

Exploring Grade 12 English Writing Skills: A Case Study of Selected Schools in Mahikeng Sub-District

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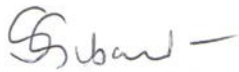
DECLARATION

I hereby declare that this Doctoral thesis is a product of my own independent work. All content and ideas drawn directly or indirectly from external sources are indicated as such. I certify that this work or any part of it has not been previously submitted for a degree or any other qualification at the University of North West or any other institution.

Date:

30 June 2018

Signature:

A handwritten signature in dark ink, appearing to read 'Gibson', followed by a horizontal line.

DEDICATION

I dedicate this thesis to my parents; my mother Emmah and my late father Edward Sibanda. They sowed in me a seed of education which has since germinated and grown into an insurmountable quest for knowledge. It is sad that my father never lived to witness this glorious period when his love, advice and sacrifice bore fruit. I am however, grateful to acknowledge that my mother has lived to enjoy a double portion of the joy of their unfailing sacrifices.

I also dedicate it to my siblings; my sisters, Mrs Cookie Moyo (Nee Sibanda), Mrs Priscilla Mabhena (Nee Sibanda), Ms Nomusa Sibanda; my brothers Gift, Pastor Thabiso, Zibusiso and our late brother Innocent. This thesis is a measure of the extent of our love as siblings; it is meant for us to fathom the love that our parents raised us with. It belongs to the whole family to love, cherish and emulate.

Most of all, this thesis is dedicated to my wife Nkanyiso for her selfless support; being a loving and dedicated spouse at all times. I extend the dedication to our children; Nontando, Lindie, Thembele and Busisiwe whose reassurance and undying love propped me even when my own courage had dwindled to alarming levels. They endured many days of loneliness as I was away paging through volumes to shape this document. Their love ignited in me a sense of self-worth and their incredible encouragement fuelled the completion of this thesis.

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ABSTRACT

Lack of writing proficiency is a cause for concern particularly for learners who are progressing from secondary schools to universities. The purpose of the study was to identify major ESL essay writing challenges experienced by Grade 12 learners in Mahikeng Sub District, establish the extent to which these challenges affect/ interfere with the writing proficiency of the learners, determine challenges faced by ESL educators in teaching writing and to provide a model for addressing the transitional writing problems between high school and tertiary education. Four secondary schools were selected for an intensive study. The four schools were selected from four different categories namely, quintiles 1 – 4. Four teachers, were observed while teaching essay writing; after the lessons they were interviewed and their marked learners' essays were re-marked using a feedback model checklist. The results from essays were analysed using content analysis while lesson observations and interviews were subjected to thematic analysis. The findings indicate that teachers were unable to recognise several errors that were later identified in the re-marking of the learners' essays using the feedback model checklist. The findings further indicate that teachers are concerned about the learners' weak metalinguistic and metacognitive skills; suffer from time constraints when conducting lessons and find it difficult to motivate learners to participate effectively in class. Learners in the farming and rural areas (quintiles 1 and 2) have more language challenges than those in the urban high and low density residential areas (quintiles 3 and 4). According to the findings, the process approach to essay writing is not working for the learners from all geographical settings even if teachers claim that it is an effective way of teaching essay writing. Teachers need an approach that will work for their learners considering that the process approach assumes that learners already have a native-proficiency in English. The researcher proposes a multipronged approach which is adapted from the three main approaches; product, genre and process. The multipronged approach is envisaged to address both the metalinguistic and metacognitive challenges faced by the learners. Additionally, to address the metalinguistic aspects of the multipronged approach, a feedback model checklist is proposed by the researcher.

LIST OF ACRONYMS

ACE	Advanced Certificate in Education
ALDE	Academic Language Development in English
BICS	Basic Interpersonal Communication Skills
CALP	Cognitive Academic Language Proficiency
CAPS	Curriculum and Assessment Policy Statement
CF	Corrective Feedback
DBE	Department of Basic Education
EA	Error Analysis
EMI	English as a Medium of Instruction
ESL	English as a Second Language
EFL	English as a foreign Language
FET	Further Education and Training
GET	General Education and Training
L1	First Language
L2	Second Language
LAD	Language Acquisition Device
NCS	National Curriculum Statement
NCTE	National Council of Teachers of English
OBE	Outcomes Based Education
PSF	Professional Support Forum
SMT	School Management Team
WCF	Written Corrective Feedback

1. CHAPTER ONE

The chapter begins with an introduction describing the problem under investigation, its background and context, statement of the research problem, aim, research objectives, research questions, significance, a brief review of related literature, and limitations.

1.1 INTRODUCTION

Writing is a critical skill to a learner who is graduating from secondary school to either join tertiary education or the employment sector.

The challenges facing any student entering higher education can be daunting. To counter this, most universities go to great lengths to ensure that admitted students are academically prepared for the rigors of a university (Andrade, Evans & Hartshorn, 2015:20).

Some of the challenges that face these graduates include an inability to express themselves succinctly in written discourse and there is “a possibility that learners will graduate from the institution with weak English skills” (p23). Essay writing has become a cause for concern because a large number of secondary school graduates find it difficult to construct coherent paragraphs that are free of grammatical inaccuracies. The study only focuses on writing for purposes of manageability and effectiveness. It has to concentrate on one area to ensure quality.

There exists a gap between essay writing skills that learners import from secondary school and the expected proficiency of academic writing at university. The nature of adjustments that learners have to make in terms of writing skills when they arrive at university has proven to be insurmountable for some students. Thus, most universities have introduced compulsory writing courses for first year students, in an attempt to bridge the gap. North West University introduced Academic Language Development in English (ALDE) a module that seeks to shape the language of former secondary school learners to academically acceptable standards.

The researcher’s informal interviews with NWU, Mafikeng Campus, ALDE lecturers indicated a discrepancy between what university lecturers expect and what the students represent in their writing skills. These interviews added to the frustration that the researcher’s former English Masters Supervisor had observed: that high school graduates performed dismally in writing. This view is shared by Nordin (2017:75), who has observed that “One of the major concerns voiced by

content course instructors is that, even though learners have reached an advanced level in their institutions, their level of writing competency seems to be lower than expected.” Moreover, Wahyuni, (2017:38) argues that, “When they move from high school to college, some students feel shocked because the use of literacy skills independently and excessively is not formed in schools”. Additionally, Emig, (1977); Klein, (2000); Rivard, (1994) in Gillespie, Graham, Kiuvara and Hebert, (2014) have argued that one tool for improving such learning is writing. According to them, language arts as well as content area experts have long claimed that writing helps students better comprehend, think critically, and construct new understandings about what they are learning. It is at this juncture that the researcher decided to investigate the cause and extent of the writing gap in students’ repertoire of skills with the intention of suggesting a model best suited to close this gap.

The study focuses on writing as a skill that should be honed at secondary school and particularly in grade 12 in preparation for tertiary and work environments. The critical nature of writing at work is highlighted by Graham, Capizzi, Harris, Hebert and Morphy (2014:1016), who contend that “Writing is also pervasive in the world of work. Over 90 % of white-collar workers as well as 80 % of blue-collar workers use writing as part of their job.” In an attempt to highlight the importance of writing, Widosari, Suwandi and Slamet (2017:279) have added that “Writing as one of literacy skills belongs to a learning process. Students need to be taught and get accustomed to it. Writing as a literacy skill is only developed through an educational process by teaching students how to write and giving opportunities to practice it”. Moreover, Grabe and Kaplan (2014:3), maintain that “writing depending on the context, task, and audience, may be classified functionally in numerous ways, including writing to identify, to communicate, to call to action, to remember, to satisfy requirements, to introspect, or to create, either in terms of recombining existing information or in terms of aesthetic form”. In addition, Brown (2001:334), compares the skill of writing to that of swimming. According to him, “swimming and writing are culturally specific learned behaviours. We learn to swim if there is a body of water available and usually only if someone teaches us. We learn to write if we are members of a literate society, and usually only if someone teaches us.” Brown goes further to illustrate the learning of writing through the use of the swimming metaphor:

Just as there are non-swimmers, poor swimmers, and excellent swimmers, so it is for writers. Why isn’t everyone an excellent writer? What is it about writing that blocks so many people, even in their own native language? Why don’t people learn to write “naturally,” as they learn to talk? How can we best teach second language learners of English how to write? What should we try to teach? (2001:334).

The questions that are raised by Brown serve as a bedrock for this thesis. Writing as a skill may not be “naturally acquired,” there has to be a systematic teaching that aims to cultivate the skill until it reaches its optimum level.

Raimes (1983:4) takes the argument further by asserting that writing means writing a connected text and not just single sentences that writers write for a purpose and a reader, and that the process of writing is a valuable learning tool for all of our learners. At this stage, it is essential to differentiate between writing and speaking. It should be noted that proficiency in speaking a language does not translate to proficiency in writing the language (Brown, 2001:334). Spoken language may be learnt or acquired informally but writing follows a set of rules and structure that should be taught formally. Raimes (1983:4), simplifies the complexities of speaking and writing by explaining that

Learning to write is not just a “natural” extension of learning to speak a language. We learned to speak our first language at home without systematic instruction, whereas most of us had to be taught in school how to write that same language. Many adult native speakers of a language find writing difficult. The two processes, speaking and writing, are not identical.

Additionally, Snell and Andrews (2017:301), have noted that “written language is highly standardised and conventionalised, while spoken language is not. Spelling is the most clearly standardised aspect of English. It was codified in dictionaries in the eighteenth century and is used in all publications today. Spoken English, on the other hand, has continued to evolve and change.”

In light of these views, one cannot therefore assume that learners who are competent in basic interpersonal communication skills have cognitive academic language proficiency. Speaking is often aided by context, para- and extra-linguistic features. In this way, speakers choose what they want to say or get cues from the speakers who may be conversing with them at the time. Whereas, writing underpins language structures and vocabulary that students have been taught. Learners get an opportunity to explore the language; they go beyond what they have just learned to say. They become very involved with the new language, “the effort to express ideas and the constant use of eye, hand and brain is a unique way to reinforce learning. As writers struggle with what to put down next or how to put it down on paper, they often discover something new to write or a new way of expressing the idea” (Raimes, 1983:3). Owing to the challenges of writing, Leggette

and Homeyer (2015:116), claim that university students often times find ways to avoid writing because of the difficulties and struggles that accompany the process.

Besides, many English teachers find marking compositions and giving feedback a daunting task (Junqueira & Payant, 2015:19). However, the whole idea centres on improving the learners accuracy when using English as a second language (ESL). Foster and Skehan (1996:304) define accuracy as “freedom from error”. In addition to Foster and Skehan's definition, Wolfe-Quintero, Inagaki and Kim (1998:33) view accuracy as “the ability to be free from errors while using a language.” These two definitions draw attention to writing proficiency. According to Schoonen (2011:32), writing proficiency means

Writers must have some level of awareness of how texts function in written communication to be able to address rhetorical requirements correctly. Furthermore, writing takes place in real time, which means that the writer has to be fluent and efficient in retrieving the appropriate words and sentence frames; that is, some level of fluency or automatization ...

Language proficiency is therefore, the ability of an individual to speak or perform in an acquired language. Language proficiency underscores the capability to write in ESL in a fundamental way (Myles 2002:1). It is the ability to compose a text through an engagement of an individual's cognitive skill. Proficiency in writing requires knowledge of the language sufficient enough to formulate the propositional content of the intended message in proper linguistic forms and to perform the correct “writing act” (Schoonen, 2011:32).

Lack of proficiency in the learners' written discourse later impacts negatively on their academic performance at tertiary institutions. According to Myles (2002:1), “Most ESL students studying in post-secondary institutions have writing skills. However, their purposes for writing are sometimes not the kind valued by Western academic communities. The nature of academic literacy often confuses and disorients students.” This study makes an inquiry into why the students' writing is lacking and further proposes a model that will address the lacking aspect.

1.2 BACKGROUND AND CONTEXT OF THE STUDY

This research was conducted in Ngaka Modiri Molema, Mahikeng Sub District. The sampled schools will be studied closely to trace the source of the problem of lack of writing proficiency. The researcher believes that this study will help to bridge the gap between secondary schools

and tertiary or work institutions. Work institutions are included here because some secondary school graduates are immediately absorbed into the job market after completing their high school studies. In those jobs they find writing an inevitable task.

Since various studies have been based in communities other than Mahikeng, and have not specifically addressed the writing challenges of secondary school learners as they transit to tertiary institutions, there is need for an empirical inquiry that will reveal critical information that will be used to formulate a model that will address the writing challenges faced by Mahikeng learners in terms of adjusting their writing skills in line with university expectations or standards. The researcher believes that the circumstances or contextual factors that affect Mahikeng vary considerably from those that have been studied in other provinces and countries, hence the case study. The model enables the researcher to address the crucial issues that help bridge the transitional gap between high school education and tertiary or work institutions. It is an attempt to guide learners towards appreciating an academically acceptable writing proficiency. The model that was developed was tailor-made to address the language challenges and provide suggestions that educators in Mahikeng utilize to improve the writing of secondary school learners.

The researcher focuses on grade 12 learners, the grade which is exiting high school and undergoing preparation for tertiary education or employment. The researcher could have included other grades, that is, grades 1 – 11 but argues that this is a case study that needs depth. For this reason the researcher decided to concentrate on grade 12 learners only. The study has prioritised grade 12 learners as they need to be thoroughly prepared for writing at tertiary or employment level. The researcher seeks to unravel the pedagogical, learning and practice challenges that face grade 12 learners.

Lee, Mak and Burns (2015:163), argue that in English as a foreign language (EFL) classroom, the teacher's written feedback serves as assessment as well as a pedagogical tool to enhance teaching and learning of writing. This suggests that the cognition of the educator is very crucial in the teaching of writing. Ferris (2014:19) identifies four types of educators namely the idealist; the pragmatist; the outsider and the dedicated veteran. According to Ferris, these different teachers perform their pedagogical duties differently and therefore create varying impacts on the learners. Additionally, Lee (2008), argues that most teachers employ the teaching strategies that are primarily meant to meet the examination cultural expectations and the English panels in their schools. She also adds the aspect of time constraints; English teachers according to Lee's observation do not have enough time to execute their teaching duties effectively.

This researcher only focuses on writing because he has observed that many learners can speak fluently enough to express their ideas but find it difficult to write error-free texts; their spelling, diction, grammar or punctuation may lack tertiary-level competence. To elaborate this phenomenon, Cummins (1984:19) posits that “thought processes and use of language develop within a ‘flow of meaningful context’ in which the logic of words is subjugated to perception of the speaker’s intentions and salient features of the situation.” The argument hinges on the view that proficiency in spoken discourse does not necessarily mean proficiency in written discourse. More often, spoken discourse is aided by paralinguistic features and is context embedded. However, thinking and language that move beyond the bounds of meaningful interpersonal context make entirely different demands on the individual, in that it is necessary to focus on the linguistic forms themselves for meaning rather than on intentions (Cummins 1984:16).

1.3 STATEMENT OF THE RESEARCH PROBLEM

The study examines the causes of writing challenges that affect grade 12 classes in Ngaka Modiri Molema District, Mahikeng Area. Kapp (2000 in Muller 2010:1) argues that these students might find unprecedented challenges at universities due to the “linguistic, cognitive and social transition they have to make when entering higher education.”

Since the grade 12 learners are leaving secondary school and entering tertiary institutions, the study traces the problem from their secondary school and addresses it at that level. Foncha, Abongdia and Mkoohlwa (2016:286), affirm that the problem may emanate from secondary school: “there are still learners who struggle with understanding the basic concepts of English and there are still teachers who suffer with the learners who are lacking basic skills.”

Foddy (2015), has observed that errors such as spelling, concord, tenses, sentence construction and incoherent paragraphs are literally transferred from secondary schools to tertiary institutions.

1.4 AIM OF THE STUDY

The study aims to identify writing challenges that are faced by grade 12 ESL learners, propose a pedagogical model that might enable grade 12 teachers to teach writing more effectively and contribute a feedback model that will help both educators and learners to navigate the transition process from secondary school to work or tertiary institutions.

1.5 RESEARCH OBJECTIVES

The research objectives of this study are

- a. To identify major language writing challenges experienced by Grade 12 learners.
- b. To establish the extent to which these challenges affect/ interfere with the writing proficiency of the learners.
- c. To determine challenges faced by ESL educators in teaching writing.
- d. To provide a model to address the transitional writing problems between high school and tertiary education.

1.6 RESEARCH QUESTIONS

To guide the investigation, the research problem was formulated in terms of the following questions:

- a. What are the major language writing challenges experienced by Gr 12 learners?
- b. To what extent do the challenges affect the writing proficiency of grade 12 learners?
- c. What are the challenges that educators of ESL experience in teaching writing?
- d. What is the model that can be used by teachers to address the transitional writing problems from high school to tertiary and or work environments?

1.7 SIGNIFICANCE OF THE STUDY

Several studies have identified teacher intellect as one of the challenges to the learning of ESL. There are some studies that have been done across South Africa in provinces such as KZN by Nel and Muller (2010); Schlebusch and Thobedi (2004) in Free State; Mamokgethi and Adler (2000); Brock-Utne and Holmarsdottir (2004); Rollnick (2008) in Gauteng - to mention a few. Most of these studies focus on primary school language proficiency and how it affects content subjects. In addition, the studies focus on educators and totally exonerate the learners who in the researcher's view are key players in writing proficiency. For example, Nel and Muller (2016:1), conducted research on Zulu and Sepedi teachers enrolled for the Advanced Certificate in Education (ACE) at the University of South Africa (UNISA). This study revealed that the Zulu and Sepedi teachers with more than five years teaching experience still had language inefficiency in their teaching.

The researcher sees a gap that these studies ignore; that the learning process includes learners as well. The learners' social environments in addition to the pedagogical methods, influence the learning of writing considerably. Furthermore, the afore-mentioned studies do not prescribe a fitting model that addresses the transition of learners who graduate from secondary school to join tertiary institutions and the employment sector. Most studies reiterate the effectiveness of models such as process and highlight the weaknesses of the end-product models of writing. The researcher will contribute a feedback model that will be used by educators and learners in the North-West province to negotiate the teaching and learning of writing in the classroom. The model will be constructed after comparing and contrasting the essay assessment instruments that are used at secondary school and university. It will further fill the gap that other models of writing such as process and end-product do not address for example, they are general, and they overlook the learners' geographical environments or their exposure to the target language. The proposed model will also be used to influence the curriculum planning and policy making in the North West Province.

1.8 REVIEW OF RELATED LITERATURE

According to Raimes (1983), students often complain that writing is a very difficult task mainly because they do not have vocabulary and have challenges with grammatical structures to express themselves clearly in English. Many tertiary students find themselves faced with the inevitable task of composing essays where they are expected to present cogent arguments in English as their second language.

In spite of the students' challenges, there still remains a notion that English places its speaker, reader or writer in a status that is incomparable to the speakers of other languages, in particular, African languages. Alexander (2013:26), mentions "the fatalistic logic of the unassailable position of English". English has been accorded a status that gives its users prestige and an air of erudition. This view is confirmed by Chiwome and Tondhlana (1992), who have observed that "non-English speaking students who are African mother tongue speakers prefer to be taught in English, particularly at university, even though it takes longer to learn in the second language (L2) than in the mother tongue."

In addition, Nel and Muller (2010:1), contend that these students might find unprecedented challenges at tertiary institutions due to the "linguistic, cognitive and social transition they have to make when entering higher education where most teaching staff are proficient in English." The

adjustment from institutions where English teaching has been facilitated through inter- or intra-sentential switching to a system where it is assumed that everybody is proficient in its use often disillusion the students when they arrive at tertiary institutions. This results in what Krashen (2013:4), terms a high affective filter which eventually prevents input from reaching the Language Acquisition Device (LAD). In addition, Myles (2002:10), stresses the complexity of tertiary academic writing as requiring a conscious effort and much practice in composing and analysing ideas. She argues that students writing in a second language are also faced with social and cognitive challenges related to second language acquisition (Ibid).

To a large extent, the study acknowledges the inter-dependence between writing and speaking and subscribes to the audio-lingual approach in which "Speech was primary and writing served to reinforce speech in that it stressed mastery of grammatical and syntactical forms" (Raimes, 1983:6). This view agrees with Donaldson's theory of embedded and dis-embedded thought and Krashen's acquisition hypothesis. For this reason, the literature review will extend to speaking as it inevitably affects writing. Learners write down what they can speak or sometimes what they hear being spoken by other people in their vicinity.

The use of English as a medium of instruction, that is, speaking; reading and writing in other subjects besides English has sparked a lot of debate among scholars. Some argue that it should not be used at all as it "actually defeats the whole purpose of teaching language" (Qorro, 2009:57). Qorro's argument hinges on the premise that content teachers disregard or are not proficient in using English as a medium of instruction and therefore defeat the efforts of the English teachers who are trained to teach the subject. Otherwise stated Qorro is suggesting that even as they mark written work from their students in their different subjects, content teachers do not pay attention to "what writers have to deal with as they produce a piece of writing" (Raimes, 1983:6). This view suggests that content teachers do not pay attention to syntax, the writer's process, the audience, purpose, word choice, organization, mechanics and grammar as much as the English teachers do; their primary aim is content. According to Qorro (ibid), "If we want to improve the teaching and learning of English in secondary schools, that has to include the elimination of incorrect English to which students have been exposed from the time they began learning." In this case, Qorro proposes the total elimination of English as a medium of instruction in other subjects. Wesby (1994), concurs with Qorro, he too is of the opinion that the teaching of ESL writing skills is not the content teachers' responsibility. Wesby (1994), argues that content teachers are more worried about not completing a full syllabus if much time is consumed on teaching language skills such as writing. However, he acknowledges that content teachers are concerned about alarmingly poor

levels of ESL speaking, reading and writing proficiency displayed by learners especially in rural schools. Foncha, Abongdia and Mkhohlwa, lament:

[T]he language of learning and teaching issue which is supposed to be handled by all teachers has now become the problem of the language teachers and the learners. This is because content teachers' main aim is to divulge the content to the learners even if it means using mother tongue to achieve their goals (2015: 288).

However, this view sharply contradicts Goodwyn and Findaly (2003:162), who strongly believe that all teachers have a role in effective literacy. In their view, using English as a medium of instruction is most likely to enhance better mastery of the language by the learners.

Foddy (1994), has stated that some teachers' aptitude in English is pathetic, their proficiency level is far below that of a teacher who is supposed to teach the language. Teaching writing should focus on growth in the target language, through the process of teaching, learners should receive detailed corrective feedback from their teachers (Myles, 2002). The suggestion is that teachers should be proficient enough to facilitate the learning of English. Teachers should have adequate skills in identifying errors in learners' written work and should be in a position to explain how the errors may be corrected using the grammatical rules that relate to each error. This will enhance the learners' proficiency and further develop their revision strategies. Sommer (2006 in Baker 2015:38), observed that

What teachers say in the comments proves less important than how they say it. The study revealed that when comments give constructive feedback meant to teach writing skill for future writing assignments, students' profit most. For students to benefit from feedback, they need to view comments as helpful for future writing, not as individual teachers' comments about individual assignments.

Brannon and Knoblauch (1982); Dobler and Amoriell (1988) and Sommer (2006), criticise teachers for paying too much attention to surface errors and not enough to global issues when marking learners' compositions. They chastise the teachers' comments as ignoring author intent and advise consulting a student writer about what he or she wanted to say before suggesting how he or she ought to say it. Their findings supported the use of comments worded positively, as in 'what to do' versus 'what not to do'. Comments should focus on the writing itself instead of comments meant to build rapport.

Contrary to their claims however, Ritter (2012:411), warned that Sommer's recommendations are "a heavy pedagogical, and psychological burden to bear especially in-so-far as comments are often framed as personal correspondence with students." In addition, Rutz (2006:119), argues that many of these studies ignore student-teacher relationships and classroom or conference interactions. She asserts that without that context, both the atmospherics of the classroom and the local meanings established in that climate vanish, leaving textual artefacts that only reveal part of the communicative story. She further claims that a written assignment therefore cheats time and space by representing a teacher's will or perhaps intentions in the teacher's absence. Murphy (2000:260), contends that "real people write student papers, and real people read and comment on them." Teachers cannot therefore, distance themselves from the comments that they make. Baker (2014:39), argues that "teaching writing in other words is like chlorine in a pool; you can't separate it from the rest of the teaching, you bring something new to it daily and you take some of it with you when you go." The emphasis here is that teachers cannot distance themselves from the comments that they write for their students. The comments that teachers write may help to shape the learners' conceptualisation of their language problems. Teachers should comment with the view of highlighting and assisting instead of destroying the learner; they should play the role of an instructor whose focus is to build assurance in the learner. The researcher is of the view that comments that are constructive are most likely to build confidence in a learner.

Large class sizes add woes to the teaching of ESL writing; some educators teach as many as seventy learners per class, a ratio that is far above what is recommended by the Department of Education itself (Nel & Muller 2010:8). Still on class sizes, Lee (2008) confirms that English teachers suffer from time constraints to give meaningful feedback to their learners. This means that teachers who teach large classes might not finish marking on time and therefore fail to give feedback to all the learners effectively. In addition to class sizes, Foncha (2013), states that "many teachers overlook culture and try to jump right into English and content knowledge without knowing their backgrounds." Moreover, Sivasubramaniam (2004 in Foncha, Abongdia & Mkohlwa 2015:287), stresses that

Teachers need to be open to learning new cultures and having their student embrace all cultures in the classroom. By taking great strides to learn about each other's values and beliefs the teacher and student would not only maximize the effectiveness of ESL but make it a successful learning experience for all involved.

For teachers to conform to dictates of inclusivity in their writing classrooms, the sacrosanct nature of most cultures will compel them to acquaint themselves with their learners' cultural norms and

values. The notion of culture and more literary views on writing will be extensively dealt with in chapter 2. Nevertheless, learners in Mahikeng originate from different cultural backgrounds. This is due to the migration of their parents from either different provinces or countries who converge in Mahikeng as a capital city of the North West Province for purposes of employment and other economic reasons. This therefore, confirms that local schools are populated by children from government officials, university lecturers, teachers, formal and informal traders from different provinces, countries, religious groups and cultures. From the composition of learners, it would seem the cultural differences of learners have to be considered seriously when teaching writing.

1.9 LIMITATIONS OF THE STUDY

The thesis will focus mainly on essay writing challenges that are faced by learners in grade 12 ESL classes in the North-West province in Mahikeng sub district and how these challenges may be obviated. As it is for every study, the thesis may have the following limitations: some participants may be positive just to be polite, while others may be overbearing and dominate the discussion. To avoid inaccuracy that may result from some interviewees who might be overbearing or those who might just be polite, the discussions will be followed by classroom observations which will give the true picture of what is happening in the classroom. In addition, written essays from learners will be assessed to consolidate the interviews.

Some educators might not feel comfortable talking about their own experiences for fear of being looked down upon as a result they may paint a totally different picture from the one on the ground. To obviate any uneasiness on the side of educators, the researcher conducted exclusive interviews and will emphasise the confidentiality of the findings of the study before the commencement of the interviews.

1.11 CONCLUSION

The inability and subsequent frustrations of failure to conform to writing standards that are set by universities as higher academic institutions of learning may partly be responsible for the students' ever rising attrition rate. When students leave secondary school, they pride themselves as having achieved high standards of learning and are often disillusioned when they begin writing essays at university. One of the study's tenets is that secondary school essay writing teaching either lacks

tertiary standards or is not done effectively. Lecturers at university expect first year students to have acquired basic skills in essay writing. The tertiary education system relies heavily on written essays for students' assessment. This therefore, suggests that grade 12 teachers are faced with a task of equipping their learners with necessary writing skills to perform at university. Accordingly, their writing pedagogical trajectories have to be interrogated and possibly re-aligned with the current tertiary standards. The brief literature review has attempted to summarise some of the basic reasons why learners at secondary school may be facing unprecedented challenges in writing, this however, will be detailed in the subsequent and penultimate chapters. The challenges of the study and how they will be obviated have been highlighted.

2. CHAPTER TWO

2.1 INTRODUCTION

In chapter one a summary of the study, outlining the background and context, statement of the research problem, aim, research objectives, research questions, significance, brief review of related literature, and limitations was given. This chapter explores the already existing body of knowledge in the study. The chapter focuses on review of ESL writing literature globally and regionally. Literature review is crucial in a study as it indicates what is already known about the topic under investigation, the context under which similar or related studies were conducted and the gaps emanating from recommendations of other studies on the topics that need to be explored.

2.2 LITERATURE REVIEW

This study explores the pedagogical experiences of teachers in Mahikeng on essay writing. The study further identifies a gap that exists between English essay writing at tertiary and secondary school. After successfully identifying the gap, a model envisaged to service the gap was formulated.

The dearth of literature on the local content forced the researcher to use literature from other countries whose experiences may not vary significantly from the researcher's geographical area of interest. The researcher argues that ESL learning is the same; the methods and theories used do not absolutely depend on a particular country although the contexts may vary considerably. It is the researcher's fervent hope that this thesis will alleviate the paucity of literature regarding learners' writing at secondary schools in Mahikeng.

Knapp (2015:173), has observed that life has become global today to an unparalleled extent in history. The growth of trade relations, the increasing political interdependence between nations, the rise in foreign travel for business, study and pleasure have all increased contacts across linguistic and cultural divides and have thus added to the necessity for a limited number of languages that can be used world-wide as a means of international communication. In many if not in most cases, it is the English language that is the first and at the same time successful choice for this function. This observation identifies English as a lingua franca making it imperative for learners to strive for proficiency in its learning and acquisition.

Regardless of the acknowledgement of the status of English, Raimes (1983: 12), has observed that

When students complain, as they often do, about how difficult it is to write in a second language, they are talking not only about the difficulty of “finding” the right words and using the correct grammar but about the difficulty of finding and expressing ideas in a new language.

Nevertheless, learners still prefer to be taught in English. To emphasise this view, Taylor and von Fintel (2016:76), have added that “In reality, the vast majority choose to learn English rather than Afrikaans as the second language, given its status as a global language, as well as the fact that English is widely perceived to be the language of upward mobility, leading to a preference for instruction in English from as early as possible”. English is perceived as a trendy language; the knowledge of it heightens its speaker’s esteem. All these views serve as motivational factors for students who leave secondary school to join a tertiary or work environment. It should not therefore be surprising to hear English being spoken more often than other languages on university campuses.

Furthermore, economic globalisation has had a far reaching effect on the introduction and teaching of English in schools. This view is shared by Copland, Garton and Burns (2014:738), who contend that economic globalisation has resulted in the widespread use of English and that many governments believe that it is critical to have an English-speaking workforce in order to compete in the global space. For this reason, parents want their children to develop English skills to benefit from new world orders and consequently put pressure on governments to introduce English to younger children (Enever & Moon, 2009; Gimenez, 2009; Y. Hu, 2007). In addition, in South Africa, the history of apartheid has compelled parents to believe that the success of their children lies in learning English,

Parents’ memories of Bantu Education, combined with their perception of English as a gateway to better education, are making the majority of black parents favour English as a [language of learning and teaching] from the beginning of school, even if their children do not know the language before they go to school (NEPI, 1992 in Adler, 2002:26).

This suggests that parents will endeavour to facilitate the learning of English as much as they can. It perhaps explains why most parents would prefer to send their children to English medium schools as they hope to broaden and reinforce their children’s acquisition and learning of English.

Some parents nowadays prefer using English when they are talking to their children. This unprecedented promotion adds to the value that is invested in the learning of English. Moreover, Taylor and von Fintel (2016:76), acknowledge that “In South Africa, the majority of children do not speak English as their first language but are required to undertake their final school-leaving examinations in English.” The fact that secondary school exit-examinations are written in English makes English an inescapable hurdle. Learners are compelled to master the English Language to enable them to write essays that often characterise the mode of assessment in most content subjects at secondary school. Unfortunately, there still remains a gap between the writing of English essays that is taught at secondary school and that which is expected at tertiary.

Apart from these embellishments of English and as a way of justifying its existence in the school syllabus, Fairclough (2014:27), argues that “the role of English in the curriculum is helping children towards a critical understanding of the world and cultural environment in which they live”. Fairclough’s view is that learners should be aware of how language functions; he is suggesting that learners are to be taught to understand the importance of each and every word and how the word adds meaning to a particular discourse. Otherwise stated, learners do not just learn for fun or prestige but for a more serious reason, that is, critical awareness of language.

Moreover, Zahrani & Ismaiel (2018:1), have argued that “writing is an intricate and complex task and the most difficult of all the language skills to acquire”. Additionally, Bereiter and Scardamalia (1987:12), acknowledge the writing process as “a two-way interaction between continuously developing knowledge and continuously developing text.” Learners are likely to encounter serious challenges mainly because writing has to be done in their L2 considering that their L2 is still in the process of developing. It is not surprising therefore that writing is a cause for concern for tertiary institutions and secondary schools alike.

As it was mentioned in chapter 1, the study acknowledges the inter-dependence between writing and speaking and subscribes to the audio-lingual approach in which “Speech was primary and writing served to reinforce speech in that it stressed mastery of grammatical and syntactical forms” (Raimes, 1983: 6). The literature review will extend to speaking and reading as they inevitably influence writing. Learners write down what they can speak or sometimes what they hear being spoken by other people in their environments. Learners may also find themselves writing what they have read in different genres. Brown (2001: 347), avers:

Clearly students learn to write in part by carefully observing what is already written.

That is, they learn by observing, or reading, the written word. By reading and studying

a variety of relevant types of text, students can gain important insights both about how they should write and about subject matter that may become the topic of their writing.

In addition, Myles (2002:3), has observed that “instructors recommend that students studying English for academic purposes should read academic texts, attend lectures, and even work with students who are native speakers in order to become more acquainted with the discourse.” Myles goes on to argue that “If students are not exposed to native-like models of written texts, their errors in writing are more likely to persist” (ibid). The argument seeks to show how critical reading is, to writing. Learners should meet the structures in their reading for them to emulate. This view agrees with Krashen’s acquisition hypothesis; learners have to see or hear the language in action for them copy and use at a later stage.

2.2.1 THE USE OF ENGLISH AS A MEDIUM OF INSTRUCTION IN OTHER SUBJECTS AND ITS IMPACT ON TEACHING WRITING

English as a medium of instruction (EMI) refers to the use of the English language to teach academic subjects in countries where the first language (L1) of the most of the population is not English (Dearden, 2014:1). EMI is fast becoming a global phenomenon; it is increasingly being used in universities, secondary schools and even primary schools. This phenomenon has very important implications for the education of young people (p.4). The proponents of EMI argue that EMI improves the chances of employability of the graduates (Lueg & Lueg, 2015).

Globalization is effected by two inseparable mediational tools, technology and English; proficiencies in these tools have been referred to as global literacy skills. In order to respond to the rapid changes brought about by globalization, all countries have been trying to ensure that they are adequately equipped with these two skills. The challenge posed by globalization for non-English-speaking countries is dire because one of the most important mediational tools is not their native tongue (Tsui & Tollefson, 2017:22).

The citation reinforces the view that English has become a global tool and hence, the need for many learners to acquire it with the aid of EMI in most subjects. Contrary to this view however, some countries are resisting EMI because they want to maintain their national identity. They contend that the use of English in their countries will erode their cultures and introduce the culture of the English (Belhiah & Elhami, 2014:4).

As has been highlighted in the brief literature review in chapter 1, several scholars have argued that English should not be used as a medium of instruction in other subjects. This, they argue compounds the problem of the English teachers; they contend that teachers of other subjects do not focus on using English correctly and they do not even care about grammatical errors in their learners' writing. They attribute this to the notion that content teachers are concerned about finishing the syllabus; paying attention to linguistic details may impede their speed of completing their syllabi timeously. However, if English is totally eliminated from other subjects, a serious challenge may emerge: that of learners' limited exposure to English which may translate to longer periods of acquisition or learning of English. Moreover, if EMI teachers slowly become more or additionally like language teachers then the case is that EMI will gradually replace ESL as the main vehicle for furthering English language proficiency (Dearden, 2014:32). In concurrence with this view, Lightbown and Spada (2006: 112-3), argue that

Learning is often limited to a few hours per week / Learners usually only have limited time for learning. In a typical teacher-fronted classroom with 25-30 students, individual students get very little opportunity to produce language in a sixty-minute class, and when they do, it's usually in the form of a short response to a teacher's question.

It would therefore be advantageous if content teachers were afforded a chance to contribute to the acquisition process; they will lessen the English teacher's burden of teaching virtually every language structure. In their subject areas they teach English in context and provide a meaningful input according to Krashen's acquisition hypothesis.

A natural acquisition context should be understood as an opportunity in which a learner is exposed to the language at work or in social interaction, for example, in a school situation where most of the other children are native speakers of the target language and where the instruction is directed toward native speakers rather than learners of the language. In such a classroom, much of a child's learning would take place in interaction with peers as well as through instruction from the teacher (Ibid). The researcher's argument is that when content teachers teach, they display the language in action allowing learners to copy its usage. Content teachers speak as if they are addressing native speakers meaning that they assume that everyone in the classroom knows English. This, in the researcher's view, presents a language learning opportunity for ESL learners even if they are studying content subjects such as Geography, Mathematics, Physical sciences

etcetera. Even as they write History or Geography essays, the learners are presented with an opportunity to argue coherently. The view is backed by Lightbown and Spada (2006:113) who contend: "Sometimes, however, subject-matter courses taught through the second language can add time to language learning." It is apparent that English teachers work cooperatively with content teachers so as to boost ESL teaching; they may share with them some of the skills that are taught in English which in most cases do not contradict essay writing expectations in content subjects.

This links the study to Krashen's learning / acquisition and comprehension hypotheses whose contention is that language is learnt from a source that can teach the structures such as grammar and acquired by listening from an excellent example which in this case may be a teacher. However, if the teacher lacks proficiency, the language learning and acquisition processes will be severely affected.

Consequently, if the teachers' language proficiency is questionable, it follows that in terms of Krashen's comprehension hypothesis on language acquisition, the process of learning / acquisition may be adversely affected. Accordingly, learners comprehend language that makes sense to them; if the language is structured in a confusing manner, learning will not take place. This emphasises the importance of teacher cognition in the classroom. Whether or not the teacher is an English language teacher, as long as they are teaching in English, they should use language in an exemplary manner so that learners may acquire language from them. Krashen contends that learners do not have to speak for practice purposes, according to him, learners just need good examples of language in use and that will be enough for them to acquire it.

2.2.2 EFFECTS OF POOR L2 ACQUISITION ON DEVELOPING WRITING SKILLS

In spite of the varied opinions, English remains the preferred language of instruction. In an attempt to alleviate the challenges that come with the learning and acquisition of English, Foncha, Abongdia and Mkohlwa (2015), identify some of the factors that contribute to poor L2 acquisition and academic achievement as: lack of access to media, absence of opportunity to hear or speak English, unavailability of English reading material at home and at school and poor language teaching by both English and content teachers whose own ESL proficiency is limited. Similar sentiments are echoed by Nel and Muller (2010: 2), who opine:

Other factors contributing to poor L2 acquisition and academic achievement in township schools and rural areas are: lack of access to newspapers, magazines, TV and radio; lack of opportunity to hear or to speak English; lack of English reading material at home and at school; and poor language teaching by teachers whose own English proficiency is limited.

Watching television as an informal exposure to English remains controversial. Learners may watch television or listen to the radio but we cannot ascertain that they watch English programmes (Nel & Muller, 2010: 8). In some cases those learners who claim to watch Television might be watching local drama series that are often produced in vernacular. Clearly, media such as television, radio, newspapers and magazines remain dubious sources of language acquisition as they are found in vernacular versions that are most likely to be at the learners' exposure. Moreover, some media may still transfer language errors to learners, for example three different types of errors may be a result of the media below:



Figure 2.1

<https://www.impactbnd.com/blog/15-big-brand-grammar-mistakes-marketing-advertisements>

Date Accessed: 17 February 2018.

As exemplified in **figure 2.1** above, many people struggle with the difference between the homophones: 'its' (denoting possession) and 'it's' as a short form of 'it is'. This advertisement will undoubtedly compound this problem. It is evident that the advertiser is not aware of the difference between the two forms. The correct version in this case should be 'its'. The advertisement (media) therefore, has a potential of transferring erroneous language to an L2 learner.



Figure 2.2

<https://www.impactbnd.com/blog/15-big-brand-grammar-mistakes-marketing-advertisements>

Date Accessed: 17 February 2018.

The use of the apostrophe: when to use and not to use it remains a challenge to language teachers, some learners will always put an apostrophe at the end of every noun that ends with an '...s'. **Figure 2.2** exacerbates the learners' confusion. Some local media such as Newspapers and magazines may be plagued with errors such as illustrated above. The researcher suggests that some media are responsible for transferring errors to learners and complicating the teachers' work. If learners may see these advertisements very often, they may internalise the misuse of the words and the result may be fossilisation.



Figure 2.3
Pinterest, (2018)

The poor spelling of the word 'buy' in **figure 2.3** is likely to be transferred to L2 learners' writing. Words such as castle 'lite' (light) to which learners are exposed pose a serious threat to their spelling in their writing classes. Such media is partially, if not fully, responsible for learners' skewed spelling.



Figure 2.4
<https://www.impactbnd.com/blog/15-big-brand-grammar-mistakes-marketing-advertisements>

Date Accessed: 17 February 2018.

A learner whose eyes constantly meet the advertisement in **figure 2.4** is very likely to have a challenge in distinguishing between: **they and their**. Such advertisements distort the learners'

understanding and use of such words in their writing. The researcher is of the view that media, especially local ones may not be trusted sources of L2 acquisition because some of them do not have professional editors who may identify and correct errors before a text is presented for public consumption.



Figure 2.5

<https://www.impactbnd.com/blog/15-big-brand-grammar-mistakes-marketing-advertisements>

Date Accessed: 17 February 2018.

Prints on T-shirts such as the example in **figure 2.5** are a common spectacle in the communities where L2 learners live. The researcher argues that such print is responsible for the confusion in spelling that English teachers complain about. Sometimes the printer may write the distorted spelling for the sake of fun but in some cases the printer may be genuinely ignorant of the error. The challenge is that it is difficult for learners to discern the error – to them everything on print media is correct.



Figure 2.6

<https://www.impactbnd.com/blog/15-big-brand-grammar-mistakes-marketing-advertisements>

Date Accessed: 17 February 2018.

Figure 2.6 has a potential to transfer wrong spelling of certain words to learners: paediatric – **pediatric**. A learner who has seen the word 'pediatric' on this advertisement is likely to adopt this misspelt version of the word. The input that the learner gets is wrong but without any correction, such errors may easily be internalised by most learners and may eventually find passage to their written essays.

In addition, Lightbown and Spada (2006:22), have argued that “impersonal sources of language such as television or radio alone are not sufficient.” They insist that one-to-one interaction gives the child access to language that is adjusted to his or her level of comprehension. When a child does not understand, the interlocutor may repeat or paraphrase. The presence of an interlocutor may also allow children to find out when their own utterances are understood. However, television or radio does not provide this form of interlocution. Even in youth programmes, where simpler language is used and topics are relevant to younger viewers, no immediate adjustment is made for the needs of an individual child. Nonetheless, once children have acquired some language, television can be a source of language and cultural information (Ibid).

Pretorius (2002 in Nel & Muller 2010: 2), claims that the poor matriculation pass rates in South Africa suggest a 'reading-to-learn' obstacle to academic performance which results in ill-equipped students entering higher education institutions. Marinova-Todd (2003 in Nel & Muller 2010: 2), perceives that the availability and access to good L2 input and instruction produce the best outcomes in L2 and ensure native-like proficiency. Input is defined by Krashen (2013) as understandable messages that are received. This suggests that learners have to receive correct language forms from the educators whether or not these educators teach language skills.

Conversely, Nel and Muller (2010: 8), maintain that teachers' limited English proficiency has a negative impact on their learners as teachers transfer various forms of English language errors to their learners.

When Senior (2006:51), interviewed teachers on how they felt when they first started teaching, some language teachers often recalled feelings like 'fakes', 'frauds', or 'imposters'. They also talked about 'bluffing' or 'blundering on'. These terms suggest that in their early days of teaching they were far from being happy with their levels of knowledge and expertise. From these teachers' utterances, there is adequate evidence to conclude that inexperienced teachers may be considered ineffective; they lack proficiency and may transfer poor language to learners. As one teacher explained: 'I felt like I was a complete fraud, like here I was teaching English and I just didn't know enough. I could manage a classroom and there was a lot I could teach – but I think particularly my weak grammar knowledge really undermined my confidence' (p.51). The reason why newly trained teachers feel under pressure is that they realise that the students they are teaching expect them to understand how English functions as a system and expect them to be able to explain the rules of English grammar. Teachers find themselves forced to learn how to explain the structure of the English language using the terminology with which their students are familiar – which is usually used in the learners' textbooks. Until they have familiarised themselves with the rules such as those governing the use of definite and indefinite article, novice teachers live in constant fear that their lack of knowledge will be exposed. One of Senior's interviewees described his first days teaching experience dramatically as "standing there naked in front of the class with your imperfect knowledge of English tense system exposed for all to see" (p.51).

Moreover, Foncha, Abongdia and Mkohlwa (2015: 286), acknowledge that "there are still learners who struggle with understanding the basic concepts of English and there are still teachers who suffer with learners who are lacking English basic skills." To substantiate this view, Lightbown and Spada (2006:32), have added that "teachers switch to their students' first language for discipline or classroom management, thus depriving learners of opportunities to experience uses of language in real communication." To a large extent some teachers are guilty of lack of proficiency in the use of English when communicating with their learners. Many English language teachers suffer varying degrees of incompetence, and for this reason find themselves code switching in the classroom in an effort to express themselves clearly. This inevitably adds to the woes of the poor learner whose primary goal is to attain English language proficiency. Some teachers still use rote learning as a way of ensuring that their learners pass terminal or matric examinations; learners are drilled to regurgitate what they are taught without any understanding or using their

own language. In this way, learners are denied a chance to express their thoughts in their own words. These pedagogical strategies need to be revisited because language learning transcends rule memorization; it actually involves learning to express one's communicative needs (Gas & Selinker, 2008: 3).

2.2.3 TEACHER INFLUENCE ON TEACHING WRITING

Copland, Garton and Burns (2014:740) argue that in some other countries there is a severe shortage of English teachers. As a result of this shortage, teachers may find themselves teaching English without adequate training. They argue that this situation is especially acute in poor or rural areas. This study seeks to verify this claim hence the inclusion of rural or quintile 1 and 2 schools. Furthermore, as some teachers may only receive basic training in the underpinning theory and practical applications, they may struggle to implement it effectively (Butler, 2005; Littlewood, 2007, in Copland, Garton & Burns, 2014:740). Such teachers according to Senior (2006:43), "tend to rush through their lessons relatively quickly, moving on to the next segment before students have been able to fully benefit from the previous one". Student-teachers as they are often referred to in Mahikeng, are a common phenomenon in the province's education system. Senior's observation has far reaching implications to the learning / teaching that apparently goes on in schools through the facilitation of student-teachers. It is possible that student-teachers are responsible for poor language acquisition and / or learning.

A further reason why trainee teachers tend to rush through their lessons is that they can hardly extemporise. Even when they sense that they need to elaborate, they are unable to do so. This is not only because they do not realise quickly enough that additional clarification or practice is needed but also because they do not have at their fingertips, alternative ways of clarifying concepts: additional examples, analogies, synonyms and so on. A particular problem for trainees, especially when their lessons have a number of discreet segments, is knowing how to sequence the various segments so that they form an integrated whole – and how to organise smooth transitions from one segment to the next (Senior, 2006:45). In addition to this challenge of educators, Horque, (2009); Y. Hu, (2007); Matthew and Pani (2009 in Copland, Garton & Burns (2014:740), argue that "Given the global prevalence of early English learning, it is a matter of concern that in many countries appropriate books are either not available or are not used in the classroom." The question of textbooks brings a dilemma that most countries are facing. The acute textbook shortage coupled with unskilled teachers expose learners to poor teaching and therefore poor language acquisition.

The study focuses on writing skills with the notion that learners transfer these skills from secondary to tertiary institutions or work environments. By the time they join tertiary education, learners should display a proficiency that is academically acceptable for them to assume tertiary education without any significant metacognitive or linguistic challenges. Proficiency in writing requires knowledge of the language sufficient enough to formulate the propositional content of the intended message in appropriate linguistic forms and to perform the correct “writing act”. The complexity of text composition also requires metacognitive and strategic knowledge of the writing process to direct cognitive resources efficiently. Writers must have some level of awareness of how texts function in written communication to be able to address the rhetorical requirements correctly. Furthermore, writing takes place in real time, which means that the writer has to be fluent and efficient in retrieving the appropriate words and sentence frames; that is, some level of fluency or automatization of retrieval will spare working memory capacity to be directed to larger issues in writing, such as content generation and overall text structure. Writing proficiency, exploiting both linguistic and metacognitive skills and knowledge resources, can thus be considered multicomponential (Schoonen, Gelderen, Stoel, Hulstijn & Glopper, 2011:32).

L2 writers are in the process of acquiring these conventions and so they often need more training about the language itself. Limited knowledge of vocabulary, language structure, and content constrain an L2 writer’s performance. In fact, depending on the level of proficiency, the more content-rich and creative the text, the greater the possibility there is for errors at morphosyntactic level. These errors are especially common among L2 writers who have a lot of ideas, but not enough language to express what they want to say in a lucid way. Shaughnessy has argued that what we classify as an error, which is associated with learner competence, may actually be a mistake, or a “derailment” related to learner performance. These derailments occur when students attempt to use the academic voice and make their sentences more intricate, especially when the task requires more complex ideas (Myles, 2002:4).

2.2.4 TRANSFER OF L1 WRITING SKILLS TO L2 WRITING DEVELOPMENT

Essay writing, especially in the revision stage, challenges L2 writers. In his research on how L2 writers revise their work, Silva (1993 in Brown 2001:338), has observed that learners revise at a superficial level. They re-read and reflect less on their written text, revise less, and when they do, the revision is primarily focused on grammatical correction. On the other hand, L1 writing ability may also transfer to L2. As a result students who are skilled writers in their native languages and have surpassed a certain L2 proficiency level can adequately transfer those skills. However, those

who have difficulty writing in their native language may not have a repertoire of strategies to help them in their L2 writing development (Sasaki & Hirose, 1996 in Myles, 2002:2).

According to Silva (1993 in Brown 2001: 339), L2 English teachers are discouraged to adopt practices from L1 writing because

Silva found that L2 writers did less planning, and that they were less fluent (used fewer words), less accurate (made more errors) and less effective in stating goals and organizing material. Differences in using appropriate grammatical and rhetorical conventions and lexical variety were also found, among other features.

For these reasons, it is difficult to adopt practices from L1 because the L2 learners begin at a different level of proficiency.

However, some writers still feel L1 has a positive effect to the learning of L2, Widdowson (1990 in Myles 2002:4), contends that a writer's first language plays a complex and significant role in L2 acquisition. For example, when learners write under pressure, they may call upon systematic resources from their native language for the achievement and synthesis of meaning. Research has also shown that language learners sometimes use their native language when generating ideas and attending to details (Friedlander, 1990 in Myles, 2002:4). However, the impact of language transfer can be illuminating for an understanding of why learners make certain structural and organisational errors.

The central process in writing is formulation – that is, transforming non-verbal information (be it the propositional content, audience awareness, or rhetorical goals) into verbal information. This process draws heavily from the linguistic resources a writer has. The linguistic resources needed depend on the requirements of the writing assignment, but a large vocabulary and a rich and flexible repertoire of sentence frames will always help the writer to be clear and concise. Furthermore, ample linguistic resources will provide the writer with opportunities to connect pieces of text accurately, use correct anaphora and word order indicating topic-focus relations.

A research synthesis by Ortega (2003) showed that syntactic complexity measures such as sentence length, characterised English-as-a-second language (ESL) writers. After retrieval of the words and sentences rendering the message content, the verbal information has to be cast in a written form. For this purpose, the writer has to have orthographic or spelling knowledge. Ganschow and Sparks (1996) considered L1 skills in the orthographic code as one of the foundations of L2 learning. The extent to which L1 orthographic knowledge might facilitate or

hinder L2 spelling very much depends on the kind of the languages' script and, in the case of alphabetic languages, on the regularity or irregularity of grapheme-phoneme correspondences (Ibid).

Apart from linguistic knowledge, a writer will appeal to other knowledge resources as well, pertaining to the rhetorical situation, the expected readers, and the discourse as a whole, including text organisation and coherence. Moreover, a writer has to decide how to proceed in fulfilling the writing assignment: generating content, managing writing time, and monitoring the outcomes of the writing process. To distinguish this more general, less language-specific kind of knowledge from the more language specific linguistic knowledge, the researcher will refer to it as metacognitive knowledge. Metacognitive knowledge plays an important role in the debate about transfer of L1 writing knowledge and expertise to L2 writing. Schoonen and De Glopper (1996) found that less proficient L1 writers were more engaged with the lower order features of a text, such as layout and mechanics, whereas more proficient writers were occupied with text structure. Similarly, Victori (1999) found that proficient L2 writers have more metacognitive knowledge about writing tasks and writing strategies than less proficient writers have. This kind of metacognitive knowledge acquired in the L1 can often be put into practice in L2 as well (Ibid).

2.2.5 EFFECTIVE WRITING STRATEGIES

L2 writing involves a cognitively demanding task of generating meaningful text in a second language. As a result, L2 students generally want more teacher involvement and guidance, especially at the revision stage. Consequently, in order to provide effective pedagogy, L2 teachers need to understand the social and cognitive factors involved in the process of second language acquisition and error in writing because these factors have a salient effect on L2 development (Myles, 2002:2).

