

UNIVERSITY OF EDUCATION, WINNEBA



**COMPOSITION TEACHING AND WRITING IN JUNIOR HIGH SCHOOLS:
A STUDY IN AFRAM PLAINS SOUTH DISTRICT**

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MASTER OF PHILOSOPHY

UNIVERSITY OF EDUCATION, WINNEBA



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**DEPARTMENT OF APPLIED LINGUISTICS
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DECLARATION

Student's Declaration

I, BENJAMIN DZIDULA KWAME MORDZIFAH, declare that this dissertation, aside the quotations and references contained in published works, which have all been identified and duly acknowledged, is entirely my own original work and it has not been submitted either in part or in whole for another degree elsewhere.

Signature:.....

Date:

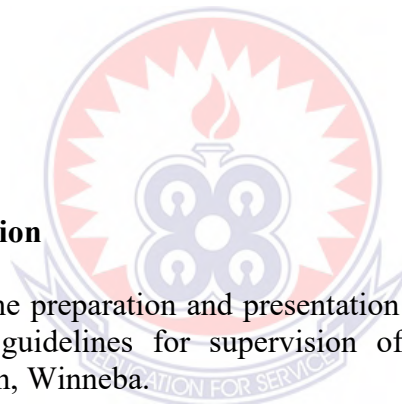
Supervisor's Declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.

Name: DR. KWAKU OFORI

Signature:.....

Date:



DEDICATION

I dedicate this work to my lovely sons: Kpormorne, Xorlali and Xornam. May the good Lord see you through your academic journeys smoothly.



ACKNOWLEDGEMENTS

I wish to express my sincere heart of gratitude to God almighty for the wisdom and resources to complete this programme successfully. I am highly indebted to my supervisor, a caring father and mentor, Dr. Nana Kwaku Ofori, for his hands on the job supervisory roles in my attainment of this research work at a successful apogee on time. I wish to say a big thank you to my lovely wife, Mrs. Emma Mordzifah for her immense support in various forms to complete this programme.

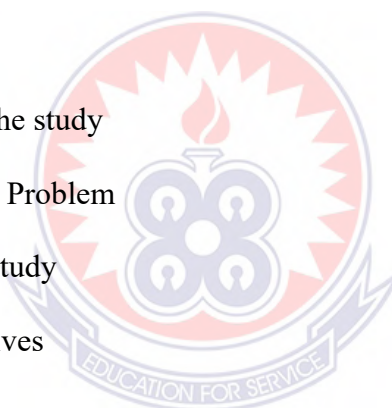
I am very appreciative to my one and only sister Hellen Emenyo Mordzifa for her continuous prayers and counselling. My one and only Spiritual Body Guard, I say, may God richly bless you. Much of my appreciations go to all the lecturers and colleague students in the Department of Applied Linguistics.

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ABSTRACT

Composition writing in any language requires well-balanced and adequately harnessed cognitive skills in order to be efficient and precise in the conveyance of a thought or message across to its respective audience appropriately. This study employed a qualitative approach with a case study design to examine the facilitation and learning of composition writing in junior high schools in the Afram Plains South District. Sixty participants, including 50 learners and 10 facilitators, took part in the study. Data was collected through in-depth interviews, observation, and document analysis which was analyzed using thematic analysis. The findings revealed that junior high school English teachers in the district mainly teach narrative and descriptive writing, with limited exposure to other writing styles. Facilitators face challenges, including inadequate training and resources, and limited opportunities for learner engagement and participation. Learners struggle with writing skills and cognitive processes, including critical thinking, analytical thinking, and creativity. The study recommends improved teaching methods, increased learner engagement, and enhanced cognitive processes to improve the teaching and learning of composition writing. By providing targeted support and instruction, educators can help learners develop their writing skills and cognitive processes, enabling them to become more effective writers prepared for success in academics and beyond.



CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter looked at the background to the study, statement of the problem, the purpose of the study, research objectives, research questions, significance of the study, delimitation of the study, and the organization of the study.

1.1 Background to the study

The teaching of composition and writing has been extensively researched, leading to significant advancements in our understanding of effective instructional methods. Seminal studies by Hillocks (2011), Linda and Hayes (1981), Kenneth (1984), Sommers (1982), Young's (1989), Patrick (1985), Miller (1994), Anne and Moran (2005), McCurdy (1996), and Maria (2017) have explored various aspects of composition instruction, including argumentative strategies, cognitive processes, peer review, discipline-specific writing, and the impact of technology on writing instruction.

These studies highlight the importance of explicit teaching of argumentative strategies (Hillocks, 2011), the recursive nature of writing (Linda & Hayes, 1981), and the significance of peer review and feedback (Kenneth, 1984; Sommers, 1982; Maria, 2017). However, a significant gap remains in understanding the specific needs and contexts of junior high schools in the Afram Plains South District.

The Afram Plains South District presents a unique context for teaching and learning composition writing, with socio-economic and cultural characteristics that may pose challenges to effective writing instruction. The district's junior high school students

may have difficulty in going through the different cognitive processes and learning needs compared to other contexts, emphasizing the need for localized research.

Composition writing is a vital aspect of English language learning, enabling learners to express their thoughts, ideas, and opinions effectively (Harmer, 2004). It is a critical stage in learners' literacy development, serving as a bridge between elementary school and second cycle school (Applebee & Langer, 2011). However, many JHS learners in Ghana struggle with composition writing, hindering their academic progress and limiting their opportunities (Ankomah, 2017).

The Junior High School curriculum in Ghana emphasizes the development of writing skills, particularly composition writing, to prepare learners for further education and future careers (Ghana Education Service, 2019). However, learners in the Afram Plains South District struggle with composition writing, failing to meet curriculum expectations. They have difficulty writing different composition types and expressing cognitive skills like creativity, information processing, and reflective thinking.

Writing is a complex and emotionally taxing skill to acquire, requiring patience, persistence, and practice (Jordan, 1997; Highland, 2003). Learners need to internalize various writing formats and approaches to writing a particular composition type, and educators should provide support and guidance to help learners develop the skills and confidence needed to become effective writers.

The challenges faced by learners in the Afram Plains South District are evident, and it is essential to investigate the teaching and learning of composition writing in this context to address the gaps in existing research and improve learner outcomes.

1.2 Statement of the Problem

The National Commission on Writing (2003) emphasized writing as critical skill for success in the 21st century, and effective writing instruction is essential for preparing learners for future challenges. The teaching and learning of composition writing in junior high schools in the Afram Plains South District is a complex process that faces significant challenges. One of the primary concerns is the uncertainty surrounding the specific types of compositions being taught and written in these schools. Without a clear understanding of the composition types being emphasized, it is challenging for educators to develop targeted instructional strategies that cater to the needs of learners. As Graham and Perin (2007) emphasize, effective writing instruction is critical for learners' academic success and future opportunities. Ultimately, the goal is to equip learners with the skills and knowledge they need to succeed in academics and beyond.

Furthermore, facilitators and learners in the Afram Plains South District encounter various challenges in the composition writing process. These challenges may include inadequate resources, insufficient teacher training, and learner-related factors such as lack of motivation or poor writing skills. Understanding these challenges is crucial for developing effective support systems that address the needs of both facilitators and learners. According to Hillocks (1986), identifying the challenges that teachers and learners face is essential for developing effective instructional strategies.

The English Language Teaching Syllabus for Junior High Schools (2012) and the National Pre-Tertiary English Language Curriculum (2020) also highlight the importance of composition writing in the junior high school curriculum. These curricula emphasize the need for learners to develop their writing skills in various

composition types, including narrative, descriptive, and argumentative writing. However, the implementation of these curricula may be hindered by challenges such as inadequate resources and insufficient teacher training.

Additionally, there is a lack of understanding about learners' cognitive processes in writing different composition types. Composition writing requires various cognitive skills, including critical thinking, analytical thinking, and creativity. Without a clear understanding of how learners employ these cognitive processes when writing, educators may struggle to develop instructional practices that support the development of these skills. As Bereiter and Scardamalia (1987) note, understanding the cognitive processes involved in writing is critical for developing effective writing instruction.

The cumulative effect of these challenges is that learners in junior high schools in the Afram Plains South District may not receive the support they need to develop their composition writing skills effectively. This, in turn, may impact their academic performance and future opportunities. Therefore, it is essential to investigate the teaching and learning of composition writing in these schools to identify the types of compositions being taught and written, the challenges faced by facilitators and learners, and the cognitive processes demonstrated by learners in writing different composition types. By examining these issues, educators and policymakers can develop targeted strategies to improve instructional practices, support facilitators and learners, and enhance learner outcomes in composition writing.

The researcher identified this problem through a combination of preliminary observations, review of existing literature, and consultations with educators and policymakers. During the researcher's initial visits to the Afram Plains South District,

the researcher observed that many junior high school learners struggled with composition writing, and teachers faced challenges in teaching this aspect of the English language curriculum. The researcher also reviewed existing research on composition writing instruction in Ghana and other countries, which revealed that many learners face challenges in writing, particularly in composition writing. Additionally, the researcher consulted with English language facilitators, headteachers, and officials from the Ghana Education Service in the Afram Plains South District to gain a deeper understanding of the challenges faced by facilitators and learners in teaching and learning composition writing. These multiple sources of data and consultations helped the researcher to identify the problem of teaching and learning composition writing in junior high schools in the Afram Plains South District, and to formulate the research questions and objectives that guided this study.

1.3 Purpose of the Study

The purpose of this study is to investigate the teaching and learning of composition writing in junior high schools in the Afram Plains South District.

1.4 Research objectives

The study seeks to:

- i. Identify the types of composition taught and written at the junior high schools in the Afram Plains South.
- ii. Find out the challenges and problems facilitators and learners face in facilitating composition writing in the Afram Plains South District.
- iii. To explore learners' cognitive processes involved in composition writing in junior high schools of the Afram Plains South District.

1.5 Research questions

The study is driven by the following questions:

- i. What are the types of composition taught and written at the junior high schools in the Afram Plains South?
- ii. What are the challenges facilitators and learners encounter when facilitating composition writing in junior high schools in the Afram Plains South District?
- iii. What cognitive processes do learners use when writing the various types of compositions in the junior high schools of the Afram Plains South District?

1.6 Significance of the Study

This study aims to enhance our understanding of composition writing instruction and learner outcomes in junior high schools in the Afram Plains South District. By exploring the types of compositions taught and written, the challenges faced by facilitators and learners, and learners' cognitive processes in writing, this research provides valuable insights for educators and policymakers.

The study's findings can inform curriculum development, instructional practices, and teacher training, ultimately leading to improved learner outcomes in composition writing. Understanding the obstacles that hinder effective composition writing instruction can help educators develop targeted interventions and support systems, enabling them to provide more effective support to learners and facilitators.

The research highlights the importance of writing skills in learners' academic and professional lives, emphasizing the need for effective composition writing instruction. By improving teaching and learning practices, this study can contribute to learners' future success and opportunities. The study's results can have a positive impact on

educational practice and policy, informing the development of more effective educational programs that support learner success.

1.7 Limitations

The execution of this study was not without its challenges. Despite the researcher's best efforts, several limitations and obstacles arose, impacting the study's smooth progress. Some key limitations were encountered during the study, including accessibility constraints and the reluctance of participants. One of the primary challenges faced by the researcher was accessibility constraints. The schools selected for the study were located far apart, and the poor road network made it difficult to access some of the schools. This issue posed a significant threat to the study's success, as it hindered the researcher's ability to collect data efficiently. However, the researcher employed a motorbike to reach areas inaccessible by vehicle, thereby overcoming this challenge.

Another significant limitation encountered during the study was the reluctance of participants. Some heads and facilitators were initially unwilling to grant interviews nor allow observations in their schools. This reluctance posed a substantial obstacle, as it threatened to undermine the validity and reliability of the data collected. Nevertheless, the researcher professionally explained the academic purpose of the research, which ultimately facilitated the success of the study. By doing so, the researcher was able to alleviate the concerns of the participants and secure their cooperation. In conclusion, the study encountered several challenges and limitations that affected its smooth execution. The accessibility constraints and reluctance of participants were significant obstacles that threatened to undermine the study's

success. However, through the researcher's persistence and professionalism, these challenges were overcome, ensuring the study's successful completion.

1.8 Delimitation of the study

This study is delimited to composition teaching and learning at the junior high school level in the Afram Plains South District. Specifically, it focuses on the types of compositions taught and written, the challenges faced by facilitators and learners, and learners' cognitive processes in writing. The study is grounded in Vygotsky's Sociocultural Theory of Learning (1978) and Barnes et al.'s Communicative Language Teaching Approach (1983), providing a theoretical framework for understanding the composition writing process.

The scope of the study is delimited by time, material, and financial constraints, necessitating a focused approach to ensure the research objectives are met within the available resources.

1.9 Organization of the study

The rest of the study is organised such that chapter two presents review of literature which looks at the English facilitating syllabus at the Junior High School, types of compositions written at the JHS, the formal features of each essay type, challenges to facilitating composition writing, and the skills needed for writing compositions. The methodology of the study is presented in chapter three. The chapter on the methodology describes the research design, the population, sample and sampling procedures, data gathering instruments and data collection procedures of the study. In chapter four, results and discussion of the findings have been presented. Finally, the summary of findings, conclusions, recommendations and suggestions for further research form the concluding chapter of the research.

1.10 Chapter Summary

This chapter has provided a foundation within which this study is built. The study looks at composition writing in junior high schools at the Afram Plains South of the Eastern Region of Ghana. It has discussed the background to the study, the statement of the problem, purpose of the study, objectives of the study, research questions, the relevance of the study and the limitations as well as the delimitations of the study.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

The study looked at composition facilitating and writing at the junior high schools with ten schools in Afram Plains South as a case. The aim is to assess the type of composition taught and written, the difficulties encountered, the innovative strategies employed in facilitating them and the expression of learners' cognitive processes in composition writing in the Afram Plains District.

In this chapter, the researcher discussed the findings made by earlier researchers on similar studies. The relevant related literature for review included the various composition types prescribed by the junior high school curriculum or syllabus, the difficulties encountered, the innovative strategies in facilitating and writing composition at the junior high school and the cognitive processes of learners with regard to composition writing. It also looked at the pedagogical implications of cognitive processes of learners in composition writing. The chapter then finally looked at the theoretical framework upon which the research hinged, and the summary of the review.

2.1 Various Composition types prescribed in the Junior High School

Curriculum Syllabus

The English language teaching syllabus for junior high schools (2012) as well as, the Junior High School Curriculum Syllabus (2020), prescribed various composition types to equip learners with essential writing skills. These composition types are categorized into distinct genres, each serving a unique purpose. Writing styles span a spectrum, ranging from creative and engaging forms like descriptive and narrative

writing, which captivate audiences through vivid storytelling, to practical and informative forms like persuasive, expository, transactional, and functional writing, which prioritize conveying information, influencing opinions, and facilitating effective communication. These diversities of composition types enable learners to develop a range of writing skills, adapt to different contexts, and communicate their ideas and opinions with clarity and precision.

2.1.1 Narrative Writing (Short Stories)

Narrative writing is a fundamental type of composition that involves writing stories, anecdotes, and personal experiences. As posited by Graves (1983), narrative writing allows learners to draw upon their experiences, imagination, and creativity to craft engaging stories. This notion is supported by Hyland (2015), who concurred that narrative writing enables learners to express their thoughts, feelings, and experiences through creative storytelling, fostering imagination, creativity, and critical thinking. Graves (1983) noted that narrative writing allows learners to draw upon their experiences, imagination, and creativity to craft engaging stories, which helps develop their critical thinking skills. This is confirmed by Gyasi's (2020) study in Ghana, which found that narrative writing improved critical thinking skills in Ghanaian learners. Narrative writing has also been shown to improve creativity in learners. Calkins (2013) emphasized that narrative writing helps learners develop their writing skills and confidence, as they learn to craft engaging stories. This process of storytelling encourages learners to think creatively, as they learn to imagine and create new worlds, characters, and plotlines. Mensah's (2018) study in Ghana found that narrative writing improved creativity in Ghanaian learners. Furthermore, narrative writing improves writing skills in learners. Graves (1983) established that narrative writing allows learners to practice writing skills such as plot development,

character creation, and dialogue. This process of writing helps learners develop their writing skills, as they learn to structure their writing and convey their ideas effectively. According to Ofori's (2019) study in Ghana, narrative writing improved writing skills in Ghanaian learners. The Junior High curriculum requires that learners at that level are taught how to write short stories of their own. The English Language facilitating syllabus (2012, p 90) clearly indicates that short stories as part of narrative writing should be studied at the JHS level. Also, the English Language facilitating curriculum (2020, p 26.) has it as one of the performance indicators that learners are required to write personal narratives using effective techniques incorporating descriptive details and logical event sequences. The learners are to plan and record ideas detailing personal experiences or past events by the use of descriptive details (setting, experiences or series of events). Short story has some advantages to teach as compared to other genres. Collie and Slater (1988, p. 196) claim that short stories are the ideal way of introducing learners to literature. The short story provides the facilitator with a rather convenient vehicle for examining literary elements in a limited context. Crumbley and Smith (2010, p. 292) state that short stories connect education with entertainment in order to make learning easier and interesting. Short stories therefore provoke emotions in both the writer and the readers. They inform on how people can behave; they teach about human psychology. According to Bohner and Grant, (2006, p. 4), in reading a story, we can recognize and understand ourselves and others. By analysing the short stories, learners start thinking critically. This is a pure demonstration of a cognitive activity. Learners are expected, to first of all, reproduce the stories that they have read and then write their own stories through creativity.

The use of short stories in language facilitating and learning gives it a holistic approach. Short stories are a unique literary genre which has a compact structure and

can be used in language facilitating very effectively, because of their readability in a limited class time. Short stories offer authentic reading materials which give the language learners an opportunity to interact with the text emotionally and involve themselves personally. The element of human interest in short stories motivates the learners to respond to the universal themes and other human experiences in their own way. Short stories are available for the learners of all age groups and for all levels of proficiency. English language facilitators should select the stories carefully, keeping in view the linguistic and conceptual level of the learners. The English Language curriculum (2020) outlines specific performance indicators that guide facilitating and learning in the classroom. One such indicator, found on page 60, emphasizes the importance of writing personal narratives using effective techniques. This essay will examine the key components of this performance indicator, its implications for facilitating and learning, and the benefits of focusing on personal narratives in the English language classroom. According to the performance indicator, learners are expected to "write personal narratives using effective techniques incorporating descriptive details and logical event sequences" (English Language Curriculum, 2020, p. 60). This statement highlights the importance of facilitating learners to write engaging and well-structured personal narratives. Personal narratives are a fundamental aspect of human communication, allowing individuals to share their experiences, thoughts, and feelings with others. By focusing on personal narratives, facilitators can help learners develop their writing skills, creativity, and critical thinking abilities. The performance indicator also emphasizes the importance of using effective techniques when writing personal narratives. This includes incorporating descriptive details to help readers visualize and understand the story, as well as organizing events in a logical and coherent manner. Facilitators should provide

explicit instruction on these techniques, offering guidance on how to use descriptive language, create vivid imagery, and structure a narrative effectively. Furthermore, the performance indicator highlights the importance of logical event sequences in personal narratives. This requires learners to think critically about the events they are describing, organizing them in a way that makes sense to the reader. By focusing on logical event sequences, facilitators can help learners develop their critical thinking skills, as well as their ability to communicate complex ideas in a clear and concise manner.

The implications of this performance indicator for facilitating and learning are significant. Facilitators should prioritize the facilitating of personal narratives, providing learners with opportunities to practice writing engaging and well-structured stories. This may involve offering guidance on writing techniques, providing feedback on learners' writing, and encouraging learners to share their personal narratives with the class. In summary, narrative writing is an effective way to improve critical thinking skills, creativity, and writing skills in learners. The performance indicator outlined in the English Language curriculum (2020) highlights the importance of writing personal narratives using effective techniques. By focusing on personal narratives, facilitators can help learners develop their writing skills, creativity, and critical thinking abilities. As such, facilitators should prioritize the facilitating of personal narratives, providing learners with opportunities to practice writing engaging and well-structured stories.

2.1.2 Writing Descriptions and Processes at the junior high school (Descriptive composition)

Descriptive writing is another essential type of composition that focuses on using sensory details to describe people, places, and objects. Calkins (1986) emphasizes the importance of descriptive writing in helping learners develop their observational skills and ability to convey vivid descriptions. This notion is supported by Adeyemi's (2019) study in Nigeria, which found that descriptive writing helps Nigerian learners develop their descriptive language skills and creativity.

The processes taken to carry out certain activities and events such as festivals and occasions as well as description of personalities is another composition type that needs to be taught and written at the Junior High School level, as prescribed by the 2012 English Language facilitating syllabus. This composition type is aimed at helping learners to develop, organize and express ideas coherently and cohesively in writing. Learners describe processes clearly using appropriate vocabulary and structures. Descriptive and processes writing help learners to organize their thoughts and ideas in logical sequence by the use of the appropriate paragraphs. The English Language curriculum (2020, p 24) states that 'learners are expected to use different clauses to convey their ideas appropriately'. Appropriate use of strategies to make one's subject come to life for the reader is essential to creating a successful descriptive composition. Unlike more formal composition forms, the writer in this case, the learners, are not restricted to giving a literal description. To write a captivating description, there is the need to employ powerful word choices, sensory details, and metaphorical language. This confirms what Bachman, Barnhart and Krenzke, (1997, pp. 53-54) states that 'deliberate word choice can go a long way towards making your descriptions more vivid'. What this means is that in descriptive

writing there is the need to use specific words in order to make the description more vivid, explicit and attractive so much to interest of the reader. The best descriptions must be simple and straight to the point. The writer needs to sprinkle the descriptions throughout the composition writing so that they complement the message that the writer is trying to convey, and not bury it. This was explicated by Murdick (2011, pp. 115-116) that long, meandering descriptions derail the reader's focus so they're only thinking about what you're describing, not what you're writing about. Descriptive writing enhances learners' creativity, imagination and high sense of concentration. Through descriptive writing, learners learn to use sensory language, figurative language, and other literary devices to create immersive and engaging descriptions. Newkirk (2014) concurs that descriptive writing helps learners develop their writing skills and ability to engage their audience. Descriptive writing has been shown to improve observational skills in learners. Adeyemi's (2019) study in Nigeria confirmed that descriptive writing improved observational skills in Nigerian learners. Descriptive writing has also been shown to improve descriptive language skills in learners. Newkirk (2014) emphasizes that descriptive writing helps learners develop their descriptive language skills, as they learn to use sensory language, figurative language, and other literary devices to create vivid descriptions. Ofori's (2020) study in Ghana found that descriptive writing improved descriptive language skills in Ghanaian learners. Furthermore, descriptive writing has been shown to improve creativity in learners. Calkins (1986) suggests that descriptive writing helps learners develop their creativity, as they learn to use their imagination and senses to create vivid descriptions. Mensah's (2019) study in Ghana confirmed that descriptive writing improved creativity in Ghanaian learners. It conveys sensory details that give text life and provide an experience in which the reader may actively engage by using their

imagination. Other writing goals including explanation, argumentation, persuasion, and storytelling are supported by descriptive writing. In summary, descriptive writing is an effective way to improve observational skills, descriptive language skills, and creativity in learners.

2.1.3 Facilitating and Writing Debate (Argumentative compositions) at the Junior High School

Argumentative writing is a form of writing that presents a clear thesis statement and supports it with evidence, logic, and reasoning to persuade the reader. Facilitating argumentative writing involves fostering critical thinking, research, and communication skills among learners. According to Faigley (2019, p. 308), "argumentative writing involves presenting a claim and supporting it with evidence, reasoning, and appeals to the audience. An effective argumentative essay convinces readers to accept or at least consider the writer's position on a debatable issue." Argumentative composition involves constructing a clear and compelling argument that is grounded in evidence and carefully tailored to the audience, with the ultimate goal of influencing the reader's thoughts or actions on a given topic.

The English Language facilitating syllabus (2012, p 55,) demands of the learners to write arguments for/against motions. Additionally, the English Language curriculum (2020, p 97) prescribes that learners write a well-organized persuasive piece (e. g. argumentative) that states and defends a position. Learners are to compose an argumentative piece suitable following appropriate format/style using process approach. In addition to these core components, it is crucial to foster a supportive learning environment that encourages peer feedback, revision, and ongoing practice. By focusing on the essential elements of argumentative writing and providing ample

opportunities for application, facilitators can help learners develop strong persuasive writing skills. Facilitating debate and argumentative composition requires a combination of theoretical instruction, practical exercises, and ongoing feedback. Debate facilitating and writing play a crucial role in developing learners' critical thinking, public speaking, and persuasive writing skills. They involve exploring complex issues, constructing well-reasoned arguments, and engaging in respectful discourse with others.

The ability to craft persuasive arguments and engage in reasoned debate is an essential skill for learners in various academic and professional contexts. The relevance of facilitating writing argumentative compositions and debates range in numerous benefits. To begin, Hillocks (2010), established that argumentative writing and debate foster critical thinking skills, as learners learn to analyse complex issues, evaluate evidence, and consider multiple perspectives. Writing arguments and debate facilitate the abilities of learners in conduct researches in fishing out for relevant information to buttress their arguments. Ramage et al. (2016), these activities improve research abilities, as learners locate, evaluate, and synthesize information from credible sources. Writing arguments and taking part in debate contest enhances in learners, communitive skills. Cottrell (2014), confirmed that engaging in debates and crafting arguments enhances communication skills, as learners learn to articulate their ideas effectively and persuasively.

Again, Freeley and Steinberg (2014), points out to the fact that, debates and argumentative writing promote collaboration and empathy, exposing learners to diverse perspectives and fostering respect for different viewpoints. There is also the acquisition civic attributes and characteristics in the learners. It helps learners to learn

social and political issues and this help them. Herbeck and Katsulas (2016), agreed to this assertion that these activities encourage civic engagement, enabling learners to explore and engage with important social, political, and ethical issues. In facilitating writing argumentative compositions and debates therefore, some strategies to employ. Faigley (2019), posits that instructors should introduce learners to the key components of argumentative writing, such as thesis statements, evidence, and counterarguments. Also, Herbeck and Katsulas (2016), suggest that facilitators or facilitators can guide learners in selecting engaging and appropriate debate topics, emphasizing the importance of thorough research and analysis. It also requires that much practical work be done in the class by the peers in order to v overcome the anxieties that come with the debate writing. This, Freeley and Steinberg (2014), encouraging practice through in-class debates, role-playing exercises, and peer feedback sessions can help learners develop confidence in their debating skills. The activity of debate and argumentative composition writing requires much time and therefore must be duly allocated for it. Cottrell (2014), confirmed this when it was posited that allocating ample time for drafting, revising, and editing can result in stronger written arguments. Finally, in order to help learners write argumentative compositions appropriately, there is the need to provide enough samples and examples to guide learners' writing abilities. Faigley (2019), providing examples of effective argumentative essays and debates can help learners understand the conventions and expectations of these genres. It is worth noting that facilitating argumentative writing and debate come with some challenges. In most cases learners have limited knowledge and understanding of the topic being written about. Freeley and Steinberg (2014), states that, limited topic knowledge can hinder learners ' ability to engage effectively in debates and craft strong arguments. Learners therefore need to be encouraged to read a bit more on

topic for which they are required to compose their arguments and debates. In situation where learners need to do a public speaking of their arguments and debates, there are normally engulfed with much fear and anxieties. Herbeck and Katsulas (2016), pointed out that public speaking anxiety can affect learners' debate performance and overall confidence. Learners therefore need to be encouraged and motivated in this regard in order to be able to overcome public fright anxiety and unnecessary tension.

In the context of debates, rebuttals play a crucial role in strengthening one's argument by addressing and refuting opposing viewpoints. Freeley and Steinberg, (2014), looked at rebuttal as a response to an opponent's argument that challenges or refutes their claims, evidence, or reasoning. The use of rebuttals is aimed at undermining the credibility of the opposing argument, thus bolstering the persuasiveness of one's position. There could be some form of difficulties in the use of the appropriate rebuttals to refute the opponent's ideas and submissions. If not properly leveraged, this can undermine one's argumentative stance, compromising the effectiveness of their position. Faigley (2019), asserted to the fact that, difficulty addressing counterarguments can weaken learners' overall positions in debates and argumentative essays. This must therefore, be adequately handled when preparing learners to write and argue publicly in a debate context. It is imperative to acknowledge that stressing the importance of facilitating argumentative compositions and debates plays a pivotal role in honing critical thinking, research, communication, and collaboration skills, and its significance cannot be overstated. English language facilitator therefore, should employ effective strategies to help learners overcome challenges and maximize the benefits of these valuable activities.

2.1.4 Facilitating and Writing Dialogues at the Junior High School

According to Fisher and Frey (2014), dialogue writing is a vital element of creative writing, acting as a key mechanism for developing characters and advancing plotlines. It refers to the process of crafting realistic, engaging conversations between characters within a written composition. Dancyger and Rush (2013) emphasize that effective dialogue writing entails capturing the unique voices, personalities, and emotions of characters, thereby enriching the narrative. This assertion implies that, dialogue writing is a vital aspect of creative writing that contributes to character development and plot progression. By crafting engaging and authentic conversations between characters, writers can enhance their stories' overall impact and appeal.

