



# Handwriting and Performance in Imaginative Essays

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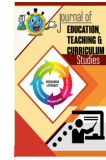


## Abstract

Many students in secondary schools in Kenya register poor grades in English essay questions. Therefore, the purpose of this study was to establish whether the scores of the students who registered poor grades would improve through interventions in their handwriting. The study aimed to find out the extent to which specific aspects of handwriting such as legibility and learner sitting position hindered the learner's work presentation. The research was carried out in Malava Boys High School, Kakamega County in Western Kenya. A sample of 48 learners from a target population of 160 who had scored below 10 out of 20 in the imaginative composition was purposively selected. The researcher administered written compositions to 8 learners across the six streams in the school. The writing tasks were conducted weekly for four months from September 2021 to December 2021. The baseline study established that most of the sampled learners scored below 10 out of 20 due to problems of poor punctuation and illegibility. It was also observed that the furniture that most learners used was not in good condition and this hindered their sitting posture when writing. The study revealed that the problems of handwriting could be remedied through the learner's proper sitting position, proper punctuation, and proper shaping of letters such as a, d, h, m, n, k, s, and w. The study concluded that handwriting had a bearing on the performance of imaginative writing tasks. Therefore, it was recommended that the teachers of English should strive to detect causes of illegibility early enough and overcome the obstacles by regularly exposing learners to writing tasks.

## Introduction

Studies show a relationship between a learner's handwriting and academic achievements (Amundson, 1992; Cornhill (1992). In this perspective, the present action research focused on the effect of handwriting on the performance of essay questions among form four students in Malava Boys. The choice of essays as an investigation item was premised on the fact that 60% of the three papers tested in English at the national level of Kenya Certificate of Secondary Exams (KCSE) contain essay questions. Particular attention was drawn to the performance of imaginative compositions because marking this item is affected mainly by the legibility of a student's work. Additionally, feedback reports from the Kenya National Exams Council (KNEC, 2018; 2019) indicated that imaginative essays were poorly performed. Due to the myriad of challenges and the raft of expectations the teachers of English face in ensuring good performance, there was a need to establish the possible interventions that could improve the grades of the candidate class (Form four) in English. The research was conducted during the second term, September 2021.



### **Handwriting and Academic Performance**

Studies such as Sassoon (1990), Dyan (2010), Wu (2012) and Wood (2016) argue that the development of writing ability is not only important in building a child's self-esteem but is considered an essential ingredient for success in school and difficulty in this area can interfere with academic achievement. It is further observed that despite the widespread use of computers, legible handwriting remains an important life skill that deserves greater attention from educators and health practitioners (Amundson,1992).

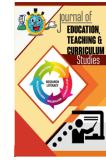
According to Cornhill (1992), handwriting is often judged and seen as a reflection of an individual's intelligence or capabilities. Lower marks are consistently assigned to students with poor handwriting, and higher marks are given to those with legible handwriting despite similar content. The two most essential elements in handwriting and performance, as Bonney (1992) posited, are legibility and speed. Difficulties with letter formation, spacing, size, slant, and alignment may hinder these elements. Furthermore, it is argued that poor handwriting may be related to intrinsic factors, which refer to the child's actual handwriting capabilities, or extrinsic factors related to environmental or biomechanical components, or both. Extrinsic factors include sitting position, chair or desk height, writing instrument used, type of paper used and its placement on the desk, environmental lighting and noise, blackboard distance when copying, and volume of handwriting the child is expected to complete (Cornhill,1992).

Duran (2011) argues that legibility is an essential feature in developing writing skills, as it refers to letters that are determined correctly; hence, the more accurate the writing of letters is taught, the greater the legibility. In the same vein, studies have shown that many features, such as the space between letters and words, the size of the letters, and the alignment of the letters on the line, can affect legibility (Graham et al., 2006). In this light, Akyol (2000;2011) posits that the failure to develop writing skills at an adequate level can cause problems such as not writing letters correctly, incomplete letters, mixing small and large letters, and irregular letter shapes and sizes.