Most of the studies share the point of departure that writing is a complex task potentially overloading writers' working memory capacity. Using word and sentence re-ordering tasks, Benton, Kraft, Glover, and Plake (1984) have shown that proficient writers differ in their cognitive capacities to hold and manipulate information in working memory. To deal with an imminent overload, a writer can try to sequence subtasks or try to train and automatize subtasks so that some of these tasks can be performed in-parallel. Many studies have shown that working-memory-related measures correlate with writing fluency, text length, and/or writing quality (Hayes, 2006; McCutchen 1996, 2000). If writers have reached a high level of fluency in, for example,

word retrieval or sentence construction, these components of writing will not hinder level processes such as content generation or monitoring pragmatic appropriateness of the text. All of these processes are less automatized or, by their nature, cannot become automatized. So-called lower order processes such as transcribing, spelling, and possibly, lexical retrieval or sentence construction are possible for automatizing. To this extent, supporting empirical evidence mainly comes from controlled experiments manipulating the conditions in which writing subprocesses in working memory are, or are not, disrupted by secondary tasks (Radsell, Levy & Kellog, 2002)

L1 vocabulary and grammatical knowledge might not be very helpful in composing an L2 text. On the other hand, higher order, less language-specific knowledge and skills, such as metacognitive knowledge and skills concerning effective writing strategies, could be useful across languages (L1 and L2). Extrapolation of the latter kind of knowledge resources is also dependent on the presence or absence of cross-cultural differences (Grabe & Kaplan, 1996). In terms of writing processes, Cummins (1989) has shown that the main processes and their order of deployment are largely the same in L1 and L2 writing. However, writing processes were found to be less fluent and less effective in L2 than in L1 writing. Furthermore, in terms of text features, L2 tend to be shorter, containing more lexical and grammatical errors than L1 texts (Silva, 1993). Manchon and Roca de Larios (2007); Roca de Larios, Manchon and Murphy (2006), found that low-proficient L2 writers spend their time differently from more proficient or L1 writers. Formulating the planned content in L2 takes substantial time, often at the expense of planning content and text revision, and poor L2 writers tend to be inflexible in allocating their time to subprocesses during writing (Ibid).

When searching for the appropriate word or sentence frame, an L2 writer might lose track of the overall structure of the text or the rhetorical requirements of the text to be produced. Therefore, a threshold not only concerns the amount of linguistic knowledge available to the L2 writer but also the accessibility of this knowledge. Knowledge that is readily or automatically available from memory will not, or hardly, burden working memory capacity, saving this capacity for higher level processing (McCutchen, 2000). In L1 writing, lack of processing efficiency in processing linguistic knowledge might cause the afore-mentioned kinds of problems and therefore function as a threshold for the use of higher order processes (Ibid).

Linguistic literacy is considered to be “a constituent of language knowledge characterised by the availability of multiple linguistic resources and by the ability to consciously access one’s own linguistic knowledge and to view language from various perspectives” (ibid)

According to Myles (2002:1) “a focus on the writing process as a pedagogical tool is only appropriate for second language if attention is given to linguistic development, and if learners are able to get sufficient and effective feedback with regard to their errors in writing”. Myles is suggesting that ESL educators should be competent enough to diagnose and correct errors from ESL learners’ writing. ESL learners should get sufficient feedback with regard to their errors in writing and should be proficient enough in the language to implement revision strategies.

Senior (2006:48), has suggested that becoming a language teacher is about far more than mastering a finite number of teaching techniques and skills: it is about understanding how to relate to students, and how to customise lessons to the needs and interests of students.

Sommer (2006 in Baker 2014: 38), argues that

what teachers say in the comments proves less important than how they say it. The study revealed that when comments give constructive feedback meant to teach writing skill for future writing assignments, students’ profit most. For students to benefit from feedback, they need to view comments as helpful for future writing, not as individual teachers’ comments about individual assignments.

Brannon and Knoblauch (1982); Dobler and Amoriell (1988); Sommer (2006); criticise teachers for paying too much attention to surface errors and not enough to global issues when marking learners’ compositions. They chastise the teachers’ comments as ignoring author intent and advise consulting a student writer about what he or she wanted to say before suggesting how he or she ought to say it. Their findings supported the use of comments worded positively, as in ‘what to do’ versus ‘what not to do’. Comments should focus on the writing itself instead of comments meant to build rapport.

Moreover, Brown (2001: 340), has maintained that

As students are encouraged (in reading) to bring their own schemata to bear on understanding texts, and in writing to develop their own ideas, offer their own critical analysis, and find their own “voice,” the role of teacher must be one of facilitator and coach, not an authoritative director and arbiter. As a facilitator, the teacher offers guidance in helping students to engage in the thinking process of composing but, in a spirit of respect for student opinion, must not impose his or her own thoughts on student writing.

Reid (1994:273), has observed that English teachers' 'penchant for laissez-faire approaches' to commenting on student writing may have gone too far: Instead of entering a conversation of composing and drafting, instead of helping students negotiate between their interests and purposes and the experiences and intentions of their academic readers, many teachers have retreated into a hands-off approach to student writing. On the other hand, Ferris (1997 in Brown 2001:340), perceived that when English teachers requested specific information and made summary comments on grammar, more substantive student revisions ensued than when teachers posed questions and made positive comments. Brown (2001: 355), concurs with this view, "As a student receives responses to written work, errors – just one of several possible things to respond to – are rarely changed outright by the instructor; rather, they are treated through self-correction, peer-correction, and instructor initiated comments." The teacher's role is to initiate or motivate learners to correct their errors. Myles (2002: 3), argues that English teachers should be aware of how instrumental motivation of their L2 students will influence the effectiveness of their lessons. Learners may be less motivated to write stories or poetry, because they perceive that the tasks are not related to their needs. Even writing a standard research may seem like a waste of time for those who will need to write project reports and memos. If learners perceive writing tasks to be useless, they may approach them in a careless manner. Consequently, it is likely that they will be inattentive to errors, monitoring, and rhetorical concerns. However, if students are highly motivated, then any sort of writing tasks, expressive or otherwise, are welcomed.

Contrary to their claims however, Ritter (2012: 411) warns that Sommer's recommendations are "a heavy pedagogical, and psychological burden to bear especially in so-far as comments are often framed as personal correspondence with students." Rutz (2006:119), argues that many of these studies ignore student-teacher relationships and classroom or conference interactions. She asserts that, without that context, both the atmospherics of the classroom and the local meanings established in that climate vanish, leaving textual artefacts that only reveal part of the communicative story. She goes on to suggest that a written assignment therefore cheats time and space by representing a teacher's will or perhaps intentions in the teacher's absence. Murphy (2000: 260) contends that "real people write student papers, and real people read and comment on them." Teachers cannot therefore distance themselves from the comments that they make. Phelps (2000 in Baker 2014: 39), argues that "teaching writing Otherwise stated is like chlorine in a pool; you can't separate it from the rest of the teaching, you bring something new to it daily and you take some of it with you when you go." The emphasis here is that teachers cannot distance themselves from the comments that they write to their students.

Although reading an error-filled text can be tiring and disconcerting, errors can help the teachers to identify the cognitive strategies that the learner is using to process information. According to Ellis (1985:53), it is through analysing learner errors that teachers elevate the status of errors from undesirability to that of a guide to the inner working of the language learning process. Moreover, in the ESL writing classroom, teacher feedback serves as an assessment as well as a pedagogical tool to enhance the teaching of learning and writing (Lee, Mak, & Burns, 2015:140).

2.2.6 DIRECT AND INDIRECT CORRECTIVE FEEDBACK

Rouhi and Samiei (2010), conducted a study where they investigated the extent to which focused and unfocused indirect corrective feedback affect accuracy in ESL writing. They came to the conclusion that the area they had chosen, that is, simple past tense (regular and irregular) – was not improved by using focused or unfocused indirect corrective feedback compared to the control group which did not receive any feedback. Otherwise stated, they discovered that the learners whose work was subjected to feedback whether direct or indirect were not better than the learners whose work was never subjected to any feedback. However, it is worth noting that in their study they only limited themselves to indirect corrective feedback instead of direct corrective feedback as well. Nonetheless, the fact that the control group performed equally to the two test groups puzzled Rouhi and Samiei (Lee, Mak & Burns, 2015:140). After their study, Rouhi and Samiei concurred with Truscott's (2007) claim that unfocused feedback could be ineffective and therefore time consuming. For this reason, they proposed that the time used on corrective feedback could be spent on teaching grammar or giving examples of the targeted grammatical features (Andersson, 2015:5).

Nevertheless, Ellis et al (2008 in Andersson 2015:6), conducted yet another study whose aim was to prove that corrective feedback (CF) is critical in an ESL classroom. Their study “compared the effects of focused and unfocused written CF on the accuracy with which Japanese university students used the English indefinite and definite articles to denote first and anaphoric reference in written narratives” (Ellis et al. 2008 in Andersson, 2015:353). After their study, Ellis et al concluded that there were no meaningful differences between learners who received comprehensive corrective feedback and those who received direct selective corrective feedback. From their findings, there were no significant differences between the two groups in either writing tests or the error correction test. Conversely, they stated that there was some evidence that suggested that selective CF would be more effective in the long run compared to the comprehensive group considering that this group did not show any improvement with their usage

of indefinite and definite articles in the post-tests but the selective group did. After their study, Ellis et al. summarised their findings with the declaration: “all we can say is that CF can assist learners to develop greater control over grammatical features which are amenable to rules of thumb” (p. 368). They are actually suggesting that easier or simpler grammatical features can be improved with the aid of corrective feedback compared to the more complex ones. This suggestion further highlights the importance of teaching those structures to the learners instead of totally depending on CF (Andersson, 2015:7).

Additionally, Ellis et al. (2008) claimed that a few other recent studies indicated that written CF is effective especially when English articles are investigated, and this in turn strengthens the case for teachers providing written CF. Otherwise stated, Ellis et al are proposing that teachers should write the feedback for their learners, teachers must explain the nature of the errors and the grammar rules that explain the error. Ferris (2006), showed that students “made statistically significant reductions in their total number of errors over a semester in five major grammar categories with a particular reduction in verb and lexical errors” (Hyland and Hyland 2006 in Andersson, 2015:6). Moreover, Sheen (2007), found evidence that direct correction and especially direct metalinguistic correction had positive effects on the learning of English articles. Sheen’s research also came to the conclusion that direct correction with metalinguistic comments out-performed direct correction without metalinguistic comments.

On the contrary, after investigating fifty six high school learners on the benefits of direct or indirect feedback on spelling errors, Ghandi and Maghsoudi (2014), concluded that indirect feedback helped the students more than direct feedback. This study was conducted in Iran where Ghandi and Maghsoudi found that students benefitted more from correcting their own spelling errors because “they become aware of their recurring errors” (p. 59). Moreover, Bitchener, Young and Cameron’s (2005) study found that the students’ performances were not in “a linear and upward pattern of improvement from one time to another.” (p. 201). The students would make correct grammatical usage in one draft and make mistakes in the same linguistic area in the next draft.

However, Truscott (2007 in Andersson 2015:7), argued that Bitchener et al.’s article had a loophole in that the control group (the group that did not get feedback at all) had 192 fewer hours of teaching overall than the oral-written correction group. For this reason Truscott suggests that experiment groups are incomparable. However, this critique does not totally dismiss Bitchener et al.’s findings, it is an idea that one should have in mind when reviewing their study.

In their study, Ellis et al. concluded that

[t]here are solid theoretical reasons for believing that focused CF will be more effective than unfocused CF. Learners are more likely to attend to corrections directed at a single (or a limited number of) error type(s) and more likely to develop a clearer understanding of the nature of the error and the correction needed (p. 356).

The English syllabus and error correction literature are still recommending teachers to mark errors comprehensively despite Ellis et al.'s claim and teachers tend to treat error corrective feedback as a task with little long-term significance (Lee, 2003:215). Lee also claims that even though teachers "are spending a massive amount of time marking student writing, teachers themselves are not totally convinced that their effort pays off in terms of student improvement" (Lee, 2003:216). Lee's assertion is rather disconcerting because if teachers are not convinced that the errors that they are pointing out will be addressed it simply means the whole exercise is futile, however, based on the above discussion, it is evident that teachers do believe in what they write. This researcher believes that teachers may not waste their time on something that they know will not work. On the other hand, if the teacher does not fully believe in his or her feedback, the students will probably notice this and may not take the feedback seriously. The issue here is whether the teacher uses comprehensive or selective feedback. If it is comprehensive, it is likely to discourage the learner who might interpret it to mean that English is a difficult subject especially where feedback is written in red ink.

Lee (2003), conducted a survey to investigate if teachers were focusing on direct or indirect feedback and she concluded that teachers were more dedicated on direct feedback and not the long-term benefits which according to her can come from indirect feedback. Lee did follow-up interviews after her survey with 19 teachers and amongst these were twelve practicing comprehensive marking but they stated that they would prefer selective marking. In Lee's study, the reasons for comprehensive marking were that teachers wanted to look at the overall performance of students, errors made by junior form students were basic and had to be pointed out, when the compositions were not too long (for example, for junior forms), comprehensive marking was manageable, students preferred comprehensive marking to selective marking, teachers were considered lazy if they did not mark all student errors, students had to rely on teachers to tell them what errors they had made, if teachers did not mark all errors, students would not know what kinds of errors they had made, the teachers' duty was to mark all student errors and parents wanted teachers to mark all errors (Lee, 2003 in Andersson, 2015:8).

When the above interview is considered, it is possible to conclude that teachers who want to be selective in their marking could probably feel a lack of responsibility because most often, the students demand to be comprehensively corrected (Lee, 2003). The problem with selective marking is that if certain errors are ignored because the teacher is still dealing with other errors, there might be a risk of fossilisation. As long as there is no indication that there could be an error in a particular construction, learners will believe that they are using correct English. To avoid fossilisation, teachers find themselves marking comprehensively. Ferris (2006 in Hyland & Hyland 2006), claims that teachers tend to mark “treatable” (verbs, subject-verb agreement, noun endings and articles errors) indirectly and “untreatable” (word choice and word order) errors directly because teachers believe “students are unable to self-correct untreatable errors marked indirectly” (Hyland and Hyland, 2006 in Andersson, 2015:8). Untreatable errors may pose a challenge to many teachers, where there is no rule to support the teacher's comment, it may be difficult for the learners to correct themselves. For this reason, teachers find themselves giving alternatives to the learners, for example, where a learner uses a wrong word, teachers may just cancel that word and insert a correct one.

Teachers who practise or favour selective marking state that it saves time, students can focus on specific areas. The other reasons are that students write long compositions, teachers have heavy workloads and even if teachers mark all errors, students will still make the same errors next time, which implies that they are not learning from their errors. Students may not remember what teachers have marked because those with a large number of errors in writing, comprehensive marking is overwhelming and demotivating and therefore marking all errors cannot really help students improve grammatical accuracy. Teachers also feel that they should spend more time on teaching and lesson preparation (Lee, 2003 in Andersson, 2015:9).

One of the teachers that was interviewed by Lee gave a crucial statement on why comprehensive marking is ineffective. “Even if I mark all the errors, they still make the same types of mistakes next time” (Lee, 2003 in Andersson, 2015:9). Hyland and Hyland (2006) state that surveys of ESL students show signs that these students “greatly value teacher written feedback and consistently rate it more highly than alternative forms such as peer and oral feedback” (p.87). When Evans, Hartshorn and Tuioti (2010) interviewed English language teachers, they asked the teachers if they normally provide error correction to students' writing. 99 % of all participants specified that they do provide at least some error correction on student writing, however, 1 % of the participants stated that they never provide any error correction. 903 teachers stated that they spent 61 % of their time to provide feedback on content and rhetorical features of their students' writing.

The few teachers who do not practise error correction stated the following reasons why they did not error-correct:

The parenthesis indicates the number of teachers who stated this reason.

1. Content, organization, and rhetoric are more important than linguistic accuracy. (26 %)
2. Students should take care of grammar errors by themselves. (23%)
3. Error correction is not effective. (11%)
4. Context is not appropriate for error correction. (10%)
5. Don't want to overwhelm, threaten, or discourage students. (9%)
6. Others should help students with grammar errors. (6%)
7. Process writing suggests that grammar errors come last. (5%)

(Evans et al., 2010: 59 in Andersson, 2015:10).

When comparing these reasons to the responses Lee (2003) received from her survey, one can discern a correlation where too much workload on teachers can lead to a negative trend towards corrective feedback. Interestingly, reason number three is a response to the fact that there is no convincing evidence that error correction is actually working. This teacher is right in his or her point but there is convincing evidence that corrective feedback is more beneficial to students' language acquisition than the neglect of feedback (Bitchener et al., 2005; Ellis et al., 2008; Ferris, 2003; Lee, 1997; and Ebadi, 2014). Teachers who answered with "don't want to overwhelm, threaten, or discourage students" may think that their corrective feedback is not accomplishing anything because their students do not respond well to too much error correction. If these teachers would try to adapt a more selective corrective feedback approach the teachers and their students would probably gain much more from corrective feedback. On the other hand, the majority of teachers stated that they do correct errors. However, 45% felt that correcting errors helps students and 22% stated that students expect teachers to correct errors in their written work and 17% felt that students need error correction in their work (Evans et al., 2010).

These results indicate that the majority of teachers, from this survey at least, think that Written Corrective Feedback (WCF) helps their students in a positive way and it is these people's insight

and arguments which would be prioritized because of their close relationship with the question at hand Evans et al. (2010 in Anderson 2015:11). They stated that there was a “keen interest” towards WCF amongst the practitioners and that 85% of the participants requested the summary of the survey (p. 63). They conclude with the statement “that there is causation between WCF and greater linguistic accuracy” (Evans et al., 2010 in Andersson, 2015:11). Ferris states that error feedback may be most effective when it focuses on patterns of error, allowing teachers and students to attend to, say, two or three major error types at a time, rather than dozens of disparate errors” (Ferris, 2002 in Andersson, 2015:11). Statistics from Lee’s study revealed that only 22 % of the teachers indicated that the major principle of selection was related to students’ specific needs.

According to Andersson (2015:11), the Education Department of Hong Kong recommends in the English syllabus that selective marking should be based on students’ needs. When looking at the Swedish Curriculum for the Upper Secondary school there are no traces of guidance to teachers on whether they are supposed to be selective or comprehensive in their written feedback. Similarly, in the case of South Africa there is no clear indication on how teachers should deal with corrective feedback issues. Teachers therefore use their discretion on deciding the type of feedback that they deem suitable for their learners. Lee has argued that direct corrective feedback may be more appropriate for lower-level students, therefore teachers should experiment with a wider range of error feedback techniques to students that need help to locate their own errors (Lee, 2003). The majority of the interviewed teachers said that they would go through the students’ common errors in class when the students’ written assignments had been corrected. This means that the teachers would compile the students’ most common grammatical errors and take some lesson time to go through the grammatical areas where the students have need of explicit explanation (Ibid).

Some methods such as conferencing with students or making students record their errors in error logs were not a common practice amongst the teachers who were interviewed even though these methods may help the students’ language acquisition in the long run (Lee, 2003). Lee’s findings suggest that “teachers tend to treat error feedback as a task with little long-term significance” (p.12). Out of many teachers who are spending an excessive amount of time on error feedback and yet still feel that students are not making good progress, one could not help but question whether the existing error feedback policy pays off (Lee, 2003). There is some light at the end of the tunnel because there are other strategies teachers can use to help their students to locate and correct their errors independently, peer and self-editing workshops are two examples of

strategies teachers can use to lighten their workload and maybe improve the students' self-correcting skills (Lee, 2003). Ferris and Roberts (2001) arrived at the conclusion that their two test groups which were given feedback to self-edit their work outperformed the control group which did not get any feedback. The two test groups' errors were either marked with codes from five different error categories or in the same five categories underlined but not marked or labelled. One of the most recent studies is Ebadi, (2014), who investigated if focused Metalinguistic highlighted feedback had possible effects on grammatical accuracy of writing. Her study consisted of 60 participants which were Iranian intermediate EFL learners. She divided them into two groups, one would only receive "traditional" feedback and the other group would receive focused meta-linguistic feedback upon their drafts (Andersson, 2015:14).

The group which received focused meta-linguistic feedback would get explicit grammar rules and exact references to the place in the text where the error was located. The researchers/teachers would also have mini-lessons where they illustrated, discussed and exemplified grammar rules with the students in small groups. The two groups were pre-tested on their proficiency so that they were as homogenous as possible. Ebadi came to the conclusion that the focused meta-linguistic group outperformed the "traditional" group. She claimed that selective meta-linguistic CF could be used for instructional purposes as well as revising students writing. The reason behind her claim was that the students became more independent learners and they developed autonomy through this selective meta-linguistic CF. However, she concluded that one could not generalize the results to all L2 writing contexts but she stated that selective meta-linguistic CF "would most probably be more efficacious in comparison with the traditional based corrective feedback" (Ebadi, 2014:882). Furthermore, Ebadi (2014) wanted language teachers, professors and university lecturers to "help each other to enhance and develop focused meta-linguistic corrective feedback for all areas of study." (p.882). According to Ebadi therefore, focused meta-linguistic corrective feedback is an effective way for teaching EFL and ESL learners.

However, Brown (2001: 347) gives the following advice to English teachers:

Because writing is a composing process and usually requires multiple drafts before an effective product is created, make sure that students are carefully led through appropriate stages in the process of composing. This includes careful attention to your own role as a guide and as a responder. At the same time, don't get so caught up in the stages leading up to the final product that you lose sight of the ultimate attainment: a clear articulate, well-organized, effective piece of writing. Make sure students see that everything leading up to this final creation was worth the effort.

The researcher is of the view that focused / selective corrective feedback may be more effective in L2 writing. However, due to time constraints as shown in table 5.1, the frequency of essay teaching in Mahikeng Sub District is so low that teachers may be forced to use unfocused / summative corrective feedback. Unfocused feedback nonetheless poses a challenge of demoralising the learners as a result of the overwhelming number of errors that may be identified in the process. This scenario leaves English teachers in a dilemma on which type of feedback to use due to pressures from: the learners' expectations, parental interference, the schools' marking time frames (marking to meet deadlines), the dictates of district / provincial moderations of marked essays and the will of the teachers themselves. The intricate nature of the multidimensional expectations leaves the teachers with no other option except summative / unfocused corrective feedback.

2.2.7 EFFECTS OF LARGE CLASSES ON CORRECTIVE FEEDBACK

Regarding the English teacher's workload, Baker (2014:37), explains that in 1980 over 30 years ago, Williams (1980) attempted to reduce teacher workload in secondary schools, noting that the most effective teaching techniques required large amounts of time and smaller teacher-to-student ratios. He instructed teachers to order a kit from the National Council of Teachers of English (NCTE) that included information for teachers, unions, legislators, and the public about why English teachers needed smaller workloads. Instead of seeing improvement for secondary schools 17 years later, (Clark, 1997 in Baker, 2014:38) noted the spread of the workload problem into post-secondary institutions in the following way, "Excessive teaching loads apparently are now becoming a source of academic burnout, importing into higher education the teacher burnout long noted as a problem in the K-12 system".

Empirical researchers have also studied the negative effects of excessive workload. Easthope and Easthope (2000), for example, through interviews and focus groups of college and high school teachers, explored the repercussions of increased student numbers per teacher as well as extended duties outside of class. This intensification, according to the teachers, minimised the time they could spend on classroom preparation and individual student attention. As a result, teachers had to sacrifice their commitment to the extra care they previously gave to preparation and feedback. These attempts to inform and therefore influence the Department of Education have caused little or no change at all. NCTE's official stance for secondary English teachers (1990) is that class sizes should be limited to 20, and the total number of students teachers should

teach in a week should not exceed 80. However, huge workloads quintessentially remain the plight of English secondary school teachers (Baker, 2014:37).

As for university classes, NCTE (1987) recommends writing classes have between 15 and 20 students, with student totals per instructor not to exceed 60. Full-time academic literacy lecturers can have as many as 125 students per semester. Ritter's (2012) documentation of the history of these problems attest—nothing has fixed the problem. Given the persistence of larger class sizes for whatever reasons, the issue is evidently here to stay. When a teacher's hard work causes students to learn and improve their writing, the rewards can sustain the teacher through the next paper stack, but students do not always appreciate the teachers' efforts. As teachers persistently deal with the large grading load and the sometimes unrewarding job, authors continue to publish books that give teachers more ideas for instruction and assessment (for example, White, 2007) and advice about managing the load (for example, Golub, 2005).

Some of the response studies conducted by some compositionists, conflict with teachers' experiential knowledge about how students learn and respond to teaching and writing feedback. These articles can also conflict with the realities of a full workload, teacher training, or staff development resources. Sometimes these conflicts exist because the publications ignore context or local issues in their studies or sometimes because they fail to consider the motivational toll of marking. New corrective feedback studies can keep teachers from reverting to rules-based marking as long as teachers are convinced that the authors of articles consider their realistic situations. Specifically, English teachers need help coping with the large and emotionally-draining essay marking workload without compromising their students' writing needs (Baker, 2014:37).

Besides the strain of workloads, Yule (2014:189) has added that learners may not perform in a target language because of lack of empathy with the culture that is perpetuated by that language, for example, learners may feel no identification with its speakers or their customs. At that juncture, the subtle effects of not wanting to sound like an English or American may strongly inhibit the learning process.

Brown (2001: 338) argues that:

No one can deny the effect of one's native culture, or one's predispositions that are the product of perhaps years of schooling, reading, writing, thinking, asserting, arguing, and defending. In our current paradigm of attending carefully to schemata and scripts, native language patterns of thinking and writing simply cannot be ignored. A balanced position on this issue, then, would uphold the importance of your carefully

attending to the rhetorical first language interference that may be at play in your students' writing. But rather than holding a dogmatic or predictive view (that certain writers will experience difficulty because of their native language), you would be more prudent to adopt a "weak" position in which you would consider a student's cultural/literary schemata as only one possible source of difficulty.

To reinforce Brown's argument, Kern (2000 in Myles 2002:7), mentions that the process-oriented teaching does not acknowledge the influence of sociocultural context on individual processes. He has characterised it as inattentive to learners' understanding of the links between form and communicative conventions that will allow them to construct meanings in ways that are appropriate within the immediate academic context as well as the larger societal context.

Brown (2001: 347), 's point is that

Make sure that your techniques do not assume that your students know English rhetorical conventions. If there are some apparent contrasts between students' native traditions and those that you are trying to teach, try to help students to understand what it is, exactly, that they are accustomed to and then, by degrees, bring them to the use of acceptable English rhetoric.

Additionally, according to Senior (2006:109), and Lightbown and Spada (2006:61), students may also have their own concerns: language teachers often find that particular individuals within their classes seem upset, distracted or generally not as committed to learning as they might have expected. There is an urgent need for teachers to address student related challenges; according to Krashen's *affective filter hypothesis* which articulated by Lightbown and Spada (2006:37), suggests that "a learner who is tense, anxious, or bored may 'filter out' input, making it unavailable for acquisition." Unfortunately this is quintessentially the case in many second language classrooms. It is therefore essential for language teachers to be aware of the many reasons be they feelings, motives, needs, attitudes, and emotional states of their learners that may hamper the language learning progress. Although the reasons underlying this lack of receptivity are limitless, many behaviours such as regular absences, persistent late arrivals, constant requests to leave the room, general lethargy and an inability to complete homework can often be related to the immediate circumstances of individual students. For young adults in the 18 – 24 age group, problems often relate to the fact that they are living away from home for the first time in a new town where everything is strange: the accommodation, the transport system, the food, the suburban way of life and so on. Students who are suffering from loneliness or homesickness, who

have fallen desperately in love, who have had their mobile phone stolen, or who have squandered their allowance at the local casino are unlikely to be model students. During lessons, thoughts entirely unrelated to language learning may be running through their minds (Ibid).

On the other hand, the L2 classroom environment may have a severe impact in language acquisition/learning. Secondary school learners are usually in their teens and teenagers are typically much more self-conscious than younger children. If there is a strong element of unwillingness or embarrassment in attempting to produce the different sounds of another language, then it may override whatever physical and cognitive abilities there are (Yule, 2014:188). Pedagogically, teachers may ask learners to read what they have written. This as Yule has observed, may frustrate the learners whose input may be severely affected by Krashen's affective filter.

In addition, dull textbooks that do not stimulate learning, unpleasant classroom surroundings or an exhausting schedule of study may promote negative feelings or experiences that can create a barrier to acquisition (Yule, 2014:189). Basically, if learners are stressed, uncomfortable, self-conscious or unmotivated, they are unlikely to learn very much. In contrast, learners who have other personality traits such as self-confidence, low anxiety and a positive self-image seem better able to overcome difficulties encountered in the learning space (Yule, 2014:189). Teachers are therefore urged to promote an environment that does not constrain learners.

According to Senior (2006:113), just as in families individuals anger others, so students in language classes can, sometimes deliberately and sometimes unintentionally, irritate their classmates. Some students have personalities that their classmates find overpowering. There are various classroom complications that teachers might not be aware of, sometimes teachers may ignore them without realising their impact in the learning. There may be clashes between values systems, even between students from the same cultural background, can sometimes come to the fore in language classes. Sometimes teachers may be unaware of subtle undercurrents swirling around their class – particularly when social processes are occurring between students from the same cultural background (Senior, 2006:114).

Sometimes language classes contain students with similar levels of linguistic proficiency, but with different levels of maturity and areas of interest. It is difficult for teachers to identify suitable topics when some students are of the 'sunshine, sand and sea' brigade, interested in relatively frivolous topics such as sport, sex and fashion, while others wish to discuss more weighty topics such as nuclear testing or press censorship (Senior, 2006:114). This factor may impact negatively in the

learning environment, considering that at one stage these same learners may find themselves editing their classmates' work and giving constructive feedback in process writing.

Senior, (2006:115) has explained that

[A]nother factor that can affect the social harmony of language classes is the development of subtle pecking orders within classes ... students with 'city values' may behave dismissively towards less sophisticated students from rural areas. Students demonstrate their perceived superiority over others in language classrooms in a range of obvious and less obvious ways. An easily discernible way that students can create a feeling of exclusivity is by choosing their classroom 'territory' and indicating, through the placing of chairs, the patting of seats or the strategic placement of bags, who is welcome to sit next to them – and who is not. Reasons that students give for not wanting to associate with certain group of students can also be indicative of innate feelings of superiority.

Moreover, many adults and adolescents find it stressful when they are unable to express themselves clearly and correctly (Lightbown & Spada 2006:31). Most of the learners in this study are either adults or adolescents and are very likely to suffer from an inferiority complex; they might choose to remain silent in class because of the barrier of language. Some might be afraid of being teased and humiliated by both teachers and learners who might consider themselves proficient in using English.

Learners with positive attitudes, motivation, and concrete goals will have these attitudes enforced if they experience success. Likewise, learners' negative attitudes may be strengthened by lack of success or by failure (McGroarty, 1996). However, Myles (2002), has remained resolute that although many L2 learners may have negative attitudes toward writing for academic purposes many of them are financially and professionally committed to graduating from English-speaking universities, and as a result, have strong reasons for learning and improving their skills. This assertion seems to suggest that in spite of the challenges that students may encounter in the classroom, the will to graduate will continue propelling them in their studies. This, of course, will vary from individual to individual but still, this study will not undermine the importance of learner motivation and demotivation factors.

There is a symbiotic relationship between learner attitudes and learner motivation. Gardner's (1985) socio-educational model that is intended to account for the role of social factors in language acquisition takes into account four aspects of L2 learning, namely: 1) the social and

cultural milieu – which determines beliefs about language and culture, 2) individual learner differences – which relates to motivation and language aptitude, 3) the setting – which considers formal and / or informal learning contexts and 4) learning outcomes. According to Gardner, integrative motivation involves a desire to learn an L2 because individuals need to learn the target language to integrate into the community, therefore the people or culture represented by the target language group may also inspire them. On the other hand, instrumental motivation acknowledges the role that external influences and incentives play in strengthening the learner's desire to achieve. Learners who are instrumentally motivated are interested in learning the language for a particular purpose, such as getting a job.

In terms of Gardner's theory, if second language learning takes place in isolation from a community of the target language speakers, then it benefits more from integrative motivation, whereas if it takes place among a community of speakers, then instrumental orientation becomes the more effective motivational factor. Despite problems in Gardner's theory, it can be concluded that motivational factors "probably do not make much difference on their own, but they can create a more positive context in which language learning is likely to flourish" (Bialystok & Hakuta, 1994 in Myles, 2002:3). However, if students show an overall interest in the target language, perceive that there is parental and social support (integrative motivation), and have a desire to achieve their professional goals (instrumental motivation), they can become more proficient in their ability to write in English, despite the initial lack of self-motivation (Myles, 2002:3). The learners that the researcher is concerned about are driven by instrumental motivation; they want to pass English basically because it will afford them an opportunity to be promoted from secondary school to tertiary institutions or the employment sector. In South Africa, a learner is considered to have passed Matric if the subjects passed include English. Otherwise stated, for a learner to gain entry into a university, the particular learner must have passed English, in addition to prescribed subjects for each and every degree programme.

Furthermore, Lightbown and Spada (2006:67-8); Brown and Larson-Hall (2014) and Yule (2014:188), bring another dimension to the L2 learning / acquisition dilemma: the age factor. They suggest that a person can learn an L2 up to a certain age beyond which it becomes difficult to master any L2 to competitive proficiency. They propose puberty stage as the last age for acquiring an L2 proficiently. They argue that after the critical period of language acquisition has passed, around the time of puberty, it becomes very difficult to acquire another language fully. This may be a result of our inherent capacity for language being strongly taken over by features of L1 with a resulting loss of flexibility or openness to receive the features of another language. The

implication is very simple; high school learners, according to the suggestion are beyond the age of learning an L2 to an optimum level of proficiency. Perhaps this explains the mystery of learners who still find it difficult to grasp a language concept no matter how hard they try. For example, many adult learners still find it difficult to use the third person pronoun singular with a verb in its simple present tense: 'My mother *like* mangoes.' Instead of 'My mother *likes* mangoes.'

In most cases learners have to interact in the classroom. If the teacher is aware of the vulnerable position in which students can find themselves in language classrooms, a key goal for the English language teacher is to minimise the potential damage to learners' self-esteem that may be caused by the routine practices and activities of communicative classrooms (Senior, 2015:131).

However, students may never have the same level of proficiency as they are raised differently and may have different backgrounds and experiences with the language. The veracity of differences in the language and performance is elaborated by Lindfors (1987:217), who states:

Each child's language is absolutely unique. It is unique in the specifics of the life experience out of which it is fashioned: each child's world includes people, things, actions, events, and characteristics that comprise an absolutely unique set, different from every other child's. And every child's doing in the world is his own: his ways of acting on, of influencing, of noticing, of using experience. In short, his ways of making (constructing) sense of language in his experience are uniquely his.

This perhaps may serve as a solace to learners who find themselves struggling to reach the level of proficiency that may be displayed by some learners in their class. In some cases some learners may feel inadequate when compared to learners in their grades but "the child's creative construction of language also marks him as being a unique member of that species" (Ibid). Moreover, rhetoric and writing are direct outcomes of sociocultural and political contexts; otherwise stated, they are schematic representations of the writer's unique experiences within a particular social milieu. For example, Chinese or Indonesian students may write in accordance with a set of rhetorical norms (such as the "eight-legged" essay) that differ from those of English (Cai, 1999; Matalene, 1985; Williams, 1989 in Myles, 2002:5).

2.2.8 ERROR ANALYSIS

Having dealt with causes of lack of proficiency, the researcher believes that it is important for the English teachers to have viable techniques in identifying errors in their learners' essays. According to Ellis and Barkhuizen (2005:51), error analysis consists of a set of procedures for identifying, describing and explaining learner errors. Error analysis (EA) is de facto the study of the errors that learners make in their speech and writing. Learner errors are significant in that they serve a pedagogic purpose by showing teachers what learners have learned and what they have not yet mastered; they serve a research purpose by providing evidence about how languages are learned; they serve a learning purpose by acting as devices by which learners can discover the rules of the target language. Ellis and Barkhuizen go on to define errors and mistakes. They perceive that errors arise because of gaps in the learner's L2 knowledge; the mistakes occur because of the difficulty of processing forms that are not yet fully mastered.

However, error analysis suffers from a number of limitations. Even though it may show the language acquisition route, it offers an incomplete picture of a learner's language because it examines only what learners do wrongly and ignores what they do correctly. Also EA cannot account for learners' avoidance of certain L2 forms. Schachter (1974), showed that Japanese and Chinese learners of English made few errors in the use of relative clauses not because they had mastered this structure but because they avoided trying to use those (Ellis & Barkhuizen 2005:70). Nonetheless and perhaps to pacify English teachers, Corder (1967 in Richards 1914), argues that learner errors do not show 'bad habits' that have to be removed, but they give an insight into how a second language is learnt and they indicate the language system that a learner would have adapted at any given point as a second language is being learnt as well as the 'strategies and procedures' that the learner employs in learning a second language. The errors also show a learner's linguistic creativity when he invents his own interim structures as he aspires to be competent in the second language and these errors indicate that the learner is making an effort to speak and write in the Second Language.

According to Gas and Selinker (2001), an error is systematic, that is, it is likely to occur repeatedly and is not recognized by the learner as an error. Otherwise stated, a learner writes a wrong construction and thinks it is correct because they do not know that they are wrong. On the other hand, mistakes are akin to slips of the tongue. That is, they are generally one-time-only events. The speaker who makes a mistake is able to recognize it as a mistake and correct it if necessary. In an effort to address the source of errors and mistakes, Selinker (2013), proposes a hypothesis that he terms 'interlanguage'. Selinker warns that, "Interlanguage is a hypothesis, not a theory,

and as such it invites an array of thought and future directions” (2013). Yule (2014), and Tavares (2017), define interlanguage as the language of a learner. It is a system that is not like the learner's L1, but it is not the L2 yet. It is a system in development. In Selinker's view, there are stages of language learning between L1 and the target language or L2. He suggests that at one stage learners transfer rules that are used from their L1 and try to apply them in their L2. He further stresses the need to correct such errors to avoid fossilisation. This perhaps accounts for what is perceived as poor language by L2 teachers; that is some in-between system used in the L2 acquisition process that certainly contains aspects of L1 and L2, but which is an inherently variable system with rules of its own (Yule, 2014:192). Most teachers dismiss this phenomenon as literal translation from mother language to L2. Using Selinker's interlanguage hypothesis, it is evident that this common feature in the L2 classroom is not necessarily just an interference from L1. The researcher has decided to include this hypothesis that Selinker first proposed in 1972 because the researcher believes it will endeavour to explain some of the learning disorders that are found in the L2 classrooms.

Closely linked to the interlanguage hypothesis is the challenge of fossilization. According to Yule (2014:192), if some students cultivate a fairly fixed repertoire of L2 expressions, containing many forms that do not match the target language, and seem not to be progressing any further, their language is said to have “fossilized.” An example of fossilization may be seen in L2 pronunciation whereby certain individuals are deemed to have a foreign accent. It suggests that these individuals have carved their own way of pronouncing words which is neither in their L1 nor the target language. This study does not deal with pronunciation but cannot ignore the fact that pronunciation may have an impact in writing in terms of spelling.

Moreover, repeating a previous mistake, or backsliding is a common occurrence in L2 writing. The worst scenario, though, is the issue when learner interlanguage competence diverges in more or less permanent ways from the target language grammar (Odlin, 1994:13). Fossilized errors can be challenging in writing because the errors become ingrained, like bad habits, in a learner's repertoire, and they reappear despite remediation and correction. This can be common among L2 learners who have acquired the target language informally through social media such as WhatsApp, Twitter, Facebook or Instagram where emphasis is on fluency and not linguistic correctness. Whether or not they are fossilized, errors in writing can be glaring, especially to the reader who has had little experience interacting with L2 speakers and texts.

Typically, most L2 learners' writing is judged according to criteria that are static and product-based and this is often projected in the rubrics that are used in schools and tertiary institutions.

That teachers draw conclusions about intellectual ability on the basis of structural and grammatical problems is common practice at secondary school level. Variability in writing, which is typical of a learner's interlanguage, is usually a concern when addressing proficiency issues. The definition of proficiency has implications for L2 students; it affects their ability to complete writing tasks across the disciplines, cope with the demands of academic English, and receive recognition as well-informed critical thinkers (Myles, 2002:5).

Andersson (2015:1), has perceived that feedback in the field of writing is divided into two subfields – content and form. The term form refers to grammar, or the linguistics of writing. The term content refers to the structure and organization of a text. Additionally, Baker (2014:36), has advocated increased attention to recognition and rewards and decreased criticism in the writing assessment world. Teachers are advised to focus more on recognition of the learners' potential and perhaps motivate accordingly instead of dwelling much on criticism. This is often the case where teachers employ summative instead of selective assessment; the learner may be discouraged if after marking, the essay may be "red all over" from the teacher's red pen. Comments from the teacher must not discourage the learner, they must be minimal and effective carrying with them a stint of motivation as well.

Truscott's article in Andersson (2015:1), "the case against grammar correction in L2 writing classes," which was published in 1996 is viewed to have increased interest in the field of error feedback. According to Andersson (2015), Truscott was one of the first to oppose the established conception that feedback was helpful for the students. Truscott's view concurs with Krashen's acquisition hypothesis. Krashen suggests that the learners should not be corrected overtly. He posits that teachers should deal with 'the monitor'; to teach learners how to edit themselves. Contrary to this view however, Myles (2002:7), has argued that feedback is essential to the writing process. Without individual attention and sufficient feedback on errors, progress will not take place. Myles argues that teachers must accept that L2 writing contains errors; in her view, it is the responsibility of teachers to help learners to develop strategies for self-correction and regulation. She contends that L2 writers require and expect specific overt feedback from teachers not only on content, but also on the form and structure of writing. If this feedback is not part of the instructional process, then students will be disadvantaged in refining both writing and language skills (Ibid). Myles is apparently using her experience as a teacher but she totally ignores the fact that sometimes comprehensive marking may demoralise the learner who could possibly have thrived if some errors were not overtly discussed.

Truscott (2004), claims that feedback on form is unnecessary and could be hurtful to EFL and ESL learners because the students may avoid using grammar constructions on which they are expecting to be corrected. Additionally, Lee (1997 in Andersson 2015:1), has mentioned that attitudes towards error correction have developed from strict avoidance in the 1960s “to a more critical view of the need and value of error correction” (Lee, 1997 in Andersson, 2015:1). This is very thought-provoking, Truscott and Lee are suggesting that learners may avoid those language structures where they suspect they may be corrected by a teacher. In fact, this view is also shared by Brown (2005) and Ellis and Barkhuizen, (2005). Otherwise stated, they are implying that learners may, for example, avoid using a preposition or a particular tense if they are not sure they know it well. This may be true and may mean that teachers have to use guided writing to ensure that learners are familiar with all language structures. According to Myles (2002:6), however, students come to class both to improve their language proficiency and become more confident in their writing abilities. Myles goes on to suggest that ideally, learners should be encouraged to analyse and evaluate the feedback themselves in order for it to be truly effective. Teacher comments, student reaction to comments and student revisions interact with each other in a formidable way. How teachers intervene in writing instruction, and how L2 writers react to the feedback influences the composing process. Should teachers stress early mastery of the mechanical aspects of writing, or should they urge their students to pay little attention to correctness, at least until after a first draft has been written? Again process models of writing instruction allow students time to reflect and seek input as they reshape their plans, ideas and language. In common classroom practice, the focus is on idea development, clarity and coherence before identification and grammar correction. Ideally, instruction and response serve to motivate revisions, encourage learning, induce problem-solving and critical thinking, in addition to further writing practice (Cummings, 1989; Zamel, 1987 in Myles, 2002:6). Undeniably, the process approach may be effective, but if writers’ linguistic ability sets limits to what they can do conceptually, or affects the writing process itself, then we need a combination of process instruction and attention to language development.

In addition to Truscott’s findings mentioned above, Ashwell (2000 in Andersson 2015:1), investigated whether there were differences between students who were given feedback on content, form, both content and form or no feedback on their writing assignments. He concluded that the control group which was not given any feedback on neither content nor form did increase their results simply by redrafting. Ashwell concluded by stating that the net gains for the two groups which were given content or form feedback “were no better than when no feedback was received.” He also found that there were larger improvements between the first to second drafts

than to the final draft and all four test groups had this in common. He pointed out that “these results would at least initially suggest that gains in content quality were less sensitive than gains in formal accuracy to the type or amount of feedback given at each stage or to whether feedback was given or not.” (Ashwell 2000 in Andersson, 2015:1). Group three, which was the group that did get feedback on both content and form on all three drafts were considered to “be superior to the other patterns and better than not giving any feedback. This group made the biggest overall gains in both formal accuracy and content quality” (Ibid). Ashwell constructed two follow-up tests after the main research and from the results of the second test the evidence was clear that the three patterns of form and content did not help the students to gain in content quality. He also concluded that “feedback produced no better results than giving no feedback at all, a finding that at first sight looks rather alarming” (Ashwell, 2000 in Andersson, 2015:1-2).

Contrary to this view, Myles (2002:6) argues that the effectiveness of feedback may depend on the level of student motivation, their current language level, their cognitive style, the clarity of the feedback given, the way the feedback is used, and the attitudes of students toward their teacher and the class. Classroom settings, course goals and grading procedures and standards may also contribute to the effectiveness of the feedback. Otherwise stated, giving feedback is very critical and must consider the factors that may affect it. Systematically encouraging learners to reflect on what they want to write and then helping them to make an appropriate choice of language forms has pedagogic value.

However, Ellis et al. (2008 in Andersson 2015:2), criticised Ashwell’s investigation on the fact that he “did not examine the effect of CF [Corrective Feedback] on new pieces of writing; that is, they only demonstrated that CF assists learners to achieve greater grammatical accuracy in a second draft of the written composition that had been corrected.” Ellis et al are arguing that feedback in general will be fruitful and helpful for learners in future written exercises. Formative feedback focuses on the student’s future writing development and summative feedback evaluates the writing as a product (Andersson, 2015:3). If the same draft is corrected as many as four times, learners have no choice but to adhere to correction. The effectiveness of the same feedback should be tested on a new piece of writing to check whether the learners do not repeat the same errors. Ellis et al are advancing a view that it is inaccurate to measure the effectiveness of corrective feedback based on a draft that has been written for four times, in their view, the effectiveness of the feedback should be measured on a new piece of work.

Focused error correction can be highly desirable, but is usually problematic. The immediate reaction for many teachers when reading L2 student writing is to edit the work, that is, focus on

the structural aspects so that the writing closely resembles target language discourse. Teachers can correct errors; code errors; locate errors; and indicate the frequency of those errors. To its benefit, attention to errors provides the negative evidence students often need to reject or modify their hypotheses about how the target language is formed or functions. However, if this focus on error becomes the totality of the response, then language, discourse and text are equated with structure. It is then assumed that the teacher has the authority to change the student's text and correct it (Rodby, 1992 in Myles, 2002:6). In addition, some feel it may not be worth the teacher's time and effort to provide detailed feedback on sentence level grammar and syntax, since the improvement may be gained by writing practice alone (Robb, Ross & Shortreed, 1986 in Myles, 2002:6). Practice alone may improve fluency, but if errors are not pointed out and corrected, they can become ingrained and fossilized in learners' writing. However, survey reports in L2 have indicated that students both attend to and appreciate their teachers' pointing out of grammar problems (Brice, 1995; Cohen, 1987; Ferris, 1995, 1997; Leki, 1991; Radecki & Swales, 1988 in Myles, 2002:6). In support of this claim, Fathman and Whalley (1990 in Myles 2002:6), from their research on feedback and revision in an ESL context, concluded that grammar and content feedback, whether given separately or together, positively affects writing. However, grammatical feedback had more effect on error correction than content feedback had (Ferris, 1995; Hedgcock & Lefkowitz, 1996; Lee, 1997; Leki, 1991 in Myles 2002:6). Nevertheless, overly detailed responses may overwhelm L2 writers and discourage substantive revision, whereas minimal feedback may result in only surface modifications to the text. Conversely, Myles, (2002:6) realises the extent to which feedback may overwhelm a learner and cannot help but acknowledge that learners may be uncertain about what to do with various suggestions and how to incorporate them into their own revision processes.

Still on corrective feedback, Bitchener et al., (2005 in Lee, Mak & Burns 2015:141), conducted a study where they focused on selective feedback with 53 post-intermediate (migrant) students at a New Zealand university. They investigated whether corrective feedback on linguistic errors determines accuracy performance in new pieces of writing. They divided the 53 students into three groups, the different groups were given: feedback with a teacher who explained in detail all corrected errors and learners had time to interact with the teacher concerning their corrective feedback; direct written feedback with explicit corrections above the underlined errors and the third group never received any feedback at all. The study was concentrated only on writing and the participants were asked to write four short essays of approximately 250 words in length. The essays were written over a period of twelve weeks. The results of the study revealed that students who received feedback and had time with the teacher made the highest progress overall.

The group which only received written feedback was just slightly better than the group which did not get any feedback at all. Bitchener et al. also focused on grammatical errors such as the past simple tense, prepositions and the definite article. The three groups did not make any significant improvements with the past simple tense nor prepositions. However, the test group which received feedback with a teacher, improved much more than the other two test groups in enhancing their usage of definite articles. The group which only received direct written feedback improved as well when compared to the group which did not get any feedback. Bitchener et al. discussed Truscott's (1996:201) claim "that the provision of corrective feedback on L2 writing is ineffective". They replied to Truscott that a

measurement of the effect of particular types of feedback on a single grouping of several error categories is not helpful. The results of our investigation into the effects of different types of feedback on individual linguistic features suggests that this type of examination is more fruitful because it acknowledges the fact that different linguistic categories represent separate domains of knowledge and that they are acquired through different stages and processes" (Bitchener et al, 2005: 201 in Lee, Mak & Burns, 2015:141).

Bitchener et al. therefore say that when looking at grammatical error feedback, researchers cannot make a general conclusion when looking at different grammatical error areas because ESL learners learn different areas at different stages, a view that agrees with Krashen's Natural Order Hypothesis. Bitchener et al. claim that the reason behind the different results between the three grammatical error areas (prepositions, the past simple tense and the definite article) exists because the past simple tense and the definite article are more "treatable" than prepositions. They strengthen their claim by citing Ferris (1999 in Lee, Mak & Burns 2015:141), and illustrating that "prepositions are more idiosyncratic" (p. 201) than the past simple tense and the definite article. They go on to explain that the simple tense and the definite article can be explained using grammatical rules which makes their suggested teaching easier for the teacher. They suggest that this is the reason for the lack of improvement the students had with the prepositions considering that the two test groups which received feedback did not enhance their preposition usage more than the students who did not received any feedback. Bitchener (2008 in Lee, Mak & Burns 2015:141), developed his earlier study from 2005 to investigate more thoroughly selective direct feedback. In this study the focus was only on the students' use of articles. The students who were in the study were divided into groups of four. The first group received direct feedback

with written and oral meta-linguistic explanations. The second group was given the same feedback as the first group but without oral explanation and the third group received only direct feedback. The fourth group was not given any feedback and this group was therefore the control group. Bitchener's study revealed a significant improvement amongst all feedback groups, compared to the control group. Two months after the feedback, students still performed well. The level of performance was retained two months later. Bitchener's findings therefore led to the conclusion that direct feedback improves students' long-term language acquisition as well as short-term.

In line with Bitchener's studies, Lee, Mak and Burns (2015:140) have continued advocating focused corrective feedback as a viable option for responding to students' writing, especially for low proficiency students' in L2 contexts. To reinforce corrective feedback, teachers might consider the option of removal or delaying the reporting of marks obtained for the essays. Research on assessment for learning has pointed out that comment-only feedback is more conducive to student learning than commentary delivered alongside scores (Butler, 1987; Lee & Lomax, 2013 in Lee, Mak, & Burns 2015:142). This is because when scores are shown to students, they tend to ignore teacher feedback.

2.3 CONCLUSION

The use of English as a medium of instruction in other subjects may serve as a vehicle of L2 learning. It helps to expose learners to input which in turn shapes their L2 acquisition. Poor language acquisition impacts negatively in essay writing. The poor language acquisition may be due to teacher cognition; some teachers struggle to use the language and therefore suffer with the learners in the process. In addition, new teachers still have challenges with adjusting to the language use and pedagogical styles. Writing may benefit from the learner's L1. If the writing skills are well developed in their L1, learners may find it easy to conform to writing patterns in their L2. Teachers have to identify strategies that can assist in improving the writing competence of their learners.

Typical traditional English teachers check learners' essays for all glaring errors to gratify themselves that marking has been done thoroughly. For this reason, teachers spend huge amounts of time marking errors in student writing, but there is implicit awareness that their efforts do not really pay off. Feedback is not used effectively to help students improve their writing as it primarily serves summative writing purposes. Essentially, teachers may feel that if most errors

are not indicated, learners might get a wrong impression that their work is good beyond reproach. However, to avert this misconception, teachers should perhaps explain to the learners that the marking will be focused on particular errors so that they do not send wrong messages to their learners and also avoid fossilization.

Feedback plays a pivotal role in writing assessment. Unfortunately, large classes seem to militate against the effectiveness of feedback; teachers have to mark large quantities of essays and give feedback within a short time. This means each essay may not receive the attention it deserves because of time limitations and teacher fatigue. For this reason, it is imperative for teachers to revisit conventional feedback approaches and experiment with alternative strategies to bring improvement to the teaching and learning of writing. Even though some teachers may be ready to change conventional feedback approaches, they may be hindered by constraints in their work contexts. In most schools, teaching is aimed at the end product; learners are taught to pass either terminal or transitional examinations. The moment a teacher gets into the classroom, they find a tailor-made programme to follow. Teachers are appraised based on the quality results that they manage to produce and in most cases this drives them to ignore many innovations that might help to improve their pedagogical skills. Unfortunately, teachers find themselves tied to the dictates of the work schedule and being constantly supervised by Subject Heads in the schools to ensure they keep the pace.

3. CHAPTER THREE

3.1 INTRODUCTION

Chapter 2 focused on already existing body of knowledge in the study, concentrating on review of ESL writing literature globally and regionally. This chapter discusses theoretical models of writing English as a second language. The following are discussed: Krashen's five hypotheses; Donaldson's Embedded and Disembedded thought and language theory; Flower's Socio-Cognitive theory of writing and the process writing approach. The chapter further explores some commonly used approaches of teaching essay writing.