In facilitating dialogue writing to learners especially those at the junior high schools, they can be offered assistance to create basic composing aptitudes and capacities that are profitable in both scholastic and real-world settings. The English language facilitating syllabus (2012, p 55) prescribes that learners write dialogues involving two or three characters with three or four exchanges. This composition type aims at enhancing the conversational skills among learners. It will help learners to be able to communicate through a formal or informal discourse of being able to discuss an issue of their interest effectively. Dialogue, also, guides learners to develop a very good plot and settings of events. Nystrand et al. (2003), posited that incorporating dialogue into writing helps learners develop various literacy skills and fosters critical thinking and creativity. Dyson, (2001) pointed out that dialogic writing assignments enable learners to explore different perspectives, develop characters, and create more engaging narratives. Dialogue is an essential component of learners' writing development, as it helps them understand and utilize language effectively within their compositions. There are some challenges that are associated with facilitating dialogue

in the context of writing. Learners usually have difficulty in crafting authentic dialogue. Dyson, (2001)., confirmed that learners often struggle to create realistic and engaging conversations in their writing.

Again, there is a challenge that has to do with limited exposure to diverse examples. Fisher and Frey (2014), pointed out that insufficient exposure to various examples of effective dialogue can hinder learners' ability to develop their skills. This means that the more exposure learners get to samples of dialogue articles or compositions the better they are able to produce their own with ease. Inconsistent implementation is another challenge that hinder the learners' ability in writing dialogues appropriate and therefore need to be dealt with. Applebee and Langer, (2011), established that inconsistencies in implementing dialogic writing instruction can result in varying levels of learner achievement. Several instructional strategies have been identified to support learners' understanding and use of dialogue in their writing. Modelling is needed to be done by the facilitators of the English language. Fisher and Frey, (2014) encouraged the English language facilitators to model effective dialogue writing, demonstrating how to incorporate realistic conversations that advance the plot and reveal character traits. Another means by which to make dialogue writing very interesting is by collaboration. Daniels, (2001) motivated that by encouraging learners to work together on dialogic writing tasks promotes critical thinking, problem-solving, and negotiation skills. Scaffolding is also very crucial when it comes to dialogue facilitating and writing. As posited by Vygotsky (1978), facilitators should provide structured support and guidance to help learners develop their understanding of dialogue and gradually increase their independence in incorporating it into their writing. As the learners write their dialogues, it very apparent that their facilitators provide appropriate feedbacks to them. According to Wiliam (2011), providing

constructive feedback on learners' use of dialogue in their writing helps them identify areas for improvement and refine their skills. Facilitating dialogue in the context of writing is crucial for learners' overall literacy development. Effective instructional strategies include modelling, collaboration, scaffolding, and providing constructive feedback. Addressing challenges associated with facilitating dialogue, such as difficulties in crafting authentic dialogue and limited exposure to diverse examples, can contribute to improved writing outcomes for learners at the junior high school.

2.1.5 Facilitating and Writing Articles for Publication/Letters to the Press

According to Swales and Feak (2012), an article for publication refers to a piece of scholarly writing that presents original research findings, ideas, or arguments in a specific academic discipline. This means that authors must ensure their work is clearly written and well-supported by relevant evidence and citations from credible sources. The English Language curriculum (2020, p 66,) demands from learners to type in articles on given issues for publication in school magazines. They recognize the subject, reason, and audience for article composing. Learners produce thoughts around more challenging subjects and identify those that are most suitable for the reason. This will help learners to compose, employing a variety of procedures and a wide range of print and electronic assets. In so doing, learners sort and classify thoughts and information for composing in a variety of ways that permit manipulating information and seeing diverse combinations and relationships on information accumulated. As explained by Hess (2004) composing articles for publication includes an arrangement of basic steps, including conceptualizing thoughts, selecting a suitable diary, investigating existing writing, creating a clear contention, showing discoveries or investigation, and viably communicating the centrality of the investigate. Thapliyal and Goyal (2021) also stress that researchers should ensure

their work adheres to the journal's guidelines and structural requirements, as well as the broader ethical standards of academic research. In writing articles writers and for that matter learners are expected to take clear stances in their delivery by being very scholarly and circumspect enough, very comprehensive and straight to the point in their delivery. It was advised by Craswell and Poore, (2019) that successful article composing too includes creating solid scholarly composing abilities, such as exactness, clarity, and coherence. It is best a practice in writing clear and appropriate article, when they are submitted first of all, to their peer. As encouraged by Wu and Beaunae (2014), researchers are energized to look for criticism from peers and guides, and to lock in in a thorough amendment prepare to refine their work some time recently submitting it for distribution. Learners are anticipated to create the knowledge and abilities for composing articles for publication and as well as letters to the press. English Language instructing syllabus (2012, p 57) and English Language curriculum (2020, pp. 64-66) request of learners to compose formal composing (trade letters, mail) on given subjects utilizing the suitable format. In submitting article for publication, writers ought to select a suitable journal that adjusts with the article's theme, scope, and target gathering of people. According to Day (1996), the composition must follow to the journal's accommodation rules, which frequently incorporate organizing necessities, length limits, and details for tables, figures, and references.

Insightful articles experience a peer-review process, in which specialists within the field evaluate the manuscript's quality, pertinence, and creativity before suggesting it for distribution, modification, or dismissal. According to Weller (2001), this process ensures that published articles maintain high academic standards and contribute meaningfully to the field. Publishing articles in insightful diaries plays a vital role within the scholastic community, serving different purposes that contribute to the development and dispersal

of information. Publishing articles is a crucial aspect of academic research, offering numerous benefits for researchers, the academic community, and the broader public. The following sections highlight the significance of publishing articles, including knowledge dissemination, career advancement, research validation, collaboration and networking, and building a body of knowledge. As noted by Day (1996), publishing articles enables researchers to share their findings, ideas, and insights with a broader audience, facilitating the exchange of information and fostering intellectual debate within the academic community. This dissemination of knowledge is essential for advancing research and promoting innovation. According to Weller (2001), a strong publication record is essential for scholars seeking academic positions, promotions, grants, or awards. As Weller (2001) further emphasizes, a robust publication history demonstrates expertise in a field and contributes significantly to the researcher's professional reputation. As Ware and Monkman (2008) point out, the peer-review process that scholarly articles undergo prior to publication ensures that research meets rigorous academic standards and contributes significantly to the field. This validation, as Ware and Monkman (2008) highlight, provides credibility to the author's work and encourages further research in the area. As observed by Ware and Monkman (2008), the publication process often involves collaborating with colleagues, co-authors, and reviewers, fostering connections and research partnerships within the academic community. These collaborations, as Ware and Monkman (2008) note, can lead to new research opportunities and advancements. As Weller (2001) argues, published articles contribute to the collective knowledge in a particular discipline, shaping the direction of future research and fostering innovation and discovery. This cumulative body of knowledge, as Weller (2001) emphasizes, is essential for advancing research and promoting intellectual growth.

In conclusion, composing articles for distribution requires cautious arranging, a intensive understanding of the subject and target diary, adherence to moral benchmarks, and clear communication of investigate discoveries. By tending to these key perspectives, writers and for that matter learners at the junior high schools can contribute definitively to their particular areas and advance knowledge in their disciplines.

2.1.6 Facilitating Speech Writing at the Junior High School

Speech delivery is a crucial aspect of effective communication, encompassing both verbal and nonverbal techniques that significantly influence a speaker's effectiveness and audience engagement. As Beebe (2016) notes, speech delivery refers to the process of presenting a speech to an audience, while Lucas (2020) points out that it involves various aspects such as vocal variety, gestures, eye contact, and overall stage presence. According to O'Hair and his colleagues (2018), vocal variety refers to adjustments in volume, pitch, rate, and tone to maintain audience interest and enhance message clarity. Learners should be guided to employ pauses, emphasis, and inflections to convey emotion and engage the audience's attention.

In addition to verbal communication, nonverbal cues play a vital role in speech delivery. Hamilton (2013) defines nonverbal communication as including facial expressions, gestures, posture, and eye contact, which complement and reinforce a speaker's verbal message. The effective use of nonverbal cues can enhance a speaker's credibility, expressiveness, and overall impact on the audience. Therefore, learners' attention needs to be drawn to the importance of nonverbal communication when preparing them to write and deliver effective speeches.

The English Language curriculum (2020, p. 63) requires learners to compose paragraphs that identify an issue, provide details, and suggest solutions, as well as write speeches for different purposes and occasions. Specifically, learners are expected to "compose speeches for different purposes and occasions" and "write a speech by combining narrative, descriptive, explanatory, and persuasive skills to make both logical and emotional appeals." This highlights the significance of facilitating speech writing and delivery as essential components of effective communication. By facilitating speech writing, educators can foster critical skills that enable individuals to present their ideas confidently, engage their audience, and achieve their desired outcomes.

Speech delivery instruction plays a vital role in developing essential public speaking skills and critical thinking abilities. According to Beebe (2016), it helps individuals cultivate crucial public speaking skills, including vocal variety, nonverbal communication, and stage presence. As Lucas (2020) emphasizes, crafting effective speeches requires critical thinking skills to analyze the audience, evaluate evidence, and construct compelling arguments. Furthermore, facilitating speech writing offers several benefits, including building confidence and overcoming speech anxiety through thorough practice and constructive feedback, as pointed out by O'Hair and his colleagues (2018). Hamilton (2013) also highlights that speechwriting and delivery exercises often involve collaboration and peer feedback, promoting teamwork and interpersonal communication. McKenzie (2001) notes that effective speech delivery enables individuals to advocate for their beliefs, contribute to public discourse, and inspire positive change.

There are various types of speeches that learners can be taught to write, including acceptance speeches, special occasion speeches, commemorative speeches, motivational speeches, and informative speeches. As Hamilton (2015) puts it, acceptance speeches are brief speeches that convey gratitude and appreciation for an honor or award. According to Hamilton (2015), commemorative speeches honor and formally celebrate a subject, group, or event, often in the form of tributes, toasts, or eulogies. David Gregory (2002) explains that motivational speeches aim to elicit strong emotions or vigorous responses from the audience, while Hamilton (2015) notes that informative speeches provide in-depth knowledge and information, seeking to inform and educate the audience.

Ultimately, the audience is the recipient or intended audience of a speech, and their needs should be prioritized throughout the speech preparation and delivery process. As Gregory (2002) emphasizes, any writer or speaker who doesn't care about the audience will inevitably fall short in their speech endeavors. An effective speechwriter must have the audience at heart and tailor the message and delivery to their needs. By emphasizing the importance of speech delivery in education, instructors can equip learners with the tools necessary to express their ideas effectively and become successful communicators. In conclusion, facilitating speech writing and delivery are essential components of effective communication, fostering critical skills, promoting personal growth, and encouraging civic engagement.

2.1.7 Facilitating Formal (Letters) Writing at the Junior High Level

Formal letters play a significant role in various professional and personal contexts, serving as a polite and structured means of communication. Kolin (2012), looked at a formal letter as a written communication addressed to an individual or organization,

using a structured format and polite, professional language. This explanation points to the fact that Formal letters are used in various contexts, such as business correspondence, job applications, and legal matters. Thus, they are official letters that are usually written to offices or reputable individuals and organizations in search of a job employment or other forms of needs and assistance. The English Language curriculum (2020, 29) detailed this by the performance indicator that learners are to compose formal writing such as application, invitation, email and media texts on given topics using appropriate format. They write, following specific format by identifying the features of formal letters which includes writer's address, recipient address, date, heading, salutation, body, subscription, signature, full name. Under this composition type, learners, are as well, made to write formal letters to offices such as the Headmaster, the Director of Education, the Assembly Man, the SMC chairman, the PTA Chairman and many others. Learners may find it challenging to grasp and apply these conventions effectively, impacting the clarity and professionalism of their letters. The English Language curriculum (2020, p 64), as stated by the performance indicator, expects learners to be able to compose formal writing (business letters, email) on given topics using the appropriate format. Kolin (2012), instructed that, formal letters must adhere to proper structure and content conventions to achieve their intended purpose and maintain professionalism. Proper formatting and language use enhance clarity, respectfulness, and overall effectiveness, ensuring that the recipient comprehends and considers the message.

Learners are expected to develop the skill of being able to write business letters in response to adverts to search for employment. There could be instances where even business firms may not put up out adverts, yet learners should be able to write seeking for the engagement of their services by those business firms. Hence the main focus of

the formal letters is to adequately train and equip learners of the Junior High School level what it takes to write such official letters.

While formal letters play an essential role in professional communication, facilitating and writing them can present various challenges. As digital communication avenues advance, it is worth noting that formal letter writing will be seen as not relevant. Shelton (2009), pointed out that as digital communication approaches and techniques like email and instant messaging become more prevalent, learners may struggle to understand the importance and relevance of formal letter writing. There is the need for English language facilitators to emphasize the value of formal letters in various contexts, such as job applications and legal matters. The appropriate use of language and tone is very paramount when facilitating and writing how to write formal letters. According to Guffey and Loewy (2016), formal letters necessitate polite, professional language and tone. learners may struggle to strike the right balance, potentially undermining the impact and effectiveness of their communication. Therefore, English language facilitators need to train and guide learners on the polite choice and use in writing formal letters. Handling cultural and social differences in this modern world is also another challenge that need to be addressed when facilitating learners how to write. By Shelton (2009), it was confirmed that in an increasingly globalized world, formal letter writing must consider cultural differences, such as varying conventions for greetings, closings, and addressing recipients. Facilitating learners to navigate these differences can be challenging but essential for fostering effective cross-cultural communication. The English Language curriculum (2020, p 29) detailed this by the performance indicator that learners are to compose formal writing such as application, invitation, email and media texts on given topics using appropriate format. They write, following specific format by identifying the features of formal letters which

includes writer's address, recipient address, date, heading, salutation, body, subscription, signature, full name. Under this composition type, learners, are as well, made to write formal letters to offices such as the Headmaster, the Director of Education, the Assembly Man, the SMC chairman, the PTA Chairman and many others. The English Language curriculum (2020, p 64), as stated by the performance indicator, expects learners to be able to compose formal writing (business letters, email) on given topics using the appropriate format. Kolin (2012), instructed that, formal letters must adhere to proper structure and content conventions to achieve their intended purpose and maintain professionalism. Proper formatting and language use enhance clarity, respectfulness, and overall effectiveness, ensuring that the recipient comprehends and considers the message.

Facilitating and writing formal letters present various challenges, such as adapting to digital communication, understanding structural conventions, and using appropriate language and tone. By addressing these challenges, English language facilitators need to empower learners to become skilled, confident communicators capable of composing effective, professional correspondence. Learners are expected to develop the skill of being able to write business letters in response to adverts to search for employment. There could be instances where even business firms may not put up adverts, yet learners should be able to write seeking for the engagement of their services by those business firms. Hence the main focus of the formal letters is to adequately train and equip learners of the junior high school level what it takes to write such official letters. In summary, formal letters serve as a vital means of professional communication, with proper structure and content playing an essential role in their effectiveness. By understanding the key components and conventions of

formal letters, individuals can confidently compose polished, well-received correspondence.

2.1.8 Facilitating and Writing Friendly letters at the Junior High School

Friendly letters, according to Daniels (1994), also known as personal letters or informal letters, are a form of written communication exchanged between friends, family members, or acquaintances for the purpose of maintaining personal relationships, sharing news, and expressing thoughts and feelings. They serve as a means of fostering social connection and emotional well-being through the exchange of written correspondence. The English Language curriculum (2020, p 29) has it indicated by the performance indicator, that learners should be able to compose informal letters on varied topics using appropriate format by identifying features of informal letters including the writer's address, date, salutation, body, subscription, and first name of the writer. This means that friendly letters, as a form of personal correspondence, foster relationships and promote social connection. Facilitating and writing friendly letters encourage personal expression. According to Daniels (1994), friendly letters offer an opportunity for learners to express their thoughts, feelings, and experiences. Facilitators need to encourage creativity and self-expression by providing engaging writing prompts and fostering a supportive learning environment. Again, Pikulski and Temple, (1994), confirmed that writing friendly letters helps learners develop and maintain friendships, promoting social connection and emotional well-being. It therefore requires that facilitators of the English language need to facilitate this process by organizing pen-pal activities or letter-writing exchanges in order to foster social connection and friendliness. It means further that friendly letters serve as a unique and meaningful form of communication, enabling individuals to express themselves and foster close relationships through the exchange of written

correspondence. By understanding the characteristics and purpose of friendly letters, individuals can compose engaging, heartfelt messages that enrich their personal connections.

When facilitating and writing friendly or informal letters, several key aspects must be considered to ensure effective communication and foster personal connections. These essential considerations include structure, language, tone, content, and relationship building.

As noted by Pikulski and Temple (1994), the structure of a friendly letter is crucial in conveying its social and friendly nature, and it is essential to include basic elements such as the date, greeting, body, closing, and signature, even though it allows for more flexibility. This structure provides a framework for organizing thoughts and communicating clearly. The choice of an appropriate language is another key area that cannot be left out in ensuring that learners write friendly or personal letters appropriately. As motivated by Daniels (1994), English language facilitators are expected to encourage learners to use appropriate language that balances informality with proper grammar, punctuation, and spelling. This approach promotes effective communication while allowing for personal expression and creativity. As echoed by Kress (2003), there is the need to emphasize the importance of a warm, conversational tone that reflects the close relationship between the sender and recipient. English language facilitators are required to model how to express thoughts and feelings genuinely and encourage learners to develop their unique writing voice. In summary, effective facilitating and writing of friendly or informal letters require a thoughtful approach that considers structure, language, tone, content, and relationship building. By addressing these essential aspects, educators can empower learners to compose

heartfelt, engaging letters that strengthen their personal connections and communication skills.

2.1.9 Facilitating Report Writing at the Junior High School.

Report writing as explained by Lunenburg and Irby (2008), is a formal, structured method of presenting information, data, or research findings in a clear, concise, and organized manner. This means that reports serve as an essential communication tool for various purposes, such as decision-making, problem-solving, and knowledge dissemination across academic, business, and scientific contexts. The English facilitating syllabus (2012, p 57) defines the scope to which learners write reports on specific events/activities as detailed this assertion in the specific learning objective. It is required of learners that writing of reports on events/activities such as sports/games/field trips / excursions, a fight, theft, should be based on features such as heading, introduction, day and date, time, writer's full name and signature. The use of language, is of a passive structure and a formal language. Effective report writing is an essential skill that enables individuals to organize and communicate information in a clear, concise, and structured manner. It was noted by Hemingway (1993) that in writing a report, one need to develop a general structure for your report and set reasonable time frames so the work is completed on time. According to Hemingway (1993, p1), a general structure based on the 4Ps: position, problem, possibility, proposal. This means you state the current situation, describe the problem, consider multiple possibilities, and decide on a proposal. Some of the most time-consuming parts of the process are gathering and sifting through information as well as verifying and revising your reports.

Facilitating report writing on events and occasions is an essential skill that helps learners develop their ability to communicate effectively and accurately. The literature on facilitating report writing emphasizes the importance of providing learners with a clear understanding of the purpose and structure of a report, as well as the key elements of effective report writing. Several scholars have emphasized the importance of direct instruction in facilitating report writing. Gere (1994) and McCarthy and Carter (2001) both stress the value of introducing learners to the purpose and structure of a report, including the introduction, body, and conclusion. They also highlight the importance of discussing key elements such as accuracy, objectivity, and attention to detail.

Modelling is another important aspect of facilitating report writing. Sheldon (2016) and Fleming and Stevens (2016) suggest using examples of well-written reports to model the writing process for learners. This can include guiding learners through the steps of brainstorming, organizing information, and drafting and revising. Providing opportunities for independent practice and feedback is also crucial. Zarefsky (2005) recommends assigning learners report writing tasks and providing them with feedback and guidance throughout the writing process. In addition, as posited by Sawyer and Clarke (2015), incorporating peer review can help learners develop their critical thinking skills and learn to provide constructive feedback. Finally, Johanek, (2017) explained that using visual aids such as photos and videos can help bring reports to life and provide additional context for readers. Overall, effective facilitating of report writing on events and occasions requires a combination of direct instruction, modelling, and opportunities for practice and feedback. By incorporating these strategies into the classroom, English language facilitators need to help learners

develop the skills they need to communicate effectively and accurately about events and occasions.

2.1.10 Drawing of Programme and Agenda

Facilitating and writing programs and agendas for meetings are essential skills that help individuals organize and facilitate productive gatherings. Guffey and Loewy (2010) emphasize the importance of facilitating the basics of creating an agenda, including the identification of meeting goals, attendees, and topics for discussion. They also highlight the need for learners to learn how to allocate time for each agenda item. In terms of writing an effective program, Stoner and McEvoy (2015) suggest starting with an outline that includes the date, time, location, and purpose of the meeting. They further recommend including speaker introductions, session descriptions, and breaks for networking or refreshments. A significant aspect of facilitating program and agenda writing is providing opportunities for learners to practice these skills in a collaborative setting. Johanek (2017) recommends incorporating peer evaluation into the learning process, allowing learners to provide feedback and suggestions for improvement. Sawyer and Clarke (2015) and Sheldon (2016) emphasize the importance of ensuring clarity and consistency in the program and agenda. This includes proofreading for accuracy and using a clear and concise writing style. The literature suggests that facilitating and writing programs and agendas for meetings involves a combination of direct instruction, practice opportunities, and feedback. By incorporating these elements into the learning process, learners will be able to develop the skills they need to facilitate effective meetings.

2.2 Difficulties in Facilitating Composition Writing

Facilitating composition writing is a multifaceted and demanding endeavour that poses various challenges for educators. These difficulties can arise from a range of sources, including learners, facilitators, curriculum requirements, and instructional resources. These difficulties are grouped into learner-related difficulties, facilitator-related difficulties and institutional-related difficulties. By understanding these difficulties, educators and policymakers can develop effective strategies to support facilitators and improve learner learning outcomes in composition writing.

2.2.1 Learner-Related Difficulties in Composition Writing

The learner-related difficulties in composition writing, include lack of motivation, insufficient background knowledge, difficulty in organizing ideas, and inability to use language effectively.

2.2.1.1 Low Levels of Motivation in Learners' Writing Performance

Motivation plays a crucial role in learners' writing performance. According to Ames (1992), "when learners are motivated, they are more likely to engage in the learning process and to persist in the face of challenges." This statement is particularly relevant to composition facilitating and learning at the junior high school level, where learners are developing their writing skills and learning to express themselves effectively in writing.

Motivation is essential for several reasons. Firstly, writing is a complex and challenging task that requires learners to think critically, organize their ideas, and express themselves clearly. Without motivation, learners may struggle to engage with the writing process and may produce substandard work. Secondly, motivation helps learners to develop a growth mindset, which is essential for learning and

improvement. When learners are motivated, they are more likely to view challenges as opportunities for growth and development, rather than as threats to their ego.

To motivate learners, facilitators can use several strategies. Providing choices and autonomy is one effective way to increase motivation. Allowing learners to choose their own topics or select from a range of writing prompts can help them feel more invested in the writing process. Using real-world examples and applications is another strategy that can make the topic more relevant and interesting to learners. Providing regular feedback and recognition is also essential for motivating learners. Feedback that is specific, timely, and constructive can help learners identify areas for improvement, while recognition can help them feel more confident and motivated.

According to Deci and Ryan (2000), autonomy, competence, and relatedness are essential for intrinsic motivation. Facilitators can foster these psychological needs by providing choices, offering feedback and support, and creating a supportive and inclusive learning environment. By doing so, facilitators can help learners develop a sense of ownership and agency over their writing.

Topic interest also plays a crucial role in motivating learners to write. According to Hillocks (2011), "learners' motivation to write is influenced by their interest in the topic." Allowing learners to choose their own topics, using real-world examples, and encouraging learner inquiry can help increase topic interest and motivate learners to write. When learners are interested in the topic, they are more likely to be engaged and motivated, leading to higher quality writing.

In conclusion, motivation is essential for composition facilitating and learning at the junior high school level. Facilitators can motivate learners by providing choices and

autonomy, using real-world examples and applications, providing regular feedback and recognition, and encouraging self-reflection and self-assessment. By prioritizing topic interest and motivation, facilitators can help learners develop a love of writing and produce high-quality writing. By using these strategies, facilitators can help learners to develop a growth mindset and to persist in the face of challenges, ultimately leading to improved writing outcomes.

2.2.1.2 Insufficient Background Knowledge in Writing

Effective writing requires a strong foundation in language skills, including vocabulary, grammar, and syntax. Background knowledge, which refers to the information, experiences, and concepts that a writer brings to the writing task, plays a crucial role in the writing process. As Graves (1983, p. 12) aptly puts it, "the writer's background knowledge serves as a foundation for writing." This statement highlights the crucial role that background knowledge plays in the writing process. Background knowledge refers to the information, experiences, and concepts that a writer possesses prior to writing. As emphasized by Graves (1983, p. 12), "the writer's background knowledge serves as a foundation for writing." According to research, background knowledge enables writers to make connections between their existing knowledge and the writing task, develop ideas and concepts, and use language effectively. As noted by Graham and Perin (2007, p. 16), "reading and writing experiences can provide learners with opportunities to develop their background knowledge." Furthermore, studies have shown that limited background knowledge can have a significant impact on writing. For instance, writers with limited background knowledge may struggle to make connections between their existing knowledge and the writing task, leading to disjointed and incoherent text. Limited background knowledge can hinder writing performance, as Hillocks (1986, p. 23) observes, leading to disjointed and incoherent

text. To address the issue of limited background knowledge, educators can use several strategies to build background knowledge in their learners. As recommended by Marzano (2004, p. 12), providing explicit instruction on key concepts and vocabulary is one strategy that can help learners build their background knowledge. Additionally, encouraging learners to read and research widely can also help learners build their background knowledge and develop a deeper understanding of key concepts and ideas reiterated by Krashen, (2004). In conclusion, background knowledge plays a crucial role in the writing process. Educators can use several strategies to build background knowledge in their learners, including providing explicit instruction, encouraging reading and research, and providing opportunities for writing.

2.2.1.3 Difficulty in Organizing Ideas in Composition Writing at the Junior High School Level

Organizing ideas is a crucial aspect of the writing process that often poses a challenge to junior high school learners. According to Flower and Hayes (1981), a writer's ability to organize ideas is a key factor in determining the quality of their writing. This emphasizes the need for learners to develop effective organizational skills to enhance the quality of their writing. Effective organization of ideas enables writers to convey their message clearly, logically, and coherently, which ultimately enhances the quality of their writing. A well-organized essay typically begins with an introduction that sets the tone and provides a thesis statement. The body paragraphs are logically connected, and the conclusion summarizes the main points. For instance, in a persuasive essay on climate change, a clear structure would help the writer build a compelling argument. To overcome the difficulty in organizing ideas, learners can be taught various strategies. One such strategy is to start with a clear introduction, body, and conclusion. This structure helps learners to logically connect their ideas and

present them in a coherent manner. Additionally, transitional words and phrases can be used to connect ideas, making the writing flow smoothly. For example, in a narrative essay, a writer might use transitional phrases like "meanwhile" or "as a result" to link events and create a cohesive story. Furthermore, emphasizing the importance of clear topic sentences and supporting details that relate to the main idea in each paragraph can also enhance organizational skills. This level of organization enables writers to present their ideas in a clear and concise manner, making their writing more engaging and effective. To reinforce these strategies, various activities can be employed. Graphic organizers such as Venn diagrams, flowcharts, and concept maps can be used to help learners visually organize their ideas. Writing prompts that require learners to organize their ideas in a specific way, such as comparing and contrasting two topics, can also be effective. Moreover, peer review can be encouraged, allowing learners to review each other's work and provide feedback on organization and coherence. Assessment and feedback are also crucial in helping learners develop their organizational skills. Rubrics can be used to assess learners' writing and provide feedback on organization, coherence, and overall quality of writing. For instance, a facilitator uses a rubric to assess a learner's essay, evaluating organization, coherence, and overall quality of writing, and provides feedback stating, "Your essay is well-organized, but there are some areas where your ideas could be more clearly connected." Also, constructive feedback that highlights areas of strength and weakness in their organizational skills can also be provided. For example, a facilitator reviews a learner's project plan and provides constructive feedback, saying, "I like how you've broken down the project into smaller tasks, but I think you could improve your timeline by setting more specific deadlines. Let's work together to revise it." In conclusion, organizing ideas is a vital aspect of the writing process that

junior high school learners often struggle with. By facilitating effective organizational strategies, employing reinforcing activities, and providing constructive feedback, facilitators can help learners overcome this difficulty and enhance the quality of their writing. As Flower and Hayes (1981) emphasize, the ability to organize ideas is a key factor in determining the quality of writing. By developing this skill, junior high school learners can become more effective writers and communicators.

