroom self-assessment practice. All of them felt that the practice improves learning by offering a suitable assessment environment for students; being sensitive to differing learning styles; providing regular feedback; facilitating inferences on students' learning; and above all, encouraging students to make apt decisions when faced with life's problems.

Despite all the above advantages of self-assessment practice, 33% of the teachers felt that the technique required doing more work and demanded more time. The 33% could harbor such feelings as a result of inadequate training and insufficient knowledge about the application of the technique. Literature on self-assessment indicates that when implemented properly, self-assessment saves the teacher time since students are able to make some corrections to their work before forwarding it to the teacher (Elgadal, 2017). Similarly, the teachers had divided feelings on whether students have enough time to prepare and conduct self-assessment (item 5). These feelings are in agreement with other writing researchers who support the fact that making several drafts of the same piece of writing in strictly timed conditions is not realistic (Hedge, 2000).

5.2 Conclusion

The researcher set to find out whether the problem of Kenyan students persistently registering poor results in English Language in the Kenya Certificate of Secondary Education (KCSE) examinations could be averted through the intervention of self-assessment technique in writing. The main purpose of the study was to determine the extent to which the AFL tool of self-assessment could help to optimize proficiency in the English Language. The results of the study

affirmed what past researchers had reported. That the technique of self-assessment could lead to improvement in writing competence. In this study, most improvement was noted in the content of students' writing followed by the organization aspect. The self-assessment sheet qualified as a tool for enhancing responsibility for personal development in writing proficiency and a way to nurture lifelong learning.

5.3 Recommendations

Based on the findings of this study, and regarding the application of AFL approaches in the classroom, the researcher wishes to make the following recommendations guided by the results of each objective.

Objective	Result	Recommendation
1)To determine if there is any improvement in the writing of students if self-assessment is used during writing process.	There was significant improvement in the content of the writing and organization of text	<ul style="list-style-type: none"> • Teachers to adapt self-assessment in the classroom. • To train students before implementation.
2)To determine the attitude of students toward the use of self-assessment in writing.	A generally positive attitude towards the use of self-assessment.	Nurture and maintain the positive attitude by discussing the contents of self-assessment checklists and involving students in their structuring.
3)To determine the perception of teachers on the use of self-assessment technique in the classroom	Generally perceived self-assessment as a useful strategy.	Teachers should start early to train students on AFL strategies so as to fortify a lifetime propensity for learning.

REFERENCES

- Al-Hazmi, S. & Scholfield, P. (2007) 'Enforced revision with checklist and peer feedback in EFL writing: the example of Saudi University students'. *Scientific Journal of King Faisal University*, 8(2)
- Atetwe, J. A., (2013) Analysis of the Influence of Mother Tongue on Students' Performance in English in KCSE. University of Nairobi.
- Bardine, F. & Fulton, P. (2008) 'Analyzing the benefits of revision memos during the writing and revision process'. *The Clearing House*, 81(4)
- Black, P., Harrison, C., Lee, C., Marshal, B. & Wiliam, D. (2003) *Assessment for Learning: putting it into practice* (Maidenhead, Open University Press).
- Black, P. & Wiliam, D. (1998) Assessment and classroom learning, *Assessment in Education*, 5(1)
- Boud, D. (2000) Sustainable assessment: rethinking assessment for the learning society, *Studies in Continuing Education*, 22(2)
- Bridwell, L. (1980) 'Revising strategies in twelfth grade students' transactional writing'. *Research in the Teaching of English*, 14(3)
- Brookhart, S. (2010) *How to Assess Higher-Order Thinking Skills in Your Classroom*. Alexandria, VA:ASCD
- Brown, A. (2005) 'Self-assessment of writing in independent language learning programs: the value of annotated samples'. *Assessing Writing*, 10 (3)
- Butler, Y. & Lee, J., (2010) 'The effects of self-assessment among young learners of English'. *Language Testing*, 27(1)
- Campbell, D. T., & Stanley, J. C. (1963). *Experimental and quasi-experimental designs for research*. Chicago, IL: McNally
- Cazden, C. (1988). *Classroom Discourse the Language of Teaching and Learning*. Portsmouth Heineman.
- Chanquoy, L., & Alamargot, D. (2002) *Mémoire de travail et rédaction de textes: evolution des modèles et bilan des premiers travaux*. *L'AnnéePsychologique*
- Diab, N., M. (2008) *The effect of Peer- Versus self-Editing on learner autonomy in ESL writing*. PhD Thesis: University of Leicester: UK.