Various interventions are required to eliminate the challenges of writing difficulties manifested in a learner's handwriting. Kuşdemir et al. (2018) suggest that the first step is diagnosis. Therefore, to make the correct diagnosis, Bayraktar and Seçkin (2012) argue that the ergonomic factors in writing should be considered. Such factors include the sitting style of the learner, the type of paper notebook and pen, and the pen-holding position of the learner at the time of writing. For instance, Beghetto and Kaufman (2014) argue that a child should be seated with feet flat on the floor, hips and low back supported against the chair back, knees flexed to approximately 90° and elbows slightly flexed with forearms resting comfortably on the desk surface. Moreover, desk or chair height that is too low will encourage slouching forward, and conversely, when chair and desk height is too high and or feet are unsupported, the written output may be compromised (Beghetto & Kaufman, 2014).

### **Performance of Imaginative Essays in KCSE**

The imaginative composition is one of the three essays that comprise English paper 101/3 in the Kenya Certificate of Secondary Education (KCSE). This question is intended to test the candidate's ability to communicate in writing. Communication is established at different levels of intelligibility, correctness, accuracy, fluency, pleasantness and originality. According to the Kenya National Examination Council (KNEC) marking guide (2020), examiners consider that in awarding marks in this question, the focus is not on the subject matter, vocabulary, idioms, etc., but the general impression of the command of language. Therefore, the marker determines how each composition communicates and in which category it falls, such as A, B, C, or D.



For instance, in the D class (01-05), the candidate is examined as one who either does not communicate at all or his language ability is so minimal that the examiners must guess what the candidate wants to say. The candidate fails to fit the English words he knows into meaningful sentences. The subject is glanced at or distorted. Practically, such an essay has no valid punctuation and is characterised by all kinds of errors and 'Broken English.' The candidate in C class (06-10) communicates understandably but clearly. Such a candidate is not confident with the language and ends up having the subject often undeveloped. The essay may also have some digressions and frequent unnecessary repetitions. The arrangement can also be weak, and the flow can be jerky. There is no economy of language, and mother tongue influence is felt.

The B class (11-15) is characterised by greater fluency and ease of expression. The candidate demonstrates that he or she can use English as a standard way of expressing himself or herself. Sentences are usually well-constructed. Some candidates in this class become ambitious and even over-ambitious. There may be items of merit for one word or one expression type. Many essays in this category may be just clean and unassuming, but they still show that the candidate is at ease with the language. Examiners are usually cautioned that there may be a tendency to undermark such essays.

The general experience in the marking of imaginative compositions, according to a senior Kenya National Examination Council (KNEC) examiner, P. Makuto (personal communication, August 18, 2021), reveals that some of the common errors that affect the performance in the question include: Almost all errors of agreement, serious tense errors, errors of elementary vocabulary and spelling. Also, punctuation errors can cause a severe lack of communication, the ridiculous use of idioms that affect communication, misuse of capitals, faulty paragraphing, unnecessary repetition, illegibility, vagueness, wrong word order, illogicality and Broken English.

### **Background of Malava Boys High School**

Malava Boys High School is an extra county school in Kakamega North Sub-County, Kakamega County, Western Kenya. It is situated off Malava-Samitsi road, about two kilometres from Malava Town. It is the single largest boys boarding school in the region. The school's motto is to strive for excellence, and some of the core values espoused in the institution include being God-fearing, upholding integrity, hard work, discipline and teamwork. The school's mission is thus to provide quality education for self-reliance through professionalism, creativity, and teamwork, with a vision of being a centre of excellence. The school started in 1964 as a one-stream Harambee-sponsored school under the leadership of Mr Meshack Mwale as the headteacher. In 1972, the second stream was introduced through local community support. Later on, through the initiative of the then headteacher, Mr Shimenga, the advanced level stream began. Malava was elevated to a full boarding school in 1978 by the Board of Management (P. Luvaha, personal communication, September 8, 2021).