2.2.1.4 Inability to Use Language Effectively in Writing

Using language effectively is essential for communicating ideas and intentions in writing. According to Halliday (1985, p. 101), "language is the essential tool for creating and conveying meaning in writing." This means that language plays a crucial role in creating and communicating meaning in writing. When learners struggle with language, they may produce writing that is unclear, confusing, or lacking in cohesion. This is because they lack the ability to use language effectively to convey their ideas and intentions. Facilitating learners, strategies for using language effectively, such as using transitional phrases and varying sentence structure, can improve their writing performance. Graham and Perin (2007, p. 20) argue, "facilitating learners on how to use transitional phrases and vary sentence structure can help them create clear and coherent writing." This statement suggests that explicit instruction in using transitional phrases and varying sentence structure can help learners create clear and coherent writing. Using transitional phrases, such as "however" and "in addition," can help learners connect their ideas and create cohesive writing. Varying sentence structure, such as using simple, compound, and complex sentences, can help learners create writing that is engaging and easy to follow. Facilitating learners how to use language effectively can also help them convey their ideas and intentions more clearly. When learners are able to use language effectively, they are more likely to

produce writing that is clear, coherent, and engaging. Therefore, facilitating learners, strategies for using language effectively is an important part of the writing instruction process. By providing explicit instruction in strategies for using language effectively, facilitators can help learners develop their writing skills and produce high-quality writing. In conclusion, using language effectively is essential for communicating ideas and intentions in writing. By facilitating learners on the strategies for using language effectively, facilitators can help learners develop their writing skills and produce clear, coherent, and engaging writing.

2.2.1.5 The Challenge of Language Barriers in Facilitating Composition Writing

Language barriers can be a significant challenge in facilitating composition, particularly in multilingual classrooms. According to Cummins (2000, p. 37), "learners who are not proficient in the language of instruction may experience significant difficulties in understanding and completing academic tasks." This statement highlights the importance of language proficiency in academic success. Learners who are non-native speakers of the language used in the classroom may face significant challenges in understanding and completing academic tasks. One of the primary reasons why learners who are not proficient in the language of instruction may experience difficulties is due to the language barrier. When learners are not fluent in the language, they may struggle to understand instructions, read and comprehend academic texts, and complete written tasks. This can lead to frustration and disappointment, which can negatively impact their academic motivation and self-esteem. Another reason why learners may experience difficulties is due to the cognitive load. When learners are trying to understand a new language, they may have to devote more mental energy to understanding the language, leaving less capacity for learning and completing academic tasks. This can lead to a decrease in academic

performance and an increase in stress and anxiety. Cultural differences can also play a significant role in the difficulties experienced by learners who are not proficient in the language of instruction. Learners from diverse cultural backgrounds may have different learning styles, expectations, and norms, which can lead to confusion and miscommunication. For example, learners from cultures that value collectivism may struggle with individualized learning tasks, while learners from cultures that value direct communication may struggle with indirect communication styles.

The implications of these difficulties are significant for facilitating and learning. Facilitators may need to provide additional language support, such as bilingual resources, language classes, or extra tutoring. Facilitators should also be aware of the cultural differences and adapt their facilitating methods to meet the needs of diverse learners. Assessment accommodations, such as extra time or the use of dictionaries, may also be necessary to ensure that learners are not unfairly disadvantaged. The statement by Cummins (2000) highlights the importance of language proficiency in academic success. Learners who are not proficient in the language of instruction may experience significant difficulties in understanding and completing academic tasks due to language barriers, cognitive load, and cultural differences. Facilitators and educators must be aware of these challenges and provide necessary support to ensure that all learners have an equal opportunity to succeed.

Further, According to García (2009, p. 65), "bilingual instruction can provide learners with the linguistic support they need to access the curriculum and develop their writing skills." This statement highlights the importance of bilingual instruction in supporting learners' linguistic needs and developing their writing skills. In addition, language scaffolding is another effective strategy for supporting learners who are not

proficient in the language of instruction. Language scaffolding refers to the temporary support and guidance provided by facilitators to help learners develop their language skills, including writing. This support can take many forms, such as modelling, guided writing, feedback, and linguistic support. By providing temporary linguistic support, facilitators can help learners develop their writing skills, particularly in areas such as organization, coherence, and grammar. According to García (2009, p. 67), "language scaffolding can help learners develop their writing skills by providing them with temporary linguistic support." This highlights the importance of language scaffolding in supporting learners' linguistic needs and developing their composition writing skills. The benefits of language scaffolding are numerous. It can help learners develop their composition writing skills, increase their confidence, and improve their understanding of language. Language scaffolding can also help learners to overcome language-related barriers that might prevent them from accessing the curriculum. By providing temporary linguistic support, facilitators can help learners to develop the language skills they need to succeed in school. In addition to its benefits, language scaffolding also has significant implications for facilitating and learning. Facilitators should receive training on language scaffolding to effectively support learners. Curricula should be designed to incorporate language scaffolding and support learners' linguistic needs particularly in composition writing. Assessments should be designed to accommodate learners' linguistic needs and provide a fair measure of their knowledge and skills. Furthermore, language scaffolding can be particularly beneficial for learners who are non-native speakers of the language of instruction. These learners may struggle to understand complex concepts and ideas presented in the curriculum, and language scaffolding can provide them with the temporary linguistic support they need to succeed.

Language scaffolding plays a crucial role in developing writing skills. By providing temporary linguistic support, facilitators can help learners develop their writing skills, increase their confidence, and improve their understanding of language. As García (2009) notes, language scaffolding can help learners develop their writing skills by providing them with temporary linguistic support. By using language support strategies, facilitators can help learners overcome language barriers and develop their writing skills. Ultimately, providing language support is critical for ensuring that all learners have equal access to the writing curriculum. By acknowledging the challenges posed by language barriers and using effective language support strategies, facilitators can help learners develop their writing skills and achieve academic success. This requires a commitment to providing linguistic support and scaffolding to help learners overcome language barriers. In conclusion, language barriers can be a significant challenge in facilitating composition. However, by using language support strategies such as bilingual instruction and language scaffolding, facilitators can help learners overcome language barriers and develop their writing skills.

2.2.1.6 Cultural Differences on Facilitating and Learning Composition

Cultural differences can significantly impact the facilitating and learning of composition. According to Kubota (2011, p. 12), "learners from diverse cultural backgrounds may have different writing styles, preferences, and expectations." This statement highlights the importance of considering cultural diversity when facilitating and assessing writing skills. Learners from different cultural backgrounds may approach writing in unique ways, shaped by their cultural experiences, values, and norms. Learners from diverse cultural backgrounds may have different writing styles, such as direct vs. indirect communication, linear vs. non-linear structure, and formal vs. informal tone. For example, learners from some cultures may prefer direct and

explicit communication, while others may prefer more indirect and implicit communication. Similarly, learners from some cultures may prefer a linear and sequential structure in their writing, while others may prefer a more non-linear and flexible structure. In addition to different writing styles, learners from diverse cultural backgrounds may also have different preferences when it comes to writing. For example, learners from some cultures may prefer a collaborative approach to writing, while others may prefer an individualistic approach. Similarly, learners from some cultures may prefer a visual orientation in their writing, using images and diagrams to convey meaning, while others may prefer a more textual orientation. Furthermore, learners from diverse cultural backgrounds may also have different expectations when it comes to writing. For example, learners from some cultures may expect detailed and explicit feedback on their writing, while others may expect more general and implicit feedback. Similarly, learners from some cultures may expect to revise their writing extensively, while others may expect to revise it minimally.

The implications of these differences for facilitating and learning are significant. Facilitators should be aware of the different writing styles, preferences, and expectations of learners from diverse cultural backgrounds and adapt their facilitating accordingly. This may involve providing differentiated instruction, using culturally responsive facilitating practices, and providing assessment accommodations to ensure that learners from diverse cultural backgrounds are not unfairly disadvantaged. In conclusion, the statement by Kubota (2011) highlights the importance of considering cultural diversity when facilitating and assessing writing skills. Learners from diverse cultural backgrounds may have different writing styles, preferences, and expectations, and facilitators should be aware of these differences and adapt their facilitating accordingly.

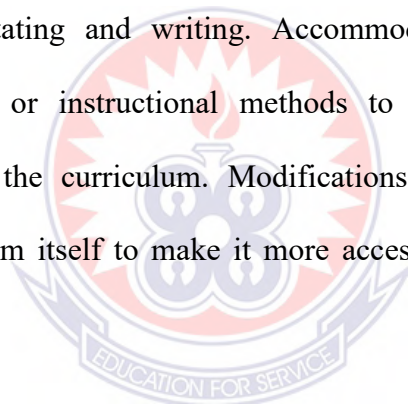
2.2.1.7 Learning Disabilities of learners on Composition Facilitating and Writing

Learning disabilities, such as dyslexia or dysgraphia, can significantly impact the facilitating and learning of composition. According to Hallahan et al. (2015, p. 123), "learners with learning disabilities may struggle with writing tasks, such as handwriting, typing, and organizing ideas." This statement highlights the difficulties that learners with learning disabilities may encounter when completing writing tasks. As educators, it is essential to understand these challenges and provide accommodations and support to help learners with learning disabilities succeed. Learners with learning disabilities may face a range of challenges when completing writing tasks. Handwriting difficulties, such as dysgraphia, can make it hard for learners to write legibly and spell words correctly. Typing challenges, such as dyslexia, can make it difficult for learners to type accurately and efficiently. Additionally, learners with learning disabilities, such as ADHD, may struggle to organize their ideas and plan their writing.

To help learners with learning disabilities succeed in writing tasks, educators can provide a range of accommodations and support. Assistive technology, such as text-to-speech software and speech-to-text software, can help learners to complete writing tasks more easily. Modified assignments, such as providing extra time to complete a writing task or breaking a task into smaller steps, can also help learners to succeed. Furthermore, individualized instruction, such as providing one-on-one support or small group instruction, can help learners to receive the support they need.

Facilitating composition writing to learners with learning disabilities requires careful consideration and accommodation. According to Hallahan et al. (2015, p. 125), "accommodations and modifications can help level the playing field for learners with

learning disabilities." This statement highlights the importance of providing accommodations and modifications to support learners with learning disabilities in composition facilitating and writing. Assistive technology, such as text-to-speech software and speech-to-text software, can play a crucial role in supporting learners with learning disabilities in composition facilitating and writing. According to Bryant et al. (2017, p. 156), "text-to-speech software can provide learners with learning disabilities with an alternative means of completing writing tasks." This technology can help learners with learning disabilities to increase their independence, improve their accuracy, and enhance their creativity in writing. Accommodations and modifications are essential strategies used to support learners with learning disabilities in composition facilitating and writing. Accommodations involve changing the learning environment or instructional methods to allow learners with learning disabilities to access the curriculum. Modifications, on the other hand, involve changing the curriculum itself to make it more accessible to learners with learning disabilities.



The implications of providing accommodations and modifications for learners with learning disabilities in composition facilitating and writing are significant. Educators need training on how to provide accommodations and modifications for learners with learning disabilities. Inclusive instruction is essential, and educators should strive to create inclusive learning environments that meet the needs of all learners, including those with learning disabilities. Finally, collaboration with parents and professionals, such as speech therapists and occupational therapists, is crucial to provide comprehensive support for learners with learning disabilities. In conclusion, supporting learners with diverse needs in composition facilitating and writing requires careful consideration and accommodation. By acknowledging the challenges posed by

learning disabilities, language barriers, and cultural differences, facilitators can develop effective strategies to support learners. This includes providing individualized instruction, assistive technology, language support, and culturally responsive facilitating practices. By working together with learners, parents, and other educators, facilitators can ensure that all learners have equal access to writing instruction and resources, and can develop their writing skills to achieve academic success.

2.2.2.0 Facilitator-Related Difficulties in Facilitating Composition Writing

Facilitating composition writing is a complex task that requires educators to address the various facilitator-related difficulties such as limited training and experience, heavy workload, and assessment challenges, which can significantly impact the quality of composition instruction and learner learning outcomes.

2.2.2.1 Limited Facilitators' Training and Experience in Facilitating composition Writing

Research has consistently shown that facilitators' training and experience play a crucial role in their ability to teach composition effectively. According to Graham and Perin (2007, p. 15), "facilitators' training and experience are critical factors in determining the quality of writing instruction." This means that facilitators' education and experience have a significant impact on the quality of writing instruction. When facilitators lack adequate training or experience, they may struggle to provide effective instruction, feedback, and support to learners. This can hinder learners' ability to improve their writing skills and achieve academic success. As Graham and Perin (2007) note, facilitators' training and experience are essential for providing high-quality writing instruction. According to Hillocks (2011, p. 123), "facilitators need ongoing professional development to stay current with best practices in

facilitating composition." This statement suggests that facilitators require continuous training and development to stay up-to-date with the latest methods and strategies for facilitating writing. Hillocks (2011, p. 124) also notes, "ongoing professional development can help facilitators develop the knowledge, skills, and confidence they need to teach composition effectively." Research has shown that facilitators who participate in ongoing professional development are more likely to use effective facilitating practices and improve learner writing outcomes. This suggests that continuous training and development for facilitators is critical for enhancing the quality of writing instruction. Facilitators' training and experience can also impact their ability to provide feedback and support to learners. When facilitators are well-trained and experienced, they are better equipped to provide learners with the instruction, feedback, and support they need to improve their writing skills. Therefore, providing facilitators with ongoing professional development and training is essential for improving the quality of writing instruction. By investing in facilitators' training and experience, schools can help improve learner writing outcomes and achieve academic success. In conclusion, facilitators' training and experience are critical factors in determining the quality of writing instruction. Providing facilitators with ongoing professional development and training is essential for enhancing the quality of writing instruction and improving learner writing outcomes.

2.2.2.2 Facilitators' Heavy Workload in Facilitating Composition

Facilitators' workload is another significant challenge in facilitating composition. Managing a heavy workload is a major obstacle for facilitators when facilitating writing. According to Hattie (2009, p. 173), "when facilitators have a heavy workload, they may struggle to provide individualized feedback and support to learners." This

statement highlights a critical issue in education, where facilitators' workloads can have a direct impact on their ability to provide effective support to learners.

One of the primary implications of facilitator workload is the reduced quality of feedback provided to learners. When facilitators have a heavy workload, they may not have the time or energy to provide detailed, constructive feedback on learner assignments. This can lead to lower-quality feedback, which can hinder learners' ability to improve and learn from their mistakes. For instance, a facilitator may have to grade 100 essays over the weekend and may only be able to provide brief, general comments instead of detailed, specific feedback. Furthermore, facilitators with heavy workloads may struggle to provide individualized support to learners who need extra help. This can lead to some learners falling behind their peers, as they may not receive the guidance they need to improve. For example, a facilitator may have 30 learners in a class and only have time to meet with 5 learners one-on-one per week, leaving the other 25 learners without individualized support. In addition to the impact on learner support, facilitator workload can also have a negative impact on facilitators themselves. Facilitators with unsustainable workloads may experience increased stress and burnout, which can negatively impact their ability to provide effective support to learners. For instance, a facilitator may be working 12-hour days, five days a week, and may be feeling exhausted and demotivated, which can affect their ability to provide quality feedback and support to learners. The lack of individualized feedback and support can also have a negative impact on learner achievement. Learners who do not receive the guidance they need to improve may fall behind their peers, leading to a widening of the achievement gap. For example, a learner may be struggling with a concept and may need individualized feedback and support, but the facilitator may be too busy to provide it, leading to the learner falling behind their

peers. Finally, facilitators with heavy workloads may inadvertently provide inequitable support to learners. Some learners may receive more attention and support than others, leading to an uneven playing field. For instance, a facilitator may have a large class with learners of varying needs and abilities, but may only have time to provide extra support to a select few, leaving the other learners without the support they need. In conclusion, the implications of facilitator workload on learner support are far-reaching and significant. Reduced quality of feedback, limited one-on-one support, increased stress and burnout, negative impact on learner achievement, and inequitable support are all potential consequences of facilitators having heavy workloads. It is essential that educators, policymakers, and administrators work together to find solutions to this issue, ensuring that facilitators have the resources and support they need to provide effective support to learners.

According to Graham and Perin (2007, p. 22), "peer review can be an effective way to manage facilitators' workload while also providing learners with valuable feedback." This statement highlights the potential benefits of peer review in reducing facilitator workload while enhancing learner learning.

One of the primary benefits of peer review is its potential to reduce facilitator grading time. By having learners review each other's work, facilitators can free up time to focus on other aspects of facilitating, such as lesson planning and instruction. For instance, instead of grading 30 essays individually, a facilitator can have learners review each other's work in small groups, providing feedback and suggestions for improvement. This approach not only reduces facilitator workload but also provides learners with valuable feedback from their peers. Peer review offers numerous benefits in enhancing learner learning and managing facilitator workload. By

providing learners with the opportunity to review each other's work, peer review encourages active participation, critical thinking, and a deeper understanding of the subject matter. For instance, learners can work in pairs or small groups to review each other's drafts, providing constructive feedback and suggestions for improvement. This collaborative approach helps learners develop their writing skills, as they receive feedback from multiple sources. Additionally, peer review promotes efficient use of class time, freeing up facilitators to focus on other activities and instruction. Moreover, peer review helps develop essential collaboration and communication skills. When learners work together to review each other's work, they must communicate effectively and collaborate to provide constructive feedback. This approach fosters teamwork, mutual respect, and a sense of community among learners. In conclusion, peer review is a valuable approach to facilitating and learning, offering benefits in learner engagement, writing skills, critical thinking, and collaboration. By incorporating peer review into their facilitating practices, educators can create a more interactive, learner-centred learning environment that promotes academic excellence and personal growth.

Again, self-assessment, as confirmed by Hattie (2009), is another strategy that can help manage facilitators' workload, as it allows learners to take ownership of their learning and reflect on their own writing. Facilitators play a vital role in shaping the minds of future generations. However, their workload has increased significantly over the years, making it challenging for them to provide individualized attention to learners. According to Hattie (2009), self-assessment is a strategy that can help manage facilitators' workload, allowing learners to take ownership of their learning and reflect on their own writing. Additionally, technology-enhanced feedback is another effective way to manage facilitators' workload, enabling them to provide

feedback quickly and efficiently. Self-assessment is a powerful tool that enables learners to take control of their learning. By reflecting on their own writing, learners can identify areas of strength and weakness, set goals for improvement, and develop a growth mindset. For instance, learners can use rubrics to evaluate their own work, ensuring they meet the required standards. This approach does not only reduce facilitators' workload but also promotes learner autonomy and self-directed learning. Furthermore, learners can maintain a learning journal or portfolio, tracking their progress and reflecting on their learning. This helps learners to identify areas where they need improvement and develop strategies to address these areas.

According to Gikandi et al. (2011), technology-enhanced feedback is also an effective way to manage facilitators' workload, as it allows facilitators to provide feedback quickly and efficiently. With the advent of digital technologies, facilitators can provide feedback quickly and efficiently, without having to spend hours grading assignments. For example, facilitators can use audio or video feedback tools to record comments on learner assignments, providing detailed feedback. Digital annotation tools are another effective way to provide feedback, allowing facilitators to highlight areas of strength and weakness. Online feedback platforms are also gaining popularity, enabling facilitators to provide feedback electronically and allowing learners to access and respond to feedback at their convenience. The benefits of self-assessment and technology-enhanced feedback are numerous. Not only do they help manage facilitators' workload, but they also promote learner learning and autonomy. By taking ownership of their learning, learners develop a growth mindset, becoming more self-directed and motivated. Technology-enhanced feedback also provides learners with timely and detailed feedback, enabling them to track their progress and adjust their learning strategies accordingly. In conclusion, self-assessment and

technology-enhanced feedback are two innovative approaches to managing facilitators' workload. By promoting learner autonomy and self-directed learning, self-assessment enables learners to take control of their learning. Technology-enhanced feedback provides facilitators with an efficient and effective way to provide feedback, reducing their workload while promoting learner learning. As educators, it is essential that we explore innovative approaches to facilitating and learning, and self-assessment and technology-enhanced feedback are certainly two approaches worth considering. By managing their workload effectively, facilitators can provide learners with the individualized feedback and support they need to improve their writing skills. Facilitators' workload can also impact their ability to provide timely and constructive feedback to learners. Therefore, finding ways to manage facilitators' workload is essential for improving the quality of writing instruction. By implementing strategies such as peer review, self-assessment, and technology-enhanced feedback, facilitators can manage their workload more effectively and provide learners with the support they need to improve their writing skills. This, in turn, can lead to improved learner writing outcomes and academic achievement. In conclusion, facilitators' workload is a significant challenge in facilitating composition. However, by implementing effective workload management strategies, facilitators can provide learners with the support they need to improve their writing skills.

2.2.2.3 The Challenge of Unclear Assessment Criteria for Learners' Writing

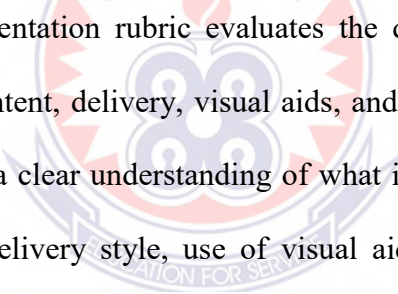
Unclear criteria and rubrics pose a significant challenge in assessing learner writing, making it difficult for educators to provide consistent and objective feedback. This lack of clarity can lead to confusion among learners, affecting their ability to understand expectations and improve their writing skills. As a result, unclear assessment criteria can compromise the validity and reliability of writing assessments,

ultimately impacting learner learning outcomes. According to White (2011, p. 12), "clear criteria and rubrics are essential for ensuring that writing assessments are fair, valid, and reliable." This means that having clear criteria and rubrics is crucial for ensuring that writing assessments are unbiased, accurate, and consistent. When facilitators lack clear criteria or rubrics, they may struggle to assess learner writing effectively. This can lead to inconsistent and unreliable assessments, which can be detrimental to learners' writing development. Hillocks (2011, p. 145) argues, "clear criteria and rubrics can help facilitators assess learner writing in a more objective and consistent manner." This statement suggests that having clear guidelines can help facilitators evaluate learner writing in a more impartial and consistent way. Using clear criteria and rubrics can also help facilitators provide learners with more effective feedback. For example, a clear criteria and rubrics should have a similar format:

Table 1: Writing Assignment Rubric

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Content	Clearly and thoroughly addresses the topic	Effectively addresses the topic	Partially addresses the topic	Fails to address the topic
Organization	Logical and easy to follow	Well-organized, but some transitions lacking	Somewhat disorganized	Disorganized and hard to follow
Style	Engaging, varied sentence structure, and precise vocabulary	Clear and concise writing, but some awkward phrasing	Simple sentence structure, and vague vocabulary	Poor writing, many grammatical errors
Mechanics	No grammatical, spelling, or punctuation errors	Minor errors in grammar, spelling, or punctuation	Noticeable errors in grammar, spelling, or punctuation	Many distracting errors in grammar, spelling, or punctuation

Effective assessment is a crucial aspect of the educational process, as it enables instructors to evaluate learner learning, provide constructive feedback, and improve instructional strategies. To ensure that assessments are fair, consistent, and valid, it is essential to use clear criteria and rubrics. A clear criteria and rubric provide learners with a clear understanding of what is expected of them in an assignment. For instance, a writing assignment rubric assesses the quality of a written assignment across four criteria: content, organization, style, and mechanics. Each criterion is further divided into four performance levels: excellent, good, fair, and needs improvement. This rubric enables learners to understand what constitutes excellent, good, fair, or poor performance in each criterion, thereby guiding their efforts to produce high-quality work.



Similarly, an oral presentation rubric evaluates the quality of an oral presentation across four criteria: content, delivery, visual aids, and time management. This rubric provides learners with a clear understanding of what is expected of them in terms of presentation content, delivery style, use of visual aids, and time management. By using this rubric, instructors can assess learner presentations consistently and fairly, while providing learners with constructive feedback to improve their presentation skills. The use of clear criteria and rubrics in assessment has several benefits. Firstly, it promotes transparency and accountability, as both instructors and learners are aware of the expectations and criteria for assessment. Secondly, it enables instructors to assess learner work consistently and fairly, reducing the subjectivity inherent in assessment. Thirdly, it provides learners with constructive feedback that guides their efforts to improve, thereby enhancing the learning process. Facilitators' ability to assess learner writing effectively is critical for providing learners with the feedback and support they need to improve their writing skills. Therefore, providing facilitators

with training and support on developing clear criteria and rubrics is essential for improving the validity and reliability of writing assessments. By using clear criteria and rubrics, facilitators can ensure that their writing assessments are fair, valid, and reliable. Ultimately, the use of clear criteria and rubrics can help improve learner writing outcomes by providing facilitators with a more accurate and consistent way to assess learner writing. In conclusion, assessing learner writing is a complex task that requires facilitators to have clear criteria and rubrics. By providing facilitators with training and support on developing clear criteria and rubrics, we can improve the validity and reliability of writing assessments and ultimately enhance learner writing outcomes. In Conclusion, facilitator-related difficulties are a significant challenge in facilitating composition. Limited training and experience, heavy workload, and assessment challenges can all impact facilitators' ability to provide effective instruction, feedback, and support to learners. By addressing these challenges through ongoing professional development, workload management strategies, and clear assessment criteria and rubrics, facilitators can improve their practice and provide better support to learners.

2.2.3.0 Institutional and Environmental Difficulties in Facilitating Composition

Institutional and environmental difficulties pose significant challenges to effective composition teaching and learning. As we will explore further, three key difficulties - limited resources, large class sizes, and time constraints - can substantially impact the facilitation and learning of composition, and it is essential to examine these challenges in more detail to understand their implications and potential solutions.

2.2.3.1 Limited Access to Resources in Composition Instruction

Research has consistently shown that access to resources such as textbooks, technology, and writing labs is essential for effective composition instruction. According to Warschauer (2004, p. 21), "the lack of access to resources such as computers and the internet can hinder learners' ability to develop their writing skills." This means that not having access to technology can limit learners' opportunities to improve their writing skills. When schools lack sufficient resources, facilitators may struggle to provide engaging and interactive lessons. This can hinder learner learning and make it difficult for facilitators to provide effective writing instruction. To address this challenge, schools can provide facilitators with professional development opportunities to learn how to integrate technology into their instruction. According to Graham and Perin (2007, p. 26), "technology can provide learners with access to a wide range of writing tools and resources, including online writing labs and multimedia software." This statement highlights the potential of technology to support writing development and literacy skills. One of the primary ways in which technology can support writing development is through online writing labs. These labs provide learners with access to writing resources, such as grammar guides, writing tips, and tutoring services. For instance, the Purdue Online Writing Lab (OWL) is a popular online resource that provides learners with access to writing guides, tutorials, and other resources. By providing learners with access to these resources, online writing labs can help support writing development and literacy skills. In addition to online writing labs, technology can also provide learners with access to multimedia software. This software can help learners create interactive and engaging writing projects, such as videos, podcasts, and presentations. For example, learners can use multimedia software like Adobe Spark or Powtoon to create interactive presentations that

showcase their writing skills. By providing learners with access to multimedia software, technology can help support writing development and creativity. Furthermore, technology can provide learners with access to grammar and spell check tools. These tools can help learners improve the quality of their writing by identifying grammatical errors and suggesting improvements. For instance, Grammarly is a popular online tool that provides learners with grammar and spell check capabilities, as well as suggestions for improving sentence structure and style. By providing learners with access to these tools, technology can help support writing development and accuracy. Technology can also facilitate collaboration among learners, enabling them to work together on writing projects and share feedback. For example, Google Docs is a popular online collaboration tool that allows learners to work together on writing projects in real-time, sharing feedback and suggestions. By providing learners with access to collaboration tools, technology can help support writing development and teamwork. Finally, technology can provide learners with access to virtual writing communities. These communities can provide learners with a supportive environment in which to share their work, receive feedback, and connect with other writers. For instance, the National Writing Project is a virtual writing community that provides learners with access to writing resources, workshops, and online communities. By providing learners with access to virtual writing communities, technology can help support writing development and literacy skills. In conclusion, technology can play a vital role in supporting writing development and literacy skills. By providing learners with access to online writing labs, multimedia software, grammar and spell check tools, collaboration tools, and virtual writing communities, technology can help support writing development, creativity, accuracy, teamwork, and literacy skills. As educators, it is essential that we harness the potential of technology to support writing

development and provide learners with the skills they need to succeed in the 21st century. Therefore, providing schools with adequate resources is essential for supporting effective composition instruction. By providing facilitators with professional development opportunities and access to technology and other resources, schools can help address the challenge of limited resources. Ultimately, having access to necessary resources is critical for providing learners with the support they need to develop their writing skills. By prioritizing the provision of adequate resources, schools can help ensure that learners receive the high-quality writing instruction they need to succeed. This is critical for supporting learner learning and achievement in writing. In conclusion, access to resources such as textbooks, technology, and writing labs is essential for effective composition instruction. By providing schools with adequate resources and supporting facilitators with professional development opportunities, we can help ensure that learners receive the high-quality writing instruction they need to succeed.

