

**RELATIONSHIP BETWEEN STUDENTS' USE OF COGNITIVE WRITING
STRATEGIES AND WRITING PERFORMANCE IN ENGLISH IN BENIN
METROPOLIS.**

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UNIVERSITY OF BENIN
BENIN CITY, NIGERIA.**

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**A PROJECT WRITTEN IN THE DEPARTMENT OF CURRICULUM AND
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ENGLISH.**

FEBRUARY, 2023

CERTIFICATION

This is to certify that this research work was carried out by **Dupe Omokoshi RUFUS** in the Department of Curriculum and Instructional Technology, Faculty of Education, University of Benin. It is adequate in scope and quality for the partial fulfilment of the requirements for the award of the degree of Masters in Education (English), University of Benin, Benn City, Nigeria.

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DEDICATION

This research is dedicated to Omietame, for encouraging me to improve academically, and to every member of the Rufus Ted Shaba family for their intense love for education.

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To God be the glory, great things He has done. May the name of Jesus Christ be praised for life, health, provision and sustenance.

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ABSTRACT

This study examined the relationship between students' use of cognitive strategies and writing performance in Benin metropolis. It also examined the influence of sex, school type and subject grouping on senior secondary school 11 (SS11) students' performance in essay writing.

The descriptive survey design adapting a correlational design was adopted for the study. A sample of seventy two (72) students, both boys and girls, randomly drawn from a population of nine thousand, eight hundred and sixteen (9,816) took part in the study. Two instruments, "The Strategy Students Use in Writing Questionnaire" (TSSUWQ) and "Writing Performance Test" (WPT) were used for data collection. The TSSUWQ is made up of two sections, 'A' and 'B'. Section 'A' elicited participants' demographic data such as sex, school type and subject group. Section 'B' contains twenty(20) items on different cognitive writing strategies that students use. The WPT was used to test students' performance in essay writing. The reliability of the questionnaire was determined using Cronbach's Alpha and reliability coefficient of 0.72 was obtained. The WPT was assessed using Intra-class correlation coefficient and a correlation coefficient of 0.975 was obtained. All four hypotheses were set at .05 level of significance. Data collected were analysed using both descriptive and inferential statistics.

The findings revealed that (1) Senior secondary school students' use of cognitive writing strategies was high. (2) Their use did not have any significant correlation with their writing performance. (3) There was also no significant difference in students' use of writing strategies based on sex, school type and subject grouping. (4) It was therefore concluded that students' cognitive writing strategy use does not influence their essay writing performance. (5) The study recommended among others that language teachers should pay more attention to students' use of strategies in their essay writing tasks.

CHAPTER ONE

INTRODUCTION

Background to the Study

The English language is a world language that has provided for communication for people all over the world. It is spoken in Britain, America, Anglo Saxon South Africa, New Zealand among others as a first language. These countries are regarded as the Inner Circle countries. To countries in the Outer and Expanding Circles, English is a second and a foreign language respectively. Nigeria is one of the countries in the Outer Circle in the spread of English. Countries in this Outer Circle use English as their second language. This is because the speakers' acquisition of a mother tongue (first language) before acquiring or learning a second language.

Learning a second language such as English is to aid the mutual intelligibility of all the members of the Nigerian society who have different first languages (L1). English is the binding force in the Nigerian society. According to Eichhorst (2010), it is the de facto lingua franca, the language of stability and unity, the language of science and technology, the language of international relations, the language of media among others. As the official language in Nigeria, it is the foundation on which almost all educational growth and development are hinged. English language is a subject in the school curriculum from the middle basic level to the tertiary level. A credit pass in English Language is a pre-requisite for admission into any tertiary institution in Nigeria.

Sogbesan (2006) notes that besides being a school subject, English language is also a medium of learning other subjects. A student who cannot read and write in English will have difficulty learning other subjects. This results in a proficiency in English being

a necessary criterion for students' academic success. It is the major index for measuring the quality of secondary school external examinations result (Ukwuegbu, 2009). The high status of English in Nigeria and the high failure rate in schools has necessitated the need for the complete overhaul of its learning process.

In explaining that the reforms being carried out by the Edo state Government was yielding results, it was revealed that Edo state emerged first in the 2022 West African School Certificate Examination (WASCE) with 92.8% passes including mathematics and English language (Daily Trust, 2022). In 2019, sixty three percent (63%) got either Distinction or Credit in English Language out of sixty five thousand, two hundred and seven (65,207) candidates that sat for the examinations. The analysis of students' performance in English by the West African Examination Council (WAEC) showed that in 2018, approximately twenty-two per cent (21.61%) scored credit in English; in 2017, fifty-nine per cent (59.22%) scored credit and above; in 2016, fifty-three per cent (52.97%) scored credit and above and in 2015, thirty-nine per cent (38.68%) scored credit and above.

Despite the gradual improvement in students' performance, which culminated in the 92.8% in the West African Examination Council (WAEC) 2022 May/June Examination, Chief Examiners' reports have indicated that students perform poorly in Paper1, which comprises essay writing, reading comprehension and summary writing. The Senior School Certificate Examination (SSCE) English Language examination has three papers - Paper 1 (Essay writing, reading comprehension and summary writing constituting 60%), Paper 11 (multiple choice constituting 25%) and Paper 111 (Test of Orals constituting 15%). It should be noted that Paper 1 which has the highest scores

contains essay writing as one of the major components and that is the focus of this study. A failure in this area will definitely reduce scores in English Language and mar a student's result. Recent examinations conducted by the National Examination Council (NECO) and the National Business and Technical Examination Board (NABTEB) have recorded poor performances of students in this section of the examination. This poor performance is adduced to lack of skills and strategies necessary for effective writing (Chief Examiner's Report, NECO, 2021). Effective writing by students is one of the problems that language teachers are facing currently and helping students to master the strategy will go a long way in improving their scores.

There are four language skills - listening, speaking, reading and writing. Writing is a productive skill which entails visibly communicating by means of symbols marked or impressed on an equally physical material (Gbenedio, 1996). Writing is a process to transfer the ideas or opinion in mind to the written form it is the fuel that drives communication and communication services as a framework for society. Writing is a significant literacy activity in modern life that enables individuals to accomplish a variety of personal, intellectual occupational and recreation goals (Fitzgerald, 2006). It is an art that needs to be mastered. The different types of written texts are narrative, descriptive, expository, poetic, etc, each of which has its style. The written language has nowadays become an important social and educational function and its status has a high social prestige (Urbanova & Oakland, 2002). It has its specific norm which is a structure of its kind.

Writing is essential because it brings about a lot of advantages. Writing helps to express ones personality; foster communication; develop thinking skills; make logical

and persuasive arguments; give a person a chance to later reflect on his/her ideas and re-evaluate them; provide and receive feedback and prepare for school and employment. If students do not know how to express themselves in writing, they will not be able to communicate well with their teachers, peers and anyone else. It is expected that being able to communicate effectively is an indication that students can activate their cognitive skills. Cognition is the range of mental processes that are related to the acquisition, storage, manipulation and retrieval of information. It is the mental process of acquiring knowledge and understanding through thought, experience and the senses, (Urbanova & Oakland, 2002).

Writing has a unique position in language teaching since its acquisition involves the practice and knowledge of the other three language skills (listening, speaking and reading). Moreover, it requires the mastering of other skills such as meta-cognitive skills. Learners need to set an objective for their writing, plan it carefully, think over its layout and logical structure and revise it. In the process of writing, writers need to use cognitive skills, analyze their sources and synthesise them in a compact piece of writing.

The writing process consists of four steps: planning, drafting, editing/revising and publishing. The planning stage is when students brainstorm to generate ideas for writing. They can use charts, words and graphic organizers to develop a word list for writing taking into consideration the genre they want to write. At the drafting stage, they write without paying attention to the punctuation or grammar errors. This is when students focus on getting their ideas on paper without distractions. The editing/revising stage sees them scrutinizing their ideas to prune what is irrelevant and incorporate whatever idea

that is necessary. The revising stage helps to make improvement on their earlier thoughts. The final and publishing stage is when the text is written with minimal errors.

The movement from steps in the writing process to the final published text is comprehensive and sequential. To achieve perfection among students, teachers must aid them through demonstrations, helping them to express themselves through their everyday experiences and other experiences of others. Reading out loud while writing and showing the thinking of the readers is central to the learning process (Harvey & Goudvis, 2002). When readers read and write, thoughts fill their minds and they envision experiences and engage in the events and the characters as their own. Readers bring their personal thoughts, knowledge and experiences to mind as they read the text.

Although the trend in the teaching of writing has been to focus on writing as part of the whole language process, teachers need to know what kinds of materials, strategies and activities that will work best for their students. Whatever writing genre that a student decides to compose, he must be aware of the strategies to use to produce a meaningful piece. Students' inability to write effectively is not the only challenge that teachers face today. Students' lack of interest in writing is another. They get overwhelmed when faced with a writing task. For many, they feel that writing is a tedious task. Accusations of laziness, poor motivation and a reprehensible attitude are often directed toward deficit writers. Ineffective writing can be the result of lack of incentive and a general disappointment and discouragement. The primary reason students avoid writing include the struggle to organize and use mechanics of writing, the inefficiency in retrieving the right word(s) to express an idea, the struggle to keep track of their thoughts while also getting them down on paper, very poor spelling which interferes with automatic use of

writing mechanics. Teachers can help students to deal with their lack of enjoyment of the writing process and also with poor skill development. This can be done by making students develop a greater understanding of the purpose of writing and appreciation for it and helping them to develop more efficient skills. When they have a combination of this understanding and the skills, they are then free to apply techniques and abilities in a wide range of situations.

One of the areas which is closely related to characteristics and performance of language learners is the role of gender on language learning in general and writing performance in particular. Although various studies have been conducted to examine gender difference regarding different aspect of language learning, studies have revealed inconsistencies. Soori and Zamani (2011) are of the view that males and females use language differently. Because language is the collection of culture, civilization and knowledge, it can be studied differently. In the same view, men and women write differently using different language features revealed through writing skills.

Creative writing has an important role in educational institutions. Students require effective English writing skills for their academic success and personal development (Ukulu, Indangasi, Mwangi, Gecaga & Okanga, 2006). A great difference may be seen in the writing performance of essay between two types of school, public and private. According to Dar and Khan (2015), the writing skill of private school students is better than public school students because majority of the private school students have better sentence and subject verb agreement in essay writing. Most public school students' spelling, use of tenses and use of auxiliary verbs are better and more correct in essay writing than the private school students (Dar & Khan, 2015). It is however not certain

how they use strategies while writing, or what strategies they use. By implication, English writing skills may be maximised in both public and private schools, by using various writing strategies. Gender and sex are often used interchangeably. People often use these in daily activities such as filling the questionnaire, medical forms and all official paperwork. These are words that are used to explain some of the basic characteristics of humans (Pryzgodna & Chrisler, 2000). Sex simply refers to the biological aspects of being male or female. Gender typically refers only to behavioural, social and psychological characteristics of men and women. Therefore, while sex is biological, gender is behavioural, explaining the social characteristics of human beings (Eckert & McConell-Ginet, 2003). As a result of the educational trend of learner-centred instruction, teachers need to be aware of students' characteristics in order to tailor their teaching to the needs of learners, one of which is the role of gender on language learning in general and writing in particular.

Writing may also differ depending on the expectations of the discipline. Academic writing conventions vary substantially according to discipline. Whether one is writing in the humanities, Sciences or Social Sciences, each has its peculiarity in style. Writing in the humanities usually seeks to analyse, interpret, argue and/or explain thoughts, reactions, ideas and emotions. Writing in the Sciences focuses on informing the reader of new discoveries and assisting readers in discovering truth through facts and solid data provided in detail. Writing in business often entails explaining a situation, event, or change to compel the reader toward a very specific action. In Social Sciences, writing is focused on human behaviour and societies which evolve, in documenting actual events as they happen.

There is the need for students to be aware of writing strategies, which will make them focus on being self regulating strategic writers. It is the responsibility of the teachers to find out the writing strategies students use and help develop them. This researcher wonders if secondary school students are aware that there are strategies involved in writing. If they do, to what extent do they use these strategies? It is on this basis that the researcher sets out to examine the strategies that senior secondary school students use in writing.

Statement of the Problem

Language is a tool of communication to express ones thoughts, ideas, feelings and emotions. Humans have to acquire the skills of a particular language in order to communicate with others. Two important medium of communication are spoken and written. In public examinations, these two are the medium of communication that are often tested.

Various factors may be responsible for the poor performance in writing ranging from inadequate instruction, insufficient exposure and practice in writing skills. It is one thing for a student to be able to read and understand instructions based on a writing test, but another to be able to put his thoughts down accurately. Expressing himself and communicating with his audience entails an awareness of a whole lot of strategies.

Do these students have any idea of the strategies they can use in achieving their desired texts? Are they aware of writing strategies, or could it be that they fail to activate their cognitive, strategies in their writing? If students are aware of the various writing strategies and are encouraged to use them, perhaps their writing performance in public

examinations may improve. The desire to find answers to these questions has informed the researcher's investigation of students' use of writing strategies.