- Elashri, A.F. and Elshirbini, I. I. (2013). The Impact of the Direct Teacher Feedback Strategy on the EFL Secondary Stage Students' Writing Performance, Unpublished PhD Thesis, Mansoura University.
- Elgadal H. A. (2017) 'The Effect of Self-assessment on Inexperienced EFL Students' Writing During Revision'. <http://etheses.bham.ac.uk/id/eprint/7558>
- Emig, J. (1971). The composing processes of twelfth graders. Urbana: National Council for Teaching English.
- Ferris, D. (1995) 'Student reactions to teacher response in multiple draft composition classrooms'. TESOL Quarterly, 29(1)
- Fitzgerald, J. (1988). Helping young writers to revise: a brief review for teachers. *The Reading Teacher*, 42 (2)
- Flower, L. & Hayes, J. (1981). 'A cognitive process theory of writing'. *College Composition and Communication*, 32(4)
- Flower, L., Hayes, J., Carey, L., Schriver, K. & Stratman, J (1986) 'Detection, diagnosis and the strategies of revision'. *College Composition and Communication*, 37(1)
- Furneaux, C. (1999). 'Recent materials on teaching writing'. *English Language Teaching Journal*, 53 (1)
- Gacheche, K. (2010). Challenges in implementing a mother-tongue-based language-in education-policy: Policy and practice in Kenya. University of Leeds.
- Grabe, W. & Kaplan, R.B. (1996). *Theory and practice of writing: an applied linguistic perspective*. London: Longman
- Hayes, J. (1996) A new framework for understanding cognition and effect in writing. In: Levy, M. & Ransdell, S. ed. *The Science of Writing: Theories, Methods, Individual Differences and Applications*. Mahwah, NJ: Lawrence Erlbaum,
- Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.
- Hedge, T. (1993). *Writing*. Oxford: Oxford University Press
- Honsa, S. Jr. (2013). 'Self-assessment in EFL writing: a study of intermediate EFL students at a Thai University'. *Voices in Asia Journal*, 1(1)
- Hyland, K. (2003) *Second language writing*. Cambridge: Cambridge University Press.

- Jacobs, H., Zinkraf, S., Wormuth, D., Hartfirl, V. & Hughey, J. (1981) *Testing ESL Composition: a practical approach*. Rowley, MA: Newbury House.
- KNEC Report (2017)
- LeBlanc, R., & Painchaud, G. (1985) 'Self-assessment as a second language placement instrument'. *TESOL Quarterly*, 19 (4)
- Matsuda, P. (2003) *Second language writing in the twentieth century: a situational historical perspective*. In: B. Kroll, ed. *Exploring the Dynamics of Second Language Writing*. New York: Cambridge University Press
- Mertens, D. (1998). *Research methods in education and psychology*. London: Sage.
- Mugenda, O.M. & Mugenda A.G. (2003). "Research Methods: Quantitative and Qualitative Approaches." African Centre for Technology Studies.
- Murray, D. (1978) *The internal revision: a process of discovery*. In: Cooper, C. & Odell, L., ed. *Research on Composing: A Source Book for Teachers and Writers*. Urbana: National Council for Teaching English
- Mwangi, L. B. (2009). *Factors influencing students' performance of English language in Kenya certificate of secondary examination in secondary schools in Meru-North District, Kenya*. Nairobi: University of Nairobi
- Nicol, D. (2006) *Increasing success in first year courses: assessment re-design, self-regulation and learning technologies*. Paper presented to ASCILITE Conference, Sydney, December 2006. Available at: http://tltt.strath.ac.uk/reap/public/papers/dnicol_ascilite_26oct06.pdf
- Nielsen, K. (2001) *Self-assessment methodology in writing instruction: a theoretical framework and twelve strategies for effective implementation*. Conference paper. Prague: Czech Republic.
- Okwara, M.O., Indoshi, F.C and Shiundu, J.O. (2009), *Towards a model of integrated English language curriculum for secondary schools in Kenya*. Education Research and Review.
- Ochieng, G. (2006). *Students' attitude towards and performance in integrated English syllabus in secondary schools in Rongo Division, Migori*. Nairobi: Kenyatta University.
- Ouma, K. (2010). *Factors affecting performance in Kenya Certificate of Secondary Education (K.C.S.E) English Examinations in Nyamache Division, Gucha District, Kenya*. Nairobi: Kenyatta University.
- Raimes, A. (1984) *Anguish as a second language? Remedies for composition teachers*. *Composing in a Second Language*. Ed. Sandra McKAy. Rowley: Newbury