2.2.3.2 The Challenge of Large Class Sizes on Composition Facilitating and Writing

Managing large class sizes poses a significant challenge to educators, hindering their ability to provide individualized attention and support to learners in composition writing classes. This challenge can have a profound impact on learner writing outcomes, making it difficult for educators to assess learner progress, provide constructive feedback, and cater to diverse learning needs. As a result, large class sizes can compromise the quality of composition facilitating and learning, ultimately affecting learner writing achievement. As Hattie (2009) astutely observes, large class sizes hinder facilitators' ability to provide individualized attention and feedback to learners, thereby impacting the effectiveness of composition facilitating.

One of the primary challenges of large class sizes in composition facilitating is the reduced ability of facilitators to provide individualized attention to learners' writing. As Hattie (2009) further notes, with more learners in a class, facilitators have less time to devote to each learner's writing, making it challenging to identify and address specific writing needs. This lack of individualized attention can have severe consequences on learners' writing development, leading to feelings of disconnection from the writing process and a lack of confidence in their writing abilities, as Klein (2011) aptly points out. Moreover, large class sizes also limit facilitators' ability to provide regular, high-quality feedback on learner writing. According to Black and Wiliam (1998), feedback is a critical component of the writing process, with learners who receive regular feedback tend to produce better writing. However, in large classes, facilitators may struggle to provide timely and specific feedback on learner writing, reducing the opportunities for learners to receive constructive feedback and guidance on how to improve their writing. The consequences of large class sizes on learner writing outcomes at the junior high school level are significant. As research has shown, learners in smaller classes tend to produce better writing and have higher levels of engagement in the writing process (National Center for Education Statistics, 2011). Furthermore, studies have demonstrated that large class sizes can negatively impact learner learning outcomes, especially for learners who are struggling with writing, as Graham and Perin (2007) have noted.

The facilitator-learner interaction is a critical aspect of facilitating composition. However, large class sizes can limit the opportunities for meaningful interactions between facilitators and learners. As Brophy and Good (1986) have observed, facilitators may find it challenging to build relationships with learners, provide timely feedback, and address individual concerns. This can result in a lack of trust, reduced

learner satisfaction, and decreased overall learning experience. In conclusion, large class sizes pose significant challenges for composition facilitators and learners at the junior high school level. As the literature suggests, large classes can lead to a lack of individualized attention, reduced learner engagement, and decreased academic achievement. To mitigate these effects, educators and policymakers must prioritize smaller class sizes, provide facilitators with the necessary resources and support, and promote innovative facilitating methods that cater to diverse learning needs. By doing so, we can ensure that learners receive the individualized attention and feedback they need to develop their writing skills and foster a positive attitude towards writing.

2.2.3.3 The Challenge of Time Constraints in Facilitating Composition

Time constraints are a significant challenge in facilitating composition. Managing time effectively is essential for providing learners with the composition instruction and practice they need to develop their writing skills. However, with the pressure to cover a wide range of topics in a short amount of time, facilitators may struggle to provide learners with the support they need. Time constraints can have a negative impact on composition instruction. When facilitators are rushed, they may not have the time to provide individualized feedback and guidance to learners. This can result in learners lacking the support they need to develop their writing skills. According to Hillocks (2011, p. 122), "facilitators need time to provide learners with feedback, guidance, and support as they develop their writing skills." Time constraints can also have a negative impact on learner writing outcomes. When learners are not given sufficient time to practice writing, they may struggle to develop their writing skills. Research has shown that regular writing practice is essential for developing writing fluency, vocabulary, and overall writing quality (Graham & Perin, 2007). However, with time constraints, facilitators may not be able to provide learners with the regular

writing practice they need. In conclusion, time constraints are a significant challenge in facilitating composition. Managing time effectively is essential for providing learners with the composition instruction and practice they need to develop their writing skills. By implementing strategies such as prioritizing composition instruction, using technology, and encouraging peer review, facilitators can help to manage time constraints and provide learners with the support they need to develop their writing skills.

2.2.3.4 Technological Limitations on Facilitating and Learning Composition

Technological limitations can significantly impact the facilitating and learning of composition. According to Warschauer (2004, p. 12), "when learners do not have access to technology, such as computers or internet, they may struggle to complete composition assignments and engage in online writing communities." This statement highlights the crucial role that technology plays in writing instruction and the importance of ensuring that all learners have access to these tools. The impact of limited access to technology on learner learning cannot be overstated. Without access to computers or the internet, learners may struggle to complete writing assignments, which can hinder their academic progress. Moreover, limited access to technology can exclude learners from online writing communities, which provide opportunities for learners to share their work, receive feedback, and engage with peers. Technology plays a vital role in writing instruction, facilitating learner learning and engagement in several ways. Computers and writing software enable learners to easily write, revise, and edit their work. The internet offers a wealth of resources, including online writing guides, tutorials, and communities, which can support learner learning. Furthermore, technology enables learners to share their work and receive feedback from peers and instructors, promoting collaborative learning and improvement. Despite the

importance of technology in writing instruction, many learners lack access to these tools. This can be due to a variety of factors, including socioeconomic status, geographic location, and school resources. To address this issue, educators and policymakers must work together to ensure that all learners have access to technology, either in the classroom or through alternative arrangements. In addition to ensuring access to technology, educators must also integrate technology into their writing instruction. This can involve using online resources, such as writing guides and tutorials, to support learner learning. Educators can also use technology to facilitate collaborative learning, such as through online writing communities and peer review. Finally, educators must teach learners the skills they need to effectively use technology for writing and communication. This includes facilitating learners how to use writing software, navigate online resources, and engage in online communities. In conclusion, access to technology is essential for learner success in writing instruction. Educators and policymakers must work together to ensure that all learners have access to technology and to integrate technology into writing instruction.

According to Graham and Perin (2007, p. 20), "technology can provide learners with access to a wide range of writing tools and resources, including online writing labs and multimedia software." This statement highlights the potential of technology to support learner writing and provide them with the tools and resources they need to succeed. The integration of technology into writing instruction offers several benefits. Online writing labs provide learners with access to resources, such as writing guides, tutorials, and peer review, which can support their writing development. Multimedia software enables learners to create multimedia texts, such as videos, podcasts, and blogs, which can enhance their writing skills and creativity. Technology also facilitates collaboration and feedback among learners and between learners and

instructors, promoting peer review and revision. The implications of this statement for facilitating and learning are significant. Educators should receive training on the effective use of technology in writing instruction. Curricula should be designed to incorporate technology in a way that supports learner learning and engagement in writing activities. Furthermore, educators should ensure that all learners have access to technology and the necessary skills to use it effectively.

Technology has the potential to support learner writing in several ways. It can provide personalized feedback and support to learners, tailoring instruction to their individual needs. Technology can also facilitate differentiation, enabling facilitators to tailor instruction to meet the diverse needs of their learners. Additionally, technology can enhance learner engagement in writing activities, providing interactive and multimedia tools that promote creativity and motivation. According to Warschauer (2004, p. 15), "facilitators need to consider the technological resources available to their learners and plan their instruction accordingly." This statement highlights the crucial role that technological resources play in supporting learner learning and the need for facilitators to consider these resources when planning their instruction. The technological resources available to learners can have a significant impact on their learning experience. Learners who have access to computers, internet, and educational software have a distinct advantage over those who do not. However, not all learners have equal access to these resources, and this can create a technological divide. Facilitators need to be aware of this divide and plan their instruction in a way that takes into account the technological resources available to their learners. To plan instruction effectively, facilitators need to assess the technological resources available to their learners. This includes determining which learners have access to computers and internet at home, which learners have experience using educational software, and

which learners may need additional support to access technological resources. Once facilitators have this information, they can adapt their facilitating strategies to meet the needs of their learners. Adapting facilitating strategies to take into account technological resources can involve a range of approaches. For example, facilitators may use online resources and educational software to support learner learning. They may also provide alternatives for learners who do not have access to technological resources, such as printed copies of online resources or alternative assignments that do not require technological resources.

The implications of Warschauer's statement are significant for facilitating and learning. Facilitators need training on how to effectively integrate technological resources into their instruction. Educators and policymakers need to address the issue of equity and access to technological resources to ensure that all learners have opportunity to succeed. Finally, curricula need to be designed with technological resources in mind to ensure that all learners have access to the resources they need to succeed. In conclusion, considering technological resources is essential for effective instructional planning. Facilitators need to be aware of the technological resources available to their learners and adapt their facilitating strategies accordingly. By doing so, facilitators can help to ensure that all learners have the opportunity to succeed, regardless of their access to technological resources. By providing learners with access to technology, facilitators can help level the playing field and ensure that all learners have equal access to writing instruction and resources. Ultimately, technology can be a powerful tool for supporting composition instruction and practice, but it is not a replacement for effective facilitating and learning strategies. By acknowledging the challenges posed by technological limitations and seeking solutions, facilitators can help ensure that all learners have access to the writing

instruction and resources they need to succeed. By leveraging technology in a way that is equitable and effective, facilitators can help learners develop their writing skills and achieve academic success. In conclusion, technological limitations can significantly impact the facilitating and learning of composition. However, by providing learners with access to technology and using it in a way that is equitable and effective, facilitators can help learners develop their writing skills and achieve academic success. In conclusion, technology plays a crucial role in supporting learner writing. By providing access to online writing labs, multimedia software, and other digital tools, technology can enhance learner writing skills, creativity, and engagement. Educators should prioritize the effective integration of technology into writing instruction to ensure that all learners have opportunity to succeed.

2.2.4 Facilitating composition writing in the 21st Century: New Perspectives for Junior High School Education

The modern-day junior high school classroom is a dynamic and ever-evolving environment that presents a unique set of challenges and opportunities for Facilitating composition writing and writing. As learners navigate the complexities of adolescence, they are also developing their literacy skills and learning to express themselves effectively through writing. However, traditional facilitating methods often struggle to engage learners and foster a genuine love of writing. In recent years, educators have begun to recognize the need for innovative approaches to Facilitating composition writing and writing at the junior high school level. Some of the innovative approaches to be discussed include project-based learning, digital storytelling, gamification, collaborative writing, real-world applications, multimodal composition, feedback and revision, technology integration, cross-curricular connections, and learner-centred approach.

2.2.4.1 Project-Based Learning

Project-Based Learning (PBL) is an instructional approach that encourages learners to work on real-world projects that integrate writing with other subjects. This approach helps learners develop their critical thinking, problem-solving, and communication skills. Thomas (2000) argues that PBL can help learners develop their critical thinking and problem-solving skills. By working on real-world projects, learners can learn to apply theoretical concepts to practical problems.

Blumenfeld et al. (2000) found that PBL can improve learner motivation and engagement. Hmelo-Silver (2004) argues that PBL can help learners develop their metacognitive skills, such as monitoring their own learning, setting goals, and adjusting their strategies.

In composition facilitating, PBL can be adapted to help learners develop essential skills, such as critical thinking, problem-solving, and collaboration, while improving their writing abilities and engagement with the subject matter. Kolodner et al. (2018) argue that PBL can help learners develop their 21st-century skills, such as critical thinking, creativity, and collaboration. By incorporating PBL into composition facilitating, educators can create a more interactive, learner-centered, and effective learning environment. For instance, learners could work on projects such as researching and writing about social issues, creating multimedia presentations, or developing persuasive campaigns. These authentic writing tasks can help learners develop their critical thinking, research, and communication skills while engaging with complex subject matter.

In conclusion, a PBL approach to composition facilitating offers a range of possibilities for engaging learners in meaningful writing experiences. By providing

learners with authentic writing tasks, educators can foster a more engaging, interactive, and learner-centered learning environment that prepares learners for success in the 21st century.

2.2.4.2 Digital Storytelling

Digital storytelling is an instructional approach that utilizes digital tools to facilitate storytelling and writing. This approach helps learners develop their creative writing, critical thinking, and communication skills. Hull and Nelson (2005) argue that digital storytelling can help learners develop their creative writing skills and self-expression. By utilizing digital tools, learners can create multimedia stories that incorporate text, images, audio, and video. Kajder (2010) found that digital storytelling can improve learner engagement and motivation. Ohler (2013) argues that digital storytelling can help learners develop their critical thinking and problem-solving skills. By creating multimedia stories, learners can learn to analyze information, evaluate sources, and develop well-supported arguments. In composition facilitating, digital storytelling offers a versatile tool for enhancing learner writing across various genres. It enables learners to craft multimedia stories, develop well-supported arguments, and express their imagination and originality. Agyei and Voogt (2014) found that digital storytelling can improve learner learning outcomes in English language arts. Mhlanga (2017) explored the use of digital storytelling in facilitating English language arts, finding that it can improve learner motivation and engagement. Sylvester and Greenidge (2018) argue that digital storytelling can help learners develop essential 21st-century skills, including creativity, critical thinking, and communication. Chen and Yang's (2020) study suggests that digital storytelling can be a highly effective approach in improving learner learning outcomes in language arts, particularly for diverse learners. In conclusion, digital storytelling has the potential to transform

composition facilitating and writing at the junior high school level. By incorporating digital storytelling into their instructional practices, educators can provide learners with a more engaging and interactive way to develop their writing skills, critical thinking, and communication abilities. This approach can help learners develop their creative writing skills, analyze information, evaluate sources, and develop well-supported arguments, while improving learner motivation and engagement.

2.2.4.3 Gamification

Gamification, the process of incorporating game design elements into non-game contexts, has been increasingly recognized as a valuable tool in educational settings. According to Dichev and Dicheva (2017), gamification can increase learner engagement and motivation in the writing process. By incorporating game design elements, such as points, badges, and leaderboards, learners become more invested in the writing process, developing a sense of competition and achievement that motivates them to improve their writing skills. To effectively incorporate gamification into composition facilitating, several strategies can be employed. One approach is to use point systems, where learners earn points for completing writing assignments, peer reviews, or editing tasks. Badges and achievements can also be awarded for achieving specific writing milestones. Leaderboards can be used to display learners' progress, fostering a sense of competition and encouraging learners to strive for improvement. Designing writing challenges or prompts that encourage learners to take risks and experiment with different writing styles or genres can also be effective. Peer review games, such as "Review Roulette" or "Peer Review Scavenger Hunt," can facilitate peer review and feedback. By incorporating these gamification elements, educators can create a more engaging and interactive writing environment. Studies have shown that gamification can have a positive impact on learner learning

outcomes. Research by Hamari et al. (2014), Mhlanga (2018), and Tang et al. (2020) has demonstrated that gamification can improve learner writing skills, increase motivation and engagement, and develop critical thinking and problem-solving skills. Kapp (2012) argues that gamification can help learners develop critical thinking and problem-solving skills by incorporating puzzles and challenges into writing assignments. Agyei and Voogt (2015) found that gamification can improve learner motivation and engagement in writing, particularly in Ghanaian classrooms. By incorporating game design elements, such as rewards and incentives, into writing assignments, learners become more motivated to participate in the writing process. Klock et al. (2020) argue that gamification can help learners develop 21st-century skills, such as creativity, critical thinking, and communication, by incorporating game design elements, such as collaboration and problem-solving, into writing assignments. To ensure successful implementation, educators should start small, introducing a single gamification element and gradually adding more complex elements. Clear communication is also crucial, explaining the gamification elements and their purposes to learners. Additionally, educators should make the experience enjoyable, incorporating elements of fun and playfulness to maintain learner engagement and motivation. In conclusion, gamification has the potential to transform the way learners approach writing in composition classes at the junior high school level. By incorporating game design elements, educators can create a more engaging, motivating, and effective learning environment that prepares learners for success in the 21st century.

2.2.4.4 Collaborative Writing

Collaborative writing is an instructional approach that encourages learners to work in pairs or small groups to co-author texts. This approach promotes teamwork,

communication, and problem-solving skills, which are essential for success in the 21st century. A review of both foreign and local works reveals that collaborative writing is an effective approach in improving learner learning outcomes, particularly in writing. For example, Storch (2013) found that collaborative writing can improve learner learning outcomes in writing, while Li and Zhu (2017) discovered that it can promote learner engagement and motivation. Kessler et al. (2012) argued that collaborative writing can help learners develop their critical thinking and problem-solving skills, which are essential for success in the 21st century. In Ghana, Agyei and Voogt (2016), in their study found out that collaborative writing can improve learner learning outcomes in English language arts. Similarly, Mhlanga (2019) explored the use of collaborative writing in facilitating English language arts in South African schools and found that it can promote learner engagement and motivation. These studies suggest that collaborative writing can be an effective approach in improving learner learning outcomes in English language arts in African classrooms. Furthermore, collaborative writing can help learners develop their 21st-century skills, such as creativity, critical thinking, and communication. Tang et al. (2020) argued that collaborative writing can help learners develop their ability to work collaboratively, think critically, and communicate effectively. Klock et al. (2020) found that collaborative writing can improve learner learning outcomes in writing, particularly for learners from diverse backgrounds. In conclusion, collaborative writing is an effective approach in improving learner learning outcomes, particularly in writing. By working in pairs or small groups, learners can develop their critical thinking, problem-solving, and communication skills. Facilitators can use collaborative writing to support their instruction and help learners develop their 21st-century skills. As educators, we should consider incorporating collaborative writing into our

instructional practices to promote learner engagement, motivation, and learning outcomes.

2.2.4.5 Real-World Applications: Connecting Writing to Authentic Scenarios

Writing is an essential skill that plays a critical role in various aspects of life. However, many learners often struggle to see the relevance of writing to their lives, leading to disengagement and poor learning outcomes. One effective way to address this issue is by connecting writing to real-world scenarios. By providing learners with authentic writing tasks, facilitators can help learners develop their writing skills and apply them to real-world situations. It has been consistently established that real-world writing applications can increase learner motivation and engagement. For instance, Newell and Van Rinsvelt (2013) found that learners who participated in real-world writing activities demonstrated higher levels of motivation and engagement compared to those who did not participate in real-world writing activities. Real-world writing applications can also improve learner writing skills. To this, Hillocks (2010) found that learners who participated in real-world writing activities demonstrated higher levels of writing proficiency compared to those who did not participate in real-world writing activities. In addition, real-world writing applications can be an effective approach in improving learner learning outcomes in English language arts. Agyei and Voogt (2017) conducted a study in Ghana, which found that real-world writing applications can improve learner learning outcomes in English language arts. Similarly, Mhlanga (2020) explored the use of real-world writing applications in facilitating English language arts in South African schools and found that it can promote learner engagement and motivation. Real-world writing applications can also help learners develop their 21st-century skills, such as creativity, critical thinking, and communication. Thus, Tang et al. (2020) argue that by providing learners with

authentic writing tasks, facilitators can help learners develop their ability to work collaboratively, think critically, and communicate effectively. This approach helps learners develop their problem-solving skills, which are essential for success in the 21st century.

Furthermore, real-world writing applications can be an effective approach in improving learner learning outcomes in writing, particularly for learners from diverse backgrounds. Klock et al. (2020) found that learners who participated in real-world writing activities demonstrated higher levels of achievement in writing compared to those who did not participate in real-world writing activities. In conclusion, connecting writing to real-world scenarios is an effective way to engage learners and make writing relevant to their lives. By providing learners with authentic writing tasks, facilitators can help learners develop their writing skills, apply them to real-world situations, and develop essential 21st-century skills. As educators, we should consider incorporating real-world writing applications into our instructional practices to promote learner engagement, motivation, and learning outcomes.

2.2.4.6 Multimodal Composition Writing

Multimodal composition is an instructional approach that encourages learners to compose texts that incorporate multiple modes, such as visual, auditory, and kinesthetics. This approach recognizes that learners are multimedia learners who can benefit from composing texts that incorporate multiple modes of communication. Research has consistently shown that multimodal composition can provide learners with a more nuanced and expressive way of communicating their ideas, while also promoting learner engagement, motivation, and learning outcomes. To this, Kress (2010) argues that multimodal composition can provide learners with opportunities to

develop their creativity and critical thinking skills. The study revealed that learners who participated in multimodal composition activities demonstrated higher levels of creativity and critical thinking compared to those who did not participate in multimodal composition activities. In addition to promoting creativity and critical thinking, multimodal composition can also help learners develop their visual literacy skills, Jewitt (2008) found that learners who participated in multimodal composition activities demonstrated higher levels of visual literacy compared to those who did not participate in multimodal composition activities. This suggests that multimodal composition can provide learners with opportunities to develop their visual literacy skills, which are essential for success in the 21st century. Multimodal composition can also be an effective approach in improving learner learning outcomes in English language arts. Agyei and Voogt (2018) conducted a study in Ghana, and found that multimodal composition can improve learner learning outcomes in English language arts. Similarly, Mhlanga (2020) explored the use of multimodal composition in facilitating English language arts in South African schools and found that it can promote learner engagement and motivation. Furthermore, multimodal composition can help learners develop their 21st-century skills, such as creativity, critical thinking, and communication. Tang et al. (2020) argue that by providing learners with opportunities to compose texts that incorporate multiple modes, facilitators can help learners develop their ability to work collaboratively, think critically, and communicate effectively.

Finally, multimodal composition can be an effective approach in improving learner learning outcomes in writing, particularly for learners from diverse backgrounds. As such, Klock et al. (2020) found that learners who participated in multimodal composition activities demonstrated higher levels of achievement in writing compared

to those who did not participate in multimodal composition activities. In conclusion, multimodal composition is a powerful instructional approach that can enhance learner learning outcomes and promote the development of 21st-century skills. By providing learners with opportunities to compose texts that incorporate multiple modes, facilitators can help learners develop their creativity, critical thinking, and communication skills, while also promoting learner engagement, motivation, and learning outcomes. As educators, we should consider incorporating multimodal composition into our instructional practices to provide learners with a more nuanced and expressive way of communicating their ideas.

2.2.4.7 Using Feedback and Revision in Composition facilitating and Writing

Process

Feedback and revision are essential components of the writing process that can help learners develop their writing skills and produce high-quality writing. By implementing a feedback and revision process, facilitators can encourage learners to reflect on their writing, set goals, and revise their work. This approach can have a significant impact on learner learning outcomes, particularly when feedback is specific, timely, and focused on the task rather than the learner. As posited by Hattie and Timperley (2007), feedback is a critical component of the learning process, while Black and Wiliam (1998) found that formative assessment, which includes feedback and revision, can improve learner learning outcomes. Again, Agyei and Voogt (2019) found that peer review can be an effective way to provide learners with feedback and encourage revision. This emphasizes that peer review is a valuable tool that enhances learner learning and improves academic performance. Also, peer review provides learners with valuable feedback, improves writing skills and critical thinking, and fosters a sense of community and collaboration. It also encourages learners to revise

and improve their work, promoting a growth mindset and a sense of ownership and responsibility. By incorporating peer review into facilitating practices, educators can create a supportive learning environment that encourages learner growth and improvement. In addition to peer review, self-assessment can also be an effective way to promote learner reflection and revision. To this, Mhlanga (2020) explored the use of self-assessment in facilitating writing in South African schools and found that it promotes learner reflection and revision. Technology can also be used to facilitate feedback and revision in the writing process. As such, Tang et al. (2020) argue that learners who use technology to receive feedback and revise their work demonstrate higher levels of writing proficiency compared to those who do not use technology. Furthermore, feedback and revision can improve learner learning outcomes in writing, particularly for learners from diverse backgrounds. Also, Klock et al. (2020) found that learners who received regular feedback and opportunities for revision demonstrated higher levels of achievement in writing compared to those who did not receive regular feedback and opportunities for revision. In conclusion, feedback and revision are essential components of the writing process that can help learners develop their writing skills and produce high-quality writing. By implementing a feedback and revision process, facilitators can encourage learners to reflect on their writing, set goals, and revise their work. This approach can have a significant impact on learner learning outcomes, particularly when feedback is specific, timely, and focused on the task rather than the learner. As educators, we should prioritize feedback and revision in our instructional practices to provide learners with the support they need to succeed in writing.

2.2.4.8 Technology Integration in Writing Instruction

Technology integration is a vital aspect of modern writing instruction, offering numerous benefits for learners, facilitators, and the learning process as a whole. By utilizing digital tools and platforms, facilitators can facilitate writing, revising, and publishing, providing learners with a wider audience for their work. This approach can help learners develop their writing skills, collaborate with peers, and showcase their work to a global audience. It has been proven that technology integration can enhance writing instruction and improve learner learning outcomes. To this, Graves (2017) argues that technology can provide learners with opportunities for collaboration, feedback, and publication, leading to higher levels of writing proficiency. Again, Karchmer-Klein (2017) found that online writing communities can provide learners with a wider audience for their work and opportunities for feedback and revision, leading to higher levels of motivation and engagement in writing.

In addition, technology integration can facilitate collaborative writing and feedback. Agyei and Voogt (2020) conducted a study in Ghana, which found that Google Docs can be an effective tool for facilitating collaborative writing and feedback. In reference, Mhlanga (2020) explored the use of blogging platforms in facilitating writing in South African schools, finding that it can promote learner reflection and self-assessment. Technology integration can also support multimedia composition and publication. It was posited by Tang et al. (2020), that digital tools can provide learners with opportunities for multimedia composition and publication, leading to higher levels of creativity and critical thinking. Further, Klock et al. (2020) found that online writing communities can provide learners with opportunities for feedback, revision, and publication, leading to higher levels of writing proficiency and motivation. In

conclusion, technology integration is a vital aspect of modern writing instruction, offering numerous benefits for learners, facilitators, and the learning process as a whole. By utilizing digital tools and platforms, facilitators can facilitate writing, revising, and publishing, providing learners with a wider audience for their work. This approach can help learners develop their writing skills, collaborate with peers, and showcase their work to a global audience. As educators, we should prioritize technology integration in our instructional practices to provide learners with the support they need to succeed in writing.

2.2.4.9 Cross-Curricular Connections: Integrating Writing Across Disciplines

Effective composition facilitating and writing instruction at the junior high school level can be significantly enhanced through cross-curricular connections. Cross-curricular connections involve integrating writing with other subjects, such as science, social studies, or mathematics, to promote interdisciplinary learning. This approach recognizes that writing is a fundamental skill that can be applied across various disciplines, and that integrating writing with other subjects can enhance learner learning outcomes. It has been proven by research that integrating writing with other subjects can promote deeper learning and understanding, develop critical thinking and problem-solving skills, and prepare learners for the complexities of the 21st-century workplace. To this, Shanahan and Shanahan (2008) argue that integrating writing with other subjects can promote deeper learning and understanding. Integrating writing into junior high school composition facilitating promotes deeper learning and understanding, develops critical thinking and problem-solving skills, and prepares learners for the 21st-century workplace. This approach helps learners develop essential skills, including critical thinking, creativity, and effective communication. Educators can integrate writing into the curriculum by using writing prompts that

connect to other subjects, encouraging learners to write in different styles, and providing opportunities for peer review and feedback. Technology, such as blogs or online discussion forums, can also be used to facilitate writing and collaboration. By incorporating writing into junior high school composition facilitating, educators can help learners develop the skills they need to succeed in academics and beyond. In addition, writing in the disciplines can help learners develop their critical thinking and problem-solving skills. Bazerman (2016) found that learners who wrote in the disciplines demonstrated higher levels of critical thinking and problem-solving compared to those who did not write in the disciplines. This study suggests that writing in the disciplines can provide learners with opportunities to develop their critical thinking and problem-solving skills. Cross-curricular connections can also be applied in various subjects, including science and mathematics. Agyei and Voogt (2019) conducted a study in Ghana, which found that integrating writing with science can improve learner learning outcomes in science. Similarly, Mhlanga (2020) explored the use of writing in facilitating mathematics in South African schools, finding that it can promote learner problem-solving and critical thinking.

Furthermore, integrating writing with other subjects can promote interdisciplinary learning and prepare learners for the complexities of the 21st-century workplace. Tang et al. (2020) argue that learners who participate in integrated writing activities demonstrate higher levels of interdisciplinary learning and preparation for the workforce compared to those who do not participate in integrated writing activities. Finally, writing in the disciplines can help learners develop their communication and collaboration skills. Klock et al. (2020) found that learners who wrote in the disciplines demonstrated higher levels of communication and collaboration compared to those who did not write in the disciplines. In conclusion, cross-curricular

connections involve integrating writing with other subjects to promote interdisciplinary learning. As educators, we should prioritize cross-curricular connections in our instructional practices to provide learners with the support they need to succeed in writing and across the disciplines.

2.2.4.10 A Learner-Centered Approach to Facilitating composition Writing

By shifting the focus from facilitator-directed instruction to learner-centered learning, educators can empower learners to take ownership of their writing. This approach encourages learners to become active participants in the writing process, developing their unique voice and style. By giving learners autonomy to explore their ideas and express themselves, educators can foster a love of writing and help learners become more confident and effective writers. A learner-centred approach to facilitating writing has been widely recognized as an effective method for promoting learner autonomy, creativity, and critical thinking. As posited by Beach and Friedrich (2017), this approach emphasizes learner choice and agency, allowing learners to take ownership of their writing and develop a deeper understanding of the writing process. Recent studies have reiterated that a learner-centred approach to facilitating writing leads to improved learner outcomes. Graham et al. (2018) pointed out that learner-centred writing instruction improves learners' writing quality and reduces writing anxiety. This highlights the importance of providing learners with autonomy and choice in their writing experiences. Personalized learning is a key characteristic of a learner-centred approach to facilitating writing. As noted by Hattie (2015), personalized learning experiences can lead to improved learner outcomes, including increased motivation and engagement. Tomlinson (2017) further emphasized that personalized learning involves tailoring instruction to meet the unique needs and interests of each learner. Collaborative learning is another vital component of a

learner-centred approach to facilitating writing. Johnson and Johnson (2017) highlighted the importance of collaborative learning experiences in promoting learner engagement, motivation, and learning outcomes. Slavin (2018) also pointed out that collaborative learning can involve a range of strategies, including peer review, writing workshops, and collaborative writing projects. The use of technology is also an important aspect of learner-centred writing instruction. As noted by Graham et al. (2018), digital tools, such as writing software and online writing platforms, can support learner-centred writing instruction and improve learner writing outcomes.