3.2 THEORETICAL MODELS OF WRITING IN ENGLISH AS A SECOND LANGUAGE

Theoretically, the study is underpinned by the following: Steven Krashen's five hypotheses for Second Language Acquisition and Learning (2013); Embedded and Disembedded Thought and language on English as a second language (ESL) writing proficiency by Donaldson (1984); Social cognitive theory of writing by Hayes & Flower (1994) and the process approach to writing (Wingersky, Boener & Holguin-Balogh, 2003). The Second Language Acquisition theory is used to assess the extent to which learners in grade 12 have learned / acquired English L2, the Embedded and Disembedded thought and language addresses the cognitive aspect, the Social Cognitive theory focuses on the writing process; how the learner decides what has to be written and the process writing approach outlines one of the most commonly used models of essay writing. Through these theories, the researcher addresses the challenge of L2 proficiency holistically.

3.2.1 THE MONITOR THEORY

Krashen's Monitor Theory outlines five hypotheses that summarise his Language Acquisition Theory. He posits what he terms the *Acquisition-Learning Hypothesis* where according to him, language acquisition occurs subconsciously while learning is a conscious process (Krashen, 2013: 1). He argues that in acquisition, we attain a language unawares; we may be reading a book, listening to a conversation or watching a movie. As we listen or read however, language is acquired. In contrast, learning is a conscious study of rules of grammar, their function etcetera.

When we have learnt the rules of grammar, we can then monitor or edit our own written or spoken language.

The second hypothesis is *The Natural Order Hypothesis* in which he contends that we acquire parts of a language in a predictable order. He observes, for example, that some grammatical items are acquired early while others are acquired later. Krashen argues that, “A rule may look very simple to a grammarian, but may actually be late acquired” (Krashen, 2013: 2). The Natural Order hypothesis stresses that this order of acquiring a language cannot be changed:

We cannot alter the order in which students acquire language by providing explanations, drills, and exercises. A teacher can drill the third person singular for weeks, but it will not be acquired until the acquirer is ready for it. This explains a great deal of the frustration that language teachers and students experience (Krashen).

In fact, Krashen suggests that we should present language without any conscious effort to organise it, language ought to be taught without following a prescribed structure as this may not necessarily intersect with the natural order of learning on the part of the learners. Otherwise stated, teaching should not follow the sequence of a syllabus; learning does not follow a linear pattern as the syllabus seems to suggest. The topic indicated as number 5 in a syllabus may actually be number 2 in the natural order of learning.

His third hypothesis, *The Monitor*, which is the bedrock of his theory, proposes that the learned language serves as a monitor or editor when we use language. When L2 learners are taught grammar rules, these later serve as editing tools whenever the learner wishes to speak the L2. This monitor may also be a result of subconsciously acquired language. This then suggests that before saying a sentence, “we scan it internally, inspect it, and use our consciously learned system to correct errors. Sometimes we realize that something we said is incorrect after we say it, and we self-correct using the conscious Monitor” (Krashen, 2013: 2). The challenge though is that for one to use the Monitor, one must know the rules of a language, think of correctness and have time.

The fourth is, *The Comprehension or Comprehensible Input Hypothesis* which proposes that we acquire language when we understand what we are told or read. His view is that, “we acquire language when we understand messages that contain aspects of language (vocabulary, grammar) we have not yet acquired, but that we are ‘ready’ to acquire” (Krashen, 2013: 3). The hypothesis proposes that input, that is, the acquired language, must not only be comprehensible, it must be interesting, relevant, not grammatically sequenced, sufficient in quantity and slightly

above the students' level of comprehension (i+1) where (i) represents the last rule we have acquired (Ibrahim, 2013: 130).

Krashen avers:

What is important in conversation, however, is what other people say to you, not what you say to them. Second, actually using a language, actually speaking it, I suspect can make you feel more like a user of the second language, like a member of the 'club' (Krashen, 2013: 4).

He underscores 'comprehensible input' as opposed to 'output' which most teachers often emphasise. There has to be more of reading and listening instead of talking which he dismisses as 'not practicing'. In line with Krashen's comprehensible input, however, Myles (2002:3), has further argued that social factors also influence the quality of contact the learners will experience. She has stressed that we cannot assume that "more contact" with the target language would result in more acquisition of L2. Zi-Gang Ge (2015:254) has proposed that learners may read stories, play games and use the dictionary to acquire L2. On the other hand, teachers recommend that students studying English for academic purposes should read academic texts, attend academic lectures, and even work with students who are native speakers in order to become more acquainted with the discourse. However, if they do not engage in texts, understand the talks, or actively contribute to the study sessions, these activities would have no effect on students' progress. Contrary to Krashen's recommendation on the importance of input only, Myles argues that two-way interaction is the key. Myles has observed that a common complaint among students at university is that they have difficulty meeting native speakers and getting to know them. Students are often disappointed that they do not have as much interaction with native speakers as they had expected. As a result, they often associate with other students from their L1 and speak their native language. Unfortunately, this pattern can slow down L2 development in all skill areas. Ordinarily therefore, if L2 learners are motivated to integrate into the L2, they will develop a higher level of proficiency and positive attitudes, which can have a positive effect on their writing (Ibid).

The fifth is, *The Affective Hypothesis* which claims that affective variables such as the mood of a learner may affect language acquisition. These variables may prevent language from reaching what is referred to as the Language Acquisition Device (LAD) by Chomsky. If the acquirer is anxious or has low self-esteem, does not consider himself or herself to be a potential member of the group that speaks the language, he or she may understand the input but it will not reach the

LAD. A block – the affective filter – will keep it out (Krashen, 2013: 4). The suggestion is that teachers should ensure that learners are well motivated and should strive to bring students to the point where they can begin to understand at least some ‘authentic’ input. When they have reached this point, they can continue acquiring language on their own (Ibid).

The researcher finds Krashen’s five hypotheses relevant to this thesis. Learners need to acquire language from their surroundings, either through listening to speakers of the language, media or even reading readily available materials such as novels, newspapers or advertisements on billboards in their vicinity. Apart from acquiring a language, learners are taught in the classroom. The process of teaching language is viewed critically by the researcher. There is a natural order of learning a language; educators, according to Krashen should not be discouraged when learners find it difficult to learn and implement certain language rules. Krashen discourages the syllabus approach to learning language. He argues that learners may not fit in the framework of a syllabus, they have their own unique ways of learning language structures. When learners have mastered the grammar rules of their target language, they develop a language monitor which they use to edit their language. Before speaking, the language is checked for grammar and before writing, it is checked for concepts such as grammar, spelling and punctuation. However, this suggests that learners must learn many language rules, a process that may stretch for a long time.

Finally, the affective hypothesis addresses motivational or de-motivational issues that may adversely affect language learning. The researcher feels it is important for the educators to understand the ‘mood’ of learners in relation to learning a language. A learner who is anxious about something in their life may hardly concentrate and may therefore hardly learn in a language class. Some learners are shy and may inevitably become anxious when they are asked to speak in a language in which they lack confidence. In some instances learners may be afraid of bullies who might be in the same classroom. There are many stressors such as failure to express oneself in a class that are outlined by Gardener, (1985); Lightbown and Spada, (2006); Lindfors, (1987); McGroarty, (1996); Senior, (2006) and Yule, (2014). Many teachers find it difficult to motivate their learners to speak in class because the learners lack confidence and are afraid to express themselves in the target language. The affective hypothesis proposes that what teachers say in the classroom may be very critical for the learning of the language.

However, Krashen’s hypotheses have been challenged by linguists such as White (in Lightbown and Spada, 2006:38) who has interrogated Krashen’s hypotheses in a paper called “Against Comprehensible Input” she has argued that firstly, Krashen does not seem to understand the fact that certain aspects of grammar development in the learner are basically internally driven, and

free from context or meaning. Secondly, White argues that Krashen overrates the part and profits of simplified input. Thirdly, Krashen suggests that we cannot be certain what input is related to what stage, but this is due to the inaccuracy of his hypotheses. According to White, a theory of language, should identify the aspects of input that trigger development. Finally, she contends that there are situations where the L2 input will not be able to show the learner how to withdraw from acquiring non-target forms. She therefore claims that the input hypothesis is geared to managing additions to grammars, rather than losses. Furthermore, psychologist McLaughlin has raised the question whether the five hypotheses could be tested by empirical research. McLaughlin argued that distinguishing between 'acquired' and 'learned' knowledge could lead to circular definitions and a reliance of intuition rather than observable differences in behaviour.

Nonetheless, Krashen's theory has come under heavy criticism based on various grounds by L2 researchers, theorists, psychologists and linguists. It has been condemned for having excessive claims: Krashen has broad and sweeping claims for his theory (Brown, 2000; McLaughlin, 1987). It is also viewed as lacking evidence: does not give evidence but simply argues that certain phenomena can be viewed from the perspective of his theory (Lightbown & Spada, 2006; McLaughlin, 1987). Lastly it has been dismissed by McLaughlin and Gregg as an invalid theory. This conclusion came after McLaughlin claimed that he had tested the theory and found that it did not meet the definitional precision, explanatory power and other qualities of a theory. Among Krashen's severe critics, Gregg (1984) voiced some of the harshest criticisms, using very strong language: "We have seen that each of Krashen's five hypotheses is marked by serious flaws: undefined or ill-defined terms, unmotivated constructs, lack of empirical content and thus of falsifiability, lack of explanatory power." (Gregg, 1984 in Liu, 2015:140). However, this has not deterred the researcher from adopting the hypotheses; to a large extent and in spite of their flaws, Krashen's hypotheses have contributed significantly to the understanding of language learning.

3.2.2 EMBEDDED AND DISEMBEDDED THOUGHT AND LANGUAGE

Donaldson (in Cummins 1984:18) proposes Embedded and Disembedded Thought and Language theory. The theory claims that language proficiency may be conceptualised along two continuums. The first continuum (context-embedded), accordingly relates to the range of contextual support available for expressing or receiving meaning. The language in this continuum is supported by a wide range of meaningful paralinguistic and situational cues (p18). When teachers teach in the classroom, they often use diction that learners are familiar with, this discretion promotes a 'context-embedded' language. Sometimes the teachers can rephrase what

they have said if they realise that the learners are at loss in terms of the meaning they intend to project to the learners. In addition, the classroom context; the topic under discussion, may be familiar thereby enhancing the learners' use of the language that relates to it; the language register that learners may already be familiar with.

To emphasise context-embedded proficiency, Donaldson argues that

Young children's early thought processes and use of language develop within a "flow of meaningful context" in which the logic of words is subjugated to perception of the speaker's intentions and salient features of the situation. Thus, children's (and adults') normal productive speech is embedded within a context of fairly immediate goals, intentions, and familiar patterns of events. (Cummins, 1984: 19)

She suggests that speaking proficiency may not necessarily reflect or equate to writing proficiency. She argues that in spoken discourse, there are contexts that facilitate speech production, making speaking rely on what has been said or what one would like to say. Context-embedded proficiency is similar to Cummins' surface level conversational proficiency or basic interpersonal communicative skills (BICS) (Cummins, 1984:16).

In contrast, context-reduced continuum relies primarily on linguistic cues to meaning, and thus successful interpretation of the message depends heavily on knowledge of the language itself (Ibid). In this continuum, learners are supposed to demonstrate their knowledge of the language by engaging in activities where they use the language freely without any contextual support. An example of this is when they write an essay in class where they are at liberty to decide the words to be used. In general, context-embedded communication is the language that learners use outside the classroom, whereas context-reduced depicts the language that is used in the classroom for purposes of solving problems or manipulating texts. The theory discourages teachers from basing their teaching on assumptions that since learners are able to speak, they are also able to write. In most schools, learners are conversant with transactional language such as greetings and asking for help but that does not classify them as native-like writers of the language.

Additionally, Disembedded thought and language or cognitive academic language proficiency (CALP) reflects thinking and language that move beyond the bounds of meaningful interpersonal context making entirely different demands on the individual. It is necessary to focus on the linguistic forms themselves for meaning rather than intentions. Chamot (1981) and Skinner (1981) have suggested that the cognitive aspects can be elaborated in terms of Bloom's taxonomy

of educational objectives (Cummins, 1984:17). Bloom's taxonomy distinguishes between cognitive skill levels and calls for consideration of learning objectives that require higher levels of cognitive skills and, therefore, lead to deeper learning and transfer of knowledge and skills to a greater variety of tasks and contexts (Adams, 2015:152). According to Bloom, thinking can be classified into six levels of complexity.

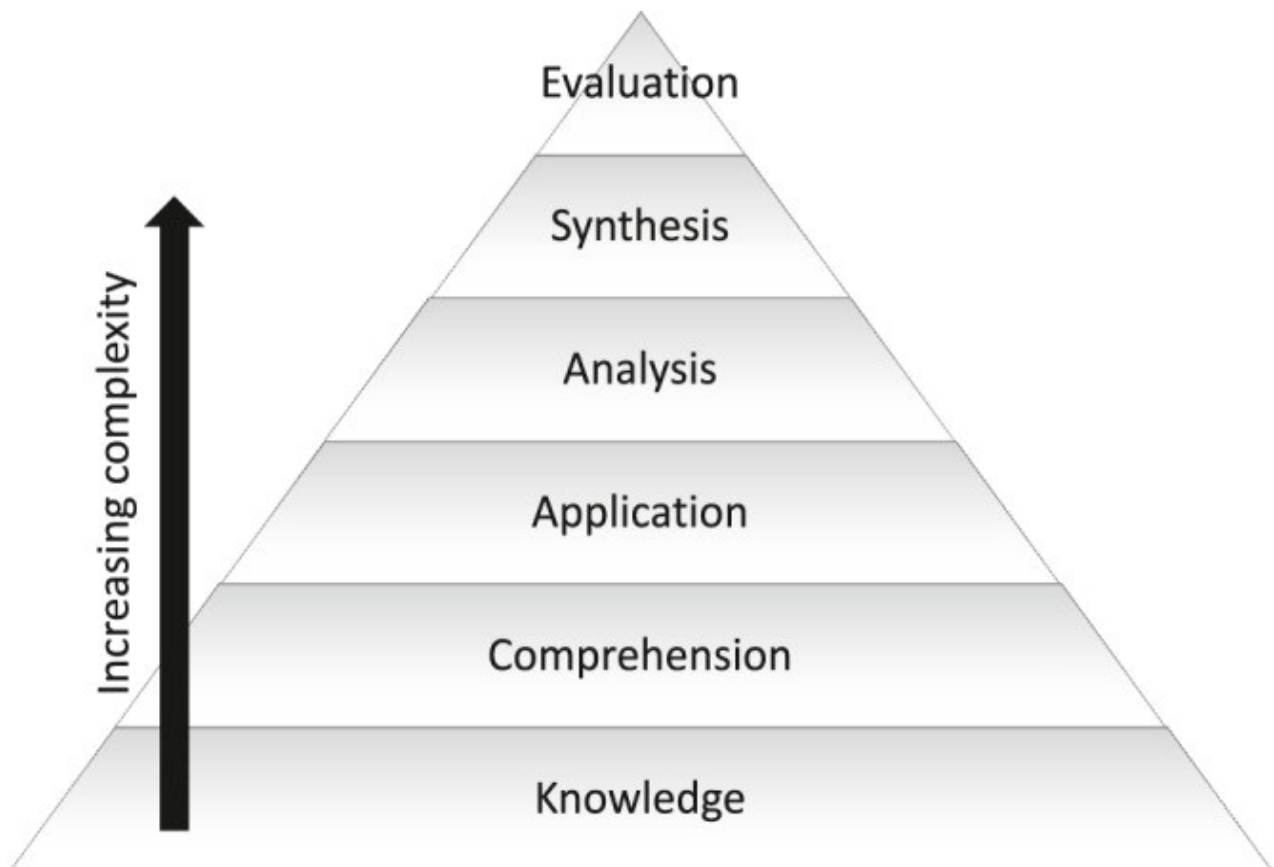


Figure 3.1
Simon Fraser University (2013)

The revised taxonomy mainly lies “in the more useful and comprehensive additions of how the taxonomy intersects and acts upon different types and levels of knowledge – factual, conceptual,

procedural and metacognitive” (Wilson, 2016:2). Anderson and Krathwohl are the primary authors who revised what had become known as the Bloom’s Taxonomy (Ibid).

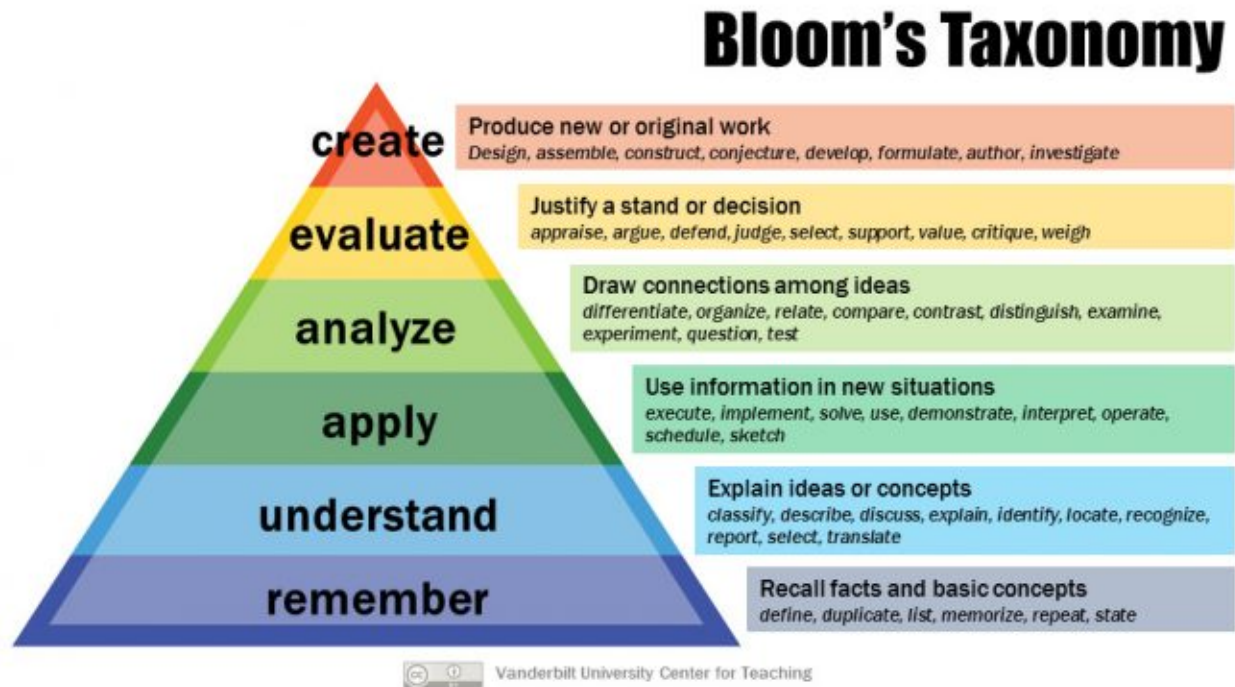


Figure 3.2
(Armstrong, 2018)

The classification of the levels is hierarchical; each level is subsumed by higher levels. Otherwise stated, a student functioning at the application level has also mastered the material at the ‘knowledge’ and ‘comprehension’ levels. This arrangement leads to natural divisions of lower and higher levels of thinking. If context-embedded language learning is to be viewed in terms of Bloom’s Taxonomy, it should fall within the lower levels, that is, remembering and understanding. Context-disembedded would feature most at higher levels such as apply, analyse, evaluate and create. Accordingly, in a context-disembedded scenario learners are expected to construct their own pieces of writing where they argue, defend, critique, support an idea. Furthermore, learners in the disembedded context are expected to demonstrate their own creativity in which they

investigate and formulate theories. In line with Donaldson's theory, L2 teachers are tasked with grooming learners from the context embedded level where the context plays a significant role to the point where learners can use language as determined by the register in the higher hierarchies of Bloom's (Anderson & Krathwohl) taxonomy. According to Donaldson, by the time L2 learners reach grade 12 they should be operating at levels 4, 5 and 6 of the taxonomy. Because this is not always the case with learners who are admitted to study at university, the researcher seeks to identify the gap that denies grade 12 learners the opportunity to flourish in L2 usage.

Interestingly, Donaldson's Disembedded Thought intersects with Piaget's Cognitive Theory in particular at the Formal Operational Stage in which according to Piaget, learners are able to logically use symbols related to abstract concepts, such as formulating hypotheses. A learner whose cognitive development appropriate should not struggle with writing; finding the proper words for a context and organising their work very coherently. However, for L2 learners the challenge is that metalanguage and metacognitive skills develop relatively slower and for this reason, Piaget's theory does not address L2 learners' acquisition adequately; it assumes that language is learnt in a linear pattern, a phenomenon that is inaccurate for L2 acquisition and learning.

3.2.3 THE SOCIO-COGNITIVE THEORY

Similarly, Flower and Hades' (1980, 1981) and Flower's (1994) socio-cognitive theory of writing focuses on what writers do when they compose. It emphasises the "students' strategic knowledge and the ability of students to transform information ...to meet rhetorically constrained purposes" (Grabe & Klapan, 1996:116). According to Swales (1990: 4), writing "should not be viewed solely as an individually-oriented, inner-directed cognitive process, but as much as an acquired response to the discourse conventions ... within particular communities." The socio-cognitive theory posits that writing skills are acquired and used through negotiated interaction with real audience expectations, such as peer responses. Communication in writing is an active process of skill development and gradual elimination of errors as the learner internalises the language. Acquisition is thus a product of the complex interaction of the linguistic environment and the learner's internal mechanisms. With practice, there is continual restructuring as learners shift these internal representations in order to achieve increasing degrees of mastery in L2 (McLaughlin, 1988). Elaborating socio-cognitivism, Myles (2002:2) has argued that the teaching of writing should afford students an opportunity to participate in transactions with their own texts and the texts of others. This view resonates with Krashen's monitor hypothesis; the monitor

should serve as an editing tool as students interact with their texts and those of other learners. Otherwise stated, students have to learn the target language to an extent that they can identify errors and be in a position to engage correct diction or register in their writing. In addition, Kern has observed that by guiding students towards a conscious awareness of how an audience will interpret their work, learners then learn to write with a 'readerly' sensitivity (Kern, 2000).

Precisely, the theory proposes that in the social cognitive curriculum, students should be taught as apprentices in negotiating an academic community, and in the process develop strategic knowledge (Myles, 2002:2). Apprenticeship models enable learners to utilise the new language as a tool in the process of becoming self-regulatory. Students are supported by scaffolding and explanations, by extensive modelling, by in-process support, and by reflection that connects strategic effort to outcomes (Flower, 1994: 142-3). Drawing on and revising student knowledge of genres, reflecting on strategies for approaching a variety of literary tasks and cultivating a metalanguage for discussing texts are important components of socio-literate methods (Myles, 2002:6). The theory has far reaching implications for the classroom teaching of essay writing; it suggests that thinking about what to write is a transaction between the writer and the reader. The writing process is informed by the consumer, that is, the reader. The reader's feedback plays a very crucial role in writing. The theory recommends the importance of the reader in the writing process. The notion of apprenticing L2 writers falls within the process writing framework; it suggests that L2 learners have to read other learners' work and make critical comments to be incorporated in the post draft. In this way, they learn to write with their readers' expectations in their minds.

3.2.4 THE PROCESS WRITING APPROACH

As its name suggests, process writing does not prioritise the end-product; it places emphasis on the journey to the end-product. Hyland (2003 in Nordin 2017:76), has noted that the process approach has a major impact on understanding the nature of writing and the way writing is taught. Research on writing processes has led to viewing writing as complex and recursive – not linear. The process approach thus emphasises the importance of a recursive procedure of pre-writing, organising, drafting, revising, editing and making a final draft. The pre-writing activity involves introducing techniques that help the students discover and engage a topic.

Anderson (1985), has observed that the process of writing can be divided into three stages namely: Construction, transformation and execution. Under construction, the writer plans what

he/she is going to write by brainstorming, using a mind-map or outline. O'Malley and Chamot (1990), have described this stage as setting goals and memory for information. At this stage the writer uses various types of knowledge, understanding of audience, and sociolinguistic rules. Organization at both sentence and text levels is also important for effective communication of meaning and ultimately, for the quality of the finished product. For example, coherence problems may be due to not knowing how to organise text or how to store the relevant information. It is a stage where metacognitive issues are considered.

Transformation on the other hand is the stage in which language rules are applied to transform intended meanings into the form of the message when the writer is composing or revising; the stage involves transforming information into meaningful sentences. It is a stage where the writer engages the production systems to generate language in phrases or constituencies. At this stage, the writer decides which words best accentuate his or her ideas and then chooses them accordingly. The metalinguistic gears are engaged at this stage.

Lastly, execution corresponds to the physical process of producing the text. At this stage, the writer has decided on the sentences and words to be used in the writing. The writer combines the sentences to form paragraphs and applies the language rules to formulate meaning. However, Anderson's proposal of the writing process is not very elaborate; it is a summary and therefore it is likely to confuse the writer.

Contrary to Anderson's three stages, Wingersky, Boerner and Holguin-Balogh (2003:5), have elaborated six activities that may help a writer to begin his/her work. They perceive prewriting as a step that can be generated through talking, freewriting, brainstorming, journal writing, reading and searching the internet. Before a learner writes on a given topic, he/she may talk about the subject with fellow learners, teachers, family members and other knowledgeable people who can provide the inspiration that they need before they start writing. As they converse either through informal engagement or interviews, the learner gets ideas that he/she might want to incorporate in his/her writing. Apart from talking, learners may freely write any things that come to their mind about the topic. "It is writing without stopping to correct spelling or other mechanical errors" (Ibid).

Alternatively, the learner may choose the brainstorming route. Brainstorming is defined as "writing words or phrases that occur to you spontaneously" (Wingersky, Boerner & Holguin-Balogh, 2003:8). Brainstorming can be done individually or in a group. If the learner does not appreciate brainstorming, he/she can use journal writing which is a recording of one's daily inner thoughts, inspirations, and emotions in a notebook. Journal writing can be done in a relaxed atmosphere

and gives the writer an opportunity to connect with important thoughts, analyse their life, environment, relieve writing anxiety and practice spontaneous writing (ibid). The learner may also read for information from magazines and newspapers. If all the above options are not palatable to the learner, their prewriting may begin with internet searching. Through the internet, the learner may search for ideas that may help to build their essay. Having done the prewriting activity, organising follows.

After completing any one of the pre-writing activities, the writer has to organise these ideas into a rough outline that includes the main idea and supporting ideas. The writer has to decide which details support the main idea and in what order these ideas ought to be presented. Through logic, similar ideas are put together a process that is often termed clustering. Once ideas are clustered, the writer may then identify a word or phrase that represents all of the ideas in the cluster. The identified word or phrase should then help to formulate the topic sentence of that particular cluster. This process is often called outlining.

The next step is drafting. It involves taking the information that one has generated and organised to patiently write a paragraph or an essay in which the learner consciously starts with the main ideas and supporting ideas that flow smoothly (Wingersky, Boerner & Holguin-Balogh, 2003:13). At this stage, the learner must try to write without worrying about spelling or other mechanical errors. As the learner writes a paragraph, he/she should look at the general word or phrase that represents the ideas in that group. The learner should begin the draft with a sentence that includes this general word or phrase or a variation of it (Ibid).

After drafting, Wingersky, Boerner and Holguin-Balogh (2003:14), have proposed that revising should follow. According to them, revising should answer the following questions:

1. Does the general word or phrase (or a similar one) from the cluster appear in the first sentence?
2. In the rest of sentences, are there words, phrases, or sentences that are not related to the main idea in the first sentence?
3. Does the paragraph make sense to you and someone else?
4. Have you covered all ideas in the cluster?
5. Can some words be changed for clarity?
6. Are any words repeated excessively?

7. Does the last sentence give a sense of closure to the paragraph?

They further propose that there should be three revisions; the first, second and third. In the first revision they suggest that the learner should answer questions 1 and 2; in the second revision, questions 3 and 4 should be answered and the third revision should cater for questions 5, 6 and 7. In this way, they perceive possibility of tracking all the adjustments that must occur to the piece and thus enhance an effective revision process (Ibid). The process model incorporates Krashen's Monitor hypothesis which is honed by the Learning/Acquisition hypothesis. Learners can only edit their work if they know the rules of grammar that govern certain structures.

Additionally, as a recursive model, the process approach centres on revision, in response to feedback that is obtained from readers. Feedback is seen as critical, working as an input that stimulates the revision of texts. Keh (1990 in Nordin 2017:77), has mentioned that "what pushes the writer through the writing process onto the eventual end-product is reader feedback on the various drafts." Among the major kinds of feedback leading to revision are: peer-feedback; feedback from conferences; and teachers' comments as feedback. Peer review provides students with authentic audiences. Conferences on the other hand, are between the writer and the reader or the learner and the teacher. Conferences are beneficial as they allow "students to control the interaction, clarify their teachers' responses, and negotiate meaning" (Shin, 2003 in Nordin, 2017:78). As for teachers' comments as feedback, research indicates that learners, generally, do expect and value such feedback on their writing (Muncie, 2000 in Nordin, 2017:76). Revision may be done by other learners or the teacher.

The final stage is editing in which the learner checks for any mechanical problems. In process writing, content comes before mechanics and grammar. The following are the proposed areas to check when editing: spelling, punctuation, capitalisation, grammar usage, errors in sentence structure, consistency in verb tense, consistent point of view and abbreviations and numbers (Wingersky, Boerner & Holguin-Balogh, 2003:16).

Instead of turning in a finished product right away, students are asked for multiple drafts of a work. After discussion and feedback from readers, the learners would revise the drafts. Rewriting and revision are integral to writing, and editing is an on-going multi-level process. The multiple draft process thus consists of: generating ideas (pre-writing); writing a first draft with an emphasis on content (to discover meaning/ author's ideas); second and third (and possibly more) drafts to revise ideas and communication of those ideas. (Nordin, 2017:76)

In writing lessons that follow the process model, the central elements are the writer, the content, the purpose, and multiple drafts. The teacher in a process-approach classroom becomes the facilitator. In such a lesson, writing is essentially learnt, not taught. Providing input or stimulus for learners is perceived as insignificant, since the teacher's task is only to facilitate the exercise of writing skills and draw out the learners' potential. The process approach is thus learner-centred.

Process writing is used extensively especially when focusing on pedagogical practices. The model has room for learners to review their work from the lenses of other learners. This does not only improve their writing in terms of grammar but also in developing a good reader-sensitivity. The problem however is that teaching composition writing through process writing needs a lot of time for many drafts to be submitted and checked by peers and teachers. Unfortunately this time may not be available in schools since the curriculum is composed of other subjects as well. In the light of this challenge however, Lightbown and Spada (2006:113), suggest that "When students work in pairs or groups, they have opportunities to produce and respond to a greater amount and variety of language" They suggest the use of group work as a measure of saving time and learning many things at the same time.

Both Flower (1994) and Bereiter and Scardamalia (1987) have stressed the benefits of process approaches to writing instruction and the need for more knowledge-transforming tasks. About knowledge-transforming tasks, Wells (2000:77), has argued that writing approached in this way is also an opportunity for knowledge building, as the writer both tries to anticipate the likely response of the envisaged audience and carries on dialogue with the text being composed. However, if students have not developed learning strategies to monitor their writing errors, and if they do not receive enough conceptual feedback at the discourse level, then the positive effects of the instruction may backfire.

Still on process writing, Myles (2002:5), contends that students may be able to communicate effectively if they are exposed to models of not only standard paragraphs and essays, but also a variety of genres of writing, including flyers, magazine articles, letters, and etcetera. When they examine a variety of written texts, students' awareness can be raised with regard to the way the words, structures and genre contribute to purposeful writing. They can also be made aware of different types of textual organisation, which can in turn affect L2 students' composing processes (Myles 2002:5). Models can also be used for text analysis, which can help L2 writers see how particular grammatical features are used in authentic discourse contexts. Depending on the learner's level of proficiency and writing abilities, models can seem fairly formulaic, as in the knowledge-telling model of the five-paragraph essay. However, as the students progress, they

need to be aware of a variety of forms that serve the writer's purpose instead of the other way round (Myles, 2002:6).

In addition to the use of written models, Cummins (1995) points out the benefits of cognitive modelling in writing instruction, which involves explicit demonstration of the strategies experienced writers use when planning, making decisions, and revising texts. He also advocates that ESL teachers make explicit use of thinking or procedural-facilitation prompts and student self-evaluation as the optimal mode of assessment. Both these approaches promote knowledge models of composing. Self-evaluation can be encouraged in student portfolios, self-review checklists, and teacher and peer responses. In addition, verbalising the writing process step by step can be effective, as it afford both students and teachers the opportunity to consider writing dialogically. However, convincing learners to assess their own work requires additional instructional tools and it may not work for all learners. Cummins refers to self-assessment as a component of one-to-one tutoring sessions, which in contrast to the classroom context, are ideally more conducive environments for the textual, cognitive, and social dimensions of error identification to be integrated with individual students' composing processes and their immediate concerns about language, ideas, and texts (Cummins, 1995:393). Unfortunately many teachers have large classes; nonetheless, the use of specific prompts for cognitive modelling in different aspects of composing, including prompts for error identification has proved to be valuable (Myles, 2002:6).

Although the process approach to instruction characterised by practice, collaboration, and the opportunity for revision, may be suitable for most English L1 writers, it is apparent that many L2 writers do not have the necessary linguistic ability to reap the benefits of the approach. As Yau (1999 in Myles 2002:7), points out:

[A]lthough we should not cripple our students' interest in writing through undue stress or grammatical correctness, the influence of second language factors on writing performance is something we have to reckon with and not pretend that concentrating on the process would automatically resolve the difficulty caused by these factors.

The researcher is of the opinion that all the selected theories are very relevant and important to this thesis. Krashen's five hypotheses foreground some pertinent issues in the acquisition and pedagogy of language which, if well addressed may help the educators to understand the learning process of a language deeply and therefore instruct learners effectively to optimum levels of

proficiency. The researcher's view is that these theories will address the problem under investigation since the aim is to investigate the challenges and suggest a feedback model that will bridge the gap between high school and tertiary institutions. The theories address both the cognitive and interactive aspects of the learners which are fundamentally embedded in the learning practices and experiences of learners in a classroom situation.

3.3 APPROACHES TO TEACHING WRITING IN ENGLISH SECOND LANGUAGE CLASSES

Graham, Capizzi, Harris, Hebert and Morphy, (2014:1015) have argued that "Many teachers believed their preservice and in-service preparation to teach writing was inadequate." For this reason, numerous teachers lack methodological approaches that should help them to teach essay writing effectively. Moreover, the same teachers are constrained by the fact that students spend little time writing or being taught how to write and therefore there is very little writing instruction that actually takes place even in the schools with the best reputations for teaching writing Graham, Capizzi, Harris, Hebert and Morphy, (2014:1017). In spite of these challenges, writing remains very crucial in the life of a learner.

Theoretically, writing facilitates learning in five ways. First, writing promotes explicitness, as the learner must make specific decisions about which information is most important when writing about subject matter material. Second, it is integrative, as writing leads learners to make explicit connections between ideas, as they commit them to text and organize them into a coherent whole. Third, writing supports reflection, as the permanence of writing makes it easier to review, re-examine, connect, analyse, and critique ideas once they are transcribed. Fourth, it fosters a personal involvement with the target information, as the learner must decide how it will be treated when writing about it. Fifth, writing helps learners think about what ideas mean, as they put them into their own written words (Applebee, 1984; Emig, 1977; Graham & Hebert, 2011; Klein, 1999, 2000; Stotsky, 1982 in Gillespie, Graham, Kiuvara & Hebert, 2014:1044).

Since teaching essay writing is superficially done because the L2 teachers are ill equipped to do so in addition to being hard-pressed for time, this section suggests some methods that may be employed by teachers to alleviate the challenge of methodology in teaching writing.

Harris and Keal, (2010:1) have suggested the following approach to essay writing for which this researcher has adapted the name Scaffolding since the authors of it just outlined the steps of writing and assisting and ended there.

3.3.1 THE SCAFFOLDING APPROACH

1. The teacher explains to his/her learners the purpose or social function of the genre to be taught.
2. The criteria required to meet that purpose should be clearly explained to the learners.
3. The content of the model text should be summarised by the teacher.
4. Paragraph by paragraph, the teacher should negotiate learners' understanding of the model text by explaining unknown vocabulary and asking straight forward, meaning-based questions. The language and structural analysis offered alongside the model text makes use of metalanguage that should be used as a tool to help analyse why writing is effective.
5. Teacher leads a joint construction of the text to be written. This is a scaffolded approach whereby the teacher guides learners as they take turns reconstructing their own text, sentence by sentence, to compile a text of the same genre (or a portion thereof) on the chalkboard. At this point, the model text is used as a reference point, and an attempt is made to include all language and structural elements noted in the model text. This jointly constructed text should be copied by each learner.
6. The teacher avails to learners a number of other texts of the same genre for general class or group discussion to take place on the merits and demerits of these various pieces of writing by analysing them in terms of the criteria that have now been established.
7. The next stage is for learners individually to draft their own pieces of writing, utilising the original model text, as well as the jointly constructed one that they all copied.
8. Using the metalanguage provided, as well as listed in the criteria, learners are now able to edit each other's work and assess whether the first draft has met all the explicitly listed criteria.
9. After editing and rewriting, the teacher can formally assess the work and make valuable comments to individuals on how specifically to improve their writing of that particular genre.

This approach subscribes to Skinner's (2016:6) behaviourist theory. Skinner has observed that we learn by doing, from experience and by trial and error. This behaviourist approach assumes

that the teacher cognition is good. To a large extent it concurs with Krashen's Input and Monitor hypotheses.

The implications of the approach

- According to Harris and Keal, the essay writing activities should be based on repetition for habit formation and they are isolated from each other and contexts for example, vocabulary memorization, drill and which are all mechanical activities (Peker, 2017: 3).
- Lessons are teacher-centred and learners only listen and memorise, there is very little or no room for creativity.
- Errors have to be corrected as soon as they occur to avoid fossilisation.
- The role of a teacher is very crucial because learners imitate and practice input from him/her.
- The approach creates a dependency syndrome; learners have to depend heavily on teacher cognition.
- The approach would be a serious challenge for teachers whose cognition is questionable.
- It may also pose difficulties for new teachers who have just graduated from college simply because they do not have any experience regarding teaching essay writing, as for them, producing good pieces that may be used as models may not be that easy.

3.3.2 THE CONTROLLED-TO-FREE APPROACH

This type of writing is sequential: students are first given sentence exercises, then paragraphs to copy or manipulate grammatically by, for example, changing questions to statements, present to past tense or plural to singular etcetera. They may also change words or clauses or combine sentences. Learners work on given material and perform strictly prescribed operations on it. In this approach learners are only allowed to try some free compositions in which they express their own ideas after the teacher is satisfied with their level of language proficiency (Raimes, 1983:6). This approach only stresses three features: grammar, syntax and mechanics. It stresses accuracy instead of fluency or originality.

The implications of the approach

- The learners' level of proficiency is low.
- Teacher may not follow the syllabus until at a later stage when learners have reached the desired level of proficiency.
- It is similar to scaffolding in that the teacher gradually leads learners to acceptable standards of proficiency through exercises that grow from simple to complex.
- The approach may be suitable for weak learners who need the teacher to prop them.

3.3.3 THE FREE-WRITING APPROACH

In this approach, learners are given vast amounts of free writing on given topics, with very little or no correction of error. Teachers who use this approach emphasise that learners should put content and fluency first before worrying about grammatical accuracy, mechanics and organisation. In this regard, this approach is similar to the process approach. Some L2 teachers may ask their learners to write freely on any topic without worrying about grammar and spelling for five or ten minutes. As they do this kind of writing frequently, some learners discover that they write more proficiently and that writing is not a scary exercise after all. Teachers do not correct the pieces of free writing; they simply read them and comment on the ideas the writer has expressed (Raimes, 1983:7). Instead of the teacher marking/reading, learners may volunteer to read their own work for the class.

Implications of the Free-Writing Approach

- Free writing revolves around subjects that students are interested in.
- Free subjects later become the basis for more focused writing.
- The teacher has an easy task; reading without worrying about mechanical and grammatical issues.

3.3.4 THE PARAGRAPH-PATTERN APPROACH

This approach stresses organisation. Students copy paragraphs, analyse the model paragraphs and imitate model passages. They put scrambled sentences into paragraph order, they identify general and specific statements, they choose or invent an appropriate topic sentence, and they insert or delete sentences. The approach is based on the notion that in different cultures people construct and organise their communication with each other in different ways. Even if the learners

can organise their ideas well in their first language, they still need to see, analyse and practice the particularly “English” features of a piece of writing (Raimes, 1983:8).

Implications of the Paragraph-Pattern Approach

- Focus is on the organisation of the piece of writing.
- Grammar and other concerns come at a later stage.
- However, teacher must worry about fossilisation if grammar and other mistakes are not corrected timeously.

3.3.5 THE GRAMMAR-SYNTAX APPROACH

In this approach, teachers work simultaneously on more than one feature. The view here is that writing cannot be seen as composed of separate skills which are learned one by one. In the approach, teachers design tasks that lead learners to pay attention to organisation while they also work on the necessary grammar and syntax (Raimes, 1983:8).

Implications of the grammar-syntax approach

- The use of comprehensive corrective feedback.
- The teacher is worried about fossilisation.
- The approach might discourage learners with holistic marking style.

3.3.6 THE COMMUNICATIVE APPROACH

The approach stresses the purpose of writing and the audience for it. Learners are encouraged to behave like writers in real life and to ask themselves the crucial questions:

- Why am I writing this?
- Who will read it?

(Raimes, 1983: 8-9).

Common practice has been that the teacher has always been the audience for students' writing. The approach deviates from this tradition with the notion that writers do their best when writing is truly a communicative act, with a writer writing for a real reader (Ibid). In this approach, readership is extended to other students in class, who read the piece and respond by rewriting in another form, summarising or making comments – but not correcting. The teacher may also specify

readers outside the classroom, thus providing learners with a context in which to select appropriate content, language and levels of formality. The approach subscribes to Flower's Social Cognitive Language Learning which emphasises the perceived reader of the written piece.

Implications of the Communicative Approach

- Writers write with the readers in mind.
- Grammar and mechanical issues are not dealt with at this stage.
- Comments from other learners are vital.
- Writer learns to adjust the writing according to comments from 'real world readers'.
- The approach is similar to the revision stage in Process Writing.
- It is not clear when correction of errors will be done and how it will be conducted.

Some teachers use more than one method in one lesson mainly because they are teaching for examination. Others focus on the essays holistically while others have their own reservations. The challenge in teaching grade 12 is that there is a race for the completion of a syllabus in a constrained time frame. The grade 12 L2 teachers resort to making shortcuts to meet deadlines that are prescribed in the work schedules and programmes of assessment.

3.4 CONCLUSION

Krashen's five hypotheses of L2 Acquisition/Learning; Donaldson's embedded and disembedded thought and language; Flower's Social Cognitive L2 learning and the Process Writing theories have elucidated L2 acquisition/learning and in addition revealed how the L2 writing skill can be honed. According to the selected theories, speaking a language does not automatically translate to writing proficiency. Speaking is often aided by the context or collocutors through extra- and paralinguistic features; in speaking, clues can be deciphered from those that we are communicating with if we do not know the words that are used. Most of the theories intersect in that learners must not be corrected overtly when they are still learning a language, teachers are advised to be conscious of the challenges that come with L2 learning. The moods of learners may affect L2 learning significantly therefore, teachers must consider the stressors that may inhibit the learning of L2. Composing a piece of writing is a cognitive ability that draws the writer's ability to look for words that can fit in a particular context timeously during the writing process. Writers are to be taught as apprentices, teachers must scaffold the learning process.

Various pedagogical approaches have been outlined. Teachers are at liberty to choose the approaches that they feel can best assist their learners. However, the Process Writing theory has been recommended for its effectiveness in that it encompasses all the other approaches. Process Writing has several steps that are learner centred and designed to assist the learner to perfect his/her writing each step of the way. The only challenge with the Process Writing approach is time restriction. The classroom schedule does not usually have ample time to be spent on one aspect of pedagogy and learning. Owing to the limitation of time, teachers find themselves making shortcuts to beat examination deadlines. The shortcuts may mean omitting a number of steps that are suggested in the Process Theory. Teachers resort to end-product writing because they too have got to teach other aspects of the syllabus. In practice, teachers manipulate the Process Writing theory to fit their circumstances. In some instances the theory is totally ignored.

4. CHAPTER FOUR

QUALITATIVE RESEARCH METHODS

4.1 INTRODUCTION

In chapter 3, different theories on writing were discussed. This chapter explains and describes in detail the research paradigm, methodology, research design, data collection instruments and processes designed to meet the purpose and objectives of the study. The setting, population, sampling, sample size, research tools, data analysis and ethical considerations are described in detail. The nature of the research and the research objectives determine the research design (Creswell & Clark, 2007:5; Creswell, 2014:4). This study adopted a qualitative approach, prompting a qualitative data collection and analysis.

4.2 METHOD

Method refers to the way in which the researcher approaches problems and seeks answers. The term applies to how research is conducted. The researcher's assumptions, interests, and purposes shape the type of methodology to be chosen. According to Taylor, Bogdan and DeVault (2015:3), there are two major theoretical perspectives in research; the positivists and interpretivists / phenomenologists. The positivists seek the facts or causes of social phenomena apart from the subjective states of individuals. Durkheim (1938 in Taylor, Bogdan & DeVault 2015:3) told the social scientists to consider social facts or social phenomena as 'things' that exercise external influence on people. Adopting a natural sciences model of research, the positivist searches for causes through methods such as questionnaire, inventories and demography and produces data amenable to statistical analysis.

On the other hand, Phenomenologists / interpretivists are committed to understanding the social phenomena from the actor's own perspective and examining how the world is experienced. The important aspect is how people perceive the world to be in an effort to explain interpretivism. Douglas (1970 in Taylor, Bogdan & DeVault 2015:4), has argued that "The forces that move human beings rather than simply as human bodies ... are 'meaningful stuff' they are internal ideas, feelings, and motives". The interpretivists seek understanding through qualitative methods such as participant observation, in-depth interviewing and others that yield descriptive data. In contrast to positivists, interpretivists strive for what Weber (1968) called *verstehen*, understanding

on a personal level the motives and beliefs behind the people's actions (Hennick, Hutter & Bailey 2011 in Taylor, Bogdan & DeVault 2015:3).

In terms of age, descriptive, observation, interviewing and other qualitative methods are as old as recorded history (Wax, 1971 in Taylor, Bogdan & DeVault 2015:4). According to Wax, their origins can be traced to historians, travellers, and writers ranging from the Greek Herodotus to Marco Polo. However, it was not until the 19th and 20th centuries that what we now call qualitative methods were consciously employed in social research (Taylor, Bogdan & DeVault 2015:4). LePlay's 1855 study of European families and communities stands as one of the first genuine pieces of qualitative research Bruyn; Nisbet (1966; 1966 in Taylor, Bogdan & DeVault 2015:4). Having identified and stated the features of available methodologies or paradigms, the researcher employed the interpretivist / phenomenologist for the obvious reasons that it matched the objectives of the study and did not focus on statistical representation of facts.

4.3 RESEARCH PARADIGM

Research paradigm refers to underlying assumptions and intellectual structure upon which research and development in a field of inquiry is based. This study will employ the interpretivist paradigm. Thanh and Thanh (2015:25) contend that, "interpretivists believe an understanding of the context in which any form of research is conducted is critical to the interpretation of data gathered." In order to explore understandings of participants, an interpretive methodology provides a context that allows the researcher to examine what the participants in the study have to say about their experiences. As a qualitative approach, it is used to describe the variations in people's experiences through their own discourse and for analysing meaning that people attribute to their world. Critics of this approach have highlighted the need to pay closer attention to a deep examination of the phenomenon (Turner & Noble, 2015:1).

Interpretive research is more subjective than objective. Proponents of interpretivism do not accept the existence of universal standards for research, instead the standards guiding research are products of a particular group or culture. Interpretive researchers do not seek the answers in rigid ways. Instead, they approach reality from subjects, typically from people who own their experiences and are of a particular group or culture. They differ from positivists who often accept only one answer. Interpretivism is much more inclusive because it accepts multiple viewpoints of individuals from different groups. Willis (2007 in Thanh & Thanh, 2015:25), asserts that

The leading viewpoints of each nation, region or ethnic group are often founded in different experiences and perspectives of individuals. Hence, it could be interpreted that the national characteristics are usually determined by characteristics of those individuals who direct their groups' view. The interpretive paradigm often seeks answers for research by forming and underpinning multiple understandings of the individual's worldview.

The study used four schools and four English language teachers who were observed while teaching and later interviewed after the essays they had marked had been remarked by the researcher using the feedback model. The idea of multiple perspectives arises from the belief that external reality is variable, different people and different groups have different perceptions of the world. The acceptance of multiple perspectives in interpretivism therefore often leads to a more comprehensive understanding of the situation. It significantly facilitates researchers when they need in-depth insight from information rather than numbers. The sampling of four different participants was considered based on the view that multiple participants would supply a variety of responses due to their different experiences. This would add quality to the study.

4.4 RESEARCH APPROACH

In order to meet the objectives of this study and in line with the chosen paradigm, a qualitative research approach was used. Under the qualitative approach, the case study design was followed. The prominent characteristics of qualitative research are that it is mostly appropriate for small samples, while its outcomes are not measurable and quantifiable (Langos, 2014). Its main advantage, which is also its basic difference with quantitative research is that it offers a complete description and analysis of a research subject without limiting the scope of the research and the nature of the participant's responses Collins & Hussey (2003 in Langos, 2014).

Kumar (2011:103), has observed that:

The main focus in qualitative research is to understand, explain, explore, discover, and clarify situations, feelings, perceptions, attitudes, values, beliefs and experiences of a group of people. The study designs are therefore often based on deductive rather inductive logic, are flexible and emergent in nature, and are often non-linear and non-sequential in their operationalisation.

Denzin and Lincoln (2005), describe qualitative research as involving an interpretive naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of or to interpret phenomena in terms of the meanings people bring to them. Denzin and Lincoln are suggesting that the researcher has to go out into whatever is considered to be the real world, observe and interview the participants in order to understand what is important to them and how they perceive the world. In the study, the researcher observed lessons and interviewed the selected teachers and learners. The sample comprised four participants who were visited and observed at their schools under the normal environment that they are used to. The participants were observed in their usual classrooms and were therefore free to practise what they habitually practised.

Qualitative research is about finding out what people think and why they think that way. It is about getting people to talk about their opinions so that their motivations and feelings can be understood. To accomplish the qualitative study, the researcher used the case study design and semi-structured interviews and observations as research tools. Yin (2014:199), argues that if “the process has been given careful attention, the potential result is the production of a high quality case study”. A sample that can provide as much information as possible to understand the case as in its totality is selected. Using this approach, “a particular instance or a few carefully selected cases are studied intensively (Gilbert, 2008:36). The case study design is based on the assumption that the case being studied is a typical example of cases of a certain type and therefore, a single case can provide insight into the events and situations prevalent in a group from where the case has been drawn. Burns (1997:365), contends that in a case study, “the focus of attention is the case in its idiosyncratic complexity, not on the whole population of cases.” The researcher sampled four schools which served as a multiple case study. For comparative purposes, one school was selected from each of the four quintiles.

To enhance the case study, observations were carried out in the sampled schools. Kumar (2011) emphasises that the researcher should “get involved in the activities of a group, create a rapport with group members and then, having sought their consent, keenly observe the situation, interaction site or phenomenon.” The researcher sought permission to observe lessons in the grade 12 ESL classes of the chosen case study. Observations were recorded using a tablet and notes were taken in a reflective journal log to supplement the recording. The main advantage of observation is that as the researcher spends ample time with the group or in the situation, the researcher gains much deeper, richer and more accurate information (Kumar, 2011).

Lastly, semi-structured interviews were conducted with individual teachers who were teaching grade 12 ESL classes in the sampled schools. The idea was to afford them an opportunity to privately air their views as freely as possible.

4.5 RESEARCH DESIGN

The research follows a Case Study design. According to Hancock and Algozzine (2015:16), doing a Case Study research means conducting an empirical investigation of a contemporary phenomenon within its natural context using multiple sources of evidence. Yin, (2017:12) has further acknowledged that case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident. Otherwise stated, one would use the case study method because they deliberately wanted to cover contextual conditions-believing that they might be highly pertinent to the phenomenon of study. However, some scholars use the term Case Study as a catchall category for research that is not a survey, an observational study or an experiment and is not statistical in nature (Hancock & Algozzine, 2016:16). Moreover, as a study design, Case Study is defined by interest in individual cases rather than the methods of inquiry used. The Case Study as a research strategy comprises an all-encompassing method with the logic of design incorporating specific approaches to data collection and to data analysis. In this sense, the Case Study is neither a data collection tactic nor merely a design feature alone Yin (2017:13) but a comprehensive research strategy.

According to Yin, (2017:14) case study research can include both single- and multiple-case studies. Though some researchers have tried to delineate sharply between these two approaches (and have used such terms as the comparative case study method as a distinctive form of multiple-case studies; single and multiple-case studies are in reality but two variants of case study designs (Ibid). In addition, case studies, like experiments, are generalizable to theoretical propositions and not to populations or universes.

In general, case studies are the preferred strategy when "how" or "why" questions are being posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life context. Such "explanatory" case studies also can be complemented by two other types: "exploratory" and "descriptive" case studies. Regardless of the type of case study, investigators must exercise great care in designing and doing case studies to overcome the traditional criticisms of the method (Yin, 2017:1). The study

deals with 'how' and 'why' learners have challenges in writing essays. Accordingly, the Case study design is suitable as it affords the opportunity to explore the various challenges that might be at play in the learning and teaching of writing.

First, the Case Study research typically focuses on an individual representative of a group, for example a school administrator; an organisation or organisations or a phenomenon, for example a particular event, situation, programme or activity. Second, the phenomenon being studied is studied in its natural context bounded by space and time. Third, Case Study research is richly descriptive because it is grounded in the deep varied sources of information. It employs quotes from key participants, anecdotes, narratives composed from original interviews and other literary techniques to create mental images that bring to life the complexity of many variables inherent in the phenomenon being studied (Hancock & Algozzine, 2016:16).