Research Questions

To guide this study, the following research questions were raised:

1. Do senior secondary school students use cognitive strategies in essay writing?
2. Is there any difference in the cognitive writing strategies used by senior secondary school students in Benin metropolis based on sex?
3. Is there any difference in the cognitive writing strategies used by senior secondary school students in Benin metropolis base on school type?
4. Is there any difference in the cognitive writing strategies used by senior secondary school students in Benin metropolis based on subject grouping?
5. Is there any relationship between the writing performance of students and their cognitive strategy use?

Hypotheses

Four out of the five research questions (2-5) were hypothesized and tested at 0.5 level of significance.

1. There is no significant difference in students' use of cognitive writing strategies in essay writing based on sex.
2. There is no significant difference in students' use of cognitive writing strategies in essay writing based on school type.
3. There is no significant difference in students' use of cognitive writing strategies in essay writing based on subject grouping.

4. There is no significant relationship between students' performance in writing and their use of cognitive writing strategies.

Purpose of the Study

The study examined the relationship between students' use of cognitive writing strategies and senior secondary school students' writing performance in Benin metropolis. It will specifically seek to:

1. examine the writing strategies that senior secondary school students use of cognitive writing strategies;
2. determine whether there is any significant difference in senior secondary school students' use of cognitive writing strategies based on sex;
3. determine whether there is any difference, between private and public school students' use of cognitive writing strategies;
4. determine whether there is any difference in Arts, Science and Social science students' use of cognitive writing strategies and
5. determine whether there is any relationship between students' performance in essay writing and their use of cognitive writing strategies.

Significance of the Study

The findings of this study would be of immense benefit to students, teachers, curriculum planners, school administrators and future researchers. Students would be better equipped on tackling writing tasks. It will give them an insight into the effectiveness of writing strategies. Teachers would see the usefulness of writing strategies in the improvement of writing tasks.

Curriculum planners would be able to plan the curriculum to accommodate various writing strategies, which would help students to write effectively. Future researchers would find this study useful as a reference on the use of writing strategies for the development of writing as an aspect of English Language.

Scope and Delimitation of the Study

The study focused on senior secondary school students' use of writing strategies and its relationship with writing performance. The study was delimited to students in public and private secondary schools in the Benin metropolis.

Definition of Terms

The following words are defined / explained as used in this study.

Writing process: This is the sequence of physical and mental actions that writers take in the cause of producing any kind of text. Four stages of the writing process have been used in this study to explain how students produce texts.

Cognition: This is the mental process of thinking through and understanding things.

Strategy: A plan of action designed to achieve a long term or overall aim.

Writing strategies: Writing strategies are the general plan or set of plans that help writers to have a focus on their writing goals. Strategies help to sustain writing and involve tactics which ensure that the writing meets the specific goal.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

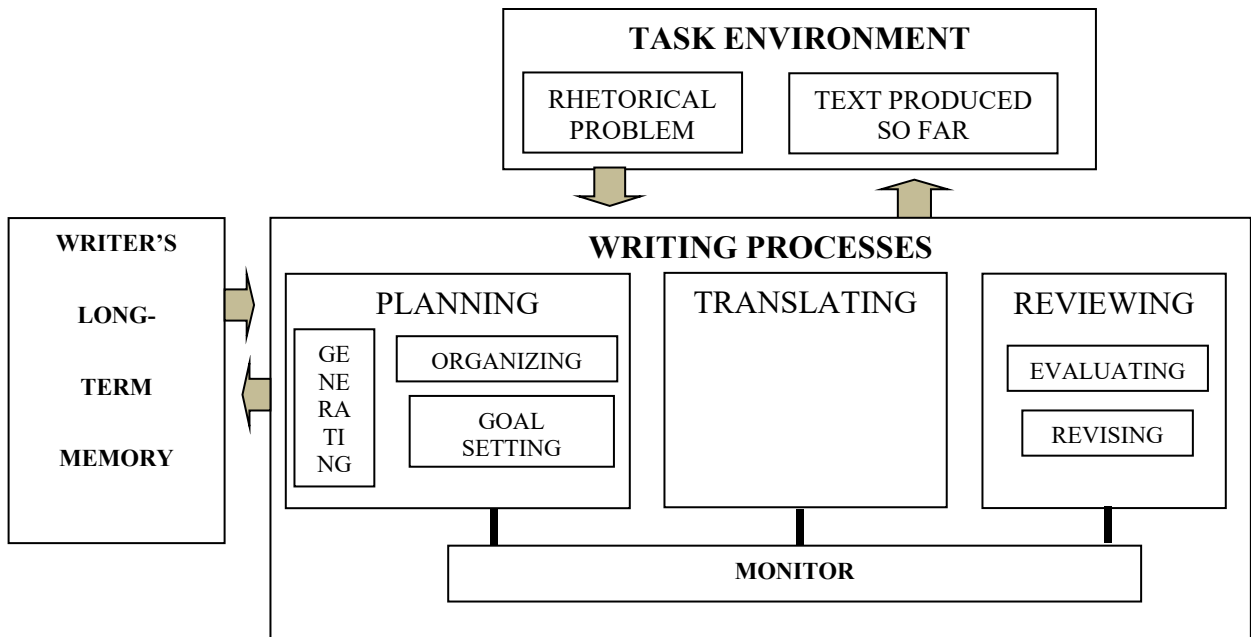
The highlights of this chapter are the theoretical foundation and the review of literature in the area of strategies that students use for writing. The review of related literature is subdivided into headings for the purpose of clarity and ease of reading.

- Theoretical Framework
- Concept of Writing
- Theoretical Perspectives of Writing
- The Writing Process
- Approaches to Writing
- Language Learning Strategies
- Writing Strategies
- Cognitive Writing Strategies
- Gender and Writing
- Summary of Reviewed Literature

Theoretical Framework

There are two theoretical framework for this study. They are Flower and Hayes (1981) cognitive theory of writing and Albert Bandura's (1979) Social Learning Theory. Flower and Hayes (1981) Cognitive Theory of Writing is a process theory whose major units of analysis are elementary mental processes such as the process of generating ideas in a hierarchical structure. The mental act may occur at any stage in the composing process. This theory is a departure from the traditional paradigm of stages. The product approach to writing is the traditional approach where a deal of attention is placed on an

already made model composition. Students are compelled to emulate this model to reproduce their own text. The traditional approach to writing encourages students to imitate the model content, organisation, vocabulary use, punctuation, etc, without any cognitive input by the students. Flower and Hayes (1981) asserted that the task environment, the learner's long term memory and the writing processes make up the three main elements of the writing act. Writing is reflected in the three units of the model.



Adopted from The Flower and Hayes' writing model (Flower & Hayes., 1981)

The task environment includes all those things outside the writer's imagination beginning with the rhetorical problem or assignment and eventually including the growing text itself. The rhetorical problem describes the writer's topic, his audience and his role as student to teacher. In so far as writing is a rhetorical act, writers attempt to "solve" or respond to this rhetorical problem by writing something. In theory, this problem is a very complex thing that includes not only the rhetorical situation and audience which prompts one to write, but also the writer's own goals in writing.

The writer's long term memory which can exist in the mind as well as in outside sources such as books is a storehouse of knowledge about the topic and audience as well as knowledge about writing plans and problem representations. Unlike the short term memory which is our active processing capacity or conscious attention, long term memory is a relatively stable entity and has its own internal organization and information. Two problems of the long term memory are finding the cue that will let you retrieve a network of useful knowledge, and reorganising or adapting that information to fit the demands of the rhetorical problem. The phenomenon of 'writer-based' prose nicely demonstrates the results of a writing strategy based on retrieval.

The third component of Flower and Hayes' (1981) model is subdivided into three processes planning, translating and reviewing. Planning is the act of building the internal representation involving fragmentary, unconnected or contradictory thoughts. An organization of this sub process plays an important part in creative thinking discovery because it is capable of grouping ideas and forming new concepts. Translating is essentially the process of putting ideas into visible language. For the peculiar qualities of the task, 'translating' is used in place of transcribing or writing. The information generated in planning may be represented in a variety of symbol systems other than language, such as imagery or kinetic sensations. Even when the planning process represents one's thought in words, that representation is unlikely to be the elaborate syntax of written English. So the writer's task is to translate a meaning, which may be embodied in key words that Vygotsky (1987) calls words "saturated with sense", and organized in a network of relationships, into a linear piece of written English. The

process of translating requires the writer to juggle all the special demands of written English.

Reviewing depends on two sub processes: evaluating and revising. Reviewing, itself, may be a conscious process in which writers choose to read what they have written either as a springboard to further translating, or with an eye to systematically evaluating and or revising the text. Periods of planned reviewing frequently lead to new cycles of planning and translating. The reviewing process can also occur as an unplanned action triggered by an evaluation of either the text or one's own planning (people revise written as well as unwritten thoughts or statements). The sub processes of revising and evaluating, along with generating, share the special distinction of being able to interrupt any other process and occur at any time in the act of writing.

Hayes (1996) later revised these cognitive processes during the acts of writing to text interpretation, reflection and text production. During text interpretation, writers create internal representations of information encountered through reading, listening and viewing graphic images. These internal representations transform into other internal representations during reflection as writers apply problem-solving, decision-making and inferencing skills. The last cognitive process, text production, works in conjunction with the task environment to transform the internal representations into written, verbal or graphic productions.

The Social Learning Theory by Bandura (1977) emphasises the importance of observing, modelling and imitating the behaviours, attitudes and emotional reactions of others. Social Learning Theory considers how both environmental and cognitive factors interact to influence human learning and behaviour. This theory agrees with the

behaviorist learning theories of classical and operant conditioning. Bandura includes two important ideas-the mediating processes which occur between stimuli and responses and behaviour learned from the environment through the process of observational learning.

As illustrated by Bandura (1961) in his Bobo doll experiment, individuals that are observed are called models and children are surrounded by many influential models such as parents within the family, friends, peers and teachers in school. These models all make up the examples of behaviours to observe and imitate. Children pay attention to some of these models and encode their behaviour. At a later date, they may imitate the behaviour that they have observed regardless of whether the behaviour is gender appropriate or not. It is more likely though, that the child will imitate those people it perceives as similar in gender to itself. In return, the people will either reinforce or punish the child depending on the acceptability of the behaviour. If the consequences are rewarding, the child is likely to continue performing the behaviour. Children usually get attached to specific models that possess qualities seen as rewarding and vicariously learn by observing their consequences. Children learn from other people around them either by identification or by imitation. By identification, they adopt their behaviour as against imitation which involves copying a single behaviour.

Mediationally, Social Learning Theory (SLT) is often described as the bridge between the traditional learning theory (behaviourism) and the cognitive approach which focuses on how mental (cognitive) factors are involved in learning. Unlike Skinner, Bandura (1977) believes that humans are active information processors who think about the relationship between their behaviour and its consequences. Observational learning could not occur unless cognitive processes were at work. These mental factors mediate in

the learning process to determine whether a new response is acquired. As proposed by Bandura, there are four mediational processes. They are attention, retention, reproduction and motivation.

For a behaviour to be imitated, it has to grab our attention. Attention is therefore extremely important in whether a behaviour influences those imitating it. A behaviour that arrests our attention needs to be stored away in our memory. It is important that a memory of the behaviour is formed to be performed later by the observer. There needs to be a memory to refer to when the need to recall it arises. The ability to perform the behaviour that the model has just demonstrated is reproduction. We are limited by our physical ability and for that reason, even if we wish to reproduce the behaviour, we cannot. This influences our decisions whether to try and imitate it or not. Motivation is the will to perform the behaviour.

Social Learning Theory provides a more comprehensive explanation of human learning by recognising the role of mediational processes such as gender roles and moral behaviour than models of learning based on simple reinforcement. However, because we do not imitate behaviours without our thoughts and feelings, Bandura modified his theory and renamed it Social Cognitive Theory (SCT) in 1986. The Social Cognitive Theory is suited to this study because it looks beyond text features like grammar, correctness and convention, to consider writing as a social activity undertaken while collaborating with other writers and readers. Besides, imitating the observed model teacher will help the students to improve on their writing skills.

An important goal in writing instruction is to help students develop the self regulation skills needed to successfully manage the intricacies of the writing process. The

students' ability in monitoring strategy use in their working memory in the writing process may offer us paths to consider the improvement of student writing. The study on cognition or meta cognition in writing provides educational researchers and practitioners with notable insight about the cognitive processes involved in writing. It holds important implications for writing instruction, particularly in teaching students which parts they have to be more aware of in their writing processes as well as the need to regulate these processes. The opportunity for students to see their earlier ideas on the written page and to rethink them is perhaps the most important method towards the development of meta cognitive awareness. Cognitive process of writing helps learners in three major processes (plan, translate and review) and a number of sub-processes available to the writer. It also helps learners planning at the beginning of the composing session. Planning is not a unitary stage, but a distinctive thinking process which writers use over and over during composing.

A study on cognition is focused on gaining insight into the writing process through the writer's thought processes. Composition theorists have attacked the problem of accessing writer's thoughts in various ways. In an essay by Flower and Hayes (1981), an explanation was given about the writing process and the pedagogical advancements addressing deficiencies, trends and insights gained from their linguistic research. This theory explains that writers process their writing by thinking aloud and taking notes of their thoughts, providing data analysis regarding the writing process.