Presently, the school has grown tremendously to eight streams with a student population of 1430, a teaching staff of 56 employees of the Teachers Service Commission (TSC) and 44 members of the non-teaching staff. Mr John Simiyu Wakwabubi, who is a Chief Principal, currently heads it. His efforts in the recent past have seen a steady improvement in academic performance and student discipline. Last year (2020), the school had a mean of 6.2, with a university entry of 90 students out of 176. The school has a vast curriculum and hopes to host the senior secondary wing when the Competency Based Curriculum (CBC) is fully implemented. Elsewhere, Malava is also known for



volleyball- a co-curricular activity in which it has participated up to the East and Central African Competitions for schools and colleges.

Being the only senior boys boarding and an extra county school in the sub-county, Malava attracts admissions nationwide. One of the motivations for the increased population and admission has been the steady and consistent improvement in academic performance for the last four years. The realisation of this performance has primarily been attributed to universal subjects such as languages, mathematics and religion (see Appendix A). Furthermore, it has been observed that any improvement or better performance in English contributes to a positive deviation in the school mean score (KNEC,2019). For this reason, a lot of attention is drawn to the kind of programs the teachers of English put in place to sustain their performance. More so, all subjects are examined in English except Kiswahili; therefore, what happens in the teaching of English becomes crucial. However, in striving to sustain the performance of English, many challenges, such as inadequate staffing, poor readership, inadequate exposure to writing tasks and lack of learner commitment, are witnessed.

### **The Teaching, Evaluation and Performance of English in Malava Boys**

The Department of English in Malava Boys has eight teachers, each with a workload of an average of twenty-eight lessons a week. The syllabus demands that a teacher cover four learning skills integrated into every coverage unit. The skills include listening and speaking, writing, reading and grammar. Alongside these, learners are taught aspects of oral literature and exposed to set books from form three. During testing and evaluation, the lower forms (form one and two) are given integrated tests, whereas exams in upper forms (form three and form four) are examined following the rubrics of individual papers structured as English Paper One (ENG101/1), English Paper Two (ENG101/2), and English Paper Three (ENG101/3).

As one of the critical areas to be covered in the Kenyan secondary syllabus, the writing of imaginative compositions comes with many challenges. For instance, in Malava Boys High School, there is a challenge of staffing against a vast number of students. Most of the teachers, therefore, end up either avoiding giving and marking writing tasks or being constrained by the many programmes in school, hence paying little attention to tedious areas such as composition writing. Consequently, the performance of this item in many exams is dismally performed, with most students registering a mark below 12 out of 20 across all the classes. Since at the end of the four-year course, imaginative composition carries 20% of the English paper three exams, much attention has been drawn to essay writing. Among the myriad of challenges that come with writing essays, specifically imaginative compositions, is the problem of poor handwriting or illegibility, which has affected the scores in this question.

A baseline study was conducted on form four students who sat for an English joint evaluation test in term one, 2021. The results showed that out of the three questions examined in paper three, about 160 students in a population of 277 scored below 10 out of 20 marks in imaginative composition. The teachers of English in Malava Boys have since been grappling with the challenge of finding ways to enhance their performance in creative compositions. According to the teachers, the results in the imaginative essays pose a significant challenge to the overall performance of paper three. Given this, they opine that an improvement in the performance of imaginative compositions would increase the grades in English.

Against this background, the study examined the measurable result, which aimed to increase by 40% the number of form four students who scored 12 out of 20 in imaginative essays at the end of



term two of 2021. This would be done by ensuring that students write legibly by training them on good handwriting skills, exposing them to adequate sentence-building skills and mechanics of writing, encouraging proper sitting posture during writing and ensuring learners use the appropriate type of writing material. To achieve these, English teachers would be urged to focus on training learners on good handwriting early enough and giving them regular writing tasks to correct common gross punctuation errors.