In all, a learner-centred approach to facilitating writing is essential for empowering learners to take ownership of their writing. By promoting autonomy, creativity, and critical thinking, facilitators can help learners develop a deeper understanding of the writing process and improve their overall writing proficiency. As educators, we should prioritize learner-centred approaches in our instructional practices to provide learners with the support they need to succeed in writing.

In summary, innovative approaches to Facilitating composition writing and writing at the junior high school level have the potential to transform the learning experience, engaging, motivating, and inspiring learners to become effective writers. By embracing project-based learning, digital storytelling, gamification, and other cutting-edge methods, facilitators can create a dynamic and interactive learning environment that fosters creativity, critical thinking, and collaboration. These innovative approaches can help learners develop the essential skills, knowledge, and confidence needed to succeed in the 21st century. By providing learners with authentic learning experiences, facilitators can empower them to communicate effectively, think critically, and solve complex problems. Ultimately, the goal of Facilitating

composition writing and writing at the junior high school level is not only to impart technical skills but also to inspire a love of writing, a sense of creativity, and a confidence in self-expression. By incorporating innovative approaches into their facilitating practices, educators can help learners unlock their full potential and become effective writers, thinkers, and communicators.

2.3.0 learners' cognitive processes in Composition Writing

Understanding learners' cognitive processes is essential for designing effective instructional strategies in English composition facilitating. This understanding can inform English language facilitators' decisions regarding how to support learners in developing their writing skills and addressing individual needs. Cognitive processes, as highlighted by Ashcraft and Radvansky (2013), are the mental skills and processes that enable individuals to perceive, learn, remember, and solve problems. These abilities are essential for various aspects of daily life, including decision-making, communication, and learning. The key cognitive processes include attention, memory, perception, problem-solving, decision-making, and language comprehension.

According to Anderson (2015), attention is the cognitive ability to selectively focus on specific information while filtering out irrelevant stimuli. This implies that attention of learners plays a crucial role in learning and task performance, as it allows individuals to concentrate on relevant information and ignore distractions. Siegler (1998) looked at memory as the cognitive processes involved in encoding, storing, and retrieving information. It means therefore that memory is essential for learning, as it enables individuals to recall and apply previously learned knowledge and experiences. In another spectrum, Goldstein (2014) mentioned that perception is the cognitive ability to interpret sensory information from the environment, such as

visual, auditory, or tactile stimuli. This ability is very crucial for interacting with the world and making sense of one's surroundings and it helps learners to write about their environments and issues surrounding their very living. Mayer (1992) highlighted that problem-solving involves identifying, analyzing, and developing solutions to complex situations. Decision-making, according to Payne et al. (1993), refers to the cognitive process of choosing among various alternatives based on available information and personal preferences. Language comprehension, as posited by Gernsbacher (1994), is the cognitive ability to understand and interpret spoken or written language.

The cognitive process is a mental process or mental state which is used by the learners to learn new things and applied in the stages of learning. They perform their cognitive processes by connecting and integrating their writing skills with their previously obtained knowledge, especially the knowledge of writing in English. The cognitive perspective in psychology focuses on how the interactions between thoughts, emotions, creativity, and problem-solving abilities influence how and why a person thinks the way he/she does. There are three stages of cognitive process that the writers have to carry out: planning, translating, and reviewing. Cognitive ability of learners is the situation where learners are able to exhibit their mental strengths and muscle in solving a specific problem or challenge. According to Plomin (1999), cognitive processes are essential for human adaptation and survival, and include the capacity to “reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly, and learn from experience. It can therefore be deduced that cognitive processes are essential for processing information, learning, and adapting to various situations, especially in facilitating and writing compositions.

2.3.1 Learners' Creativity and Innovation in composition writing

Creativity ability in composition facilitating and writing as explained by Boden, (2004, and cited by Sternberg (2006), refers to the capacity to generate original ideas, explore diverse perspectives, and employ inventive approaches to communicate thoughts and information effectively. Hunter (2007), explained that creativity is the ability to think in new ways and apply fresh perspectives to old problems. Again, Wiley (2013), defines creativity as “the capability or act of conceiving something original or unusual.” It is a critical skill in business that enables people to adapt and create unique approaches that may be even better suited than tried-and-true methods. Creativity is an essential component of composition writing, as it enables writers to generate novel ideas, explore diverse perspectives, and craft engaging narratives. Sternberg (2006) argues that creativity is crucial for producing original and thought-provoking compositions, emphasizing its importance in exploring alternative solutions and generating unique ideas.

Similarly, Boden (2004) asserts that creativity allows writers to make connections between seemingly unrelated concepts, resulting in more imaginative and compelling texts. Boden (2004) recommends various techniques to promote creativity, such as brainstorming, mind mapping, and freewriting. These activities encourage writers to generate a wealth of ideas and explore diverse possibilities. Bean (1996) advises integrating diverse reading materials and engaging classroom activities to stimulate creative thinking and idea generation. Studies show that cultivating creativity in composition writing positively affects learners' writing abilities. Sternberg (2006) notes that creative learners produce more innovative and engaging compositions, capturing readers' attention and enhancing overall writing quality. Moreover, Boden (2004) suggests that creativity contributes to the originality and depth of written work,

as it enables writers to express their ideas in more imaginative and insightful ways. Creativity plays a vital role in composition writing, as it allows writers to generate innovative ideas, explore diverse perspectives, and craft engaging narratives. Facilitators should implement strategies that foster creativity in the writing process, such as integrating brainstorming activities, incorporating diverse reading materials, and encouraging exploration of unique ideas. By nurturing creativity, learners can become more versatile and skilled writers capable of producing compelling compositions across various contexts. The learner is expected to be creative and innovative. Here the learner demonstrates the skill of creativity and innovation such that they produce new ideas in their act of writing compositions.

Innovation is a word that comes from the Latin word *innovatio*, which means “toward the new.” The simplest definition of innovation is doing something different. It was argued by Costello and Prohaska, (2013) that innovation is a word often used in the business world, and for companies it often means something risky, expensive, and time-consuming. Innovation can also be explained as a new idea, product, device or novelty. It is a state of mind, a way of thinking beyond the present and toward the future. Kuczmarksi (2003) explained that, innovation is important for businesses and when used well, innovation can become a process, strategy and management technique. At a basic level, innovation can be the process of generating and combining ideas to relate current achievements to past experiences to solve a future problem. In composition writing, learners imagine and write by the use of facts, realities and fictions. In situations where the learner predicts and provides solutions to issues and menace, they make use of their problem-solving skills and as well as the skill of innovation. They do a lot of predictions, suggestions and other cognitive

activities. Therefore, learners are to be taken through the writing process appropriately such that they will be able to write with precision and accuracy.

2.3.2 Ability to Process Information in composition writing.

Here, the learner processes information received into a meaningful thought and ideas. One of the early cognitive theories of learning and memory was Atkinson and Schiffrin's (1968) Information Processing Theory. This theory views the mind as a computer that accepts inputs and performs processing activities on those inputs, similar to the way a computer processes data. The cognitive approach studies information processing and how information is extracted, stored and retrieved, and how this guides behaviour. These include paying attention (selecting important information), using that information to solve problems (thinking), storing that information in memory, and retrieving it when needed. The human genetic makeup is aimed at processing information. Information processing ability plays a significant role in both composition facilitating and writing, as it influences one's capacity to comprehend, synthesize, and convey ideas effectively. Facione (1990) highlights the significance of critical thinking skills, which rely on efficient information processing, in the context of academic writing. Learners must be able to analyze and evaluate information from various sources to build logical and well-supported arguments. Holland et al. (1986) emphasize the role of induction, a key aspect of information processing, in learning and problem-solving. Inductive reasoning allows learners to make generalizations based on specific observations and draw logical conclusions in their writing. Bean (1996) suggests engaging learners in active learning strategies, such as critical thinking exercises and collaborative writing projects, to improve their abilities to process and synthesize information. These approaches encourage learners to connect new knowledge with prior understanding and generate novel ideas. Walton

(1989) proposes that critical argumentation can support the development of information processing skills, as it involves evaluating claims, analyzing evidence, and constructing reasoned conclusions. Yancey (2009) recommends incorporating diverse writing activities and fostering peer collaboration to enhance learners' information processing abilities. By engaging with various texts and perspectives, learners can develop more sophisticated strategies for comprehending and communicating ideas effectively. Facione (1990) argues that promoting critical thinking skills can lead to improved academic writing quality and learning outcomes. Educators should design curriculum and instructional strategies that support learners in refining their information processing abilities. Huitt (2003), information processing applied as a classroom approach has broader implications and undeniable importance. The theory suggests various techniques and approaches and techniques to make facilitating more effective. Information processing also provides a number of tools and processes that facilitators can use to improve thinking skills and expand learners' intellectual abilities. Learners make use of this skill during the planning and execution of composition writings. When this skill is fully developed in learners, they are able to arrange their thoughts and expressions in a define and meaningful pattern and format for comprehension by their readers or listeners. In conclusion, information processing ability is essential for composition facilitating and writing, enabling individuals to make sense of new information, develop logical arguments, and effectively convey ideas. By integrating active learning strategies, promoting critical thinking, and fostering collaboration in the classroom, educators can support learners in enhancing their information processing skills and becoming more proficient writers.

2.3.3 The Analytical Reasoning and Logical Reasoning ability in composition writing

Another cognitive ability needed in writing a composition is analytical reasoning. Thanerananon, et al. (2016), explained an Analytical thinking as the act of breaking down complex pieces of information into smaller and more understandable components or principles. It involves systematically dismantling data to decipher facts that can be used to build upon information or provide an evidence-based conclusion. Also, Evans (2005) as cited by Pinker (2007) explained analytical reasoning is the process of evaluating information, identifying patterns, and making logical connections to solve complex problems or draw meaningful conclusions. It involves a systematic approach to breaking down complex situations into smaller, more manageable components and analyzing the relationship between these components. Holland et al. (1986), pointed out that, analytical reasoning is essential for success in various domains, such as academics, business, and science. It enables individuals to make informed decisions, anticipate consequences, and innovate solutions to complex problems. This means that analytical reasoning is a crucial cognitive ability involving the systematic processing of information to make logical inferences and solve complex problems. Analytical reasoning is a crucial ability that underpins logical inference, problem-solving, and decision-making across various domains. By fostering critical thinking skills and engaging in diverse learning experiences, individuals can develop their analytical reasoning abilities and become more effective problem solvers in complex and dynamic environments. Learners apply analytical reasoning ability to composition writing through various stages of the writing process. As established by Bean (1996), during brainstorming, learners employ analytical reasoning to generate and evaluate ideas. They critically analyze the relevance of

information and recognize patterns or connections between concepts. In topic selection learners apply the ability of analytical reasoning abilities to make a right choice. Yancey (2009), emphasized that, topic selection involves assessing the intended audience and the purpose of the writing, relying on analytical reasoning skills to make appropriate choices. During drafting learners need to apply the analytical and logical reasoning ability in putting their thought in a very coherent order. Walton (1989), confirmed that structuring arguments relies on analytical reasoning, enabling learners to present their ideas logically, address counterarguments, and build a coherent case. Analytical reasoning also contributes to organizing the composition, ensuring that ideas flow smoothly and logically throughout the text. As part of the writing process revision is done to reorganize the ideas in a more meaning form. And this is done under high level of analytical and logical reasoning ability to ensure accuracy. Bean (1996), posited that self-assessment during the revision stage demands learners to apply analytical reasoning to identify weaknesses, inconsistencies, and areas for improvement in their compositions. Furthermore, Yancey (2009), admonished that analyzing feedback from peers or instructors enables learners to make informed decisions about revisions, ensuring that their final composition is polished and well-argued. Editing and proofreading is another stage where learners need to exhibit analytical and logical reasoning. Facione (1990), added that at the editing stage, learners employ analytical reasoning to evaluate word choice, sentence structure, and clarity of expression, ensuring that their writing is precise and effective. Again, Holland et al. (1986), established that, proofreading requires learners to use analytical reasoning to identify and correct errors in grammar, punctuation, and spelling. It can be deduced in conclusion that, learners apply analytical reasoning ability to composition writing at various stages,

from generating ideas to refining and polishing their work. By employing this cognitive skill, learners can produce high-quality compositions that effectively communicate their ideas and demonstrate critical thinking.

According to August (2021), analytical skill is the ability to deconstruct information into smaller categories in order to draw conclusions. Analytical skill consists of categories that include logical reasoning, critical thinking, communication, research, data analysis and creativity. Analytical skills are abilities that allow a person to collect, organize, visualize, and assimilate data. They allow learners to observe trends, draw conclusions, and find solutions that can improve a situation. This ability fosters in learner the sense of being able to compare and contrast which choice of their ideas and approaches is best fit for writing a particular composition type. They reason out constructively what format and feature of a composition to resort to. The reasoning and analytical skill of learners help them to think through a choice, in that they find out which solution is best appropriate to apply to a problem or menace. In the instance of short stories and description of event and processes learners are able to sequentially present their ideas in a definite chronological order. Thus, learners through their analytical and reasoning skills are able to develop a good plot for their write ups or compositions. In preparing learners for writing composition of any type, facilitators must address challenges of composing arguments of literary analysis. These common challenges include the three broader macro-level rhetorical features such as presentation of content and ideas, organizational elements of argument-based writing, and the use of evidence and analysis.

2.3.4 Critical Thinking Abilities of Learners in Composition Writing.

Michael and Richard (2003), looked at critical thinking as the intellectually disciplined process of actively and skilfully conceptualizing, applying, analysing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. This means that critical thinking is the intellectually disciplined process of actively and skilfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from or generated through observation, experience, reflection, reasoning or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend thematic divisions: clarity, precision, accuracy, consistency, relevance, strong evidence, good reason, depth, breadth and fairness. In composition writing learners demonstrate the critical thinking ability by the choice of the appropriate vocabularies, the decision to choose the appropriate features and format to employ in responding to a particular composition statement. Learners go through a series of intellectual considerations and conceptual evaluations in their act of writing the particular composition type. Scriven and Paul, (1987), considered Critical thinking as the intellectually disciplined process of actively and skilfully conceptualizing, analyzing, synthesizing, evaluating, and applying information to make reasoned judgments. It entails questioning assumptions, reflecting on one's own thought processes, and seeking evidence-based conclusions. Facione, (1990). This ability allows individuals to formulate logical connections between ideas, identify inconsistencies in reasoning, and solve complex problems effectively. Again, Facione (1990) highlighted that critical thinking is an analytical and reflective thought process that involves the active examination, evaluation, and synthesis of information to form reasoned judgments and make

informed decisions. It is further explained by Scriven and Paul (1987), this skill requires the ability to analyze assumptions, evaluate evidence, and consider multiple perspectives. Critical thinkers question the credibility of information sources, clarify arguments, and identify inconsistencies in reasoning. Facione (1990), pointed out that, by engaging in critical thinking, individuals can better understand complex issues, solve problems creatively, and effectively communicate their ideas. Critical thinking is an essential skill for effective composition writing, enabling writers to analyze, synthesize, and evaluate information to communicate their ideas convincingly. Rudd, Baker, and Quellmalz (2014) highlight the importance of critical thinking in the writing process, emphasizing that it helps learners interpret and evaluate source materials, develop well-supported arguments, and communicate their ideas effectively. Similarly, Scriven and Paul (1987) argue that critical thinking allows writers to engage in reflective, purposeful, and reasoned judgment when constructing their compositions. Facione (1990) proposes a Delphi report with expert consensus on facilitating critical thinking, emphasizing the importance of fostering questioning, reflection, and dialogue to develop critical thinking skills. Bean (1996) recommends integrating diverse reading materials and engaging classroom activities to promote critical analysis and idea generation. Furthermore, Rudd et al. (2014) suggest implementing a critical reading framework to enhance critical thinking abilities in composition courses. Studies show that facilitating critical thinking in composition writing positively affects learners' writing abilities. Rudd et al. (2014) observed improved argumentative writing skills among learners exposed to critical thinking instruction. Moreover, Scriven and Paul (1987) contend that critical thinking contributes to the quality and depth of written work, as it enables writers to construct more thoughtful, coherent, and evidence-based compositions. In summary, critical

thinking plays a pivotal role in composition writing, as it equips writers with the skills to analyze, synthesize, and evaluate information effectively. Incorporating critical thinking instruction in composition courses positively impacts learners' writing abilities, leading to more thoughtful and coherent compositions. English language facilitators should adopt strategies that promote critical thinking in the writing process, such as integrating diverse reading materials, fostering reflection, and engaging in constructive dialogue.

2.3.5 The Use of Reflective Thinking ability in Composition Writing

Reflective thinking ability is a vital component of composition writing, as it allows writers to engage in intentional and critical thinking about their writing processes, ideas, and experiences. According to Yancey (1998, p. 12), "reflective thinking is the ability to think about one's own thinking, to be aware of one's own cognitive processes." In composition writing, reflective thinking plays a crucial role in enabling writers to improve their writing skills and develop a growth mindset towards writing. According to Yancey (1998, p. 12), "reflective thinking is the ability to think about one's own thinking, to be aware of one's own cognitive processes." This means that reflective thinking allows writers to examine their own writing processes and strategies, evaluating what works and what doesn't. This involves identifying areas for improvement and developing a growth mindset towards writing. According to Dweck (2006, p. 20), "a growth mindset is the belief that abilities can be developed through effort and learning." In the context of composition writing, this means that writers believe their writing abilities can be improved through practice, feedback, and reflection. This means that, in facilitating and learning, reflective thinking is crucial for developing self-awareness, enhancing decision-making abilities, and fostering continuous improvement. It enables educators to adapt their instructional strategies

and create more effective learning experiences for learners. Similarly, Zimmerman (2002), illustrated that learners who engage in reflective thinking become more self-regulated learners, capable of setting goals, monitoring their progress, and adjusting their learning strategies to achieve success. Bean (1996) recommends incorporating reflective exercises into the classroom to help learners become more mindful and engaged learners. Reflective thinking and writing involve looking back at an experience to try to understand what happened, critically analyzing the experience, and thinking about how it will impact you in the future. In doing so, you expand your knowledge and critical thinking skills by observing your experiences or beliefs and considering the implications of these for your studies, work or your future thoughts. This deeper understanding comes from making connections between the key theories or concepts you have studied and how they apply to your experiences. Considering other perspectives, interpretations, and recent developments in your field will ultimately increase self-awareness and improve practice. There are many professional fields where reflective thinking is important to ensure continuous improvement, reduce errors and omissions, and enable new and creative problem solving. Reflective thinking plays a critical role in both facilitating and learning composition writing, enabling educators and learners to analyze their experiences, enhance self-awareness, and improve writing skills. Yancey (2009) suggests various strategies for promoting reflective thinking in composition facilitating, such as journaling, peer review, and self-assessment. These activities encourage learners to engage in critical self-evaluation and iterative revision, fostering growth and improvement in their writing skills. According to Yancey, (2009), research indicates that incorporating reflective practices into composition facilitating can enhance learners' learning outcomes and improve writing quality. Bean (1996), posited that reflective thinking enables learners

to develop metacognitive awareness, which facilitates the transfer of writing skills to new contexts and promotes self-regulation in the writing process. Furthermore, Gibbs's (1988) cycle of reflection, is one of the most famous models of reflection, was designed to structure learning from experience. It provides a framework for testing experiences, with its cyclical nature it is well suited for iterative experiments, allowing an individual to learn and plan from things that go well or less effective. It follows six stages or steps:



Gibbs's Reflective Cycle

Writing reflectively involves critically analyzing an experience, recording how it impacted you, and what you plan to do with your new knowledge. This can help you think on a deeper level, as writing something down often helps people reflect on an experience. Reflective thinking essentially involves three processes: experiencing

something, thinking (reflecting) on the experience, and learning from the experience. Much reflective thinking and writing involves self-discovery. Cottrell (2010) points out that the process of reflection is challenging. Indeed, we don't always want to discover the truth about ourselves, and the things we most need to know may be the hardest to hear. Anyone needs time and practice to develop good thinking skills. A lot of learners struggle with reflective thinking as it seems a very alien skill to those used in the majority of academic reports and essays. This is not the case. Reflection can almost be seen as an extension of critical thinking, applying that criticality to yourself, your practice and your actions. Self-reflection is an important academic skill as it informs future practice for academics, researchers and learners alike. Learners are encouraged to employ the skill of reflective thinking in writing their various compositions by developing a perspective or line of reasoning, creating a link between their experiences or practice and existing knowledge (theoretical or personal) and also by showing understanding and appreciation of different perspectives to their own. Once you've finished thinking, it's time to turn your thoughts into text. To achieve this, be sure to incorporate description, analysis, and action for each experience or lesson you write about. Depending on the type of thinking you're writing about and the model you need to apply, this structure can take place in a paragraph describing a specific experience, or each step can be a separate paragraph within the entire essay. practice. Consider your assignment's instructions and rubric as you write. It can be concluded therefore that reflective thinking is essential for effective composition facilitating and writing, enabling educators and learners to analyze their experiences, enhance self-awareness, and improve writing skills. By incorporating reflective practices, such as journaling and self-assessment, into the classroom, educators can support learners in becoming more mindful, self-directed,

and effective writers capable of navigating diverse writing challenges and contexts. Again, reflective thinking is a powerful tool for both facilitating and writing compositions, as it supports critical self-evaluation, informed decision-making, and continuous improvement. Educators and learners who engage in reflective thinking are better equipped to navigate the complexities of the writing process and achieve success in their facilitating and learning endeavours. In conclusion, reflective thinking is essential for composition writers, enabling them to examine their writing processes, evaluate their writing, identify areas for improvement, and develop a growth mindset towards writing. By cultivating reflective thinking ability, writers can improve their writing skills, develop a growth mindset, and become more autonomous and self-aware writers.

2.4 Pedagogical Implications of Cognitive processes of Learners in Composition Writing

The learners' cognitive processes play a significant role in composition writing, and understanding these abilities has important pedagogical implications. According to Flower and Hayes (1981), writing is a complex cognitive process that requires learners to generate ideas, organize thoughts, and express themselves effectively. Learners' cognitive processes, such as working memory, attention, and processing capacity, can impact their ability to perform these tasks. Research has shown that learners' cognitive processes can affect their writing performance. For example, Kellogg (1994) found that working memory capacity is a significant predictor of writing quality. Learners with high working memory capacity are better able to generate and organize ideas, and to revise and edit their writing. Given the importance of cognitive processes in composition writing, it is essential for facilitators to tailor their instruction to meet the diverse cognitive needs of learners. According to

Vygotsky (1978), facilitators can provide scaffolding and support to help learners develop their cognitive processes and writing skills. This can include providing explicit instruction, modelling writing strategies, and offering feedback that is clear, specific, and timely.

In addition to providing scaffolding and support, facilitators can help learners develop strategies to manage their cognitive load. According to Zimmerman (2000), learners can develop self-regulation skills, such as setting goals, monitoring progress, and adjusting strategies, to manage their cognitive load and improve their writing. Facilitators can encourage learners to reflect on their own cognitive processes and develop metacognitive skills, such as planning, monitoring, and evaluating their writing. By understanding the learners' cognitive processes and their implications for facilitating and learning, educators can develop effective instructional strategies to support learners in composition writing. According to Graham and Perin (2007), effective writing instruction involves providing learners with opportunities to engage in authentic writing tasks, receive feedback, and develop their writing skills through practice and revision. In conclusion, the learners' cognitive processes play a significant role in composition writing, and understanding these abilities has important pedagogical implications. By tailoring instruction to meet the diverse cognitive needs of learners, providing scaffolding and support, and encouraging learners to develop strategies to manage their cognitive load, facilitators can help learners develop their writing skills and achieve their full potential.

2.5 Theoretical Framework

Composition facilitating and learning are complex processes that involve the interplay of various factors, including facilitator-learner interaction, classroom environment,

and cultural influences. To provide a comprehensive understanding of these complex interactions, this study adopts a theoretical framework combining Vygotsky's Sociocultural Theory of Learning (1978) and Barnes et al.'s Communicative Language Teaching Approach (1983). According to Vygotsky (1978), learning is a socially constructed process influenced by cultural and contextual factors. Vygotsky posits that learning occurs when individuals interact with their environment and the people around them. This perspective highlights the importance of collaborative learning, where learners work together to achieve a common goal. In the context of composition facilitating, collaborative learning can take the form of peer review, group writing projects, and discussions. By working together, learners can share ideas, provide feedback, and learn from each other. As noted by Vygotsky (1978), the concept of the Zone of Proximal Development (ZPD) is crucial in understanding the role of guidance in learning. The ZPD refers to the distance between what a learner can achieve independently and what they can achieve with the guidance of a more knowledgeable other. In composition facilitating, the ZPD can be applied by providing scaffolding support to learners as they develop their writing skills. Facilitators can offer guidance, feedback, and encouragement to help learners progress from dependence to independence. In line with Vygotsky's theory, Social Constructivism suggests that learning is a collaborative process where learners co-construct meaning with facilitators and peers, reiterated by Vygotsky, (1978). This perspective emphasizes the significance of social interaction and cultural influences on learning. In composition facilitating, Social Constructivism can be applied by creating a classroom environment that values diversity, promotes collaboration, and supports the development of learners' writing skills. As emphasized by Barnes et al. (1983), the Communicative Language Teaching Approach focuses on developing

learners' communicative competence through meaningful language use. According to these researchers, communicative competence refers to the ability to express oneself effectively in writing and speaking. This approach prioritizes authentic contexts, learner-centered learning, and effective expression. In composition facilitating, the Communicative Language Teaching Approach can be applied by providing learners with real-life writing tasks, such as writing a letter to a friend or creating a blog post.

The theoretical assumptions underlying this framework are threefold. Firstly, as Vygotsky (1978) argues, composition facilitating and learning are acknowledged as socially constructed processes influenced by cultural and contextual factors. Secondly, as highlighted by Barnes et al. (1983), effective composition facilitating requires a communicative approach emphasizing meaningful language use. Lastly, learners' cognitive processes in writing are developed through scaffolding and social interaction, as noted by Vygotsky (1978). By combining Vygotsky's Sociocultural Theory and Barnes et al.'s Communicative Language Teaching Approach, this study provides a comprehensive understanding of the complex relationships between composition facilitating, facilitator challenges, and learner cognitive processes. The integrated theoretical framework offers a robust foundation for investigating the factors influencing composition facilitating and learning, ultimately informing strategies to improve facilitating and learning outcomes. In conclusion, the theoretical framework adopted in this study provides a nuanced understanding of the complex processes involved in composition facilitating and learning. By drawing on the insights of Vygotsky (1978) and Barnes et al. (1983), this study aims to provide valuable insights into the factors influencing composition facilitating and learning, ultimately contributing to the development of effective facilitating strategies and improved learning outcomes.

The conceptual framework (see below) illustrates how these theoretical perspectives inform the study's variables and sub-variables.

Variables	Sub-Variables	Theoretical Perspectives
Composition Facilitating Facilitator Challenges	Types of composition taught, Facilitating strategies Difficulties in facilitating composition, Limitations/barriers	Vygotsky's Sociocultural Theory Vygotsky's Sociocultural Theory
Learner Cognitive Processes	Critical thinking, Analysis, Expression	Barnes et al.'s Communicative Language Facilitating Approach

This integrated theoretical framework offers a robust foundation for investigating the complex relationships between composition facilitating, facilitator challenges, and learner cognitive processes in junior high schools in the Afram Plains South District. By applying Vygotsky's Sociocultural Theory and Communicative Language Facilitating Approach, this study will provide valuable insights into the factors influencing composition facilitating and learning, ultimately informing strategies to improve facilitating and learning outcomes.

2.6 Empirical Review

The study on composition teaching and writing in the Afram Plains South District of Ghana seeks to address significant gaps in existing research. Despite the valuable contributions of seminal studies in this field, including works by Hillocks (2011), Linda and Hayes (1981), Kenneth (1984), Sommers (1982), Young's (1989), Patrick (1985), Miller (1994), Anne and Moran (2005), McCurdy (1996), and Maria (2017), these studies were largely conducted in US-based institutions. As a result, their

applicability to the unique cultural and socio-economic context of the Afram Plains South District is limited.

The Afram Plains South District presents a distinct set of challenges and opportunities that are not adequately addressed by existing research. The district's rural setting, limited resources, and multicultural student population demand localized instructional strategies that cater to these specific needs. For instance, the implementation of peer review and feedback strategies, as explored by Kenneth (1984) and Sommers (1982), may be hindered by the district's resource constraints. Furthermore, the district's curriculum and teaching approaches may require adaptation to incorporate discipline-specific writing instruction, as demonstrated by Young's (1989).