The implication of Bandura's Social Learning Theory to this study is that it emphasises the importance and influence of modeled and observed behaviour on learning. It takes into account the mutual influences of the individual, the physical and

psychosocial environment and the writing task to be learned. Flower and Hayes (1980, 1981) cognitive model represents the actual writers' mental behaviour while they are writing. This theory sought to outline the writers' choice-making throughout the writing process and how those choices have constrained or influenced other choices down the line. The implication of the cognitive theory of writing to this study is that students rely on their mental processes to solve problems in writing. It helps students to engage their thinking faculty in producing texts.

It became expedient to use the two theories in this study because social learning theory focuses on the idea of reinforcement, while social cognitive theory emphasises the role of cognitive process. According to Oxford (1990), many learners reason out the new language and construct a formal model in their minds based on analysis and comparison, create general rules and revise those rules when information is available.

The Concept of Writing

Language is the main tool of human communication and has been investigated in multi-dimensional ways. With language, individuals communicate basic needs as well as express deep thoughts and feelings. That language is part of human socializations is taken for granted by the mainstream population (Pinhasi-vittorio, 2007). The output of language which are speaking and writing can quickly expose the user's level of language acquisition. This explains why studies in speaking and writing should be increased. Compared to the emphasis on speaking, writing needs to receive equal attention at both teaching and learning levels.

The written language plays an equally important role in human communication and social activities as speaking, especially when achieving a high level of mastery of

language and communication is considered. As perceived by Graham & Perin (2007), “if students are to make knowledge their own, they must struggle with the details, wrestle with the facts, and rework raw information and dimly understand concepts in language they can communicate to someone else. In short, if students are to learn, they must write”.

Writing is a medium of human communication that involves the representation of a language with written symbols. The symbols include letters of the alphabet, punctuations and spaces, to communicate thoughts and ideas in a readable form. The systems are not themselves language, but are means of rendering a language into a form that can be reconstructed by other humans. Writing is one of the four language skills and is a productive skill. As a productive skill, writing is an 'act' involving the psychomotor domain and an 'art' involving the cognitive domain (Gbenedio, 1986). It is a skill that enables people to communicate with one another.

Writing is an activity that has knowledge-transforming effects, since it allows humans to externalize their thoughts in forms that are easier to reflect on, elaborate, reconsider and revise. Writing, like speaking, relies on the same semantic, structures like lexicon and syntax, with the added dependency of a system of symbols to represent that language's phonology and morphology. The result of the activity of writing is a text, while the interpretation of this text is called reading.

Generally, we write using a pen or pencil (handwriting) or a keyboard (typing). With a pen /pencil we usually write on a surface such as paper or whiteboard. A keyboard is normally attached to a typewriter, computer or mobile device. To write clearly, it is essential to understand the basic system of a language. In English this includes knowledge of grammar, punctuation, sentence structure vocabulary as well as correct

spelling and formatting. A writer may write for personal enjoyment or use, or for an audience of one person or more. The audience may be known (targeted) or unknown. As with speaking, it is important to consider your audience when writing. There are many styles of writing, from informal to formal.

Writing is the primary basis upon which one's learning and intellect will be judged. Writing skill equips one with communication and thinking skill. It also fosters one's ability to explain and refine one's ideas to others and to oneself. Writing skills are important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face to face or telephone conversations. Poor writing skills create poor first impressions and many readers will have an immediate negative reaction if they spot a spelling or grammatical mistake. All written communications should therefore be reread before sending to print or hitting the send button. Writing skills will improve your communication skills. It communicates the point that is important for others. Good writing skills help you to become more clear and concise and allow you to stand out as compared with the rest.

Writing skills enable us to communicate with people beyond the limits of time and distance. It is an essential skill for students in the current internet-driven epoch, a valid mode for the transmission of culture, knowledge and ideas from one generation to another, hence directly dealing with preserving and developing the sociocultural, educational and anthropological aspects of human life. By implication, writing is not only considered as criteria of getting knowledge, but it is also an important means of disseminating and producing knowledge in any educational and cultural system.

Canagarajah (2002) ascribes the importance of writing to the five salient features of writing. First, writing reflects and creates reality. Then, it is a socially interactional activity between the writer and the reader within a specific space and time. Thirdly, writing is created from the negotiation between writer and available resources in a context. It provides an opportunity for writers to present ideological beliefs, to express self and to give value to entities through the text. Lastly, writing is a historical dynamic process where the ideas, struggles, conflicts and concepts of the text are open to the readers and writers' comments and stance.

Writing is a complex and multi-factorial phenomenon; it is more challenging for learners who write in a language other than their first language. Weigle (2005) asserted that L1 writers have automatic and quick access to grammatical and lexical repertoires while second language writers, especially those with a low level of language proficiency need to consciously focus on these processes since the strategies and knowledge are not easily available to them when they attempt to write in their second language. Moreover, writing in L2 is a difficult task for the students because the writing task requires different linguistic and cognitive strategies which students are not certain about (Rao, 2007).

Academic writing, much like other forms of writing is only effective when writers use conventions that other members of their community find familiar and convincing. Essentially, the process of writing involves creating a text that we assume the reader will recognise and accept and the process of reading involves drawing on assumptions about what the writer is trying to do. It is this writer- reader coordination which enables the co-construction of coherence from a text. Scholars and students alike must therefore attempt to use conventions that other members of their discipline, whether journal editors and

reviewers or subject specialists teachers and examiners, will recognise and accept (Hyland, 2009).

Hewings (2006) stated that variations in the characteristic patterns of academic writing occur not only from genre to genre, but within genres, from discipline to discipline. According to Hyland (2009), disciplines affect the use of language to enable engagement with others sharing a common background. They structure the written work and provide specific conventions and particular expectations that make texts meaningful for specific groups. In the view of Parodi (2008), disciplinary text is a discourse genre with the macro purpose that presents to specialised audience, one or more topics of a particular subject matter belonging to a field of study. Bangert-Drowns, Hurley & Wilkinson (2004), claim that thinking and writing strategies in a discipline are intrinsically linked and explicit instruction in writing genre requirements would facilitate students' transfer of rhetorical knowledge from one class to another.

Theoretical Perspectives of Writing

In recent decades, approaches to teaching of writing have changed to reflect shifts in understanding what writing entails and the theoretical perspectives, influencing the teaching learning of writing. Although a number of learning theories help to explain how people learn and apply increasingly complex writing processes and skills, what follows is an introduction to three key perspectives on learning that have influenced the teaching of writing: behaviourist, cognitive and socio-constructive theories.

Behaviourist theories of learning which is grounded on the belief that learning is dependent on responses to environmental stimuli were prevalent in the 1950s and 1960s (Skinner, 1957). If a student receives repeated positive reinforcement from a teacher for

producing an error-free writing composition with correct spelling and in neat handwriting, the student is likely to learn that the teacher values correct spelling and neat handwriting, possibly over other aspects of writing. A potential consequence of this may be that the student focuses all of his attention on avoiding spelling mistakes, learning to use correct spelling and producing 'neat' handwriting at the expense of attending to other aspects of writing. From a behaviourist point of view, giving some kind of reward is used to strengthen a particular desirable behavior.

Overlapping behaviourist theories were cognitive developmental theories of learning which came from the Piagetian notion that the learner constructs an understanding of the world around them through increasingly elaborate mental representations (Barrouillet, 2015). Cognitive developmental theories propose that development occurs in distinct and linear stages, with the student considered to be active in constructing their learning. It assumes that every child proceeds through the same stages of development, albeit at individually unique pace, and that development is shaped by biological maturation and environmental interactions. In essence, becoming a writer is a process of discovery through 'doing' and active exploration. Learning to write is student-centered and the role of the teacher is to facilitate learning. The linear notion described by cognitive theories has however, been flawed. There are strong arguments to suggest that learning is not a linear process and students may take many different paths as they learn to write (Mackenzie, 2018).

Beside the cognitive theory as proposed by Jean Piaget, the socio-constructivist theory helps to explain how people learn and apply increasing complex writing processes and skills. Social constructivist theory of learning is on Vygotsky's (1978) perspective

that learning occurs within social contexts. From this perspective, learners are assisted by others who are more knowledgeable and have capacity to provide scaffolds for new learning to take place (Wood, Brunner & Ross, 1976). Central to this tenet in learning to write is the importance of interaction in the classroom. Students learn to write by co-constructing texts and are gradually given opportunities to become increasingly independent in their learning. Unlike behaviourist explanations of learning, culture and language are considered frameworks for human cognitive structures, with development or learning a “complex process of qualitative changes in human mental processes taking place within social cultural contexts, environments and interactions” (Mackenzie & Veresov, 2013:2).

Writing is a critical skill in the 21st century (Brant, 2015) and learning to write in English is complex and usually requires explicit instruction and a great deal of practice. There is no one right way to approach the teaching of writing and while although descriptions have been given of some approaches, the list is in exhaustive. It is up to teachers to identify and apply those approaches that will best help them to meet the challenging needs of the students within their classroom. Behaviourist, cognitive and social constructivist theoretical perspectives of learning have influenced the ways in which educators have approached the teaching of writing over time.

The Writing Process

Writing is considered a cognitive activity requiring a number of strategies. Nunan (1989) and Richard (1990) are of the view that besides this, writing in a second language is even more complex and challenging than writing in one’s native language. This may be partly because writing in L2 requires proficiency in areas such as spelling, vocabulary

usage and grammar (Bailey, 2003). It needs hard work, lengthy steps, sufficient time and practices. Another difficulty of writing L2 is that L2 writings tend to have different command of vocabulary compared to that possessed by most L1 writers (Silver & Matsuda, 2001).

Notwithstanding its complexity, writing is a dynamic process (Blanchard & Root, 2004); Flower & Hayes, 1980, 1981; Harmer, 2007; Richards & Schmidt, 2002). It is a process where writers have to go through some stages in order to produce a piece of writing as a final form. To explain the dynamic nature of writing, Flower and Hayes (1980, 1981) and Blanchard Root (2004) use the term 'stage', while Harmer (2007) employed the terms 'element' and 'stage' interchangeably. Richards and Schmidt (2002) do not use a specific term.

According to Flower and Hayes (1980) there are three stages of the writing process: planning, translating and reviewing. Similarly, Blanchard and Root (2004) propose that writing consists of three stages' pre-writing, writing and devising and editing. Although some researchers use various terms and patterns to describe the writing process, the core elements are similar. They can be summed up as prewriting (planning), writing or translating (drafting), reviewing (revising and editing) and post, writing (final draft).

The writing process describes the sequence of physical and mental actions that people take as they produce any kind of text. It the steps and methods used to generate a finished piece of writing. Writing processes are highly individuated and task-specific; they often involve other kinds of activities that are not usually thought of as writing

(talking, drawing, reading, browsing, etc.). There are seven stages in the writing process as explained by Blanchard Root (2004). These are:

1. Pre-writing stage
2. Drafting stage
3. Peer editing stage
4. Revising stage
5. Editing stage.
6. Final draft stage, and
7. Publishing stage

Pre-writing stage: This is the planning stage when students brainstorm to gather materials with which to compose their text. They rely on resources from within and outside to generate ideas for writing. They ruminate their long term and short term memories, their environment and other sources to help develop a word list for writing. They decide the genre of writing, the audience and the purpose of writing.

Drafting stage: This is the stage where students usually put their thoughts on paper, not minding grammatical or spelling correctness. Without regard for structure or neatness, they focus on points on which their text can be built.

Peer editing stage: This stage sees classmates sharing their rough drafts to make suggestions. This is the checkmating stage to discuss the outcome of their individual efforts using the WH questions (who..., what..., where..., why..., etc.) looking for appropriate expressions to make their writing clearer.

Revising stage: In the revising stage, students utilize peer suggestions to edit their work. Additions are made where necessary and attempts are made to generally improve writing while soliciting the teacher's feedback.

Editing stage: The collaboration extends further at this stage as students depend on the superior advice of the teacher to make spelling, grammar, corrections on their work. The final corrections of all mistakes are made and teacher supervises students to ensure that they are effecting these corrections.

Final draft: Students make effort to produce a copy of their writing with all corrections made at the previous stage, referring to the facilitator (the teacher) to offer direct suggestions for improvement.

Publishing stage: Writing process is concluded and students publish their work in their neatest handwriting, or a word processor.

Students can become competent in learning L2 writing by modeling and describing the strategies and processes about effective writing. The effective writing includes drafting, planning, generating and revising ideas (Blanton, Kroll, Cumming, Erickson, Johns, Leki & Silver, 2002). Continuous feedback is provided by the instructor to the L2 learners until they are capable enough to complete their text flexibly and independently. Students are able to engage in effective writing when they understand the processes involved.

Approaches to Writing

Writing is considered to be a very difficult and complicated skill. This is so because there are several activities that should be done at the same time. While expressing ideas, students need to think about the appropriate vocabulary, mechanics, the

spelling of the words, style as well as the correct structure to be used in writing correct sentences. The complexity of writing is what makes students' writing performance unsatisfactory. Students' low ability in essay writing performance is determined by their teacher's approach and the materials discussed in the classroom (Al-Khasawneh, 2009).