### **Methodology and Resource Mobilization**

The study targeted 160 out of 277 students who had scored below 10 out of 20 in the imaginative composition in a recent joint evaluation test (VIUMACNABS 1). Since the Form Four class has six streams, the study purposively sampled eight students from every stream. Therefore, the total number of students that participated in the research was 48. Through their subject teachers, the students were given writing tasks weekly for four months between September and December 2021. The project mobilised various stakeholders to assist in raising the resources needed to increase the number of form four students who score more than 12 out of 20 in imaginative compositions by 40% at the end of term two, 2021. Table 1 shows the resources that were mobilised for the study.

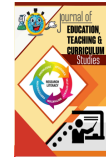
*Table 1: Resource Mobilization*

<b>Name of stakeholder and resources needed</b>	<b>Specific request made to the stakeholder</b>	<b>Person that made request to the stakeholder</b>	<b>Period when request was made</b>	<b>Remarks</b>
Principal, Extra writing material	A4 120 Pages single ruled exercise book	Head of Department Languages	Term two 2021	books given
Subject teacher, Expertise	Giving of written tasks, marking	Head of Subject English	Term two 2021	tasks given
Students, Writing material	Carrying out written tasks	Subject teacher	Term two 2021	work done
Typist, photocopier	Producing question papers	Head of Subject English	Term two 2021	done

*Source: Author (2021)*

An action plan was designed to stipulate the priority actions, the responsible persons, the resources needed and the timelines in which the actions and activities would be executed. The working plan is presented in Table 2.





*Table 2: Action Plan*

Priority Actions	Person(s) responsible	Resources needed (human, financial etc.)	Timeline			
			1 <sup>st</sup> month	2 <sup>nd</sup> month	3 <sup>rd</sup> month	4 <sup>th</sup> month
Guiding learners on appropriate type of pen to use	subject teacher	Prescribed type of pen and note book, chair and desk or table	September	October	November	December
One paragraph writing task	subject teacher	Prescribed type of pen and note book, chair and desk or table		October	November	December
Identification of common errors of punctuation	subject teacher	Prescribed type of pen and note book, chair and desk or table			November	December

*Source: Author (2021)*

**Findings and Discussion**

During the four-month research period between September 2021 and December 2021, the study established those students who initially scored less than 10 out of 20 had improved their scores to 12 out of 20. This improvement was attributed to undertaking priority actions such as guiding the learners on proper organisation of their work by writing legibly through proper shaping of letters, observing proper punctuation and other mechanics of writing such as appropriate capitalisation, good paragraphing which included paragraph indenting and length, the adequate choice for writing material such as pens and paper type and proper sitting posture especially where the classes were congested or the furniture was either broken or in poor condition. The data collected in the pre-test and post-test was analysed and presented as displayed in Table 3.

*Table 3: Summary of pre-test and post-test results*

Priority areas	Pre-test Results for 48 students (overall scores below 10/20)	Post-test Results for 48 students (overall scores above 12/20)	Timeline			
			1 <sup>st</sup> month September (48 students)	2 <sup>nd</sup> month October (48 students)	3 <sup>rd</sup> month November (48 students)	4 <sup>th</sup> month December (48 students)
Shaping of letters	34	22	34	29	26	26
Paragraphing	40	28	40	30	28	20
Punctuation and capitalization	35	33	35	30	25	15
Sitting posture	20	35	20	18	15	13
Writing material	25	43	25	30	20	5

*Source: Author's Field Data (2021)*



The findings in the pre-test results during September indicated that only 29.16% (14 students) out of the 48 sampled students shaped their letters correctly. When the interventions were introduced, the number improved to 39.58% (19 students) in October and 45.83% (22 students) by November and December. The post-test results thus revealed an increase of 16.67% (8 students) of those who could shape their letters correctly.