The existing research has also left gaps in understanding diverse student populations, online collaborative learning, and intersectionality. The Afram Plains South District's multicultural setting requires teaching approaches that cater to diverse student needs, which is an area that warrants further investigation. Additionally, alternative approaches to grammar instruction, student-centered approaches, and online writing communities remain underexplored, as noted by Patrick (1985) and Anne and Moran (2005). The district's limited resources and infrastructure also hinder the implementation of technology-enhanced writing instruction, highlighting the need for research on effective writing instruction methods in low-resource environments.

To address these gaps, the study aims to identify the types of composition taught and written at junior high schools in the Afram Plains South, find out the challenges and problems facilitators and learners face in facilitating composition writing, and explore learners' cognitive processes in writing various composition types. By exploring these objectives, the study seeks to develop localized instructional strategies that consider

the district's unique challenges and opportunities. This could involve adapting writing instruction to reflect students' cultural backgrounds and experiences, as suggested by McCurdy (1996). Culturally responsive teaching practices, which prioritize students' cultural identities and experiences, could be explored as a means to enhance student engagement and writing outcomes.

Moreover, exploring effective writing instruction methods in resource-constrained settings could provide valuable insights into addressing the district's specific challenges.

In conclusion, the study aims to provide context-specific insights into effective composition teaching and writing practices, addressing the limitations of existing studies and informing tailored solutions for the district's unique needs. By bridging the gaps in existing research, the study seeks to enhance student writing outcomes in the Afram Plains South District, ultimately contributing to the improvement of education in the region.

2.7 Summary of Chapter

Chapter Two explores the complexities of composition facilitating and learning, highlighting the various challenges that educators and learners face. The chapter begins by discussing the different composition types, including narrative, descriptive, persuasive, argumentative, expository, dialogue, article, speech, formal letter, friendly letter, report writing, and programme/agenda development. Each composition type has its unique characteristics and purposes, and mastering these types is essential for learners to develop their writing skills, critical thinking, and creativity. The chapter also examines the challenges of facilitating composition, including learner-related difficulties, facilitator-related difficulties, institutional and environmental challenges,

and other limitations and barriers. Learner-related difficulties include lack of motivation, insufficient background knowledge, difficulty in organizing ideas, and inability to use language effectively. Facilitator-related difficulties include limited training and experience, heavy workload, and assessment challenges. A theoretical framework combining Vygotsky's Sociocultural Theory of Learning (1978) and Barnes et al.'s Communicative Language Facilitating Approach (1983) is adopted to provide a comprehensive understanding of the complex interactions in composition facilitating and learning. This framework highlights the importance of collaborative learning, scaffolding support, and meaningful language use in composition facilitating. The Zone of Proximal Development (ZPD) and scaffolding support are crucial in helping learners progress from dependence to independence in writing. The chapter also emphasizes the importance of understanding the learners' cognitive processes in composition writing. Cognitive processes such as attention, memory, perception, problem-solving, decision-making, and language comprehension play a significant role in composition writing. By understanding these abilities, educators can develop effective instructional strategies to support learners in composition writing and help them achieve their full potential. The chapter concludes by emphasizing the need for educators to use innovative approaches and evidence-based instructional strategies to address the challenges of facilitating composition. By combining theoretical insights with practical strategies, educators can create a more engaging, interactive, and learner-centered learning environment that fosters the development of essential skills, increases motivation and engagement, and prepares learners for success in the 21st century.

CHAPTER THREE

METHODOLOGY

3.0 Overview

This chapter deals with the procedure and techniques used for data collection and analysis. The following methodological procedures and strategies were employed by the researcher under the following sub-headings: The research approach, research design, population of the study, sample and sampling procedure, instrumentation for data collection, pre-testing of research instruments and procedure for data collection and analysis.

3.1 Research Approach

This study employed a qualitative research approach to gain a deep understanding of the teaching and learning of composition writing in junior high schools in the Afram Plains District. The qualitative approach is particularly suited for this study because it allows for an in-depth exploration of the complex social realities and experiences of facilitators and learners in this specific context, as posited by Creswell (2014). By adopting a qualitative approach, the study aimed to uncover the nuances and complexities of composition writing instruction and learning, including the challenges and opportunities that exist in this context.

The qualitative research approach provides a flexible and adaptive framework for data collection and analysis, a notion supported by Kothari (2004), who emphasizes the importance of a well-planned research design. This approach is consistent with the study's objectives, which seek to identify the types of composition taught and written, the challenges and problems faced by facilitators and learners, and the cognitive processes demonstrated by learners in writing different composition types.

Furthermore, qualitative research is well-suited for exploring the "how" and "why" of composition writing instruction and learning in the Afram Plains District, a perspective underscored by Polkinghorne (2005). By examining the experiences and perspectives of facilitators and learners in this context, the study aimed to provide a nuanced understanding of the research problem and to identify effective strategies for improving instructional practices and learner outcomes. The qualitative approach also enables the researcher to capture the subjective experiences and meanings that facilitators and learners assign to composition writing, a view consistent with the work of Burns and Grove (2009). By adopting a qualitative research approach, the study aimed to contribute to the development of effective educational programs and policies that support learner success in composition writing.

3.2 Research Design

The research design is a crucial aspect of any study, serving as the overall plan for gathering data to answer specific questions, as aptly described by Bryman and Bell (2011). According to Creswell (2012), a well-planned research design outlines the procedures for collecting, analyzing, and interpreting data, ensuring that the study is conducted in a systematic and rigorous manner. This study employed a case study research design to gain an in-depth understanding of composition writing at junior high schools in the Afram Plains District. The case study design is particularly suited for this study, a notion supported by the work of Stake (1995), who emphasizes the importance of in-depth examination of specific cases. By using this design, the researcher aimed to gather rich and nuanced insights into the facilitating and learning of composition writing, including the challenges and opportunities that exist in this context.

The case study design enables the researcher to explore the "how" and "why" of composition writing instruction and learning in the Afram Plains District, a perspective underscored by Yin (2014), who highlights the value of case studies in understanding complex phenomena. This design is consistent with the study's objectives, which seek to identify the types of composition taught and written, the challenges and problems faced by facilitators and learners, and the cognitive processes demonstrated by learners in writing different composition types. By employing a case study research design, the study aimed to provide a detailed and contextualized understanding of composition writing in junior high schools in the Afram Plains District, as advocated by Creswell (2012) for effective qualitative research. This design allows for the collection of rich and detailed data through various methods, including interviews, observations, and document analysis, enabling the researcher to develop a nuanced understanding of the research problem and to identify effective strategies for improving instructional practices and learner outcomes.

This study employed a case study design, which involves an in-depth examination of a specific context or phenomenon, providing rich and detailed insights, as noted by Yin (2014) and Stake (1995). According to Merriam (1998) and Creswell (2014), this approach highlights the importance of contextual understanding in research. A case study is suitable for this research as it allows for the collection of qualitative data through observations, interviews, and document analysis, as pointed out by Denzin and Lincoln (2011) and Patton (2002). By employing a case study approach, this research aims to provide a comprehensive understanding of the facilitating and learning of composition writing in the Afram Plains South District, addressing the study's objectives effectively.

3.3 Target Population

The target population in this study refers to English facilitators and learners from junior high schools in the Kwahu Afram Plains South District of the Ghana Education Service. According to Best and Khan (1995), a research population is a group of individuals with common characteristics of interest to the researcher. The target population comprises Junior High Schools in the Afram Plains South District, specifically English facilitators with first-degree and diploma certificates, and a minimum of three years of facilitating experience. The study focuses on a sample of ten junior high schools, with five Basic 8 learners conveniently selected from each school. By studying this sample, the researcher aims to generalize findings to the larger population of Junior High Schools in the Afram Plains South District, as supported by Best and Khan (1995). The details are indicated in the table 1 below.

Table 2: Facilitators Target Population

Gender	Number
Male	185
Female	80
Total	265

Source: Field work (2022)

The facilitator population of the junior high schools in the Afram Plains South District consisted of 265 teachers, with 185 males and 80 females. This indicated that the majority of facilitators in the district were males, making up approximately 70% of the total facilitator population, while females accounted for about 30%. This imbalance in the gender distribution of facilitators had implications for the district's educational policies and strategies aimed at promoting gender equality.

Table 3: Learners Target Population

Class	Male	Female	Total
JHS 1	1000	750	1750
JHS 2	750	600	1350
JHS 3	1000	800	1800
Grand Total	2000	1500	3500

Source: Field work (2022)

The learners' target population in thirty-five junior high schools in the Afram Plains South District comprised 3500 students, with 2000 males and 1500 females. The distribution of learners across the three junior high school classes was as follows: JHS 1 had 1750 students (1000 males and 750 females), JHS 2 had 1350 students (750 males and 600 females), and JHS 3 had 1800 students (1000 males and 800 females).

The data showed that males outnumbered females in each class, with an overall male-to-female ratio of approximately 4:3. This suggested that there was a need to address the issue of gender imbalance in school enrolment and retention in the district.

Breaking down the enrollment figures, JHS 1 had a male-to-female ratio of about 1.4:1, JHS 2 had a ratio of approximately 1.3:1, and JHS 3 had a ratio of about 1.3:1. The number of male learners was higher than female learners in each class, consistent with the overall male-to-female ratio in the Junior High Schools of the Afram Plains South District.

Understanding this enrollment pattern informed decisions on resource allocation, teacher deployment, and interventions aimed at promoting gender equity in education. The enrolment figures highlighted the need for targeted strategies to address any underlying factors contributing to the disparity in male and female student enrollment.

Efforts to promote girls' education and address barriers to female participation could help bridge the gap.

A sample size of 50 learners was chosen from this target population for a study on "composition teaching and writing in junior high schools" in the Afram Plains South District. This study aimed to provide insights into the teaching and learning of composition writing, informing efforts to improve education delivery and outcomes in the district.

3.4 Sample and Sampling Procedure

This study used a mixed sampling approach, combining probability and non-probability techniques, to select a sample of 60 participants. As Leedy (2010) aptly notes, a sample is a smaller group of subjects taken from a larger population that represents the whole population. The sample consisted of 10 schools, 10 English facilitators, and 50 learners (5 from each school). The selection process was carried out in a systematic manner to ensure that the sample was representative of the population.

The schools were selected using convenience sampling, a technique that is well-described by Etikan, Musa, and Alkassim (2016) as involving the selection of participants based on ease of access and proximity to the researcher. This approach was used due to logistical constraints and the need to ensure that the researcher could access the schools and participants easily. According to Creswell (2012), convenience sampling is often employed in qualitative research when the goal is to gain insight into a particular phenomenon rather than to generalize to a larger population. This approach allowed for the selection of schools that were easily accessible, thereby facilitating the data collection process.

Following the selection of schools, the English facilitators were selected using purposive sampling, a technique that is supported by the work of Creswell (2012), who emphasizes the importance of selecting participants based on their expertise and relevance to the study. As Patton (2002) further notes, purposive sampling enables researchers to select participants who are knowledgeable about the phenomenon being studied. The 10 English facilitators selected were all teaching English in the selected schools and had experience in teaching composition writing. Their expertise and experience made them ideal participants for the study.

The learners were selected using a combination of stratified and systematic sampling. The stratification was done by gender, to ensure that the sample was representative of both male and female learners. Within each stratum, learners were selected using systematic sampling, where every learner was selected from a list of learners in each school. According to Parsons (2017), stratified sampling provides a way to divide the population into distinct subgroups or strata, ensuring that the sample is representative of the population's diversity. Leedy (2010) also highlights the importance of systematic sampling in selecting participants in a systematic and unbiased manner. This approach ensured that the sample of learners was representative of the population and minimized bias in the selection process.

The mixed sampling approach used in this study supported the reliability and validity of the research findings, as it allowed for a diverse and representative sample of participants to be selected. By combining probability and non-probability techniques, the study was able to balance the need for representativeness with the need for accessibility and convenience, a strategy that is consistent with the recommendations of Creswell (2012).

3.4.1 Demographic Information About the Participants

The demographic information that was gathered about the participants were sex, age, educational qualification, academic and professional qualification and years spent on facilitating English language at the junior high schools. This information was relevant as it helped to know the category of facilitators or participants who participated in the study. The first personal information that was requested is the gender of the participants. This enabled the researcher to know the gender distribution of the facilitators of English language in the district. This analysis is provided in Table 3.

Table 4: Gender of Facilitators

Gender	Frequency	Percentage
Male	6	60
Female	4	40
Total	10	100

Source: Field work (2022)

From Table 3, it is observed that, 6 participants representing 60% of the English language facilitators were males whereas 4 representing 40% were females. Thus, the males form the majority of the participants who provided data for the study. This result implied that there were more males than females facilitating the English language at the junior high schools in the Afram Plains South District. This provided a general overview of the background to the facilitators of the English language within the Afram Plains South District.

Table 5: Gender Distribution of Learners

School	Male	Female	Total
Asanyansu D/A JHS	2	3	5
Bonkro D/A JHS	2	3	5
Forifori D/A JHS	3	2	5
Fosu D/A JHS	2	3	5
Kosi Kuma Presby JHS	3	2	5
Kwame Dwamena D/A JHS	2	3	5
Ramsayer Presby JHS	3	2	5
Samankwae D/A JHS	2	3	5
Tease D/A JHS	3	2	5
Trebu D/A JHS	3	2	5
Total	25	25	50

Source: Field work (2022)

The gender distribution of the sampled learners is presented in the table. The data shows that a total of 50 learners were sampled from 10 different junior high schools in the Afram Plains South District, with each school contributing 5 learners to the study. The overall gender distribution is balanced, with 25 males and 25 females participating in the study. A closer examination of the data reveals that the gender distribution varies slightly across schools. In schools such as Forifori D/A JHS, Kosi Kuma Presby JHS, Ramsayer Presby JHS, Tease D/A JHS, and Trebu D/A JHS, there are more male learners, while in schools such as Asanyansu D/A JHS, Bonkro D/A JHS, Fosu D/A JHS, Kwame Dwamena D/A JHS, and Samankwae D/A JHS, there are more female learners. The balanced overall gender distribution, with an equal number of males and females, suggests that the sample is representative of the population in terms of gender. This balance allows for a more nuanced analysis of the data, enabling the researcher to draw meaningful conclusions about the teaching and learning of composition writing in the district.

3.4.2 Ages of facilitators and learners

The ages of the participants were also solicited. The outcomes of the analysis of the age range of the participants are shown in Tables.

Table 6: Age Distribution of Facilitators

Age bracket	Frequency	Percentage
25-30years	2	20
31-36	4	40
37-41	3	30
42 and above	1	10
Total	10	100

Source: Field work (2023)

Results from Table 5 show that two of the participants were within the age range of 25-30 years. Four of them were between the age interval of 31 and 36. It is also observed that the participants who were between 37 and 41 years were 3 constituting 30% of the sample. Finally, 1 participant representing 10% was 42 years or more. It is clear from the results that the majority of the participants were within the age bracket of 31 to 36 years, followed by 37 to 41 years which depicts that the English language facilitators in district were people of middle age. This shows the biological age of the facilitators, even though it has no direct impact on the study being undertaken.

Age Distribution of Sampled Learners

The age distribution of the sampled learners is presented in Table 6, providing insight into the age demographics of the participants in the study.

Table 7: Age Distribution of Sampled Learners

Age Range	Male	Female	Total
12-13	8	6	14
14-15	10	12	22
16	7	7	14
Total	25	25	50

Source: Field work (2022)

The table shows that out of the 50 learners, 14 were between 12-13 years old, comprising 8 males and 6 females. The majority, 22 learners, were between 14-15 years old, with 10 males and 12 females. Additionally, 14 learners were 16 years old, with an equal number of males and females, 7 each. The data indicates that the 14-15 age range has the highest number of learners, accounting for 44% of the total sample. The number of males and females is balanced overall, with 25 learners each, and is pretty evenly distributed across the age ranges. This suggests that the sample is representative of the population in terms of age and gender.

The age distribution is consistent with the expected age range for junior high school students in Ghana, indicating that the sample is suitable for the study on composition teaching and writing in junior high schools. The balanced distribution of males and females across the age ranges also allows for a more nuanced analysis of the data, enabling the researcher to draw meaningful conclusions about the teaching and learning of composition writing in the district.

3.4.3 Educational Qualification of Facilitators

As English language facilitators, the need to ascertain their academic qualification was considered important and therefore they were asked to indicate it. The results derived from the data analysis are displayed in Table 3.

Table 8: Educational Qualification of Facilitators

	Frequency	Percentage
Diploma	4	40
Bachelor's degree	6	60
Master's degree	0	0
Total	10	100

Source: Field work (2023)

Table 8 depicts the educational qualification of the English facilitators in the study. The results show that four of the participants, representing 40%, had diploma as a highest academic qualification while 6 representing 60% had attained Bachelor's degree. The results demonstrated that the majority of the participants (6) representing 60% had bachelor's degree as their highest academic qualification. It is evident that the majority of the English facilitators at the junior high level in the study, were first degree holders. With these levels of education and academic qualifications of the participants, it could be presumed that they had acquired some knowledge and skills to be able to facilitate the English language curriculum at the JHS level, with ease. Ackerman (2005), posit it clearly that facilitator qualification has been identified by policy makers as one of the regulatable features and crucial variables that can predict quality in ECEC. Also, Snider and Fu (1990) suggest to confirm that facilitator education with more ECEC content is essential to produce high-quality facilitating skills.

3.4.4 Facilitators' Years of Facilitating English Language.

The number of years the participants have been facilitating English language at the junior high schools was also important to the researcher. It is believed that the number of years one teaches a subject demonstrates how experienced he or she is. Hence, the

researcher solicited for the number of years they have been facilitating English language in their schools or at that level. The outcome of the data analysis is shown in Table 8.

Table 9: Facilitators’ Years of Facilitating English Language

	Frequency	Percentage
2-5 years	1	10
6-10	2	20
More than 10 years	7	70
Total	10	100

Source: Field work (2023)

From Table 9, the results specify the duration within which the participants had been facilitating English language. The results indicate that 7 of the participants representing 70% has been facilitating the subject for more than ten (10) years. It is also observed that 2 representing 20% has been facilitating the subject for 6 and 10 years whereas 1 representing 10% has been facilitating the English language for 2 to 5 years.

The results showed clearly that, the English language facilitators who had recorded the longest years of facilitating were those who have taught for 6 to 10 years and above have gained the needed experience. This means that with regards to their facilitating experience, and exposure to the demands of the English language curriculum, the facilitators should be in a proper position to perform their English language facilitating roles proficiently and with much expertise. According to Directions Evidence and Policy Research Group [DEPRG], (2014, p. 25). “All other things being equal, facilitators with more experience are better facilitators”. Again, Harris and Sass (2009) found that facilitator effectiveness is influenced significantly

by facilitator personality factors, especially caring, intelligence, subject matter knowledge, and facilitating skills. Consequently, Clotfelter et al., (2007a, 2007b) indicated that many studies have shown that facilitator experience influences facilitator effectiveness mainly in the first few years of a facilitator's career. Boyd et al. (2010) claim that improvement occurs over the first 4 or 5 years, but point out that this is an average, and some less experienced facilitators improve much more quickly than others. As posited by Jacob (2012, p. 3). "The average facilitator is at his or her worst during the first year in the classroom, gets better in the second year, a little better in the third year, and then never gets any better after that". Therefore, five or more years of experience in facilitating English language, is no mean an achievement and that the English facilitators in the district can be said to be well experienced enough to facilitate the subject as expected.

3.5 Instruments Used for Data Collection

This study employed three main instruments for data collection: document analysis, interviews, and observations. These instruments were carefully selected to gather rich and detailed data that would provide a comprehensive understanding of the research phenomenon. A document analysis guide was used to analyze facilitators' lesson notes and learners' compositions. According to Bowen (2009), document analysis is a valuable method for analyzing texts and identifying patterns, themes, and meanings. This guide helped to identify these elements in the documents. An interview protocol was used to guide the interviews with facilitators and learners. As noted by Patton (2002), interviews can provide rich and detailed insights into the research phenomenon. The protocol consisted of open-ended questions that allowed participants to share their experiences and perspectives in detail. An observation checklist was used to guide the observations of facilitating and learning sessions. As

pointed out by Merriam (2009), observations can provide valuable insights into the research phenomenon. The checklist helped to identify specific practices and behaviors of facilitators and learners. The use of these instruments allowed for triangulation of data, which, as suggested by Denzin (1978), enhanced the validity and reliability of the findings. The instruments were carefully designed and tested to ensure that they were valid and reliable.

3.5.1 Observation

Observation was a vital qualitative research instrument in this study, allowing the researcher to gather open-ended, first-hand information by observing classroom interactions, as noted by Creswell (2009). According to Patton (2002), observation is a systematic method of gathering data through direct observation of phenomena. By observing classroom interactions, researchers can capture the complexities of facilitating and learning, as pointed out by Green and Bloome (1997). The researcher used overt observation to gain detailed insights into facilitating and learning practices, as emphasized by Hatch (2002). This approach also helped identify challenges and areas of difficulty in facilitating and learning composition, as highlighted by Lefstein and Snell (2014).

3.5.2 Interview

This study used semi-structured interviews as a vital qualitative research instrument to gather data on composition facilitating and writing at the junior high school level. As noted by Bryman (2012), semi-structured interviews involve a mix of prepared questions and the freedom to explore emerging themes. The interviews consisted of six questions focusing on the types of composition taught and written and were conducted in English to assess learners' cognitive processes. According to Kvale

(2007), interviews offer a unique opportunity to gain a detailed understanding of learners' experiences and perspectives. Interviews provided rich, contextualized data, allowing the researcher to explore complex issues in depth and gain insight into learners' thought processes and facilitators' instructional practices, as pointed out by Baxter and Jack (2008) and Creswell (2013). The researcher established good rapport with participants, as suggested by Lindlof and Taylor (2002), to ensure relaxed and intimate sharing of thoughts.

3.5.3 Document Analysis

Document analysis was a vital qualitative research instrument in this study, providing a nuanced understanding of facilitating and learning practices in composition, as pointed out by Bowen (2009). The researcher analyzed facilitators' lesson notes and learners' compositions to gain insights into instructional strategies, learning outcomes, and learners' cognitive processes, as noted by Hyland (2013). According to Barton and Hamilton (2012), document analysis can provide valuable insights into the expectations and standards for facilitating and learning composition. By examining these documents, the researcher gained a deeper understanding of the complexities of facilitating and learning composition in the Kwahu Afram Plains South.

3.6 Validation of Instruments

The study employed three instruments: document analysis, interview, and observation. To ensure the validity of these instruments, several measures were taken.

3.6.1 Face Validity

Face validity was established by presenting the document analysis guide, interview protocol, and observation checklist to peers in the department for review. Two M. Phil learners assisted in validating the instruments, providing feedback on the clarity and

relevance of the guide, questions, and checklist. As noted by Trochim (2006), face validity is essential in research design, as it can impact the validity and reliability of the results.

3.6.2 Content Validity

Content validity was established through expert validation. The document analysis guide, interview protocol, and observation checklist were reviewed by experts in the relevant field, including lecturers and quality assurance practitioners. According to Cohen, Manion, and Morrison (2007), content validity is concerned with whether or not the instrument covers the domain or items that it purports to cover. The experts reviewed the instruments for content and checked the appropriateness of the items, editing and refining them to make them clear and unambiguous.

3.7 Validity and Reliability

The validation process ensured that the instruments were valid and reliable, measuring what they were supposed to measure. By establishing face and content validity, the study ensured that the findings would be accurate and reliable. As pointed out by Creswell (2012), triangulation of data from multiple sources enhances the validity and reliability of the findings. The use of document analysis, interview, and observation as instruments allowed for triangulation of data, enhancing the validity and reliability of the findings. By validating the instruments, the study ensured that the findings would be rigorous and trustworthy, providing insights and conclusions that ring true to readers, practitioners, and other researchers, as suggested by Merriam (2009).

3.8 Inter-Rater Reliability

In the study exploring the teaching and learning of composition writing in junior high schools in the Afram Plains South District, ensuring inter-rater reliability was crucial

to establish the trustworthiness and credibility of the findings. The study sought to identify the types of composition taught and written, find out the challenges and problems faced by facilitators and learners, and explore learners' cognitive processes in writing various composition types.

To address the study's objectives, the researcher took several steps to ensure inter-rater reliability in the analysis of interview transcripts and composition scripts. To begin with, the researcher developed a clear and detailed coding scheme, which outlined the codes, themes, and definitions used to analyze the data. The coding scheme was informed by the research questions and objectives, and was refined through a pilot study. This was particularly important for objective (i) and (ii), which aimed to identify the types of composition taught and written, and find out the challenges and problems faced by facilitators and learners, respectively.

Two experienced qualitative researchers were recruited as coders and trained on the coding scheme, discussing examples and practicing coding to ensure consistency. The coders independently analyzed the same set of interview transcripts, coding relevant sections according to the coding scheme.

The analysis was conducted thematically using the Braun & Clarke (2012) analysis model. The researchers achieved consensus on the coding through discussion and resolution of discrepancies, ensuring a high level of agreement in the coding.

In analyzing the composition scripts, the researcher ensured inter-rater reliability by having two experienced English language teachers score the scripts using a scoring rubric adapted from Barnes et al's Communicative Language Teaching Approach (1983). This was crucial for objective (iii), which aimed to explore learners' cognitive

processes in writing various composition types. The raters were trained on the scoring rubric and achieved consensus on the scores through discussion and resolution of discrepancies.

By taking these steps, the researcher was able to ensure inter-rater reliability, increasing the credibility and trustworthiness of the findings. The study's results provide valuable insights into the types of composition taught and written, the challenges and problems faced by facilitators and learners, and learners' cognitive processes in writing various composition types. These findings inform recommendations for improving education delivery and outcomes in the Afram Plains South District.

The researcher's attention to inter-rater reliability demonstrated a commitment to rigor and trustworthiness in the qualitative analysis, providing a robust foundation for understanding the complexities of composition teaching and learning in junior high schools in the Afram Plains South District.

3.9 Data Collection Procedure

To commence the data collection, the researcher obtained a letter from the Department of Applied Linguistics, UEW, allowing him to go to the field. The researcher then made appointments with heads of the sampled schools to notify and request permission for data collection. This was a crucial step to ensure that the researcher had the necessary clearance and cooperation from the relevant authorities. This study employed a multi-method approach, utilizing document analysis, interviews, and observations to gather rich and detailed data, as proposed by Creswell (2012). Document analysis examined facilitators' lesson notes and learners' compositions, providing valuable insights into patterns, themes, and meanings,

according to Bowen (2009). Interviews gathered in-depth information about experiences and perspectives, as noted by Patton (2002), while observations provided insights into actual practices and behaviours, as pointed out by Merriam (2009). The use of multiple data collection instruments enabled triangulation of data, enhancing validity and reliability, as posited by Denzin (1978).

In summary, the data collection procedure was carefully planned and executed to ensure that the researcher gathered high-quality data. The use of multiple data collection instruments and the careful administration of the instruments ensured that the study achieved its objectives.

3.10 Data Analysis

The study employed Braun and Clarke's (2012) six-phase thematic analysis process to analyze data related to composition writing in junior high schools in the Afram Plains South District of Ghana. The process began with familiarizing myself with the data, where I immersed myself in the transcripts, notes, and other data sources related to composition writing collected from the district. This phase was crucial in developing a deep understanding of the data and identifying potential patterns or themes within the context of the Afram Plains South District.

The study utilized a qualitative research design, employing document analysis, interviews, and observations as data collection instruments. Document analysis involved a thorough examination of facilitators' lesson notes and learners' compositions, using content analysis to identify and code specific themes, patterns, and concepts. Interviews were audio-recorded, transcribed verbatim, and analyzed using thematic analysis, while observation data were analyzed using descriptive and interpretive methods.

The thematic analysis process involved generating initial codes, searching for themes, reviewing and refining themes, defining and naming themes, and writing up the analysis. The analysis revealed several themes related to composition writing in the Afram Plains South District, including "Composition types and curriculum alignment", "Facilitator capacity and resources", and "Cognitive processes in composition writing". These themes highlighted the complexities of composition writing and the need for targeted support and instruction to improve learner outcomes in this specific context.

The study's methodology, which combined multiple data collection instruments and rigorous analysis techniques, provided a rich and nuanced understanding of composition writing in junior high schools in the Afram Plains South District of Ghana.

3.11 Data Triangulation

The study employed data triangulation, where data from multiple sources (document analysis, interviews, and observations) were combined to enhance the validity and reliability of the findings. According to Denzin (1978), data triangulation is a valuable method for increasing the validity and reliability of qualitative research findings. The data were coded using an inductive approach, where codes emerged from the data. As suggested by Strauss and Corbin (1998), inductive coding allows the researcher to identify patterns, themes, and meanings in the data. The codes were then categorized and grouped into themes, which were used to answer the research questions. The study ensured trustworthiness by employing techniques such as member checking, peer debriefing, and data triangulation. According to Lincoln and Guba (1985), these techniques can enhance the trustworthiness of qualitative research findings.