Just as human beings are unique and individuals vary, same way people device different means in producing text. What the teacher needs to do is to suggest an exploration of various possible strategies and encourage students to experiment and search for one that is personally effective. There are three well known approaches to teaching writing. They are Product-based Approach, Process-based Approach and Genre-based approach.

❖ Product Approach

The Product approach is grounded on the behaviourist principles and relates language teaching to linguistic form, discrete linguistic skills and habit formation. It claims that language consists of parts that should be learned and mastered separately in a gradual manner, the learner's role being to receive and follow the teacher's instructions as exemplified in the audio-lingual approach. Product writing focuses on the end product Brakus (2003). Students are not required to generate and brainstorm ideas as thoroughly as they do in process writing. Rather, they spend more time analysing and practicing the main features of the text genre they are supposed to write. Product writing usually follows four stages which are model text, controlled practice, organizing ideas and final draft.

Model texts are read and then the features of the genre are highlighted with attention drawn to the importance of paragraphing and language used. It focuses on

techniques. The controlled practice of the features is usually in isolation so that the student imitates the studied texts without inputting his creativity. He uses the learnt skills to produce a given or chosen writing task based on specification. By implication, the teaching of writing in this approach focuses on the production of texts by individual students under time constraints and usually in silence.

According to Tribble (2009), the Product approach is traditional and text-based, as it focuses on form. The teacher often presents sample texts for students to imitate or adapt. The teacher's main role is to instill notions of correctness and conformity. In this approach, students' input is not encouraged as regards creativity. Proponents of this approach are of the view that students can learn how to write with minimal errors when they are given the composition of a good writer to study before embarking on their own writing. The primary goal of the Product approach is an error-free, coherent text.

There are four stages in the process of the Product-based approach. Stage one is the familiarization stage where students study model texts and then the features of the genre. Stage two is the controlled writing consisting of practice of the highlighted features, usually in isolation. Stage three is guided writing characterized by the organization and assemblage of ideas. The fourth and final stage is the free writing stage. At this stage, students make a choice from the array of comparable writing tasks. Imitating the models, they produce their choice text (Sleel, 2004).

❖ Process Approach

Process approach emphasizes the cognitive aspect of learning and acknowledging the contributions that the learner brings to the learning context. This approach claims that students should be taught 'systematic thinking skills'. Therefore, planning, setting goals,

drafting and generating ideas became part of the teaching strategies in L2 classroom, particularly in the field of writing. The Process approach to writing is grounded on the socio-cultural theory as proposed by Vygotsky (1986). The socio-cultural theory describes how people acquire the use of their second language. Vygotsky's most outstanding work is the concept of Zone of Proximal Development (ZPD) which is regarded as the most remarkable contribution to the field of education and learning process. Zone of Proximal Development (ZPD) is defined by Vygotsky as the difference between what a person can achieve when acting alone and what he can accomplish when supported by someone else and/or cultural artifacts.

Writers plan, revise, rearrange and delete text, rereading and producing multiple drafts before they produce their final document. This is what a Process writing approach is all about. The Process writing has been seen as an improvement of the traditional methods of writing instruction in recent years. This approach to teaching writing places emphasis on the stages of the writing process than on the final product. It is interpretational, learner-centred and not specifically related to examinations (Brown, 2001). In the view of Reid (2001), the collaborative spirit in process approach to writing gives it an edge over the product approach. While product approach stresses on linguistic knowledge, Process approach focuses on linguistic skills. Alwasilah (2005) claims that activities in Process approach such as collaborative writing, peer editing, drafting and teacher-student conferencing are strategies of empowering students to be independent writers.

In spite of the popularity of the process approach, it also has limitations in its disregard for grammar and structure. It places little importance on the final products.

Moreover, because of too much concern on the process, writing can become impractical and over lengthy in a process approach class. The emphasis on multiple drafts can make the work on a particular text boring to students especially when they know that the audience is still the teacher. In addition, the process approach can give the erroneous impression that writing is inevitably a laborious task. It is perceived that the process approach is not suitable for writing examination essays and is not applicable to all types of writers and tasks.

Not minding the credence given to this approach to writing as equipping students with the skills involved in writing and recognizing the background knowledge that they bring to the writing classroom, Harowitz (1986), Badger and White (2000) argue that all writing being produced by the same set of processes give less importance to the kind of texts writers produce. Also, such texts offer learners insufficient input particularly about linguistic knowledge to write successfully.

❖ Genre Approach

Genre-based approach is rooted in the Systemic Functional Linguistics (SFL) theory postulated by Halliday (1985). This theory opines that language is organized within the culture and is based on cultural ideologies. Language use in the genre approach emphasizes on the context and purpose for which the text is produced, therefore the choice of words used is based on the ideologies of the system and the culture of the writer. As a result, people raised within the same culture are accustomed to the situational types that occur within that culture.

Genre-based approach sees writing as essentially concerned with knowledge of language and is being tied closely to a social purpose, while the development of writing is

largely viewed as the analysis and imitation of inputting the form of texts provided by the teacher (Badger & White, 2000). Dealing with writing development, genre approach also has many similarities with the product approach. The Product approach is likened to a wheel model of genre literacy which has three phases. In genre approach, learners are exposed to examples of the genre they have to produce; the construction of a text by learners and teachers; and finally the independent construction of texts by learners. In theory, the cycle can be repeated as and when necessary, but it seems that each phase often appears only once.

Of the three approaches to writing, the genre approach is considered to be new and possess strong similarities with product approach (Harmer, 2007). It is also regarded as an extension of the product approach. The genre approach to writing focuses on teaching particular genres such as essays, assignments and other pieces of writing that students are expected to produce in academic settings (Paltridge, 2004). This might include a focus on language and discourse features of the texts, as well as the context in which the text is produced.

The application of genre approach in teaching has also been criticised by Patridge, (2004) for stifling creativity by imposing models on students. However, he further clarifies that the genre doesn't dictate that the students write in a certain way nor determine what to write, it enables choices to be made to create meaning. Although this seems true in some ways, but the students are automatically guided very much to imitate since they are only provided with very little practice on developing linguistic skills. Following this, Badger & White (2000) argue that the negative side of genre approach is that it undervalues the skills needed to produce a text and see learners as largely passive.

From the discussion of the three approaches to teaching writing, we can see that each is froth with strengths and weaknesses. An appropriate approach to teaching of essay writing is expected to be mastered by the teacher, so that he can apply that in the classroom. No single one of the three approaches is effective, but a combination of the approaches. Badger and White (2000) suggest a process-genre-based approach. The central point of genre is that writing is embedded in a social situation, so that a piece of writing is meant to achieve a particular purpose which is from a particular situation. Since genre analysis focuses on the language used in a particular text, we want to include processes where writers produce a text reflecting these elements under the term 'process genre'. This would cover the process where writers decide what aspects should be highlighted, as well as the knowledge of the appropriate language, (Badger & White 2000).

The process-genre-based approach thus integrates the strength of the process approach and the genre approach. Planning, drafting, conferencing, editing and peer review are components of the process approach to teaching writing. Understanding and considering the purpose, audience and context on the other hand, are elements of the genre approach. Badger and white (2000) propose that process-genre approach provides the situation to help students identify the purpose and consider the field, mode and tenor of the text they are about to produce.

Language Learning Strategies

Language Learning Strategies (LLS) was first introduced by Rubin and Stern in 1975. Varying definitions have emerged over the years. O'Malley and Chamot (1990) popularized the term to describe "the special thoughts or behaviours that individuals use

to help them comprehend, learn, or retain new information.” This definition includes particular choices picked by language learners to help them in understanding new information. Oxford (1990), Dornyei (2005), and Cohen (2011) also attribute the learning processes to strategies employed by learners in the acquisition of knowledge. Meanwhile, Brown (2000) described LLS as a “problem solver”, meaning specific actions or techniques used by language learners to help them solve the problems in the language learning process. He argues that these specific actions are employed by proficient language learners based on appropriateness associated with the particular task.

Owing to the disparity in researchers’ definition of LLS, it became expedient to clarify how it agrees in one aspect: that LLS are planned, conscious and well-thought-out actions taken by learners for the purpose of facilitating effective individual learning in an enjoyable way. Language Learning Strategies, as recalled by Güisoy (2010) in his study are student-led-method which make learners autonomous in learning a language. LLS are grouped into different categories by different researchers. Among these diverse researchers are Negari, (2011), Williams, (2010) and Rose (2012). Rubin (1981) classifies it into two basic groups: direct and indirect strategies. Direct strategies are Cognitive Learning Strategies which directly affect the process of learning while indirect strategies create indirect impact on students’ learning. Clarifying, monitoring, memorizing, guessing, etc are located in direct strategies. Indirect strategies are metacognitive strategies like planning, prioritising, setting goals and self-management.

O’Malley and Chamot (1990) divide Language Learning Strategies into three classes, metcognitive including planning, monitoring and evaluating, cognitive strategies which contain resourcing, repetition, grouping, deduction, imagery, auditory

representation, keyword method, elaboration, transfer, inferencing, note taking, summarising, recombination, and translation and social affective strategies that consist clarification and cooperation.

Oxford (1990), however proposed the most developed classification of her time for Language Learning Strategies. Oxford's taxonomy of Language Learning Strategies are categorised into two groups – direct and indirect strategies. Each of these groups have six classes which are further broken down into nineteen subsets. The Direct Strategies involve Memory Strategies, Cognitive Strategies and Compensation Strategies. The Indirect Strategies are Metacognitive Strategies, Affective Strategies Social Strategies. Each strategy in her qualification help students to solve problems by referring to what they already learned. Metacognitive strategies make learners independent in monitoring and evaluation. Social and affective strategies give the opportunity to learners to cooperate with their peers or native speakers in order to overcome their language learning issues.

Weinstein and Meyer (1991) offered three critical characteristics in indentifying strategic learning activities. First, it must be goal-directed, meaning that the learning strategies were used to help the learners meet a standard of performance or to reach the learning goal. Second, an action was considered as a strategic learning activity when it was intentionally invoked. The strategic activities were not universally applicable, but more situation-specific. It implied some level of active selection by considering a number of factors such as learners' prior experience with a strategy, prior experience with similar learning tasks, ability to deal with distraction and commitment to goals. Then the third characteristic was effortful. Strategic learning behaviours required time and often

involved using multiple interactive steps. The effort required called for the learners' motivation to initiate and maintain the strategy used.

Riding and Rayner (1998) distinguished normal learning activities and strategic learning activities by considering its appropriateness. Arguing that an activity became strategic when it was particularly appropriate for the individual learner, they contrasted it to general learning activities which a student might find less helpful. It was believed that learners engaged in strategic learning when they exerted purposeful effort to select and pursue learning procedures, believing these purposeful acts would increase their individual learning effectiveness.

Mu (2005), on the other hand, proposed three characteristics of learning strategies. An activity was considered as useful and strategic when it first related well to the L2 task at hand, then fits the particular students' learning style preference and is also employed by the student to link with other relevant strategies.

Cohen (2011) identified learners' choice as an important feature to distinguish between ordinary learning activities and strategic learning activities. He believed that the strategic learning activities should be voluntarily employed by the learners because it gave a special character to a strategy. His notion of consciousness was believed to be essential in distinguishing strategies from those processes that were not strategic.

As can be seen from researchers' definitions of language learning strategies, it identifies learners' strategic learning behaviours. Most of them came up with quite similar points, strategic learning activities are learning strategies when they were intentionally involved by the learners to reach the learning goals and used effectively in their individual learning.

Writing Strategies

Since the rapid development and classification of linguistics has become much more detailed, there have been studies on different language abilities (speaking, reading, listening and writing). However, the communicative functions of language have drawn more and more attention. The teaching of strategies in promoting speaking and listening are relegated to the background in language teaching. These areas are often ignored in secondary school timetables. Listening is not taught in most senior secondary schools.

The studies in ESL writing occupy a position as important as that for native learners. As Angelova (1999) has illustrated, there are several factors affecting the process and product of English as Second Language (ESL) writing as language proficiency, L1 writing competence, use of cohesive devices, metacognitive knowledge about the writing task, writing strategies and writers' personal characteristics. Among these factors, Arndt (1987) and Raimes (1985) have claimed that it is the writing strategies that primarily separate successful from less successful writers.

Writing strategies is the art and science of knowing what exactly you want to achieve, knowing what resources you have at hand, and then planning and marshalling these resources for their most efficient and effective use (Maaruf & Murat, 2013). A writing strategy is any approach or method you employ to get to the outcome (the version of your text as you have envisioned it before you start writing).

Many attempts have been made to come up with a shortlist of the ultimate writing strategies. At the end of the day, any conscious effort put into any project during the process of working is a strategy, be it brainstorming ideas or putting the first draft

together. There are many types of texts whose strategies require different methods to construct. However, the four categories into which we can fit these methods include:

1. Pre-writing strategies
2. Drafting strategies
3. Revising strategies
4. General writing strategies

Everything that you do before you sit down to write your first draft can collectively be termed pre-writing. Pre-writing is what comes before all others. The strategies that go into this include mind-mapping, outlining researching, targeting your readers and getting feedback on your outline.