Case Study is more illustrative than comparative or predictive; that is, the Case Study researcher normally seeks to identify themes or categories of behaviour and events rather than to document similarities and differences or to test hypotheses. Because it involves collecting and analysing information from multiple sources, such as interview transcripts, observations and existing documents, Case Study research sometimes requires the researcher to spend more time in the environment being investigated than is the case with other types of research. The researcher spent time with the participants and their learners. This made it possible for the researcher to even identify some challenges without necessarily asking the participants.

Finally, as with most research, doing Case Study creates opportunities for the researcher to explore additional questions through the act of investigating a topic in detail. Doing Case Study research means identifying a topic that leads to in-depth analysis in a natural context using multiple sources of information (Hancock & Algozzine, 2016:17). Case Study research has a level of flexibility that is not readily offered by other qualitative approaches such as grounded theory or phenomenology (Hyett, Kenny & Dickson-Swift, 2014:1). The case is an object to be studied for an identified reason that is peculiar or particular (Ibid).

Case study research is an investigation and analysis of a single or collective case, intended to capture the complexity of the object of study Stake (1995). Qualitative case study research, as described by Stake (1995), draws together "naturalistic, holistic, ethnographic, phenomenological, and biographic research methods" in a bricoleur design, "a palette of methods" Stake (1995). Case study methodology maintains deep connections to core values and intentions and is "particularistic, descriptive and heuristic" Merriam (2009). Therefore, this design

is relevant for the present study as it will present the true findings from the natural setup of the sample.

The Case study design was chosen for this study because of its flexibility and ability to afford participants enough space to express themselves fully and objectively. The triangulation, that is, the use of three tools namely, semi-structured interviews, lesson observations and reassessment of learners' essays contributed to the validity of the research outcome.

4.6 PARTICIPANTS

Four high schools from quintiles 1 to 4 in the Mahikeng Area Office were selected. According to the South African Department of Education,

Quintile 1 is the group of schools in each province catering for the poorest 20% of learners. Quintile 2 schools cater for the next poorest 20% of schools, and so on. Quintile 5 schools are those schools that cater for the least poor 20% of learners. Poorer quintiles have higher targets than the less poor quintiles. The 'adequacy benchmark' is the school allocation amount that Government believes is the minimum needed by each learner in each school. In 2006, this amount was R527 (DoE November 2004).

The reason why the researcher selected four schools is because of the absence of quintile 5 schools in Mahikeng Sub District, where this study was conducted. Quintiles 1 and 2 are farm or rural schools. In addition, a case study deserves thorough research which can only be achieved if the sample was small and manageable. Yin (2014:199), has argued that the case study process has to be given careful attention for it to produce high quality results. For this reason, the researcher was convinced that the number of schools was convenient and would meet the requirements of the study.

From each of the four schools, one grade 12 ESL class and its teacher were selected in cases where there was more than one grade 12 class in the school. The sampled schools provided the researcher with sufficient information to explore the case in its totality (Kumar, 2011). From the four schools, the researcher observed English Further Education and Training (FET) essay writing lessons, conducted interviews with the English educators on one-to-one basis and requested learners' essays that had been marked. The study used purposive sampling which falls under nonprobability sampling. The researcher chose this method of sampling because "certain

categories of individuals may have a unique, different or important perspective on the phenomenon in question and their presence in the sample should be ensured" (Mason, 2002). The schools in the sample are situated in different geographical environments and therefore have different challenges making the inclusion of different quintiles very critical to the researcher.

4.7 RESEARCHER'S ROLE

Burns (1997:365), contends that in a case study, "the focus of attention is the case in its idiosyncratic complexity, not on the whole population of cases." The researcher's role was to sample four schools which served as a multiple case study. For comparative purposes, one school was selected from each of the four quintiles.

To enhance the case study, observation was carried out in the sampled schools. The researcher played the role of a non-participant observer of the grade 12 ESL lessons. According to Kumar, the participant observer does "not get involved in the activities of the group but remains a passive observer, watching and listening to its activities and drawing conclusions from this" (2011:134). The observations were recorded using a tablet and notes were taken in a reflective journal log to supplement the audio recorder. Kumar has further argued that "keeping a reflective journal log of your thoughts as a researcher whenever you notice anything, talk to someone, participate in an activity or observe something that helps you understand or add to whatever you are trying to find out about" (2011:126). When individuals or groups become aware that they are being observed, they may change their behaviour. When a change in the behaviour of persons or groups is attributed to their being observed it is known as the Hawthorne effect (p134). To obviate the Hawthorne Effect, the researcher added two more data collection methods, that is, assessment of the learners' essays and interviewing participants.

For assessment of learners' essays, the researcher requested each participant to avail 15 essays and re-marked them using the feedback model checklist. The researcher had to go to the schools several times to check if the participants had finished marking. After accessing 60 essays, the researcher assessed each essay, identifying errors that had been marked and those that the participants had missed. The researcher created codes for different errors for analysis purposes. The findings and analyses were presented in descriptive and graphic formats.

Lastly, the researcher performed the role of an interviewer for teachers who are teaching grade 12 ESL classes in the sample. According to Burns (in Kumar, 2011:137), "an interview is a verbal interchange, often face to face, though the telephone may be used, in which an interviewer tries

to elicit information, beliefs or opinions from another person". The nature of the interview was semi-structured to allow the researcher to make follow-up questions. Each participant was interviewed privately on a one-to-one basis to afford them an opportunity to privately air their views, and as freely as possible. For the purpose of accuracy and concentrating on the interviews, the researcher recorded the interviews using a tablet and transcribed them at a later stage.

4.8 DATA COLLECTION METHODS

The researcher had to physically go to the four selected school for data collection. Data were collected by means of lesson observations, learners' compositions and semi-structured interviews by the researcher in January 2018. However, the predominant method for obtaining data when using a phenomenographic research approach is through the use of interviews. Ashworth and Lucas (in Turner and Noble, 2015:3) have suggested that this data collection tool will most successfully enable the researcher to enter the life world of the interviewee. This researcher however added lesson observation and assessment of learners' written pieces to obviate the limitations of semi- structured interviews. The interview is viewed as a conversational partnership in which the interviewer assists the participant with a process of reflection (Turner & Noble, 2015:3). The style of the interpretivist / phenomenographic interview is open ended and non-directive, except at the beginning of the process. The initial focus must be one that leads the interviewee onto the predetermined content of the particular context (Bowden, 2005). Francis (in Turner and Noble, 2015:3) states that "some predetermined leading experiences and leading prompts are required to focus the interview appropriately for the aims of the study in question". This initial focus requirement deems it necessary to view the interview session as semi-structured, that is, whilst maintaining an open ended, non-directive approach some structure is required initially in the interview session. Interviews are to be conducted at an allocated time and location of the participants' choice (Turner & Noble, 2015:3).

Semi-structured interviews are used in order to identify participants' opinions regarding the subject of discussion (Langos, 2014). Teachers who are teaching grade 12 ESL from the sampled schools were interviewed about the challenges that their learners are experiencing in writing, the approaches that they are using to teach writing and the challenges that they are facing in teaching writing as teachers. The main advantage of semi-structured interviews is that they involve personal and direct contact between interviewers and interviewees, as well as eliminate the chances for non-response. In addition, semi-structured interviews offer flexibility in terms of the flow of the interview, thereby leaving room for the generation of conclusions that were not initially

meant to be derived regarding a research subject. Semi-structured interview technique, participants are more likely to feel at ease and therefore a greater depth of reflection on their own experiences is likely ensue (Turner & Noble, 2015:2). However, Fisher (2005) warns that interviewers need to have developed necessary skills to successfully carry out an interview. Nevertheless, there is the risk that the interview may deviate from the pre-specified research aims and objectives (Gill & Johnson, 2002). To obviate this possibility, semi-structured interviews were conducted to serve as a guide for the researcher. Specific questions were prepared to guide the interview towards the achievement of the stated objectives.

Recording of lessons was done through a tablet to ensure first hand data collection and to minimise the possibility of errors that may result in interpreting the data. Data from the learners' written work were recorded in a descriptive format through a reflective journal log book. The researcher collected data from learners' written work, that is, fifteen compositions from each of the sampled schools. The compositions were selected from top, average and weak achievers. The sampling of fifteen compositions per school made it possible for the researcher to manage the work effectively; too many compositions might not have gotten the attention that the researcher wanted to give to this work. The researcher analysed each of the marked scripts using the developed feedback model, which incorporates Jones' (2012) and Hall & Wallace's (2018) assessment rubrics; Steven Krashen's Monitor (five main hypotheses) for Second Language Acquisition and Learning; Embedded and Disembedded Thought and language on English as a second language (ESL) writing proficiency by Donaldson; Social cognitive theory of writing by Hayes and Flower and the process theory of writing. The model was further shaped through comparing the rubrics that are used to mark English essays at high school and university. The model addresses the gap between the two instruments used in the two different institutions with the hope of drawing the attention of the educators and the curriculum planners to this discrepancy which has to be addressed urgently.

To develop the feedback model, the researcher studied the types of feedback that were given at secondary school in grade 12; checked the methods of teaching whether or not the educators were using the process or product approach and compared the essay assessment instruments that are used at secondary school and university. Having already seen that the process approach assumes that learners have native language proficiency and that the product approach may be inadequate, the researcher developed two models that would enable educators to teach learners within a reasonable period of time because of awareness of errors to be penalised and how to arrive at academically accepted levels of writing. These models are named feedback and

multipronged; for addressing metalinguistic and metacognitive aspects of learners' writing. Teachers should discern errors to tackle when they address essay writing in their classes; otherwise stated, the educators should be acquainted with the language writing skills that are expected at university so that when they mark learners' essays, they may give feedback based on informed knowledge. The researcher has noticed that educators do not know what is expected of their learners in terms of essay writing when they get to university. The models will help the educators to inculcate and reinforce skills that will help learners to transit smoothly from secondary school to university. The existing models fall far short, the process model for example explains that the learners must write many drafts and keep editing but does not explain what to look for when editing. The end-product model undermines the learner's intellect; it assumes that learners can hardly think for themselves. The nature of language that is expected in essay writing, that is, academic language is not addressed by any of the models. The existing essay writing models do not address the transitional process of writing from high school to university; they are unfortunately generic. The researcher acknowledges the fact that there is need for a model that does not generalise, a model that addresses the specifics of adjusting from secondary school to university in terms of writing that is suitable for university academic standards.

4.9 TRUSTWORTHINESS

The terms authenticity and trustworthiness are often used in qualitative research, they are equivalent to reliability and validity in quantitative research methods.

The use of multiple methods enhances the richness of the information collected by the researcher (Kumar, 2011:125). The researcher used three methods of data collection to enhance the trustworthiness of the research. In addition, a pre-test was carried out under actual field conditions on teachers similar to the participants in the study population. The purpose of collecting data was mainly to identify problems that the potential participants might have in either understanding or interpreting interview questions. The aim was to identify if there were problems in understanding the way the questions had been worded, the appropriateness of the meanings they communicated, whether different participants interpreted questions differently, and to establish whether their interpretation was different from what the researcher was trying to convey. According to the pre-test no misinterpretations occurred, therefore there was no need to re-examine the wording of questions to make them clearer and unambiguous. The credibility of the

interview questions was ascertained; the ability of a research instrument to demonstrate that it is finding out what it was designed to.

However, according to Guba and Lincoln, (1994 in Kumar, 2011:171), trustworthiness in a qualitative study is determined by four indicators namely credibility, transferability, dependability and confirmability. They argue that it is these four indicators that reflect trustworthiness and dependability in qualitative research. Trochim and Donnelly (2007 in Kumar, 2011:172), suggest that 'credibility involves establishing that the results of qualitative research are credible or believable from the perspective of the participant in the research'. As qualitative research studies explore perceptions, experiences, feelings and beliefs of the people, it is believed that the participants are the best judge to determine whether or not the research findings have been able to reflect their opinions and feelings accurately. Hence, credibility, which is similar to validity in quantitative research, was judged by the extent of participants' concordance whereby the researcher had to take the findings to those who participated in the research for confirmation, congruence, validation and approval. They all concurred with the findings which confirmed the validity of the study.

Transferability 'refers to the degree to which the results of qualitative research can be generalized or transferred to other contexts or settings' (Kumar, 2011:172). Though it was very difficult to establish transferability primarily because of the approach the researcher adopted in qualitative research, this was eventually achieved after the researcher extensively and thoroughly described the process that he had adopted for others to follow and replicate.

Dependability as suggested by Guba and Lincoln (1994 in Kumar, 2011:171) is similar to the concept of reliability in quantitative research: 'It is concerned with whether we would obtain the same results if we could observe the same thing twice' (Trochim and Donnelly, 2007 in Kumar, 2011:172). Since qualitative research advocates flexibility and freedom, the researcher had to keep an extensive and detailed record of the process for others to replicate to ascertain the level of dependability.

As for confirmability, it 'refers to the degree to which the results could be confirmed or corroborated by others' (Trochim and Donnelly 2007 in Kumar, 2011:172). Confirmability is also similar to reliability in quantitative research. This is possible if researchers follow the process in an identical manner for the results to be compared.

4.10 DATA ANALYSIS

The analyses were done in three phases. The first phase entailed the content analysis, both conceptual and relational approaches on the learners' compositions. According to Moore and McCabe (2005), content analysis entails gathering data according to themes and sub-themes, so as to be comparable. To conduct a content analysis on a text, the text is coded, or broken down, into manageable categories on a variety of levels--word, word sense, phrase, sentence, or theme and then examined using one of content analysis' basic methods: conceptual analysis or relational analysis. Wilson (2016:1), has added that

Content is analysed by breaking it up into conceptual chunks that are then coded or named. Qualitative analysis develops the categories as the analysis takes place. The results are used to make inferences about the messages in the text.

She further concurs with Moore and McCabe that "There are two types of content analysis: Conceptual analysis and relational analysis" (Ibid). The word text may refer to books, book chapters, essays, interviews, discussions, newspaper headlines and articles, historical documents, speeches, conversations, advertising, theatre, informal conversation or any occurrence of communicative language. According to Wilson (2016:1), conceptual analysis is when the content is coded for certain words, concepts or themes and the analyst makes inferences based on the patterns that emerge. Relational analysis on the other hand builds on conceptual analysis by delving into the relationships between the concepts and themes that surface from the analysed text. The steps that are recommended for qualitative content analysis are: 1) developing a research question 2) defining population 3) selecting research design 4) gathering data 5) interpreting evidence – findings must directly address the research question (Beck & Manuel, 2004 in Wilson, 2016:2).

The main advantage of content analysis is that it helps in data collected being reduced and simplified. In addition, content analysis gives the researcher the ability to structure the qualitative data collected in a way that satisfies the accomplishment of research objectives (Langos, 2014). It can help to reveal trends and themes (Wilson, 2016:2).

The essays were analysed using a checklist that was adapted from Jones' (2012) and Hall and Wallace's (2018) proposed ESL writing checklists. The checklist identifies and names various mistakes or errors that a teacher should address during preparation for feedback. It simplifies the work of the teacher by giving an explicit guideline on what the teacher should look for when

marking learners' books. In terms of the checklist, errors are grouped according to categories that make identifying them feasible. The rubric that teachers use when marking essays is very general, it assumes that teachers are aware of the mistakes or errors that have to be penalised. Owing to instances of uncertain teacher cognition, the researcher found it very critical to assist teachers in this regard.

The checklist below was used as a guideline to identify errors in the learners' essays

TABLE 4.1

Symbol	Meaning	Incorrect	Correct
P	punctuation	I live <u>work</u> and go to school in Mahikeng.	I live, work and go to school in Mahikeng.
=	Capitalisation needed	The <u>pirates</u> play in <u>soweto</u> .	The Pirates play in Soweto.
VT	Verb Tense	I never <u>work</u> as a cashier until I got a job there.	I never worked as a cashier until I got a job there.
SV	Subject-verb Agreement	The manager <u>work</u> hard.	The manager works hard.
TS	Tense shift	After I went to the store, I <u>eat</u> ice cream.	After I went to the store, I ate ice cream.
-	Close Space	<u>Every one</u> works hard.	Everyone works hard.
#	Space Needed	<u>Goingto</u> class is awesome.	Going to class is awesome.
SP	Spelling	The <u>maneger</u> is outside.	The manager is outside.
PL	Plural	<u>Apple</u> are the most nutritious fruit.	Apples are the most nutritious fruit.
UW	Unnecessary Word	The boy <u>he</u> bullies other children.	The boy bullies other children.
0	Missing Word	Please do <u>not me</u> that question again.	Please do not ask me that question again
Contr.	Contraction	I <u>don't</u> understand the word.	I do not understand the word.
WF	Wrong Word Form	Her voice is <u>delighted</u> .	Her voice is delightful.
WW	Wrong Word	The apple is <u>delighted</u> .	The apple is delicious.
WWO	Wrong word order	Friday <u>always is</u> our busiest day.	Friday is always our busiest day.
PN	Pronoun Reference Error	The restaurant's speciality is fish. <u>They</u> are always fresh.	The restaurant speciality is fish. It is always fresh.
RO	Run-on Sentence	Lily is hard <u>working she</u> is employee of the month.	Lily is hard working, so she is employee of the month.
CS	Comma Splice	Lily is a hard <u>worker, she</u> is employee of the month.	Because Lily is a hard worker, she is employee of the month.
Frag.	Fragment	She was selected. <u>Because she sets a good example.</u>	She was selected because she sets a good example.
T	Transition Needed	Mt. SAC has many great <u>services. The</u> writing centre helps students improve their writing.	Mt SAC has many great services. For example, the writing centre helps students improve their writing.
S	Subject Needed	<u>Is</u> open from 6 p.m. until the last customer leaves.	The restaurant is open from 6 p.m. until the last customer leaves.

V	Verb Needed	The <u>employees on</u> time and work hard.	The employees are on time and work hard.
Prep.	Preposition Needed	We start serving <u>dinner 6</u> p.m.	We start serving dinner at 6 p.m.
Conj.	Conjunction Needed	The garlic shrimp, fried <u>clams</u> , <u>broiled</u> lobster are the most popular dishes.	The garlic shrimp, fried clams, and broiled lobster are the most popular dishes.
Art.	Article Needed	Diners <u>expect glass</u> of water when they first sit down <u>at table</u> .	Diners expect a glass of water when they first sit down at the table.
//	Faulty Parallelism	He enjoys watching movies, riding his bicycle, <u>and to go</u> to movies.	He enjoys watching movies, riding his bicycle, and going to the movies.
Coll.	Slang / Colloquialism / social media language	I am going <u>2</u> class right now.	I am going to class right now.
DM	Dangling Modifier	<u>Going to the store</u> , the traffic was unusually heavy.	Going to the store, I noticed the traffic was unusually heavy.
Syn.	Syntax	I to the store with Dan <u>went</u> .	I went to the store with Dan.
Awk.	Awkward	<u>The house of my mother</u> is always clean.	My mother's house is always clean.
Red.	Redundancy	The problem is prevalent <u>more especially</u> where both parents are working.	The problem is prevalent especially where both parents are working.
???	Confusing Passage	Ideas are not clear to the reader.	Take out repetitive material and revise accordingly.
Para.	Begin a New Paragraph	Paragraph covers unrelated / new topic.	Look for a break in thoughts / ideas and revise accordingly.
Amb.	Ambiguous		
Gen.	Generalisation	We all know that many civilians were killed in the world war.	Some people know that many civilians were killed in the world war.
W prep.	Wrong Preposition	The man is on the house.	The man is in the house.
Inf.	Informal	You have to work hard.	One has to work hard.
Num.	Number	I have 2 brothers.	I have two brothers.
Exp.	Poor Expression	Our teachers become in love with students.	Our teachers fall in love with students.
NS	New sentence	Begin a new sentence.	
L1 int.	L1 interference	Asking for awakenings.	Morning greetings.
Abbr.	Abbreviations	Etc., e.g.	Etcetera; for example
Ap. x	Wrong use of apostrophe.	I bought many item's.	I bought many items.

Each of the fifty-five essays were subjected to the checklist, common errors were identified, grouped and analysed according to their groupings in the checklist.

The second and third phases were thematic analysis of interviews and lesson observations. According to Vaismoradi, Turunen and Bondas (2013:400), "thematic analysis involves the search

for and identification of common threads that extend across an entire interview or set of interviews.” Similar responses were grouped and analysed accordingly.

Nonetheless, Krippendorff and Bock (2008), warn against human error which is likely to take place in content analysis, since there is the risk of researchers misinterpreting the gathered data, leading to false and unreliable conclusions. To obviate this mishap, the researcher handled the data carefully and sought clarity from the participants where there was need. In addition, the feedback model was used to guard against misinterpretation of collected data.

4.11 DATA TRANSCRIPTION

Data were recorded with a tablet so that the interviewer / observer could concentrate on listening and responding to the participant without being distracted by needing to write extensive notes (Stuckey, 2014:6). Additionally, video recording using the tablet accentuates the importance of aspects such as body position, gaze, facial expression, the manipulation of objects, spatial organization, etcetera, for understanding interaction is being taken more and more seriously in many streams of qualitative research, and might be essential to being able to fully answer the research questions asked (Moore & Llompарт, 2017:405). Therefore, if video recordings are not a problem for participants, they are very highly recommended (Ibid). When recording,

anything from a mobile phone with recording capabilities (the latest smartphones can collect some excellent data in the right environmental conditions) to professional video cameras will be needed. The basic recording equipment for a postgraduate or doctoral project would probably include two recorders, because it is always important to have a backup of the data (e.g. a mobile phone and a tablet, a video and an audio recorder). If recording will take place in a noisy environment, it is highly recommended to use good microphones linked to a video camera, or quality audio recorders, especially if the aim is to produce detailed transcriptions for the analysis (Moore & Llompарт, 2017: 407)

Participants A, B and C consented to video while participant D preferred audio recording. Recordings were transcribed into written form so that they could be studied in detail and linked with analytic coding. Each participant was given a non-identifying variable, that is, a letter of the alphabet was given to the participant's interview and class observation. Moore and Llompарт (2017:412), suggest that the researcher should use pseudonyms to protect the identities of the

participants. However, it is not an inherent anticipation that participants for such kind of a study would request anonymity or confidential treatment of their contributions. Nonetheless, participant letters were also used to identify the transcription. A master list of the participants' names and the letter assigned to each participant were kept at a location that was different from where the data were kept to avoid a breach in confidentiality. To ensure anonymity in the transcript, the participants' names as well as identifiable variables such as name of the school or any name used in the document were removed (Ibid).

Stuckey (2014:7), warns that

If verbatim transcription is omitted to save time, bias can occur if the researcher reaches conclusion before the data are checked. Memory can be flawed and selective and is not a substitute for careful examination of the actual transcriptions. For this reason, it is preferable that the researcher produce full transcripts of the interviews.

The importance of transcribing is very critical in ensuring accuracy in the analysis process. The researcher transcribed the observed lesson and the interviews. This consumed a considerable amount of time but the researcher admits its relevance in simplifying the process of analysing data; after the mundane task of transcribing, data can easily be grouped and coded to simplify the process of analysing. The data were grouped according to the research questions as outline in the first chapter of this thesis. According to Moore and Llompert 2017:408), research questions have to be able to be answered; that is to say, they must be able to guide the researcher towards the kinds of data they will need. At the same time, this initial guidance must not lead to rigidity in the research process. As Silverman (2003 in Moore & Llompert 2017:409), states that astute researchers should always be willing to alter their focus as they continue to learn both from others and from their own data throughout the research process, and this is a feature of most qualitative research. Thus, the questions would change and be refined many times as data are gathered and the researcher becomes more familiar with what it is telling them, but the process does need to start from an initial focus of enquiry.

4.12 ETHICAL CONSIDERATIONS

Concerning anonymity and/or confidentiality, Behi and Nolan (1995), have observed that every human being has the right to privacy. Therefore research participants may not want information about themselves, or their views and attitudes, to be identified and made available in the public domain. According to Brown (1993), control of information is viewed as a manifestation of independence and as an individual's right to protect his or her identity from social exposure.

Informed consent according to Polit and Hungler (1991), requires that prospective participants are given true and sufficient information to help them decide whether they wish to be research participants. In this study, the participants were given information concerning the research and were politely requested to fill in consent forms. The forms indicated that the participants were to be audio/video taped. The participants indicated whether or not they were comfortable with either audio or video recording or no such recording at all except note taking. As for the learners who were observed and allowed their essays to be sampled as part of this study, they were given separate consent forms: those who were younger than eighteen years were given forms that were to be taken to their parents to be filled in on their behalf. A permission letter from the North-West University requesting the schools to allow the researcher to carry out the study was sought. Another letter to authorise the researcher to collect data from the schools was requested from the Mahikeng Sub District management. Further consent to collect data from sampled schools was solicited from individual school principals.

The researcher followed the ethical principles of beneficence and non-maleficence as provided by the Ethical office of the university. According to Behi and Nolan (1995), beneficence is about doing good, helping, improving and benefiting the individual and non-maleficence is about not causing harm to individuals.

Cultural variations from individual to individual were treated with all due respect. The information collected from participants was treated in strictest possible confidence and was used anonymously. The computer where the electronic data is saved is password protected and is only accessible to the researcher. The gathered written data is kept under lock and key and will not be availed to any other person without the consent of the participants.

4.13 CONCLUSION

Methodology entails how a particular research is conducted; it is a whole package of steps and theories that guide the research process. The study adopts an interpretivist perspective which is

committed to understanding the social phenomena from the actors' own perspectives and examining how the world is experienced. The approach is qualitative which entails finding out what people think and why they think that way, it is about getting people to talk about their opinions so that their motivations and feelings can be understood. Moreover, the researcher followed the Case Study design whose focus is answering the 'How' and 'Why' questions.

Concerning the participants, the study focused on four schools that were sampled from the four quintile categories that characterise the secondary schools profile of Mahikeng Sub-District. One school was sampled from each of the four quintiles that are found in Mahikeng Sub-District. The researcher has observed the conspicuous absence of quintile five schools in Mahikeng. This phenomenon already compromises the quality of education in this area owing to the understanding that quintile five schools are well resourced and probably even enjoy self-sustenance.

Data was collected by means of semi-structured interviews, learners' essays and lesson observations. The semi-structured interviews and lessons were recorded for easy analysis and to ensure that they can be replayed as many times as the researcher chooses in order to capture and recapture data during the analysis stage. Data was analysed through content and thematic analyses.

Finally, various ethical considerations have been outlined and were adhered to accordingly. The researcher strove to protect the data that was collected from the participants with strictest possible confidence and undertakes to consult the participants should a need arise for the data to be used in another study apart from the one for which data was gathered. This ensures participants' confidence and builds a professional relationship with the researcher for similar future activities.

5. CHAPTER FIVE

5.1 INTRODUCTION

In chapter 4 the research methodology, paradigm, approach, design, participants, researcher's role, data collection methods, trustworthiness, data analysis, data transcription and ethical considerations were discussed in detail. This chapter discusses how data were analysed; then it presents the findings, interprets and discusses them.

5.2 RESEARCH RESULTS

5.2.0 LESSON OBSERVATIONS

Four lessons were observed from four different schools and different quintiles. For the purpose of identifying the teachers, the researcher named them as follows: A – the quintile 4 school; B – quintile 3 school; C – quintile 2 school and D quintile 1 school.

5.2.1 RESULTS FROM PARTICIPANT A

KEY

P: Participant (teacher)

L: learner(s)

The teacher introduced the lesson by informing the learners' that they were going to study essay writing. He asked them to take out their creative writing exercise books. Instructed the learners to write the date and to write 'essay writing' as the heading. Under essay writing they were instructed to write the word 'structure'. The teacher asked a question:

P: If I say structure, how should your essay look like?

(No answer was given so the teacher went on to explain)

P: Irrespective whether it's narrative, discursive or argumentative essay, you cannot write without a structure.

(The teacher asks the question again)

P: What is the structure?

(One learner answers)

L: Introduction

(The teacher goes on to elaborate the learner's response)

P: There should be an introduction where you introduce your topic. The introduction should be interesting and catchy. It should attract the reader's attention. The introduction should keep the reader in suspense. They should look forward to what is in the essay. The introduction introduces the topic, it gives you an idea of what the topic is about. But I repeat, don't write the word introduction.

You can start with a quotation but the quotation must be relevant to the topic. It could be a short story, a proverb or an idiom. Capture and sustain the interest of the reader. The introduction should be short, clear and to the point. Don't write half a page, two to three lines are fine.

The next one is the body. The body of your essay is what the writing is about. After the body, the conclusion.

Remember you should also write in paragraphs. You skip a line between paragraphs.

After the long explanation, the teacher introduced the next stage of the lesson.

How to approach essay writing

(Question and answer interaction follows)

P: What is the approach?

L1: Choose a topic.

P: After choosing a topic what next?

L2: Brainstorming.

P: What is brainstorming?

L3: Writing down ideas.

L4: Planning

L5: Mind mapping.

P: What follows?

L6: Rough draft.

L7: Final draft.

P: before the final draft what happens?

L8: Proofreading.

Teacher: Editing, check spelling, check construction, punctuation. There should be evidence of proofreading.

(The teacher is interrupted in the middle of the explanation by the entrance of the principal who comes to make an announcement about afternoon lessons. The announcement takes about two and a half minutes.)

(As soon as the principal leaves, the teacher resumes the explanation.)

P: Planning is very crucial. Some of you don't plan. It's like building a house, you start from a foundation, you don't start from the roof. This is process writing. I have this example: What my friends mean to me. (The bell rings signalling the end of the lesson but the teacher continues)

Let's draw a mind map

L8: Good influence

L9: Support

L10: Help

L11: Protection

L12: Advice

L13: Motivate

L: Sharing

(At this stage the learners are noisy and impatient, they probably want to go to the next lesson. The teacher dismisses them after promising to give them topics from which to choose one essay for their second formal task.)

5.2.2 RESULTS PARTICIPANT B

KEY

P: Participant (teacher)

L: learner(s)

(Participant gives hand-outs to the learners before she greets or introduces the topic.)

P: Good morning.

Class: Good morning.

P: Last week we were talking about essay writing, to be specific and then we talked about the importance of starting every essay from the beginning that is, analysing the topic and then trying to find out what it is that you are going to write about. Each and every essay needs a starting point and an ending point. You need to visualise the whole essay before you can start to write. We also talked about the importance of brainstorming because brainstorming will be giving you those different ideas that (pauses) what else did we talk about?

L: Paragraph writing, topic sentence.

P: Paragraph writing. Each and every essay would start with a sentence that is a topic sentence then would go to a paragraph, then we go to a fully-fledged essay. So it is very important that we know how to structure our paragraphs and then it's also important to know that each and every paragraph would consist of different sentences.

Remember when we come to essay writing we have content that would be 30. And then we have language 15 and we have structure that would 5 marks. So the essay will be out of 50. So it is as important to structure your essay and to know what is it that you will be writing about in the essay, so right now I'm giving you the writing process what is it that goes into writing process. What is that I need to know especially when I am given the essay? The topic, the seven topics that you'll be given. Now before you can even try and choose the topic, you need to ask yourself: why the particular topic that I have chosen, so you are only going to choose a topic that interests you. If you are interested in something you should write about it. It's like when you are, when you have something to tell your mum. What is the first thing to do? When you get home oh mum! I tell you, you won't believe. You are interested in that particular thing. Right: Yah, so the most important thing is to choose the correct topic. The topic that you are most knowledgeable in, right. Secondly you need to know who I am writing the essay to. So the target audience is as important as the topic that you have chosen because it is going to help you to direct what is it that you are supposed to write about, right so you need to know: ok fine say a narrative essay, can I write a narrative essay that could be targeted at the pre-school learners. You think that will give you the

50 marks that you need? Why? Why wouldn't it give you the 50 marks that you need, a narrative is a narrative essay?

L: The language.

P: The language, the language is going to be very simple and then we've talked about what is it that you are supposed to write when you are writing language? What is it that we need to put in, that would make your essay relevant to your level? What is it that you need to put? How do you do I spice up my essay? Yes?

L: using figures of speech.

P: using figures of speech, so it's very important that your essay would be vibrant would be lively with imagery. So using those figurative expressions you think those images would make your essay more believable and more alive, so if you are talking about something that is realistic, then I would tend to believe you. Remember even if you are writing an essay, even if it is creative writing you don't have to write obvious lies, eh ... for an example you are writing a narrative essay and you are writing about being kidnapped by space aliens, is it? It's not believable. I mean that like if you tell your mum they won't believe you, right? So it's very important that we understand the type of audience, right? And then the other thing that is very important is the style of writing. Now, because we know the audience, it means that we would be more knowledgeable on the style of writing. So when we are talking about the register we are talking about the formality of the piece whether it's going to be informal, whether it's going to be formal whether it's going to be semi-formal. So it means that even the figures of speech that you would be using, would they be casual or would they be a bit formal, so the register as a device that is going to help you drive the essay. So each and every essay you have those two things. What did we talk about?

1) We talked about the importance of paragraph writing, the importance of varying sentences in the paragraph, we've talked about the vocabulary that it needs to suit the target audience, we talked about making the essay realistic by adding images, right. Now say you are given a topic, so what do we do first as part of the writing process? What is it that is the first thing that you are supposed to do? We have tried to analyse the topic, yes.' Now you have selected the topic that you want to talk about. What is it that you need to do? You have selected the topic what is the next thing you are supposed to do?

L: Planning.

P: Planning. So what does planning entail?

Yes.

L: a mind map or rough draft

P: so it's more or less planning, brainstorming, whether you are using a mind map, whether you are using a floor chart, whether you are using eh eh graphs, whether that you can use that is going to help you brainstorm. It's very important that you need to brainstorm. So you are going to be writing a mind map. Okay. Let's get an example; Right. We have a topic there –

When she transformed into a butterfly, the caterpillar spoke not of her beauty but of her weirdness, they wanted her to change but into what she had always been but she had wings. Now, let's take this topic. What type of essay can you write from that topic? What type of essay can you write? Yes?

L: A reflective essay.

P: A reflective essay, any other essay? May be a narrative, descriptive, so can you see that you have chosen three different types of essay in one. Now that you have chosen the topic, what is it that the topic wants you to do? What is it that you are supposed to be writing about? So what aspects can you touch on when you are tackling such a topic? When you are analysing a topic, can this topic be narrative? Or is it explicit.

L: it's figurative.

P: It's figurative, so it means that already you are trying to brainstorm, you are trying to break down the topic into manageable pieces. What does that mean "when she transformed into a butterfly, the caterpillar spoke not of her beauty but of her weirdness, they wanted her to change back into what she had always been but she had wing." So what could they be talking about? Yes?

L: Growth.

P: Growth, growth. Anything else? Yes?

L: expectations and norms of society.

P: Society, expectations and norms of society. What else? Could it be stereotypic? Huh? Could it be stereotypic? Anything else that you can touch on. Obviously we are not talking about 2 aspects, we cannot reach 450 words by talking about the two things. Anything else?

L: Maybe breaking out.

P: Freedom. Anything else? Yes?

L: Isolation.

P: Isolation. Can you see that you have highlighted so many things, you still write more but you already have a different picture? Even if you were all writing the same essay but you were going to have different aspects. Can we try and break down goals. It is very important that whatever things that you talk about or whatever aspects that you choose, whatever topic that you choose or subtopic that you choose needs to relay to the topic otherwise if you are outside the grounds then you are out of context. It's very important that whatever things that I would say is in line with what the topic is saying. So when you are talking about what the essay is saying. Its saying "when she transformed into a butterfly, so we have what: transformation into something else. So it means the person was a caterpillar, for us to have a butterfly we need to have a caterpillar. There is transformation that happened, so that made her to be different from everybody else, right. And then the caterpillar everyone that she used to create with now thought not of her beauty, so there are two aspects that she had possessed from changing from a caterpillar into a butterfly. One it is the beauty and two it is the weirdness, so she saw herself as beautiful and then they saw her as wired because she did not look the same as had known her. So they wanted change, they wanted change, so can you see that the essay is going to be touching on so many aspects, so you cannot just be talking about growth and not talking about transformation. You can't talk about growth and not talk about the two aspects that contradict each other. You cannot talk about growth and not talking about change and then they wanted her to change but she had wings so this conjunction changes everything. So it talks about the fact that it is impossible to go back. So it doesn't matter, so can you grow and go back, be young again.

L: No.

P: so at the end of the day whatever you are trying, the transformation, the different ways in which society would look at you, the different ways in which you would look at yourself. At the end of the day it is impossible to change to whatever you have been before. So that is exactly what the essay is talking about, the change or growth whatever it is that you are talking about. Whether you are talking about society whether you are talking about isolation, it changes into different steps and at the end of the day it's impossible to go back. Now if you have done this, you have tried to analyse the topic then it becomes easy because then you won't be able to say ok I have run out of words because you already know the picture of your essay before it even ends or you think I wanted to say this as you are writing new ideas are coming into your head and then you

change at the end of the day then your essay will become two different essays in one essay. Are we together?

L: Yes.

P: Alright so it's very important that we analyse such aspects within an essay that you can be able to say the topic does not you cannot in the topic talk about transformation only. It's not only transformation. Its transformation, what transformation does and the effects. Do we understand?

L: Yes.

P: Alright, so let's talk about growth, in what aspects or in what ways are you talking about growth. Are you talking literally as young and she developed, could be a narrative. What is more difficult, choosing an essay or trying to brainstorm?

L: Brainstorming

P: Brainstorming. Linking the aspects together. What else? What else do you find most difficult? Alright yah, now it's important that is why I was talking about the aspect that if you have chosen something about growth. What is it about growth that you are going to be talking about? Because if you don't know about growth you then talk about it in two ways; you can talk about it literally, you can talk about it figuratively, bear mind you are talking about transformation. If you are going to talk about growth you are going to say in one paragraph you think that the growth that you want to emphasise can fit into one paragraph. It can still be two paragraphs depending on what is it that you want to talk about and depending on what type of essay are you writing. So if you already have this and then you have some of the things that you can write under that particular topic then you can be able to say then I can construct the topic sentence. Remember the topic sentence is the main sentence on the sentence that contains the main idea in the paragraph then it becomes easier for you to say ok I am going to talk about this aspect, then I'm going to talk about this, the... I'm going to talk about this. It is also important to say I'm going to talk about this first, so if we can talk about everything that is here, which aspect do you think will be first? When she transformed into a butterfly, so it means she was a caterpillar, eh before butterflies they are in cocoons. So which one can we start with?

L: Isolation.

P: so we can talk about isolation first, now we will then have a starting point. So isolation has to at the end bring us to "but she had wings." That is the starting point then can we transform from isolation?

L: Growth.

P: Growth – Yes?

L: Society.

P: Society and then? Can you see how simple it is? First you have the picture of what is it that you are talking about. Fine, there is a starting point, I'm going to talk about transformation then I was isolated then I had to grow but in my growth the society had their ... the beauty and the weirdness. The society others saw it as beauty others saw it as weirdness. The norms, what other people say, what I feel the, the contradiction ... the, all those things. But then there was change at the end of the day because change goes hand in hand with growth. At the end of the day she had wings, freedom: so the connotations behind the words that you have chosen would help you. What is it that you can connote? Not every one of us we might choose the same topic but not everyone would have the same connotation of isolation, of freedom. All the connotations you'll be writing them for example freedom. What is it that you might think when you are talking about freedom? Freedom?

L: Confidence.

P: Confidence, can you see that? That in one aspect you can also have some aspects that would help you to ... to steer your essay. Then our topic sentences would be different even though we have the same aspects. Can you see that? Then, the first thing is that we brainstorm, what else? Remember, writing is a process, it means I can't just expect you to have a flawless essay without undergoing certain stages. What else do you do next? Huh Yes,(name of learner)?

L: First draft.

P: First draft! You have written your topic sentences, now you write the first draft. Remember in the first draft you don't care about the mistakes, it is your first draft. First draft you go without any restrictions, you go in without any fear. Whatever that is you write is there you'll correct it but your first draft you give it everything that you have. You write as many farfetched ideas as possible as long as you are writing the first draft. Then after writing the first draft what do we do? Yes?

L: Checking the mistakes.

P: Checking the mistakes, so it means you have to revise your essay, can this paragraph go with this essay or perhaps you have written isolation and then you've written society. Can't I make society come the third thing that I talk about growth? You re-structure the essay, right. So that

is what we can be revising you are going to reflect on what you have written. Do you think this is a good piece of writing? Do you think I have written everything that I'm supposed to be writing about. as you were writing remember I talked about the fact that as you were writing you are going to have new ideas, right. Perhaps you have tried to squeeze them in, do they fit with this picture of your essay. If they don't, as much as you have written them down, you need to take them out. So that is the importance of the first draft, it helps you to have the full picture of the essay and then critique yourself then you can say, ok fine I have written the first draft, I have revised the first draft. What is it that I need to do? What is it that you need to do? After revising, checking yourself? What do you do?

L: Editing.

P: Editing. You edit. Check the spelling, check the punctuation, did I write the correct tense? Remember when you are writing a narrative it has to be in the past tense, perhaps you didn't write that. Your sentence construction did you write perhaps the concord error there and there. So those are some of the things that you edit. The spelling, perhaps you forgot, oh I wanted to write receive but I wrote -i. before -e then oh those are some of the things that you do when you correct yourself. Then after correcting all the mistakes then you re-write the essay. Now that you are writing the final draft and then after writing the final draft you proofread, you check, did I correct all the additions that I did? Did I correct the structure of the essay and then after that you present your final draft. Can you see how easy it is? Now when you are in an examination, this might be a lot of work that is why you are given 3hrs, so it means you have to start now the practice of following the writing process. So if you start it now, when you get into the examination you are saying oh fine I'm given say an hour to work on the essay on one hour thirty minutes to work on the essay. So can I say take thirty minutes into the planning, brainstorming, and phrasing perhaps writing the first draft. Because the most important thing is that you get the ideas into paper. You can have as many ideas as possible here so that when you write your essay, your final draft then it means that I can take out some that I think won't fit with my essay, alright. Then from there you go and write the topic sentences that will help you to write the paragraphs then, you have your essay. Then you can be able to revise, edit and write the final piece within one hour thirty minutes. It's doable if you have been practising. Huh, you have practised, remember you've been practising essay writing, it's not like you would not know what to write. That is why it's very important to go over what we talked about in the beginning. Choose the topic that interests you. Don't choose the topic that you think I would like. Remember, I might not mark your essay. Could happen that even if it is a classwork. I may not end up being the one ending up marking it. Do

we understand? So when we are writing it's very important not to write to a specific person but to a specific audience. So it means that anyone can be able to read your essay but they would still get that because of what you have been planning. You have flawless planning, you have flawless writing.

Question? Questions? So it means you understand. If I say essay writing right now you'll all be able to follow the process. Please ask questions so that you can understand, so that you can do what you are supposed to do correctly. So can you then informally write any topic of your choice? Write the planning, the brainstorming and the topic sentences. Yes, your classwork right now. Any topic of your choice, try and follow whatever it is that we've been talking about, try and analyse your topic, choose the topic that interests you and try and write all those aspects that you think will interest you so that we can check. We start only with, I only want brainstorming and topic sentences then I will check then tell you to continue writing the essay.

5.2.3 RESULTS FROM PARTICIPANT C

*P: This is not for the first time that you hear about essay writing, **akere**? (Is that so?)*

Class: Yes mam!

*You were taught this in grade 8, grade 9, grade 10, grade 11 and now in grade 12. When it comes to language, what do I mean when I say language? When I put Setswana and then I put English whatever you have been doing in grade 8 and 9 it's the same thing but it's just an update. On the grades 8 and 9 there is an upgrade, **akere** (Ok).*

Class: Yes mam!

P: From 8 and 9 it includes those things and then 10, 11 and 12 there is an upgrade. When I talk about an upgrade I mean with the length of words that you use. The length that you use in grade 8 and 9 when it comes to writing an essay is different to the length that you are using, you were using in grade 10 while writing an essay, the same point in grade 11, you understand?

Class: Yes mam!

*P: If it is for an example before I can continue with essay writing even in GET it was between eighty ... number of words then in FET it goes to 150 – 200, **akere**?*

Class: Yes mam!

P: For an example if this is in grade 10 for example then grade 11 it goes to 200 to 250 words then when you come to grade 12 as you are now, it come, it goes to 300 to 350 words, number of words is very very important now it goes to the essay writing from grade GET to FET. You understand that?

Class: Yes mam!

P: Ok so but the basic is the same, it just depends to which grade you teach **akere?**

Class: Yes mam!

P: we have to uplift, we uplift, we standardise our essay writing or essay teaching. Now what is an essay writing? Here they explain gore (that) an essay writing is a longer piece of writing, it falls under creative writing, **akere?**

Class: Yes mam!

P: So it's a longer piece of writing, why do we say it's a longer piece of writing because you have to, it's based on paragraphs, **akere?**

Class: Yes mam!

P: Paragraphs one paragraph after the other and at the later date you have to write two pages, whether you are going to count those words and those words can give you up to one and a half pages or up to 1 – 2 pages depending on what you are writing about, depending on the topic that you have chosen. Remember essay writing has got its types, **akere?**

Class: Yes mam!

P: They are types of essays writing, am sure you know that you have been taught in grade 11 but we are going to talk about that like I have just explained gore it contains phrases, it contains sentences, it contains paragraphs, **akere?**

Class: Yes mam!

P: one sentence, two small sentences, up to huge end up making a paragraph and then you skip a line another paragraph comes, that's how an essay it must be written. And then they say here **gore (that)** it is very very important gore when you deal with essay writing you must have a plan, **akere?**

Class: Yes mam!

*P: you must have a proper plan, you must have a structure, the structuring of an essay. There must be content, when they talk about content **kegore** do not lose a focus in what you are writing. Say for an example 'Teenage pregnancy' as a type of essay that you will be writing, don't lose focus by talking about drugs whereas ok drugs can be part of the examples, don't talk about something that is out of line in regard to the teenage pregnancy, you must list all the aspects that fall under teenage pregnancy, **akere banake? (Is that so my children?)***

Class: Yes mam!

*(Is that so my children). We don't just have to beat about the bush, be relevant, have focus when you deal with essay writing because one thing you should not forget gore essay has lots of marks, you should not forget gore it has 50 marks, **akere?***

Class: Yes mam!

*P: In EFAL an essay writing has got 50 only essay besides the letter, besides the shorter, another piece that is worth 20 marks, this 50 has been allocated accordingly, for an example, 30 for content, the content that I've been talking about that you must have focus. If you talk about teenagers who are pregnant, you must take it from paragraph 1 up to the last paragraph talking about the same thing and you are going to get 30 maybe you get 25 out of 30 and then we have a mark for language, marks for language is 15. Language that's how you write the concord, the tenses, the pronouns, using the use of capital letters stuff and stuff at the beginning and at the end you put full stops, **akere?***

Class: Yes mam!

*P: They cover everything that's language it carries 15 marks, **akere?***

Class: Yes mam!

P: And then you come to the structure, the structure is 5 marks, when you add all these they will give you 50 marks. When they talk about the structure that's how you, for an example, the way you paragraph, paragraphing. You don't have to write something that is long like this (gesticulates) it's like an extract No! No! No! An essay writing must go with good paragraphs, you minimise your paragraphs, you understand?

Class: Yes mam!

P: 5-6 lines for an example make a paragraph and then you skip a line you go to another paragraph and then you skip a line you go to another paragraph and you also check your facts like that, a paragraph can have an aspect. Let's say that I was giving eh teenage pregnancy as an example let's say that under that paragraph it will be an aspect of eh teenage get pregnant because of using drugs or drinking alcohol so through that drinking of alcohol, it makes a paragraph. You'll talk about it. Talking about it. Talking about alcohol alone when you finish it you talk about drug abuse, you also talk for a paragraph just like that, just like that, you don't mix your aspects, they must be a word order in essay writing, do you get what I'm saying?

Class: Yes mam!

P: I just wanted to brief you on how you go about in essay writing. Now, before I can continue with eh with everything else, let's go to the types of essays that you have in the vocabulary of English. Types of essays. Okay. Can somebody give me any type of essay you know? Yes my boy?

L: Narrative essay.

P: The narrative essay. Now if I may ask. What kind of an essay is narrative essay? Huh! In this essay, what do you do? What is to narrative? Narrative from the verb to narrate. Now what do you do with this? To narrate, that is verb from narrate as a verb. So when you narrate, what are you doing? When you narrate what are you doing Aka? Ok, I'll give you an answer so that we pass. When you narrate you tell a story. Telling a story. To narrate means to tell a story hence narrative essay. So when you are given a narrative essay to write you'll be what? You'll be telling a story and you ask yourself this question, when you'll be narrating which pronoun do you follow?

Class: 'I'

P: The 'I'. When you deal with the narrative essay you follow the 'I' pronoun. You must be led by the pronouns hence it's the pronoun 'I', the pronoun me, the pronoun what? Myself, mine, **akere**?

Class: Yes mam!

P: Which means kana when you say it was so what, what on the day when I was or when I went to Durban and what, what, what happened to me, **akere**?

Class: Yes mam!

You close it, you start it **ka de (with)** 'I' you close it **ka** (with) 'me' or you start it in the 'I' you close it by, 'myself'. 'I was by myself' depending on the topic that you have been given, ok. And then you have (pause) which is the other type of essay we have? Type of essay?

L: Argumentative.

P: Argumentative essay **akere** we also have an argumentative essay. We've got an argumentative essay. Argumentative from argue, **akere**. Argumentative from argue. Now before I can explain it to you, what can you tell me about an argumentative essay? Yes boy?

L: Debate.

P: Can you elaborate. Don't just say debate. Which steps do you follow to show that this essay is argumentative? Can you explain further?

L: You start by showing whether you agree or disagree.

P: Exactly! You start by agreeing or disagreeing because that topic is there. Let me give you a typical example of an essay that can follow an argumentative, for an example eh 'Should corporal punishment be legalised?' **akere**. Should corporal punishment be legalised. It's a Yes or No but you can't just say 'yes it should be legalised' or you can't say 'yes it should not be legalised'. You say 'yes' and you support eh with your statement based on facts, **akere**?

Class: Yes mam!

P: You say 'No' based on what you support with. You understand?

Class: Yes mam!

P: That's when you are going to argue and then you'll be arguing like this, you'll be giving reasons why it should not or let me say should eh should corporal punishment be brought back. How about if you say that, **akere** you people have been saying you have got equal rights and stuff and stuff so we say should corporal punishment be brought back.

Class: No

P: Or no. You say 'No!' Then you must give your reasons.

Class: Sharp!

P: In 1-2 pages you must argue why you say it shouldn't be legalised, be brought back. Do you understand what I'm saying **banake? (My children?)**

Class: Yes mam!

*P: And along those lines when you'll be arguing there are words I mean prepositions, for an example, prepositions are eh are used, conjunctions are used, if I can give you an example, you say corporal punishment must be what, what, what, what whereas you see how you use words. However, you see how you use those words? In connection with, you see now you use those words. There must be connectors in between in order to make your argument to represent itself, to have that **umph, (vibe)** do you understand what I'm saying. You use connectors, you use conjunctions in between words, like in spite of, **akere**. Besides, although we say it must be abolished or brought back but look at other circumstances kana you are writing, you are a learner, you are busy writing, do you understand that?*

Class: Yes mam!

*P: Yes so at the end of the day your argument must have a stand and one thing about an argument essay **kegore** (is that) when you get to the conclusion you must have a suggestion, an opinion, you must leave those people, those audience with the opinion **kegore**, ok in your case what must be done? Don't just argue by saying corporal punishment must be brought back or what but you don't come with eh an idea or a suggestion as to what should be done, you understand that?*

Class: Yes mam!

P: In conclusion, at the end of the essay, and then you give your own input, who knows if it was going to reach the parliament, maybe your opinion will be taken. Let's say they say as learners you must write an argumentative essay depending on the topic you must have a good suggestion and then maybe they'll be taken to parliament, when they get there your opinion may become a decision. Do you understand that?

Class: Yes mam!

P: Because of your way you have written your essay, the way you have argued with your facts. You get what I'm saying?

Class: Yes mam!

P: Ok eh ok, now another type of essay? I hope you got me on this argumentative essay.

Class: Yes mam!

*P: Another type of essay we have, they are several it's not just these two. Another type we have? That is so common, you use it all the time. Another type of essay? Yes boy. Ok let me give it to you, 'descriptive' from the verb to describe. **Kanti (But)** when you talk about describing something which is to do what? You tell the way it is **akere** or you tell the way it was depending on the tense. One thing you must be careful with when you deal with this essay writing is to watch the tense. The kind of tense which you are using. If you are using the past tense which means you are going to start with the past tense and then you are going to conclude with the past tense. You get what I'm saying?*

Class: Yes mam!

*P: If it is something that you are narrating starting with the present tense which means when it goes beyond it's going to add either that simple present tense or the future tense, why/ because some of the things that you'll be saying might not have happened yet, **akere**. So you'll be led by the kind of tense that, I mean the kind of topic that you write about hence it's going to be either the simple present tense, it goes like this, it goes to the future because it may not have taken place.*

*(Addressing late comers) Come and sit down without making noise. Late comers! Sit! Don't look at me here! Are you scared? Now when you deal with a descriptive you are supposed to, here we are supposed to describe a person, for an example you are supposed to describe a place. An essay can come depending on how it is and when you'll have to describe that person, **akere**. The person that maybe you were with. Where you'll have to describe a place how nice it was maybe you had gone to Durban during December holidays, **akere banake**. You'll have to tell, to describe how nice the place was, **akere**, the people that you met, that you have met there. Do you understand? Also the events, maybe it was a marriage, a wedding ceremony. You are going to describe how the wedding, how beautiful the wedding was, how beautiful those people ah eh **gati keing**? (by the way, what is it) Those people who were getting married, the bride and the bridegroom, **akere**. That's when you describe hence we call it a descriptive essay. The situation process, also how the situation was, **akere**, maybe you went to the sea, what happened at the sea? Did somebody get eh what? Attacked or did somebody got drown. Thank you very much. Did somebody drown there? You describe the situation, the same way as other topics, the way you are supposed to write them. Also a descriptive essay must be written like that. Do you understand **ba-na-ke**?*

Class: Yes mam!