- Reid, P., & Kroll, B. (1995) 'Designing and assessing effective classroom writing assignments for NES and ESL students'. *Journal of Second Language Writing*,
- Sadler, R.(1989)'Formative assessment and the design of instructional systems'. *Instructional Science*, 18
- Suwaed, H. (2011) *Teachers' cognition and classroom teaching practice: an investigation of teaching English writing at the university level in Libya*, PhD Thesis.Glasgow: University of Glasgow.
- Tribble, C. (2003) *Writing*. Oxford: Oxford University Press.
- Vygotsky, L. (1978) *Mind in society*. Cambridge: MIT Press.
- Wang, H. (2007) 'The addition of an affect test and self-assessment into ESL writing assessment: process and effect: a case study in a non-English major postgraduate ESL writing class'. *Asian EFL Journal*, 20(5)
- Watson, C. (1982) 'The uses and abuse of models in ESL writing classes'. *TESOL Quarterly*, 16(1)
- Wei, Y. & Chen, Y. (2003) 'Supporting Chinese learners of English to implement selfassessment in L2 writing'. *The Proceedings of the Independent Learning Conference*. Melbourne: Australia.
- Wigges, G. (1992) 'Creating tests worth taking'. *Educational Leadership*, 49(8)
- White, R. & Arndt, V. (1991) *Process writing*. London & New York: Longman.
- William, D. (2011) *What is assessment for learning?* _Udir <https://www.udir.no> > filer > vurdering > vfl > andre-dokumenter > felles
- Witte, S.P. (1985) *Revising, composing theory, and research design*. In S.W. Freedman (Ed.), *The acquisition of written language: Response and revision*. Norwood, NJ: Ablex.
- Zamel, V. (1982) 'Writing: the process of discovering meaning'. *TESOL Quarterly*, 16 (2)
- Zimmerman, B.J. & Schunk, D.H. (2001) *Self-regulated learning and academic achievement: theoretical perspectives* (Lawrence Erlbaum Associates, New Jersey).

APPENDICES

Appendix A: Self-assessment sheet

Name: _____ **Date** _____ **Class** _____

Topic: _____

Choose one of the three following answers which corresponds most closely to the way you write
and then use the following key to score your answers.

Yes = 2 marks

To some extent = 1 mark

No = 0.5 mark

1. Content Section

1- My introduction offers a clear indication of the topic and purpose.

a) Yes b) to some extent c) No _____

2- The main ideas in my writing are supported by specific examples, reasons, facts, details or
evidence.

a) Yes b) to some extent c) No _____

3- The conclusion summarizes the main points in the writing.

a) Yes b) to some extent c) No _____

Total score _____

2. Organization Section

1- My writing is organized into paragraphs.

a) Yes b) to some extent c) No _____

2- Each paragraph contains one main idea.

a) Yes b) to some extent c) No _____

3- My paragraphs are cohesive through the use of transition words.

a) Yes b) to some extent c) No _____

Total score _____

3. Language Section

For each criteria listed below, rate the following by writing the score in the appropriate box.

Then give a score out of two for each criterion. Finally add up your marks and write the total out of 12 at the end.

Language Criteria/Components	No Mistakes 2 Marks	From 1-3 Mistakes 1.5 Marks	From 4-6 Mistakes 1 Mark	More than 7 Mistakes 0.5 Marks	Score
Spelling					
Punctuation					
Capitalization					
Subject-verb Agreement					
Constant Verb Tense					
Word Order					
Total Score					

Areas requiring more work:

Appendix B: Guidance Sheet for revision for experimental group

1. Guidance sheet for reviewing your essay Adopted from Min (2006)

- 1) Read the introductory paragraph. Is there a thesis statement toward the end of the introduction? You need to check that the introduction is not one sentence but more than a sentence (background information). Does the purpose (thesis statement) contain one main idea? This shows what you're going to write about. It also shows the organisation of your writing. For example, if you are writing about effects of TV on Family. You need to mention briefly in your thesis statement what aspects you are going to write about in your body paragraph. You should let the reader know that you are discussing positive effects such as Family life, educational benefits, exposure to different culture, etc. or negative effects such as lack of communication between children and parents, or discussing both.
- 2) Now read the first few sentences in the second paragraph (body paragraph). Make sure that the paragraph starts with a topic sentence that has one main idea. After that, check if you have provided discussion. Are there any concrete examples, facts, reasons or explanation in this paragraph to support the main idea? Are they relevant and sequenced properly?