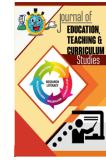
The pre-test results showed that out of the 48 students, only eight (16.67%) could write compositions with proper paragraphs. In October, the findings showed that this number increased to 18 students (37.50%). The number increased to 20 students (41.67%) in November and 28 (58.33%) in December. The findings established that after the interventions, the number of students who wrote compositions with proper paragraphs had improved by 20 students (41.67%). The results further indicated that 13 students (27.08%) could observe writing mechanics, such as punctuation and capitalisation. The number improved to 18 students (37.50%) in October, 23 students (47.91%) in November and 33 students (68.75%) in December. The findings indicated that after the interventions, the number of students had improved by (41.67%).

As presented in Table 3, the pre-test results for those whose handwriting was not affected by their sitting posture was 20 students (41.67%) in September. The number increased to 22 students (45.83%) in October, 25 students (52.08%) in November and 27 students (56.25%) in December. The findings revealed that the improvement was by 14.58% (7 students). The study established that out of the 48 students, those that had the proper type of writing material and pen were only 23 students (47.91%) in September. The number improved to 28 students (58.33%) in October, 38 students (79.16%) in November and 43 students (89.58%) in December. This showed there was an increase of 20 students (41.67%). The findings inferred that through the interventions, the study realised an average 40% improvement in the priority areas.

However, several obstacles had to be overcome to increase by 40% the number of students who scored more than 12 out of 20. It was revealed that the learners' handwriting was hindered by obstacles such as poor shaping of letters, faulty paragraphing, poor sentence construction, gross errors of punctuation and capitalisation, poor sitting position and poor choice of the type of writing material used. Therefore, the study identified the obstacles that hindered good handwriting, explained the root causes for each of the challenges and then provided the possible remedies or priority actions that were undertaken to improve the situation. Table 4 outlines the obstacles and their root causes.

*Table 4: Obstacles and root causes of poor handwriting*

<b>Obstacle</b>	<b>Root cause</b>
Poor shaping of letters	lack of initial training
Faulty paragraphing and sentence construction	inadequate exposure to sentence-building skills
Gross errors of punctuation and capitalization	inadequate exposure to mechanics of writing
Sitting position	congested classrooms due to over-enrollment/furniture in poor condition
Type of writing material used	inappropriate kind of writing paper and pen used for writing



The study observed that the performance in imaginative essays was hindered by the learner's poor or illegible handwriting. It was established that this was caused by a lack of initial training on how to shape letters legibly and adequately. For instance, the findings revealed that learners had difficulty shaping letters such as m, w, n, a, s and h. It was observed that most students who wrote illegibly and shaped these letters poorly were not discovered early enough at form one, or they did not get initial training in primary school. The study showed that some learners could not distinguish between the capital 'M' and the small letter 'm'. This problem was also identified when shaping letters such as k, s and w. It was revealed that the poor shaping of letters resulted in many gross capitalisation errors, primarily where such letters required capitalisation but were written as small letters. To remedy this situation, the learners were guided on the appropriate type of pen to use to enhance the shaping of the letters, space them correctly and write them in the required font size.

The study also showed that poor paragraphing and faulty sentence construction contributed to low performance in imaginative essays. This was evident in cases where some learners could not organise their compositions in orderly and cohesive paragraphs. In such cases, the sentences were poorly constructed, and the ideas ran into each other. In some instances, learners had a paragraph covering almost a whole page. This problem was attributed to inadequate exposure to sentence-building skills, including paragraph structure and organisation. It was observed that some learners could not indent the paragraphs properly, and their compositions looked like they were one block paragraph. Consequently, this attracted a penalty for gross construction and faulty paragraphing during the assessment of essays. Therefore, the study exposed the learners to routine writing items of one paragraph length to help them align paragraphs, sentence structure and paragraph unity.