*P: We have another essay called discursive essay. We have another topic called discursive essay. A discursive type of an essay. Now in this essay that's when you present your point of view. That's when you present your point of view. More or less the discursive essay is the same with argumentative essay. Do you understand? At the end of the day you'll have to argue when you present your point of view which means there is an argument there and at the end of the day you are going to present your opinion that's when it comes to an end. In conclusion like I was saying. Now can you see gore (that) it goes well with argumentative because even with an argumentative essay when you reach the last point there, you do what? You come up with an opinion or a suggestion, you are doing for the last time. You are laying the the the line yagore I'm finishing now, so it must be like this, like this corporal punishment, must be yes stating what you are stating because you are concluding the same way as when you deal with discursive essay. Do you understand **banake**?*

Class: Yes

P: And when you deal with discursive essay, that's when you have to deal with a complex idea so it will depend on the essay that you'll be given that falls under discursive essay. Do you get me?

Class: Yes mam!

*P: I know you first came those who are late, but you will catch up **neh! (Ok)** You'll catch up with your friend there whom you're sitting with. Now we also have another essay. I'll first take five essays for now. **Woh, (Ok)** I'll take the visuals also. We also have what we call a reflective essay. Sometimes they will refer also it to personal essay, from my research. Reflective essay. When you look at the word reflective essay which is something to reflect. The verb is to reflect. You ask yourself: what is to reflect? When you talk about a reflective essay what do we mean?*

(Referring to a learner who is gesticulating in the classroom) Don't use sign language, talk to me. Reflective essay, it talks about you guys. Especially you! What is a reflective essay? What happens in a reflective essay? Talking about yourself. What about yourself? Huh? Yes papa! Ok, it may be how you look like. It may also be what? It may be the way how you look like, one, akiri. It may also refer to where you come from. Yes papa!

L: You can reflect on things you have done.

P: You can also refer on things that you have done, that you are doing or that you have done. You reflect back but now I want you to think on this one. You remember last time I told you

something. I told you that when you are here as learners, you are the reflection of your family or families. You remember?

Class: Yes

P: When you are here, every one of you, you represent your parent. You represent your mother, you represent your father. Hence it's a reflection. Now if you use vulgar words unto me as your teacher or unto other learners. It means what? That's what you do when you are at home. It means gore that's how you have been raised. So when you are bad, when you give me a bad reaction, it shows me gore your parents may be bad. They haven't raised you well. You know charity begins at home kind of behaviour or kind of law, you remember it?

Class: Yes.

P: It means gore you either come from a bad family or from a good family. Because when you come from a bad family you can't **go chench mafoko**, I'm code switching. You can't exchange words with a teacher or another learner because you have self-respect, **akere**. I told you that. Now when you talk about a reflective essay that is something that you write about yourself. It also depends on the topic that you've been given but you have to focus on yourself, it goes hand in glove with narrative essay. You are going to use a pronoun eh the pronoun 'I'. Do you understand? Maybe let's say the topic says the person you would like to become when you finish or whatever you are going to say I want what, what, what, **akere**. I want to see myself getting a scholarship, going to the University of Stellenbosch, can you see gore you are reflecting, gore you are a good learner so far. Do you understand?

Class: Yes mam.

P: And you are brilliant hence you deserve a bursary whereas another one can say: me, me I want to become to, I want to join a gangster, he thinks we are playing. That's a reflection that you are giving to people who either know you or do not know you. Do you understand **banake**?

Class: Yes mam.

P: Do you get it under that essay. Ok, thank you very much on that one. Now before I can wrap up, let us go to the visuals, something that learners tend to ignore. Visuals, it a pity I'm not having a question paper with me here. Normally when you are given a question paper in paper 3 they include eh up to 8 questions. Its 1 – 5 but now 6, 7 and 8 something 6 or, you see visuals. Visuals are pictures. Now since essay writing falls under creative writing which means what? That picture that you've been given, you should not explain it. They say you must think out of the box, **akere**.

You must think out of the box. You must know what that picture is, or even you put it like this, you put it like that but at the end of the day you must come up with the topic of that picture, any topic whatsoever as long as that topic is relevant to what you are going to, to the picture. Let me give you a typical example. They put a picture of Nelson Mandela, maybe holding something, holding his prison number, I'm just giving an example. It's a picture of Nelson Mandela is having the picture double six what, what, what, what, do you understand that?

Class: Yes mam.

*P: And they say you must write something about it. So which means what? If you really watch the news on daily basis, if you really read newspapers, magazines, you'll be able and you are a historian like you are, you will be able to, to what? To approach that visual eh eh kind of an essay hence you'll do what? You'll answer it and you'll talk about Nelson Mandela, but once there, you'll explain first they **kegore** what is this number? What does this number stand for? Where did Nelson Mandela get this number? What about this number? You will have to explain everything step by step. You will have to give the aspects of what you'll be writing about in that visual kind of an essay and then another one also we follow eh ... eh ..., you'll also have to choose it if you want to and you'll follow it the way it is supposed to be followed. Now you come to the title of Nelson Mandela like this, you can maybe bring a title like Nelson Mandela in prison. That's your own title and yours because that's a sign of what? That's a prison number. Or you can say Nelson Mandela in Robben Island. He was in Robben Island, **akere**. Wasn't he?*

Class: He was.

P: So that's the topic that you choose, it shows gore there's relevancy in what you'll be talking about. You get me up to so far?

Class: Yes.

P: You can ask questions in between, don't hesitate. Now I'm coming to something, we have summed up the title of essays, we have summed up essay writing.

*Now we come to the very very important aspect, **akere** – planning, drafting, brainstorming, you know. You know learners have a tendency of not liking to do this, it's very important. At the marking centre, at the end of the year, they look at this, paper 3, they look at this. Learners think gore when they are writing this they are wasting time. How can you be able to write an essay that makes sense whereas you haven't started it with a first draft. We call this the first draft before you can attempt to your final draft, you have to start with what? With a first draft. You have to plan,*

you have to draft, you have to brainstorm **banake**, you have to ... that is why most learners find it difficult to write an essay. You'll see some have written three paragraphs and now the medulla oblongata is off, now you can't think beyond. That's because you do not first draft. You know after you first draft the points will just come automatically and then you first draft paragraph by paragraph. After that you edit what you have been writing. You can use a pencil when you first draft. It's just a rough draft, **akere**. You can use a pencil knowing where when you take to your final draft, you'll put your facts correctly and you write your final draft. But now let us do something that will show you how you go about it, how to brainstorm, **akere**. Now let me give you a typical example for an example like I was saying let us take this teenage pregnancy as our example. Now when we deal with everything in essay writing, the first thing you have to do, the first approach is to ask a question about what is teenage pregnancy. You can't just dwell on the topic before you explain what the topic is, what the topic wants – you get what I'm saying?

Class: Yes mam!

P: Hence we go to teenage pregnancy. What do you do? Aspect number 1 – you ask what is teenage pregnancy and you put a question mark at the end. Before you can ... as an introduction, you have to explain the topic. Who can tell me what can come next?

L: Causes of teenage pregnancy.

P: Causes of teenage pregnancy, causes of teenage pregnancy.

L: Effects of teenage pregnancy.

P: What else? Yes boy.

L: Consequences.

P: Let's keep it in our mind, let's keep it, but thank you, it's correct but not now. Yes Atang.

L: How can we reduce teenage pregnancy?

P: Let it come at the end **neh**, because you will be summing up now, about to conclude. What else? Yes! What process did those teenagers do? When you see those teenage girls, I mean you, you are also teenagers, I don't want to refer it to you, **akere**. When you see those teenagers, you see just the 13 year or 14 year pushing (teacher demonstrates how a pregnant person walks) **akere**. Being pregnant what comes to your mind? Do you think that small girl has done that thing by herself or maybe there might be something that might have happened to her? What is it that might have happened to her that might have caused that teenage pregnancy? Yes boy!

L: Peer pressure.

P: Peer pressure. Thank you, good, Peer pressure, what else?

L: Poverty.

*P: Poverty **banake** – poverty – shame! What else? Yes boy.*

L: Lack of knowledge.

T: Lack of knowledge, how about if we say ignorance? Sometimes its ignorance. What else? Yes.

L: Unprotected sex.

P: Unprotected sex, unprotected sex, thank you. Yes, I saw some hands or were you going to say the same thing?

L: Yes.

P: Why is it that you don't mention drugs? Don't you feel that these teenagers might fall pregnant because they drugged them? They drank what, what huh?

L: Alcohol abuse.

P: Alcohol abuse and drug what, what, they go separately because you drink alcohol all the time when after drinking you don't know who you are sleeping with, that's alcohol. The drugs, somebody gives you the drugs, you don't know, you understand? You may be drugged unknowingly, so let us separate them.

L: Mam.

P: Yes?

L: alcohol and drugs fall under substance abuse.

P: I want you to argue alcohol alone, they both have facts. But I want them separately.

L: It falls under substance abuse.

P: What else?

L: Lack of health facilities.

P: Lack of health facilities, can you argue it?

L: Yes mam, because if there was sufficient health facilities, they could have gave

P: (Corrects the grammar mistake) Given

L: (continues) them contraceptives to prevent them from falling pregnant.

P: You think we are lacking. I don't think so, I think what you are saying can fall under ignorance or lack of knowledge. The department has given us everything to be honest, isn't it? In all the clinics there are contraceptives and injections but what the teenagers do? They don't go to the clinic.

L: They are ashamed.

P: That's their problem then. Do you understand what I'm trying to say? That is your problem because when they sleep around, they should do what? They should use a condom, but they still don't use a condom and there are condoms in the clinic.

C: Yes mam.

P: So that one I don't want to entertain it but I'm hearing what you are saying. Let us, hear you argue it here. Lesedi! Come back! Unless you argue it here under lack of knowledge and then.

L: What about emotional stress?

P: Elaborate on that one.

L: Environmental stress. When you are abused by somebody in your area.

P: Environmental stress. And then – Let me say sex abuse.

L: Sexual abuse (learners laugh at the teacher's mistake)

*P: Yah, sexual abuse. I'm glad you are learning. Your English has become better. Thank you, what else? Ok thank you very much for the facts that you were giving but can you see gore at the end of the day you managed to do what? To take out all the aspects that may fall under teenage pregnancy. **Akere** this is your first draft **banake**, this is your first draft. Now you have finished. After you have finished what do you do? You come to write your first draft. What do you do? You follow them step by step, step by step. You explain what is teenage pregnancy, when you explain teenage pregnancy you say teenage pregnancy is the stage of girls between what, what, what and what, what, what, **akere**. It can take a line or up to one and a half lines then it stands on its own, after that what do you do? You skip a line and write causes of pregnancy, you list gore what causes teenage pregnancy hence we have peer pressure and what, what, what and what, what. Every aspect that you list, you explain to the audience who are going to read your essay, before*

*you continue with what you want to explain, for example, peer pressure – you explain there are people who may not know what peer pressure is **akere banake**. You explain gore peer pressure is what, what, what and tell about what peer pressure does to teenagers **akere ... ehe!** And then you go to poverty – what is poverty and then after explaining it you tell gore eh some teenager find it difficult because they come from impoverished families hence they end up sleeping with those sugar daddies and what, what, what, do you understand that, hence what does she do? She ends up being pregnant because she has to sleep with that man and the man will give her **smallernyana money (a small amount of money)***

L: Yes mam!

*P: Lack of knowledge or ignorance, you would talk about it because sometimes they are naïve these girls, **akere**. When they see a car, that man calls her, he, she thinks she comes from a respectful family, the man calls her, she goes, **akere**, as she is not knowing gore she is going to a monster. It's because of lack knowledge, if she could have known gore, watch out for men like that, then those things could not have happened to her. Do you understand?*

Class: Yes mam!

P: We can link this one with rape because such a teenager may end up being raped, you understand that?

Class: Yes mam!

P: And then you go to unprotected sex. Yes Lesedi?

L: Mam, on that one we only talked about lack of knowledge, we did not touch on ignorance.

P: I put them like this, gore, when you are ... You say I did what?

L: You did not talk about ignorance, you only talked about lack of knowledge.

P: Ok, sometimes under ignorance, teenagers do not know that what they are doing is wrong, but will tell herself gore, 'I'm doing it anywhere.' Why, because sometimes you may find out that such a teenager does not listen to her parents. You know those teenagers who jump the windows at night?

Class: Yes mam!

P: Going to the taverns and stuff and stuff. They know gore what they are doing is wrong. They know gore sleeping around is what? Is wrong. Yet they do it anywhere, that's ignorance. Did I answer you?

L: Yes.

*P: Thank you. And then we go to unprotected sex, you know what happens when you sleep without using a condom? You know gore what is it when you sleep without having contraceptives, **akere**.*

Class: Yes mam.

*P: When you don't inject yourself so that you don't become pregnant, **akere**. Oh another thing that we forget, we forgot, sorry: Diseases or illnesses because you end up getting STDs. Eh yes?*

L Isn't that consequences?

*P: Oh! **Akere** we thought we had finished, you didn't bring them up. That one of your my boy? What was it again?*

L: Consequences.

*P: Consequences, put it here, consequences. Let me do the sub- what, what, the sub-heading. You can say illnesses, STIs **akere**. Let us also mention this disease, HIV and AIDS, let it stand on its own because those are the repercussions of sleeping around, **akere**. Yes boy?*

L: Solutions, how can we prevent teenage pregnancy?

*P: Ok, after that, solutions. You'll know what to say, **akere**: solutions, solutions. Now we are closing it, **akiri**.*

L: Yes mam!

*P: then unprotected sex. Teenagers must abstain, **akere**. The message you should give, you'll say that they should not have unprotected sex, they should go to the clinic for contraceptives. They should go to the clinic for injections, **akere**. They should condomise, but the main advice eh they you'll be giving to the teenagers is that since they are still young and small is for them to do what? To abstain from having sex. Sex is for adult, adults!*

L: Yes mam!

*P: And then substance abuse. Substance abuse, that's where we mention the use of alcohol. The use of alcohol, the use of drugs, and then you explain how drugs exploit teenagers. How alcohol exploits teenagers, **akere**. And then we come to rape. If you have linked it with something this side, then you can skip it out because you've already used it that side, **akere**. Then sexual abuse, somebody mentioned it gore maybe your uncle may have abused you or what or what and then you end up being pregnant with your uncle's child, it happens, it's the truth, that one is reality – Check up!*

L: Check point! (Reference to a television programme)

*P: And then the consequences. We want to close it, **akere**. Then the consequences. You have written everything, now you are coming to what? To the conclusion, you are reaching the conclusion, **akere**, which means now you must read what you have written. All of them you re-read them and then after that what do you do? You come up with the ... the, all these things that the teenagers have, has been doing. What comes to the consequences some of them, that's when you are going to mention that pregnancy that she is in, that's where you mention the diseases that she might get, the illnesses, the STIs, do you understand?*

Class: Yes.

*P: So in conclusion, that's where you mention what must be done. How should that teenager protect herself from not getting pregnant, those consequences, **akere banake**. And then after doing that, that's when you close your, your, your essay and then you count your words. Remember we are still in the first draft, **akere**. You count your words, the words say you must, they must be 350 to ..., I'm making an example, 300 -350 words, **akere**. So you count, then you count, then you count. Now as you count them maybe there is 360. You must find a way to reduce that 10. And for you to be able to reduce that 10, that's where you target maybe the prepositions, the what, what, the what, what. These **smallernyana** words, **akere**. You target them so that you can reduce that to 350 words. And then you do what? You re-read for the last time, edit it. You edit, you edit, you edit. When I talk about editing, it means gore you look at tense, did I use the correct pronoun? Did I start with a capital letter? Did I do what, what, what? Do you understand that?*

Class: Yes.

*P: We call it editing. After you've done everything, you are satisfied now, that's where you are able to do everything. You are satisfied now, that's where you are able to do what **banake**?*

L: Write your final draft.

P: Write your final draft. Where do you write it? In a new page. On a new page, you start now: Term 1; Task 2; Essay writing; your choice of topic and then you write. But now, this one will be your what? Your final draft and you submit to ... afterwards. You know, I am the kind of a teacher, I'm this kind of a teacher, when you've given me what I want, you get what you deserve. This 30 I was telling you about, I can score you 24 out of 30. If your grammar and your use of grammar is perfect, I can give you 10 and then if your structure, the structuring, you have minimised your paragraphs you know, you have done everything in the book, then that 5, I'll give you eh ... 4.

Class: Yona 5 eyo. (Those 5 marks)

P: I normally give 4, I don't give 5. 4 if it is up to standard then I add: $24+10+4=38$ but I can give up to 41 out of 50 because such a learner deserves it. Huh! Such a learner deserves it! Alright this brings an end to my presentation on essay writing, any questions?

Class: No further question.

P: Any comments?

Class: No.

P: You have all understood?

Class: Yes mam!

P: It has been a good lesson up to so far?

L: Yes mam.

P: Thank you.

5.2.4 RESULTS FROM PARTICIPANT D

KEY

P: Participant (teacher)

L: learner(s)

R: researcher

(The teacher walks into the classroom and immediately starts lecturing.)

P: Ok boys and girls, as I indicated before that we are going to write an essay. You will be given topics where to choose. You will be given a picture, pictures: give a topic and tell a story. Make sure that you scan all the topics.

If it's possible jot down some notes for your topic. If you feel your points are not enough, you can go for another topic.

You go to the visuals, you look at the visuals and jot the topic, you will be given some pictures.

Remember you need to write the introduction where you introduce your topic and keep it in mind that the introduction is just to introduce your story or topic and is has to be catchy, are we clear?

L: Yes Sir!

P: Make sure that you keep to the topic. After that you go to your body. That's where you are going to write the whole information.

Again make sure that you use the correct language. Your grammar, everything needs to be on point. Please your introduction must correlate with the topic.

Please make sure that everything you say will cover the topic and your essay will be out of fifty.

Make sure you follow all instructions. In grade 11 you wrote 200 – 250 words but now its 250 – 300 words and again your planning. Plan.

You do your draft and after that your final draft. Correct all the mistakes that you did.

You are going to do this essay at home so you will not be under pressure. If you feel that what you have written is wrong, cancel and start afresh. If you feel like changing the topic, do so.

We will give you a rubric.

Make sure your content is correct.

Come end of the year your paper will be marked by somebody who does not know you.

Structure

Number of words. Make sure that you stick to the number of words. Count the number of words.

(After saying these words the teacher's lesson comes to an end. Before the researcher leaves the school, the participant informs the researcher that he needs help)

P: Meneer, I need help.

R: It is true Sir but remember all teachers need help. Don't blame yourself, all of us need help. There is no perfect teacher.

(The teacher's request has a mixture of urgency, remorse, sudden realisation of inadequacy and a deep sense of abrupt self-evaluation.)

5.3 DISCUSSIONS ON FINDINGS

5.3.1 CHALLENGES EXPERIENCED BY LEARNERS

In participant A's class a number of learners participated actively, however, they did not seem to get enough time to utilise their full potential. Not all the learners got an opportunity to answer questions during the question and answer approach that the participant used. In a total class of forty-two learners, it would be impossible for all of them to have an input in the lesson. The researcher's findings concur with Lee (2008), who contends that class sizes are unmanageably big. This inevitably should affect the rate of marking and the quality of feedback given by the teacher. The researcher noticed that there were some learners who were overbearing. When the teacher endeavoured to prompt the somewhat inconspicuous learners by affording them an opportunity to answer questions, they remained taciturn. This behaviour concurs with Lightbown and Spada (2006:31), who have observed that adolescents find it stressful when they are unable to express themselves clearly and correctly. However, Hassan and Selamat (2017), have also added their opinion on this matter. They believe a learner who has a low self-esteem may refuse to use the target language. Possibly this could be a reason why these learners did not respond to the participant's question. The participant was inevitably compelled to give the same domineering learners the opportunity to answer questions because their hands were up most of the time. The researcher found this rather intimidating to the self-effacing learners who eventually left the classroom without uttering a single syllable. This created a class of learners who monopolised the lesson in the process shutting out learners who were unassuming or less confident. This view agrees with Senior's (2006) comment that some learners may emotionally bully others; the classroom environment is controlled by those who feel more at ease to express themselves in the target language. In addition, there was jeering and derision from the class when in an attempt to answer the teacher's question some learner expressed the fact that her friends had good influence on her. The resultant disparagement was, in the view of the researcher enough to deflate, ostracise and discourage the poor learner from future participation. This view

agrees with Senior (2006:113), who has argued that students in language classes can, sometimes deliberately and sometimes unwittingly, irritate their classmates.

Another observation is that learners dragged their feet when they came for the lesson. Much time was wasted before settling; some left their school bags on the tables, walked out and only returned minutes later. They did not seem time-conscious at all. The act of booking seats validates Senior and Yule's view that learners have territories in the classroom and might not take it kindly if another learners 'trespasses'. This creates a cold tension in the classroom that some teachers might not even be aware of. With regards to late coming, the researcher observed that learners delayed the commencement of the lesson considerably. The participant stood at the door waiting for them to trickle in until they were all inside the classroom. However, the participant failed to complete the lesson before the bell rang for the next class. As soon as the bell rang, there was an air of excitement which stemmed from the fact that the lesson had not been completed before the end of the class. Conversely, most of them seemed to be in a celebratory mood that the lesson had eventually come to an end. Nonetheless, the researcher has concluded that the lesson was constrained by time, a challenge that has been reiterated by Lee (2008). The lackadaisical behaviour of the learners adversely affected the writing lesson. Late coming forced the teacher to rush through the lesson although he still did not finish as per his plan.

In participant B's class, the learners seemed timid and unwilling to participate. According to Hassan and Selamat, (2017:119) such learners lack confidence. Contrary to the class in school A, this class was very small and manageable. It took some time for them to respond to the participant's questions. Questions had to be repeated for them to answer. Initially, the researcher thought the learners had a problem with expression but when they responded, their language was surprisingly correct although they responded in curt answers. This is similar to the previous school; the researcher did not identify any serious challenge in their spoken language as they responded to the teacher's questions. This observation concurs with Donaldson's embedded and dis-embedded thought and language theory. Apparently, it was easy for learners to construct sentences when they were responding to context-based questions. However, later when the researcher assessed the learners' written work, it became evident that minus the context, thinking is taxed and language begins to succumb to errors. Finding words that fit a new topic within a short space of time is a critical task for learners when they are writing essays.

Generally, participant B's learners responded rather nonchalantly to the questions that were enthusiastically asked the teacher. The researcher noticed that the class had many girls and a few boys. The boys said very little as compared to the girls. This gender disparity is likely to

contribute to the visible indifference displayed by the male folks. Most of the questions were answered by the girls and they seemed to dominate the lesson.

In participant C's class learners seemed to thrive in chorused answers; the rhythmic 'Yes mam!' dominated the whole fifty-minute long essay writing lesson. Even in cases where the teacher asked a direct question, they laced the answers that were given by individual learners with whole-class agreement; when one learner answered a question, the rest would also respond in the affirmative. Otherwise stated, they accompanied every comment or answer with affirmation. They appeared to have a communal / group approach to learning; they learnt as a team and not as individuals. Time and again they disagreed with the participant on how to structure certain expressions, for example the participant said, 'sex abuse' and they were quick to respond, 'sexual abuse'; the participant said, 'check out' and they responded, 'checkpoint'. One learner disagreed with the participant until the participant adopted the learner's view, the participant wanted to separate alcohol from drugs but the learner felt those two could be discussed in the same paragraph. The learner suggested that they could use the term 'substance abuse' to which the participant agreed without further argument.

The class was very huge; forty-six learners. In addition to this challenge, some learners came more than twenty minutes after the lesson had commenced. The participant allowed them to settle and explained that they should ask their friends to explain to them some of the aspects that had already been covered before their arrival. The spoken language was fair save one learner who made a tense error, 'gave' instead of 'given' which the teacher corrected promptly. The nature of correction however, disagrees with Krashen's (2013) view that learners must not be corrected overtly. However, the individual who was corrected did not seem to mind, she continued with her sentence as if nothing had happened.

Participant C was at liberty to code-switch, Setswana expressions such as '**akere**', '**banake**', '**gochencha mafoko**' etcetera are evidence of code-switching that the participant herself acknowledged during her lesson. However, according to Lightbown and Spada (2006:31) teachers who switch to their learners' first language for discipline or classroom management deprive learners of the opportunities to experience uses of language in real communication. Lightbown and Spada suggest that the target language should be used throughout all the phases of L2 teaching to enhance the learners' acquisition for different contexts.

One side of the class was particularly active; the first row of desks on the teacher's left hand side gave answers most of the time and objected regularly when they felt the participant had been

wrong. The rest of the class only joined in the 'Yes mam!' choruses and remained innocent for the rest of the lesson. There seemed to be equitable distribution of power, there was gender balance, and both sexes were given equal opportunities to answer questions. However, the whole class remained silent if they did not know the answer; there were no attempts until the participant had to give them the answer. When the late comers arrived, they quickly located their friends and got settled. The researcher noticed that there were school bags on the chairs that supposedly reserved the seats for those who were yet to come. Evidently, the class had cliques similar to those that have already been highlighted in the case of in participant A's class.

In participant D's class there was not much of activity. The learners just chorused, 'Yes Sir!' until the end of the lesson. Strangely, they were never asked a single question; it was a very unique learning environment. They simply listened and took instructions and that was all. Yule, (2014:189) has observed that dull textbooks that do not stimulate learning, unpleasant classroom surroundings or an exhausting schedule of study may promote negative feelings or experiences that can create a barrier to acquisition. The class was made up of a small group of twelve (12) indifferent learners, six boys and six girls. Later, when the researcher enquired why the class was small he was informed that the twelve learners constituted the school's only 2018 matric class and that the attrition rate at the school was high because of teenage pregnancy.

Two boys walked in very late, searched for their seats that had been 'booked' for them and lethargically sat down while the participant was already teaching. Neither the participant nor the learners seemed to notice or at least to be irritated by this disturbance. The lesson continued as if nothing had happened. The researcher noticed the 'booking phenomenon' that was also seen in schools A and C. The issue of cliques was also prevalent in the school. Senior (2006); Brown, (2005); and Yule, (2014) have advised teachers to be aware of the cliques in their classes. According to them, these cliques may have a negative impact in the learning environment since they may be linked to bullying.

Conspicuous by absence was the use of teaching aids in all the classrooms, especially textbooks. It is common knowledge that unlike lecturers in higher education environments who mainly use slides, teachers in South Africa largely use textbooks to teach. Teachers do not have an idea how writing 'should' be taught, at least as guided by any standing pedagogic principles or system. They therefore need to use textbooks or any other forms of teaching aids, charts, visuals etc. to enhance comprehension.

5.3.2 CHALLENGES FACED BY THE PARTICIPANTS

The most common challenge among the teachers was time management. Somehow learners arrived late for the lesson and therefore the teacher could not finish the lesson. This was more pronounced in school A. There were cliques that participants were unable to notice and deal with accordingly. Uncorrected ill-behaviour such as late coming has a potential to spread to other learners and may eventually hamper learning.

There were a number of aspects that participants had to remember, for example, the steps in process writing. However, most of them remembered what they perceive to be the most important steps that is, brainstorming; first draft; editing and final draft. In addition there was lack of experience as expressed by one of the participants. This self-evaluation was necessitated by the lesson observation as the participant tried to be excused for lack of knowledge in essay teaching.

The teachers were unable to motivate the self-effacing learners. This created a bias in the teaching approach; the domineering learners enjoyed the lesson while the unassuming ones walked away without experiencing the output.

5.3.3 EXTENT TO WHICH THE CHALLENGES INTERFERE WITH PROFICIENCY

Time constraints have contributed significantly to the delayed proficiency in language learning. Contact-time is reduced by the movement of learners from lesson to lesson, a model that all the selected schools are using. The researcher observed that learners took at least ten minutes to settle for the lesson. Time constraints are worsened by the tight work schedules that teachers receive from the Area Management office. **Appendix 1** is a typical work schedule as adopted from the Mahikeng Sub District.

An examination of the schedule indicates that there is hardly time to spare throughout the whole year; all the days of the year are allocated activities that have been pre-planned for the teachers. If teachers are to keep the pace of the work schedule, they have to utilise every minute. Failure to adhere to the schedule may translate to failure to complete the syllabus. Teachers have to consider saving the time that is usually spent during the change of lessons which may actually amount to several hours if calculated for the whole year. They have to conscientise learners on time-management. Process writing as enshrined in the work schedule appears only twelve times for the whole year. If process writing has to be followed religiously, learners need far more time than these few allocated hours.

The issue of cliques in the classrooms may have a negative effect in the learning of a language. Cliques may suggest unhealthy relations among learners; some learners might be afraid of certain learners who have marked their territories in the classroom. Learning in a fear-filled environment may not promote the learning of a language. Furthermore, booing other learners in the classroom as they contribute or answer questions has a potential to permanently discourage them from participating in the classroom. If learners are to thrive, the classroom has to be free from any prejudice.

The language acquisition of Learners who sit introvertly in a language class may be threatened although this view may contradict Krashen's input hypothesis which stresses that as long as the input is comprehensible, language is acquired. At this point, the researcher subscribes to Swain's (1985) output hypothesis. Wessels (2012:361), has pointed out that

In reaction to this rather limited view of Krashen's, that input is of utmost importance, Swain developed the 'output hypothesis'. She suggests in this hypothesis that output has an active role in developing the second language learner's internal linguistic system. She maintains that learners producing comprehensible output will probably progress from understanding the meaning of an utterance or a text (semantic processing) to being able to produce grammatically correct, and therefore, understandable speech and texts.

Krashen admits in his Monitor hypothesis that before they speak, learners edit their 'output'. Otherwise stated Krashen admits the importance of output as a measure of the extent to which a learner has grasped the target language. Swain (1985 in Wessels, 2012:361), has argued that 'Output is a language produced by a learner, which may be comprehensible or incomprehensible to a listener. When learners have to make an effort to be understood, this may promote language acquisition. In her argument, Swain underscores the importance of learner output in the classroom. The phenomenon of many learners who walk out of a language class without uttering a single sentence should be addressed by teachers. As was observed, in schools A – C there was a handful of participating learners while in school D all the learners never uttered a single sentence except the occasional 'Yes sir!' According to Swain, comprehensible input is insufficient for L2 learners to fully develop their language proficiency, they also need to produce comprehensible output to improve both the fluency and accuracy of their language use.

In addition, lack of experience on the part of the teacher may prolong the proficiency. Participant D admitted that he had no idea how to teach essay writing and further claimed that it was his first

time to teach a grade 12 EFAL class. In this case, the participant is suffering with the learners, a view that concurs with Copland, Garton and Burns (2014:740) and Foddy, (1994 in Foncha, Abongidia & Mkohlwa, 2015:286). Besides, one of the participants employed a healthy code-switching approach. This internecine code switching has attracted negative comments from various scholars like Lightbown and Spada (2006:32), who claim that teachers who code-switch deprive their learners of the opportunity to learn a language in a real life situation.

The researcher noticed the marathonic approach to process writing. It is possible that the teachers are always racing against time owing to the shortage of teaching time (Lightbown & Spada 2006: 112-3). Most teachers referred to process writing but did not follow it according to the prescribed steps. Brainstorming seemed to be the only method of generating ideas. The prewriting stage is not only limited to brainstorming, there could be talking (interviewing people), freewriting, journal writing, reading or searching the internet (Wingersky, Boerner & Holguin-Balogh, 2003:4). Learners may choose to read newspapers, magazines, textbooks or alternatively search the internet to generate ideas. Teachers need to conscientise their learners against plagiarism and teach them how to use the internet appropriately, as a study resource. The editing may be done by other learners in the classroom or the teacher mainly because the person who has written an essay may not easily identify his or her errors.

Another challenge that was observed in some participants' classes was the use of a laissez-faire approach in classroom management. Learners who came late for the class were not reprimanded or at least politely reminded to arrive early for future lessons. Senior, (2006:109) and Lightbown and Spada, (2006:37) have argued that many behaviours such as regular absences, persistent late arrivals, constant requests to leave the room, general lethargy or an inability to complete homework can disturb a learner's language acquisition. If this behaviour is uncontrolled, all the learners who come late might lose a large fraction of the lessons which will certainly impede the attainment of proficiency. Teachers should devise strategies to deal with unbecoming behaviours from their learners so that learning may not be derailed.

5.4 RESULTS FROM LEARNERS' ESSAYS

5.4.1 FINDINGS FROM PARTICIPANT A'S LEARNERS

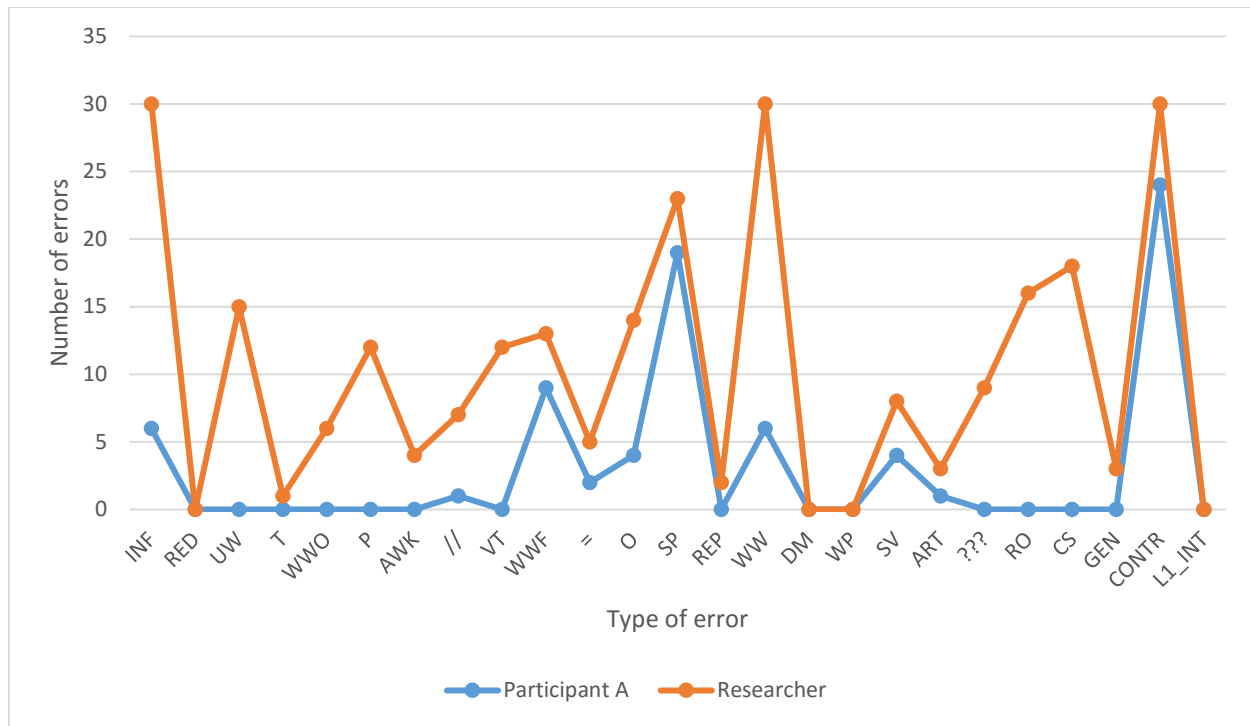


Figure 5.1

See table 4.1 for the Key to names of errors

The line graph, figure 5.1, gives a summary of the findings by comparing the number of errors that were gleaned by the researcher to those that were identified by Participant A.

According to the findings as reflected in **figure 5.1** above, informal language, unnecessary words, punctuation, verb tenses, wrong word forms, missing words, spelling, wrong word usage, run-on sentences, comma splice and contraction are the most prevalent errors in the class. The rest of the errors are evident although they are not as prominent as those that have been mentioned. The figure also indicates that there are some errors that the participant did not penalise at all, for example unwanted words, transition, wrong word order, punctuation, verb tense, repetition, awkward expressions, run-on sentences, comma splice, and generalisation. The nature of these errors are discussed in detail in the following paragraph. However, the inability of the participant to penalise the errors may have a negative impact on the learners' future academic writing skills. The fact that the errors are not penalised may send a wrong message to the learners themselves; they may believe that there are no errors at all. This will later frustrate them when they arrive at university where all those errors may be penalised.

Moreover, participant A's learners suffer from mechanics, that is, handwriting; spelling and punctuation. The problem of handwriting was confirmed in the interview conducted with participant A and therefore cannot be overemphasised. Spelling of words such as argument, portray, beautiful, professional, sophisticated, consciously, apology etcetera featured prominently in the sampled essays. There is no discernible pattern of words that are problematic because the challenges vary from learner to learner.

In addition, punctuation is a challenge. Learners appear to use capital letters indiscriminately, a comma is used anyhow, proper nouns are not capitalised and in some instances sentences do not begin with capital letters. Moreover, there is a misuse of the full stop and an inability to discern where and when to use an apostrophe. Therefore this reflects that the learners have not understood the rules of punctuation in English Language. **Figures 5.2 – 5.4** highlight some of the mentioned challenges.

Grammar errors are prevalent in most essays; subject-verb agreement, tenses, articles and pronouns constitute a large percentage of the common errors in participant A's class. All these errors indicate that learners have not yet mastered the grammar rules of the language. Besides, there are syntactic errors, for example wrong word orders are evident in some sentences and there is a larger number of run-on sentences. In some cases a single sentence occupies the whole paragraph.

Additionally, colloquialism is a conspicuous weakness. Words such as kids, guys, sure, things and phrases like 'a bit creepy', 'a lot of' are common in the essays. Still on the use of informal language, there is a problem of contraction. Contractions such as don't, it's, we're etcetera are common in the essays. The use of the second person pronoun 'you' seems to be another common feature that tends to informalise the essays. Moreover, there is a concern on diction. The problem of wrong words or wrong word forms in the essays accounts for the widespread use of words in contexts where they do not fit. Additionally, learners' essays indicate the regular use of abbreviations and numbers for example, etc. e.g. 5, 19. This reflects that learners have knowledge of spoken language, however, they do not have the competence of academic writing. They are not literate in the rules and use of academic jargon.

It is not clear whether participant A overlooked the errors or had no idea that they were errors worth penalisation. Nonetheless, there are many errors that slipped through the participant's marking. The researcher is of the view that the *feedback model checklist* could assist the participant in identifying even those errors that might have been overlooked through unfamiliarity.

There is a possibility that the learners' performance could have been improved significantly if the participant had had prior knowledge of the penalisable errors.

It would seem the learners' argumentation skills are yet to develop. The participant scored high marks for learners who wrote narrative, descriptive and reflective essays. This, in the researcher's view is a motivation for learners to prioritise these genres. The participant should encourage the learners to attempt argumentative / discursive writing to prepare them for tertiary education where they will scarcely use their narrative skills. The flowery language that is encouraged in narrative writing does not conform to the academic writing patterns at tertiary. For this reason, the participant should be cognisant of the metalinguistic skills that are promoted at tertiary and teach learners accordingly. The learners who transfer their narrative skills from secondary school to university may face challenges when they write academic essays. Narrative writing is part of the DBE syllabus but unfortunately creates a disjoint between secondary schooling and university academic writing. At university, and particularly in academic writing where most of the secondary school graduates find themselves, there is hardly room for them to engage their narrative writing skills. The system promotes formal language. To address this discrepancy between the two systems of education, teachers should not neglect the teaching of argumentation in favour of narrative writing.

According to the participant, he gives summative feedback but after administering the checklist, the researcher found that factors such as overlooking some errors and indicating an error without a subsequent explanation significantly minimised the effectiveness of the desired feedback. The feedback could have been more effective if the participant had identified more errors and addressed them using the feedback model. **Figures 5.2 – 5.4** below show some of the essays that were marked by the participant and later remarked by the researcher using the feedback model checklist. The participant's marking is in black whilst the researcher's is in red ink.

A

28
50

30 January 2018

Task 2

12E'

Essay

Topic: ~~How~~ How we look is unimportant, it is who we are on the inside that matters

How we really look on the outside does not really matter because to me what ~~matters~~ matters is who you are on the inside. For instance when you shop you might be attracted to that nice ^o jeans but you go for those that will last you.

WWO Sure, looks are very attractive at first, that's pretty hard to deny. But after that, what does that really count for? Nothing at all, nothing. If a beautiful person is ugly on the inside, are you going to like them very long? No. but if a person has a marvelous personality you surely will like them for a lifetime. Other people when they are told that what's inside is what matters, they make a humour out of it and say that they ~~don't~~ do not walk around with x-rays. Last is only about the look, sure... it is about the look but remember looks don't last long, and looks attract every person. But as you get to know someone looks do not seem to work anymore, what is the point of being pretty with a bad personality?

I also feel like we as gentlemen we should not choose a partner based on their looks but personality, even if someone is not easy ^{u w} to the eye but they are easy to the heart and that's what matters the most. even if I am older and I decide to get married, I will not choose a person based on looks because looks are temporary but I will go for a person with a good heart and soul because those things are permanent ^{u w}, even if you are not good enough for society but you have a good heart you should be able to shut out the world's opinion out about how you should be, lately people are much more interested in looks more than what's inside, here is a good question. Will looks take care of you?

But Sometimes do not Judge a book by its cover a person might be pretty on the outside and ugly in the inside and that's very useless, a person who's ^{who is} ugly and has a nice Personality is what really matters, it is very valuable. if a person is pretty and you attracted to them. Just know that looks are not forever and European features Epitome are not the Epitomes of Beauty. And a pretty face can't take care of you And your family.

402 words

$$CP = 18$$

$$LSE = 8$$

$$S = 2$$

$$\hline 28$$

Figure 5.2

A

40 of
SD

1201

20 January 2015

Task 2

All that glitters is not gold.

"All that glitters is not gold", is a well-known saying, meaning that the attractive external appearance of something is not a reliable indication of its ^{tr}_n nature.

This can be applied to people, places or things that "promise" to be more than ^{what} they really are. In simpler words, it can be said: "everything is not as ^{good} ~~fine~~ as it (they) look". ^{for example}, sometimes people act a certain way when they are with you, and do ^a totally different things when they are with someone else. This is one of the things ^{as} as teenagers struggle with. Sometimes people portray themselves as something they are really not, just to impress their peers. "All that glitters is not gold", can be implied to people who pretend to be alright even if they are going through the toughest of times, they put a facade on ^{CS} to try to hide what they are really feeling, because they might be scared of ^{rejecting} ~~showing~~ ^{being} ~~their~~ true emotions ¹⁶⁵.

People tend to ^{hide} behind masks, hiding who they truly are ^{CS}, because they are afraid of being judged. A person may ~~have~~ ^{be} good looking or may have

an attractive character, but may not possess any real ability or talent.

Many people can relate to this saying in many ways. Different forms of artists, like poets, songwriters, etc., have used this saying many times before. Poets/writers such as William Shakespeare have used this saying before in his play, "The Merchant of Venice", which employs the word "glisters" which is a synonym for "glitters". Other artists like Kanye West, Tati Jones, Taylor Swift and many more, have used this expression, showing us that it can be used in different ways but still have the same meaning. Showing us that the quote is reliable on so many levels.

As teenagers, we are all going through the process of finding who we truly are. So sometimes we have to pretend like everything is going well even if it is really not. We hide behind how we truly feel. Pretend as if everything is well on the exterior, knowing very well that you are going through something big on the inside.

In conclusion, everyone can relate to this expression because each and every person has at some point in their life hid how they truly felt because of the fear of judgement when they express how they really feel inside. Sometimes we put on a hard exterior, knowing how it is on

Figure 5.3

A

1/18
52/8

30 January 2020

Task 2

Topic 3: An apology is the super glue of life, it can repair just about anything.

A simple beautiful apology, one word, sorry. We as humans tend to under estimate an apology. We sorry from apologizing because of pride and thinking that doing the right thing costs weakness. Being weak doesn't mean we're weak. Saying sorry can mend broken hearts. ! heal wounds and bring people together.

We humans are lovers and unlovers. We're Christians, we are sinners. We are humble, loud, righteous, killers, what we do is sin, but we're human. We are still trying to live our lives live them right, be different, do different things and not do it the others. What is me if I'm gay? We make mistakes, we all know that but what we learn despise about what an apology is and we indulge in it's beauty, we can't blame the nature's just dropping creations in every season, people in our lives are serious and everything that happens ! happens for a reason.

??
gen.

PO

ing

We classify 'sorry' as our debt and our angel.
Heaven and hell, our man and woman. Freedom and
jail, lies and truth, short and sweet. Questions and
proof. Our stress and massage. One word has caused
an upheaval in our minds. We've become ^{VT} lost in
we please life, trying to justify what we do
instead of saying sorry. We fail to see that 'ye'
can be forgiven when apologising to 'thee'. Saying
sorry does not mean you're on one ground. It
means you're standing tall, strong and you won't
fail. Taking responsibility for your actions shows growth.

contr

The pain is real, but we can't feel what we
never voiced, when there comes an apology. We
find it so hard to apologise. Why do we keep
running away. Leaving people to conclude that
we'll never break them like we should, what
if we don't know sorry and it's getting harder
to find it alone, but we know we're supposed to
be grown-ups. It might be time we wound ^{up} ~~the~~
for the things we use, ditch, games we once
played, things we once said, no ones turning
back on us now.

PO

Sorry helps us grow together. It puts the sunny
in a sunny weather. Sorry has power. It can
be your most trusted friend or your most terrible
foe. Like a seed sorry gives life, like a lamp it
gives light, like a mirror it reflects, like water
it washes, like fire it cleanses, like a hammer it
shatters, all but the medicine sorry heals. Life often

5.4.2 FINDINGS FROM PARTICIPANT B'S LEARNERS

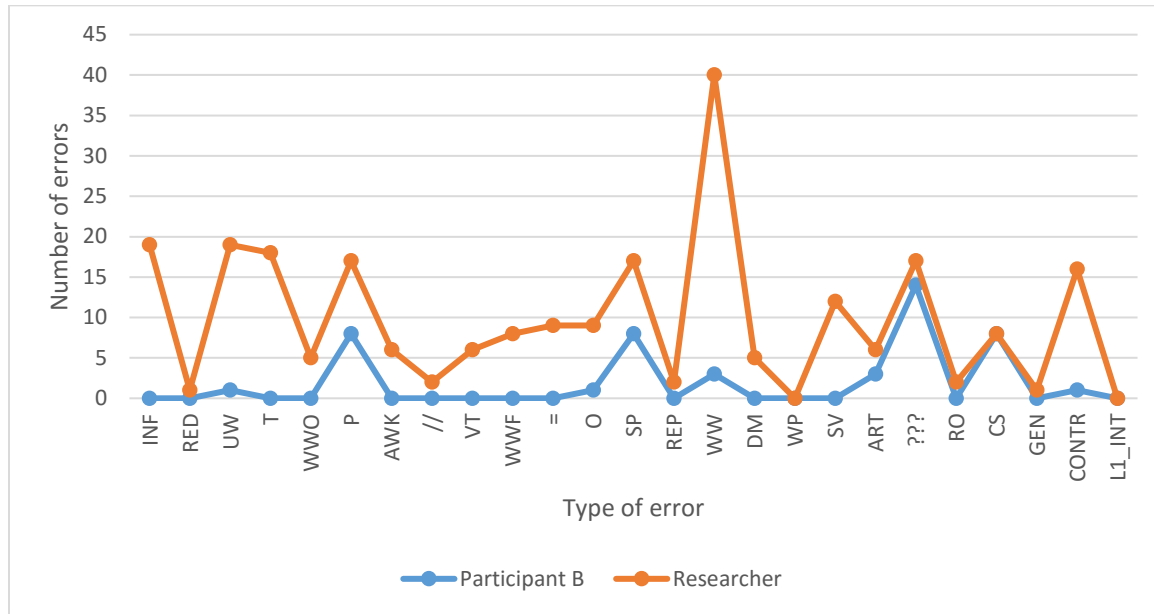


Figure 5.5
See table 4.1 for the Key to names of errors

Figure 5.5 is a summary of the comparison between the number of errors that were identified by Participant B and those that were recognised by the researcher through the facilitation of the feedback model

As shown in figure 5.5 above, the most common errors are: informal language, unwanted words, transition, punctuation, spelling, wrong word usage, subject verb agreement, confusing expressions, and contraction. Errors such as redundancy, wrong word order, awkward expressions, verb tenses, wrong word format, missing words, repetition, dangling modifiers, missing articles, run-on and comma splice are evident although they appear to be moderate. Similar to participant A, participant B did not penalise the following errors: informal language, redundancy, transition, wrong word order, awkward expression, faulty parallelism, verb tenses, wrong word format, repetition, dangling modifiers, subject-verb agreement, run-on sentences and generalisation. This according to the researcher, is a matter of great concern, this is where a gap exists; teachers should identify and correct all the errors especially for grade 12 learners mainly because they will be exiting the system shortly. Failure to address all the errors may mean transfer of the same errors tertiary institutions. The errors are discussed in detail in the next paragraph.

The errors that are found in B are similar to those that are predominant in A. Mechanical errors such as spelling and punctuation are common for example the following words are misspelt: mercilessly; definitely; different. These spelling errors may be a result of pronunciation. However, the learners' major challenges are: wrong word usage, informal language, punctuation, concord, contraction, confusing sentences and spelling.

Moreover, there is a concern on diction; several words are used inappropriately because participant B's learners have a culture of trying out new words. This means that they use many words inaccurately because they might be using them for the first time. Besides, the most popular essay genre is narrative. Narrating creates an adventure to experiment with new words that they might have either read or heard people using. Additionally, the use of these new words sometimes confuses them in their sentence construction and the results are awkward sentence constructions, wrong word orders and run-on sentences.

More so, the use of informal language such as contractions, the use of the second person pronoun, short message services and colloquial phrases for example, 'a lot of' is noticeable in the essays. In addition, they tend to begin sentences with conjunctions such as 'And' 'But' and 'Because'. On average however, participant B's learners have fewer metalinguistic errors when they are compared to those in A, C and D.

Concerning metacognitive errors, participant B's learners have fewer noticeable difficulties. This may be due to their preference of the narrative essay to other genres. In narrative writing, there is freedom of style and therefore there are fewer penalties as compared to argumentation. However, the researcher still believes that narrative writing has no future in academic institutions. Participant B might have to introduce academic language to bridge the gap between secondary school and university.

As for feedback, only a handful of errors are underlined in the essays. Nonetheless, several more errors were identified using the feedback model checklist. This seems to suggest that the use of the checklist mirrored more errors that the participant had missed. The 'miss' might be linked to the absence of an instrument to identify the errors. The other possibility could be that the participant is not aware that such errors are penalisable in academic language. The use of the feedback checklist in this regard would be critical for the participant. **Figures 5.6 – 5.8** show some of the essays that were remarked by the researcher. The marking in black ink was done by the participant while the red ink reflects the remarking that was performed by the researcher using the feedback model checklist.

B

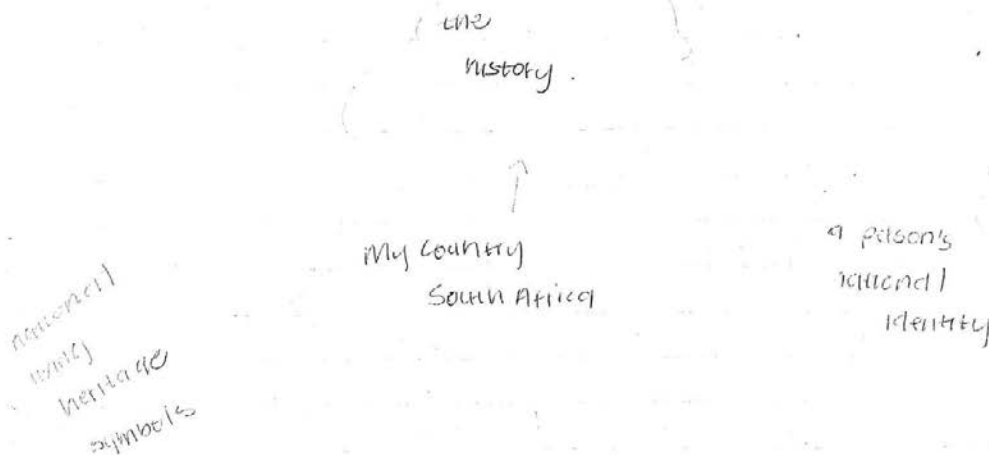
Name: [REDACTED]

Grade: 12.A

Area: English + Home Language Task 2

Date: February 2018

Mindmap



the importance of our
national anthem and
Flag

South Africa is a well-known country, rich with its beauty and its fascinating landscape. It is a "Rainbow Nation", with ^{WWF} ~~diverse~~ ^{SV} cultures, religions, and languages where love and peace originates. A place whereby heroes went through hardships and survived for a better nation in the system of apartheid but through the struggle we went through it makes us strong and to unite as a nation.

We were taught that when singing the National Anthem we should show respect and pay attention as it was going to ask that our spirits to rise up and that our prayers for peace and prosperity to be answered. We sing about our country and now we are inspired to unite with our fellow South Africans, our national flag symbolises unity.

Heritage is about all those valuable things we have inherited from our previous generation that in return we want to pass it on to our future generation. We have our diverse cultures and religions that help us lead a positive life. Our different cultures are what hold us together so that we would know how to behave ourselves.

A person's national identity comes from their sense of belonging to a country, being proud of its history, cultures, languages, landscapes and traditions which make one be proud of where they come from and not forget where they are going.

Our country experienced a tragic history whereby we lost our heroes that fought for us to have freedom. But today all South Africans have started hard to be equal, and for a better future and maintain their democratic rights and values. Let us nurture our national unity by recognising both respect and for our cultures, traditions, religions of our South African in all its diversity.

C = 2-1

L = 10

S = 3

34

Word count: 399

Figure 5.6

B

[Redacted]

19 February 2018

Grade 12^A

English 111

Task 02: Essay

5. There was no Possibility of leaving a work that day.

Youth day is normally Perceived Perceived as a historical day when Students Fought fearlessly for better education. Well for me, this is not just a historical day but also a day of Pain & Sorrow ^{Shs lang} A day when I was confined to our home.