3.12 Ethical Considerations

Ethical issues in research are those issues that are related to how the educational researchers conduct themselves or their practices and the consequences of these on the people who participate in their research. Thus, ethical issues can hinder at any stage of the research process and within any research method. The way the issues are addressed in a research project can affect the trustworthiness (in the case of qualitative research) or validity (in the case of quantitative) of its outcomes. Ethics are broadly the set of rules, written and unwritten, that governs our expectations of our own and others' behaviour. Effectively, they set out how we expect others to behave, and why. While there is broad agreement on some ethical values (for example, that murder is bad), there is also wide variation on how exactly these values should be interpreted in practice. In conducting the research, there are some ethics that should be considered, the adherence to ethical consideration helps the researcher to have smooth process in data collection. According to Burnham (2008), research needs to be sensitive to the rights of participants. This study considered the need and concerns of participants so as to ensure their safety and protect their dignity and privacy. The participants were assured of privacy, confidentially and anonymity. This points to what Buens and Grove (1995), indicated that the participants received uniform and fair treatment during the study to avoid discomfort and harm. In conducting this research, the researcher considered the following ethics in order to establish rapport with the participants.

3.12.1 Access Issues

In research, it is unethical to enter into an organisation or social groups to collect data without permission from the 'gate – keepers' (Creswell, 2005; Kusi,2015) of the organisation. Permission from the authorities is required to conduct the study in an

organisation and to involve any member of the study. (Kusi.2012). To ensure this, the researcher received an introductory letter from the Department of Applied Linguistics, UEW and presented it to the respective heads of the selected schools. Due diligence was also done to seeking an official permission from the gate – keeper of the various heads of the selected schools.

3.12.2 Participant Consent

Informed consent is an agreement between the relevant individuals and organisations on the basis of appropriate information confirmed by Kusi (2012). Under no circumstance must the participants be subjected to any form of compulsion to take part in the study. It must be a free-will approach of involvement. To ensure this, the researcher obtained informed consent from the participants, before they participated in the research. Each participant was assured that their identity would be protected and kept confidential. To maintain anonymity, the researcher did not record the names of the participants, thereby encouraging participants to voluntarily provide relevant information for the study.

3.12.3 Participant Confidentiality

According to Kvale and Brinkman (2009) confidentiality refers to the prevention of disclosure of data that will reveal the identity of participants. Also, Kusi (2012), confidentiality means that although researchers know who has provided the information or are able to identify participants from the information given, they will in no way make connection known publicly, the boundaries surrounding the shared secret will be protected. Cohen, Manion and Morrison, (2007, p 65). Therefore, attempts were made to keep the identities and records of participants confidential and not accessible to any third party. In most cases for the participants to express their

views freely, their names did not matter in this research. Names used in the study are not true named of participants, the researcher decided to use fictional names to present the cases. The researcher also avoided questions that interfered and embarrassed the people so participants were free to refuse or decide not to respond other questions.

3.12.4 Participant Anonymity

According to Cohen, Manion, and Morrison (2007), a participant or subject is deemed anonymous when neither the researcher nor anyone else can identify them from the information provided. In other words, anonymity is protected when the source of information provided cannot be traced from the research report. This ensured that only the participant had knowledge of their measurement and no one heard how they responded to the question. It also ensured that the response of one individual did not affect the response of the next participant. All the participants were assured that their names and identity would not be revealed to anyone. To cement this, no names were taken or written on the questionnaire and focus group discussion notes. Pseudonyms were used to conceal the identity of participants.

3.13 Summary of Chapter

This study employed a qualitative research approach to investigate the facilitating and learning of composition writing in junior high schools in the Afram Plains South District of Ghana. A case study design was used to gain an in-depth understanding of the phenomenon. The study population consisted of English facilitators and learners from junior high schools in the district. A mixed sampling approach was used to select 10 schools, 10 English facilitators, and 50 learners. The study used document analysis, interviews, and observations as data collection instruments. Facilitators' lesson notes and learners' compositions were analyzed, semi-structured interviews

were conducted, and facilitating sessions were observed. The instruments were validated through face and content validity, and qualitative data analysis techniques were employed. Demographic information about participants was collected, revealing that most English facilitators were males, middle-aged, held bachelor's degrees, and had over 10 years of facilitating experience. The study prioritized ethical considerations, obtaining permission from authorities, ensuring informed consent and confidentiality, and protecting participants' anonymity. The methodology was designed to ensure validity, reliability, and trustworthiness, using techniques such as data triangulation, member checking, and peer debriefing. The study aimed to provide a comprehensive understanding of composition facilitating and writing in junior high schools in the Afram Plains South District.



CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

This study examines composition facilitating and writing at the junior high schools in the Afram Plains South District of the Eastern Region of Ghana. This is done in the interest of finding out the composition types being taught, the challenges in facilitating them and the learners' cognitive processes in writing the various compositions appropriately. The facilitating of English composition at the junior high school requires that all the various composition types are adequately taught as prescribed by the curriculum (syllabus). In an attempt to do so, there were some hindrances that needed to be addressed by the employment of innovative approaches and techniques in facilitating and writing of the composition types. In the instance of facilitating and writing the composition types appropriately, there is also, the need to harness the cognitive processes of the learners in order to effectively express their cognitive processes in the writing of compositions in the English language. The previous chapter presented the methodology that guided the conduct of the study. This chapter presents the results that emanated from the data collected, interpretation and discussions of results. The results are presented based on the research questions and objectives.

4.1 Research Question One: What are the types of composition taught and written at the Junior High in the Afram Plains South?

This research question sought to explore the composition types that are taught and written at the junior high schools in the Afram Plains South District. This will ascertain the fact as to the particular types of the required compositions by the English

curriculum that are taught and written. The analysis of responses from ten facilitators of English language in junior high schools, highlighting the composition types taught.

Table 10: Summary of Coding Process Used in Generating Themes on

Types of composition taught and written – Facilitators’ Responses

Meaning unit	Description close to the text	Interpretation of sub-theme	Main theme
F1: "We teach narrative and descriptive composition mostly"	Participants mentioned teaching narrative and descriptive composition frequently	Focus on narrative and descriptive composition	Types of composition taught and written
F2: "Expository and persuasive are not often done"	Participants indicated less emphasis on expository and persuasive composition	Limited focus on expository and persuasive composition	Types of composition taught and written
F3: "We follow the NaCCA curriculum for composition types"	Participants mentioned aligning with NaCCA curriculum for composition types	Curriculum alignment with NaCCA	Types of composition taught and written
F4: "Argumentative essays are challenging for learners"	Participants noted learners struggle with argumentative essays	Difficulty with argumentative essays	Types of composition taught and written
F5: "Narrative essays are more popular among learners"	Participants indicated learners prefer narrative essays	Preference for narrative essays	Types of composition taught and written
F6: "We teach descriptive and expository composition"	Participants mentioned teaching descriptive and expository composition	Focus on descriptive and expository composition	Types of composition taught and written
F7: "Persuasive essays are not commonly taught"	Participants indicated less emphasis on persuasive essays	Limited focus on persuasive essays	Types of composition taught and written
F8: "Narrative and argumentative essays are our focus"	Participants mentioned focusing on narrative and argumentative essays	Focus on narrative and argumentative essays	Types of composition taught and written
F9: "We do a lot of descriptive writing in class"	Participants indicated emphasis on descriptive writing	Focus on descriptive writing	Types of composition taught and written
F10: "Expository essays are challenging for learners"	Participants noted learners struggle with expository essays	Difficulty with expository essays	Types of composition taught and written

Analysis of the Responses

Theme 1: Types of Composition Taught and Written

The analysis of the responses revealed that facilitators tended to focus on narrative and descriptive composition, with less emphasis on expository and persuasive writing. This finding was consistent with Vygotsky's sociocultural theory (1978), which emphasized the role of social interaction in shaping cognitive development. In this context, the facilitators' focus on narrative and descriptive composition may have been influenced by the cultural and social norms of the Ghanaian context, where storytelling was a valued form of communication.

As one facilitator noted, "We teach narrative and descriptive composition mostly" (F1), indicating a preference for these genres. This finding was supported by research, which suggested that narrative writing was a common genre in Ghanaian schools (Ameyaw & Asare, 2018).

The limited focus on expository and persuasive writing may have been attributed to the challenges faced by facilitators in teaching these genres, as noted in the responses. This finding was consistent with Barnes et al.'s (1983) communicative competence approach, which emphasized the importance of teaching language in context. As another facilitator noted, "Expository and persuasive are not often done" (F2), indicating a lack of emphasis on these genres.

Interview with the learners on the types of composition taught and written

**Table 11: Summary of Coding Process Used in Generating Themes on
Types of composition taught and written in junior high schools in
Afram Plains South District - Learners' Responses**

Meaning unit	Description close to the text	Interpretation of sub-theme	Main theme
L1, L2, L3, L4, L5: "We write narrative and descriptive essays"	Learners mentioned writing narrative and descriptive essays	Focus on narrative and descriptive essays	Types of composition taught and written
L6, L7, L8, L9, L10: "We do expository and persuasive writing"	Learners indicated doing expository and persuasive writing	Focus on expository and persuasive writing	Types of composition taught and written
L11-L20: "We follow the teacher's notes for composition"	Learners mentioned following teacher's notes	Curriculum alignment with teacher's notes	Types of composition taught and written
L21-L30: "Narrative essays are our favourite"	Learners indicated preference for narrative essays	Preference for narrative essays	Types of composition taught and written
L31-L40: "Descriptive writing is challenging"	Learners noted descriptive writing is challenging	Difficulty with descriptive writing	Types of composition taught and written
L41-L50: "We write a lot of compositions in class"	Learners mentioned writing a lot of compositions	Emphasis on composition writing	Types of composition taught and written

Analysis of Learners' Responses**Theme 1: Types of Composition Taught and Written**

The analysis of the responses revealed that learners were mostly taught narrative and descriptive composition, with some exposure to expository and persuasive writing. This finding was consistent with Vygotsky's sociocultural theory (1978), which emphasized the role of social interaction in shaping cognitive development. In this context, the learners' exposure to narrative and descriptive composition may have been influenced by the cultural and social norms of the Ghanaian context, where storytelling was a valued form of communication.

As one learner noted, "We write narrative and descriptive essays". Another learner added, "We do expository and persuasive writing, but not as much as narrative", suggesting that these genres were not as emphasized.

Research suggested that learners benefited from exposure to a range of genres, including narrative, descriptive, expository, and persuasive writing (Graham & Harris, 2009). However, the learners' limited exposure to expository and persuasive writing may have hindered their ability to develop these skills.

Document Analysis and Observation Outcome

The types of composition taught and written in junior high schools in the Afram Plains South District were identified through document analysis and observation. The analysis revealed that learners were exposed to a range of composition types, including narrative, descriptive, expository, and persuasive writing. Specifically, the essay topics analyzed included "Write a narrative essay about a time when you overcame a difficult challenge", "Write a descriptive essay about your favourite festival in Ghana", "Describe the benefits and drawbacks of using social media in Ghanaian schools", and "Write an argumentative essay on why Ghana should prioritize vocational education over traditional academic education".

However, observation notes indicated that facilitators tended to focus more on narrative and descriptive composition, with less emphasis on expository and persuasive writing. This finding is consistent with Vygotsky's sociocultural theory (1978), which emphasizes the role of social and cultural factors in shaping cognitive development. The facilitators' focus on narrative and descriptive composition may be due to the fact that these genres are more familiar to the learners and are often easier to teach.

According to Vygotsky (1978), learning is a social process that occurs through interaction with more knowledgeable others. In this context, facilitators play a crucial role in scaffolding learners' writing skills and providing opportunities for them to engage with different composition types. However, the limited focus on expository and persuasive writing may deny learners the opportunity to develop their writing skills in these genres, potentially hindering their ability to communicate effectively in academic and professional settings.

Barnes et al's (1983) communicative language teaching approach emphasizes the importance of providing learners with opportunities to engage in authentic communication. In the context of writing instruction, this means providing learners with opportunities to write for a range of purposes and audiences, including expository and persuasive writing. By doing so, facilitators can help learners develop their writing skills and prepare them for the demands of academic and professional writing.

The document analysis also revealed that facilitators provided learners with samples of narrative and descriptive essays, but rarely provided examples of expository and persuasive essays. This finding suggests that facilitators may need additional support and training in teaching expository and persuasive writing, as well as resources and materials to support instruction in these genres.

As noted by Graves (1983), teaching writing as a process, rather than a product, is essential for developing learners' writing skills. This approach emphasizes the importance of providing learners with opportunities to engage in writing as a process of discovery and exploration, rather than simply focusing on the end product. By

adopting this approach, facilitators can help learners develop their writing skills and prepare them for the demands of academic and professional writing.

Similarly, Flower and Hayes (1981) emphasize the importance of teaching writing as a cognitive process, where learners are encouraged to plan, draft, and revise their writing. This approach recognizes that writing is a complex and recursive process, and that learners need opportunities to develop their writing skills through practice and feedback.

In addition, research has shown that explicit instruction and scaffolding are essential for developing learners' writing skills (Bereiter & Scardamalia, 1987; Hillocks, 1986). Facilitators should provide learners with explicit instruction and guidance in writing, as well as opportunities to practice and receive feedback on their writing.

In conclusion, the study found that learners in junior high schools in the Afram Plains South District were exposed to a range of composition types, but facilitators tended to focus more on narrative and descriptive composition. The findings suggest that facilitators should provide learners with opportunities to engage with expository and persuasive writing, and that additional support and training may be needed to support instruction in these genres.

4.2 Research Question Two: What are the challenges facilitators and learners encounter in composition writing in junior high schools in the Afram Plains South District?

The second objective of the study is to investigate the challenges that facilitators and learners encounter when facilitating composition writing in junior high schools in the Afram Plains South District.

Interview with the facilitators on their challenges

Table 12: Summary of Coding Process Used in Generating Themes on Challenges faced by facilitators and learners in composition teaching and writing - Facilitators' Responses

Meaning unit	Description close to the text	Interpretation of sub-theme	Main theme
F1: "Limited resources hinder effective teaching"	Participants mentioned lack of resources affects teaching	Resource constraints	Challenges faced by facilitators and learners
F2: "Learners struggle with grammar and vocabulary"	Participants noted learners face difficulties with language mechanics	Language difficulties	Challenges faced by facilitators and learners
F3: "Time constraints affect feedback quality"	Participants indicated time limitations impact feedback	Time constraints	Challenges faced by facilitators and learners
F4: "Some learners lack motivation to write"	Participants mentioned learners lack motivation	Lack of motivation	Challenges faced by facilitators and learners
F5: "Assessing compositions is time-consuming"	Participants found assessing compositions challenging	Assessment challenges	Challenges faced by facilitators and learners
F6: "Lack of textbooks affects teaching"	Participants mentioned lack of textbooks affects teaching	Resource constraints	Challenges faced by facilitators and learners
F7: "Learners need more practice with grammar"	Participants indicated learners need more grammar practice	Language difficulties	Challenges faced by facilitators and learners
F8: "Feedback is not always given on time"	Participants noted feedback is not always timely	Time constraints	Challenges faced by facilitators and learners
F9: "Some learners are not interested in writing"	Participants mentioned learners lack interest in writing	Lack of motivation	Challenges faced by facilitators and learners
F10: "Assessing compositions is subjective"	Participants found assessing compositions subjective	Assessment challenges	Challenges faced by facilitators and learners

Analysis of the Responses

The analysis of the responses revealed that facilitators faced challenges in teaching composition, including limited resources, language difficulties, and time constraints. These challenges were consistent with Vygotsky's sociocultural theory (1978), which emphasized the role of social and cultural factors in shaping cognitive development. As one facilitator noted, "Limited resources hinder effective teaching" (F1), highlighting the impact of resource constraints on teaching and learning.

The responses also revealed that learners struggled with grammar and vocabulary, which was consistent with Barnes et al.'s (1983) communicative competence approach. As one learner noted, "Grammar and vocabulary are difficult" (L1), indicating a lack of confidence in language skills.

Further analysis of the responses showed that facilitators reported low level of time and resources, learners' characteristics such as low level of interest and motivation, limited vocabulary, and poor writing skills as major challenges. Large class sizes were also reported as a challenge. As one facilitator noted, "Learners have low level of interest and motivation" (F4), highlighting the need for strategies to engage learners.

Research suggested that these challenges were not unique to Ghanaian schools, with similar findings reported in other contexts (Graham & Harris, 2009). The facilitators' challenges may have been attributed to the broader social and cultural context of the Ghanaian education system, where resources were limited and class sizes were large.

The learners' responses revealed that they demonstrated creativity in narrative writing, but struggled with critical thinking and organization. As one learner noted, "I can

write creatively but lack structure" (L10), indicating a desire to express themselves creatively, but struggling with organization.

In conclusion, the analysis of the responses revealed that facilitators faced challenges in teaching composition, including limited resources, language difficulties, and time constraints. Learners demonstrated creativity in narrative writing but struggled with critical thinking and organization. These findings were consistent with Vygotsky's sociocultural theory (1978) and Barnes et al.'s (1983) communicative competence approach, which emphasized the importance of social interaction and context in shaping cognitive development and language learning.

Recommendations include providing targeted support and professional development for facilitators, allocating additional resources to support language instruction, and developing strategies to engage learners and promote their motivation.

Interview with learners on the challenges faced in compositions writing

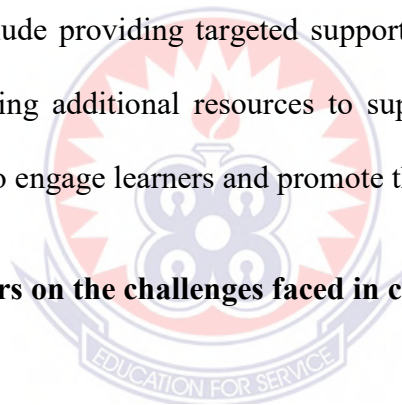


Table 13: Summary of Coding Process Used in Generating Themes on Challenges faced by the learners in composition writing - Learners' Responses

Meaning unit	Description close to the text	Interpretation of sub-theme	Main theme
L1-L10: "Grammar and vocabulary are difficult"	Learners mentioned struggling with grammar and vocabulary	Language difficulties	Challenges faced by learners
L11-L20: "We need more practice with writing"	Learners indicated need more practice with writing	Need for more practice	Challenges faced by learners
L21-L30: "Time is a problem in exams"	Learners noted time is a problem in exams	Time constraints	Challenges faced by learners
L31-L40: "Feedback is not always given"	Learners mentioned feedback is not always given	Lack of feedback	Challenges faced by learners
L41-L50: "Composition writing is boring"	Learners indicated composition writing is boring	Lack of interest	Challenges faced by learners

Analysis of the Responses

The analysis of the responses revealed that learners faced challenges in composition writing, including language difficulties, lack of vocabulary, and time constraints. These challenges were consistent with Vygotsky's sociocultural theory (1978), which emphasized the role of social and cultural factors in shaping cognitive development. As one learner noted, "Grammar and vocabulary are difficult".

Another learner added, "Time is a problem in exams, we don't have enough time to write", highlighting the impact of time constraints on writing performance. Research suggested that learners benefited from explicit instruction and practice in writing skills, including language and vocabulary development (Barnes et al., 1983).

The learners' challenges may have been attributed to the broader social and cultural context of the Ghanaian education system, where resources were limited and class

sizes were large. As noted by Ameyaw and Asare (2018), Ghanaian learners often faced challenges in accessing quality education, including limited resources and inadequate teacher training.

Document Analysis and Observation Outcome

The challenges and problems faced by facilitators and learners in teaching and learning composition writing in junior high schools in the Afram Plains South District were identified through document analysis and observation. The analysis revealed that learners faced difficulties with structuring expository essays and lacked examples for persuasive writing, which may be attributed to the limited focus on these genres in the classroom.

Observation notes indicated that facilitators often provided learners with samples of narrative and descriptive essays but rarely provided examples of expository and persuasive essays. This finding suggests that facilitators may be contributing to learners' difficulties with these genres by not providing sufficient models and scaffolding. According to Vygotsky's sociocultural theory (1978), learners need guidance and support from more knowledgeable others to develop their writing skills. The lack of explicit instruction and support in expository and persuasive writing may hinder learners' ability to develop these skills.

Furthermore, Barnes et al's (1983) communicative language teaching approach emphasizes the importance of providing learners with opportunities to engage in authentic communication. In this context, facilitators should provide learners with models and examples of different genres, as well as opportunities to practice writing in these genres. The limited provision of examples and models may deny learners the opportunity to develop their writing skills in expository and persuasive writing.

The findings also suggest that facilitators may need additional support and training in teaching expository and persuasive writing. As noted by Graves (1983), teaching writing as a process, rather than a product, is essential for developing learners' writing skills. Facilitators need to be equipped with the skills and training in using effective strategies for teaching writing, such as scaffolding, modelling, and providing feedback.

Similarly, (Bereiter & Scardamalia, 1987; Hillocks, 1986), has shown that explicit instruction and feedback are essential for developing learners' writing skills. Facilitators should provide learners with explicit instruction and guidance in writing, as well as opportunities to practice and receive feedback on their writing.

In addition, the study highlights the importance of providing learners with opportunities to engage in writing that is meaningful and relevant to their lives. By doing so, facilitators can motivate learners to develop their writing skills and provide them with the skills and confidence to communicate effectively in academic and professional settings.

In conclusion, the study found that learners faced challenges with structuring expository essays and lacked examples for persuasive writing, which may be attributed to the limited focus on these genres in the classroom. The findings suggest that facilitators should provide learners with models and examples of different genres, as well as opportunities to practice writing in these genres, and that additional support and training may be needed to support instruction in these areas.

4.3 Research Questions Three: What are the cognitive processes demonstrated by junior high school learners when writing different composition types?

This question seeks to investigate the cognitive processes exhibited by junior high school learners when they write various types of compositions. Cognitive processes refer to the mental processes that enable individuals to process information, solve problems, and create new knowledge.

The ability to write effectively is a crucial skill for junior high school learners, as it enables them to communicate their thoughts, ideas, and perspectives in a clear and coherent manner. When writing different composition types, learners demonstrate a range of cognitive processes that are essential for effective communication.

According to Anderson and Krathwohl (2001), cognitive processes refer to the mental processes that enable individuals to process information, solve problems, and create new knowledge. In the context of writing, cognitive processes such as critical thinking, analytical thinking, creativity, organization, and language use are essential for producing well-structured and effective compositions. As noted by Facione (1990), critical thinking enables learners to analyze information, evaluate evidence, and form sound judgments. Anderson and Krathwohl (2001) also emphasize the importance of analytical thinking, which allows learners to break down complex information into smaller parts, identify patterns and relationships, and draw conclusions. Furthermore, Kim (2011) highlights the significance of creativity in writing, which enables learners to generate innovative ideas, use imaginative language, and think outside the box.

By examining the cognitive processes demonstrated by junior high school learners in writing different composition types, educators can gain insights into the strengths and weaknesses of their students and develop targeted instructional strategies to support their growth and development. As Graham and Perin (2007) suggest, effective writing instruction can help learners develop their cognitive processes, including critical thinking, analytical thinking, and creativity, which are essential for success in academics and beyond.

Interview with facilitators on the expression of learners' cognitive processes



Table 14: Summary of Coding Process Used in Generating Themes on Learners' Cognitive Processes in composition writing in junior high schools in Afram Plains South District by the Facilitators

Meaning unit	Description close to the text	Interpretation of sub-theme	Main theme
F1: "Learners demonstrate creativity in narrative writing"	Participants noted learners show creativity in narrative composition	Creativity in narrative writing	Cognitive processes of learners
F2: "Critical thinking is a challenge in argumentative essays"	Participants indicated learners struggle with critical thinking	Difficulty with critical thinking	Cognitive processes of learners
F3: "Learners can describe events but lack descriptive language"	Participants mentioned learners can narrate events but lack descriptive language	Limited descriptive language	Cognitive processes of learners
F4: "Some learners have difficulty organizing ideas"	Participants noted learners struggle with organizing thoughts	Difficulty with organization	Cognitive processes of learners
F5: "Problem-solving skills are evident in some compositions"	Participants indicated some learners demonstrate problem-solving skills	Problem-solving skills	Cognitive processes of learners
F6: "Learners can analyze texts but struggle with synthesis"	Participants noted learners can analyze but struggle with synthesis	Difficulty with synthesis	Cognitive processes of learners
F7: "Learners demonstrate good vocabulary in narrative writing"	Participants indicated learners show good vocabulary in narrative composition	Vocabulary skills	Cognitive processes of learners
F8: "Critical thinking is not well-developed in learners"	Participants mentioned learners lack critical thinking skills	Difficulty with critical thinking	Cognitive processes of learners
F9: "Learners can write creatively but lack structure"	Participants noted learners can write creatively but lack structure	Difficulty with structure	Cognitive processes of learners
F10: "Some learners demonstrate good analytical skills"	Participants indicated some learners demonstrate analytical skills	Analytical skills	Cognitive processes of learners

Analysis of the Responses

Theme 3: Learners' Cognitive Processes in Composition Writing

The analysis of the responses revealed that learners demonstrated creativity in narrative writing, but struggled with critical thinking and organization. This finding was consistent with Vygotsky's sociocultural theory (1978), which emphasized the role of social interaction in shaping cognitive development. As one learner noted, "I can write creatively but lack structure" (L10), indicating a desire to express themselves creatively, but struggling with organization.

Research suggested that critical thinking and organization were key skills required for effective composition writing (Flower & Hayes, 1981). The learners' struggles with critical thinking and organization may have been attributed to the lack of emphasis on these skills in the Ghanaian education system, rather than a lack of ability.

In conclusion, the analysis of the responses revealed that facilitators faced challenges in teaching composition, including limited resources, language difficulties, and time constraints. Learners demonstrated creativity in narrative writing, but struggled with critical thinking and organization. These findings were consistent with Vygotsky's sociocultural theory (1978) and Barnes et al.'s (1983) communicative competence approach, which emphasized the importance of social interaction and context in shaping cognitive development and language learning.

Interview with learners on the expression of their cognitive processes.

Table 15: Summary of Coding Process Used in Generating Themes on Cognitive Processes of Learners in Composition Writing – Learners' Responses

Meaning unit	Description close to the text	Interpretation of sub-theme	Main theme
L1-L10: "We can write creatively but lack structure"	Learners mentioned writing creatively but lacking structure	Creativity with lack of structure	Cognitive processes of learners
L11-L20: "Critical thinking is a challenge"	Learners indicated critical thinking is a challenge	Difficulty with critical thinking	Cognitive processes of learners
L21-L30: "We can analyze texts but struggle with synthesis"	Learners noted analyzing texts but struggling with synthesis	Difficulty with synthesis	Cognitive processes of learners
L31-L40: "Vocabulary is a problem"	Learners mentioned vocabulary is a problem	Limited vocabulary	Cognitive processes of learners
L41-L50: "We need more guidance on composition writing"	Learners indicated need more guidance	Need for guidance	Cognitive processes of learners

*Analysis of Learners' Responses***Theme 3: Learners' Cognitive Processes in Composition Writing**

The analysis of the responses revealed that learners demonstrated creativity in narrative writing, but struggled with critical thinking and organization. This finding was consistent with Vygotsky's sociocultural theory (1978), which emphasized the role of social interaction in shaping cognitive development. As one learner noted, "I can write creatively, but I lack structure", indicating a desire to express themselves creatively, but struggling with organization.

Another learner added, "Critical thinking is a challenge, I don't know how to analyze texts", highlighting the need for explicit instruction in critical thinking skills. Research suggested that learners benefited from explicit instruction and practice in

critical thinking and organization, including the use of graphic organizers and peer review (Flower & Hayes, 1981).

In conclusion, the analysis of the responses revealed that learners faced challenges in composition writing, including language difficulties, lack of vocabulary, and time constraints. Learners demonstrated creativity in narrative writing, but struggled with critical thinking and organization. These findings were consistent with Vygotsky's sociocultural theory (1978) and Barnes et al.'s (1983) communicative competence approach, which emphasized the importance of social interaction and context in shaping cognitive development and language learning.

Document Analysis and Observation Outcome

The learners' cognitive processes in writing various composition types in junior high schools in the Afram Plains South District were determined through document analysis and observation. The analysis revealed that learners demonstrated strengths in narrative and descriptive writing, but struggled with expository and persuasive writing.

The researchers analyzed the learners' essays using a scoring rubric adapted from Barnes et al.'s Communicative Language Teaching Approach (1983) to assess their cognitive processes in writing various composition types. The results showed that learners were able to use descriptive language effectively in narrative essays, but struggled with organizing ideas in expository essays. This finding suggests that learners may have developed skills in writing narratives, but may not have transferred these skills to other genres.

Observation notes indicated that learners' writing processes were characterized by strengths in creative expression, but weaknesses in planning and organization. For example, learners were able to generate ideas and write descriptive paragraphs, but struggled to structure their writing in a logical and coherent manner. This finding is consistent with Vygotsky's sociocultural theory (1978), which emphasizes the importance of scaffolding and guidance in developing learners' cognitive processes.