Mind-mapping is an amazing strategy that helps you to get all your scrambled ideas out on one piece of paper. Instead of putting them into a linear list, you organize them into circles that are all tied to the central theme. Mind-mapping is an excellent method to use to get your ideas out onto a clear layout. You don't have to list them one next to the other because that's not how your mind works. You only need to be careful not to wander too far from the content topic. Outlining is arranging your text such that the information is orderly. Using an essay as an example, an outline includes introductory paragraph, body paragraphs and conclusion with all the supporting information like examples, data and quotes and sources. Researching is digging on your topic before you decide on what your conclusions are. Depending on the type and the scope of your writing, your research can range from looking up word meanings to studying relevant sources that can back up your claims. Targeting your readers is an important aspect of preparing yourself to write. Targeting your readers is making sure that you know who

your audience is. When you get constructive criticism that helps you improve on your draft from a fresh outside insight, then that is getting feedback on your outline.

When all the pre-writing is done, you will want to get down to work and put your words on paper. To get the desired outcome, it is best to practice various writing methods ranging from free writing to starting from body paragraphs, etc. Given the multifaceted nature of L2 writing, and the significant role of writing proficiency in academic settings, it is important to understand to what extent ESL students use writing strategies in creating their L2 writing and how their writing proficiency is related to their writing use. Understanding and identifying L2 writing strategies and techniques is very essential for language instructors to improve the writing curriculum and also help them to plan their writing lessons appropriately and effectively.

Although some teachers are aware of the use of some writing strategies, they however avoid them or neglect them due to the time constraints related to the school curriculum (Chen, 2011). Writing strategies provide support for the use of various types of effective writing strategies to assist learners to become autonomous writers who are in control of their own writing. The need to teach writing strategies and especially cognitive writing strategies to students is important as recent studies have shown that strategy-based instruction could help to decrease learners' anxiety level and reduce dependency on teacher-based lectures in teaching writing (Webb, 2015).

Of particular importance to writing is cognitive strategies which according to Oxford (1989) are a set of practical strategies. These are practicing, receiving and sending messages, analysing and reasoning and creating structure for input and output. These four sets of strategies have subsets ranging from repeating, deductive reasoning,

naturalistic practicing, taking notes, translating, transferring, summarising, etc. Cognitive strategies help learners take advantage of a variety of resources to understand and produce messages.

Based on the amount of time available, the revising strategy is a systematic process of reviewing and evaluating a writing before actually begin writing by going over the paper to be sure that it included all the information required. Editing occurs at this stage, moving paragraphs, deleting sections, adding new material, changing grammar, spelling, etc. Revising and editing can be done side by side although they serve different purposes. Revising is making writing better, editing is making it correct. Revising is about tightening and brightening and sharpening the writing.

The cooperative learning strategy is a general writing strategy. Cooperative learning strategy is a strategy which is based on the psychological aspects of cooperation and competition for learning. It mainly refers to the techniques in which students work in separate small groups or teams. In this way, they can help each other directly to master various academic materials being taught by their teacher. The teammates apply a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible for learning the taught material and for helping teammates learn and thus creating atmosphere of achievement (Mandel, 2009).

In recent years, researcher's attention in the field of second language acquisition (SLA) have shifted from the exclusive focus on teaching to increased concerns for learning strategies, because it is believed that in comparison with teacher's role, students themselves and their ability to take full advantage of opportunities to learn play a more important role in their learning. According to Cheng and Zheng (2002), the most general

findings among the investigation of language learning strategies can lead to improved proficiency or achievement in the students' learning activities. In the view of Flower and Hayes (1981), although there have been some studies on writing strategies both at home and abroad, most were done on a rather small scale and few were done with the consideration of some affective factors such as motivational intensity, gender, aptitude and so on. It has been pointed out that more empirical researches on L2 writing strategies is needed (Feng, 2003).

Mu and Carrington, (2007) carried out a study to examine (1) Palestinian EFL university-level students' writing strategies, (2) assessing Palestinian EFL university-level students' writing performance, and (3) the relationship between English writing performance and writing strategies among Palestinian EFL university-level students. Collecting data through the administration of self-developed questionnaire and an English essay test, 66 Palestinian university level students were used. Semi-structured interviews were conducted with 9 out of the 66 students. It was a quantitative research. Both descriptive and inferential statistics such as means, standard deviations, percentages and Pearson product-moment correlation coefficient were used to analyze the data. The findings of the study revealed that the participants did not exhibit a satisfactory level of strategy use when writing in English. However, there was a strong positive correlation between the participants' use of English writing strategies and their EFL writing performance.

Aimed at investigating whether applying pre-writing strategies would affect the quality of L2 learners' composition, Lily and Dariush, (2012) examined 23 adult EFL students from Jahd-e Daneshgahi English centre in Iran. They were randomly assigned to

control and experimental groups, including 11 and 12 participants in each. Each student wrote five argumentative essays and the findings revealed that students in the experiment group wrote better compositions as a result of applying pre-writing strategies. A significant implication was that pre-writing activities had significant effect on the participants' writing achievement.

Nasrin and Gholamreza (2013) conducted an experiment with 202 EFL students to determine the metacognitive strategies that EFL learners use in writing. The students were assigned to write two types of writing tasks namely integrated and independent. They wrote a reading-to-write and a writing-only test task and thereafter they filled out a writing metacognitive strategy inventory which was previously validated. The results indicated that no significant difference existed between the two tasks in metacognitive strategy use.

Syaadiah Arifin (2017) investigated the predominant writing strategies used by four Indonesian graduate students when writing in L2 (English). Using the Think Aloud Protocols (TAPs), it was discovered that both skilled and less skilled writers used varied strategies. While skilled writers used strategy in high frequency, less skilled writers only used each strategy in low frequency. Skilled writers used reading and rereading strategies in high frequency for several purposes: revising and editing the text, developing ideas and getting new ideas, while less skilled writers rarely used those strategies. They only wrote whatever ideas came into their mind and reread the text once in a while. These findings suggest that effective writing strategies should be introduced explicitly when student writers have already mastered the foundation of writing.

Mimi, Nooreing and Mohamed (2017) examined the effect of writing strategy instruction of ESL learners' writing performance. The study exposed 36 ESL students to the Self- Regulated Strategy Development (SRSD) approach, which focused on metacognitive and cognitive writing strategies. The findings revealed that the explicit instruction of writing strategies has a positive effect on ESL students' writing performance. This shows that strategy instruction should be made an essential part of ESL writing pedagogy.

To determine the relationship between writing strategy use and L2 writing proficiency among university students in Malaysia, Saeid, Massoud and Saifullah, (2017) carried out a study on 314 students. The result showed that Effort regulation strategy and metacognitive strategy were the first and second most frequently used strategies, while social strategy was least frequently used. It was also found that participants generally had a relatively high level of ESL writing strategy use with higher ability students, showing significantly more metacognitive, cognitive, affective and effort regulation strategies than students with lower writing proficiency.

Hadis and Manvender (2019) examined how Reciprocal Teaching Strategies (RTS) of Language Learning Strategies (LLS) develops the writing performance of ESL students in Malaysia. Using a total number of 50 male and female students, the results showed that the method of reciprocal teaching strategies has positive effects on ESL students' writing skill.

Interviewing two students from English Department, Restu, Urai and Dwi, (2021) investigated students' writing strategies in enhancing their English academic writing skills. The semi-structured interviews and document reviews were used to gather data.

The findings showed that the two students who categorised good language learners in writing skills employed all five writing strategies as posed by Mu (2005) in their writing process. Metacognitive strategies and social/affective strategies were used most by the students. The strategies were organising strategies, resourcing, setting goals, reviewing and editing, and avoidance strategies. The data indicated that the two students were not achieving the goal of learning instantly even though they employed strategies effectively in their individual learning in enhancing their writing skills. They selected 83 English students in Khorasgan Islamic Azad University. The Oxford Placement Test (OPT) was assigned to them. They were divided into two groups to write essays in cooperative and traditional ways. The findings revealed that the experimental (cooperative) group performed better.

Qismullah, Zalina and Yunisrina (2019) undertook a study to investigate the effects of cooperative learning (CL) to improve the writing skill of ninth grade students in a middle school in Kuala Lumpur. They used the quasi experimental design, with pre-test and post-test of the narrative essay as the instruments. The results showed that the students had increased in their writing scores from the pre-test to the post-test after the application of CL in the class. Subsequently, the results indicate positive effects of CL in improving the writing skill of students at the school.

Cognitive Writing Strategies

Academic writing is a challenging task that requires the application of various writing skills. The writers anticipate their readers' view of their text while paying attention to structure and content. Cognitive writing strategies can support the process of

organisation while writing. In this respect, writers identify main ideas and their relations within the text source and to their own writing (Weinstein & Mayer, 1986).

Cognitive writing strategies are listed among the direct strategies which are important in learning. They are the variety of strategies that are encapsulated in the acronym, PRAC (Oxford 1990). The four sets of cognitive strategies are Practicing, Receiving and Sending Messages, Analysing and Reasoning and Creating Structure for Input and Output. The first letters of each of these strategy sets combine to form the acronym PRAC since they are practical for learning language. The acronym PRAC is used to explain the four sets of cognitive strategies whose subsets are fifteen as explained by Oxford (1990). The first letter of the acronym encompasses repeating, formally practicing with sounds and writing systems, recognizing and using formulas and patterns, recombining and practicing naturalistically. All of these are encapsulated in practicing. These strategies are among the most, important strategies for learners because it enables them to write something over and over, imitating native speakers. The learner is able to merge structures by recognising the units and elements and link phrases and clauses to make whole sentences.

The second letter of PRAC is used to explain getting the idea quickly and using resources for receiving and sending messages. These two strategies are evident in learners skimming of the main ideas or scanning to find specific details of interest. They use this to quickly understand incoming and outgoing messages in print or non-print. Reasoning deductively, analysing expressions, analysing contractively, translating and transferring are the five subsets of the third acronym. These subsets are beneficial to learners who often use them to understand the meaning of new expressions or to create a

new expression. They do this by applying the top-down strategy of breaking new expression down into parts, comparing the elements of the new language and converting it into words, phrases and clauses, up to whole units to derive the new language. Creating structure for input and output which is the last acronym of the cognitive strategy explain the ways to create structure necessary for comprehension and production in the new language. By taking down raw notes of specific points, summarising such for compactness and righlighting using emphasis techniques like colour coding helps learners to become effective in learning cognitively. As mentioned above, writing is a complex process that requires a variety of strategies. On the one hand, writing need to organise their writing as they have gained from text sources. On the other hand, they need to evaluate text sources and their own text. Thus, writers apply cognitive strategies in writing because they can support the process of organisation while writing (Weinstein & Mayer, 1986). Cognitive strategies in writing are beneficial to learners. They require focusing of attention, planning and forethought, organisation of learners' thinking and reflective thought among other abilities thereby sharpening these skills through practice and reinforcement.

Gender and Writing

The idea that males and females are different in their ability to communicate has been one of the most popular beliefs about gender differences that exists to this day. Whether it is with words, emotional expression, or body language, the way in which males and females communicate have been explored in a variety of ways to distinguish the characteristics that make us so different (Disch, 2009). It is commonly generalized that females communicate in a more indirect, elaborate and emotional sense that can

reflect uncertainty, tentativeness and a lack of authority. Males are perceived to have a communication style that is direct, succinct and instrumental. While male conversational style usually centers around their own independence, female communication style reflect their need for connectedness (Hippel, Wiryakusuma, Bowden & Shochet, 2011).

One major difference between Male and female communication style is in the amount of emotion that is used in their conversations. Gendered cultural norms such as emotional expression and communication styles are both learned in childhood through interactions with family members and friends. Specifically, conversations that children have with their peers help them learn appropriate emotional responses which develop their socio-cognitive understanding. For instance, females use more affiliative language

Whereas males use more assertive language in conversations with both parents and peers (Tenenbaum, Ford & Allhedairy, 2011). Language used by people is determined by social classification such as gender, social class, age, ethnicity, education, etc.(Muto-Hunphrey, 2005). One of the socio-cultural factors shaped by learners in the process of learning a language including writing is gender (Kamiar, Gorjian & Pazhakh, 2012). The term 'gender' clearly reveals the social and contextual expectations which society places on each gender (male and female) culturally and socially (Kamiar et al., 2012). Block (2002) also considers gender as a social phenomenon. Hence, there is a shift in view from perceiving gender as an individual concept to perceiving it as a social construction (Aslan, 2009).

One of the factors which seems to be of great importance in dealing with writing and gender is the relationship between second language writing and identity construction. Writing is seen as a social activity in which writers align themselves in acceptable

discourses to Express themselves by reinventing ideas and linguistic expressions created by others (Prior, 2001). In this view, writers' identities are socially constructed and writers' positions themselves in social identities available to members of the discourse community (Clark & Ivanic, 1997; Ivanic, 1998).

Taking a close look at the importance of gender and writing relation, it is helpful to state that the second language writing research may explore gender differences in how men and women, or boys and girls write differently in L2 with respect to process and product (Kubota, 2003). These differences, however, should not be conceptualized as fixed traits, but as phenomenal contingent on context and power.