For example, is this paragraph about positive effects or negative effect of TV? Or, is it about one of the positive effects? 3-Do the same for other body paragraph/s if you have more than one body paragraph. Make sure to use transitions between paragraphs. Did you use any transitions to connect this paragraph with the previous one? 4- Read the conclusion. Does it begin with a restatement (but different wording) of the thesis statement? Are you writing a summary of your topic, giving an opinion or both? Make sure that the conclusion that the conclusion does not contain too much irrelevant information to the thesis statement.

Appendix C: Essays used in training for the experimental group
Example of good writing

Topic: The bad effects of television on children

Nowadays, watching television is already become a common habit in the families. Television has provided a lot of entertainment programs (besides news and education programs) that attract many people to watch television more often than they used to. Unfortunately, some families do not realize that this habit also has bad effects, especially to the children. In my opinion, sometimes watching television can cause a lack of communication between the children and the parents. Moreover, some programs also may have bad effects on children's behaviour and way of thinking.

In some families, watching television habit can cause a lack of communication between the children and the parents. The main factor that causes this problem is that both the children and the parents prefer watching television to having a chat together. In some other cases, some children have their own televisions in their rooms. This situation allows them to come out rarely of their rooms and spend less time with their parents. This point should be seriously looked at to avoid any negative effects that may disrupt family life.

Besides that, watching television also has bad effects in children's way of thinking. This is because there are some programs in television which are broadcasted in unsuitable time or do not have morality aspects. For example, there are films that show criminal actions. If many children watch those films without supervision from their parents, they will think that those criminal actions are legal to do. This problem becomes more serious because some children also try to imitate those bad actions.

In conclusion, it can be said that besides being good source of entertainment, watching television also can be very damaging to family's life, especially children. Some bad programs in television can affect their way of thinking and life style in a bad way. The habit of watching television also causes a lack of communication among the family. Therefore, parents should consider doing other activities with their children like swimming, painting or reading.

Appendix D Examples of poor writing

Topic1: The bad effects of television on children

Television is very good entertainment device but it has bad effects on children.

Watching television every day have a bad consequence on health. Especially if you watch for a long time. It also has effects on family life and children. Children may be watch programs that are not good and then the children become bad. Also watching television is very bad for your eyes. people watch tv for a long time may have eye problems. Families should think about other ways to spend time.

At the end, Tv can be bad or good if you can use the right way.

Topic 2: Smoking

Smoking make you less attractive, Smokers have unattractive mouth. Non-smokers are actually aware of being close to a smoker. Smoking causes unattractive brown stains on teeth. These stains are not easy to remove. Without professional help. Smokers are twice as likely to lose their teeth as non-smokers. It's helps to build up plaque on teeth, which causes gum disease. My importantly, giving up smoking reduces the possibility of heart disease. your mouth will taste sweeter. your breath will be fresher. Smokers with oral cancer are more likely to die of the disease than non smokers with oral cancer. and give to lips brown clour. smoking is unhealthy.

Appendix E: Permission Letter for Research Tools

Re: Request for Permission to Use Research Tools
Yahoo! Mail

• **Esther Barasa** <estherbarasa60@yahoo.com>

To: rose_81373@hotmail.com

Mar 22 at 12:57 PM

Hello Dr Huda, My name is Esther Barasa, a masters student at the University of Nairobi (Kenya). I have read your thesis titled 'The Effect of Self-Assessment on Inexperienced EFL Students' Writing During Revision', and found it to be of great relevance to a project I am undertaking. I am kindly requesting your permission to allow me to use the research tools in your study, particularly the self-assessment sheet and the post-study feedback form. Your response will be of great help to me.

Thanks in advance.

Esther Barasa.

o
o
o
o

• **Huda Amer** <rose_81373@hotmail.com>

To: Esther Barasa

Mar 25 at 12:51 AM

Dear Esther,

Thank you for your email. Of course I don't mind using my research tools or results to support your study as long as you give appropriate citation of my work.

Wish you all the best

Huda

Get Outlook for iOS

Appendix F: Post-study feedback form for the experimental group

This feedback form is designed to find out your attitude towards using the ‘self-assessment sheet’ in your writing.

Direction:

Dear student, after applying the self-assessment sheet criteria to your writing, please read the following statements very carefully. Then, circle the appropriate choice which indicates the extent to which you agree with the statement.

1- I feel that assessing my own writing has made me aware of what I need to improve.

- a) Strongly agree b) Agree c) Disagree d) Strongly disagree

2- I think self-assessment is very difficult technique to carry out.

- a) Strongly agree b) Agree c) Disagree d) Strongly disagree

3- Rank the following in terms of which is the easiest to self-assess (from 1. Easy to 3.