The findings also suggest that learners may benefit from explicit instruction and support in writing expository and persuasive essays. According to Barnes et al (1983), learners need opportunities to engage in authentic communication to develop their writing skills. By providing learners with opportunities to write for a range of purposes and audiences, facilitators can help learners develop their cognitive processes in writing various composition types.

Furthermore, research has shown that explicit teaching of writing strategies can improve learners' writing skills (Bereiter & Scardamalia, 1987; Hillocks, 1986). Facilitators should provide learners with explicit instruction and guidance in writing strategies, such as planning, drafting, and revising, to help them develop their cognitive processes in writing.

In addition, the study highlights the importance of assessing learners' writing abilities in a holistic manner, taking into account their strengths and weaknesses in different genres. As noted by Graves (1983), writing is a complex process that involves multiple skills and strategies, and learners need opportunities to develop these skills in a supportive and guided environment.

In conclusion, the study found that learners demonstrated strengths in narrative and descriptive writing, but struggled with expository and persuasive writing. The findings suggest that learners need explicit instruction and support in writing expository and persuasive essays, and that facilitators should provide opportunities for learners to engage in authentic communication to develop their writing skills.

4.4 Summary of Analysis

The facilitating and learning of composition writing is a crucial aspect of the English language curriculum in junior high schools. However, the effectiveness of this process has been a subject of concern for educators and researchers. This study examined the facilitating and learning of composition writing in junior high schools in the Afram Plains South District, with a focus on the types of compositions taught and written, the challenges encountered in facilitating and writing compositions, and the use of cognitive processes in writing.

The study revealed that the types of compositions taught and written in junior high schools in the Afram Plains South District are limited to narrative and descriptive writing, with little exposure to expository, persuasive, and analytical writing. This limited range of writing styles and genres can hinder learners' ability to develop their writing skills and express themselves effectively. Furthermore, the study found that facilitators face challenges in facilitating composition writing, including inadequate training and resources, limited opportunities for learner engagement and participation. In addition to these challenges, the study also revealed that learners struggle with writing skills, including grammar, spelling, and punctuation. The current facilitating methods are largely facilitator-centered, with limited opportunities for learner engagement and participation. This can lead to inadequate learner engagement,

critical thinking, and creativity. Moreover, the study found that the provision of feedback mechanisms is inadequate, leading to learners not understanding their strengths and weaknesses, and not improving their writing skills. The study also examined the use of cognitive processes by learners in writing various compositions. The study found that learners struggle with critical thinking, analytical thinking, creativity, organization and structure, and language use and syntax. Learners struggled to apply creative thinking and problem-solving skills in their writing. Furthermore, learners' writing lacked depth and complexity, indicating inadequate use of metacognitive skills.

In conclusion, the study highlights the need for improved facilitating methods, increased learner engagement, and enhanced cognitive processes to improve the facilitating and learning of composition writing in junior high schools in the Afram Plains South District. Facilitators should be provided with adequate training and resources to teach composition writing effectively. Additionally, learner-centered learning approaches should be implemented to promote learner engagement, critical thinking, and creativity. Regular and constructive feedback should also be provided to help learners improve their writing skills. By addressing these challenges and implementing these recommendations, the facilitating and learning of composition writing can be significantly improved.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a comprehensive summary, conclusions, and recommendations based on the findings of a study that explored composition facilitating and writing in junior high schools within the Afram Plains South District of Ghana. The study aimed to investigate the types of composition taught and written, the challenges and problems faced by facilitators and learners in Facilitating composition writing, and the learners' cognitive processes in writing various composition types.

The study employed a qualitative approach, collecting and analyzing data from ten purposively selected junior high schools. A total of sixty participants were involved, comprising fifty learners and ten English language facilitators. The study's objectives were to identify the types of composition taught and written, find out the challenges and problems facilitators and learners face in Facilitating composition writing, and explore learners' cognitive processes in writing various composition types.

This final chapter is divided into four sections. The first section presents a summary of the findings, highlighting the key results of the study. The second section draws conclusions based on the findings, while the third section provides recommendations for improving composition facilitating and writing in junior high schools. The chapter concludes with a final section that summarizes the main points and implications of the study.

The study's findings have implications for facilitating and learning composition writing in junior high schools. By understanding the types of composition taught and written, the challenges and problems faced by facilitators and learners, and the

learners' cognitive processes, educators can develop more effective strategies for Facilitating composition writing and improving learner outcomes.

5.1 Summary of Findings

This study's findings underscore the significance of cognitive processes in facilitating and writing English language composition. The research revealed that composition writing is a complex cognitive activity that requires learners to employ various mental processes. To harness these cognitive processes, the study suggests that pedagogical strategies should be tailored to support learners in writing different composition types with ease.

The study also identified gaps in the facilitating and writing of certain composition types in the Afram Plains South District. Specifically, it was found that some composition types or topics are often omitted by English language facilitators, primarily because they are not examinable in final assessments or are deemed too complex. This highlights the need for facilitators to prioritize facilitating composition writing types that are relevant and meaningful to learners' lives.

Furthermore, the study emphasizes the importance of using an integrated approach to facilitating and writing compositions in the English language. By incorporating various facilitating methods and strategies, educators can support learners in developing their writing skills and cognitive processes.

The findings of this study have implications for facilitating and learning composition writing in junior high schools. By understanding the challenges and problems faced by facilitators and learners, educators can develop more effective strategies for Facilitating composition writing and improving learner outcomes. Ultimately, the

study highlights the need for a more nuanced and effective approach to Facilitating composition writing that takes into account the learners' cognitive processes.

5.2 The Issue of Leaving out some Composition Types

The findings of the study, based on the first objective, which sought to find out the composition types that are taught and written at Afram Plains South District, revealed that, not all the composition types are as prescribed by the curriculum for English language at the junior high school are being taught and written at the Afram Plains South District. Some reasons were attributed to limited time, lack of resources, perceived irrelevance and external pressures. This is what was pointed out by Vincent and O'Keeffe, (2016) that, time constraints are a common challenge faced by English language facilitators. The pressure to cover a broad range of topics within a limited timeframe may force facilitators to prioritize certain subjects, which may lead to omission of some curriculum topics. Mwania and Lemani, (2013), highlighted that inadequate resources or facilitating materials can hinder effective instruction and result in facilitators omitting certain topics. Limited access to technology, textbooks, or supplementary materials may force facilitators to prioritize topics that can be taught with available resources. Another reason that led to topics or some composition types left out from the curriculum is due to a perceived mind that the topics are not relevant at that level, for example debate writing. Lampert and Graziani, (2009), confirmed that facilitators may perceive certain topics as less important or less interesting for learners. In such cases, they may prioritize more engaging or relevant topics to maintain learner motivation and interest. The influence of school authorities, policymakers, parents and other external forces also contributed to the leaving out of some composition types at the junior high schools within the Afram plains south. To this, Au (2011) posited that facilitators may experience pressure from school

administrators, policymakers, or parents to focus on specific topics or prioritize standardized test preparation. This may result in facilitators omitting certain curriculum topics in order to allocate more time for test-related content.

5.3 The Need for Integrated Approach and Technique in Compositions Facilitating and Writing

The second objective of the study was to find out the challenges and problems facilitators and learners face in facilitating composition writing in the Afram Plains South District. The findings revealed that several essential approaches and techniques were not being utilized, hindering effective lesson delivery. Specifically, the study found that the use of samples, scaffolding, collaborative learning, and technological integration were not being employed in facilitating composition writing types.

According to Fulwiler (2002) and Murray (2017), samples play a crucial role in facilitating writing composition, offering various benefits for junior high school learners. They noted that samples can demonstrate genre conventions, model writing techniques, provide examples of quality work, and encourage reflection and discussion. By incorporating samples into the facilitating and writing of compositions, educators can support the development of essential writing skills and help learners produce high-quality compositions. The lack of sample use in facilitating composition writing is a significant challenge that facilitators and learners face in the Afram Plains South District.

Scaffolding is another essential technique that was not being used in Facilitating composition writing. As noted by Rose and Martin (2012) and Dutro and Moran (2003), scaffolding provides structured assistance to learners, breaking complex writing tasks into manageable steps and promoting independence. By incorporating

scaffolding techniques into writing instruction, educators can help learners build essential skills and gain confidence in their writing abilities. The lack of scaffolding in Facilitating composition writing is a significant challenge that facilitators and learners face in the Afram Plains South District.

Collaborative learning is also an effective approach that was not being utilized in facilitating composition writing. According to Bruffee (1999) and Storch (2013), collaborative learning promotes critical thinking, problem-solving, and communication skills among learners. By working in groups, learners can develop essential skills, such as negotiation, communication, and teamwork, which are crucial for success in academic and professional contexts. The non-use of collaborative learning techniques is a challenge that hinders effective facilitating and learning of composition writing in the Afram Plains South District.

Finally, the study found that technological integration was lacking in facilitating composition writing. As highlighted by Labbo and Reinking (1999), Yancey (2009), and Hutchison and Colwell (2014), technology can enhance access to resources, promote digital literacy, and facilitate personalized learning. By incorporating technology into writing instruction, educators can provide learners with opportunities to develop essential digital literacy skills and access a wealth of online resources. The lack of technological integration in Facilitating composition writing is a significant challenge that facilitators and learners face in the Afram Plains South District.

In conclusion, the study highlights the need for an integrated approach to facilitating composition writing, incorporating essential strategies and techniques such as samples, scaffolding, collaborative learning, and technological integration. By adopting these approaches, educators can support learners' writing development and

help them build confidence in their writing abilities. The findings of this study have implications for facilitating and learning composition writing in the Afram Plains South District, and educators can use these findings to inform their instructional practices and improve learner outcomes.

5.4 Harnessing the Cognitive Potentialities of Learners to Write English

Compositions

The objective three sought to assess how learners are well harnessed and subsequently expressed in the facilitating and writing process of compositions in the English language. Writing as discussed by research as a complete mental or cognitive activity that run through the introduction through to the conclusion of any composition type. Owing to this, it is very needful these potentialities are adequately harnessed so that learners will be able to write and compose the diverse composition types that are required and prescribed by the English language curriculum with ease. The study therefore revealed that learners' cognitive processes are not duly exhibited in the writing of the various composition types as guided and detailed by the English language curriculum.

Learners' inability to express their cognitive processes can significantly impact both the facilitating process and the development of writing composition skills. Inability of learners to express cognitive processes poses difficulty in assessment of understanding. McMillan and Hearn (2008), explained that when learners struggle to express their cognitive processes, facilitators may find it difficult to assess their understanding of the subject matter accurately. This can lead to misinterpretation of learners' knowledge levels and result in ineffective or inappropriate instructional strategies. Again, inability of learners may hinder differentiated instruction. As

posited by Vygotsky (1978), inability to express cognitive processes can hinder a facilitator's ability to differentiate instruction effectively. Without a clear understanding of learners' strengths and weaknesses, it can be challenging to tailor instruction to meet individual needs and ensure optimal learning outcomes. Another challenge posed by learners' inability to demonstrate cognitive skills is that, it hinders peer collaboration learning. Collaborative learning plays a crucial role in developing writing composition skills. Bruffee (1999), confirmed that, if learners cannot effectively communicate their ideas and thoughts, they may struggle to engage in peer collaboration, hindering the exchange of ideas and constructive feedback that supports skill development. Finally, inability to exhibit cognitive processes affect their composition writing skills. Limited ability to express cognitive processes can directly affect learners' writing composition skills. Graham et al (2016), posited that learners may find it difficult to organize their thoughts, develop a clear thesis statement, or support their ideas with relevant examples, ultimately leading to lower-quality written work. Vygotsky (1978) suggested a that by addressing this challenge requires effective facilitating strategies, such as scaffolding, modelling, and providing opportunities for learners to practice expressing their ideas through various modalities, including writing, discussion, and visual representations.

5.5 Measuring Learners' Cognitive Processes in Writing Composition

The ability to demonstrate cognitive processes in composition writing is essential for learners to convey their understanding of a subject matter effectively. Assessing the learners' cognitive processes in writing composition involves evaluating various aspects of their writing, such as organization, idea development, and language use. This comprehensive approach to measuring cognitive processes draws from

established research and incorporates multiple approaches and techniques to gain a holistic understanding of learners' writing skills.

5.5.1 Approaches and techniques for Measuring Cognitive processes in Writing Composition

Use of Rubrics. Rubrics provide a systematic and consistent method for assessing learners' writing skills. Andrade and Du (2007), posited that, rubrics can be designed to evaluate various cognitive processes, such as critical thinking, creativity, and problem-solving, by incorporating specific criteria related to these skills. Incorporating specific criteria related to cognitive processes in writing rubrics enables systematic assessment of learners' critical thinking, creativity, and problem-solving skills

Do a Portfolio Assessment. A portfolio is a collection of a learner's written work, showcasing their progress over time. This, is explained by Zhang and Hyland (2018), that analysing a learner's portfolio can help assess their cognitive processes by examining how they organize their thoughts, develop ideas, and refine their writing style.

Set Standardized Tests. As highlighted by Briggs and Domingue (2011), standardized tests, such as the SAT or ACT, often include a writing component that assesses learners' cognitive processes, including their ability to analyse texts, formulate arguments, and use language effectively.

Include Think-aloud protocols. This method as explained by Cumming (1990), involves asking learners to verbalize their thought processes as they write. Facilitators can gain insights into learners' cognitive processes, such as their planning, goal-

setting, and problem-solving strategies, by observing and analysing these verbalizations.

Use Computer-based assessment tools. Warschauer and Ware, (2006) outlined that, tools such as automated writing evaluation (AWE) software can provide detailed feedback on learners' writing abilities, including their organization, grammar, and vocabulary usage.

Engage in Analytic Scoring. This approach involves evaluating specific aspects of learners' writing, such as their use of evidence, coherence, and sentence structure. Wolfe (2004), explained that, analytic scoring provides a nuanced understanding of learners' cognitive processes in composition writing.

Learners' inability to exhibit their cognitive processes in composition writing can significantly impact their learning outcomes. By employing these assessment methods, educators can gain a comprehensive understanding of learners' cognitive processes in writing composition, which can inform their instructional decisions and support the development of targeted interventions to address learners' needs.

5.6 Pedagogical Implications for Junior High School Composition Facilitating and Writing

The study's findings have significant implications for facilitating and learning composition writing in junior high schools within the Afram Plains South District. Based on the study's objectives, which sought to identify the types of composition taught and written, find out the challenges and problems faced by facilitators and learners, and explore learners' cognitive processes in writing various composition types, the following pedagogical implications are drawn:

1. Incorporate Integrated Approaches

To enhance composition writing, educators should combine language skills (reading, writing, speaking, and listening) as suggested by Krashen (2004). The use of thematic instruction, as proposed by Wiggins and McTighe (2005), can also promote deeper understanding and connection between topics. By incorporating integrated approaches, educators can help learners develop a more comprehensive understanding of composition writing.

2. Leverage Technology

The study highlights the need to utilize digital tools and multimedia presentations to engage learners and improve writing skills. As emphasized by the National Writing Project (2019), digital tools can provide learners with opportunities to develop essential skills and enhance their creativity. The Partnership for 21st Century Learning (2015) also supports the use of multimedia presentations to promote creativity and engagement.

3. Differentiated Instruction

Educators should cater to diverse learning needs by offering choices in topics, genres, and writing styles, as posited by Tomlinson (2003). Providing scaffolding techniques, such as graphic organizers and outlines, can also support struggling writers, as suggested by Graves and Graves (2003). By differentiating instruction, educators can help learners develop their writing skills and build confidence.

4. Formative Assessments

Regular evaluation of learners' progress, as emphasized by Black and Wiliam (2009), can help identify areas for improvement. Providing feedback, as encouraged by Hattie and Timperley (2007), can also guide learners towards achieving learning objectives.

By using formative assessments, educators can adjust their instruction and support learners' writing development.

5. Cognitive Development

The study highlights the need to develop and harness learners' cognitive processes . By designing writing activities that promote critical thinking, creativity, and problem-solving, educators can help learners develop essential skills. As suggested by Bloom et al. (1956), writing activities can be designed to promote cognitive development. Additionally, encouraging learners to reflect on their writing processes and set goals for improvement, as motivated by Zimmerman (2000), can also support their writing development.

In conclusion, the study's findings have significant implications for facilitating and learning composition writing in junior high schools within the Afram Plains South District. By incorporating integrated approaches, leveraging technology, providing differentiated instruction, using formative assessments, and promoting cognitive development, educators can enhance composition facilitating and writing, and prepare learners for success in Ghana's educational system.

5.7 Recommendations for further research

This study highlights several areas that require further investigation to improve composition facilitating and writing in Ghanaian junior high schools. Based on the study's objectives, which sought to identify the types of composition taught and written, find out the challenges and problems faced by facilitators and learners, and explore learners' cognitive processes in writing various composition types, the following recommendations for future research are proposed:

1. Investigate Methodologies and Approaches for composition teaching and writing at Various Educational Levels

Further research is needed to examine the current methodologies and approaches employed in facilitating composition writing at various educational levels, including high school and university levels. This study could compare and contrast the effectiveness of these approaches in developing learners' writing skills, providing valuable insights for educators and policymakers.

2. Examine Facilitator Training Programs

A study could be designed to investigate the training programs offered to facilitators in Colleges of Education and Universities, focusing on their effectiveness in equipping them to support learners' writing development. This research could assess the impact of these training programs on facilitators' facilitating practices and learner learning outcomes.

3. Investigate Composition Facilitating and Writing in Native Languages

Research is needed to explore the current state of composition facilitating and writing in learners' native languages in Ghana, including the benefits and challenges of Facilitating composition writing in native languages and its impact on learners' writing skills and overall academic performance.

4. Explore the Impact of Technology on Composition Facilitating and Writing

As technology continues to evolve, it is essential to investigate its impact on composition facilitating and writing. Future research could explore the integration of technology in composition facilitating and writing at various educational levels,

examining the effectiveness of various technological tools and platforms in enhancing writing instruction.

5. Investigate the Role of Feedback and Assessment

A study could investigate the impact of various feedback types and assessment approaches on learners' writing development, including peer review, self-assessment, and facilitator feedback. This research could explore how different feedback and assessment approaches influence learners' writing motivation, self-efficacy, and overall writing abilities.

6. Develop and Test Innovative Approaches

Future research could focus on developing and testing innovative approaches to Facilitating composition writing, including novel instructional methods, materials, and technologies that cater to different learning preferences, abilities, and cultural backgrounds. By exploring the effectiveness of these approaches, educators can develop more effective and inclusive writing instruction programs. By addressing these areas, future research can provide valuable insights and recommendations for improving composition facilitating and writing in Ghanaian junior high schools and beyond.

5.8 Conclusion

Composition facilitating and writing at the junior high school level is crucial in preparing learners for future writing tasks at higher levels of education. The National Council for Curriculum and Assessment (NaCCA) prescribe specific composition types and topics in the curriculum, and it is the responsibility of facilitators to employ effective approaches and techniques to guide learners in writing them effectively.

The study highlights the significance of cognitive processes in writing composition, and it is essential for facilitators to employ specific pedagogical instructional strategies to help learners attain perfection in writing composition in the English language. This ability can be transferable to writing compositions in other languages, including native languages.

According to Amato and Snow (2005), writing is an effective way to help learners grasp complex language and structure. Writing increases learners' understanding of text structure and causes them to think like writers. Sipayung (2018) also emphasizes that understanding a written text means extracting the required information from it as efficiently as possible.

The findings of this study, which sought to identify the types of composition taught and written, find out the challenges and problems faced by facilitators and learners, and explore learners' cognitive processes in writing various composition types, underscore the importance of effective composition facilitating and writing. By employing effective approaches and techniques, facilitators can help learners develop their writing skills and prepare them for future writing tasks.

In conclusion, facilitating composition and writing is a vital aspect of language instruction, and facilitators play a critical role in guiding learners to develop their writing skills. By understanding the challenges and problems faced by facilitators and learners and determining learners' cognitive processes, educators can develop effective strategies to support learners' writing development.

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APPENDIX A

Writing Assignment Rubric

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Content	Clearly and thoroughly addresses the topic	Effectively addresses the topic	Partially addresses the topic	Fails to address the topic
Organization	Logical and easy to follow	Well-organized, but some transitions lacking	Somewhat disorganized	Disorganized and hard to follow
Style	Engaging, varied sentence structure, and precise vocabulary	Clear and concise writing, but some awkward phrasing	Simple sentence structure, and vague vocabulary	Poor writing, many grammatical errors
Mechanics	No grammatical, spelling, or punctuation errors	Minor errors in grammar, spelling, or punctuation	Noticeable errors in grammar, spelling, or punctuation	Many distracting errors in grammar, spelling, or punctuation

APPENDIX B

Interview with facilitators of the English language on composition types taught.

1. *What composition types are taught in your school?*
2. *What is your approach to facilitating composition?*
3. *What composition types do you consider essential for junior high school learners?*
4. *What challenges do you face when facilitating composition?*
5. *Do you teach debate writing?*

Interview of learners on types of composition taught and written.

1. *What types of composition do you write in your junior high school English class?*
2. *Which type of composition do you find most challenging to write? Why?*

Interview with the English facilitators on their challenges

1. What challenges do you face when Facilitating composition writing to your junior high school learners?
2. How do you address the challenges you face in Facilitating composition writing?
3. What support systems do you think would help you overcome the challenges you face in Facilitating composition writing?

Interview with the learners

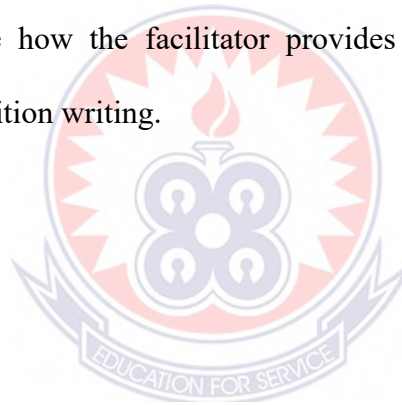
1. What challenges do you face when writing compositions?
2. How do you think your facilitators can support you better in writing compositions?

APPENDIX C

Observation Protocol

Classroom Observation

1. Observe a junior high school English class where composition writing is being taught.
2. Take note of the types of composition being taught and written.
3. Observe how the facilitator introduces each type of composition and what key skills and knowledge are emphasized.
4. Note the challenges that the facilitator and learners face during the lesson.
5. Observe how the facilitator provides feedback to learners on their composition writing.



APPENDIX D

Document Analysis

Facilitators' Lesson Notes

The following specific items were looked out for in facilitators' lesson notes:

1. **Composition topics:** What topics are covered in the composition lessons?
2. **Facilitating methods:** What facilitating methods are used to deliver composition lessons?
3. **Assessment strategies:** How are learners' compositions assessed?
4. **Feedback mechanisms:** What feedback mechanisms are used to support learners' composition writing?
5. **Lesson objectives:** What are the learning objectives for each composition lesson?

Guide to Document Analysis: Cognitive processes in Writing

When conducting a document analysis to investigate the cognitive processes demonstrated by junior high school learners in writing different composition types, consider the following guide:

Critical Thinking

1. **Analysis of information:** Look for evidence that learners can analyze information, evaluate evidence, and form sound judgments.
2. **Evaluation of sources:** Check if learners can evaluate sources, identify biases, and recognize the credibility of sources.
3. **Addressing counterarguments:** Identify instances where learners address potential counterarguments and respond to them effectively.

Analytical Thinking

1. **Breaking down complex topics:** Look for evidence that learners can break down complex topics into manageable parts and analyze relationships between different ideas or concepts.
2. **Identifying patterns and relationships:** Check if learners can identify patterns and relationships between different ideas or concepts.
3. **Drawing conclusions:** Identify instances where learners draw conclusions from their analysis.

Creativity

1. **Generating innovative ideas:** Look for evidence that learners can generate innovative ideas and use imaginative language.
2. **Using creative language and rhetorical devices:** Check if learners can use creative language and rhetorical devices effectively.
3. **Thinking outside the box:** Identify instances where learners think outside the box and demonstrate originality.

Organization and Structure

1. **Organizing essays:** Look for evidence that learners can organize their essays and use effective structures.
2. **Using transitions:** Check if learners can use transitions to connect their ideas and ensure their essays flow logically.
3. **Logical flow:** Identify instances where learners' essays demonstrate a logical flow of ideas.

Language Use and Syntax

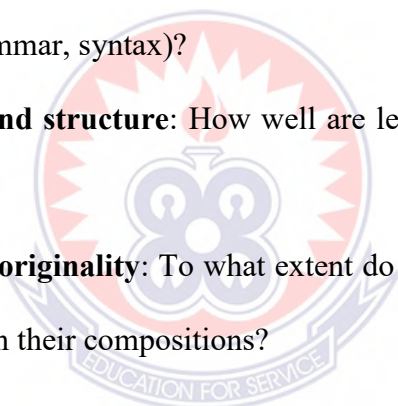
1. **Choosing words and phrases effectively:** Look for evidence that learners can choose words and phrases effectively to convey meaning.
2. **Using sentence structure and syntax:** Check if learners can use sentence structure and syntax to convey meaning.
3. **Editing for grammar, spelling, and punctuation errors:** Identify instances where learners edit their work for grammar, spelling, and punctuation errors.

APPENDIX E

Learners' Sample Compositions

The following specific items have been looked out for in learners' sample compositions:

1. **Composition types:** What types of compositions are written by learners (e.g., narrative, descriptive, expository)?
2. **Writing style:** What writing styles are evident in learners' compositions (e.g., formal, informal, persuasive)?
3. **Language use:** How do learners use language in their compositions (e.g., vocabulary, grammar, syntax)?
4. **Organization and structure:** How well are learners' compositions organized and structured?
5. **Creativity and originality:** To what extent do learners demonstrate creativity and originality in their compositions?



APPENDIX E

SAMPLE COMPOSITIONS FROM THE LEARNERS

Question No. 1
Write on both sides of the paper

Do Not write in this margin

Do Not write in this margin

1

Hello aunty Jemi.

I hope by the grace of God you are doing well!

The reason why I am writing to you is to thank you for ~~set~~ your help.

Firstly, you bought a nice dress for me when it was Christmas time. Because ~~my~~ someone was ~~cutting~~ owing my mother ~~money~~ ^{the money} when she ~~went~~ ^{went} to collect the ~~person~~ ^{money} said she don't have money that was the first time ~~to~~ ~~recieve~~ ~~receiving~~ you helped me.

Also, ~~when~~ when I was in school you struggle for my ~~fees~~ ~~for~~ school fees. And your ~~books~~ ^{books}, pens and other things for me. That is why I am writing to you to thank you for your service.

Thank you.

L - 3
E - 3
M - 1
C - 1

8/30

15th - 3 - 2023

~~Agoo~~ Dear friend,

It is quiet a long time since I heard from you. How is your health? health

I hope by the grace of God you are very fine. The reason why I am writing you this letter is that, in

my school, the competition ^{started} at the ~~day~~ ^{beginning} of the day. We ~~are~~ ^{were} playing in

so many schools; the first school we and them play first is R/C J.H.s and the second one is Odumase

follow by Dedeso R/C J.H.s, and the third one is Pris final much is Tease D/A J.H.s, and the

Tease R/C J.H.s, the first win at the game is Tease D/A J.H.

Thank you

Yours Fait
Agyemang S

C-4
E-3
O-1



0-2/13/30

Hello! Mama Hellen,

I am very happy to this letter to you. ^{Buy} I know by the grace of God you are doing well as ~~any~~ I am. firstly, I ^{would} like to talk about the gift ^{that} you give to my friend Mary to bring it to me. Mama, that day I was so happy for that. Mama thank you. Mama Hellen, the dress that you give ^{give} to me it looks so nice and it fit me equally, beautifully.

Mama ~~please~~ the school bag, school uniform, shoes and the socks all of them are good. And when I wear the school uniform and ~~the~~ wear the shoe and the socks and put on my bag, Mama if you see me I look very attractive "papa". Please Mama, I am so happy, so I forget to ask about my friend friends. Please forgive me. Please Mama how wife she doing? I know by the grace of God she is doing well.

In addition, Please Mama ~~where~~ where did you buy the items from? I know you will tell me where you bought them very soon. I'm keep saying that I thank you and God will bless you.

Thank you.

3rd March 2023

I am happy to write this letter to you
 I Atombire Raphael write this letter to you
 In the sports time we and the odor school was
 playing football in that sports then D/A and R/C
 were playing the football then D/A were wins 5-0
 R/C two nil then people were playing in the
 sports the time.

In the p sports time D/A was school the R/C
 people D/A and the Asukeasi D/A were playing
 the football then Asukeasi D/A was school
 Teasi D/A football time then the people was
 hanging that Asukeasi D/A can not school
 Teasi D/A.

Then Asukeasi D/A were going to playing the
 football with the paymas were the Asukeasi D/A
 so Asukeasi D/A was buying mas of people
 buying than the Asukeasi D/A people was playing
 come to the park so Asukeasi D/A was
 having the trophy

T. Atombire Raphael

8/10