According to Kubota (2002), research on gender differences in the writing process may consider some issues such as topic choice, planning, writing, peer editing and revising; on the other hand, as a focus on product, it may also explore word choice, syntax, discourse organization, audience awareness and so on. Different accounts have been offered to explain gender differences in writing; among them is the identification of aspects of individual motivation in explaining gender disparities in writing. Self-efficacy which is individuals' confidence in their own writing skills has also been recognised as an important predictor of writing performance (Abbellatif, 2009, Castro & Limpo, 2018). Studies have shown that girls hold stronger writing self efficacy beliefs and have scored higher in writing tasks compared to boys, whereas boys tended to be more apprehensive about their writing skills and writing tasks.

Studies in gender difference in writing are consistently suggesting that gender difference is more pronounced with younger age. However, studies with older students seem to suggest that there is limited evidence for gender difference. Tones and Myhill

(2007), in their study of adolescents (13-16 years old) found very limited evidence to suggest that girls performed better than boys in L1 writing.

Gender difference has been rarely studied in English as a second language (ESL) writing context with adult writers. It is believed that their case may not be better because their linguistic skills are not any better, although research on writing typically has not explicitly dealt with language ability and gender differences as a major issue (Hyde & Linn, 1988). Little discussion has been given to how gender differences in cognitive writing might be mediated by linguistic factor.

Zang, Bennett, Deane and Rijn (2019) suggest that using computer-based tracking methods to observe gender differences in writing processes should be considered. This may yield better result since most of the previous studies used paper-based tasks and methods. Employing computer-based tools to track keystrokes might probe the debate about gender difference further, to contribute to the understanding of what underlies gender differences in writing in general, and in turn, advance theory with respect to gender differences in writing processes.

While doing two types of writing tasks, namely integrated and independent to investigate the metacognitive strategies that EFL learners apply in writing, Richards, Platt and Platt (2002) A lot might have happened since then. Used 202 participants. The students were assigned to write a reading to-write and a writing-only test task after which they filled out a writing metacognitive strategy inventory which was previously validated. The result indicated that no significant difference existed between the two tasks in metacognitive strategy use. Also, gender played no significant role in metacognitive strategy use and their interest in writing was weakly correlated with strategy use.

In a study carried out by Yuang and Chen (2006), a relationship between writing strategy use and the relationship between some variables like motivational intensity, and gender, was explored. Using questionnaires to elicit responses from 130 students from two selected schools, 103 females and 27 males. The results as regards relationship between writing strategy use and gender, female students showed higher frequency of reporting use than male students in the while-writing stage, but male students showed higher frequency of reporting use than female students.

Female students showed higher frequency of reporting use than male students only in the while-writing stage, implying that female students employ writing strategies more often in the while-writing stage than male students. The study further showed that male students tended to make a plan for their writing more often than female students. Male students were inclined to write outline more often than female students and in the revising stage, male students preferred to check their writing after they had finished the whole paper.

During an interview with three female students, it was learnt that they liked to check their essay when they had finished part of it and then continued to write. This is in accordance with what females did in their while-writing stage, when the essay was in the process of being composed (Petric & Czarl, 2003).

In a study to compare male and female students' writing strategy use, Qusay and Vahid (2017) experimented with 132 high school students in Baghdad. They found out that the frequency of strategy use was low among the participants. It was found that there is significant difference between female and male students' strategy use. Female students were found to use writing strategies more than males.

Zalaikha (2020) examined the potential sources of gender differences in writing fluency and text quality across Arabic as a first language and English as a foreign language. Seventy-seven undergraduate Omani students produced two argumentative texts, one in Arabic and one in English. Their English proficiency was assessed using the Oxford Placement Test (OPT). Their writing was recorded and analysed via keystroke logging and it was discovered that females outperformed males in terms of writing and text quality. The findings also indicated that females' superiority in writing fluency and text quality is a consequence of their superiority in English proficiency. Further findings suggested that writing fluency in English is an important explanatory variable that accounted for females' superiority in text quality.

Summary of Reviewed Literature

The examination of the empirical studies reviewed for this study revealed that some of the studies related to it have been conducted in English as a Foreign Language (EFL) context (Mu & Carrington, 2007; Lily & Dariush, 2012; Naspin & Gholamreza, 2013). These researchers used writing tasks to identify the strategy used by the participants. Their findings suggest that students did not have explicit instruction on effective writing strategies. Also, a few studies reviewed in English as a Second Language (ESL) context (Zoang, Bennet, Deane & Rijn, 2019) reveal discrepancies in result's of gender differences in writing.

The review of related literature revealed that writing as a critical literacy skill requires explicit instruction and a great deal of practice. There is no one right way to approach the teaching of writing. It behoves on the teacher to identify and apply those approaches that will help to meet the challenging needs of the students within their classroom. On the whole, the reviewed literature shows that specific writing strategies

have a significant impact on language learners' writing proficiency. The use of appropriate writing strategies can lead to improved achievements in the learner's writing activities. However, most learners are either unaware of the writing strategies that they can use, or they are using less effective strategies.

Owing, perhaps to the limited studies on writing strategies among ESL students, no study was reviewed in Nigeria. To bridge the gap, the current study aims to build on the previous research on writing strategies by examining the link between its use and students' performance in writing. This study was conducted with senior secondary school students. The use of this level of students was to avail educators and researchers a better understanding of writing problems at this level and assess the effects of the use of writing strategies.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter aims at explaining the methodology used in carrying out the study.

This is presented under the following subheadings:

- Design of the Study
- Population of the Study
- Sample and Sampling Techniques
- Instrument of Data Collection
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Design of the Study

The descriptive survey research design adapting a correlational study was adopted for this study. The variables of study are; the independent variable: writing strategy with two levels; use and non-use of cognitive strategies and the dependent variable: writing test scores. The moderating variables are sex with two levels (male and female), school type with two levels (public and private) and subject grouping with three levels (Arts, Social Science and Sciences).

Population of the Study

The population of the study was made up of all the senior secondary school two (SS11) students in Benin metropolis. There are a total of thirty five (35) private and

thirteen (13) public secondary schools in Benin metropolis, both with a population of nine thousand, eight hundred and sixteen (9816) for the 2022/2023 academic session. This is presented in (see appendix C).

Sample and Sampling Techniques

A sample of seventy-two (72) students comprising thirty-nine (39) males and thirty-three (33) females made up the sample for the study. The stratified random sampling technique was adopted. First, schools were stratified into public and private schools, then three schools were selected from the public schools while four schools were selected from the private schools, making it a totally of seven schools. In the selection of the sample, other variables such as sex and subject grouping were taken into consideration. The sample breakdown for the study is presented in Table 1.

Table 1: Demographic Profile of Respondents (N = 72)

VARIABLE	FREQUENCY	PERCENT
SEX		
Male	39	54.2
Female	33	45.8
SCHOOL TYPE		
Public School	52	72.2
Private School	20	27.8
SUBJECT GROUPING		
Science	26	36.1
Arts	37	51.4
Social Science	9	12.5

Table 1 shows that 39 (54.2%) of the respondents are male students, while 33 (45.8%) are female students. Fifty-two (72.2%) are students in public schools, while 20 (17.8%) are students in private schools. The table also reveals that slightly above average, 37 (51.4) are Arts students, followed by the Science students, 26 (36.6%), only 9 (12.5%) of the respondents are social science students.

Research Instruments

Two research instruments were used for data collection for the study. The first is a questionnaire tagged, "The Strategies Students Use in Writing Questionnaire (TSSUWQ)". The questionnaire is made up of two sections, A and B. Section A sought information on the personal data of the respondents. Section B was used to elicit responses on the cognitive strategies used by students in essay writing.

Section B is a 4-point Likert scale format. The responses were rated Always = 4; Sometimes = 4; Rarely = 2; and Never = 1. The cut-off point was calculated as follows:

Always = 4

Sometimes = 3

Rarely = 2

Never = 1

$$10/4 = 2.50$$

Thus, 2.50 was the cut-off point, any response with mean less than 2.50 signifies non-use of the cognitive writing strategy, while a response with a mean above 2.50 signifies use of the cognitive writing strategy. The second instrument was a Writing Performance Test (WPT). This second instrument was a writing task to measure the writing performance of the students.

Validity of the Instruments

The researcher's supervisor and two experts in the Language Education Unit of the Department of Curriculum and Instructional Technology (CIT) validated the instruments. Their contributions and suggestions ensured that the instruments were given

content and face validity. The corrections and suggestions were used to produce the final draft of the instruments used for the study.

Reliability of the Instruments

A trial test of the instruments was carried out on twenty (20) students in a school that was not part of the main study. The reliability of the questionnaire was determined using Cronbach's Alpha and a reliability coefficient of 0.72 was obtained. The essay was administered to twenty (20) students and two raters scored the essays. Intra-class correlation coefficient was used to assess the reliability of the scores of the two raters. An intra-class correlation coefficient (ICC) of 0.975 was obtained which is an excellent reliability.

Method of Data Collection

Prior to the collection of data for the study, the researcher visited the selected schools with an introduction letter from the department to obtain permission from the school heads and familiarise with the English Language teachers and the students. Oral consent was also solicited from the students and their teachers to confirm their willingness to participate in the study. A date was agreed upon with the principals and the teachers of the selected classes when the writing test would be carried out. With the help of two research assistants, the students were made to take a writing test and complete the questionnaire. The students were given ten minutes to complete the writing strategy questionnaire while the writing test took forty minutes (40mins). The students' essays were scored using the West African examinations criteria Content(C), Organisation (O), Expression (E) and Mechanical Accuracy (MA). The total writing score was 100% of

which 20% for to content, 20% for organisation, 40% for Expression and 20% for Mechanical Accuracy as against 50% score of WAEC for essay writing.

This was done because essay writing was the only writing task that the researcher used, unlike essay, comprehension and summary which are the writing tasks assessed by WAEC.

Method of Data Analysis

The data from the writing strategy use questionnaire were analysed using both descriptive and inferential statistics. Research question one was answered using frequency, percentage, mean and standard deviation. Hypotheses one and two were tested using independent sample t-test, hypotheses three was tested using analysis of variance (ANOVA), while Pearson correlation was used to test hypothesis four. The level of significance for the hypotheses was set at .0.05.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the results obtained from the analysis of data using the statistical procedures discussed earlier in chapter three. The analysis of the data is presented in two sections, the first section deals with the presentation of results, and the second section presents the discussion of the findings.

Presentation of Results

Research Question 1: Do senior secondary school students use cognitive writing strategies in essay writing?

Table 2: Students' Use of Cognitive Writing Strategies in Essay Writing

S/N	Statement	Never	Rarely	Some-times	Always	Mean	Std. Dev.
1.	I try to write like native English speakers	21 (29.2%)	11 (15.3%)	29 (40.3%)	11 (15.3%)	2.43	1.071
2.	I watch English Language television shows to learn to write in English.	7 (9.7%)	16 (22.2%)	36 (50%)	13 (18.1%)	2.76	.864
3.	I consider my audience before I write.	6 (8.3%)	6 (8.3%)	23 (31.9%)	37 (51.4%)	3.26	.934
4.	I think aloud (speak) when writing an essay.	14 (19.4%)	16 (22.2%)	19 (26.4%)	23 (31.9%)	2.71	1.119
5.	I write for pleasure in English.	6 (8.3%)	10 (13.9%)	28 (38.9%)	28 (38.9%)	3.08	.931
6.	I write notes, messages, letters or reports in English.	4 (5.6%)	7 (9.7%)	24 (33.3%)	37 (51.4%)	3.31	.866
7.	In order to generate ideas for writing, I engage in brainstorming.	8 (11.1%)	17 (23.6%)	21 (29.2%)	26 (36.1%)	2.90	1.023
8.	I check my spellings for correctness.	–	2 (2.8%)	17 (23.6%)	53 (73.6%)	3.71	.516
9.	I check my work to correct my punctuation marks.	3 (4.2%)	6 (8.3%)	18 (25%)	45 (63.5%)	3.46	.821
10.	I check my essay to make sure that it is grammatically correct.	–	5 (6.9%)	21 (29.2%)	46 (63.9%)	3.57	.624
11.	I write the English words I know in different ways.	7 (9.7%)	11 (15.3%)	32 (44.4%)	22 (30.6%)	2.96	.926
12.	I look for words that are similar to new words in English and write with them.	7 (9.7%)	13 (18.1%)	23 (31.9%)	29 (40.3%)	3.03	.993
13.	I write new English words several times.	7 (9.7%)	20 (27.8%)	32 (44.4%)	13 (18.1%)	2.71	.879
14.	I revise my work as I write to remodify my sentences	3 (4.2%)	7 (9.7%)	20 (27.8%)	42 (58.3%)	3.40	.833

15.	I use different words that have the same meaning to reduce monotony in my essays	10 (13.9%)	13 (18.1%)	31 (43.1%)	18 (25%)	2.79	.978
16.	I put newly memorized vocabulary in my sentences.	8 (11.1%)	13 (18.1%)	26 (36.1%)	25 (34.7%)	2.94	.991
17.	I use words or phrases that have the same meaning if I cannot think of an accurate English word.	5 (6.9%)	11 (15.3%)	32 (44.4%)	24 (33.3%)	3.04	.879
18.	I make summaries of information that I write in English.	5 (6.9%)	6 (8.3%)	36 (50%)	25 (34.75%)	3.13	.838
19.	I use different sentences (simple, complex, active, passive) when writing.	3 (4.2%)	9 (12.5%)	29 (40.3%)	31 (43.1%)	3.22	.826
20.	I first read over passages quickly then go back and write carefully.	2 (2.8%)	2 (2.8%)	16 (22.2%)	52 (72.2%)	3.64	.678
Total						3.10	.405

The analysis presented in Table 2 shows overall (Mean = 3.10, SD = .405) of students' use of cognitive writing strategies, which is higher than the cut-off (Mean = 2.50). This indicates that students' use of cognitive writing strategies in essay writing is quite high. The table also shows that out of the 20 cognitive writing strategies listed, only one – item 1 “I try to write like native English speakers” – has (Mean = 2.43, SD = 1.071) which is lower than the cut-off (Mean = 2.50). The remaining nineteen cognitive writing strategies can be grouped into two; first the ones with means ranging from (Mean = 2.71) to (Mean = 2.96). In this group the lowest (Mean = 2.71) are for 2 items – “think aloud when writing essay” and “write new English words several times over”. Item 11 “write English words in different ways” with (Mean = 2.96) is the highest in this group, which is closely followed by item 16 “put newly memorized vocabulary in my sentences” with (Mean = 2.94). The second group has mean ranging from (Mean = 3.03) to (Mean = 3.71). The two lowest items are; item 12 –“look for words that are similar to new words in English and write with them” with (Mean = 3.03) and item 17 –“use words or phrases that have the same meaning if I cannot think of an accurate English word” with (Mean = 3.04). Item 8 –“check my spellings for correctness” with (Mean =

3.71) is the highest in this group. In fact, 53 (73.6%) of the respondents use this strategy always. The closest item, is item 20 “check my spellings for correctness” with (Mean = 3.64).