Difficult):

Content _____

Organization _____

Language _____

Appendix G: Teacher Questionnaire

This questionnaire seeks to obtain information about the perception of teachers on Self-assessment. Your sincere responses will be of great value to this research project. Do not write your name. Please reply to questions as per the instruction given for each part, either by putting (√) or short responses as required.

Personal Data

1. Sex: 1. Male 2. Female

2. Age: _____

3. Years of teaching experience: _____

4. Qualification:

5. What is the number of students in each class you teach? <50 50-100 >100

6. Here is five-point scale to measure your perception about self-assessment.

Table of general items of perception for teachers on self-assessment

S/No.	Items	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	I feel that employing self-assessment improves students' learning.					
2	I believe self-assessment generally provides a more suitable assessment environment for learners					

3	I feel self-assessment is sensitive to different forms of student learning styles.					
4	Self-assessment requires doing more work that demands more time					
5	I feel that students have sufficient time to prepare and carry out self-assessment					
6	Self-assessment provides regular feedback on students' learning					
7	It is difficult to employ self-assessment in classes where there is a large number of students.					
8	Self-assessment provides rich data on student knowledge and industry					
9	Self-assessment allows for inferences about students.					
10	Self-assessment encourages student decision-making and problem-solving skills					

Overall, do you support the use of self-assessment in the classroom?

Appendix H: Oral instruction of the revision for control group

Read your essay and revise any mistakes you may find.

Please rewrite your essay in a clean piece of paper.

Check your introduction, your body paragraph and conclusion.

Check for mistakes in spelling, capitalization, punctuation, subject-verb agreement, word order and any other grammatical mistakes you may find in your writing.

You may need to write your essay more than once.

The aim of rewriting your essay is to help you write better drafts and to encourage you to revise.

Correcting your own mistakes may help you improve your writing by avoiding making these mistakes in your future work.

Please try to complete the exercise by yourself. You can use dictionaries, textbooks or handouts.

Appendix J: Marking Scheme for the Compositions

EFL Composition profile by Jacob et al (1981)

ASPECT	SCORE LEVEL	CRITERIA
CONTENT	30-27 EXCELLENT TO VERY GOOD	Knowledgeable, substantive, through development of thesis, relevant to assigned topic
	26-22 GOOD TO AVERAGE	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic <i>but lacks detail</i>
	21-17 FAIR TO POOR	limited knowledge of subject, little substance, inadequate development of topic
	16-13 VERY POOR	does not show knowledge of subject, non-substantive, not pertinent, OR not enough to evaluate
ORGANIZATION	20-18 EXCELLENT TO VERY GOOD	Fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	17-14 GOOD TO AVERAGE	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10 FAIR TO POOR	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9-7 VERY POOR	Does not communicate, no organization, OR not enough to evaluate
VOCABULARY	20-18 EXCELLENT TO VERY GOOD	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
	17-14 GOOD TO AVERAGE	Adequate range, occasional errors of word/idiom form, choice and usage <i>but meaning not obscured</i>
	13-10 FAIR TO POOR	Limited range, frequent errors of word/idiom form, choice and usage, <i>meaning confused or obscured</i>

	9-7 VERY POOR	Essentially translations, little knowledge of English vocabulary, idioms word forms, OR not enough to evaluate
LANGUAGE USE	25-22 EXCELLENT TO VERY GOOD	Effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18 GOOD TO AVERAGE	Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, <i>but meaning seldom obscured</i>
	17-11 FAIR TO POOR	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured
	10-5 VERY POOR	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, OR not enough to evaluate
MECHANICS	5 EXCELLENT TO VERY GOOD	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4 GOOD TO AVERAGE	Occasional errors of spelling, punctuation, capitalization, paragraphing, <i>but meaning not obscured</i>
	3 FAIR TO POOR	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2 VERY POOR	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, OR not enough to evaluate

Appendix K: Table Showing Trends in performance of English Language in KCSE examinations

Year	Paper	Candidature	Maximum Score	Mean Score
2015	1	525621	60	29.37 (48.95%)
	2		80	31.86 (39.82%)
	3		60	19.35 (32.25%)
	Overall		200	80.58 (40.29%)
2016	1	571644	60	29.15 (48.58%)
	2		80	20.39 (25.49%)
	3		60	18.52 (30.86%)
	Overall		200	68.06 (40.29%)
2017	1	610084	60	25.89 (43.30%)
	2		80	28.24 (35.30%)
	3		60	19.42 (32.37%)
	Overall		200	73.55 (40.29%)