Another obstacle that resulted in learners scoring poorly in the imaginative essays was gross errors of punctuation and capitalisation. Common punctuation marks such as the full stop, comma and question mark were omitted or misused (see Appendix B). It was also observed that most students had a problem with capitalising proper nouns and the personal pronoun 'I'. The study observed that this was caused by inadequate exposure to punctuation rules and adequate capitalisation. Some learners could not apply basic rules, such as beginning a sentence with a capital letter. The findings deduced that such learners were inadequately exposed to writing tasks where errors would be identified and corrected in due time. During the four months, the learners were assisted to identify common punctuation and capitalisation errors resulting from poor handwriting.

The sitting position of the learner was also another hindrance to good handwriting. It was observed that the learner's sitting posture at the time of writing affected how well they shaped the letters and, hence, the legibility of their work. The study established that most classes were congested due to the over-enrolment of learners in the school, and learners lacked ample space to arrange the lockers and chairs. It was revealed that this hindered the learners' proper sitting posture. Furthermore, much of the furniture used in the classes by the learners was also broken, and the learners did not appear to sit comfortably. The study recommended writing tasks from the library, laboratory or decongested classrooms to enhance proper learner sitting position as a priority action.

The type of writing material the learners used also affected their handwriting. For instance, it was established that some learners who used sharp pointed tip pens could not shape letters correctly, and their overall work presentation looked illegible. The study observed that the handwriting of such learners appeared clustered because the font was too small. Some pen types were too faint, and the work could not be read easily. Moreover, the quality of the paper they wrote contributed to their poor handwriting. It was, therefore, noted that inappropriate choice of writing material affected the





legibility of the learners' work. The study, thus, administered timed writing tasks to enhance the shaping of letters using the recommended writing material.

### **Conclusion**

The study concludes that performance in English could be improved if the results of imaginative essays are enhanced by training the learners to write legibly. In this view, it is recommended that the teachers of English should expose the learners to regular writing tasks of imaginative essays targeting specific, measurable results such as increasing the number by 40% of those learners who score less than 12 out of 20, as revealed in this study. The findings of this study are significant to the English classroom teacher since they can be preferred as better instructional interventions to enhance performance in imaginative essays among secondary school students.

### **Acknowledgements**

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Appendix A: Subject Performance

**MALAVA BOYS' HIGH SCHOOL**  
**KCSE SUBJECT PERFORMANCE SUMMARY 2009 TO DATE**

CODE	SUBJECT	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
101	ENGLISH	6.562	7.992	7.804	7.133	5.921	6.96	7.748	3.805	4.455	5.091	5.778	5.689
102	KISWAHILI	6.685	6.522	7.311	5.848	7.989	7.517	7.525	5.338	4.106	4.959	6.132	6.249
121	MATHEMATICS	4.733	5.111	4.885	5.576	3.989	4.96	5.626	2.669	3.508	4.437	5.085	4.998
231	BIOLOGY	8.075	8.422	7.405	6.285	9.028	10.03	10.91	4.455	2.641	3.376	4.254	5.531
232	PHYSICS	5.972	5.556	6.532	6	6.712	5.633	6.493	4.145	4.295	4.154	5.772	6.125
233	CHEMISTRY	5.082	5.344	5.273	5.152	5.114	7.742	8.123	2.771	2.917	3.934	4.095	4.085
311	HISTORY	7.774	8.659	7.59	6.293	8.468	8.706	9.586	7.12	4.809	7.061	8.957	10.23
312	GEOGRAPHY	6.52	5.92	7.857	8.85	8.641	8.56	7.76	7.704	7.875	7.37	7.765	9.175
313	C R E	7.167	8.634	8.531	7.656	8.296	9.807	9.101	6.595	3.855	4.995	7.612	8.792
442	ART & DESIGN	6.8	8.75	7.125	7.889	9.125	8.75	8.833	10.6	8.333	9.857	9.929	10.33
443	AGRICULTURE	6.796	6.864	6.905	5.936	6.837	9.276	9.737	3.333	2.609	3.558	4.511	10.26
451	COMPUTER				7.364	7	6.846	8.545	9.5	12	8.727	11.5	11.5
511	MUSIC	5.222	8.5	7.833	5.9	7.167	6.7	11	8	5.4	5.571	7.857	7.9
565	B/STUDIES	6.596	7.2	6.614	5.709	7.619	6.848	8.132	3.577	2.884	3.683	4.967	6.737