Hypothesis One: There is no significant difference in students' use of cognitive writing strategies in essay writing based on sex.

Table 3: Descriptive Statistics of the Difference in Students’ Use of Cognitive Writing Strategies in Essay Writing based on Sex

Sex	N	Mean	Std. Deviation	Std. Error Mean
Male	39	3.08	.418	.066
Female	33	3.13	.392	.068

Table 3 shows that the male students have (Mean = 3.08, SD = .066), which is lower than the females (Mean = 3.13, SD = .392). To test whether there is any significant difference between the two means, an Independent Sample t-test was conducted. The summary of the analysis is presented in Table 4.

Table 4: Summary of Independent Sample t-test of the Difference in Students’ Use of Cognitive Writing Strategies in Essay Writing

Cognitive Writing Strategies	Sex	N	Mean	Standard Deviation	df	t	Sig (2-tailed)	Result
	Male	39	3.08	.066	70	-	.579	Retained
	Female	33	3.13	.068		.558		

Table 4 shows that there was no significant difference in the mean scores of male students (Mean = 3.08, SD = .066) and female students (Mean = 3.13, SD = .068), $t(70) = -.558$, $p = .579$. These results suggest that sex does not influence students’ use of cognitive writing strategies in essay writing. Thus, hypothesis 1, which states that there is no significant difference in in students use of cognitive writing strategies in essay writing based on sex was retained.

Hypothesis Two: There is no significant difference in students' use of cognitive writing strategies in essay writing based on school type.

Table 5: Descriptive Statistics of the Difference in Students' Use of Cognitive Writing Strategies in Essay Writing based on School Type

School Type	N	Mean	Std. Deviation	Std. Error Mean
Public	52	3.11	.405	.05619
Private	20	3.08	.412	.09222

Table 5 shows that the students in public schools have (Mean = 3.11, SD = .405), which is higher than students in private schools (Mean = 3.08, SD = .412). To test whether there is any significant difference between the two means, an Independent Sample t-test was conducted. The summary of the analysis is presented in Table 6.

Table 6: Summary of Independent Sample t-test of the Difference in Students' Use of Cognitive Writing Strategies in Essay Writing based on School Type

Cognitive Writing Strategies	School Type	N	Mean	Standard Deviation	df	t	Sig (2-tailed)	Result
	Public	52	3.11	.405	70	.294	.769	Retained
	Private	20	3.08	.412				

Table 6 shows that there was no significant difference in the mean scores of students in public schools (Mean = 3.11, SD = .405) and students in private schools (Mean = 3.08, SD = .412), $t(70) = .294$, $p = .769$. These results suggest that school type does not influence students' use of cognitive writing strategies in essay writing. Thus, hypothesis 2, which states that there is no significant difference in students use of cognitive writing strategies in essay writing based on school type was retained.

Hypothesis Three: There is no significant difference in students' use of cognitive writing strategies in essay writing based on subject grouping.

Table 7: Descriptive Statistics of the Difference in Students' Use of Cognitive Writing Strategies in Essay Writing based on Subject Grouping

Subject Grouping	N	Mean	Std. Deviation	Std. Error Mean
Science	26	3.08	.404	.079
Arts	37	3.10	.401	.065
Social Science	9	3.14	.461	.153

Table 7 shows that science students have (Mean = 3.08, SD = .404), arts students have (Mean = 3.10, SD = .401), while social science students have (Mean = 3.14, SD = .461). To determine whether there is any significant difference among the means an analysis of variance (ANOVA) was conducted. The summary of the analysis is presented in Table 8.

Table 8: Summary of Analysis of Variance (ANOVA) of the Difference in Students' Use of Cognitive Writing Strategies in Essay Writing based on Subject Grouping

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.024	2	.012	.073	.930
Within Groups	11.595	69	.168		
Total	11.619	71			

Table 8 shows no significant difference in the mean scores, $F(2,69) = .073$, $p = .930$. Testing at an alpha level of 0.05, the p-value (.930) is higher than the alpha level (0.05) showing no significance, so, hypothesis 3, which states that there is no significant difference in students use of cognitive writing strategies in essay writing based on subject grouping was retained.

Hypothesis Four: There is no significant relationship between students' performance in writing and their use of cognitive writing strategies.

Table 9: Pearson Correlation of the Relationship between Students' Use of Cognitive Writing Strategies and Essay Writing Scores

Variables	N	Mean	Standard Deviation	Pearson Correlation (r)	Sig
Cognitive Writing Strategies	72	3.10	.405	.181	.127
Essay Writing	72	43.85	22.886		

Table 9 shows a very weak non-significant positive correlation between students' use of cognitive writing strategies and essay writing scores ($r = .181$, $p = .127$). Hypothesis 4, which states that there is no significant relationship between students' use of cognitive writing strategies and essay writing was retained. It is therefore concluded that there is no significant relationship between students' use of cognitive writing strategies and essay writing.

Discussion of Findings

The present study gives an insight into secondary school students' use of cognitive writing strategies. It was revealed that students used one form of strategy or the other in their essay writing.

Research question one addressed the issue of whether students use cognitive writing strategies in their essay. The students were requested to respond to a 4-point Likert scale questionnaire. The findings revealed that students make use of cognitive strategies. Of the twenty items in the instrument, item 1 had the lowest mean while item eight had the highest mean and standard deviation an overall mean of 3.10 and of .405 was derived.

The result of hypothesis one shows that both males and females use cognitive strategies and that there is no significant difference in the use by one over the other. This result contradicts the views of previous researchers (Muto-Humphrey, 2005; Kamiar, Gorjian & Pazkhakh, 2012; these studies have previously reported that there was a difference between female and male students' strategy use. Female students were found to use writing strategies more than males. According to Zalaikha, (2020), female superiority to male in writing may be due to their writing being recorded and analysed via keystroke

logging which revealed that females outperformed males in terms of writing and text quality.

Hypothesis two sought to find out the difference in students' use of cognitive writing strategies based on school type. The findings strengthen the hypothesis that there is no significant difference in students' use of cognitive writing strategies in essay writing. Although students in private schools had a higher mean scores than students in public schools, the difference was however not significant. This is an indication that school type does not influence students' use of cognitive writing strategies.

The findings of hypothesis three dispute the claim of researchers like Hyland, 2009; Hewings, 2006; Parodi, 2008; Bangert-Drowns, Hurley, & Wilkinson, 2004. These reports assert that texts are structured by the texters according to their individual disciplines, stressing that thinking and writing strategies in a discipline are intrinsically linked.

Hypothesis four sought to find out whether there was significant relationship between students' use of cognitive writing strategies and their essay writing scores. While it was evident that students reported the use of cognitive strategies in their writing, it did not seem to have any positive impact in their essay writing performance. The analysis showed a very weak non-significant positive correlation between the use of cognitive writing strategies and students' essay test scores.

This finding is at variance with previous finding in Mu and Carrington's (2007), study which revealed that participants did not exhibit a satisfactory level of strategy use, yet there was a strong positive correlation between the participants' writing strategies and their EFL writing performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Based on the findings of this study, the results from the analysed data, the consequent interpretations of discussion the previous chapters, the following findings, conclusions and recommendations are presented in this chapter.

Summary

This study examined the cognitive strategies that senior secondary school students in Benin metropolis use in their essay writing. Five research questions were raised to guide the study and four were hypothesised.

Seven senior secondary schools were randomly selected, out of the thirteen (13) public schools and the thirty five (35) private schools in the local government area. To guide the study, five research questions were formulated. These are:

1. Do senior secondary school students in Benin metropolis use cognitive writing strategies in their essay writing?
2. Is there any difference in students' use of cognitive writing strategies in essay writing based on sex?
3. Is there any difference in students' use of cognitive writing strategies in essay writing based on school type?
4. Is there any difference in students' use of cognitive writing strategies in essay writing based on subject grouping?
5. Is there any relationship between the writing performance of students and their cognitive writing strategy use?

Hypotheses:

Four of the research questions were hypothesised and tested at 0.05 level of significance.

1. There is no significant difference in students' use of cognitive writing strategies in essay writing based on sex.
2. There is no significant difference in students' use of cognitive writing strategies in essay writing based on school type.
3. There is no significant difference in students' use of cognitive writing strategies in essay writing based on subject grouping.
4. There is no significant relationship between students' performance in writing and their use of cognitive writing strategies.

A descriptive survey research design adopting a correlational approach was used for the study. A questionnaire tagged “The Strategy Students Use in Writing Questionnaire” (SSUWQ) was used for data collection. The questionnaire has two sections, A and B. Section A was designed to seek demographic information such as respondents' gender, type of school and subject grouping. Section B consisted of 20 items to elicit responses on cognitive strategies used by students and a Writing Performance Test (WPT)

The reliability was tested using Cronbach Alpha and a coefficient of 0.72 was obtained. Intra-class correlation coefficient was used to assess the reliability of the writing test scores and an excellent reliability of 0.96 was obtained.

Data collected were analysed using both descriptive and inferential statistics, Independent Sample t-test, one way Analysis of Variance (ANOVA) and Pearson

Correlation were used to test the hypotheses. The level of statistical significance for the correlation test was set at 0.01. The results obtained showed that:

1. Students' use of cognitive strategies in essay writing is higher than the cut-off mean of 2.50. The overall (mean = 3.10, SD= .405) indicates a high use of strategies in essay writing.
2. There is no significant difference in students' use of cognitive writing strategies on based sex.
3. There is no significant difference in the use of cognitive writing strategies in essay writing based on school type.
4. There is no significant difference in students' use of cognitive writing strategies on based subject grouping.
5. There is no significant correlation between writing performance scores and students' use of cognitive writing strategies.

Conclusion

Based on the findings, the following conclusions are drawn:

That secondary school students use cognitive writing strategies in essay writing. It is established that sex, school type and subject grouping do not influence secondary school students' use of cognitive writing strategies in essay writing. It is also established that although strategy use is high among students, it has no positive impact on their essay writing performance.

Recommendations

Based on the findings of this study and conclusions drawn, with a view to improving students' performance in writing, it is recommended that English Language teachers in secondary schools in Benin metropolis should pay more attention to students' use of strategies in their writing tasks. Cognitive strategies are very important strategies because they help the writer organise the text. Making a proper use of these strategies will make better writers.

Writing occupies an important place in English Language and should be given the prominence it deserves in the curriculum. Teachers should be encouraged to teach writing because a child who cannot write is already deficit at language production. It is therefore recommended that Curriculum planners take a second look at the English Language curriculum and highlight writing and the strategies that enhance it.

Textbook authors should also include cognitive writing strategies in books for students to use as practice guide in writing exercises. It is evident from the findings of this study that much needs to be done in the teaching of writing, and cognitive writing strategies in particular.

Suggestions for Further Study

The conclusion and recommendations bring to the fore, the suggestions that:

1. This study be replicated in other local government areas and states, and that it be extended to other classes, to improve the awareness of the use of strategies in writing.

2. Future studies could adopt the quasi-experimental design where students could be taught the use of writing strategies. This would examine whether the teaching of writing strategies will enhance students' performance in writing.
3. This study investigated students' use of cognitive strategies only. Future studies could explore the use of other writing strategies such as metacognitive and affective strategies.

Contribution to Knowledge

As earlier pointed out in the background to the study, not many researchers have been done in all the existing body of literature on the use of writing strategies among secondary school students. Specifically, no studies have been conducted in relation to writing strategy use among secondary school students in Nigeria. The current study built on this, and extended on the previous researches on writing strategies by examining the link between writing strategy use and students' performance in essay writing.