The day was the 16th Of June 1976. It was a gloomy day. We woke up to a despondent morning. Silence had Polely Fallen upon the town of Soweto and all I could hear ^{Inappropriate Image} was the hideous ^{Social Med Lang} & irritating sounds of birds. We never witnessed the sight of the Sun that day as the Sky was overcast with dark clouds, a sign of bad luck maybe. Well that is how we have known it according to our African traditions.

My mother had warned me not to leave the house that day. There were rumours circulating of a Possible march against the ^{WW} dispensing of the Bantu Education on blacks. Well it is well-known ^{gen.} that during an occurrence of any marches the

death was ^{WW} ~~eminent~~, the ²⁷ ~~Apartheid~~ government was not romantic towards any black resistance.

I had to obey my mother's instructions without any hesitation. The thing I ^{VT} ~~learned~~ as a black Person is that whenever an African mother cautions you against something or going somewhere, then you definitely have to listen. They have this in-born ability to foresee danger from a 1000 miles away.

^{WW} It was exactly mid-day and I was busy perusing ~~over~~ ^{at} one of my favourite books. I heard a distinct moody ascending from the Eastern side of our streets.

There they were, Students from various schools. Each in their school regalia holding their placards, "Down with Apartheid". I was intrigued by this manic commotion. I gazed ^{WW} through the window as they moved by in an assembly chanting resistance songs.

It was a melodic outburst. Something deep within me was instigated. They chanted what resonated with my heart. They sang the black man's struggle away. I could hear the sorrow, lament and anger in their frail voices.

It was as if this was a rehearsed routine. They moved off a charismatic and delicate, anguished rhythm. It was a profound rhythm and at every chant there was a step executed.

Approaching from the Western side of our street were several police vans but this did not deter the students - my heroes. They were instead agitated and their ardour rose higher. Bang! Bang! Bang! Within a range of seconds, bullets were flying all over, teargas fumigating the whole street. I watched in dismay as unarmed students were shot at mercilessly and tears flowed from my non-stop like the Nile-River.

I feared being persecuted or killed because of my skin colour. I feared leaving the house the house and becoming a victim. It was an unbearable scene with 200 students being arrested or shot at. They lay lifelessly like cockroaches after being fumigated. There was definitely no possibility of taking a walk that day.

Word Count = 471

- Intelligent and thought provoking
- Rhetorically effective

$$\begin{array}{r} C-27 \\ L-13 \\ S-5 \\ \hline 45 \end{array}$$

Figure 5.7

B

THERE WAS NO POSSIBILITY OF TAKING A WALK THAT DAY.

I Woke up in the morning, beauty sleep in check!
What a beautiful morning it was.

Can you imagine waking up in such a ^{blissful} mood
only to your demise to have it turned?

I was already making plans with a few of my
friends on my phone. We decided that we would
go to the opening of the new cinema in town,
convenient for all of us as it was a Saturday.
Included in our plans was to ^{work} there just for
a bit of catch-up and bonding time with the girls.

I went to make myself breakfast, ^{us} it was a fruit
salad and yoghurt. I guess the food did not sit
well in my stomach because as I continued
eating I felt a bit of ^{an} irritation in my stomach;
I did not make much out of it. I proceeded with
my daily routine. I started with the house chores.
It was a heavy task this time around since
it was the weekend and all.

I was sweeping, ^{us} I did the laundry and I
picked heavy things up. It really took a toll
on me. My back began to ache and now that
irritation in my stomach went from pain to cramp
s.

I was already prepared for my monthly cycle but it was too soon though... "It cannot be!" I said. I went to the bathroom to check and it turned out that I was having my period. Although these pains were like no other I have ever felt before I felt as if I was in labour; It was excruciating!

blunt I was certain that someone must be stabbing me with a ^{ww} dull knife, but no, it was my uterus literally shredding itself apart and getting rid of dead tissue. The pain was ~~so~~ debilitating that I even wanted to vomit.

call My stomach was protesting in other ways, I ripped off my pants and my body's waste made its exit through my backside. I had extreme clashes so to say. The cramps lasted for a few hours, still, in which I lay in a fetal position on the bathroom floor. All the while blood poured out of a hole in my body. There ^{ww} was no position which I could stand, sit or lay in that I could alleviate the pain.

I decided to sleep for a bit thinking that I might wake up feeling better; to my disappointment I did not. I woke up with blood leaking down my thighs as I was flowing heavily. I could not even walk anymore.

I took a shower and I had to spend time cleaning my gluteus maximus. It was torture at its best! I guess the worst was not over yet.

Time was flying! I had no choice but to cancel my plans. I felt so bad for disappointing my friends as we were all looking forward to seeing each other. Although I had hope that they would understand. I mean there is always a next time, right? And of course they had to understand after all it is a girl thing.

That Saturday was just not my day I tell you. My plans were ruined, my mood changed and so did my day. Indeed there was no possibility of taking a walk that day.

WORD COUNT: 508.

Relevant and interesting ideas
- Language generally effective.

C - 20

L - 10

S - 3

33

Figure 5.8

5.4.3 FINDINGS FROM PARTICIPANT C'S LEARNERS

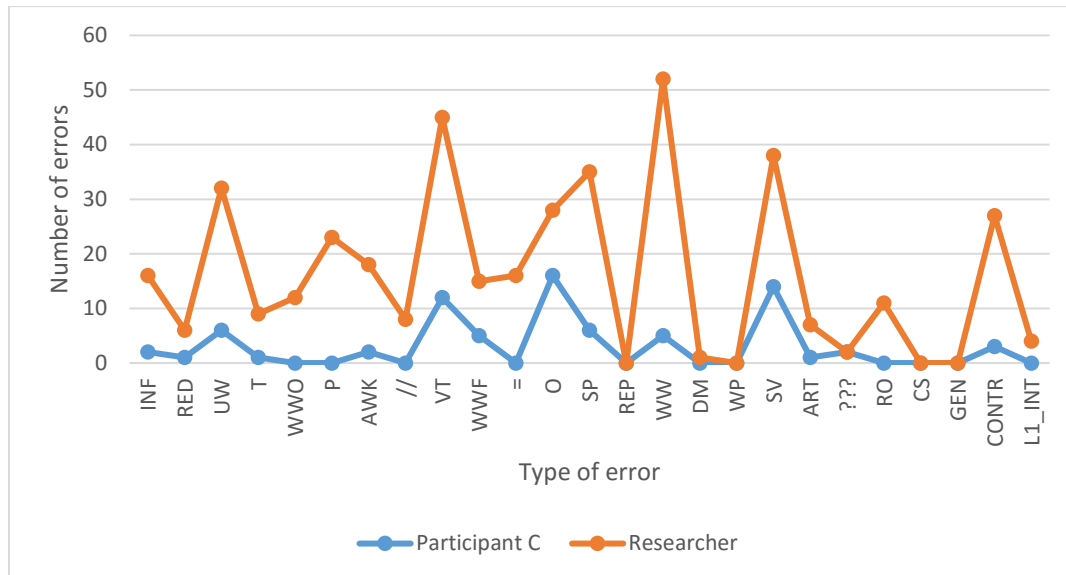


Figure 5.9

See table 4.1 for the Key to names of errors

The figure gives a graphic comparison between the number of errors that were found by Participant C and those that were picked by the researcher.

Figure 5.9 indicates that the following errors are prevalent in participant C's class: informal language, unwanted words, transition, wrong word order, punctuation, awkward expressions, verb tenses, wrong word format, faulty parallelism, missing words, spelling, wrong word usage, subject-verb agreement, run-on sentences, and contractions. Basically, the number of errors in this class has increased significantly if it is compared to the errors in A and B's classes. Errors such as redundancy, wrong usage of articles, confusing passages are evident at a lower scale than in A and B's classes. The reason could be that the learners in participant C's class are avoiding complex sentences. **Figure 5.9** also shows a new type of error that is unique to this class; L1 interference. From the figure, it is also evident that the participant was unable to identify and penalise errors such as: wrong word order, punctuation, faulty parallelism, run-on sentences and L1 interference. This again is a cause for concern as has been highlighted in A and B above. The errors are discussed in detail in the following paragraphs.

Spelling and punctuation errors are rife in participant C's learners. Simple words such as afford, painful, always, enemy, previous, bully and more challenging words like harassment, committees are misspelt alike. Besides, there are numerous punctuation errors that eventually obscure the learners' ideas. The errors on grammar are also visible in most essays. Errors such as concord, use of articles, pronouns etcetera are alarming in the learners' essays.

Moreover, syntax challenges seem to be overwhelming too. The choice of diction is a problem; words are thrown into essays with little regard to meaning. There are many awkward expressions compared to learners in participants A and B. Apart from awkward construction, there is extensive use of informal language in the form of contractions, slang and the second person pronoun. According to the interview, the participant highlighted that errors are a normal phenomenon. Through this comment, the participant is suggesting that she has given up worrying about the learners' errors because they will always be there. The researcher has a problem with this view because it might bring complacency on the part of the teacher. Errors should never be considered as a normal. The challenge is that some of the errors that are evident in the learners might be a result of teacher cognition.

There is a new error that is not found in A and B; L1 interference. Sentences such as "Ends up being ashamed of going back home he/she see it a better way if he/her become a street kid" [sic]. This error recurs in a number of essays. Mendoza et al., (2016:6) have confirmed that such errors arise from several general possible sources, two of which are interlingual errors of interference from the native language, and intralingual errors within the target language, context of learning and communication strategies. It would seem the learners are affected by their mother tongue through faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply (Ibid).

Metacognitive challenges are visible too; there is no evidence of planning. The participant's view that learners hate planning can be substantiated by the disorderly nature of some of their essays. This further refutes the claim that process writing is an effective approach for this particular group. However, it is not clear why the learners 'hate' planning. The researcher is of the view that teachers should teach learners the benefits of planning their essays; this will encourage them to plan so that they may reap the benefits thereof. Nonetheless, the researcher maintains the view that a more suitable approach should be sought for these learners. This new approach should consider language as a primary concern. **Figures 5.7 – 5.9** are examples of the learners' essays from participant C.

Nevertheless, participant C's learners wrote on different genres. A topic such as: "*Schools are no longer safe. Do you agree?*" gave learners an opportunity to display their argumentation skills. It was easy for some of them to explore their metacognitive abilities. One might argue that the learners did their best in the circumstances. Donaldson's Disembedded thought and language theory states that writing on an unfamiliar topic taxes the thinking of learners. Learners have to find new words that are suitable for the context within a short time and this is usually difficult for them.

The participant's feedback is far from being exhaustive. After re-marking, the researcher identified even more errors than those that the participant had spotted. This could be due to the fact that some essays are infested with errors and considering the class size, the teacher may not be effective. Nevertheless, if the teacher had an instrument to help to identify the errors, some of the errors were going to be recognisable. The researcher reiterates the importance of an instrument such as the feedback model checklist that should help to address the question of numerous errors that escape the vigilance of a teacher. Moreover, the feedback that the participant gives is far from the comprehensive that she claims to give her learners. **Figures 5.7 – 5.9** below are examples of learners' essays marked by the participant and remarked by the researcher using the feedback model checklist. The researcher's ink is red while the participant's is black.

C

Grade 12

English 1st

1st 02

08 February 2018

Term 1

CP - 18

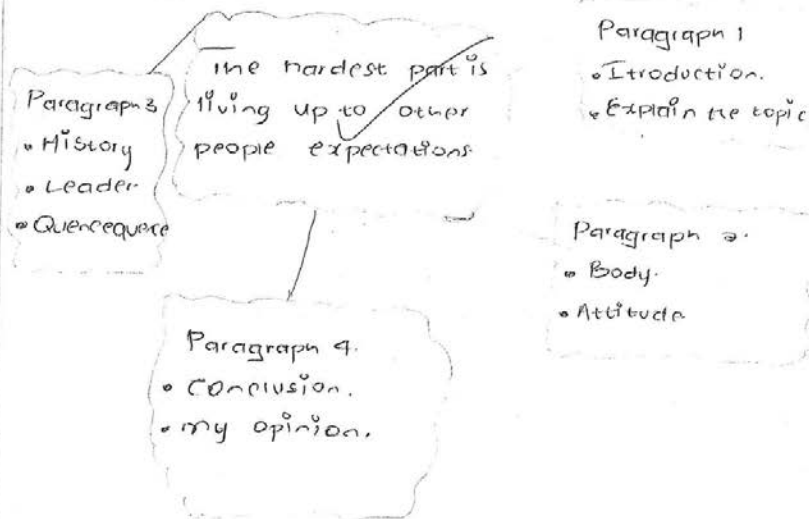
LSE - 07 = 29

S - 04 = 50

02/2018

Topic: The hardest part is living up to other people's expectations.

P.



Expectation means the act or state of expecting something that is expected to happen. The hardest part of living, it seems to be like when you are expecting something good to happen ⁱⁿ ^{the} ^{future}. Something ^{that} is your career ^{your} ^{passion} about ⁱⁿ ^{coming} ^{years}, your dream.

WWO

Especially ~~for~~ ^{SV} children ~~in~~ ^{SV} my age this expectation ~~as~~ ^{SV} occur in their lives. They have many thoughts ^{WW} about their incoming life ^{WW} because they are starting to see people succeeding in life e.g. celebrities ^{SV} in the television they inspire us ^{SV} mostly, politicians, doctors, engineering etc. So that ^{SV} why many of us teenagers are being ^{SV} influenced and wishing to be one of them.

Parents and relatives make it hard for us to get what we want, they are so controlling and strict. ^{Contr.} that's why in many times children are being ^{SV} pressured to read their books while a child is not able to manage those subjects. When a child finish from primary to high school it is a must ^{SV} for her/him to choose subjects.

Parents end up making (a) decisions for what subject ^{WW} must a child study and which school to attend. ^{WW} Many children when they get to high school, they start to drop their result / performance start to change. ^{SV} living life that is unwanted by you ^{Contr.} because all you have to do is to agree for ^{SV} which route to take and which rule to follow.

When a child start at the university it is a big problem because he/she wasn't ^{Contr.} allowed to do what he/she want. ^{SV} the child always lived of ^{SV} someone's expectation so when she/he meet ^{SV} other children her life start to change start to drink alcohol / using drugs, leaving being involved

Figure 5.9

GRADE 12^L
ENGLISH TASK 2
08 February 2018

CP-25
 LSE-10
 S-04 = $\frac{39}{50}$

TOPIC: Lesson I have Learned From my grandmother /
Grandfather 02/2018

1. Respect other people

2. She was a
 loving woman with
 no discrimination

Lesson I have learned
 from my grandmother /
 Father.

3. Always being
 positive

4. Very responsible
 to her children

The lesson that I have learned from my grandmother is that
 she was a very respectful person. She was respecting all
 people even if they are young in age. She was
 giving a full respect and everyone was so
loving her. Because they were earning respect in
 her. Comp. X

Respect is earned because it is a good thing to
 respect other people and respecting yourself
 too. My grandmother was a very respective person, and
 she used to greet everyone whom she is passing by
 and even asking the greetings.

Figure 5.10

She was always positive ^{WW} and ~~every~~ ^{SV} situation we come across, she was giving a right ^{SV} advice on how to deal with the situation. Every step we take as a family she was always by our side without any doubt.

WWO
VT

Through thick and thin she was always being part of us. She was always positive because she was not undermining us and she was always wishing us a bright future and she was telling us how to brighten our future.

WWO

She was very responsible and ^{with WWF} kindness. She was very soft but when it comes to her children when they go wrong, she was taking the responsibility on how to return the children back on to a way of doing right things.

L
inter

She did not let anyone ^{WW} (to) treat her children in a bad way. She was taking a good care of her children. She was very responsible because everything that her children was doing she was always giving the good advice and her advice was always on point.

T

She ^{WW} was ^{WW} so ^{VT} loving people without any discrimination. She was a loving person and she was also loved by many people because she ^{WW} were built many relationships with people. She was a lover and she was not loving a person because of their living condition or something.

L
inter

She was loving people the way they are
 even the disabled ones she was loving them and
 she was not judging people, she was taking people
 just like they are.

So not use present, continuous time —
 use past tense

CP-25

L&E-10

S-04

39

Figure 5.11

Second draft

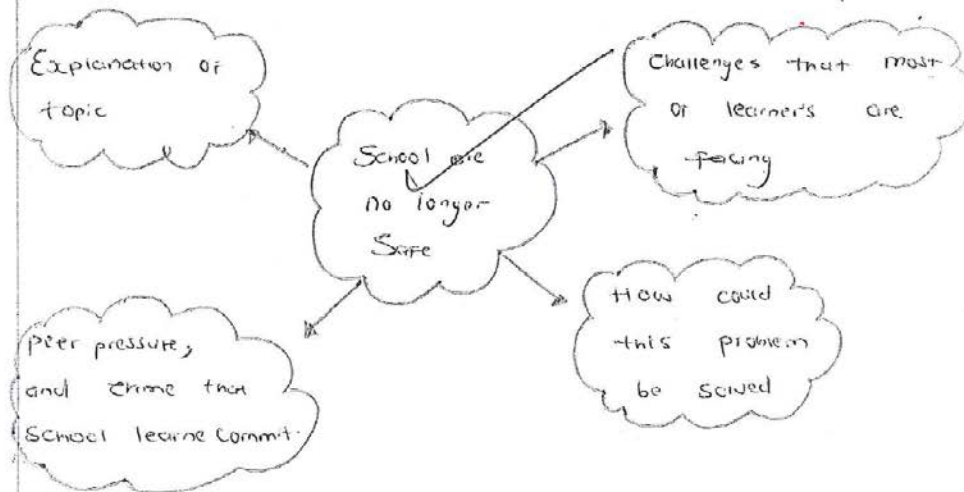
Grade 12 L

English Task 02

Topic: School are no longer safe

CP- 18
SE- 07 = $\frac{29}{50}$
S-04

02/2018



Schools are no longer safe. School means the place where ^{u.w}the learners study or learn most of the things during their young age. Safe ^{SV}mean something that can not put you in dangerous or place that you can be in where dangerous ^{W.W}the can not happen. I agree with the topic we are in dangerous place.

ans/c

exp.

ans/b

Schools are no longer safe because ^{nowadays}this days our teacher be come in love with students and that thing can endanger a learner's life. Because teachers take advantage of learner that ^{SV}their too old and the sleep with them and sometime they fall ^{WWF}pregnancy in early age, then after

learners start losing focus ^{ww} in school and end up living school.

Challenges that we face in schools, most of the learners use drugs and smoke ^{SV} that drugs inside the school yard. Some of them they bully ^{SV} others that thing ^{SV} make some of them fear to go to school and end up living school, other thing is harassment ^{SV} or social harassment is happening ^{SV} in some other schools the brings dangerous weapons on school's ^{SV}.

Peer pressure ^{SV} it too high and it's ^{SV} a problem ^{Contr. (it is)} that most of the schools are facing learners wants ^{SV} to do thing ^{SV} that their friends are doing, so some of them become ^{SV} stress and start committing ^{SV} crime because the ^{SV} see their friend having expensive things that their parent can not avoid ^{SV}, expensive thing like school bag and cellphone and they steal ^{SV} from others.

How can this problem be solved, to solve ^{SV} this problem we need to ensure that we have guards ^{SV} on the gate of the school that will ^{SV} make that learner ^{SV} should not ^{SV} come with dangerous ^{SV} thing in school or call the police come ^{SV} and make sure that they ^{SV} don't come with dangerous thing and speak with learner and ^{SV} help them with their problem.

Words [298]

CP - 18
HSE - 07
S - 04

29

Figure 5.12

5.4.4 FINDINGS FROM PARTICIPANT D'S LEARNERS

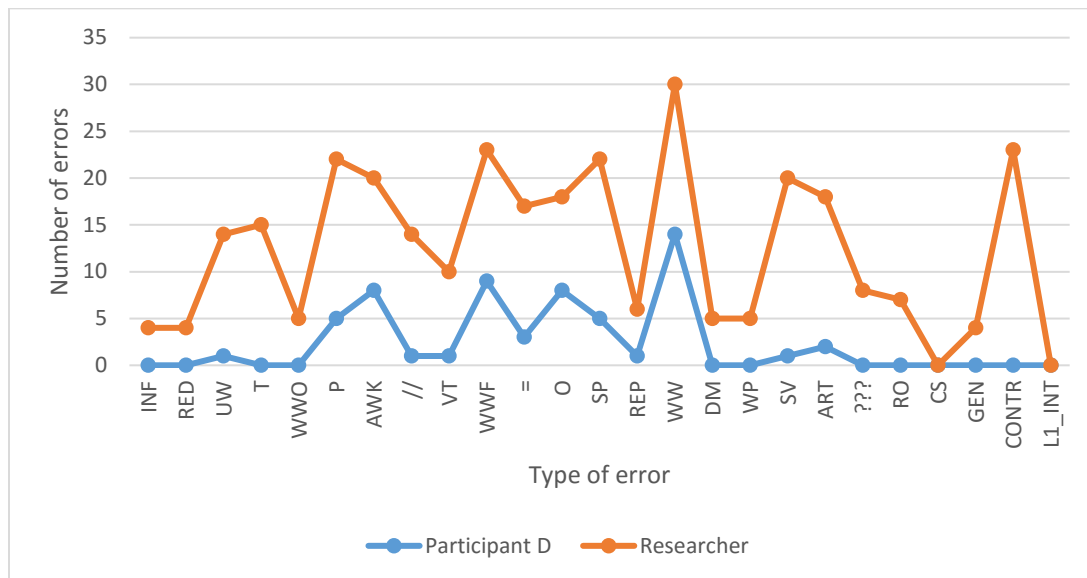


Figure 5.13

See table 4.1 for the Key to names of errors

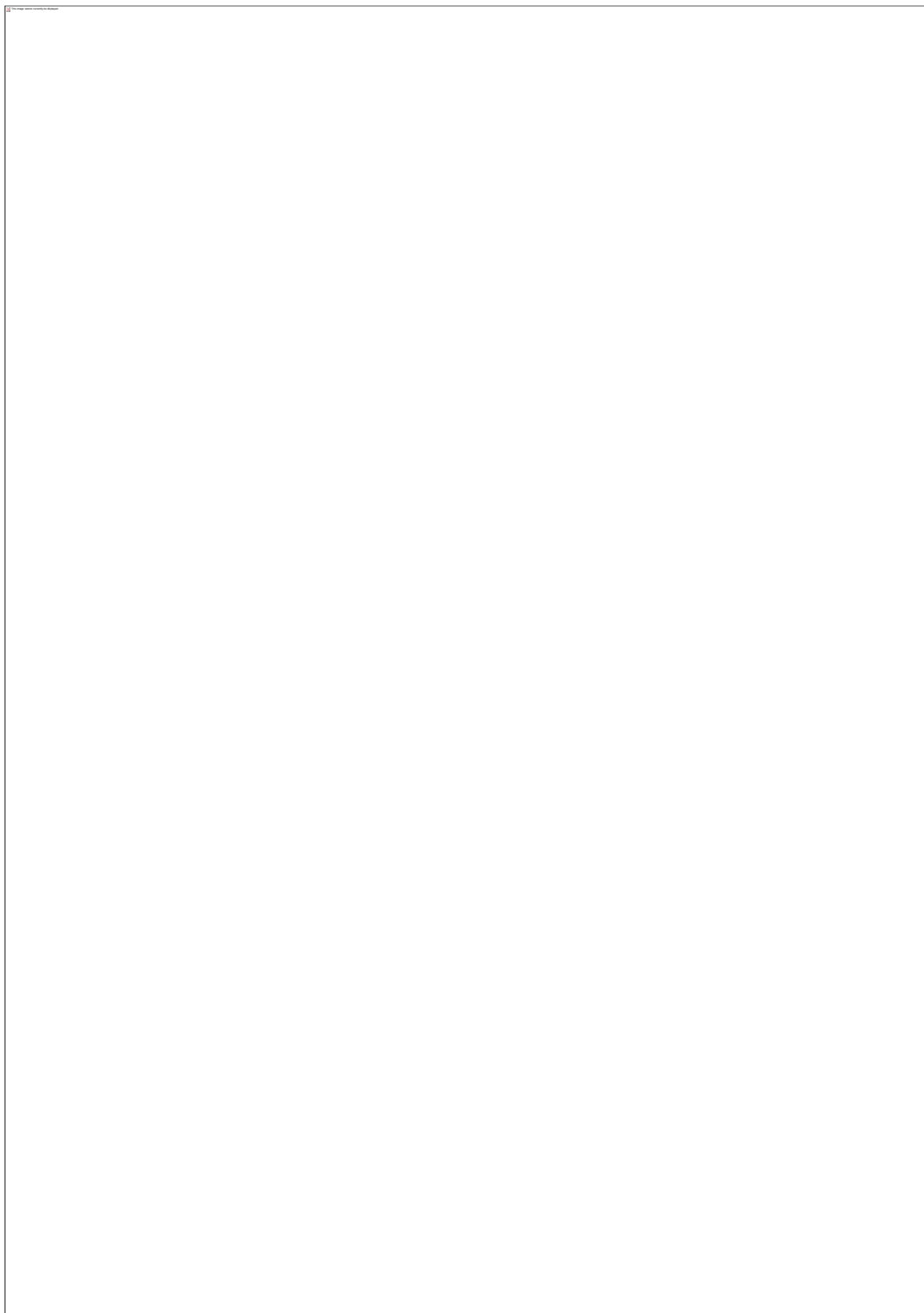
Figure 5.13 displays a summary of the number of errors that were marked by Participant D and those that were identified by the researcher.

According to the findings as shown in **figure 5.13**, Most of the errors are prevalent in participant D's class. Errors such as unwanted words, transition, punctuation, awkward expressions, faulty parallelism, verb tenses, wrong word format, missing words, spelling, wrong word usage, subject-verb agreement, missing articles, and contractions are the most common. In the moderate range are errors such as informal language, redundancy, wrong word order, repetition, dangling modifiers, wrong prepositions, awkward expressions, run-on sentences and generalisation. The following errors were undetected by the participant: informal language, redundancy, transition, wrong word order, dangling modifiers, wrong prepositions, confusing passage, run-on sentences, generalisation, and contraction. From the figure, there are many errors that escaped the vigilance of the participant. As has been highlighted, there seems to be a common thread among all the participants: most of them are unable to identify certain errors. It is not clear whether they do not consider them as penalisable errors or it is a question of competence.

Most of the errors in participant D's class are covered in A, B and C. Spelling, handwriting, punctuation, grammar, word choice and syntax are common in participant D's learners. **Figures 5.10 – 5.12** show some essays that have the listed errors.

The topics that featured in the essays are as follows: *"Animals' rights are just as important as human rights"*; *"Cell phones are root causes for poor performance of learners in class"*; and *"Should English be the only teaching language in South Africa?"* Apart from the language challenge, the topics gave learners an opportunity to plan their work and endeavour to follow process writing. Again Donaldson's Disembedded thought and language theory can be used to explain the challenges that are faced by the learners. These learners suffer from lack of exposure to a native-like English. Thinking of English words timeously may be problematic.

The feedback given by the participant falls short; many errors went undetected. The participant does not have a tool to assist in recognising errors hence the identification of a few errors when there are so many errors that should be identified and addressed to avoid fossilisation. **Figures 10 – 12** show some of the essays that were remarked by the researcher using the feedback model checklist. The researcher's ink is red and the participant's is black.



art. do anything about this matter. Death rate ^{has} increase ^{of animals} which
 is caused by the humans. Example rhinos are now decreasing
 because ^{due to} people like killing them for their horns. It hurts the
 most because those animals are killed by people coming from the
 outside ^{our} country e.g. China and our country is doing nothing other.
 PN It is clear that ^{we} as the South Africans are the ones helping ^{these} these
 people to kill ^{are} those animals and even though ^{ing} kill them for money
 and to make herbs, drugs and medicine ^{is} which ^{these} those things.
 ank are dangerous to our body.

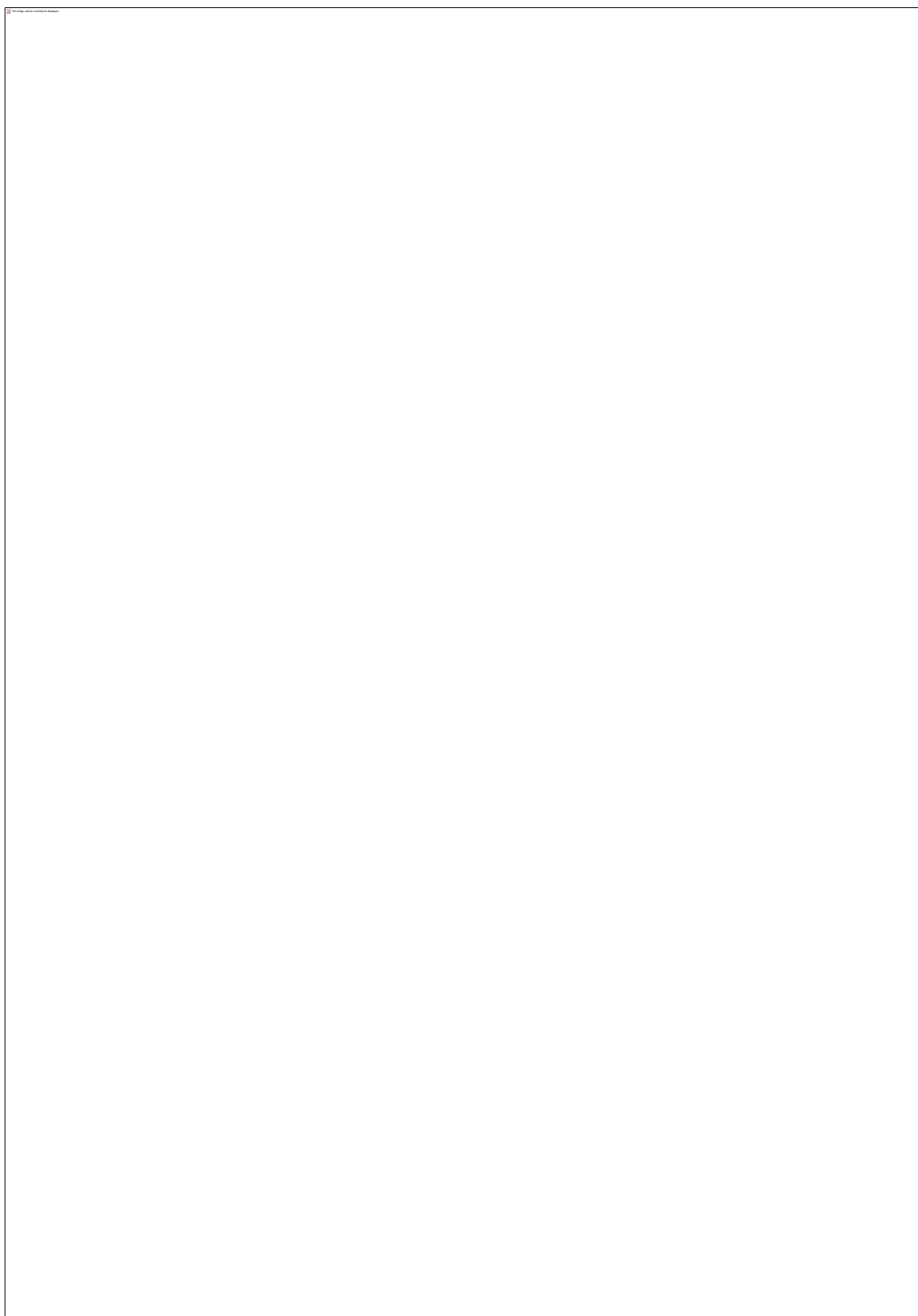
T These animals have no power to fight or to create a battle
 between them and humans. So do the human have the no power
 as animals. Question is, will the animals live freely knowing that
 Ant. their life or all the ones living with four legs is in danger?
 ank

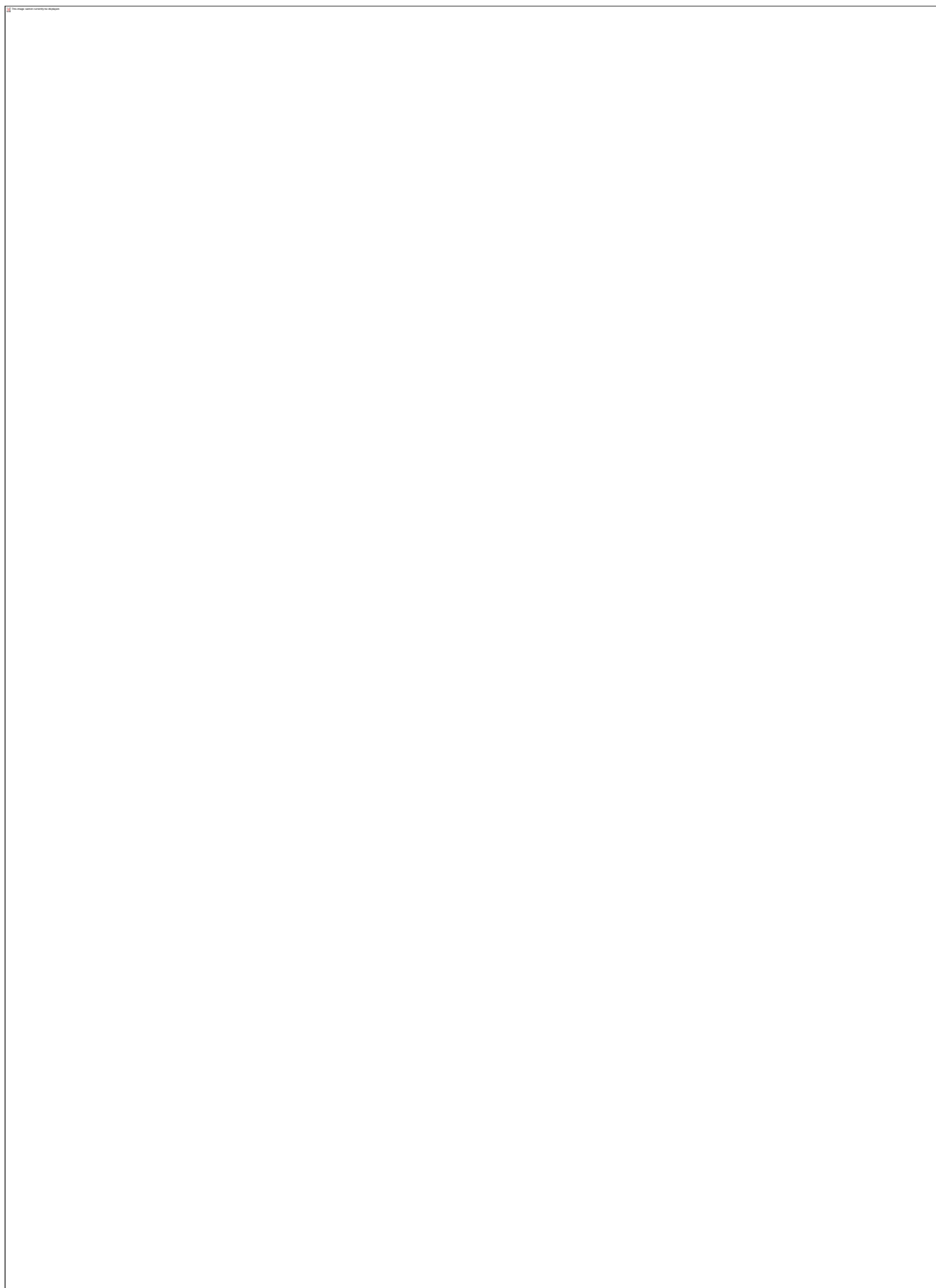
ank ^{conclusion} The option is that ^{be} the let us come unique and respect animals/
 rights to make them live the simple life

word no (299)

$$\begin{array}{r}
 C - 15 \\
 L - 6 \\
 S - 3 \\
 \hline
 25
 \end{array}$$

Figure 5.14





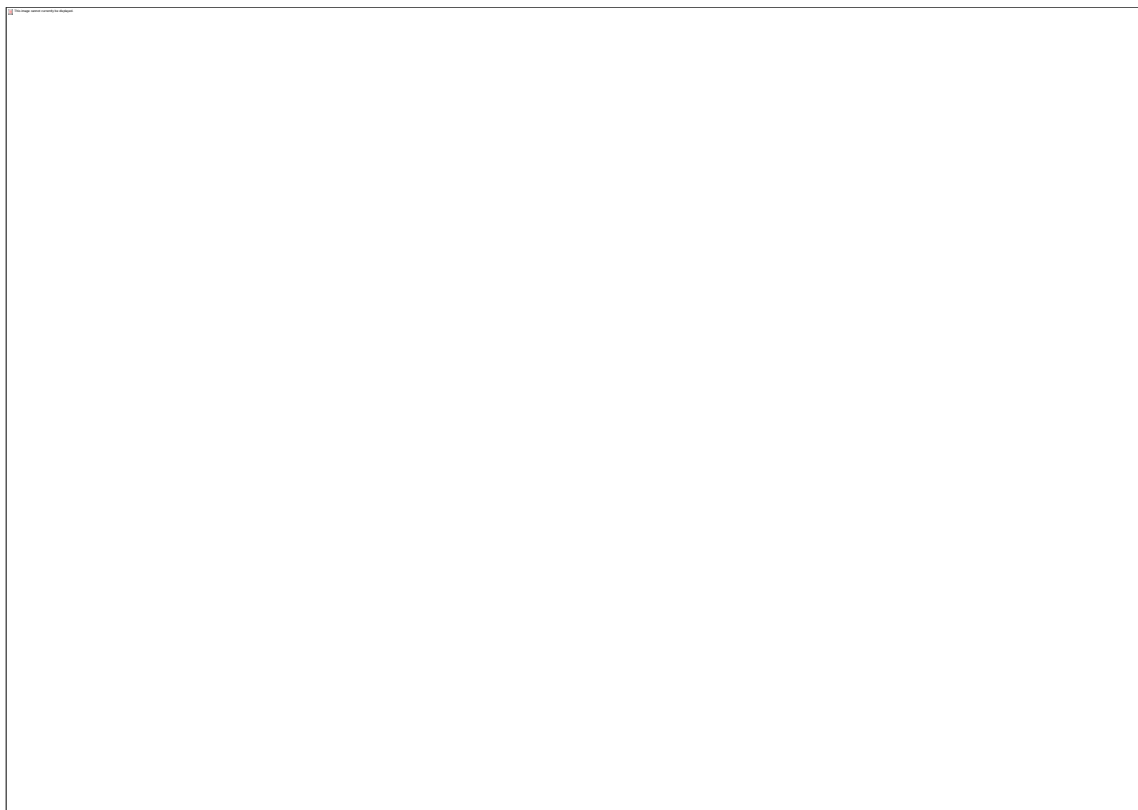


Figure 5.15

Grade 12

English

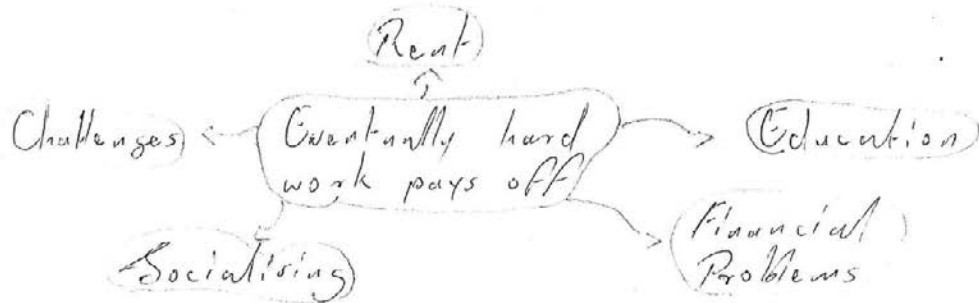
February 2018

Essay

42
50

Topic: Eventually hard work pays off.

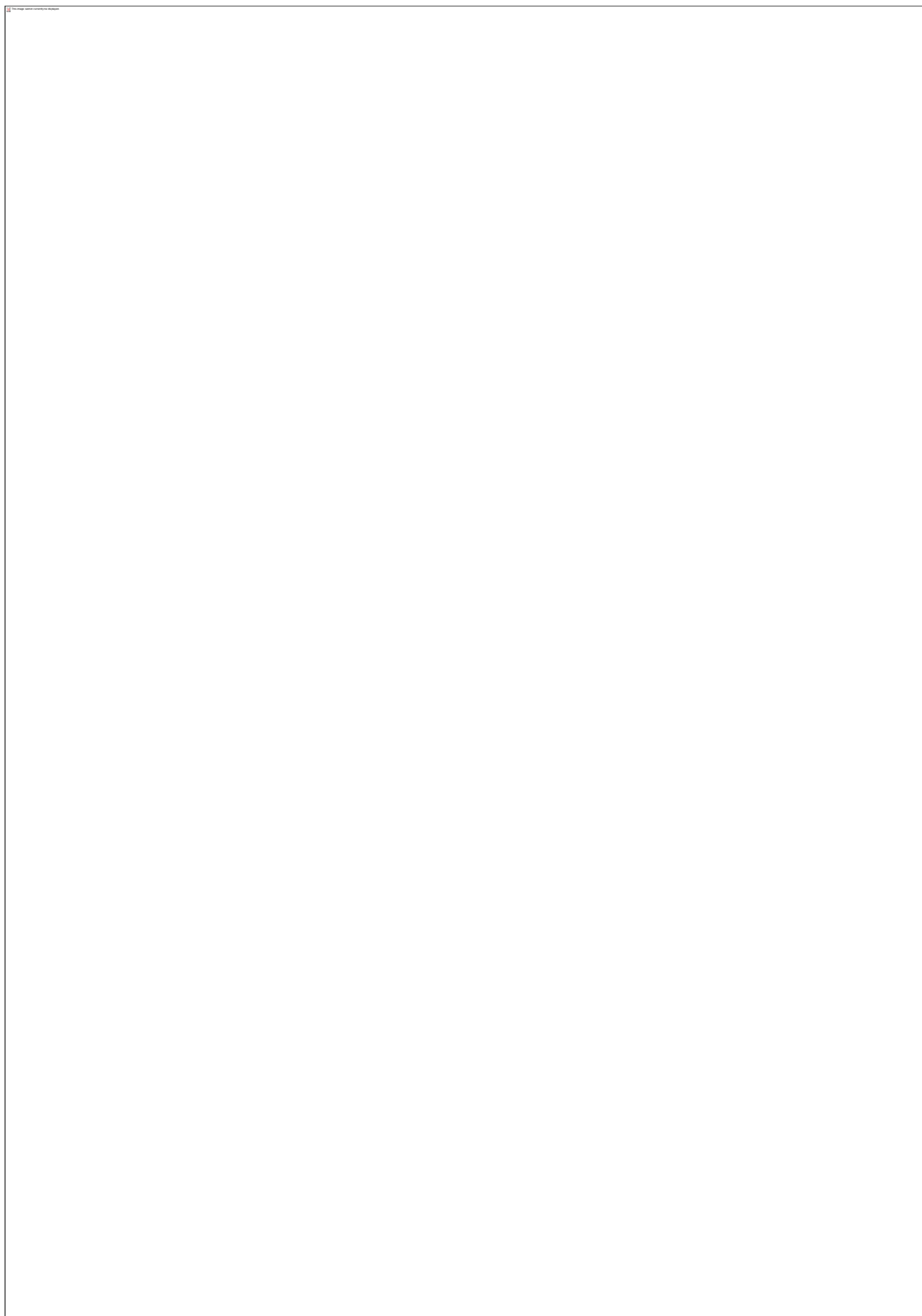
Stephan 01/03/18



Eventually hard work pays off in a very wonderful way, but it takes time.

Nothing is achieved without an effort. even you can't do it without an effort, but you have to start with something.

pronoun need nineteen
This year am 14 years old but I have never heard of someone who became successful because he was sleeping all or he was doing nothing. It doesn't work like that on planet earth, you have to do something to gain something. Do nothing then expect nothing to return.



If you don't work hard now just know that you are busy programming your mind for poverty, if you don't want want to work for someone or to do someone's garden and you know that would be a bitter pill to swallow.

Contr. Working hard wouldn't cost you arms and a leg but it will help you to achieve all your goals. Eventually hard work pays off in life.

$$\begin{array}{r}
 (300) \\
 C - 25 \\
 L - 13 \\
 S - 4 \\
 \hline
 42
 \end{array}$$

Figure 5.16

5.4.5 SUMMARY OF FINDINGS FROM THE WHOLE SAMPLE OF LEARNERS' ESSAYS

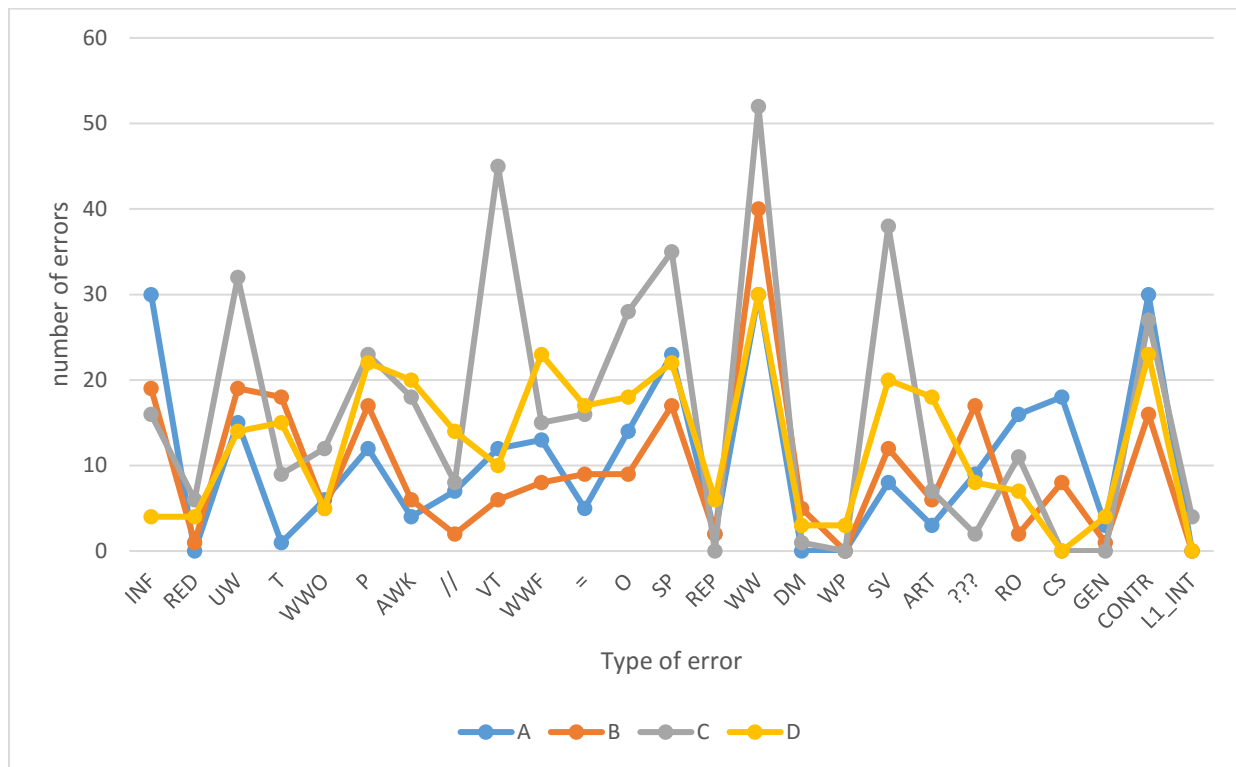


Figure 5.17

See table 4.1 for the Key to names of errors

Figure 5.17 shows the number of errors per category per school from the fifteen essays that were re-marked from each school. The number of errors is a result of the re-marking that was performed by the researcher using the feedback model checklist.

As shown in **figure 5.17**, all the classes suffer from similar errors, the difference is prevalence of errors per class. It would seem participant C's class has the highest number of errors in the following areas: unwanted words; punctuation; verb tenses; missing word; spelling; wrong word usage; and subject-verb agreement. Participant D's class dominates in the areas such as punctuation, faulty parallelism, wrong word format and misuse of articles. Participant A's class leads in informal language and contraction errors while participant B's class dominates in errors related to transition and confusing passages. The prevalence of the errors in the classes indicates that learners may not have been exposed to comprehensible input in their L2. This might also imply that teacher cognition needs attention. The figure brings the vigilance of the participants in

error analysis under scrutiny. The findings as reflected in **figure 5.17** indicate that all the participants have to undergo error analysis courses.

TABLE 5.1 COMPARISONS BETWEEN PARTICIPANTS AND RESEARCHER'S MARKING

NAME OF ERROR	TOTALS FROM PARTICIPANTS				GRAND TOTAL	TOTALS FROM RESEARCHER				GRAND TOTAL	DIFFERENCE
	A	B	C	D		A	B	C	D		
INF.	6	0	2	0	8	30	19	16	2	67	59
RED.	0	0	1	0	1	0	1	6	4	11	10
UW	0	1	6	1	8	15	19	32	14	80	72
T	0	0	1	0	1	1	18	9	15	43	42
WVO	0	0	0	0	0	6	5	12	5	28	28
P	0	8	0	5	13	12	17	23	22	74	61
AWK	0	0	2	8	10	4	6	18	20	48	38
//	1	0	1	1	3	7	2	9	14	32	29
VT	0	0	12	1	13	12	6	45	10	73	60
WWF	9	0	5	9	23	13	8	15	23	59	36
=	2	0	0	3	5	5	9	16	17	47	42
O	4	1	16	8	29	14	9	28	18	69	40
SP	19	8	6	5	38	23	12	35	22	97	59
REP.	0	0	0	1	1	2	2	0	6	10	9
WW	6	3	5	14	28	30	40	52	30	152	124
DM	0	0	0	0	0	0	5	1	5	11	11
WP	0	0	0	0	0	0	0	0	5	5	5
SV	4	0	14	1	19	8	12	38	20	78	59
ART.	2	3	1	2	8	3	6	7	18	34	26
???	9	14	2	0	25	9	17	2	8	36	11
RO	0	0	0	0	0	16	2	11	7	36	36
CS	0	8	0	0	8	18	8	0	0	26	18
GEN	0	0	0	0	0	3	1	0	4	8	8
CONTR.	24	1	3	0	28	30	16	27	23	96	68
CONJ.	0	0	0	0	0	6	5	8	8	27	27
L1 INT.	0	0	0	0	0	0	0	4	0	4	4
TOTALS	86	47	77	59	269	267	250	414	320	1251	982

See table 4.1 for the Key to names of errors

Table 5.4 summarises the number of errors that were identified by all the four participants and compares them with the errors that the researcher managed to detect after re-marking the sixty essays using the Feedback Checklist.

As shown in table 5.4 the discrepancy in the figures indicated in the blue column (for participants) and the yellow column (for researcher) is of great concern. The red column indicates that there are at least nine hundred and eighty-two errors that escaped the scrutiny of seasoned EFAL teachers. This raises a number of questions as to the quality of teaching that learners receive. The researcher's concern is heightened by the fact that most of the participants claimed that they were giving comprehensive corrective feedback to their learners which implies that they marked virtually all the errors and explained them in detail to their learners. The researcher is of the view that the participants may not be aware of the errors. This however, sets the participant's competency in the spotlight.

All the participants' learners have similar versions of errors and all the participants were unable to identify several errors in their learners' essays. This suggests that the participants may not be familiar with the errors. After re-marking the essays, the researcher identified a large number of errors that could have gone unnoticed if the researcher had not re-marked using the feedback checklist. The findings suggest that all the participants need an instrument that will assist them in identifying various errors in their learners' essays. Moreover, it is interesting to note that all the essays scored high marks in spite of the prevalence of errors and evidence of the absence of metacognitive skills. Apparently, the participants are generous in giving marks. Conversely, these errors will be transferred to tertiary institutions as some of them may already be fossilised. Nevertheless, when the same students meet stricter marking at university they might be discouraged and demotivated to learn in English. Learners in quintiles 3 and 4 perform better than those in quintiles 1 and 2. The issue of performance may be traced to the geographical location of the schools and possibly the nature of the schools' resources. This would suggest that quintiles 3 and 4 are better-resourced as compared to quintiles 1 and 2 which happen to be in the farms and villages respectively.

5.5 RESULTS FROM THE INTERVIEWS

5.5.1 INTERVIEW WITH PARTICIPANT A

I: What are the challenges that your learners are facing in essay writing?

P: *One of the challenges, you know, there are many challenges and first and fore most is the ability to express themselves you know, grammatically or greatly in English. The ability to express themselves in English in the ... eh yah it's about expression. Then also spelling is also crucial*

when it comes to language learners. These learners spell words incorrectly because of may be this sms language and also because they don't read you know, they hardly you know spell words correctly. And hand writing is also a problem it's also one of the challenges because eh some handwriting though you know at high school we don't teach hand writing so it means there is something wrong with primary school you know hand writing is not taught therefore some essays are difficult to read in order to assess it and if you cannot read, you know you struggles to assess what is in front of you. Another challenges are you know they don't answer the question the way it should be because eh I don't know they lack focus they don't read hence they cannot express themselves. You see there is nothing extra ordinary about body writing it's just a simple eh basic you know, a creative writing that you come across. Yah these are some of the challenges.

I: You mentioned grammar how do you teach grammar eh when you are actually teaching essay writing? How do you address grammar issues?

P: Yah, you know grammar issues are addressed in context so for example and you know language, the four skills in language, speaking, listening, reading and writing. For example when it comes to reading, definitely you come across with language structures and conventions and these language structures and conventions must be addressed in context and then you link it to writing and presenting for example may be you want to teach tense you have , you know types of tenses, you know according to good grammar books they say there are two tenses and then the others are aspects, we have present tense and past tense, the other aspects, the other tenses are aspects of the tenses so for example if you want to teach a present tense that is a basic that is a first tense you need to address, so maybe you explain to the learners, what a simple present tense is, how it is formed then you ask learners to identify if there are such tenses in a particular odd passage or particular text and then you also link it on how will you use a present tense in expressing yourself in essay writing for example if you have to, especially in literature if you have to write your essay you use your present tense even if action took place in the past you still use present tense to capture the moment and you can do the same in other tenses as well as past tense you explain and then you ask learners to identify past tenses in a text, if you want to teach eh passive and active voice you explain the voice then you ask them to identify such active voice and passive, if you want them to identify, for teaching pronouns, you teach, identify pronouns, conjunctions, prepositions, adjectives, so all these things are not taught in isolation but in context.