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Appendix B: Sample essay 1

I left home early in the morning when I arrived at the bus station. I boarded a bus which moves from Navakhalo to Malawaal. I was not unhappy due to very short break half term. I had been just forced by my parents to go to school. The bus left at a super speed. The driver was too drunk in which he did not care about accident. The conductor was a heavy smoker. He could not tell the driver anything that could avoid that speed. In fact, he could not tell him to increase the speed to reach the destination. The bus was filled up to an extent that we were just standing. There was no even the space inside to place a bag. My bag was placed on the board. When we reached at Namirama bus station, the rain started. I was forced to tell the conductor to take my bag which was holding my books. The driver asked me to step out. He touched on each bag so that I could tell. My bag touched on the all bags but mine could not be found. In a split of a second, he asked me to go back and look on the way if I could find it. It was filled with





Appendix C: Sample essay 2

I left home early in the morning, heading to the direction of the bus stop. I was escorted by my sister and mother. When I reached the bus station there was no bus.

I was forced to wait for the bus to arrive in a bit of an eye that I spotted a bus from a far distance coming towards my direction. When it arrived my mother took my belongings and give them to the conductor.

I paid my transport fare and the bus departed for Kakamega. When we reached Webuye the bus got a mechanical problem. We waited for the mechanic to come and repair the bus. After an hour the mechanic arrived.

The bus was repaired and we all entered the bus and set off for our journey. After 40 mins we had arrived at Malava Market. I took my bag and hurried up because I was late as soon as arrived school I saw my friends sitting down near the gate.

We entered into the gate and went to the teacher in charge of our class. We wrote down our names in the school register. The teacher told us about late coming was not of importance to our academic.

He then told us to go to class. I went with them to class and started





Appendix D: Sample essay 3

Composition 3

Truth be told, we strongly believed he was innocent

They was a boy who lived in a near by valleg, the boys name was kitoyo, kitoyo was non by all vallegs for his good and his obinder no one did know kitoyo in his valleg, kitoyo was a had workeing by he never laked to take anyone propete or something that belongs to someone and anyone.

Kitoyo was good at manul work evgrone in the valleg used kitoyo in doing they work of the valleg Lake farming in the shamba kitoyo was good in agriculture and live stock keeping manny vallegs used kitoyo for keeping live stock lookeing after they live stock.

kitoyo by time going kitoyo stater to look for live stock of the villeg alot of villeg gave kitoyo a job of look and takeing good care of the live stock and they crop they give kitoyo the job only becaus the know kitoyo was a honest boy and a way dirazin.

Day by day the villeg and kitoyo state complaining about they loast of they cattle and the crop kitoyo traind to explain how the cattle got lost, many of kitoyo enemis why taing to laiz laiz that kitoyo was the their



Appendix E: Sample essay 4

Write a story involving an old woman, a body,  
Acut and Apit latrine

Once upon a time long time ago they lived  
an village called Orama village in that  
village they lived an old woman who  
had a lot of cut but no one knew  
about him, no one understand why the old  
woman had a lot of cut, many of the  
village never like the old woman ↑

No one liked to tok about the  
old woman all what you could here  
the village seing was that the old woman  
his a small beautiful girls but no one  
knew the girls real name every one of the  
village had his name the girls never told  
any one of the village his real name today  
she could say my name is Salvatio or you  
can call me Serpent.

But the village asked them self many  
why a beautiful girls call him  
self a name such as a Serpent to be an  
the village asked the old woman why did  
you call the beautiful girls such name  
like that the old woman never answer  
the question in a correct way ↑ She answer  
the question using riddle riddles that  
made all the village so confuse such  
that they could not understand why the  
beautiful girls is called such bad  
name.

But one day ↑ the old woman called