Students' use of cognitive writing strategies in secondary schools in Oredo Local Government Area in Edo State have never been investigated in any previous studies. This is therefore an indication that this is the gap in knowledge which this study intends to fill. The findings of this study will go a long way in providing literature on the use of writing strategies among secondary school students. Also, the findings will give credence to the existing literature on the use of writing strategies in essay writing pedagogy.

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APPENDIX A

Writing Performance Test (WPT)

Section:

In not less than 250 words, write a descriptive essay on the topic “A Happy Home”.

APPENDIX B

DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL TECHNOLOGY, FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY.

This questionnaire is for a research purpose only, to enable the researcher collect data from Senior Secondary School two (SS11) students in Oredo Local Government Area, Edo State.

You are kindly requested to cooperate in filling this questionnaire as truthfully as possible. Any information given will be treated with utmost confidentiality.

The Strategy Students Use in Writing Questionnaire (TSSUWQ) **Please tick the space that represents your response**

Section A: (10 mins)

Gender: Male () Female ()

School Type: Public () Private ()

Subject Group: Science () Arts () Social Science ()

Section B:

S/N	Questions	Never	Rarely	Sometimes	Always
21.	I try to write like native English speakers				
22.	I watch English Language television shows to learn to write in English.				
23.	I consider my audience before I write.				
24.	I think aloud (speak) when writing an essay.				
25.	I write for pleasure in English.				
26.	I write notes, messages, letters or reports in English.				
27.	In order to generate ideas for writing, I engage in brainstorming.				
28.	I check my spellings for correctness.				
29.	I check my work to correct my punctuation marks.				
30.	I check my to make sure that it is grammatically correct.				
31.	I write the English words I know in different ways.				
32.	I look for words that are similar to new words in				

	English and write with them.				
33.	I write new English words several times.				
34.	I revise my work as I write to remodify my sentences				
35.	I use different words that have the same meaning to reduce monotony in my essays				
36.	I put newly memorised vocabulary in my sentences.				
37.	I use words or phrases that have the same meaning if I cannot think of an accurate English word.				
38.	I make summaries of information that I write in English.				
39.	I use different sentences (simple, complex, active, passive) when writing.				
40.	I first read over passages quickly then go back and write carefully.				

Section C: Writing Performance Test (WPT)

In not less than two hundred and fifty words (250), write a descriptive essay on the topic 'A Happy Home'. (40 mins).

APPENDIX C

Table 1: List of public Secondary schools in Oredo Local Government Area in Edo State

S/N.	Name of School	Students Environment in SS2
1.	India College	1707
2.	Emotan College	660
3.	Ihogbe College	681
4.	Imaguero College	760
5.	New Era College	697
6.	Ogbe Secondary School	341
7.	Oba Ewuare Grammar School	455
8.	Anglican Girls Grammar School	409
9.	Iyekogbe Grammar School	615
10.	Edokpolor Grammar School	616
11.	Oredo Girls Secondary School	875
12.	Edo College	418
13.	Oba Akenzua Secondary School	-

List of Private Schools in Oredo Local Government Area in Edo State

S/N	Name of School	Students Environment in SS2
1.	Faith Demonstration School	28
2.	Becks School- Aruogba	13
3.	Knowledge Island Group of Schools	29
4.	Little Stars Academy	48
5.	Mustard Seed Preparatory	34
6.	Columbia Academy	44
7.	Oduname Foundation	20
8.	Pame Group of Schools	12
9.	Bayflower Int. School	44
10.	Salvation Int. Preparatory	22

11.	Pioneer Education Center	249
12.	Lucia Private School	85
13.	Nocowa Schools	69
14.	Jubilee Academy	11
15.	Havilah Land Academy	5
16.	King Power Model Academy	32
17.	Uniben Consultancy schools	58
18.	New Benin Baptist school	22
19.	Ebenezer School	47
20.	Emmanuel Foundation Education Center	26
21.	Rapid Success Group of Schools	4
22.	Rising Hope Academy	14
23.	Brentale Academy	18
24.	Baptist High school TV Road	126
25.	Christian Education Center	42
26.	Text. T Comprehensive Academy	35
27.	St. Mary Dedication British Academy	22
28.	Merry Gold Montessori Academy	35
29.	Divine Favour Global school	9
30.	Henson Demonstration schools	25
31.	Ojomoh Education Center	28
32.	Kezia Group of schools	77
33.	Divine Wisdom Int	154
34.	Agape Schools	3
35.	Sky point Int. Academy	2

Source: Ministry of Education Secretariat, Benin City.

APPENDIX D

Frequencies

Frequency Tables

SEX

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	39	54.2	54.2	54.2
Valid Female	33	45.8	45.8	100.0
Total	72	100.0	100.0	

STY

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Public School	52	72.2	72.2	72.2
Valid Private School	20	27.8	27.8	100.0
Total	72	100.0	100.0	

SGR

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Science	26	36.1	36.1	36.1
Valid Arts	37	51.4	51.4	87.5
Valid Social Science	9	12.5	12.5	100.0
Total	72	100.0	100.0	

Frequency Tables

VAR01

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	21	29.2	29.2	29.2
Rarely	11	15.3	15.3	44.4
Valid Sometimes	29	40.3	40.3	84.7
Always	11	15.3	15.3	100.0
Total	72	100.0	100.0	

VAR02

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	7	9.7	9.7	9.7
Rarely	16	22.2	22.2	31.9
Valid Sometimes	36	50.0	50.0	81.9
Always	13	18.1	18.1	100.0
Total	72	100.0	100.0	

VAR03

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	6	8.3	8.3	8.3
Rarely	6	8.3	8.3	16.7
Valid Sometimes	23	31.9	31.9	48.6
Always	37	51.4	51.4	100.0
Total	72	100.0	100.0	

VAR04

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	14	19.4	19.4	19.4
Rarely	16	22.2	22.2	41.7
Valid Sometimes	19	26.4	26.4	68.1
Always	23	31.9	31.9	100.0
Total	72	100.0	100.0	

VAR05

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	6	8.3	8.3	8.3
Rarely	10	13.9	13.9	22.2
Valid Sometimes	28	38.9	38.9	61.1
Always	28	38.9	38.9	100.0
Total	72	100.0	100.0	

VAR06

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	4	5.6	5.6	5.6
Rarely	7	9.7	9.7	15.3
Valid Sometimes	24	33.3	33.3	48.6
Always	37	51.4	51.4	100.0
Total	72	100.0	100.0	

VAR07

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	8	11.1	11.1	11.1
Rarely	17	23.6	23.6	34.7
Valid Sometimes	21	29.2	29.2	63.9
Always	26	36.1	36.1	100.0
Total	72	100.0	100.0	

VAR08

	Frequency	Percent	Valid Percent	Cumulative Percent
Rarely	2	2.8	2.8	2.8
Valid Sometimes	17	23.6	23.6	26.4
Always	53	73.6	73.6	100.0
Total	72	100.0	100.0	

VAR09

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	3	4.2	4.2	4.2
Rarely	6	8.3	8.3	12.5
Valid Sometimes	18	25.0	25.0	37.5
Always	45	62.5	62.5	100.0
Total	72	100.0	100.0	

VAR10

	Frequency	Percent	Valid Percent	Cumulative Percent
Rarely	5	6.9	6.9	6.9
Valid Sometimes	21	29.2	29.2	36.1
Always	46	63.9	63.9	100.0
Total	72	100.0	100.0	

VAR11

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	7	9.7	9.7	9.7
Rarely	11	15.3	15.3	25.0
Valid Sometimes	32	44.4	44.4	69.4
Always	22	30.6	30.6	100.0
Total	72	100.0	100.0	

VAR12

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	7	9.7	9.7	9.7
Rarely	13	18.1	18.1	27.8
Valid Sometimes	23	31.9	31.9	59.7
Always	29	40.3	40.3	100.0
Total	72	100.0	100.0	

VAR13

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	7	9.7	9.7	9.7
Rarely	20	27.8	27.8	37.5
Valid Sometimes	32	44.4	44.4	81.9
Always	13	18.1	18.1	100.0
Total	72	100.0	100.0	

VAR14

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	3	4.2	4.2	4.2
Rarely	7	9.7	9.7	13.9
Valid Sometimes	20	27.8	27.8	41.7
Always	42	58.3	58.3	100.0
Total	72	100.0	100.0	

VAR15

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	10	13.9	13.9	13.9
Rarely	13	18.1	18.1	31.9
Valid Sometimes	31	43.1	43.1	75.0
Always	18	25.0	25.0	100.0
Total	72	100.0	100.0	

VAR16

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	8	11.1	11.1	11.1
Rarely	13	18.1	18.1	29.2
Valid Sometimes	26	36.1	36.1	65.3
Always	25	34.7	34.7	100.0
Total	72	100.0	100.0	

VAR17

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	5	6.9	6.9	6.9
Rarely	11	15.3	15.3	22.2
Valid Sometimes	32	44.4	44.4	66.7
Always	24	33.3	33.3	100.0
Total	72	100.0	100.0	

VAR18

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	5	6.9	6.9	6.9
Rarely	6	8.3	8.3	15.3
Valid Sometimes	36	50.0	50.0	65.3
Always	25	34.7	34.7	100.0
Total	72	100.0	100.0	

VAR19

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	3	4.2	4.2	4.2
Rarely	9	12.5	12.5	16.7
Valid Sometimes	29	40.3	40.3	56.9
Always	31	43.1	43.1	100.0
Total	72	100.0	100.0	

VAR20

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	2	2.8	2.8	2.8
Rarely	2	2.8	2.8	5.6
Valid Sometimes	16	22.2	22.2	27.8
Always	52	72.2	72.2	100.0
Total	72	100.0	100.0	

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR01	72	1	4	2.42	1.071
VAR02	72	1	4	2.76	.864
VAR03	72	1	4	3.26	.934
VAR04	72	1	4	2.71	1.119
VAR05	72	1	4	3.08	.931
VAR06	72	1	4	3.31	.866
VAR07	72	1	4	2.90	1.023
VAR08	72	2	4	3.71	.516
VAR09	72	1	4	3.46	.821
VAR10	72	2	4	3.57	.624
VAR11	72	1	4	2.96	.926
VAR12	72	1	4	3.03	.993
VAR13	72	1	4	2.71	.879
VAR14	72	1	4	3.40	.833
VAR15	72	1	4	2.79	.978
VAR16	72	1	4	2.94	.991
VAR17	72	1	4	3.04	.879
VAR18	72	1	4	3.13	.838
VAR19	72	1	4	3.22	.826
VAR20	72	1	4	3.64	.678
AWS	72	2.10	3.80	3.1028	.40454
Valid N (listwise)	72				

APPENDIX E
HYPOTHESES TESTING

T-Test

Group Statistics

	SEX	N	Mean	Std. Deviation	Std. Error Mean
AWS	Male	39	3.0782	.41830	.06698
	Female	33	3.1318	.39207	.06825

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
AWS	Equal variances assumed	.296	.588	-.558	70	.579	-.05361	.09615	-.24538	.13816
	Equal variances not assumed			-.561	69.238	.577	-.05361	.09563	-.24437	.13715

T-Test

Group Statistics

	STY	N	Mean	Std. Deviation	Std. Error Mean
AWS	Public School	52	3.1115	.40519	.05619
	Private School	20	3.0800	.41244	.09222

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
AWS	Equal variances assumed	.155	.695	.294	70	.769	.03154	.10713	-.18213	.24521
	Equal variances not assumed			.292	33.980	.772	.03154	.10799	-.18793	.25101

Oneway

Descriptives

AWS

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Science	26	3.0846	.40442	.07931	2.9213	3.2480	2.25	3.60
Arts	37	3.1054	.40135	.06598	2.9716	3.2392	2.10	3.80
Social Science	9	3.1444	.46196	.15399	2.7894	3.4995	2.25	3.80
Total	72	3.1028	.40454	.04768	3.0077	3.1978	2.10	3.80

ANOVA

AWS

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.024	2	.012	.073	.930
Within Groups	11.595	69	.168		
Total	11.619	71			

Correlations

Correlations							
		CON	ORG	EXP	MCA	AWS	TES
CON	Pearson Correlation	1	.982**	.944**	.421**	.140	.971**
	Sig. (2-tailed)		.000	.000	.000	.239	.000
	N	72	72	72	72	72	72
ORG	Pearson Correlation	.982**	1	.933**	.460**	.171	.972**
	Sig. (2-tailed)	.000		.000	.000	.151	.000
	N	72	72	72	72	72	72
EXP	Pearson Correlation	.944**	.933**	1	.441**	.185	.973**
	Sig. (2-tailed)	.000	.000		.000	.119	.000
	N	72	72	72	72	72	72
MCA	Pearson Correlation	.421**	.460**	.441**	1	.141	.577**
	Sig. (2-tailed)	.000	.000	.000		.237	.000
	N	72	72	72	72	72	72
AWS	Pearson Correlation	.140	.171	.185	.141	1	.181
	Sig. (2-tailed)	.239	.151	.119	.237		.127
	N	72	72	72	72	72	72
TES	Pearson Correlation	.971**	.972**	.973**	.577**	.181	1
	Sig. (2-tailed)	.000	.000	.000	.000	.127	
	N	72	72	72	72	72	72
**. Correlation is significant at the 0.01 level (2-tailed).							