I: You mentioned that your learners have problems of expression and a number of other issues that you pointed out. How do these challenges interfere with their writing proficiency? How do the challenges affect their writing?

P: Okay, ... you know ... yah, ... these challenges, especially now we have ... you know, English Home Language ... you see, and English Home Language should be offered by learners whose ... whose first language or mother tongue is English but you know ... unfortunately these learners' home language is not English, so they are doing it as a subject not as their home language so sometimes they ... there is mother tongue interference and this also you know ... hampers or you know ... does not allow them to express themselves in English, they tend to do direct translation and that is one of the factors that ... eh ... one of the challenges to do direct translation which affects the meaning of what they want to say in other words, the meaning of what they say becomes distorted.

I: Now let's come back to you as their teacher, what sort of challenges are facing when teaching essay writing if there are any?

P: Yah ... one of the challenges as an educator is that you know to get learners to apply the approaches or the approach to writing essay because eh this is creativity you know you give the learners the guide lines but they struggle to apply what you have taught them, therefore it also reflects on the educator on whatever you taught them or whatever you explain to them was really understood by the learners. Sometimes, you know, they don't give you the response or the answer that is expected so hence eh ... you begin to wonder, I ask myself whether I am to be blamed for learners' performance or learners are to be blamed for their performance. So for me that's also a challenge and eh may be to address this you need also to identify certain learners who have got eh writing problems and then tackle it from there.

I: Identifying learners who might be having problems there, how would you then meet the learners? When would you meet them? Are you going to identify them and teach them separately in the same class time allocated or you might have find extra time so that you deal with them?

P: Yah ... no you find extra time and normally it's after school or weekends depending on how, you know hectic your schedule is and sometimes you know I might also add that some of these essays are poorly written so when you give them you explain to them again and then you give them a second opportunity or second chance, sometimes you see that there is improvement over the first one and even eh I saw that sometimes they copy from each other or one another. They are some this time you know with Prof google, they just google the essay and copy, you know sometimes you could see that this is not the learner's what, own work it's copied from the internet

and you also try to you know or stop this type of behaviour because you cannot copy, it should be your own what, work not somebody's work.

I: You earlier mentioned process writing approach and even on that day I saw you actually used that approach to a certain extend. In your view is process approach workable in a classroom set up?

P: Yes, it works effectively because eh you know process writing is like a building or house you know you need to start from the foundation, may be you know like if you want to build a house you ask yourself what type of a house do I want to build? What materials do I need? How much money? So process writing you first brainstorm after choosing the topic, so they first choose a topic, then they brainstorm so when they brainstorm any idea, any point that comes to mind is what they jotted down or written down. And then they expand these points by writing the rough draft then after the rough draft they proof read, they edit before they write the final draft and you see if they really plan their essay and they draft, when they proof read you know chances of mistakes you know being in the final draft are going to be minimised because some words might be repeated, so when you read over you cancel what, there is omission, there is a word misspelt you know process writing works effectively when you compare with learner who chooses process writing approach to a learner who writes the final draft without any plan even you see that no there are loopholes then the work whose essay was planned, you see a lot of word cancellations, when he reads over you see a lot of omissions, repetitions and grammatical and language errors. So process writing really works and learners who apply themselves to process writing you know writing excellent.

I: Let's come back to you again. What kind of feedback do you give to your learners after they have written essays? May be let me just help you here, they could be summative where you mark the whole essay, everything that is wrong, you identify and explain to the learners and then there is selective where perhaps, you just dwell on one error point it out and explain it . What sort of feedback do you give?

P: Okay I give summative after marking and you see as I mark sometimes you see there is only one common work error runs through all the essays and some of these errors are spelling, concord error and punctuation errors so you point out these errors to learners after you have read all their essays and then eh you try to elaborate and then eh let them know that these errors affect you know the meaning especially I mean the use of punctuation marks for example if you say "stop what you are doing." With a full stop and then "stop what you are doing!" with an exclamation

ark. So these two sentences have the same structure but the punctuation you know makes the meaning different for example the first one with a full stop means you don't know, I don't like what you are doing so you stop it but the second with the exclamation mark means that you know, no, no, no "What are you doing?" with a question mark and "What are you doing!" with an exclamation mark. So the one with a question mark means "I don't know what you are doing" but the one with exclamation mark "I know what you are doing but I don't like it." So the punctuation makes a difference and also the spelling you know some words might sound the same especially with homophones "all the learners were her except so now you are using except (he spells, 'except') then I accept your apology and then they tend to confuse these words. We even have you know tautology words, some words are redundant and the they use such word like, a free gift I mean gifts are free why do you say a free gift . Automobile car, automobile and car are the same but learners tend to, we are beginning to start. I mean look at eh we cover those and then concord they also struggle with eh they don't know that plural have also to agree with plural verb and this also we have other tricky ones that even sometimes as educator it is, recently I was teaching the concord and there was this question, this phrase or sentence they are saying "a large number of voters." Large number of voters still vote/votes along straight party lines. Some earners said "vote" others said "votes". I asked some educators' clarity but it was also tricky one for some of them but in real, I mean large number its collective noun but the voters are about separate entity. In the word, in the collective word therefore a large number of voters still vote along straight party lines so these are such things about concords sometimes are confusing.

I: After giving learners that kind of feedback, have you seen any improvement or there is still may be same, same mistakes?

P: okay, Some you know there and there change others keep on repeating the same mistake but no then I say remember we have mentioned this and it is not this but it's that. So it's not overnight for some of them because this is, it's difficult for some of them to unlearn the wrong stuff they need to be reminded now and again then they will get to know this.

I: Is there any other thing perhaps that you would like to share concerning essay writing that you have come across in your teaching, something that you might want to share?

P: Yah, you know, essay writing is actually an important exercise but now because of time constraints and you know and marking but even if you are not going to mark you saw on the learners' essay topics. They fail to express themselves, they fail to write about these topics so

eh, we need to give more essay writing activities especially informal one before you give any formal essay writing may be you might have given them a lot of informal essay writing activities to prepare them for the formal one so that eh, these minor errors or, but these errors of language, spelling and punctuation are minimised before they write the final.

I: I realise you have very large classes is that not a challenge in essay writing now that you might have to give feedback to those learners, large classes and before may be you even comment. I noticed that your lessons are very short is that not another challenge to you as a teacher.

P: *Yah ... you know it's a real challenge because you know we have forty minutes per period and we use the rotational system where learners come to the class so each period eh forty five minutes but you know before learners enter the class almost ten minutes to fifteen because you know classes are sometimes not close to each other so that they have to walk about five minutes before they arrive you know they will not arrive at the same time others might arrive late, others might pass by the bathroom so that shortens the period so it's also a challenge and you never finish a topic in a period even some topics that should be done with say two periods that for us is a severe challenge and you know we are dealing with human beings we are not mechanical so sometimes you know eh and there are other contextual factors which you know cannot help it like eh attending meetings you know may be you receive short notice you know "tomorrow there is a workshop" you know sometimes because of these meetings leaving classes un attended and sometimes as you said large classes sometimes it's difficult you plan now I want to finish this but you are unable to finish because you might be involved in other activities as well so that also it's a severe challenge.*

5.5.1.1 FINDINGS FROM PARTICIPANT A'S INTERVIEW

Participant A considers inability of learners to express themselves as the most crucial challenge. The participant attributes this incapability to poor readership; learners do not read and therefore do not improve their language. The participant's view concurs with Hassan & Selamat, (2017:119) who have stated that lack of exposure to the target language is one of the contributing factors towards low proficiency. Other challenges are spelling, grammatical errors such as homophones and concord, punctuation, tautology and social media language interference. The participant also highlighted the mechanical aspects such as handwriting. The participant claims that some handwritings are illegible. This according to the participant is a problem that was supposed to be

addressed at primary school. The participant also cited the learners' failure to address essay questions; apparently learners do not answer the questions, they write off-topic.

5.5.2 INTERVIEW WITH PARTICIPANT B

I: What are the challenges that your learners are facing in essay writing?

P: Most of the time they are experiencing spelling problems and the use of punctuation marks ... they don't have that culture of reading, so they tend to make obvious mistakes ... so that is the major thing that I have seen.

I: Other than those don't you have some that relate may be to the planning or structure of writing?

P: Usually when they plan, they usually leave the mind map to be the last thing that they write. So they just write without planning and then that will be clear in their final piece. So they penalise themselves because they did not plan well. Sometimes it's because of the plan so if they say for instance ... so the structure will be incorrect because they would not know how to write or punctuate properly ... so it ends up making the paragraph to be faulty.

I: What are the challenges that you as an educator are facing in teaching essay writing if they are any that is?

P: Most of the time when you want to, especially when you want them to be as descriptive as possible ... they tend not to be able to see the bigger picture, so sometimes they will be seeing whatever you are requesting, for example use of imagery ... and it would be too much ... they would want to memorise one thing that they had seen somewhere and want to fit into the essay of which you would be able to pick up as a teacher, so ... try to make the learners to be as imaginative as possible, as creative as possible, especially in the class environment. When you have given them homework they get time to do that, so I try to give them that task in class so that they can understand the pressure so that in the examination they would do the same.

I: So when you teach them you also worry about the examination?

P: Yes, yes ... most of the time I would tell them that because of certain things you need to make sure because in the examination this is how it is supposed to be, so if I'm teaching you like this, it means in the examination you will be able to remember the things that I have taught.

I: May be still on that, don't you have challenges may be about time, may be late coming to lessons, may be late coming in terms of this and that, I mean in terms of your learners.

P: Fortunately I have a very good bunch and I think maybe it's because I have been teaching them for a couple of years so they know what I want and what I don't want ... so it becomes easier and they are manageable ... so I don't have a problem when it comes to that.

I: So how do these challenges interfere with their writing that is the challenges you are facing and that they themselves are facing?

P: I think because of the fact that they are not readers, they don't read on a daily basis or as often as possible ... eh ... that is one of the challenges ... they do not see ... eh... especially creative writing is something that they are supposed to be spontaneous, you need to think on your feet and become as elaborate as possible depending on which topic that you have chosen, like for example, when they are writing a narrative piece they would tend to write a very long introduction and then talk a little bit about what they are supposed to be writing, ... so because they are not readers, they don't know how to form the plot, it becomes a problem when it comes to that.

I: Now let's come back to you as their educator, what kind of feedback do you give after marking their work may be if I may just elaborate a little bit, may be you could be giving summative evaluation, summative feedback, meaning you mark the whole essay, check each and every mistake or error and you correct each and every mistake that is in an essay that will be summative, or could be using selective where you dwell on may be certain errors at a times until you are done with all of them, but you don't want to teach all of them at the same time. So which one do you use?

P: Same time ... Usually I do selective, because then ... say for instance I'm teaching other language aspects, especially when it comes to grammar then if I'm teaching say punctuation, then I would show them this is how you enhance your essay when doing grammar. If I'm teaching figurative expression ... this is how you spice up your essay ... so I usually try and even though I would write each comment in each and every essay the individual problems I will tend to try and correct especially the ones that are recurring ... try and discuss them as I'm teaching other things so that I teach them in context.

I: Say you have marked the essays how do you give them feedback? Do you give them in written form or you just address them as a class?

P: *I address them as a class ... for an example, if they have written an essay and I have found that ... say for instance, a lot of learners are having concord-error problems, then I would bring eh ... to class their scripts and talk about the fact that I have picked up the concord error in the essays then have a lesson on concord error.*

I: ***I noticed that you used process writing as opposed to may be end product writing. So in your view is process writing an effective way of teaching essay?***

P: *Yah, for me if they know how to write it means I do channel them especially when it comes to the types of essays that they write. Most of the times the topics would not favour a particular say ... topic just there, so at least I show them this is how you are supposed to write a narrative, and the narrative piece they don't find it attractive they would still be able to write a different one even though they are attempting it for the first time in class. So the process would always help them in other spheres ... I always tell them that for example, if they are writing an argumentative essay, they will be able to use the same aspect when they come to another question ... another subject, so it helps them not only in English but in other subjects.*

I: ***Let me go back to your feedback, after giving them feedback do you sometimes see a change when they write their next essays or you feel nothing ever changes there?***

P: *Okay it depends, for an example I would see a change on that aspect that I had mentioned and then find another problem sometimes they do fix that ... say for instance, right now I gave them as a task during the June examinations it will be correct come September examinations they forgot again. So tends to, I tend to make sure that if I had taught one thing I should make sure that it is not discontinued so that they should not forget those little things. Some of the things are just things that they pick up as they are writing outside the classroom like, for example, instead of saying "I am" then they will say "am". To them it says, 'I'm' so then you tend to correct that, do not write contractions so that you should not make those mistakes, so those are some of the things that if you don't, if it's not a continuous assessment they tend to forget.*

I: ***So how often do you teach essay writing?***

P: *Okay ... eh ... if I'm lucky, I do it at least twice in a term, but I always join, incorporate it with other aspects. So it becomes easier if I am talking about visual literacy then I would tell them, "You see the picture that we have picked up, as we were talking imagine if you were talking about an essay on the picture", so that is how we speak ... discussions around essay writing not focusing exactly on essay writing.*

Is there any other information, perhaps that you may like to share with me concerning essay writing?

P: When it comes to the learners with me if they are not readers, if they don't read every day, the most important thing as a teacher, is to make it interesting to them ... they would tend to be very bottled up as a fact that it's an examination I have to, but they forget that the creativity is one part of it, so if you make a lesson interesting, then when they get to be free you know and try and let their imagination run as wild as they can. I always tell them that we lie every day and lying would usually get you off the hook. So think of a story that had happened that you feel that it would be interesting to tell and then tell that story, so it becomes interesting more when they pick up certain topics. The topics would guide them to whatever they want to talk so as a teacher I need to make sure that I encourage them, I show them the mistake that they do. It helps them to, even if they don't do it every day but to be able to pick the mistakes that they do. And one other thing is the vocabulary ... they need to intensify the level of vocabulary that they write, so I would encourage them to pick up a few words in the comprehension if I'm teaching, learn them, write them at the back of your book so that each and every time when you revise you would learn one or two words even if you don't use them as much ... as often but if you know one, two words, one, two images, then you've got ... at least it's a start.

5.5.3 1 FINDINGS FROM PARTICIPANT B'S INTERVIEW

Participant B's major concerns are spelling and punctuation which the participant believes are a result of lack of reading. On the issue of errors, Myles (2002 in Mendoza et al. 2016:5), has argued that depending on proficiency level, the more content-rich and creative the text, the greater the possibility there is for errors at the morphosyntactic level. Participant B's learners have a tendency of experimenting with new words in various stylistically written narrative essays. The researcher believes that Myles' view addresses their challenge. The participant explained that her learners did not read and therefore lacked the ability to think spontaneously because of lack of vocabulary to express themselves concisely. The participant also mentioned a very interesting phenomenon; learners do not plan, they hate planning their essays. In most cases they write freely and plan later. This often results in faulty paragraphs and poor punctuation. This according to the participant reflects in the structure of the essays. This further serves as one of the reasons why learners have challenges in producing coherent work.

5.5.4 INTERVIEW WITH PARTICIPANT C

I: What are the challenges that your learners are facing in essay writing?

P: From what I have realised most learners find it difficult before they are taught but once I have taught them then they know how to go about everything. The only thing that I find difficult with them is that they are lazy to start the first draft or to do the first draft and it's not only them through my experience in teaching paper three many learners even those that I came from, where I was teaching before I came here they are very lazy to write the first draft. Otherwise when they write it, they can write it well. Going through the rubric, what is needed in the rubric and language is a problem to them. The concord, the mistakes that they go through when they write is a problem, it's a normal problem.

I: You have identified a number of challenges. How do these challenges affect these learners in their writing, in their essay writing?

P: I think especially with the grade 12 when they get affected during the first term tasks or essay writing and as a teacher I rectify these mistakes that they had and then during the May/June examination when they also write those essays I find it more better because at least they will have gone back to the ones that they wrote the first term and when I mark the performance is better than the first one.

I: Now let's come back to you as the educator, what are the challenges that you are facing in essay writing or in teaching how to write an essay?

P: Some challenges are that they are those learners who cannot comprehend what they write, some of them may choose a topic that is not there, they may be irrelevant that is why when I mark it I will see that such a topic is irrelevant one. The other challenge that I also get is a learner choosing a topic, let's say for an example choosing a 1.3 question and then when I read the essay it's not a 1.3 kind of an essay so which means such a learner also is being irrelevant. I would just mark or read it but in my principle that is wrong, which means that learner may lose 30 marks that are for content and I will cripple the learner at the end of the day. So if I have a chance of making that learner write again I can use my discretion of which it is not allowed.

I: So how do you address an irrelevant essay? Do you just discard it and then that's the end of the day?

P: I remember last year I had that problem with my former HOD and I took that essay as one of the ones that were going to be moderated and she took upon herself to use her discretion because the year before she went to mark paper 3 so at the paper 3 marking centre mistakes of those nature was, were discovered so they say that essay like that must be marked.

I: So what are you going to do in future are you going to mark them now that you have learnt at the marking centre there is no essay that is irrelevant.

P: I will mark them if it will be a June question paper, I mean June essay or preparatory essay I will have to mark it but if it can happen in a task essay, kind of an essay I will call the learner and I will make her/him to write again.

I: Now let's look at how you mark the learners' essays what kind of feedback do you give after marking? May be let me just remind you, they could be summative, in other words you look at everything that is wrong in the essay, point out then you explain to the learner either in writing or verbally or you could be doing selective kind of a feedback where you just pick a few errors concentrate on them, so what sort of feedback do you give? Do you give selective or summative?

P: Normally I will, you know put a, I have got the tips to remember whereby I will indicate number one may be up to number seven for example like I have the one here, those tips to remember I will make them look at where they may have gone wrong when they were writing. Like for an example I'll write number one you must look at Sp. They must look for spelling errors and then because I would have applied the peer assessment in the essay writing, so I'll make them look at the spelling errors and then in case they come across them, they will rectify, they will identify that spelling error by highlighting with a red pen and on top let's say for an example the immediately and I quote has a wrong spelling then the learner will highlight with a red pen, you know underlining it and then write on top SP. Sp. stands for spelling and that's how we mark the essay in paper 3 neh! And then they will also, when they keep on reading they will identify if a learner has repeated the words or the paragraph they underline that paragraph, they indicate on the sides with this thing (gesticulating) and then they write at the back, at the end of that paragraph or two sentences may be they write REP. with big letters to show that the paragraph or sentences had been repeated. REP in bold letters which means reputation and then also they can go through by looking at the essay when they are reading whether it has been irrelevant to what is wanted in the topic. The learner at the end will just indicate like I have just said in the reputation and I will write the IRR in bold letters to show that the learner is, has been irrelevant and then the use of

*the tense also they go through or I go through them when I am reading that essay. It will depend on the kind of topic that has been chosen by the learner, whether the topic must be written in the present or future tense at the same time or whether the essay must be written in the past tense which means they will have to keep the past tense from the start up to the end. And then the use of tense I'll underline if he/she has used the present tense where as it supposed to be the past tense. I underline in red and rectify the tense, okay. And the also the splitting of words has also been a problem whereby the learner will congest five words he/she will make them as if it's one word or they are one word and then I will split them accordingly, I will indicate the learner will understand when I give him/her the feedback. And then the concord of course it goes with the tense, how the learner can use the wrong concord, okay. And it will also depend on that concord whether I have to rectify it accordingly or I will just say error in concord. And the last one is the paragraphing normally the minimum use of paragraphs must be 5 – 6 lines and then if the learner overlaps by writing 6 – 7 lines depending on their handwriting off course the there is a problem with paragraphing. I indicate and normally when I mark an essay at the end comment. I like commenting if an essay was good I would write **gore** (that) it's a good well-structured kind of an essay and if the essay was very scanty, whatever that, the content was very scanty I also indicate at the end that his/her essay is scanty and I would tell him/her the things that he/she must look through in the nearest future.*

I: Since you are an experienced teacher, do you think the feedback that you give to your learners' works? Do they normally follow whatever you advise them to follow?

P: Yes some they follow my advices and very thankful because eh, what they are doing in English is also what they are doing in their Setswana Home Language so many learners I help I seem to help them to solve those mistakes that they go through in their mother language when they write essay paper 3 in their mother tongue. I think like I said **gore** when during the second marking for an example, for the June exam paper 3 and Preparatory exam paper 3 there is a vast difference.

I: Before we come to the close of our interview, I noticed you used process writing.

T: What?

I: Process approach, the approach that you used is process writing where you start with brainstorming until you get to the editing. Do you think that kind of approach works for your learners?

*P: Yes it works for my learners because other than them doing like that, other than me not teaching them like that, the essay will be fruitless, they won't get marks that they are supposed to get, so the first draft thing, the process writing and stuff and the brainstorming makes them think out of the box because otherwise if they cannot put those aspects together, the way I did when I was teaching them, they won't be able to write the final draft they will just finish along the way you understand and **akere** they are led by the number of words that they are supposed to write say for an example they are supposed to write 300 – 350 words. If that system can be, cannot be used or cannot be able to finish or to get those 300 – 350 words of which the essay will be very scanty and scanty depending on the content whether the content is strong enough or not. We will be killing the English vocabulary.*

I: Is there any other thing that perhaps you would like to share with me concerning essay writing?

P: I think whatever that you captured during my teaching is a mouthful or what or what's a mouthful.

5.5.3.1 FINDINGS FROM PARTICIPANT C'S INTERVIEW

Participant C claimed that learners only had problems before they were taught how to write an essay. After teaching them, she claimed that those problems vanished. Unfortunately the researcher was unable to verify the claim, in fact the researchers encountered many errors in the learners' essays, a finding that contradicts the participant's assertion. However, the participant echoed the sentiments that were shared by participant B about lack of interest in planning. This view concurs with Silva (1990 in Brown, 2001). Silva has argued that L2 writers do less planning, are less fluent, less accurate in stating goals and organising material (p339). Apparently these learners are not keen to plan and only draft a plan after completing their essays. They do this because teachers always insist that they should submit the plans together with their final drafts. In addition, the participant stated that the learners had serious language problems, a phenomenon that was normal in the participant's view. According to the participant, learners suffer from concord, spelling, combining words, tenses, paragraphing and many other mechanical errors. Again the view is consistent with Silva's findings that L2 learners have problems using appropriate grammatical and rhetorical conventions and lexical variety (Ibid).

5.5.4 INTERVIEW WITH PARTICIPANT D

I: What are the problems that your learners are having concerning writing essays?

P: First of all I will say I think the background that they had is the main problem eh but again to take anything away from the teacher who taught them in previous grades but again the environment plays a serious role. It seems like parents don't play any role in their children's education because it seems like they are on their own. For example if you give them an activity to do at home some they will do it, some won't and you expect them when you give an activity to do at home to get some assistance from the parents but most of the time they will do something on their own.

I: What about attendance, do they attend school regularly?

P: I think because they are in grade 12 most they do even though sometimes they do come late but where the school is some are not from the area which the school is found. Some are coming from farming areas, Machabi, Vleli, Dihatshwana and so sometimes you find that you have two first lessons in the morning, I start those lessons with half or quarter of a class and if you want to do something by the time those two lessons come to an end so you see sometimes they miss a lot, like right now we are having Saturday classes but not all of them come still again it creates a problem, it's serious challenge because again you will be treating certain topic and with the view that let's finish this so that when you come back may be on a Monday we do something different, now the problem is that those who were not in on Saturday now they are left behind. Sometimes it becomes difficult for you to come back in the previous topic so that's where sometimes the problem is.

I: Okay. So I noticed that they are very few why are they so few?

P: In class?

I: Yes in class.

P: In class again let's say it goes back to the issue of background, if you look at Rooigrond as it is that area there are a number of social problems, we have learners who are like for example you see in grade eleven you have, let's say last year's grade eleven there were more than, I don't think they were twelve. Obviously along the way we had learners who got pregnant, learners who dropped along the way because of the pressures and again chances are along the way still you might have like as we speak now, right now there is a learner who is pregnant in grade twelve so

that learner will go and come back again, so I think it's an issue of social issues, so to say. The environment which they live in contributes a lot, a lot of it.

I: Having said that eh ... eh ... Mr ... how does that affect them in their learning especially in your lessons? How does that affect them? Those factors, the late coming, poor attendance of lessons.

P: obvious is going to affect them dearly like for example most of these learners where they stay some they are heading that house and you can imagine having given them hoe work or activities, like last time we were having Saturday lesson then one was telling me that I have to wash, do washing, this and that so by the time the lessons finish I won't be able to make it. So it's best if I do this because most of the times I am at school I can't do anything during the week, so the only chance that they have is over the weekend, now you see that learners obviously that is going to affect him hence I'm saying most of the work sometimes we do it like on Saturday. Like for example, the literature, because during the week truly speaking thirty minutes lesson is not enough, we have decided that okay let's put , let's have our Saturdays for the books because I think we can do a lot whereby no bell is going to stop us so that we can read the whole story and discuss it so if we do let's say a story and finish it on that day without that learner next time he/she comes or give an activity so that learner will not be able to answer to or to know anything. So really it affects them a lot and that's why sometimes come end of the year, or midyear exams they don't perform well.

I: As their teacher do you have any problems? may be or may be not?

P: You know the problem that I'm having its, okay I try by all means to, not to come to their level but to understand, to put myself into their situation which, not to judge them too much. Like okay, like in class I'm expecting them to, I mean, I mean it's an English lesson there is something or I ask a question people should talk, am engaging them, guys let's talk even if I'm not going to compare them to let's say Mmabatho High School learners or Mafikeng high School or Golf view learners I mean those ones eh, what should I use, they don't want to see that well, this learner knows an answer but he/she is not given a show or sometimes he/she does not want to come out thinking that eish if I'm going to get this wrong eish obviously I'm going to be a laughing stock but like I'm saying I'm trying by all means to understand, and I won't even put a learner on the sport may be sometimes he/she will think that okay, Meneer wants to embarrass me but here truly speaking here and there it affects me. But I'm trying by all means to understand as an educator knowing very well that this is Rooigrond, the whole environment is I hope I answered you.

I: Yes, yes you did, thank you very much.

I: So I'm sure you have marked their essays, what sort of problems have you discovered there?

P: language eh, even though most of them when you read, yes, when you read the topic, yes they are on the topic you see but now in terms of the language, the structure you know always bring the example with me, like when you talk, there is no way that you can talk let's say for, let's say two minutes or a minute without pausing and that posing being caused by short of breath even when you write a paragraph without, obviously when you pose that's where I think you put a comma or something or sometimes okay, if necessary a full stop. Sometimes they will even start a new sentence with a small letter. You see those are some of the challenges that they are facing but when you read their essay, the content is there but the language. You see you can understand but the issue of language structures, their conventions eish it's a problem.

I: Do you think these learners will be ready by the end of the year to write?

P: Eh ... I think so. May be it's too early to judge them but with more attention given to them, more practice, I think they will get there. Obviously we can't give up on them, it's only the first term, it's only first term, I don't think we can be that judgemental at the moment but given time, attention to them, yes not all of them are that bad there are at 50, 60% to 70s.

I: So tell me Mr ... After marking their compositions, how do you correct them, do you correct them as a group or you call them one by one how do you correct them?

P: You know sometimes when I've picked up something, in class I will notify, I will point it out generally so, making it as a topic to a topic to help people, do this, you are supposed to do this and then after a lesson, or after the whole lesson I will call, without them being aware that that person is going to be corrected. Mainly I will call him/her to come and take something, which sometimes in the office I will tell them you were not supposed to do this, fix this. When this person goes back the whole class will know that I was correcting.

I: But when you correct them do they change, do they take the corrections?

P: MH ... I think so, I think so because there was this learner before we wrote for the final, final, final task, he had written something, I took back and I said this is how you are supposed to do this, at least when it came back I could see that there are improvements here and there. So they are picking some of their mistakes when time goes on.

I: I noticed when you were teaching them you were explaining that they are supposed to plan, eh follow all the steps, brainstorm, write draft, edit. Are they following those things?

P: You know I ... was actually surprised. You see ... I was actually surprised before they wrote, before I gave them the task, it was on Saturday ... we dwelt too much on the whole preparation of the essay, you see ... how to write it, how you start, how to plan ... all those steps, but already it was like they knew .. or they said that we have to do this, then the draft, then the final draft, the number of words because at times the instruction will say write an essay of about these words up until ... you see I was so impressed! Because most of them ... there is no one who wrote without a plan.

I: Is there anything that perhaps you would like to share with me may be concerning your teaching of compositions or anything, just anything

P: Not that much, but what I would like to say is ... I think with the assistance of persons like you, especially you have taught English for this long ... I think with your assistance, eh ... these learners having ... their work , they will be able to make it come the end of the year! Thank you very much for this, I hope it will improve my teaching ability or skills, for these learners to also improve.

5.5.4.1 FINDINGS FROM PARTICIPANT D'S INTERVIEW

Participant D listed a number of challenges that seemingly affect the learners. Firstly, the participant blamed the previous teachers for failure to teach the learners effectively. In this case, the participant is shifting the responsibility to his predecessors. However, this sentiment is shared by Hassan and Selamat (2017). They argue that incompetent teachers promote lack of motivation, make the language appear too difficult and create a negative attitude among the learners (p.119). Secondly, the participant blamed the environment. The school is situated in the farming area where the children's parents are mostly farm labourers who hardly have time to monitor their children's school work. Even if they might have time, they might not be literate enough to assist the learners with their homework. According to the participant, parents do not play any role at all in their children's education. Thirdly, the participant expressed concern about the late coming of learners. Apparently, in the mornings the participant begins his lessons with half the class due to late coming. The participant lamented this mishap claiming that learners missed lessons including those that the participant sometimes planned for weekends.

Lastly, the participant attributed the learners' challenges to the learners' social environment. There is a high attrition rate due to problems such as teenage pregnancy. The participant

explained that the school only had twelve grade 12 learners because the rest had withdrawn due to social pressures. The participant further hinted that one of the grade 12 learners was pregnant and was unlikely to complete her studies. The farming area is not conducive for the education of learners, some learners walk long distances to and from school and in most cases get discouraged when they don't perform well. The same learners might seek solace in activities that may distract them from the learning process. According to the participant, learners can hardly cope with school due to environmental problems that mainly result from poverty.

Consequently, they do not participate during lessons because they cannot express themselves, they are shy and are afraid to speak in English for fear of ridiculing themselves. This view concurs with Hassan & Selamat, (2017:109) who have argued that "learners from remote and rural areas may not see the importance of learning English; thus they lack motivation and also find it difficult to learn this foreign language." This seems to be one of the major challenges for these learners. According to Hassan & Selamat, (2017:109), Rosli & Malachi (1990) investigated if there was a significant difference between the English proficiency of rural and urban school learners. They conducted a comprehensive proficiency test on the learners and also analysed their English results. It was found that the proficiency test results differed significantly. Urban school learners were more proficient than their rural counterparts. The same was evident in the English end of year results, which showed a higher percentage of failure (47.7%) in the rural schools, while there was only (13.4%) failure in the urban schools.

TABLE 5.2 SUMMARY OF PARTICIPANTS CHALLENGES

Challenges	A	B	C	D
Motivating learners	✓	✓		
Building a vocabulary base	✓	✓		✓
Applying the process approach	✓	✓	✓	✓
Learners who write off-topic	✓		✓	
Large classes	✓		✓	
Concord, tenses	✓	✓	✓	✓
Planning / Paragraphing	✓	✓	✓	
Spelling, punctuation	✓		✓	
Time constraints	✓		✓	✓
Instilling readership	✓	✓		
Inclusion of irrelevant information in essays			✓	
Word combinations			✓	
Poor teaching from the previous teachers				✓
Environmental factors				✓
Late-coming for lessons	✓		✓	✓
Lack of support from parents				✓

Key: A – D stand for Participants

5.5.5 SUMMARY OF CHALLENGES FACED BY ALL PARTICIPANTS

The main challenge for participant A is to get learners to apply the process writing approach in essay writing. The participant emphasised that learners struggle to follow the approach and this has been his major concern since he started teaching the learners. The participant's concern is highlighted by Dunn & Ernst-Slavit, (2018:1) who claim that many teachers face the challenge of students who struggle with learning and that Second-language issues can add to teachers' anxiety about how to manage intervention programming. The other challenge is that learners do not give the responses that the participant expects from them; a number of them write off-topic essays.

The participant further went on to emphasise time limit as one of the major problems that they are facing. The participant explained that the lessons are short, about forty minutes, and that a huge fraction of lesson the time is wasted during the rotation of learners. In his comment, the participant estimated the time wasted during the rotation between lessons to be about ten to fifteen minutes. The time limitation has forced the participant to arrange extra classes for his learners. Creating time for extra-lessons is a huge challenge. Such lessons are conducted after school where the participant expects to deliver unperturbed. However, other grade 12 teachers who teach other subjects usually scramble for the same after-school period.

Additionally, the participant has challenges with staff meetings. They attended meetings that are called at short notice. The participant explained that their teaching time is unprotected. The department invites teachers to endless meetings and ironically expects them to cover the syllabus on time. Apart from the departmental meetings, the participant cited the school's contextual factors. Teachers attend long staff meetings that eventually erode their teaching time. Sometimes there are disturbances in the classroom such as announcements that seemingly cannot wait for the lessons to end. Some announcements are delivered to the learners during lesson time. For example, when the researcher was observing the lesson, an announcement that took about three minutes of lesson time was made.

In addition to the challenges mentioned above, the participant stressed the matter of teaching large classes as they are difficult to manage in terms of marking and giving substantial feedback. The participant has two grade 12 classes with forty-five and forty-four learners each respectively. The classes are unmanageable especially essay marking and giving feedback timeously. Giving individual attention to learners in such large classes is taxing for the participant. This view intersects with Lightbown & Spada's (2006) concern about class sizes and time constraints, they argue that it is unlikely for a teacher who is teaching such classes to be effective. The feedback that the teacher may want to give might be inadequate due to the time taken to mark.

Participant B identified the following as her challenges: trying to make the learners creative and innovative, teaching for the examination most of the time, building a vocabulary base for the learners, time constraints and instilling a sense of readership among the learners. The participant echoed some of the challenges that have already been mentioned by participant A.

Participant C's main challenges are: learners who cannot comprehend what they write, writing off-topic essays, inclusion of irrelevant information in their essays, marking essay that have been re-written and seeing learners lose marks from failure to stick to the topic.

Participant D confirmed that the following are his challenges: understanding and empathising with the learners, encouraging them to talk without judging them, motivating them to enjoy their work and building confidence in them.

5.5.6 THE EXTENT TO WHICH THE CHALLENGES INTERFERE WITH LEARNERS' PROFICIENCY

Participant A revealed that some of the learners had a problem of L1 interference. This in his view, distorts meaning and in most cases results in poor expression. In agreement with this view, Lightbown and Spada (2006), have argued that "knowledge of other languages can lead learners to make incorrect guesses about how the second language works, and this may result in errors that first language learners would not make" (p30). Moreover, Mendoza, Dumanig, David, Hubais, Fernandez, and Manan, (2016:03) extend the view further by explaining that the sources of errors in studying a language might be derived from the interference of the learners' mother tongue and the general characteristics of the rule learning. According to Mendoza, the difference in the rules for L1 and L2 create intralanguage errors. This observation concurs with Donaldson's (1978) theory of Disembedded Thought and Language. According to Donaldson, learners experience challenges in thinking of the vocabulary that addresses what they might be thinking to include in their writing. Contrary to this view however, Widdowson (1990 in Myles 2002:4), has argued that a writer's first language plays a complex and significant role in L2 acquisition. Nevertheless, participant A is resolute that grammar related challenges add to obscurity in meanings of essays that are written by his learners. The participant is adamant that most of the challenges are centred on lack of interest in reading. Additionally, handwriting was cited as interfering with legibility. Learners write illegibly thereby cutting communication between themselves and the participant.

Participant B argued that learners tend to be bottled up because they cannot express themselves. The classroom environment remains tense because of the quietness that comes from failure to express themselves. Participant B's learners lack spontaneity and their written language is full of mechanical errors. The participant's view corresponds with Hassan and Selamat, (2017:119) who have observed that lack of exposure to the target language may contribute to the low proficiency in the target language. This eventually creates a negative attitude towards the language.

According to participant C, the learners are affected by the errors that they had prior to her teaching. She claims that the learners' problems are fading after her teaching. She tried to explain this by comparing the essay that learners write in the first term and those that are written in mid-year examinations, pointing that in June they perform significantly well compared to the first task that is often written in February. However, this view remains sceptical: from the researcher's observation, the participant is forecasting a future whose results are determined by many other factors.

Participant D's learners are affected by the limitation of time. The duration of lessons is thirty minutes and falls far below the time that the participant needs to complete the syllabus. Creating time for extra lessons is a problem that faces the participant that is why he is forced to teach on weekends.

TABLE 5.3 SUMMARY OF FEEDBACK MODELS THAT ARE USED BY THE PARTICIPANTS

Feedback Type	A	B	C	D
Summative	✓			✓
Selective / focused		✓		
Mixed approach			✓	

Key: A – D stand for participants

5.5.7 SUMMARY OF TYPES OF FEEDBACK THAT ALL PARTICIPANTS GIVE TO THEIR LEARNERS

Participant A gives summative feedback. He states that in some instances he identifies a common error and addresses it to the whole class. According to the participant, summative feedback works for some of the learners. He however, stresses it does not happen instantly. Many learners take time to manage the errors; this usually takes some time because essay writing is not taught regularly. From the interview, the researcher has gathered that essay writing is taught once per term. This is due to lack of time and the fact that there is a programme of assessment to be followed. From the average of 4 ½ hours that are allocated to a grade 12 class that has to cover a wide syllabus, the researcher understands the participant's constraints. Time has been highlighted by Lee (2008) as one of the crucial constraints affecting the quality of feedback that teachers should give their learners.

Participant B gives selective corrective feedback. It is done by providing written comments on the learners' essays. The participant states that that she also addresses feedback to the whole class on errors that are common to all the learners. According to the participant, this type of feedback is effective although learners forget after some time and she has to keep reminding them. The participant's view concurs with Ellis et al. (2008) they agree that

[t]here are solid theoretical reasons for believing that focused CF will be more effective than unfocused CF. Learners are more likely to attend to corrections

directed at a single (or a limited number of) error type(s) and more likely to develop a clearer understanding of the nature of the error and the correction needed (p. 356).

The participant teaches essay writing twice in a term if she is lucky and attributes this to time constraints, a view that concurs with Lee (2008).

Participant C uses a mixed approach to feedback. The participant has her guidelines that she uses such as a seven-item checklist. She uses the checklist to identify errors during the marking exercise. The participant also uses peer assessment. These approaches work well for the teacher. However, it is not clear what the participant means by a checklist that only has seven items. The checklist is too narrow and may not account for many errors that are found in learners' essays particularly those in the rural areas Hassan & Selamat, (2017:119).

Participant D provides summative feedback. Like participants A, B and C, he also identifies common errors and addresses them to the whole class. He however, invites learners with unique problems for individualised feedback. According to the participant, summative feedback has worked for him although it takes time for his learners to come to terms with correcting their own errors. Besides, the participant's view agrees with Hyland and Hyland (2006:87) that learners value the teachers' feedback and will do their best to follow it.

5.5.8 SUMMARY OF THE PROCESS WRITING APPROACH FROM THE VIEWS OF ALL PARTICIPANTS

On the process approach, participant A compares it to building a house; one has to gather materials, draw a plan and begin building. The participant argues that process writing minimises mistakes for his learners. However, the researcher finds this to be rather ironic because the participant has already highlighted the mistakes that the learners still have even after using the approach. Conversely, all the participants have fallen short of the advice that Brown, (2001) has given to all the users of the process approach. Brown has suggested that because writing is a composing process and usually requires multiple drafts before an effective product is created, teachers should make sure that learners are carefully led through appropriate stages in the process of composing (p.347). Most of the teachers emphasised brainstorming and editing and only talked about first and second drafts. Apparently in the participants' teaching, process writing is composed of only two stages, brainstorming and editing.

On process writing, participant B is content with the approach. She feels that the approach equips her learners for examinations. Process writing stimulates learners' thinking. However, she has a challenge of learners who do not value planning.

Participant C concurs with participants A and B. She believes writing an essay without following the process writing steps is a fruitless exercise. Learners who write without a plan often run out of ideas in the middle of the essay. The participant argues that if they write without following process writing they, "will be killing the English vocabulary". This is contrary to her previous view in this question, where the participant had admitted that her learners do not plan their essays.

Participant D stresses the importance of using the process approach. He hints that he is impressed by the learners after he taught them how to use the approach. He is of the opinion that all the learners present perfect plans and perform well. Nonetheless, the researcher is aware that some of the assertions are inaccurate because some of the learners whose essays are sampled still indicate lack of planning; there is no evidence of planning in the form of mind-map and first / second drafts.

5.6 THE GAPS THAT HAVE BEEN IDENTIFIED

Based on the results and findings from the sample, the following gaps have been identified: essay writing is done superficially; the participants claim that they are using the process writing approach in their pedagogics. It is clear from the findings that they are only using a fraction of the approach – planning and editing. The other observation is that they do not seem to consider their learners' language constraints. Burdening their learners with process writing yet the learners still suffer a great deal of language deficiency appears not to be working for most of the participants. The process approach assumes that learners have a reasonable language proficiency that will enable them to either edit their work or that of other learners. The researcher argues that process writing is unsuitable for these learners as they need to improve their language proficiency prior to using it for monitoring purposes.

Marking is another area of concern; most of the participants identified a handful of errors and either underlined them or gave a brief metalinguistic corrective feedback. The issue is: these learners are in grade 12 and are about to proceed to tertiary or employment sectors. Since the marking only identified a few errors it is possible that the rest of the errors will migrate with the grade 12 learners to university or work setups. It should be borne in mind that according to **Appendix 1** (Mahikeng Sub District work schedule), these learners are only left with about four

chances to write essays that will undergo thorough marking and feedback. The researcher perceives a gap between the marking that the participants performed and the level of preparation that should be given to grade 12 learners. In the light of the participants' feedback, there is a possibility that the grade 12 learners may internalise some errors and suffer fossilisation at a later stage or that some errors are already fossilised. The researcher therefore contends that teachers should give thorough feedback to the grade 12 learners who apparently are en route from secondary school to university or employment.

A consideration of the two major gaps that have been mentioned prompted the researcher to formulate two models to address the concerns. The researcher formulated an essay writing model which is envisioned to tackle the problem of L2 essay writing. Having formulated the essay writing model, the researcher proceeded to create a feedback model which is intended to address the marking and resultant feedback. The two models are explained in detail in the following section of this research.

5.7 THE PROPOSED MODELS

5.7.1 THE MULTIPRONGED MODEL

The model brings together three different models to build one which is intended to address essay writing at secondary school level. To formulate the model, the researcher began by addressing the weaknesses of the three major approaches to writing: process; product and genre. After addressing the weaknesses, the strengths of the approaches were drawn to construct the proposed model which the researcher has named Multipronged because it is built out of the strengths of other approaches.

Firstly, the product approach has been criticised for being teacher centred and totally ignoring the learner's intellect. Prodromou (1995 in Nordin 2017:77) for example, argues that it devalues "the learners' potential, both linguistic and personal." In this approach, the teacher sources model essays and instructs the learners to use them as models. Learners will use the model essays to produce their own, similar in structure and pattern. The learner remains a passive recipient of the teacher's input, there is no room for diversity or creativity. The approach does not consider the target audience, social and cultural aspects that affect writing differently. The teacher's main goal is perfecting language through imitating the language use in model essays.

Secondly, the process approach has been criticised for promoting a “somewhat monolithic view of writing” Badger & White (2000 in Nordin, 2017:79). Writing is perceived as comprising the same process irrespective of the target audience and the content of the text. The approach presupposes that all the topics can be handled in the same way. The process approach seems to narrowly focus on the skills and processes of writing in the classroom itself and as a result fails to take into account the social and cultural aspects that have an impact on different kinds of writing Atkinson (2003 in Nordin, 2017:79). In addition to its generic nature, it emphasises developing students as authors when they are not yet ready to be second language writers. The evidence of this notion can be deduced from the findings of the researcher; teachers still complain about rudimentary language challenges yet the same learners are expected to edit their work or adjudicate that of others.

Moreover, Johns (1995 in Nordin, 2017:79) has argued that , in developing student voice while ignoring issues of register and careful argumentation, and in promoting the author’s purposes while minimising understandings of role, audience and community have put our diverse students at a distinct disadvantage. The findings of the researcher give credence to Johns’ view. The language of the learners is still developing, therefore subjecting them to the role of native speakers of the target language may frustrate them.

Thirdly, and finally, the genre approach has been criticised by Caudery (1998 in Nordin, 2017:80) that by attempting explicit teaching of a particular genre, teachers are in actual fact not helping the learners. Consequently, the approach may not require students to express their own ideas or may be too dependent on the teacher finding suitable materials as models. It could thus become counter-productive. The tenets of the genre approach are similar to those of the product approach. Like the product approach, the genre approach views writing as predominantly linguistic. The genre approach, however, places a greater emphasis on the social context in which writing is produced (Nordin, 2017:79).

To construct the Multipronged Model, the researcher considered the following strengths from the three approaches: the proponents of the product approach argue that it enhances students’ writing proficiency. Badger & White (2000 in Nordin 2017:76), have stated that writing involves linguistic knowledge of texts that learners can learn partly through imitation. Besides, Arndt in Nordin (2017:76), argues that the importance of models used in such an approach not only for imitation but also for exploration and analysis. Myles (2002), further argues that, if students are

not exposed to native-like models of written texts, their errors in writing are more likely to persist. Pincas (1982 in Nordin 2017:76), emphasised that product writing focused on the appropriate use of vocabulary, syntax and cohesive devices.

The strengths of the process approach are that it is learner centred, thrives from various forms of feedback such as peer, conference and teacher feedback. It cultivates writing skills, it focuses more on the structure and language is only addressed when the major aspects of writing have been achieved. It is claimed that peer review provides students with authentic audiences, discussion that leads to discovery, and necessary peer feedback Reid (1992 in Nordin, 2017:77). Conferences, on the other hand, are between the writer and the reader or the learner and the teacher. Many students, teachers and researchers believe that conferences are beneficial as they allow “students to control the interaction, clarify their teachers’ responses, and negotiate meaning” Shin (2003 in Nordin, 2017:77). As for teachers’ comments as feedback, research indicates that learners, generally, do expect and value such feedback on their writing (Andersson, (2015:2); Lee, Mak & Burns, (2015:141); Myles, (2002:6) and Bitchener, (2005)).

On the other hand, the strengths of the genre approach are encouraging reflection on writing practices, exploiting texts from different types of genre and creating mixed genre portfolios. The underpinning theory of this pedagogical approach, according to Hyland (2003), is the prominence of the interactive collaboration between teacher and student, with the teacher taking an influential role to ‘scaffold’ or support learners as they move towards their potential level of performance. In the scaffolding activity, students are provided with models, and are asked to discuss and analyse their language and structure. The scaffolding element gradually lightens as the learners independently produce a text parallel to the model. The role of the teachers thus moves from explicit instructor to facilitator and eventually the learners gain autonomy. Like the product approach, the genre approach views writing as predominantly linguistic. The main strength of the approach therefore is the view that writing pedagogies should “offer students explicit and systematic explanations of the ways language functions in social contexts” Hyland (2003 in Nordin, 2017:79)

In consideration of Flower’s theory of Disembedded Thought and Language, the proposed approach highlights the following: ESL learners are in the process of learning English therefore they struggle with vocabulary to express themselves cogently. For this reason, generating ideas and language at the same time in an attempt to express themselves is likely to be a challenge to

them. Since the process approach assumes that learners are already proficient, the product approach should be considered to tackle the language part in essay writing. Otherwise stated, the teacher should give learners a model language for argumentation, narration, description etcetera. This will complement the organising stage of process writing. Accordingly, learners should use appropriate register for different essays. The teacher should model essay writing and scaffold students through process writing. If the students already have an example of what they have to write, all they need are the steps to arrive at the level of the model. The essay that learners are writing belongs to a particular context therefore the genre approach will complement the aspect of language functions in different social contexts.

Finally, according to the Curriculum and Assessment Policy Statement (CAPS), which embodies the current curriculum of the DBE in South Africa, EFAL learners are no longer assessed through essay writing in their Paper 2 Examination (Literature). This means that essay writing has been significantly reduced at secondary school level. Learners only meet essay writing in Paper 3. Even in that Paper 3, they only write one formal essay, one longer and one shorter transactional piece. Longer transactional pieces are letters, obituary, speech, and magazine or newspaper articles while shorter transactional pieces include advertisements, instructions and diary entries which are obviously written in different formats compared to formal essays. Given the present scenario in secondary schools, it is evident that essay writing receives very limited attention; the frequency of teaching essay writing has been reduced significantly. This therefore calls for a more effective way of teaching essay writing such as the proposed Multi-Pronged Model. The model will help teachers to harness many skills within the limited number of times that are allocated to essay writing. The Multipronged Approach encompasses three major models that it synergizes to produce one generic model. It is after considering that the time allocated to essay writing has been drastically reduced by the present secondary education system that the researcher formulated this model. During the eras of Outcomes Based Education (OBE) and National Curriculum Statement (NCS), essay writing featured prominently in the education system. However, after different considerations the DBE hatched CAPS which unfortunately undermines the literacy of secondary school learners by depriving them of opportunities to write essays in their assessment.

The construction of the model took into account the fundamentals of the Socio-Cognitive; Context Embedded and Disembedded Thought and Language and Krashen's Monitor theories whose suggestion is that writing is taxing; it entails transforming information to meet rhetorically constrained purposes. For this transformation to take place, the writer must boast of a broad

vocabulary base which should facilitate the transformation of the ideas as accurately as possible. Scaffolding by way of giving examples of language in use in a variety of topics will to a large extent meet the requirements of the transitional writing from secondary school to university.

5.7.2 THE FEEDBACK MODEL

The model comprises a checklist for errors and a rubric for marking an essay. The checklist is envisioned to assist teachers in identifying several errors that are often found in the learners' essays while the rubric is seen to be elaborate, self-explanatory and user-friendly in allocating marks for the teachers.

The researcher's findings indicate that all the four participants were unable to identify several errors in their learners' essays. The researcher argues that the same errors are transferred to tertiary institutions and later claim responsibility for the learners' poor performance. Moreover, the researcher highlights the notion that the errors were easily discernible upon the administration of the Feedback Model checklist. The checklist was adapted from Jones (2012) and Hall & Wallace (2018) ESL errors checklists and was developed after the researcher had noticed the shortfalls of the DBE rubric that is used in secondary schools countrywide. According to the researcher, the rubric lacks clarity and assumes that all English teachers are familiar with most of the errors that are supposed to be penalised. In the researcher's view, this assumption lacks insight because there could be some teachers who need enlightenment in identifying and coding the errors. Newly trained teachers and those who are teaching English without undergoing formal training, may benefit from the Feedback Model. Nevertheless, the trained and experienced teachers may also need assistance in this regard as is evidenced by the researcher's findings.

Appendices 2 and 3 show two instruments that are used to assess essays at secondary school and university respectively. A careful study of the instruments reveals that the two are inexplicit; they use general terms to define language, for example, "language error", "virtually error-free in grammar". Such guidelines are inadequate, the rubric should explain and exemplify the "language errors". This generality of the rubric creates a gap between learners and teachers because teachers must close the gap by explaining the nature of errors that learners must not commit in their essays. According to the research findings, teachers appear not to know the errors that the DBE rubric might be referring to. More so, the two instruments lack lucidity in describing the nature of language expected at each level, for example the DBE rubric describes it in terms of grammar, punctuation and spelling while the university assesses language according to: impressive, minor

errors and poor language. **Appendices 2 and 3** motivated the researcher to design the feedback model. Highlighted in yellow are the terms that are used to define language which in the researcher's view are inexplicit.

The researcher observed that when the participants were delivering their lessons, they were constantly referring to the three categories of errors as they appear in the DBE rubric. It seems the rubric is limiting the teachers to these three aspects. Conversely, an essay is assessed in more than just the three aspects that have been identified. Beyond the three types of errors, the DBE rubric adopts the university's style of language description: error-free, excellent, confident, inconsistent, inadequate and incomprehensible. It further defines language in terms of vocabulary. After analysing the two instruments, the researcher adapted a checklist that seeks to detect a number of errors including those that result from regular use of social media. The researcher therefore proposes that teachers should be given the adapted checklist to acquaint them with the errors when they assess their learners' essays. The checklist provides a guideline for teachers to identify the errors with suggested symbols that can be used to code the errors. After the checklist the researcher then constructed a user-friendly Feedback Model Rubric.

Teachers need to know which language aspects that are to be considered whenever they are marking learners' essays. Additionally, upon giving feedback, teachers should not be indecisive, they should identify the errors and suggest ways of correcting them. If the teachers do not know the names of the errors, they are not likely to address them effectively. The Feedback Model Checklist is envisaged to assist the teachers in enhancing the Feedback Model and therefore close the gap between the teachers and the feedback delivered to the learners. Lee, (2008) suggested that teachers should mark all the errors in their learners' essays merely because the learners expect all the errors to be identified and addressed accordingly. Unfortunately, if the teacher does not have a glossary of the errors and symbols that represent them, that teacher will face challenges. When teachers give feedback to their learners, they will use the Feedback Model to help the learners identify and understand the nature of errors.

TABLE 5.4

The Feedback Model

Standard	Justification	Excellent	Meritorious	Adequate	Elementary	Not achieved
		5	4	3	2	1
Content & Presentation						
Exceptionally well organized and coherent, including introduction, body and conclusion.	The learner uses different types of well-formed sentences; compound sentences have coordinating conjunctions, such as <i>and, but, yet</i> ; complex sentences have subordinate conjunctions such as <i>because, although, when</i> , etc. For coherency, ideas are connected within each sentence and paragraph to maintain the flow from the first sentence to the last in a paragraph using pronouns.					
The thesis statement, amplifiers, examples and concluding sentences are clear, significant, and challenging.	A thesis statement is a statement in the introduction that presents a point of view of the writer on the topic; it is then proven throughout the essay with supporting details. All paragraphs should have a topic sentence that introduces a new idea that is linked with the thesis statement in the introduction.					
Use of logical connectors between different views and paragraphs.	Words used to join or connect two ideas that have a particular relationship. These relationships can be: sequential (time), reason and purpose, adversative (opposition and/or unexpected result), condition e.g. However, besides, furthermore, contrary, conversely etcetera.					
In-depth interpretation of topic, all aspects fully explored.	The definition of in depth is doing something fully, carefully or with great attention to detail. An example of an in					

	depth look at a topic is when the writer researches every possible argument or side to that issue.					
Creativity / originality; intelligent, thought provoking, and mature ideas.	The essay is not plagiarized, it is the writer's original contribution. An essay written with specific attention to its aesthetic qualities and presentation that is written from the point-of-view of the writer.					
Considers the appropriate audience / implied reader.	Audience or implied reader is who we are writing for. If the writer knows the audience, they can make good decisions about what information to include, as well as the tone and language in conveying it; the writer must modify what they say and how they say it according to who their audience is.					
Language						
Correct use of verbs, tenses, concord, articles, pronouns, conjunctions, prepositions etcetera.	Use of correct grammar. For example: The President has allayed the fears of the citizens. Instead of: The President have allayed the fears of the public. / There is a putrid smell in the room. The smell is disturbing. Instead of: There is a putrid smell in the room. A smell is disturbing. / James is a fierce fighter. He has fought several times in our street. Instead of: James is a fierce fighter. James has fought several times in our street.					
Mechanics; handwriting, spelling, punctuation, omissions, contractions, spaces etcetera.	The handwriting must be neat and legible. Learner should use words that they can spell correctly. Use full stops, commas, inverted commas, question marks, colon, semi-colon, exclamation marks, hyphen, dashes etc. correctly. No word omissions, avoidance of contractions such as: don't, it's, couldn't etcetera.					
Sentence structure, sentence boundaries and word choice are appropriate.	There are no run-on sentences; sentences are of an average of 20 words. A paragraph is not made up of one long sentence. Words are chosen according to register. There is no use of informal, slang or social media language such as: cool, sharp, ok etcetera.					
Structure						

Sentences, introduction, paragraphs, and conclusion exceptionally well-constructed.	Starting from the introduction, each sentence adds value to the essay; there is a clear introduction in the form of a paragraph followed by about four paragraphs that state and elaborate different ideas. At the end, the conclusion should summarize the ideas and define the writer's stance; the last chance to persuade readers to the writer's point of view as a writer and thinker. The conclusion should shapes the impression that stays with the readers after they have finished reading the essay.					
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Total mark: /50

The feedback model is learner-friendly as it assesses the learners' performance from the positive aspects. Learners' performance is measured based on the positive outcomes; the model is cognisant of the Affective Filter Hypothesis (Krashen, 2013). Words such as poor, unfocused, confused, incomprehensible etcetera that are used in the DBE and the university rubrics are inconsiderate of the learners' feelings and therefore tend to demotivate learners who may be struggling in writing. The model is user-friendly for teachers, it is not wordy; it identifies the areas that teachers should address and gives a concise method of scoring an essay. The model has reduced all the aspects that a teacher should focus on to just ten and all that the teachers have to do is to tick in the relevant box and add the total marks. This will reduce the time that the teacher will spend trying to figure out marks.

The findings indicate that marks awarded to learners are unjustifiably high. From the marking that is done by participants, it is clear that the interpretation of the DBE rubric varies considerably from participant to participant. The researcher finds the discrepancy in marking an issue of great concern. Some essays that are littered with errors are awarded high marks. The researcher argues that the number of language errors in an essay has far reaching implications in its clarity, fluency and effectiveness; an essay that has many errors is likely to be flawed in a number of ways thereby reducing its meaning. Nonetheless, as is evident from figures 5.1 – 12 many essays are given scores that seem to be inflated. The generosity of the participants in scoring the

learners' essays may be due to inaccuracy in interpreting the DBE rubric. Since the rubric is wordy and therefore confusing, the participants might have marked and awarded the marks without any effort to understand the rubric. The other issue to be considered is that the participants have volumes of marking, pondering over an essay and after that a rubric may be time-consuming on their part. They need a simpler rubric that they will use with little or no room for misinterpretation.

Considering the marks that are awarded and that they may not be a true reflection of the learner's performance, the researcher finds the feedback model rubric to be very convenient as it will fill in the gap between participants and the DBE rubric. The participants need a model that will reduce their guess work in awarding marks; they need a model that allows them to use a rubric that will reflect as close as possible the true performance of each learner. The feedback model will ease the marking time of teachers while at the same time creating transparency in terms of awarding marks for a given assignment.

5.8 CONCLUSION

The findings suggest that teachers have challenges with motivating learners and that learners still suffer from metalinguistic and metacognitive difficulties even after attempting the process approach to essay writing. Therefore, the use of the process approach remains ineffective for most participants. The findings further suggest that the participants may not be fully conversant with the process writing approach. This is evidenced by the fact that their emphasis was on two steps only: brainstorming and editing whereas there are five steps that have to be followed for the process to be complete. Learners from quintiles 1 and 2 have more challenges compared to those in quintiles 3 and 4. There is an element of teacher cognition among the participants. Some of the answers that participants gave in interviews were not consistent with the findings during lesson observations and re-assessment of the learners' essays. The participants need an instrument to assist them in identifying errors in learners' essays.

6. CHAPTER

6.1 INTRODUCTION

Chapter 5 focused on data analysis; research results, discussions on findings and the proposed models, that is, the multipronged approach to essay writing and the feedback model to deal with learners' errors. This chapter concludes the research, highlights some limitations and explains how they were obviated. The chapter also presents recommendations for implementation and suggestions for further research.

6.2 RESEARCH CONCLUSION

The research findings confirmed that there is a need to address the teaching of writing effectively through a multipronged approach. The study further discovered that the DBE prescribed rubric used to assess learners' essays is inexplicit. There is need to develop a rubric that will define and describe errors that ought to be addressed during the assessment of learners' essays. The researcher then proposed a checklist that should accompany the DBE rubric for guidelines on how to define errors.

The importance of the checklist is accentuated by the number of errors that the participants were unable to identify when they were marking the sampled essays. This is mainly because they might not be in possession of a list to guide them in identifying the errors. If the errors remain uncontrolled, it means they will be transferred from secondary schools to universities or work places. The other challenge is that of fossilisation. Errors that are uncorrected and are allowed to remain for a long time risk being internalised by learners who may resist future correction. The misconception arises from the fact that learners assume that teachers have a mechanism of identifying all the errors in an essay. To them, if some errors are not penalised, they may get the impression that their language is perfect. For this reason, the researcher finds it critical to provide an instrument that will assist teachers in identifying learners' errors. Moreover, the identification of errors will broaden the teacher's feedback scope.

The university rubric defines language aesthetically, words such as excellent, good, poor are used. The language that matches excellent, good or poor is not explicated. However, the researcher's interpretation of such a language is that it should be free from errors that are listed on the checklist. The researcher therefore finds the checklist to be a useful instrument owing to

its user friendly nature; it explains the error, gives an example and provides a symbol that can be used to code each error. During the interviews, participant C claimed that she had a checklist of points to search for errors but when she tried to mention them, her list only had spelling, grammar, concord and punctuation. Evidently, the participant relies heavily on the rubric that also identifies the few categories.

Apart from identifying language errors, the model addresses content and structure. The DBE rubric is abstruse when addressing content and structure. The researcher's view is that the rubric should list the number of points / ideas that should be found in an essay, and state elaborately that each point should be introduced in the paragraph by means of a topic or thesis sentence followed by explanations, exemplifications and a concluding sentence. In terms of structure, the rubric should be guiding teachers on what to assess. The essay should have an elaborate introduction, distinct paragraphs and a sound conclusion. The introduction is a brief exposition, followed by paragraphs. Each paragraph has to address one idea which should be mentioned, explained, exemplified and concluded. Different paragraphs must be linked using logical connectors or discourse markers and the conclusion must put a finality to the topic.

There is a further perplexity concerning the DBE rubric; it is wordy and verbose. This compels teachers to rely on their intuition than the rubric itself. When she was delivering her lesson, participant C informed her learners that she was not a stingy teacher. According to her, when the learners give her what she wants, she is generous with marks but she does not give total marks for content, language and structure. At the back of the class a learner objected trying to seek clarity on why the teacher could not give total marks if learners had done well but the participant conveniently ignored the learner.

Moreover, the rubric does not explain how the teacher should handle essays that are off topic. In the interviews, participant C stated that she penalises an essay that is off-topic yet such an essay is marked at the Matric Marking Centres. The rubric also assumes that poor content tallies with poor language. This may not be true. Some teachers may be carried away with language and fail to perceive the scarcity of ideas in an essay, it may just be an illusion that results from the learner's excellent use of language. In fact, when the researcher re-marked the sampled essays, it emerged that some of the essay were given marks because of the learners' ability to express themselves fluently and not necessarily because the learners had a reasonable number of well explained ideas.

6.3 LIMITATIONS OF THE STUDY

The limitations include the concerns of credibility, transferability, dependability and confirmability of the case study method that the researcher used. Hamel (1993:23) acknowledges, "the case study has basically been faulted for its lack of representativeness...and its lack of rigor in the collection, construction, and analysis of the empirical materials that give rise to this study. This lack of rigor is linked to the problem of bias...introduced by the subjectivity of the researcher and others involved in the case". The same concern is raised by Yin (1984:21).

The issues of credibility, dependability and confirmability were obviated by giving the results of the findings to the participants to verify whether they agreed or disagreed. In terms of transferability, which is similar to generalizability in quantitative research, Flyvbjerg (2006) cites single cases, experiments, and experiences of Galileo, Newton, Einstein, Bohr, Darwin, Marx, and Freud to argue that both human and natural sciences can be advanced by a single study. Furthermore, Erickson (1986) argues that since the general lies in the particular, what we learn in a particular case can be transferred to similar situations. It is the reader, not the researcher, who determines what can apply to his or her context. Finally, Shields (2007 in Reis, 2009:3) adds that: "The strength of qualitative approaches is that they account for and include difference--ideologically, epistemologically, methodologically--and most importantly, humanly. They do not attempt to eliminate what cannot be discounted. They do not attempt to simplify what cannot be simplified. Thus, it is precisely because case study includes paradoxes and acknowledges that there are no simple answers, that it can and should qualify as the gold standard". According to Flyvbjerg, Erickson and Shields, there is no question of transferability in case studies.

In terms of lack of rigor and the problem of bias as raised by Hamel (1993) and Yin (1984), the researcher was guided by written objectives and interview questions were formulated on the basis of the questions that are framed in the study. The question of bias was addressed by sticking to the aim of the study.

Another limitation relates to the size of the sample used within this empirical study. Although this does not take away from the conclusions developed and the ideas behind them. The sample could have been bigger and more participants could have been interviewed. The size of the sample is small enough for effective study; if the sample were to be bigger, the quality of the study was going to be compromised. Furthermore, it would cease to be a case study, perhaps it would take a different trajectory which would defeat the whole purpose of the chosen study. In addition, Flyvbjerg (2006) argues that formal generalizations based on large samples are overrated in

their contribution to scientific progress. This sample according to Flyvbjerg, is good enough and its findings can be generalised like any other empirical study.

The number of interviewed teachers could have been larger than the sample. This could have presented logistical problems and again it would suggest an increase in the size of the sample which in turn would compromise the quality of the case study.

6.4 RECOMMENDATIONS FOR IMPLEMENTATION

The findings indicate that essay writing is taught once per term (in three months). Owing to the learners' weak language, the researcher recommends that essay writing should not be a once-off activity and teachers should not find themselves teaching for examination. They should be given adequate time to treat essay writing. The findings also indicate that teachers do not follow all the steps in process writing. They are familiar with brainstorming which to them appears to be the main station of essay writing. Most of the teachers have a challenge with the expectations at the brainstorming stage. At the brainstorming stage, there should be no consistent thinking, learners should write all the ideas that come to their mind in relation to the topic. At this stage there is no sifting of ideas; they are written as they flow from the mind. Some of them may be in the form of single words, phrases or whole sentences. After the brainstorming stage, most teachers went straight to drafting and editing. According to the process approach, brainstorming should be followed by organising, drafting, revision and editing. It is not clear whether the teachers are deliberately omitting the other stages or it is a question of lack of knowledge on their part. On the part of teachers, the researcher recommends retraining on process writing; they need staff development on the steps that are followed in process writing. They further need training on motivating learners to appreciate planning.

Consequently, process writing does not seem to be working for the teachers. The notion that teachers still complain about poor language and mechanics after using the approach for several years suggests to the researcher that the approach is either not working for them or the teachers are not implementing it effectively or appropriately. The approach is designed to polish and hone an essay before it is finalised for assessment. If errors still slip through the fingers of the learners even after such rigorous stages, then that is a cause for concern. The sampled essays indicated no evidence that the recommended process writing steps had been followed.

The main flaw was identified by the participants themselves where they claimed that learners bypassed the planning stage, emerged with essays and appended lesson plans. Evidently, the

learners have not appreciated the benefits of process writing. The researcher concurs with the teachers who feel inadequate when they endeavour to implement process writing. The misconception stems from the belief that process writing has to be done and completed within a short space of time. Unfortunately, time is inconsequential in process writing. Teachers should understand that they may only consider one or two stages per lesson, for example, they may do the prewriting and drafting. The practice of working on the board does not seem to work. Teachers should allow learners to work individually or in groups when they navigate the writing process. When they work as a class, some learners may not participate and therefore may not learn effectively. These are the same learners who will bypass some stages because they are only concerned about submitting an essay for marking purposes.

The researcher further finds it fruitless to ask the learners to edit their own work. Owing to the learners' ineptitude, teachers should encourage them to cross-edit each other's work. The reasons are simple; most learners are not willing to face what they have written, and they may not be competent enough to identify some of their errors that have become fossilised. The teacher should not abdicate the responsibility of editing the learners' work. Relegating such a crucial responsibility will result in the complaints that are recorded in the findings of this research; that learners still suffer from a wide range of errors. Again the researcher is of the view that the participants may need refresher courses on error analysis. This view comes after the researcher noticed that the participants could hardly identify a number of errors in the essays that they marked.

The teacher should encourage learners to share their essays in class or groups and allow other learners to comment. This will help them to write with a 'reader sensitivity'. Instead of waiting to mark an essay that is littered with errors, the teacher should allow learners to sit in groups and read their work aloud for the groups. When they have read, the group members will make their comments. This will not only assist the writer of the essay, it will also help those who are reacting because after commenting and listening to some remarks from other learners, they may learn to improve their own essays. The researcher proposes a group-editing approach. When learners reach a deadlock, the teacher will assist and get an opportunity to give corrective feedback. The researcher proposes that they should not read the whole essay at once; they could read it in paragraphs for manageability purposes. Group sizes may be trimmed to three members so that group members may not be wearied by listening to many renditions. However, in cases where the classes are small, they may read to the whole class and permit the class react to their essays. The challenge of the learners who sit quietly in class may be solved by this approach because

when they are reading to small groups, learners may not feel overwhelmed by numbers of reactors. Their courage will grow gradually until they can present to larger groups.

Learners should choose a topic, get time to gather information either through interviews, journal writing, searching the internet, free writing or brainstorming depending on the topic. There are topics that require learners to conduct research through reading, interviewing the knowledgeable etcetera. Teachers should discontinue giving senior learners topics that do not require brain-scratching. The researcher noticed that most teachers emphasised narrative essay writing. In the researcher's view, they should review this approach because when the learners leave high school, they will hardly use narrative essay skills. Most teachers, for example, spent their lessons explaining the importance of using flowery language such as imagery or figures of speech.

More so, when they arrive at university, the learners get confused because they are expected to use academic language. For this reason, teachers should be aware of language expectations at university. The researcher proposes a forum for university Academic Literacy lecturers and grade 12 English teachers to address the gap between university and high school language discrepancies. This forum will negotiate and navigate the relationship between university expectations and secondary school pedagogical practices. The researcher is of the view that narrative writing should be limited to middle school so as to begin promoting academic language in grade 10.

The researcher recommends that the feedback model checklist should be made available for the teachers. The researcher proposes that the feedback model checklist may be used alongside the DBE rubric in order to assist in clarifying the rubric. The researcher discovered that the rubric is too general and assumes that teachers command native proficiency of the target language. The feedback model checklist seeks to interpret the DBE rubric for usability purposes. This was arrived at after the researcher found that the participants were unable to identify several errors in their learners' essays. The researcher attributed this lack to the absence of an instrument that could be used to identify the errors. The researcher adapted the checklist to alleviate the problem of marking essays by providing the knowledge of what the teacher has to penalise on the learners' essays.

The researcher further recommends that the multipronged approach to essay teaching should be implemented in the schools that are in Mahikeng Sub District. From the researcher's findings, all the participants claimed to be using the process approach although most of them skipped several steps and only focused on brainstorming and editing. The researcher noticed that even after

several attempts, learners still exhibited the same language errors. The multipronged approach is designed to address the language deficiency which process writing ignores. Firstly, learners should be acquainted with linguistic and social implications of different topics. Secondly, they should be given model essays with examples of structure and language and thirdly, they should be scaffolded through the process of writing.

Most of the participants mentioned that their learners were suffering from poor language and that their vocabulary was limited. They attributed these challenges to lack of reading. Nevertheless, the researcher is cognisant of the paucity of interesting reading material for learners. The researcher is of the view that learners have to be exposed to examples of essays that they will emulate in terms of language and structure. If for example, the teacher is teaching an essay on teenage pregnancy, learners must have a reservoir of words to use in this topic. This awareness of register will also enhance the tone of the essay. Exposing learners to examples of the language that they should use will improve their perception when they revise and subsequently edit their work. It will equip them with the skills to find suitable words for different scenarios. Teaching learners using a multipronged approach is similar to teaching an architect who is learning how to draw a house plan. If in the process of learning, this architect is shown a complete house with all its parts, it will be imaginable for the architect to construct a house plan of his own because he already has a picture of a house in his mind.

Teachers do not have to go through the mundane task of taking learners through the process writing because the findings suggest that the approach is not yielding positive results. Learners from quintiles 1 and 2 are the worst affected possibly due to their weak language. This may be a result of their geographical environments; there are no language models to emulate in the rural areas and farms as a result learners rely on teacher's input for their language acquisition and learning.

For the multipronged approach to work effectively, ample time should be allocated to essay writing. The current time allocated to English should be doubled because literature demands more time thereby forcing teachers to focus more on it at the expense of language. In literature, there is a syllabus to complete therefore most teachers will focus on it for the sake of completing the syllabus. Unfortunately this approach leaves no room for language or essay teaching because the literature syllabus is long. The marathon approach to essay teaching has not worked for most participants because they still complain about the same errors that have been torturing the learners since they started teaching them.

Consequently, this calls for the national department to allocate more time to the teaching of language. The DBE should reconsider time that is allocated to the teaching of English. In some countries, they have managed to deal with the issue of time by separating language from literature. Countries such as Zimbabwe, Botswana and Zambia treat literature as a subject on its own and language is an independent subject. In this way, there is a language teacher who does not find himself or herself teaching drama, novel and poetry. In those countries, the number of hours that are allocated to language only is similar to the one that is allocated to both language and literature in South Africa. This as may be argued, will increase the number of teachers and therefore balloon the salary budgets which may eventually affect the country's fiscal outlook. In this case, Department of Basic Education will have to choose between producing quality learners and saving money at the expense of providing good education to the learners.

The proposed model will be tabled before the Curriculum Planners and Coordinators of the North West Provincial Education Department. The researcher argues that the current model does not seem to be working for both the teachers and their learners. Learners should not just plan their essays sketchily to appease teachers but should appreciate the benefits of planning. Teachers need a glossary of errors that have to be discouraged in learners' writing, they also need an essay writing model that will address the needs of learners whose language is still moving towards proficiency. If the multi-pronged approach is used to teach essay writing and errors are identified explicitly and effectively, secondary schools may begin to produce learners who are ready for tertiary education in terms of language and academic writing skills. After the Curriculum Planners and Coordinators, both the feedback model and the multipronged approach may be proposed the Subject Advisors (subject specialists) who will help to cascade it to the teachers professional support forums (PSFs). The teachers may opt to adapt or to simply adopt the approach. Still on PSFs, the researcher will recommend that new teachers be given pedagogical and material support. This is because one of the participants was new in teaching grade 12 and was uncomfortable with lesson observation, sharing learners' marked essays and answering interview questions. The participant kept explaining that he was not sure if he was on the right track. Often he requested the researcher to explain how a grade 12 essay is marked. However, the participant's courage emboldened when he was assured that the research was not a witch hunting activity but an independent study which would eventually assist the participant.

6.5 SUGGESTIONS FOR FURTHER RESEARCH

The researcher recommends testing of the two models. At the time of conducting the study, the researcher was unable to subject the models to testing due to lack of resources and time constraints. However, the researcher holds the view that if implemented, the models will add value to the North West Department of Education EFAL pedagogics mainly because they are formulated from the findings of the empirical study carried out within the province.

Concerning teachers, the researcher recommends retraining on motivation theories for practicing teachers. Most of the participants felt that they needed to be equipped with practicable skills to motivate their learners to participate in class. Additionally, there is evidence of lack of vocabulary in the learners' essays. In some cases words are used inappropriately or inaccurately whereas in some instances wrong word forms are evident. The researcher finds it important for teachers to be equipped with vocabulary teaching skills, they need different approaches on how to help build the vocabulary base of their learners.

Another area for further reading could be error analysis; errors that are syntactical and semantical in nature seem to be difficult to discern for some teachers. The researcher recommends that a model of analysing errors be sought for new and old teachers alike. Errors are not only in spelling and concord. There is evidence of run-on sentences, comma splice, and fragments in the learners' sentences. Apparently the evidence in the learners' essays suggests that teachers need to be equipped on identifying many different types of errors.

Furthermore, experienced teachers need refresher courses regularly to update them on recent strategies on how to handle various challenges in their teaching. The researcher recommends further studies on disciplining learners, handling large volumes of marking, using modern methods of teaching writing and improving teacher language proficiency. There has to be a staff developing approach that should address the metacognitive and linguistic development of the teachers themselves. In this way the teaching and learning will be assured of efficient classroom delivery.

Finally, the researcher suggests that there should be further studies on how to teach rural-based learners. The researcher is of the opinion that these learners need a totally different approach from their counterparts in metros. These learners are totally disadvantaged in terms of the target language itself; they do not have access to meaningful input as suggested by language theories therefore they cannot just learn the language in a vacuum. The researcher argues that these learners may not be taught using the methods that are prescribed for L2 learners because their

situation is complex, it is compounded by a number of factors. The researcher suggests that there should be a study on how to teach specifically those learners in linguistically disadvantaged areas.

6.6 CONCLUSION

The researcher identified several gaps in pedagogical practices. The causes of the gaps have been outlined. Two major propositions have been comprehensively explained; the multipronged approach to essay writing and the checklist that should be used in conjunction with the feedback model rubric. The research findings suggest that learners have challenges in metalinguistic and metacognitive areas. Suggestions on how to address these challenges have been sketched. The DBE rubric has been assessed and its inadequacies have been presented. The proposed checklist has been designed to address not only language but also content and structure, the rubric that goes with the checklist has been discussed at length. The proposed writing approach; checklist and rubric are earmarked for the North West Department of Education: Curriculum Unit. Suggestions for further reading have also been highlighted.

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APPENDICES

APPENDIX 1

CAPS WORK SCHEDULE ENGLISH FAL GRADE 12 –YEAR 2017

Weeks	Listening & speaking	Reading & viewing	Writing & presenting	Language structures & conventions
14/01-16/01	Learners are familiarised with the expectations in the grade. Handing out of stationery. Baseline assessment.			
19/01 to 30/01	Group discussion: Discuss the features of literary texts/newspaper or magazine articles Discuss purpose and structure Link to extended reading project of newspaper/news casts etc.	Intensive reading. Summary revision using text on newspapers/reporting/media Skim and scan Literary text 1: Introduction to issues. Focus on one identifying feature and style of each section. Discuss its effectiveness, theme, motif as in drama/novel/short stories.	Write a notice for a newspaper or magazine Focus on: Process writing Planning, drafting, revising, editing, proofreading and presenting Text structure and language features (see 3.3)	Formal structures, e.g. honorifics, no contractions (e.g. <i>I will ... not I'll</i>), no slang or colloquial language. Euphemism (e.g. <i>passed away instead of died</i>) Vocabulary related to reading text Meta-language related to Newspapers

		-----		2X CLASSWORKS ON THE ABOVE
Completion date				
Comments				
02/02 to 13/02	Listen for research: a project in which learners ask questions of others and the public and write it into an information report. Formal speech: present the report orally Write a list of appropriate questions to elicit information	Literary text 2: Intensive reading appropriate to the text, e.g. figurative language, structure, character etc. ----- Literary text 3: Intensive reading appropriate to the text, e.g. figurative language, structure, character etc. -----	Write an information report summarising the results of the research project Focus on: Process writing Planning, drafting, revising, editing, proofreading and presenting Text structure and language features (see 3.3)	Revision: Passive voice, Indirect speech Question forms Vocabulary related to reading text CLASSWORK/ HOMEWORK
Completion date				
Comments				
16/02 to 27/02	Listening comprehension:	Literary text: Intensive		Revision: Verb tenses, concord

	an autobiographical interview, a reading from an autobiography, video clip of an autobiographical interview on an aspect of the setwork/s studied so far OR an autobiographical Narrative	reading appropriate to the text, e.g. figurative language, structure, character etc. Enrichment: view an autobiographical film/ documentary Intensive reading of an autobiographical narrative . Focus on viewpoint, narrator, and attitude. Identify assumptions. Identify the effect of language varieties (if appropriate) Explain the internal and external structures of poems, e.g. poetic and rhetorical devices Write a literary paragraph	Write an essay (narrative) Focus on: Process writing Planning, drafting, revising, editing, proofreading and presenting Text structure and language features (see 3.3)	Remedial grammar from learners' writing Vocabulary related to reading text 2x Classworks on VERB TENSES- (contextual)
Completion date				
Comments				
02/03 to 13/03	Formal group work discussion of issues related to the setwork Discuss themes and messages related to visual texts one period	Intensive reading. Visual text for information related to the setwork study, <i>e.g. a map of the district described in a novel/ short story, a video of the novel etc.</i> ----- --	Change the visual text, e.g. road map, (see Reading) into another written or visual form, e.g. poster, mind-map, diagram, flow chart, etc. Focus on: Process writing	Paragraph structure in discursive writing. Logical connectors that signal cause (<i>e.g. because, so, therefore</i>) and time (<i>e.g. then, next, after</i>) Prepositions (revision) Vocabulary related to

		Literary text 5: Intensive reading appropriate to the text, e.g. figurative language, structure, character etc. ----- --	Planning, drafting, revising, editing, proofreading and presenting Text structure and language features (see 3.3)	reading text Meta-language of literary analysis appropriate to the text being studied Notes indicating the above
Completion date				
Comments				
16/03 to 25/03 21/03 (Human Rights Day) Completion	Reading aloud of a literary text OR a text from internet Oral: Introducing a speaker	Intensive reading of Drama/poetry/short story Assess how the visual and written elements contribute to meaning Literary text 6: Intensive reading appropriate to the text, e.g. figurative language, structure, character etc. ----- ---	Writing an email (address/ subject/ message) OR writing a webpage (symbol, signs, logos, layout features, visual images and their effect) Pay attention to visual features Formal letter: Write a letter of request, e.g. donation, sponsorship, etc. Focus on: Process writing Planning, drafting, revising, editing, proofreading and presenting Text structure and	Vocabulary related to reading text Meta-language related to multimodal and visual texts Jargon words Dictionary practice 2x Classworks on: visual text language and dictionary practice

			language features (see 3.3)	
Comments				

TERM 2

Weeks	Listening & speaking	Reading & viewing	Writing & presenting	Language structures & conventions
13/04 to 24/04 03/04 GOOD FRIDAY	Listen to a job interview/text about a job interview and take notes Discuss the relative merits of interviewees and share ideas with class or group Enrichment: Extended reading: watch/listen to a news interview	Intensive reading. An advertisement for a prospective job, bursary or tertiary institution. Pay attention to form, details and stock phrases Literary text 7: Intensive reading appropriate to the text, e.g. figurative language, structure, character etc. ----- -----	Write a covering letter and a CV , e.g. for a job or bursary or university application in response to an advertisement Revision: letter formats and stock phrases of opening and closing. Paragraph structure. Focus on: Process writing Planning, drafting, revising, editing, proofreading and presenting Text structure and language features (see 3.3) NOTES ON A COVERING LETTER AND A CV	Passive voice Remedial grammar from learners' writing Vocabulary related to reading text and job interviews CLASSWORK ON PASSIVE VOICES

Completion				
Comments				
28/04 to 08/05	Job interview role play. This can be a full role play with class members taking on the roles of interviewers, or the teacher can provide questions which learners read to each other for a response.	Intensive reading of information text on interviews from magazine/inter net etc. Extended reading: look for job/bursary advertisements OR read brochures/flyers of tertiary institutions Literary text 8: Intensive reading appropriate to the text, e.g. figurative language, structure, character etc.	Summary revision: Write a summary on texts used for specific topics, e.g. Interview dialogue Focus on: Process writing Planning, drafting, revising, editing, proofreading and presenting Text structure and language features (see 3.3)	Revision: modal verbs to prepare for role play of job interview- implications of different modal verbs in use Vocabulary related to reading text Linking classwork- verbs used in an interview
Completion date				
Comments				
11/05 to 22/05	Formal researched speech on an aspect of visual media, e.g. <i>film genres, production methods, history</i> Role play formal speeches: introducing a speaker and offering a	View a scene from a film OR read a review of a film/ documentary/T V series Literary text 9: Intensive reading appropriate to the text, e.g. figurative language, structure, character etc.	Write a film review Focus on: Process writing Planning, drafting, revising, editing, proofreading and presenting Text structure and language features (see 3.3)	Revision: Emotive writing Adjectives and adverbs Remedial grammar from learners' writing Vocabulary related to reading text Technical vocabulary related to film production classwork on emotive language/adverbs/adjectives

	vote of thanks			
Completion date				
Comments				
25/05 to 05/06	Informal class and group discussion used in examination preparation	Literary text 10: Intensive reading appropriate to the text, e.g. figurative language, structure, character etc. Use previous examination papers to revise formal text study and intensive reading strategies in preparation for the external examination ----- -----	Use previous examination papers to revise forms in preparation for the internal examination Focus on: Process writing Planning, drafting, revising, editing, proofreading and presenting Text structure and language features (see 3.3)	Use previous examination papers to revise language in preparation for the external examination Vocabulary related to reading text Meta-language revision At least four exercises
Completion date				
Comments				
08/06 to 26/06 16/06(Youth day)	MID YEAR EXAMINATIONS			

TERM 3

Weeks	Listening & speaking	Reading & viewing	Writing & presenting	Language structures & conventions
20/07 to 31/07	Read a drama/ dialogue aloud. Pay attention to pronunciation,	Intensive reading. A dialogue/ drama which	Write an argument: list of points for and against	Revise logical connectors and conjunctions Generalisation and stereotype

	pause, pacing tone and expression	contains language varieties (e.g. dialect, slang, words from other languages, e.g. Aisch! <i>I fell in the donga!</i> Pay attention to dialogue/ stage conventions (if the chosen network is a drama, focus on stage directions, asides, costume, make up, etc. appropriate to the network) Literary text 11: Introduction to issues. Focus on one identifying feature Discuss its effectiveness ----- -----	a proposal/motion, e.g. <i>that swearing, slang and words from other languages should be allowed in class.</i> Learners should give both sides of the argument Focus on: Process writing Planning, drafting, revising, editing, proofreading and presenting Text structure and language features (see 3.3)	Remedial grammar from learners' writing and language papers in the mid-year examinations Vocabulary related to reading text
Completion date				
Comments				

03/08 to 14/08	Share extended reading experience, e.g. <i>recommend book, make suggestions about the school/public/community library</i>	Literary text 12: Intensive reading appropriate to the text, e.g. figurative language, structure, character etc ----- ----- Literary text 13: Intensive reading appropriate to the text, e.g. figurative language, structure, character etc. ----- -----	Writing: Write a shorter transactional text-directions/instructions, advertisement Focus on: Process writing Planning, drafting, revising, editing, proofreading and presenting Text structure and language features (see 3.3) LEARNER NOTES MUST BE EVIDENT	Presentation of project, e.g. format, illustrations Remedial grammar from learners' writing Vocabulary related to reading text and research project Grammar used in giving directions/Instructions
Completion date				
Comments				
17/08 to 28/08	Listen to a radio/TV newscast for bias Write a formal letter justifying/excusing/apologising for a behaviour	Intensive reading for Critical Language Awareness , e.g. political speech, biased reporting. Literary text 14: Intensive	Write a biased account of a political event, such as a rally, riot, protest (narrative) Focus on: Process writing Planning, drafting, revising, editing, proofreading and presenting Text structure and language features	Use of pronouns and names, e.g. <i>demonstrators, agitators, activists</i> , to "position" Sequencing Vocabulary related to reading text

		reading appropriate to the text, e.g. figurative language, structure, character etc.	(see 3.3)	
Completion date				
Comments				
31/08 to 11/09	Informal class and group discussion used in examination preparation	Use previous examination papers to revise formal text study and intensive reading strategies in preparation for the external examination	Use previous examination papers to revise forms in preparation for the external examination Focus on: Process writing Planning, drafting, revising, editing, proofreading and presenting Text structure and language features (see 3.3)	Use previous examination papers to revise language in preparation for the external examination Vocabulary related to reading text/examination revision of meta-language terms
Completion date				
Comments				
14/09 to 02/10	PREPARATORY EXAMINATION			
24/09 (Heritage day)				
02/10	SCHOOLS CLOSE			
12/10 to nov	TERM 4 THE LAST PUSH AND EXAMINATION			

APPENDIX 2

ASSESSMENT RUBRIC FOR ESSAY – EFAL DBE/Feb. –

Mar.2017

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT & PLANNING (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context 30 MARKS	Upper level	28–30	22–24	16–18	10–12	4-6
		- Outstanding/Striking response beyond normal expectations -Intelligent, thought-provoking and mature ideas -Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending	-Very well-crafted response -Fully relevant and interesting ideas with evidence of maturity -Very well organised and coherent (connected), including introduction, body and conclusion/ending	-Satisfactory response -Ideas are reasonably coherent and convincing -Reasonably organised and coherent, including introduction, body and conclusion/ending	-Inconsistently coherent response -Unclear ideas and unoriginal - Little evidence of organisation and coherence	-Totally irrelevant response -Confused and unfocused ideas -Vague and repetitive -Unorganised and incoherent
	Lower level	25–27	19–21	13–15	7–9	0–3
		-Excellent response but lacks the exceptionally striking qualities of the outstanding essay -Mature and intelligent ideas -Skilfully organised and coherent, including, introduction, body and conclusion	-Well-crafted response - Relevant and interesting ideas -Well organised and coherent (connected), including introduction, body and conclusion	-Satisfactory response but some lapses in clarity -Ideas are fairly coherent and convincing -Some degree of organisation and coherence, including introduction, body and conclusion	-Largely irrelevant response -Ideas tend to be disconnected and confusing - Hardly any evidence of organisation and coherence	-No attempt to respond to the topic -Completely irrelevant and inappropriate -Unfocused and muddled
		14–15	11–12	8– 9	5–6	0–3

LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose /effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling 15 MARKS	Upper level	-Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Language confident, exceptionally impressive - Compelling and rhetorically effective in tone -Virtually error-free in grammar and spelling -Very skilfully crafted	-Tone, register, style and vocabulary very appropriate to purpose, audience and context -Language is effective and a consistently appropriate tone is used -Largely error-free in grammar and spelling -Very well crafted	-Tone, register, style and vocabulary appropriate to purpose, audience and context - Appropriate use of language to convey meaning -Tone is appropriate - Rhetorical devices used to enhance content	-Tone, register, style and vocabulary less appropriate to purpose, audience and context -Very basic use of language - Tone and diction are inappropriate -Very limited vocabulary	-Language incomprehensible -Tone, register, style and vocabulary not appropriate to purpose, audience and context - Vocabulary limitations so extreme as to make comprehension impossible
	Lower level	13 -Language excellent and rhetorically effective in tone -Virtually error-free in grammar and spelling -Skilfully crafted	10 -Language engaging and generally effective -Appropriate and effective tone -Few errors in grammar and spelling -Well crafted	7 -Adequate use of language with some inconsistencies -Tone generally appropriate and limited use of rhetorical devices	4 -Inadequate use of language -Little or no variety in sentence -Exceptionally limited vocabulary	
STRUCTURE Features of text; Paragraph development and sentence construction 5 MARKS		5 -Excellent development of topic -Exceptional detail - Sentences, paragraphs exceptionally well-constructed	4 -Logical development of details -Coherent -Sentences, paragraphs logical, varied	3 -Relevant details developed - Sentences, paragraphs well-constructed -Essay still makes sense	2 -Some valid points -Sentences and paragraphs faulty -Essay still makes some sense	0-1 - Necessary points lacking - Sentences and paragraphs faulty -Essay lack sense
	MARK RANGE	43-50	33-40	23-30	13-20	0-10

APPENDIX 3 RUBRIC FOR MARKING ESSAY 25 MARKS (NWU – AGLE/ENGLISH DEPARTMENT)

CONTENT [20] Interpretation of topic. Depth of argument, justification and grasp of text.		STRUCTURE AND LANGUAGE [5] Structure, logical flow and presentation. Language, tone and style used in the essay
Outstanding 16 – 20	In-depth interpretation of topic, all aspects fully explored. -Outstanding response: 90%+ -Excellent response: 80 - 89% -Range of striking arguments extensively supported. -Excellent understanding of the subject matter.	Coherent structure -Excellent introduction and conclusion. Thesis statement available. -Arguments well-structured and clearly developed. - Language , tone and style mature, impressive and formal .
Meritorious 14 - 15	Above average interpretation of topic, all aspects adequately explored. -Detailed response. -Range of sound arguments given.	Essay well structured -Good introduction & conclusion. Thesis statement available. -Arguments and line of thought easy to follow. - Language , tone & style correct and suited to purpose. - Good presentation .
Substantial 12 – 13	Shows understanding and has interpreted topic well. -Fairly detailed response. -Some sound arguments given, but not all of them as well motivated as they could be.	Clear structure and logical flow of argument. Thesis statement available. -Introduction & conclusion & other paragraphs coherently organised. -Flow of argument can be followed. - Language , tone & style largely coherent.
Adequate 10 – 11	Fair interpretation of topic, not all aspects explored in detail. -Some good points in support of topic. -Most arguments supported but evidence is not always convincing.	Some evidence of structure -Essay lacks a well-structured flow of logic and coherence. - Language errors minor , tone & style mostly appropriate. Paragraphing mostly correct.
Moderate 8 – 9	Very ordinary, mediocre attempt to answer the question. -Very little depth of understanding in response to topic. -Arguments not convincing and very little justification.	Structure shows faulty planning -Arguments not logically arranged. - Language errors evident . Tone & style not appropriate to the purpose of academic writing. -Paragraph faulty.

Elementary 6 – 7	Poor grasp of topic -Response repetitive and sometimes off the point. -No depth of argument, faulty interpretation / arguments	Poor presentation and lack of planned structure impedes flow of argument. -language errors and incorrect style make this a largely unsuccessful piece of writing. Tone & style not appropriate to the purpose of academic writing. -Paragraphing faulty.
Not achieved 0 – 5	Response bears some relation to the topic but argument difficult to follow or largely irrelevant. -poor attempt at answering the question	Difficult to determine if topic has been addressed. -No evidence of planned structure or logic. -Poor language. Incorrect style and tone. -No paragraphing.

APPENDIX 4. INTERVIEW GUIDE

The interview will be semi-structured so that the participant will have freedom to elaborate on issues of his / her concern / interest regarding corrective written feedback, teaching writing and the writing process itself. This is, therefore, a tentative guide, and follow up questions may also be used during the interviews.

1. What are the challenges that your learners face concerning essay writing?
2. How do these challenges interfere with their writing proficiency?
3. What are the challenges that as a teacher you are facing in teaching essay writing?
4. What are your views about process writing?

Is it a fruitful approach in teaching your learners?

5. What kind of feedback do you give to your learners?

Why do you give this kind of feedback?

Is the feedback effective?

Have your learners benefitted from this your type of feedback?

6. What else can you share with me regarding essay teaching and learning?

APPENDIX 5. APPROVAL OF PROPOSAL



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
MAFIKENG CAMPUS

Faculty of Humanities
Tel: 018 3892505
Fax: 108 3892504
Email: 20560540@nwu.ac.za

07 December 2017

APPROVAL OF RESEARCH PROPOSAL (2017)

Student Name	S Sibanda
Student Number	21446172
Degree	PhD (English)
Supervisor	Dr A Hlatshwayo
Co-Supervisor	Professor CB Zulu
Registered Research Title	Exploring grade 12 English writing skills: A case study of selected schools in Mahikeng cluster

The Higher Degrees Committee of the Faculty of Humanities has carefully studied your revised proposal and the correction report submitted on 20 October 2017.

I am glad to inform you that the Committee is generally satisfied with the revised version of your proposal and hereby grants you permission to officially proceed with your research. Please note that your registered title cannot be changed without the written approval of the FHDC.

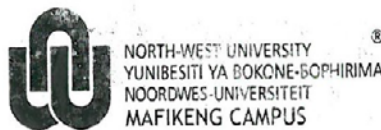
The committee further approved Dr A Hlatshwayo as your study supervisor.

May I take this opportunity to wish you all the best with your research.

Kind regards

Prof B M P Setlaleto
Executive Dean

Original details: (20560540) C:\Users\20560540\Desktop\Approval of proposal S Sibanda.docm
07 December 2017

APPENDIX 6. Introduction letter from university

TO: WHOM IT MAY CONCERN
 FROM: DEPARTMENT OF ENGLISH (HSS)
 DATE: 23 JANUARY 2018

REQUEST TO COLLECT DATA

Mr S. Sibanda, Student no: 21446172 is a registered PhD candidate in the department of English at North West University. His topic is 'Exploring G12 English Writing Skills: A Case Study of selected schools in Mahikeng Cluster.' He therefore requests to have access to Grade 12 students' written work and also to observe lessons and interview Grade 12 teachers. Kindly assist him with the information he requires for his study.

Thank you for your cooperation.

A. Hlatshwayo
A. HLATSHWAYO (Dr)

Acting Director: School of languages

Tel: 018-3892047

Fax: 018 3892228

E-mail: Abigail.hlatshwayo@nwu.ac.za



Appendix 7. Permission to collect data from Mahikeng Sub District



Education and Sport Development

Department of Education and Sport Development
 Departement van Onderwys en Sport Ontwikkeling
 Lefapha la Thuto le Tlhabololo ya Metshameko
NORTH WEST PROVINCE

10 Nelson Mandela Drive,
 Mafikeng
 Private Bag X10,
 Mmabatho 2735
 Tel.: (018) 388-1964 / 3383
 Fax: 086 513 9881 / (018) 381-8299
 e-mail: bmonale@nwpg.gov.za
 e-mail: omolete@nwpg.gov.za (Off. Man.)

NGAKA MODIRI MOLEMA DISTRICT

Enquiries S.O. Molete
 Telephone 018 - 388 - 3383

To : Ms M.C. Mojafi
 Sub District Manager

**Attention : School Managers
 Secondary Schools**

From : Mr B.E. Monale
 District Director

Date : 23 January 2018

PERMISSION TO COLLECT DATA IN SECONDARY SCHOOLS IN MAHIKENG SUB DISTRICT

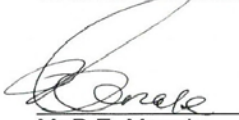
Permission is hereby granted to **Mr S. Sibanda, Student No.: 21446172₁**, who is a PhD Student at North West University – Mafikeng Campus to collect data in Secondary Schools under Mahikeng Sub District. Mr Sibanda is conducting a research on ***"Exploring Grade 12 English Writing Skills: A case study of selected schools in Mahikeng Sub District"***.

Permission is granted on the basis that this process does not interfere with learning and teaching and that the information you shall have collected may not be made public without the consent of the Department of Education and Sport Development.

Permission is also granted on the basis that prior arrangement is made with the School Managers to avoid disruption of school programmes.

Your cooperation and support in this regard is highly appreciated

Yours in education,


 Mr B.E. Monale
 District Director

APPENDIX 8. Information about the study

INFORMATION LETTER

TO WHOM IT MAY CONCERN

My name is Sifiso Sibanda. I am a PhD student at the North-West University, Mafikeng Campus. I am carrying out a research on the topic: **Exploring Grade 12 English Writing: A Case Study of Selected Schools in Mahikeng Sub District**. The aims and objectives of the research are:

AIM

To identify writing challenges that are faced by grade 12 English Second Language (ESL) learners, propose techniques that might enable grade 12 teachers to teach writing more effectively and contribute a feedback model.

OBJECTIVES

- e. To identify major language writing challenges experienced by Grade 12 learners.
- f. To establish the extent to which these challenges affect/ interfere with the writing proficiency of the learners.
- g. To determine challenges faced by ESL educators in teaching writing
- h. To provide a model that will address the transitional writing problems between high school and tertiary education.

QUESTIONS

- e. What are the major language writing challenges experienced by Gr 12 learners?
- f. To what extent do the challenges affect the writing proficiency of grade 12 learners?
- g. What are the challenges that educators of ESL have in teaching writing?
- h. What is the model that can be used by teachers to address the transitional writing problems from high school to tertiary and or work environments?

My main concern is lack of English language writing proficiency which is evident in the first year students when they arrive at university from their different secondary schools. The research is aimed at identifying and tracing sources of challenges that face grade 12 learners in their English writing. Once the challenges and the sources have been successfully identified, I will propose a solution to these challenges. The solution will be tabled in the form of a model.

To trace the source of challenges, I need to observe English writing lessons, analyse learners' marked essays and interview the teachers who are teaching grade 12 English classes. The research is envisioned to facilitate a smooth transition from secondary school to university thereby benefitting the learners extensively. After administering the proposed model of teaching writing, learners will not struggle with adjustment to university academic writing standards.

For the success of the research, I need educators within The Mahikeng Sub District who will volunteer to be observed, be interviewed and avail their learners' marked essay scripts for analysis. I also need learners from the same district who will volunteer to be in the class that will be observed during lesson delivery and who will also allow me access to their marked essays for analysis purposes. If a learner wishes to participate but is a minor (below the age of 18) I shall provide a consent form to be filled in by the parent/guardian. I promise that the participants' contributions will be treated with strictest confidence as is outlined in the attached consent forms.

Yours faithfully

A handwritten signature in dark ink, appearing to read 'Sifiso', followed by a horizontal line.

Sifiso Sibanda

(Researcher)

APPENDIX 9 EDUCATOR CONSENT FORM

Participant Consent Form (Educator)

Research topic: Exploring Grade 12 English Writing: A Case Study of Selected schools in Mahikeng Sub District

(Please tick either **Yes** or **No**)

I have read and understood the Information Letter about this research project. The information has been fully explained to me and I have been able to ask questions, all of which have been answered to my satisfaction.	Yes	No
I volunteer to participate in a research project conducted by Mr Sifiso Sibanda from North-West University. I understand that the project is designed to gather information about academic work for his PhD thesis. I will be one of the four people who will be observed during a writing lesson delivery; will be interviewed about the challenges that my learners and I are facing in teaching/learning writing, and will avail a total of fifteen essays that I have marked for him to analyse for his research.	Yes	No
My participation in this project is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty. If I decline to participate or withdraw from the study, I will not be blamed in whichever way.	Yes	No
I understand that most interviewees in will find the discussion interesting and thought-provoking. If, however, I feel uncomfortable in any way during the interview session, I have the right to decline to answer any question or to end the interview.	Yes	No
I am aware of the potential risks of this research study. That the class that is proposed for observation is school learners and any information about them needs to be treated with strictest possible confidentiality.	Yes	No
Participation involves being interviewed by Mr Sibanda from North-West University. The interview will last approximately 45 minutes. Notes will be written during the interview. The interview will be videotaped or audiotaped. If I don't want to be taped either by video or audio, I will not be able to participate in the study. Likewise the lesson that I am going to deliver will be either audio- or videotaped and I will not be able to participate if I don't want to be video or audiotaped.	Yes	No
I have been assured that information about me will be kept private and confidential. I understand that the researcher will not identify me by name in any reports using information obtained from this lesson observation, re-assessment of learners essays and interview, and that my confidentiality as a participant in this study will remain secure.	Yes	No

I understand that the research will benefit me and other grade 12 teachers by showing us the gap between secondary school and university writing and suggesting how this gap may be filled. I believe that this will improve my teaching.	Yes	No
I have been given a copy of the Information Letter and this completed consent form for my records.	Yes	No
Administrators from my school will neither be present at the interview nor have access to raw notes or transcripts. This precaution will prevent my individual comments from having any negative repercussions.	Yes	No
Storage and future use of information: I give my permission for information collected about me to be stored or electronically processed for the purpose of research and to be used in related studies or other studies in the future but only if the research is approved by a Research Ethics Committee.	Yes	No

Participant name and surname:

Participant Signature:

Date:

To be completed by the Researcher:

I, the undersigned, have taken the time to fully explain to the above participant the nature and purpose of this study in a way that they could understand. I have explained the risks involved as well as the possible benefits. I have invited them to ask questions on any aspect of the study that concerned them.

Researcher's name and surname:

Researcher's signature:

Date:

APPENDIX 10

Participant Consent Form (Learner 18 years and above)

Research topic: Exploring Grade 12 English Writing: A Case Study of Selected schools in Mahikeng Sub District

(Please tick either **Yes** or **No**)

I have read and understood the Information Letter about this research project. The information has been fully explained to me and I have been able to ask questions, all of which have been answered to my satisfaction.	Yes	No
I volunteer to participate in a research project conducted by Mr Sifiso Sibanda from North-West University . I understand that the research is designed to gather information about academic work for his PhD thesis. I will be in the class of learners who will be observed during a writing lesson.	Yes	No
My participation in this project is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty. If I decline to participate or withdraw from the study, I will not be blamed in whichever way.	Yes	No
I am aware of the potential risks of this research study. That as a learner, information about me might be leaked and tarnish my image. However, I have been assured of the strictest possible confidence.	Yes	No
Participation involves being audio or videotaped. If I don't want to be taped either by video or audio, I will not be able to participate in the study.	Yes	No
I authorise Mr Sibanda to use my written essay for his study if it happens that he finds it worthy for his research. Mr Sibanda may photocopy my essay and erase my name so that I remain anonymous in his research.	Yes	No
I have been assured that information about me will be kept private and confidential. I understand that the Mr Sibanda will not identify me by name in any reports using information obtained from this lesson observation.	Yes	No
I understand that the research will benefit me and future grade 12 learners who by way of enhancing a teaching that will bridge the gap between secondary school and university writing since I plan to proceed to university.	Yes	No
I have been given a copy of the Information Letter and this completed consent form for my records.	Yes	No

Storage and future use of information: I give my permission for information collected about me to be stored or electronically processed for the purpose of research and to be used in related studies or other studies in the future but only if the research is approved by a Research Ethics Committee.	Yes	No
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Participant name and surname:

Participant Signature:

Date:

To be completed by the Researcher:

I, the undersigned, have taken the time to fully explain to the above participant the nature and purpose of this study in a way that they could understand. I have explained the risks involved as well as the possible benefits. I have invited them to ask questions on any aspect of the study that concerned them.

Researcher's name and surname:

Researcher's signature:

Date:

APPENDIX 11

Participant Consent Form (Parent of a child below the age to consent)

Research topic: Exploring Grade 12 English Writing: A Case Study of Selected schools in Mahikeng Sub District

(Please tick either **Yes** or **No**)

I have read and understood the Information Letter about this research project.	Yes	No
I allow my son/daughter to participate in the research project conducted by Mr Sifiso Sibanda from North-West University. I understand that the project is designed to gather information about academic work for his PhD thesis. My son daughter will be in the class of learners who will be observed during a writing lesson.	Yes	No
My child's participation in this project is voluntary. I understand that he/she will not be paid for my participation. He/she may withdraw and discontinue participation at any time without penalty. If he/she declines to participate or withdraw from the study, he/she will not be blamed in whichever way.	Yes	No
I am aware of the potential risks of this research study. That the class that is proposed for observation is school of learners and any information about them needs to be treated with strictest possible confidentiality to avoid tarnishing my child's image.	Yes	No
Participation involves being audio or videotaped. If my child does not want to be taped either by video or audio, he/she will not be able to participate in the study.	Yes	No
I authorise Mr Sibanda to use my child's written essay for his study if it happens that he finds it worthy for his research. Mr Sibanda may photocopy the essay and erase the name so that my child remains anonymous in this research.	Yes	No
I understand that the research will benefit my child and future grade 12 learners by way of enhancing a teaching that will bridge the gap between secondary school and university writing since he/she is planning to proceed to university	Yes	No
I have been given a copy of the Information Letter and this completed consent form for my records.	Yes	No
Storage and future use of information: I give my permission for information collected about me to be stored or electronically processed for the purpose of research and to be used in related studies or other	Yes	No

studies in the future but only if the research is approved by a Research Ethics Committee.		
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Participant name and surname:

Participant Signature:

Date:

To be completed by the Researcher:

I, the undersigned, have taken the time to fully explain to the above participant (minor) the nature and purpose of this study in a way that they could understand. I have explained the risks involved as well as the possible benefits. I have invited them to ask questions on any aspect of the study that concerned them.

Researcher's name and surname:

Researcher's signature:

Date:

