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Investigating the Teaching and Learning of Creative Writing in English First Additional Language in selected Grade 9 classrooms in the Western Cape

By

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DECLARATION

I, **Nikiwe Nondabula**, hereby declare that this research study is my own original work which has not previously been presented to another institution either in part or as a whole for the purposes of obtaining a degree. Where I have used the work of others, I have duly acknowledged and referenced it accordingly.

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Nikiwe Nondabula

ABSTRACT

Writing is an important aspect of language learning and a tool for assessment in Basic and Higher Education across the globe. Learners need to acquire proficient writing skills to learn and to demonstrate their knowledge and creativity. Given the importance of creative writing in expressing one's thoughts, emotions and imagination, this study sought to investigate how creative writing was taught through the medium of English First Additional Language (FAL) to Grade 9 learners in one primary school in the Western Cape province. It also sought to observe and analyse the teaching strategies employed by teachers in creative writing to Grade 9 learners who were isiXhosa home language speakers, and who were taught all the subjects (except isiXhosa language) through the medium of English (FAL).

Through the lens of Vygotsky's Social Constructivism Theory, this study explored how the learners' social context and language played a role in the teaching-learning process. The Social Constructivism theory assumes that the home environment is a primary factor in learning and it is concerned with how learning is facilitated in the classroom.

This study employed a qualitative research design by making use of classroom observations, focus group interviews with randomly selected Grade 9 learners, and an interview with the Grade 9 teacher to determine how English (FAL) creative writing was taught and the barriers encountered by learners when taught writing in this language. Data was collected in a township school in Cape Town where the majority of learners were isiXhosa home language speakers. Thematic data analysis was used to make sense of the collected data. Ethical considerations were observed throughout the data collection process.

One of the key findings of this study is that the Grade 9 English teacher made use of a teacher centred approach and code-switching in the teaching and learning of creative writing through the medium of English FAL. The findings also indicate that learners had limited English proficiency due to limited exposure to this language in their home environment. This study concludes that writing in English is a challenge to Grade 9 English FAL learners, and this could impede their success in other subjects across the curriculum.

KEY WORDS

Creative Writing

English

Essays

First Additional Language (FAL)

Grade 9

Language Barriers

Literacy Skills

Mother-tongue

Teaching Strategies

Writing

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I dedicate this thesis to my late grandmother, Julia Maweni, who always encouraged me to work hard, amidst the circumstances in life. She always encouraged me to trust in God and lay all my troubles in His hands. She encouraged me to never give up and to overcome all obstacles with faith in my heart.

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ACRONYMS

ANA - Annual National Assessment

CAPS - Curriculum Assessment Policy Statement

DoE - Department of Education

FAL – First Additional Language

FET – Further Education and Training

FP – Foundation Phase

HL – Home Language

LEP – Lower English Proficiency

LiEP – Language in Education Policy

LoLT - Language of Learning and Teaching

NEEDU – National Education and Development Unit

RNCS- Revised National Curriculum Statement

SACMEQ - Southern and Eastern Africa Consortium for Monitoring Educational Quality

SGB – School Governing Body

SP – Senior Phase

WCED - Western Cape Education Department

ZPD - Zone of Proximal Development

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CHAPTER 1: BACKGROUND TO THE STUDY

1.1 Introduction

Language is not only a tool for communication but it also plays a big role in learning and teaching. The essential role of language literacy in the form of reading and writing in schools cannot be over-emphasized. Writing forms part of assessment in schools and in higher education. Graham (2005:17) argues that writing is an artificial activity compared to the other language skills such as spoken language. Spoken language is learnt naturally whereas writing involves a process of learning not only the language but also the grammatical structures that form part of that particular language. Writing depends on the linguistic resources of a language and notwithstanding the difficulties experienced by learners at high school level (Graham & Harris, 2005:17).

Many schools in South Africa have more than two languages for learning and teaching. English is used as the primary Language of Learning and Teaching (LoLT) in most schools. According to Heugh (2002:184) the learner's mother-tongue is the most appropriate language of learning across the globe. In a country like South Africa which promotes multilingualism, it is imperative that learners are proficient in at least one other language. It is also vital for learners to have reasonable proficiency in the languages used in teaching and learning. Henning (2012:73) argues that as learners' progress in the education system, learning is strictly assessed through writing, which does not accommodate the process of code-switching, which usually occurs through spoken language. Code-switching is defined as the process of using two or more languages interchangeably and simultaneously (Valdes-Fallis, 1978:65).

In this study, it is assumed that non-mother tongue speakers of English are faced with the difficulty of writing and learning in English first additional language (FAL) or second language. In the context of Cape Town, this applies to isiXhosa mother-tongue speaking learners who are taught in an additional language, while their counterparts who speak either English or Afrikaans as a home language are taught through the medium of their home languages from primary to tertiary education. Snow (2014:17) claims that learners acquire academic language skills in the home language and are able to transfer those skills into an additional language e.g. English. In addition, if learners have their home language as the LoLT, language transfer may take place easily and the home language structure can assist them when writing in an additional language such as English. Language transfer, according to Odlin (1989:27), is the influence that

culminates from the differences or similarities evident between the target language and any other acquired language. There is a belief that strong proficiency in the home language enhances the learning of an additional language easier through language transfer (Odlin, 1989:1). According to Ellis (1994:302) errors mostly occur when there is a negative transfer from the mother-tongue to target language. Aziakpono and Bekker (2010:49) believe that there is certain terminology that cannot be easily transferred from the home language to the target language. However, the issue is not necessarily the transfer of language but rather the expression thereof, especially with individuals who use the home language more than the target language which is often English in South Africa. With regard to language transfer, it should be taken into account that languages have different phonetic and syntactic structures which may impede the learning of an additional language.

A secondary issue that requires close examination is the teaching strategies employed to teach creative writing and other language skills to non-mother tongue speakers of English. According to Uys, Van der Walt, Van den Berg and Botha (2007:74) there are concerns among teachers who expressed that if they spent a fraction of the time teaching language skills, then the other areas of the subject would not get the required attention. According to the teachers, there is no other plausible solution to the time constraints linked to the language syllabus or curriculum demands. Uys, et al. (2007:77) argue that teachers lack knowledge and the skills for teaching the four elements of language namely reading, writing, speaking and listening. Furthermore, in some cases, teachers even lack the personal language proficiency required for both spoken and written languages (Uys et al, 2007:77). Wood, Smith and Grossniklaus (2001:5) state that the role of a teacher is to be a facilitator. In other words, the teacher should create a platform where learners are encouraged to generate new understandings of knowledge in a meaningful way. Hence this study investigated the teaching and learning of creative writing to Grade 9 learners who are non-mother tongue speakers of English.

1.2 Context and Background to the study

The issue of writing and learning in a second language, particularly English is a global problem and has been a matter of concern for many decades. According to Stern (1967:vii) learning in FAL or second language has been disregarded as a privilege and luxury for learners who go to school beyond the set period. It is now widely held that second language learning should be compulsory for every learner who enters the education system. Stern (1967:1) argues that second language learning has become a burden for many learners in countries such as

Argentina, Italy and the Netherlands. Stern (1967) believes that second language learning is an unnecessary burden for young children. Furthermore, the Global Monitoring Education Report (2016:2) states that many learners across the globe are taught in a language they do not speak within the home environment and this impedes the acquisition of essential reading and writing skills.

Concerning language learning and academic achievement, Snow (2014:11) maintains that there are similarities with the educational policies of the United States and South Africa. Both countries are characterized by high levels of inequality. The United States in particular, is struggling with the achievement gap associated with language background, where the biggest problem occurs within the domain of vocabulary (Snow, 2014:16). Furthermore, Snow (2014:16) argues that second language learners of English never catch up with their English only peers, regardless of the rapid language acquisition during early grades. Pinnock and Vijayakumar (2009:8) state that the language of instruction is usually a determining factor whether a learner attends school or not, especially those residing in the rural areas. On an international scale, there is evidence of a negative impact on achievement with regards to learners who are not taught in their mother-tongue (Pinnock & Vijayakumar, 2009:8). Furthermore, Pinnock and Vijayakumar (2009:8) argue that teaching through a language that a learner is not quite familiar with, often contributes to inadequate acquisition of the other language skills.

In the context of South Africa, the issue of language inequality dates back to the apartheid regime (Leibowitz, 2005:669). According to Kamwangamalu (2001:45) language planning in apartheid South Africa advanced the privileges of the white population, as they were granted the opportunity to learn and be taught in their mother-tongue, whilst suppressing other ethnic groups, who had to learn in a second language. As a result, African languages of South Africa do not have a high status today (Kamwangamalu, 2001:45). Apartheid succeeded in affecting the unequal segregation of South Africans along racial lines (Heugh, 2002:17). Banda (2004:9) maintains that the lack of proficiency in English is due to the restricted access to English and the lack of opportunities to develop the appropriate abilities in this language.

Aziakpono and Bekker (2010:39) state that since the end of apartheid in 1994, language planners under a democratic South Africa have been attempting to correct the inequality of the past by encouraging the use of the 11 official languages in all domains. However, the implementation of the current language-in-education policy remains a challenge (Barkhuizen and Gough, 2018: 461). The process of implementing the policy involves accessing school

districts, teacher education institutions and classrooms in order to examine the practical realities of the implementations (Barkhuizen & Gough, 2018:461).

The South African curriculum has been revised on countless occasions and teachers are faced with the issue of adapting to those changes (Manning, 2017:8536). The Curriculum and Assessment Policy Statement (CAPS) states that learners need to have the ability to understand and speak a First Additional Language (FAL) by the time they are in Grade 3 and then build literacy skills based on their knowledge and communication skills (Department of Basic Education, 2011:8). Good proficiency in English will ensure that the learners are prepared for tertiary and the world of work (Department of Basic Education, 2011:8). Teachers are encouraged to make use of teaching strategies that are convenient to them and the learners, but in practice this does not seem to be the case.

According to Banda (2003:72), English is supposed to be the medium of instruction at secondary school level but in practice does not seem to be the case. There are instances where teachers code-switch between English and isiXhosa and expect learners to meet the requirements when writing for assessment. If learners are taught in isiXhosa and expected to write in English, then they might misinterpret certain words or even directly translate from isiXhosa to English, hence some of their essays lose meaning or the learners write out of context.

There have been reports that reveal the overall literacy skills of Grade 9 learners in South Africa and in the continent. For example, the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) reported on how South African Grade 9 learners failed to acquire basic literacy skills and many learners fell under the threshold of the lowest competency for reading (Moloi and Chetty, 2012:56). Even though the report does not explicitly refer to writing, both reading and writing skills are of great concern as they are seen to have similar generative characteristics (Harl, 2013:27). Reading constructs meaning from a text, whilst writing is the production of text to create meaning (Harl, 2013:27). Thus, both reading and writing are interrelated and are important for the overall development of literacy skills.

Likewise, the 2014 Annual National Assessment (ANA) reported on how Grade 9 learners were unable to use active and passive voice when engaging in writing and showed weakness in textual editing, grammar, spelling and punctuation in English FAL (Department of Basic Education, 2014:11). However, Grade 9 learners seemed to have knowledge on the correct format of a letter and showed great strength in letter writing (Department of Basic Education,

2014: 11). This is quite significant in this study because letter writing forms part of creative writing.

ANA (2012) reported that about one percent of Grade 9 learners were in the highest achievement rate for FAL and about 42% were in the lowest achievement rate for language (Department of Basic Education, 2012:46). The results do not necessarily emphasize the lack of writing skills but rather language learning as a whole. In addition, there was a decline in language performance in the 2013 ANA report as compared to 2012 and there was a great concern with language skills (Department of Basic Education, 2013:32). Furthermore, there was still no improvement in relation to writing in 2014, as the 2014 ANA report revealed that they were unable to write in line with the topic and that learners paid little attention to formatting and barely adhered to the instructions given (Department of Basic Education, 2014: 48). It is crucial to use the learners' prior knowledge to improve aspects on writing and adhere to the conventions stipulated in the South African language curriculum. It is imperative for Grade 9 learners to improve their writing skills in the Senior Phase (SP) in order to cope with writing in the Further Education Training (FET) Phase which is more advanced than in the SP.

According to the Department of Basic Education (2011:36) learners in the FET Phase should know a wide range of vocabulary and be able to spell correctly when engaging with writing. In addition, teachers need to ensure that there is a range of text types taught for creative, cognitive and personal development (Department of Basic Education, 2011:37). The expectations are similar to those of the SP, hence it is important to properly develop these skills in the SP, so that learners are well grounded when they get to the FET Phase. Thus this study explored the teaching and learning of creative writing in Grade 9 which is the transition grade to the FET phase.

1.3 Research Problem

The Grade 9 learners' low writing skills mentioned above could be attributed to the teaching of writing in the lower grades, including the Foundation Phase. According to the 2012 National Education Evaluation and Development Unit (NEEDU) report, the teaching of writing skills is one of the most neglected areas of language learning in South African primary schools (Taylor, Draper, Muller & Sithole, 2013:75). Learners describe experiences and express their feelings when engaging with writing in primary school (Taylor, Draper, Muller & Sithole, 2013:45). As

learners progress into the education system, writing becomes more challenging and it is important that teachers facilitate and provide constant feedback to the learners with regard to their writing (Department of Basic Education, 2011:11). However, Taylor et al. (2013:31) state that South African teachers have poor language skills and this could be the fundamental problem in learners' low literacy performance in many South African schools.

It is reported that learners who have limited exposure to English in their sociocultural environment, face insurmountable challenges in processing English demands in the classroom environment. The learner's home environment plays a crucial role in the way in which language acquisition takes place, as children acquire their language skills in their social environment. Mesthrie (1993:93) argues that South African black learners historically never used English outside of the school context. In this way, they are severely disadvantaged as they have to not only study their mother-tongue but are also expected to learn two other official languages. Barkhuizen and Gough (2018:456) stress the importance of the promotion of South Africa's indigenous languages rather than the promotion of English and Afrikaans only, which have been at an advantage in the past apartheid regime and still are in the democratic dispensation. It is imperative for teachers to identify barriers learners face when it comes to the acquisition of an additional or second language (Meyer, 2000:28).

According to the Department of Basic Education (2014:11) Grade 9 learners are unable to interpret sentences and lack the necessary editing skills when writing letters. Writing in a FAL is a challenge for learners who do not have adequate exposure to the FAL before they start schooling. According to the Department of Basic Education (2011:8) in most cases learners do not have any prior knowledge of a FAL when they arrive at school. This poses a problem because the first few years of schooling are centralized on developing basic interpersonal skills such as speaking. This problem manifests itself later in the children's education e.g. the challenges encountered by Grade 9 learners when writing in English. Since Grade 9 examinations are conducted in English, except for African languages and Afrikaans. There is a need to improve the teaching and learning of English literacy skills to prepare learners for future prospects (Department of Basic Education, 2014:19-20).

The poor preparation of academic writing in high school has been the main cause of university drop outs in South African universities (Mbirimi, 2012:7). It is alleged that less than half of first year students have the necessary academic writing and literacy skills (Mbirimi, 2012:7). This affects mainly black students in many South African universities because English is used as the main language of instruction to black students who speak English as a second language

(Mbirimi, 2012:9). Thus there is a need to improve the teaching of literacy skills in primary and secondary education.

According to Akinyeye (2015:iii) the teaching of English FAL writing is still perceived as a challenge by many teachers and this could be attributed to various factors such as the linguistic structure and pedagogical components of the language. Akinyeye (2015:iii) argues that learner's academic writing is severely affected particularly when they need to write for learning at a secondary school level. Learners' English proficiency in writing is below the stipulated level recommended in the curriculum (Akinyeye. 2015:iii). It is quite crucial for teachers to acquire the necessary language skills to assist learners in the development of English, particularly in writing. Meyer (2000:228) argues that a blind eye has been turned to the effects of teaching strategies in writing. These strategies involve engaging with learners through discussion, using teacher-student interactions and involving the adults or parents to support the learners (Meyer, 2000:228).

Teaching English writing skills has been reported as one of the most challenging tasks at hand for both English HL and FAL speakers around the globe (Almubark, 2016:11). According to Almubark (2016:21) some of the factors that exacerbate the challenge in teaching writing skills are the lack of access to relevant teaching tools and time constraints, as there are other aspects of language that need to be covered in the language classroom. The nature of writing is quite complex and it would serve as a great advantage if learners were taught in an effective way that would aid in overcoming barriers encountered when writing in a second language. According to Pinnock and Vijayakumar (2009:13) learning through the medium of a second language is challenging to learners as information is not linked to the context of the learner's reality. In most cases there is not much interaction from the learners as teachers do most of the talking. This creates a barrier for the learner to develop the necessary language skills by making meaningful use of the language (Pinnock & Vijayakumar, 2009:13).

Manning (2017:8537) emphasizes the importance of learners' exposure to writing in a way that will enable them to broaden their writing for different purposes across the curriculum. So, expecting a second language learner to perform exceedingly well under the circumstances mentioned above is extremely unrealistic, especially if there are adverse socio-economic factors such as hunger, poverty and parents who are unable to assist with academic learning (Pinnock & Vijayakumar, 2009:13).

The teaching of writing is still given inadequate attention as many teachers still employ traditional teaching methods whereby the actual production is considered to be more important

than the process of writing (Manning, 2017:8538). According to Sakoda (2007:11) a product-based approach to writing emphasizes the accuracy of texts, the usage of correct grammar and spelling which is essentially the teaching of grammar, whereas the process-based approach puts great emphasis on skills, feedback and evaluation. Even with the differences of the process and product-based approach, the two should be integrated in the teaching of writing skills (Sakoda, 2007:11). The difference between the process and product-based approaches are discussed at length in the next chapter.

As illustrated above, there are various challenges that can be associated with the teaching and learning of writing in Grade 9. It is against this backdrop that this study investigated the teaching and learning of creative writing in English and the challenges experienced by learners in writing in English (FAL).

1.4 Rationale for the study

Language is the essential foundation of writing and it is a vehicle through which humans communicate with each other. Communication can be in the form of spoken, written, sign, body language or reading. Language also provides epistemic access to knowledge. Before one learns to write, one learns to speak and conceptualize information within the environment through exposure to the language. A child goes through the phases of language acquisition within their home environment, and this often happens in the form of speaking, reading and writing.

Writing is an essential part of life and plays a vital role in learning as it is used to gather knowledge (Harris, Graham & Friedlander 2013:538). Furthermore, writing is used by learners to demonstrate knowledge and is imperative for learners to develop skills for the kinds of writing strategies (Harris, Graham & Friedlander, 2013:539).

English is used as a FAL and LoLT by most South African schools hence the importance of adequate proficiency in the language to enable competent reading and writing skills (Department of Basic Education, 2011:8). The FAL is used for thinking and reasoning. It is important to develop cognition in English, since learners make use of these skills in subjects such as Natural Science and Mathematics (Department of Basic Education, 2011:9). Given the importance of writing across the curriculum and for academic purposes, this study seeks to understand and identify barriers encountered by Grade 9 isiXhosa home language learners when writing through the medium of English (L2).

This study argues that learners' limited exposure to English creates writing problems in the classroom. If learners write in their home language, it is likely that their confidence will be enhanced and the learners will be able to express themselves clearly in writing. Conversely, if learners use an additional language in writing, they are likely to experience barriers in their writing. Therefore, it is imperative to understand the barriers encountered by learners in the teaching and learning of English (L2) writing. The learners not only have to write in English but also comprehend and critically engage with the language. Hence this study investigated the teaching and learning strategies employed by the teachers to assist learners in the process of writing.

This study looked at a sample of Grade 9 learners as it is the final grade in the Senior Phase and the transitioning grade from SP to FET Phase. According to the Department of Basic Education (2011:36), SP learners are expected to write a variety of texts independently, hence the importance of developing and supporting good writing skills. Learners are also required to go through the processes of pre-writing, whereby they analyse the structure of the selected text by drafting and planning the process of writing. They also have to edit their work to eliminate ambiguity and work on the word choice and sequencing of their texts (Department of Basic Education, 2011:37). This study focussed on how the process of writing is followed in the teaching and learning of creative writing in one Grade 9 classroom in the Western Cape.

1.5 Research Questions

The main research question in this study is:

How do Grade 9 teachers approach the teaching and learning of creative writing through the medium of English FAL?

The following sub-questions have been used to address the main question:

1. What strategies do teachers employ to teach creative writing in English FAL to Grade 9 learners?
2. How do Grade 9 learners engage with creative writing through the medium of English First Additional Language?
3. What are the barriers experienced by Grade 9 learners in creative writing through the medium of English FAL?

4. What are the implications of English FAL creative writing for learning across the curriculum in the Senior Phase?

1.6 Research Aim and Objectives

The main aim of this study is to investigate the teaching strategies used in the teaching of creative writing, that could potentially hinder or facilitate Grade 9 learners' writing skills, particularly those who are taught through the medium of English First Additional Language. Primarily, this study sought to investigate the teacher's pedagogical strategies and to understand the language barriers encountered by Grade 9 learners when they are engaged with creative writing in English FAL in the classroom.

The objectives of this research study are to:

1. Observe and analyse teaching methods used by teachers in facilitating creative writing in the Grade 9 classroom.
2. Investigate how Grade 9 learners engage with English FAL creative writing.
3. Identify the barriers experienced by Grade 9 learners in English FAL creative writing.
4. Determine the implications of creative writing for learning across the curriculum in the Senior Phase.

1.7 Significance of study

This study will contribute to the body of knowledge in language and literacy development in primary education. It should inform teachers and educational officials on effective teaching strategies with regard to the learning and teaching of creative writing in the SP. It should give enlightenment to learners on the key areas they should cast their attention to when writing for academic purposes, thus emphasizing the importance of writing as a whole. This study could potentially speak to policy-makers both at national and provincial levels to adjust policies with regard to creative writing and writing for academic purposes in schools.

1.8 Definition of Key Terms

In this section, I provide a definition of key concepts and how they are used in this thesis.

1.8.1 Creative Writing

Creative Writing is a way in which one expresses thoughts and imagination, both for academic purposes and for the development of writing skills. In the context of education, it enables learners to produce knowledge on certain topics such as the writing of formal letters and the correct tone and register required within these academic genres.

1.8.2 English

English is the language of Western origin, used globally and has been influenced by German languages. It is one of South Africa's 11 official languages and is used in most schools as the medium of instruction. This study seeks to understand and identify the barriers learners face when writing in English FAL.

1.8.3 Essays

An essay is described as a short piece of writing in an attempt to answer either a question or describe certain events. The types of essays to be taught in the Senior Phase include the narrative, descriptive and argumentative essay.

1.8.4 First Additional Language (FAL)

The First Additional Language (FAL) is the second language learnt in addition to the Home Language which is used both as the medium of instruction and as a subject in many South African classrooms. This study focuses on English as a First Additional Language for isiXhosa speaking learners.

1.8.5 Grade 9

Grade 9 is the final grade in the Senior Phase and it is the second grade in in South African high schools. The Grade 9 class was chosen to investigate the teaching and learning of creative writing in English FAL.

1.8.6 Language Barriers

A barrier is an obstruction that can come between a child and learning. Language barriers can play a role in the way the child understands basic concepts at school and can potentially have a negative influence on the child's overall performance.

1.8.7 Literacy Skills

Literacy skills are essential skills that describe reading and writing development. Literacy skills are also described as an individual's ability to draw meaning from texts and a way to develop good vocabulary.

1.8.8 Mother-tongue

The mother tongue is a language that is spoken by a learner at home or a language a child was brought up in. It is usually learnt whilst growing up. It is possible for a child to have more than one mother-tongue according to their parent's historical background. In this study, this term is used to refer to the learner's home language which is isiXhosa.

1.8.9 Teaching Strategies

Teaching Strategies are described as the various ways a teacher uses in her/his classroom. The purpose of teaching strategies is to facilitate learning and to accommodate different learning styles.

1.8.10 Writing

Writing is the emphasis on an individual's thoughts, imagination and ideas that are transferred onto paper. It is used as an alternative method of communication and forms part of literacy skills that are acquired over time.

1.9 CHAPTER OUTLINE

This study consists of five chapters as follows:

Chapter 1: Background

The first chapter gives an overview of the study. It also states the research problem and motivation for the study.

Chapter 2: Literature Review and Theoretical Framework

This chapter focuses on the literature that emphasizes the key elements of this study, as well as on the theory that informs this study.

Chapter 3: Research Methodology

Chapter 3 elaborates on methodological tools that were used to collect the data for this study. This chapter also provides an understanding of the school quintile systems and why a particular school was chosen for the purpose of this study.

Chapter 4: Data Analysis

This chapter presents data and provides an analysis of the collected data. The data is analysed in order to understand and interpret the data in a meaningful way.

Chapter 5: Research Findings, Conclusion and Recommendations

This chapter discusses the findings and draws a conclusion and recommendations based on the findings of the study.

1.10 Chapter Summary

This chapter provided the introduction and background to the study. It explored the South African curriculum (CAPS) and various reports such as the SACMEQ and ANA to understand the writing proficiency of Grade 9 English FAL learners. It also discussed the research problem and the significance of the research. In this chapter, I also stated the research questions, aims and objectives in order to project the main argument of this study.

In the next chapter, I discuss the literature review and the theoretical framework that informs this study.

CHAPTER 2: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter draws on literature that highlights the impact of English First Additional Language (FAL) on the teaching and learning of creative writing in schools and the dominant status of English. In this chapter, I elaborate on the requirements of writing for Grade 9 learners, as stipulated in the CAPS document. I also explore the Language in Education Policy and how it informs teaching and learning in schools. This study is informed by Vygotsky's Social Constructivism theory. I describe the philosophical foundations of this theory and its relevance in the teaching and learning of writing through the medium of a first additional language.

2.2 Language in Education issues in South Africa

As a point of departure, I provide a definition of a language policy in order to understand the pivotal role languages play in the classroom. There are various definitions of a language policy. Pluddemann (2015:188) maintains that a policy is a series of events and situated practices as it seeks to effect change and thus resistance may occur. Pluddemann (2015:188) argues that a policy goes beyond texts. It is inclusive of ideological load and reflects the interpretation of interest groups in ways that reflect the relations between them.

According to Nomlomo (2007:27), a language policy has to do with language planning and is a direction for action that needs constant revision and monitoring, should change be necessary. It is a plan implemented by the government and business organizations to address language problems if they occur (Nomlomo, 2007:27-28). A language policy is often influenced by different laws which are influenced by the needs of the population that the language policy is designed for (Nomlomo, 2007:29). However, language policies could either benefit or exclude members of the same population with regard to education and work (Nomlomo, 2007:29). For example, if learners are taught in their home language as stipulated in the language policy, they may perform better than if they were to be taught in a first additional language. The learners may also be academically excluded if they are taught in a language which is not their home language. Learners may encounter difficulties in comprehending the subject content and putting this content into practice when learning.

According to Pasinsie (2012:1) the South African Language in Education Policy (1996) promotes additive bilingual and multilingual education. The language policy gives recognition to the nine African languages namely: isiZulu, isiXhosa, Tshivenda, Northern Sesotho, Southern Sesotho, Setswana, SiSwati, Xitonga and IsiNdebele (Kamwangamalu, 2000:50). According to Kamwangamalu (2000:50) the primary goal of the South African language policy is to promote the status of African languages. However, English and Afrikaans still hold the dominant status in South Africa with English being on top, Afrikaans in the middle and the African languages at the bottom (Kamwangamalu, 2000:50). Even though there is a drive for multilingual education in South Africa, Banda (2000;58) believes that it would be nearly impossible to implement all 11 official languages in the classroom, unless if the mother-tongue is used in the region where it is mostly spoken. (Banda, 2000:58).

The Curriculum and Assessment Policy Statement (CAPS) document states that learners should be offered a Language of Learning and Teaching (LoLT) and an additional approved language as a subject from Grade 3 (Department of Basic Education, 2010:6). In Grades 1 and 2 learners are offered one approved language as a subject. The LoLT is chosen by the parents on behalf of the learner upon the application for admission to a particular school. Furthermore, should the preferred language to the learner not be available at a particular school, a learner may request provision from the Provincial Education Department (Department of Basic Education, 2010:6).

There is a gap between language policy and language practice because many teachers and learners do not share a common home language in many South African schools (Probyn, 2009:123). According to Heugh (2002:180), the hegemonic status of English has influenced the choices of African parents to favour English as means of increasing opportunities for their children to access higher levels of the economy from which they were previously excluded by the apartheid government. Parents do not support the use of African languages in classrooms or an extended bilingual because they believe that English will grant them better work opportunities (Heugh, 2013:226). In a similar vein, Hernberger and Vaish (2009:312) emphasize how scholars in South Africa seem to favour English more than African languages and this is fuelled by parents' demands for English medium of instruction. This is due to the perception that English is the language of power.

The South African Constitution embraces language as a basic human right and encourages multilingualism as an important national resource which raises the status of the nine other official languages alongside English and Afrikaans (Hernberger & Vaish, 2009:312). The

dominance of English in South Africa occurred as a result of the language policies in state and mission schools (Banda, 2000:53). Mission schools in South Africa were introduced to convert blacks to Christianity and change morality and standard of behaviour (Lebeloane, 2006:101). Figone (2012:61) maintains that the spread of English in South Africa is a result of international oppressive policies which had different effects across different parts of the country. These international oppressive policies devalued African languages whilst elevating English and Afrikaans (Figone, 2012:10).

The expectations placed on English and Afrikaans home language speakers are different from those exerted on English and Afrikaans second language speakers. The home language speakers of English and Afrikaans are not required to learn in a First Additional Language and still continue to reap the benefits of learning in their Home Language in the post-apartheid education system (Heugh, 2013:24). These benefits are not extended to African language home language speakers and the majority of African language home language learners have to learn to read and write in English and Afrikaans.

Taylor and Fintel (2016:87) state that the predominant language not spoken in a learners' home environment is under-developed for academic purposes. Research shows that African home language speaking learners do not perform significantly well compared to English home language speakers (Taylor and Fintel, 2016:87). Therefore, if learners whose home language is not the Language of Learning and Teaching (LoLT), then the LoLT becomes a barrier across the curriculum. In the case of this study, the learner's home language is isiXhosa. Therefore, learners do not only have to translate texts from isiXhosa to English but also try to understand what they write and adhere to grammatical conventions of English.

Furthermore, the language policy may affect the learning and teaching of writing in schools because when learners write in a home language, they use existing knowledge to build on more advanced knowledge. In other words, learners develop better reading and writing skills when taught in their home language because a learner's home language is the primary factor in learning and cognitive development (Molteno, 2017:12). For instance, if isiXhosa home language learners write in English, their sentences may lose meaning and be taken out of context if they have low proficiency in this language. In addition, the language structure of isiXhosa is different from the language structure of English. In most cases, learners are unable to identify language errors and this negatively impacts on their writing for meaning.

Home Language instruction has significant benefits for the learner. When learners are taught in a home language, they develop self-confidence and a strong self-concept (Molteno, 2017:21). Some teachers face difficulty in teaching in a First Additional Language (FAL) as some of them lack the proficiency in the language (Molteno, 2017:21). According to Chitera (2011:234), using English as a LoLT may affect the interaction of most learners in the classroom. Chitera (2011:235) contends that, there must at least be a consideration to use African languages in schools regardless of the linguistic differences between the teacher and the learner. Grant and Wong (2003: 393) highlight the need for a meaningful change such as changing tests that disadvantage learners who do not have English as home language and reassessing personal attitudes about teaching language to minority learners. This could be done across educational levels to ensure the inclusion of learners from diverse linguistic backgrounds.

2.2.1 Writing in English (FAL)

As this study focuses on isiXhosa home language-speaking learners, it is necessary to understand the ways in which they approach writing in English FAL. Writing forms part of literacy and is an important skill to acquire in learner's overall development. According to Clark (2013:59), literacy is the central component of the language curriculum; from the teaching and learning of reading and writing to being able to read and write a range of academic genres. In the context of South Africa, language and literacy play a pivotal role in learning across all eleven official languages. Learners may engage with writing in a Home Language or First Additional Language but in practice this may not always be the case for formal assessments in schools. In other words, the language that is used for formal assessment in schools is based on the language policy of the school rather than the preferred language. For example, isiXhosa HL learners may engage with others through the medium of isiXhosa but have to transition to English when writing formal assessments such as assignments or examinations.

The standard of English literacy is challenged due to the increased numbers of people in society becoming literate (Clark, 2013:64). These challenges have implications for the teaching and learning of literacy in English because many learners do not progress to higher grades due to the cognitive demands of the language for a particular grade. Clark (2013:64) believes that the use of English as the medium of literacy and creative writing has important roles in the

curriculum. In addition, Akinyeye (2012:115) maintains that the teaching of writing in English is a purposeful activity that requires particular skills and knowledge for overall development.

In light of the above, performance in English writing across the curriculum is dependent on many factors, including the social background of the learner, learner attitude and the language policy. Language proficiency may affect writing since writing is dependent on cognitive skills which are usually developed primarily through a home language. Since many South African learners may engage with writing in English FAL, the next section details the hegemonic status of English in South Africa. Gough (2018:31) maintains that the dominance of English has had a negative impact on the current unequal power relations in South Africa as it discriminates against the majority of South African citizens. Therefore, learners may also be affected by these power relations as English is sometimes given preference over their home languages, which may in turn affect the process of learning and writing.

2.2.2 The hegemonic status of English

The hegemonic status of English in the education sector became dominant in the 1950s and 1960s when the British colonies gained political control in Africa (Charamba & Mutasa, 2014:213). In South Africa, English hegemony increased particularly after the apartheid-era despite that parents are granted an opportunity to choose the LoLT (Mckinney, 2007:10). Guo and Beckett (2007:117) argue that English is the dominant global language and it is growing to be accepted by government officials and scholars. English has now become a requirement of employment and social status in certain parts of the world (Guo & Becket, 2007:121). English is a language of diplomats and it plays a significant role in economic relationships (Irene, 2013:40).

According to Cleghorn and Rollnick (2002:349-350) English is considered a second language in urban schools due to its role in business and commerce. It is regarded as a form of communication for different African language speakers and a foreign language in rural areas as it is not used in the immediate environment of many learners. Bock and Dadlana (2002:42) claim that English is growing in business and commerce and the ability to communicate in this language could potentially increase one's prospects of getting a job. According to Probyn (2009:123), English is the language that has dominated the political economy in South Africa as it is used as the medium of instruction in most South African schools. In addition, Pluddemann, Nomlomo and Jabe (2010:73) illustrate how teacher education has given an understanding of the dominance of English in society. Therefore, it is imperative for English

writing skills to be enhanced at lower grades and in the Senior Phase for learners to access the world of work and higher education.

The current status of English has encouraged neo-colonialism by granting power to those already in power and leaving the disadvantaged behind (Guo & Beckett, 2007:117). English is a language of cultural control and a product of colonialism (Guo & Beckett, 2007:117). Guo and Beckett (2007:117) argue that with the dominance of English in society, learners are in danger of losing their mother-tongue, culture and identities. The dominance of English has forced professionals to migrate to English speaking countries in order to afford their children better opportunities. However, they do not realise that whilst their children acquire English proficiency, they drift away from speaking their mother-tongue (Guo & Beckett, 2007: 121). However, Ouane and Glanz (2010:6) believe that time spent learning an African language will not necessarily hinder success in a language with a greater social status. Therefore, low proficiency in the language of instruction may pose communication problems in many classrooms (Ouane & Glanz. 2010:28).

Pluddemann (2015:188) emphasizes how African languages in South Africa, still have to achieve a status of dominance as minority languages although they are spoken by the majority of people in South Africa. Banda (2000:51) maintains that English as a medium of instruction is an impediment to learning, which could also potentially impede the ability to master the home language/mother-tongue. This could be due to the time spent trying to perfect proficiency in English (Banda, 2000: 51). Mckinney (2007:9) identified a gap between the education policy and initial education in mother-tongue. She found it appropriate for learners with less proficiency skills in English to value their mother-tongue more than the hegemonic language which is English.

English is a form of oppression, even though South Africa has tried to advocate for language equality and educational opportunities for all (Banda, 2000:51). Banda (2000:42) believes that native English speakers are able to manipulate a conversation, in the case where English is used as the most dominant tool for communication. English is the language of human rights and it is used in conferences and international organizations such as the United Nations (Banda, 2000: 42). However, Banda (2000:42) believes that regardless of the opportunities English may create for individuals, it denies other language speakers their basic human rights, which are equality, the right to freedom of expression, right to basic progressive education and a right to language and culture. Hence, the role of English in society has to be addressed (Figone, 2012:3).

English hegemony can be associated with language ideology due to the perceptions of the dominant status of English in the global society. According to Layton (2014:18) language ideology refers to general beliefs and ideas behind the use of a language. The speakers of a language are unconsciously unaware of the beliefs they portray when they speak a particular language. Language ideology is not only about the speaker's attitudes towards a language but the beliefs of the language used by the speaker (Layton, 2014:18).

There is a consensus among researchers about the power of English in society and in the school environment (Mckinney, 2007; Kolade, 2012; Van der Walt, 2004). Adeyemi (2008:3) argues that English as a medium of writing enhances the learners' understanding of content knowledge in other subject areas. Abedi (2004:7) believes that learners will only show improvement in content-based subjects when their level of English proficiency for academic purposes is strong. Abedi (2004) and Adeyemi (2008) emphasize the importance of proficiency in English for academic success. This illustrates how English could negatively influence writing in schools due to the mismatch between learners' home languages and English as the LoLT. In the case of this study, isiXhosa home language learners have to learn through the medium of English from Grade 4. Therefore, the barriers they encounter with the transition from their home language to English FAL may be difficult to overcome, especially, if the learners have little knowledge and exposure to English during and before they get to Grade 4.

According to Kolade (2012:16), English dominates the four to five thousand other languages in the world and has many functions across different countries and states. From a global perspective, English can be a lingua franca, foreign language, second or third language. Mckinney (2007:10) indicates that English has become quite a hegemonic language in the postapartheid era and is still perceived as an outcome for education in South Africa. In a similar vein, Van de Walt (2004:302) states that most South African universities believe that English does not impede students' success but is rather used according to the needs and preferences of the students, since they believe that English is a way into the job market. However, the learners' limited proficiency in English has resulted in the high failure rates in schools. Some learners sometimes understand what is being asked but cannot express themselves in English (Probyn, 2009: 129).

Cleghorn and Rolinick (2002:350) emphasized how English is considered as a foreign language in rural areas as it is not frequently used in the immediate environment. In addition, learners are not exposed to the language in various multimedia platforms due to extreme socioeconomic factors such as poverty and absence of electricity. Therefore, the hegemonic status of English

is not only influenced by the policies set out in schools but rather by the choices made not only by the parents but by the community as a whole. Therefore, the implications of English hegemony would be that many learners have limited exposure to the target language which could potentially affect their writing proficiency.

The South African curricula set out different requirements such as language use and grammatical conventions for each grade in relation to creative writing. In the next section, I provide details of the South African curriculum in relation to creative writing and the different text types of creative writing prescribed for Grade 9.

2.2.3 The teaching and learning of English in South African classrooms

One of the subsequent concerns with globalization is the growth of English as medium of instruction in schools (Hernberger and Vaish, 2009:305). There has been an increasing demand for English in disadvantaged communities because certain workforce environments require proficiency in this language (Hernberger & Vaish, 2009:305). Baugh and Cable (1993:9) argue that learning a language in the early stages of life is not an insurmountable task than it is when trying to acquire a language as an adult. Furthermore, learning a second language requires effort and the extent of the effort is determined by how close the speaker's native language is to the target language (Baugh & Cable, 1993:9). In the context of this study, the target language is English. English is a neutral instrument for international communication among speakers who do not share the same home language (Phillipson, 2008:250). Therefore, it is imperative to determine whether English is useful as an academic language or whether it is solely functioning as a language for scholars only (Phillipson, 2006:19). This could be done by observing learners' interaction with others in the classroom and their use of English in other subjects across the curriculum.

There is pressure in South African classrooms to teach and learn in English yet there are problems with instruction hence learners fail to comprehend the language effectively (Figone, 2012:59). English is taught as FAL in many South Africans classroom. If everyone knew English efficiently then there would be no language barrier to overcome (Figone, 2012:60). If learners fail to comprehend English proficiently, writing is most likely to be affected because learners may fail to understand the grammatical structure of the language and fail to make sense of what they are writing. It is imperative to acquire writing proficiency as writing determines success in all academic areas and prepares learners for tertiary education, career and life.

Acquiring writing proficiency improves the learners' communication skills and learning magnitude (Mirzaee & Marzvan. 2016:229).

Engaging with creative writing in English may be challenging if learners have low proficiency in English; a language that learners fail to comprehend effectively. Since the problem lies with the comprehension of the English, there needs to be a meaningful change in the way creative writing is taught and assessed.

It is likely for learners to perform well in creative writing as it entails the expression of thoughts and experiences if they are taught in their home language. However, Banda (2000:58) argues that the problem with mother-tongue instruction in South Africa is the diversity of languages and the type of classroom practice prevalent. Multilingual instruction can only materialize if the African languages are used in the provinces in which they are mostly spoken, e.g. isiXhosa in the Western Cape and isiZulu in Kwa-Zulu-Natal (Banda, 2000:58). Learning through the medium of English may be effective only after a learner has acquired basic literacy skills in his/her mother-tongue, with the exception of a learner who has been proficiently predisposed to the mother-tongue at home (Cleghorn & Rolinick, 2002:362).

A learner who is fluent in both her/his mother-tongue and English has better employment opportunities and a chance to get higher pay in the work environment because English has a higher linguistic capital that affords individuals greater prosperity (Figone, 2012:8). Furthermore, Figone (2012:8) maintains that English draws an individual into greater opportunities, particularly in South Africa because English is used in the job market and also dominates in the private sector (Figone, 2012:9). Most South African textbooks are written in English, because of the perception that English is the language of technology and instruction (Figone, 2012:10). Guo and Beckett (2007:125) encourage teachers to move away from the belief that using English as the medium of instruction would ensure educational success.

Most learners may have English as a LoLT but their primary language may be different. For example, there are learners who have a different home language yet do English as a Home Language in school. English HL as a subject is designed for learners whose home language is English or learners who are on par in terms of competency with English home language speakers (Grussendorff & Booyse, 2014:23). English FAL is a discipline based subject and a language that is usually used for learning and teaching and for the assessment of other subjects. However, English is usually a third or fourth language for many South African learners (Grussendorff & Booyse, 2014:55). The majority of these learners do not use English in their

social environment. Therefore, limited proficiency in English may affect their writing proficiency.

2.2.4 The teaching and learning of Creative Writing through the medium of English

Writing is an important aspect of learning in any subject. Harris, Graham and Friedlander (2013:538) state that learners use writing to effectively organise and gather knowledge, thus creating a platform where they can explore and refine their ideas. Skilled writing is a complex activity that requires self-regulation and problem-solving capabilities. In addition, the learners must develop knowledge about the writing process and genre knowledge (Harris et al., 2013: 539). Genre knowledge is defined as a plausible methodological tool for the assessment of current situations among students and their production of languages. (Vieira, 2017:29). In other words, genre knowledge is the learner's ability to identify the types of written texts and comprehending the purposes of these texts.

Safa (2006:15) maintains that writing is a complex activity and that the teacher has to facilitate learner's writing skills by continuously emphasizing the importance of writing to learners. In addition, Morgan and Bourke (2005:13) consider the teacher as an individual who shapes his/her own way of comprehending policy documents with regard to the teaching of writing. Safa (2006:16) believes that a teacher-centred approach to writing may contribute to the learner's weakness in writing, especially in a first additional language. In Safa's (2006:21) view point, writing should be evaluated holistically. In other words, the overall impression of the learner's performance should be taken into consideration. The alternatives could be a text-based and communicative-based approaches to writing.

According to the Department of Basic Education (2011:9), the text-based and the communicative-based approaches are both dependent on the continuous production of texts. The main difference between the text-based approach and communicative-based approach is that the former explores how texts work and the main purpose is to enable learners to become critical, confident and competent readers and writers (Department of Basic Education, 2011:9), while the communicative-based approach assumes that learners have a great deal of exposure to the target language (Department of Basic Education, 2011:9).

The teaching of writing provides an important framework for evaluating writing for learning

(Beck, 2006:413). According to Ayliff (2010:2), the teaching of English to First Additional Learners has been done through a communicative-based approach. A communicative based approach is inclusive of writing informal and formal letters, which are text types that form part of Grade 9 English FAL creative writing, in South Africa. However, the concerns with a communicative-based approach in teaching writing to English FAL learners is that the learner's grammatical competence is not well-developed for formal academic proficiency (Ayliff, 2010:3). In other words, teachers may focus on teaching grammar to English FAL learners and learners may apply this in their writing. It may take time for learners to identify grammatical errors in their own work especially if they need to write coherent and formal text types. Even though this approach seems to be ineffective in South African classrooms, it has been a trend across the globe, dating back to the 1960s. Ayliff (2010:2) believes that a communicative-based approach to teaching English may not be effective in South African classrooms as there could be inconsistencies with grammatical accuracy, fluency and linguistic competence in the written language.

Teachers play a significant role in the learner's academic development. It is partly their responsibility to ensure that they teach in a meaningful way to encourage the learners to use their prior knowledge to understand the content of what is learnt in the classroom (Dong, 2017:150). Furthermore, teachers need to provide adequate support for learners to identify the purpose of writing (Badger & White, 2000:158). The development of writing often differs from learner to learner as they may be at different stages of writing development (Badger & White, 2000:158). Learners may draw knowledge by observing other learners and the teacher on the skills that appeal to them (Badger and White, 2000:158). A primary concern, however, is the attention given to creative writing in the classroom and whether the teaching strategies complement the needs of the learners. When writing academic essays, there are certain grammatical structures one needs to adhere to. Before a learner gets into the process of writing, an idea is supposedly formed in their mind and then they are encouraged to brainstorm. In some cases, learners are encouraged to brainstorm in English which may be linguistically demanding and complex for FAL learners (Meyer, 2000:233). Therefore, the teacher needs to facilitate learners' progress by enabling appropriate knowledge and skills through relevant teaching methods.

2.3 The South African Language Curriculum Policy and Practice

The Revised National Curriculum Statement (RNCS) for Grades R - 9 emphasizes the importance of Home Language teaching and learning, especially in the Foundation Phase where learners learn basic literacy skills such as reading and writing (Department of Education, 2003: 20). If learners are faced with the challenge of changing from their HL to a FAL, careful planning would have to take place to ensure that learning is effective. Learners are expected to write different kinds of texts for meaningful learning (Department of Education, 2003:20). The Department of Education (2003:20) notes that even though the other language skills such as reading and speaking have different outcomes, it is necessary to integrate all of them in the teaching and learning of writing.

In 2012, the RNCS (Grade R – 9) and the National Curriculum Statement (NCS – Grades 10 – 12) were revised into the Curriculum and Assessment Policy Statement (CAPS) which reviewed the requirements of writing and reiterated the importance of proper language use and knowledge of spelling patterns (Department of Basic of Education, 2011:37). The CAPS document emphasizes that the assessment of writing in the Senior Phase should focus on the learner's ability to create meaning to transfer knowledge into written form (Department of Basic Education, 2011:36). Therefore, teachers need to take into consideration that language learning is a process and should not seek perfection in the work produced by learners, especially in writing.

In the teaching of creative writing, teachers depend on texts to facilitate learning. These texts are often used as discussion points in the classroom (Pople & Michael, 2006:126). Both the RNCS and CAPS curricula emphasize the importance of writing a range of texts for meaningful learning. The curricula do not elaborate on creative writing, but they give an outline of the different kinds of essays such as argumentative essays, narrative essays, descriptive essays, letters and emails that have to be taught in Grade 9.

2.3.1 Language Curriculum requirements and writing

There are different requirements and genres with creative writing in schools that require learners to engage with different text types for different purposes (Badger & White, 2000:155). One of these text types are argumentative essays. Argumentative writing is cognitively-demanding and it emphasizes the importance of enabling learners to develop their own

arguments for or against a particular topic (Zabihi, Mousavi & Salehian, 2018:3). Crowhurst (1990:348) notes how learners' performance in argumentative writing is not as good as narrative writing. One of the reasons could be the lack of organization skills and underdeveloped language. Crowhurst (1990:348) maintains that argumentative writing is cognitively demanding and should be included in learning in earlier grades as the ability to persuade occurs early in spoken language. Crowhurst (1990:355) states that writing arguments are far more challenging as they present with cognitive difficulties accompanied by a lack of experience and knowledge.

The argumentative essay expects learners to be subjective and hold strong opinions about a particular issue (Department of Basic Education, 2011:41). There is a difference between the argumentative essay, discursive essay, reflective essay and expository essay. The discursive essay is rational and objective and aims to balance views of both sides of the argument whereas the argumentative essay expresses strong opinions from a writer's view point and is subjectively argued (Department of Basic Education, 2011:40).

The expository essay, on the other hand, clarifies and gives facts on unfamiliar concepts and the research idea is usually supported with figures and facts whereas the reflective essay reveals sincerity. In a reflective essay the writer usually uses personal involvement to reveal their feelings and emotions in a subjective manner (Department of Basic Education, 2011:41).

The narrative essay is a presentation of events and learners are expected to use descriptive elements when writing (Department of Basic Education, 2011:40). The descriptive essay is written to create mood and learners are expected to use figures of speech and create a picture with words (Department of Basic Education, 2011:40).

There are other text types learners engage with in writing such as formal and informal letters. The formal letter requires learners to write in simple direct language and adhere to its requirements, whereas the informal or friendly letter expects learners to use informal to semiformal language, register and style (Department of Basic Education, 2011:42).

The agenda and minutes of a meeting, speech, emails, interviews, reports, curriculum vitae, directions, diary entries, advertisements, obituaries, dialogues, newspaper and magazine articles are among the other text types that make up creative writing in the SP (Department of Basic Education, 2011:42-47). Story-telling presents the writer with freedom to express from a body of experiential knowledge (Crowhurst, 1990:355). These text types are usually used in

everyday life and enable the learners to gain skills that are essential in the world of work and life.

According to Crowhurst (1990:355) generating content in universal topics or public issues requires specialized knowledge from the learners' usual experiences. These text types are advantageous in that learners will be able to communicate well, learn how language structures and conventions are used and develop a shared language in writing. Learners may critically evaluate their own texts and those of others in terms of meaning making (Department of Basic Education, 2011:49). Therefore, writing in general may be a challenge to learners with little or no experiential knowledge of a particular topic. Many South African Grade 9 learners are faced with the task of writing in English FAL that impacts on their understanding of the topic and giving content-based knowledge on their own experiences.

As indicated earlier, the focus of this study is on the teaching and learning of creative writing in English FAL. According to the 2012 National Education Evaluation and Development Unit (NEEDU) report, the teaching of writing skills is seen as one of the most neglected areas of language learning in South African primary schools (Taylor, Draper, Muller & Sithole, 2013:75). The teaching of creative writing entails a preparation of resources and critical thinking and learners usually generate their ideas through lived experiences, thinking and personal cognition (Wang, Chang, Lin & Chen, 2018:2). Wang, Chang, Lin and Chen (2018: 2) believe that teachers can facilitate learners' creative writing abilities by using various tools that could complement their pedagogical skills. In addition, Wang et al. (2018:3) believe that using web-based learning could assist teachers in the teaching and learning of creative writing.

Web-based learning entails developing learners' skills and constructing their knowledge by the 'thinking in action' approach (Liu & Chi, 2012:204). The thinking in action approach involves creativity and is usually an individual's short-term and working memory that promotes self-examination (Liu & Chi, 2012:205). In other words, 'thinking' influences an individual's dynamic state in action and in thinking (Liu & Chi, 2012:205). Furthermore, the 'thinking in action' approach is related to web-based learning because learners need to develop their skills and construct new knowledge in the modern society (Liu and Chi, 2012:205).

Web-based learning is the delivery of learning material through a web browser via internet connection (Chiu & Wang, 2008:194). Learning to write through the medium of web-based learning is said to be effective as it equips learners with techniques such as, sounds and images (Woottipong, 2016: 73). In addition, the teacher is able to improve activities easily rather than

with the conventional teaching methods (Woottipong, 2016:73). Woottipong (2016:74) found that paragraph writing was successfully taught through web-based instruction. The learning achievements of students who studied English writing with web-based instruction were higher than those who studied through conventional instructional methods. However, learners need to have sufficient background knowledge with the use of computers and web-based instruction. In the event that the learner is not able to use web-based instruction or connect to the internet, learning will not be effective (Woottipong, 2016:74).

However, given South Africa's current dispensation and the lack of resources in many classrooms, web-based learning could take time to materialize as compared to technologically driven countries such as China and Japan. In South African classrooms, many. learners come from disadvantaged backgrounds where they may find it challenging to process the demands of technology in the classroom, whilst affluent schools and classrooms may benefit from web-based learning. There is always a divide that alludes to issues such as affordability and maintenance of these infrastructures, especially in the disadvantaged schools. Notwithstanding language barriers in the less developed areas, where learners would be prompted to adhere to the demands of understanding technology and learning to write in English.

However, there has been progress in the development of technology in some South African classrooms, with the rollout of tablets in classrooms (Jantjies, 2019). Before technology can take full effect in classrooms, there needs to be a shift in developing proper infrastructure to support online and offline access to digital resources and content developers need to develop adaptable systems that accommodate the diverse cultural and language differences (Jantjies, 2019).

It is important for learners to understand and know the different kinds of English FAL text types they write in the Senior Phase regardless of the language barrier. In addition, learners need to be aware of the purpose of these texts and adhere to the grammatical convention when writing. Writing is a cognitive activity and learners should be able to process their thoughts into text. Teachers should also facilitate learning and help learners process the demands of writing in line with the outcomes of the curricula. In the next section, I define writing as a cognitive activity and how the language influences the teaching and learning of writing.

2.4 Conceptualising Writing

Writing is understood as a process of translating thoughts into text and may be cognitively demanding for a learner writing in a FAL. It is a process that is dependent on the linguistic resources of a language (Graham & Harris, 2005:17). In this section I conceptualize writing and its significance in teaching and learning.

2.4.1 Writing as a linguistic and cognitive practice

Writing is conceptualized in many different ways. It is a process of transferring speech into written words; thus it is regarded superior to the other language skills such as reading, listening and speaking (UNESCO, 2006:149). According to Defazio, Jones, Tennant and Hook (2010:34) writing is a process that involves the acquisition of comprehension skills and the application of new knowledge. It is mainly grounded in the cognitive domain and entails more than adhering to the conventions of writing (Defazio, Jones, Tennant & Hook, 2010: 34). It requires problem-solving skills, reflection and revision of thoughts and a sense of creativity (Defazio et al., 2010: 34). It can be to express what learners feel and for the development of imaginative skills (Bloch, 2002:71).

According to the Department of Basic Education (2011:35), writing is an instrument of communication, which enables learners to communicate creatively and functionally. Writing is an essential skill that enables learners to think about grammar and spelling (Department of Basic Education, 2011:35). Furthermore, writing enables learners to process language and accelerates language acquisition (Department of Basic Education, 2011:35). It is one of the fundamental factors of academic success as learners are expected to engage with different text types and various academic writing assignments in their learning (Bustamante & Eom, 2017:44). The Department of Basic Education (2011:36) maintains that writing skills can only be developed through writing rather than through the other language skills. Writing is the translation of linguistic symbols into print.

Writing and reading share similar cognitive processes such as constructing the meaning of texts and how these texts interrelated (Fitzgerald & Shanahan, 2012:40) (Department of Basic Education, 2011:36).

Both reading and writing have similar cognitive processes which involve the construction of meaning, planning and revision of texts. In other words, if a learner cannot read certain words

he/she will not be able to identify them in writing so writing is perceived to be complex (Schunk, 2012:424). Furthermore, good writing is creative and inspirational hence the aspects of creativity cannot easily be taught (Schunk, 2012:424).

Good writers spend a generous amount of their time thinking and organizing their thoughts. On the other hand, substandard writers spend their time trying to avoid errors and revisiting the grammatical errors in their work when they are asked to assess what they have written (Schunk, 2012:427-428).

English FAL learners may experience language barriers in their writing. These learners may not only find it difficult to write in English which is a FAL to them but also find it discouraging to find the grammatical errors in their work. Therefore, support needs to be provided to English FAL learners by integrating grammar and language use in writing lessons.

According to Biggs and Collis (1982:59), written texts are quite demanding for the writer, yet still less sophisticated to other school subjects. The writing text demand simultaneously thinking of hand-writing, spelling, punctuation, word choice, intention and organization and are located in the working memory (Biggs & Collis, 1982:59). Hand-writing, spelling, punctuation, word choice intention and organization could be difficult to grasp, especially for a learner who is only in the process of learning to write. Furthermore, the quality of written texts is dependent on integrating various processes that include transcription and planning. However, these processes receive little to no attention in many schools (Biggs & Collis, 1982:59). Hence this study seeks to understand how learners are taught writing through the medium of English and how they are able to engage with writing in English First Additional Language (FAL).

According to Butcher and Kintsch (2001:277) the limitation with academic writing is that it requires learners to compose well-written tasks with limited domain knowledge, together with restricted cognitive process support. In other words, learners are expected to write according to their lived experiences and in most cases these experiences happen in a learner's home language. Supporting learners' writing entails an understanding of the cognition types such as problem-solving processes that are involved in writing and thinking plays a role in text production (Butcher & Kintsch, 2001:277). Therefore, this could influence the learners' ability to write with meaning, especially if they write in a language in which they have limited proficiency.

It is quite imperative for learners to document information and show their understanding through expression of thoughts in writing (Datchuk, 2017:62). But learners view writing as a dreaded exercise as it involves a process of transferring thoughts onto paper whilst still trying to adhere to the conventions of writing, such as grammar and spelling (Defazio et al., 2010:34). Written expression is perceived as the repertoire of writing skills which includes handwriting, sentence construction and grammar. It further extends to more complex skills such as the composition of paragraphs and essays (Datchuk, 2017:62). Butcher and Kintsch (2001:319) maintain that the writing support provided to learners is quite dependent on the timing and nature of support. Teachers need to focus on content in order to improve the quality of the learners' written texts so that they are well prepared for their professional lives and produce better results especially with subjects that require writing (Butcher & Kintsch, 2001:319). Therefore, poor writing skills could have a negative effect on learner's academic and professional lives. Hence it is regarded as a process that evolves over a period of time. In the next section, I discuss the process and product based approach to writing.

2.4.2 Writing as a Process and Product

Writing involves a process of planning, sentence generation and revision of texts. It is an indication of the maturity of cognitive processes rather than a by-product of the text (Butcher & Kintsch, 2001:278). According to Pople and Michael (2006:125), product and process-based approaches seem to be the most dominant features in the teaching and learning of writing skills. The product-based approach is concerned with the finished product, which is the text. It also includes the structural parts of an academic essay (Pople & Michael, 2006:125). On the other hand, the process-based approach is the practice of effective writing by revising and rewriting and it entails going back to written work, thinking and moving forward (Pople & Michael, 20016:126).

In the process of writing, the learner probes his/her prior knowledge and memories to make sense of his/her writing (Dillan & Sternberg, 1983:63). Writing is an appealing instructional activity and the more frequent learners write, the better their chances of improving their communication skills (Klein, 1999:203). It could also potentially enhance a learner's skills in identifying the forms of writing which, according to van der Westhuizen (2010:474), include transactional writing, expressive and poetic writing. These writing types form part of the requirements of the South African Senior Phase creative writing curriculum. They are also a

prerequisite in various academic disciplines (Klein, 1999: 204). Writing contributes to our everyday lives and enhances the expressions of the world (Pfeiffer, 2014:117).

Badger and White (2000:157) identifies the process-based approach as an ineffective way of teaching writing as it gives little attention to the types of texts produced by the writer. The process-based approach provides linguistic knowledge to learners to make their writing successful. It gives learners an understanding of the importance of writing skills and how their writing skills could aid to the overall development of their writing (Badger & White, 2000:157). With the process-based approach, learners are able to use what they have learnt with these different text genres in their own writing (Sakoda, 2007:1145). In other words, English FAL learners could be given a written essay and assisted in identifying the vocabulary used, sentence construction and overall layout of the text. This could assist them in developing their own written essays with the knowledge of the vocabulary used and how an essay should be constructed.

The product-based approach, on the other hand, limits the planning of writing in the classroom. In addition, the skills learners bring into the classroom are sometimes undervalued (Badger & White, 2000: 157). In this approach, learners are given instructions to write an academic essay that imitates a certain pattern (Nordin, 2017:76). The product-based approach is based on the foundation of linguistic knowledge of texts, which are learnt through imitation (Nordin, 2017:76). This could affect English FAL learners writing as they would need to have rich vocabulary and link information to their home language in order to write meaningful texts.

Sakoda (2007:1144) argues that the two approaches cannot be separated but used integrally and neither one of the approaches should be overemphasized. The steps the learner takes before engaging with writing is just as educationally nourishing as the finished product. In other words, if learners are able to identify the errors in their finished product they will be able to assess the steps taken during the process of writing and rectify their errors. Sakoda (2007:1145) maintains that the product-based approach enables learners to learn structure features and writing skills with different text genres.

The main difference between the product-based approach and process-based approach is that, written texts are given priority in the product-based approach whereas are shown at the end or middle of the writing process with the process-based approach.

I believe that the product-based approach and process-based approach should both be considered in writing especially when writing in a FAL because learners will be able to produce their written texts through the process-based approach and compare their written texts with other written texts through the product-based approach.

The diagram below, adapted from Dillan and Sternberg (1983:63), indicates the process of writing.

Figure 1: The Writing Process: *Adapted from Dillan and Sternberg (1983:63)*
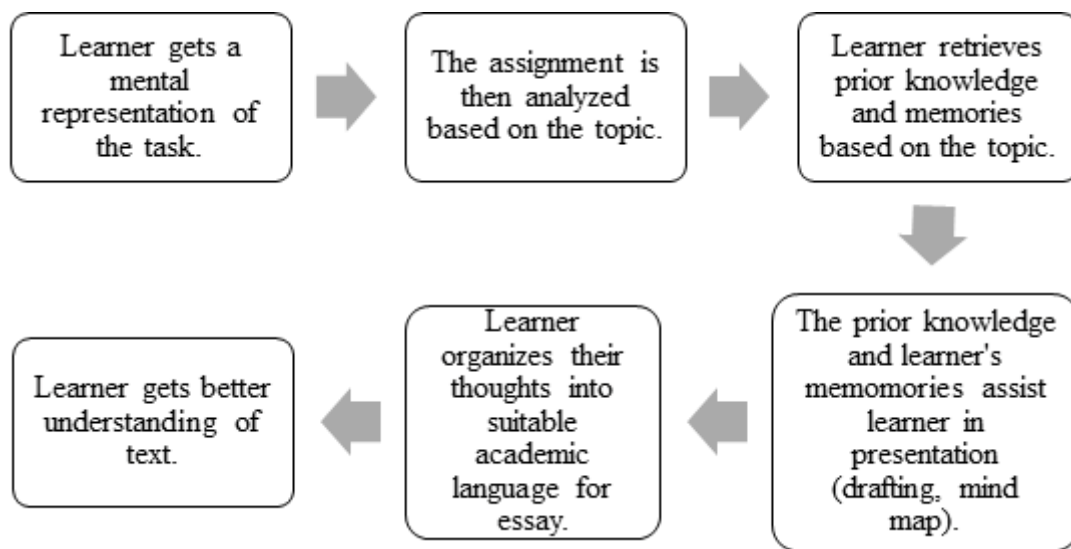
The figure illustrated above demonstrates the process a learner goes through when engaging with writing (Dillan & Sternberg, 1983:63). The learner gets a mental representation of the task he/she needs to write, which is then analysed in terms of the topic. The analysis of the topic allows the learners to retrieve prior knowledge which would assist them in the presentation of the assignment (Dillan & Sternberg, 1983:63). The learner then organizes his/her thought process into a suitable academic language appropriate for the essay.

Young children go through a series of stages as they develop basic motor skills in the production of letter and word formation (Hullinger-Sirken & Staley, 2016:74). They go through various stages that include the acquisition of knowledge regarding the writing process. These steps include writing through certain representations such as drawing, scribbling, letter creation, bringing letters together to form words, making use of spelling to form words and then following the conventions of spelling to form words (Hullinger-Sirken & Staley, 2016:74-75).

2.4.3 The Language Curriculum and the Writing Process

According to the Department of Basic Education (2011:36), the process of writing in a FAL as stipulated in the Curriculum and Assessment Policy Statement, entails planning and prewriting, drafting, revising, editing, proof-reading and presenting. However, certain text types such as the curriculum vitae and direction do not always follow all these steps. The process of writing for the teacher involves guiding the learners through a series of steps such as brainstorming, outline, rough draft, evaluation and final draft (William & Mary, 2015:2).

The process of writing requires the teacher to mediate the learner's writing. This happens when learners plan or pre-write, they analyse the structure and register, then they write a first draft which takes into consideration the purpose, audience, topic and the genre. This approach is similar to Dillan's and Sternberg's (1983:63) framework that highlights the learner's mental representation of a task. The brainstorming step is usually guided by the teacher before the learners work independently (William & Mary, 2015:2). According to Maghsoudi and Haririan (2013: 60) brainstorming encourages learners to generate ideas and possible solutions to emerging problems. It helps the learner to transfer their thoughts to writing (Maghsoudi & Haririan, 2013:61).

The CAPS document does not emphasize Dillan's and Sternberg's (1983) second and third steps of the assignment where learners have to analyse information based on the topic, and also retrieve from their prior knowledge. These steps are integrated in the first step when learners plan their written work. This step occurs when teachers give the learners an outline that enables them to visualize the different topics and paragraphs of a text (William & Mary, 2015:2). The learners then refine their word choices, sentences and paragraph structure (Department of Basic Education, 2011:37). This step in the process of writing is when learners organize their thoughts into a suitable academic language (Dillan & Sternberg, 1983:63). It involves two steps from the teachers' process of writing namely the draft and evaluation process. The draft process allows the teacher to assist learners in organizing their sentences into flowing paragraphs and the evaluation step enables the teacher to proof-read the learner's writing for spelling, grammar and number of paragraphs that will guide the learner to make the necessary corrections (William & Mary. 2015:3).

 Lastly, learners write their final draft and present the text (Department of Basic Education, 2011: 37). The final draft of the written work is then submitted to the teacher for assessment and evaluation (William & Mary, 2015:3).

The final step is not linked to Dillan's and Sternberg's (1983) final step of getting a better understanding of the text. However, the learners get to understand and improve on their writing. The learners' and the teachers' final steps are similar as they consider planning and visualizing a text and working through organizing a text. The only difference is that the teacher acts as a mediator in assisting the learners get through these steps for writing achievements.

Dillan's and Sternberg's (1983) first three steps are considered by the CAPS (Department of Basic Education, 2011) as one step in the writing process. They consider the learners' prior knowledge in the planning of written texts. These steps assist the learners to work independently and develop their word choice and vocabulary. Therefore, these writing steps are necessary in the development of writing skills as both the teacher and the learners will be able to identify the strengths and weaknesses in writing.

According to Zhang, Hur, Diamond and Powell (2015:307) the classroom is perceived as an environment where learners develop writing skills. The environment in the classroom needs to be inclusive of environmental prints and writing material in order to promote the learner's self-initiated writing attempts (Zhang, Hur, Diamond and Powell, 2015:307). In addition, the manner in which teachers arrange and use writing materials in the classroom is an indication of the support they provide learners with (Zhang et al., 2015:308).

 Chaiyadejkamjorn, Soonthonrojona and Sangkhaphanthanon (2017:228) maintain that teachers need to create an environment where learners are given a space to practise their writing and generate new ideas. Once the teaching and learning of writing is planned, learners may be able to develop proficient writing skills and become better writers (Chaiyadejkamjorn et al, 2017:228).

However, for this strategy to be effective, teachers need to integrate writing tasks as the topmost priority in the classroom. In addition, they should give allowance to learner-centred instruction models and become aware that learners need to construct their own knowledge (Chaiyadejkamjorn et al., 2017:228).

2.4.4 Creative Writing as a form of expression

There is not enough literature that gives an explicit definition and understanding of creative writing. Pfeiffer (2014:15) believes that writing is a complex process pertaining to the communication and the construction of texts to effectively express ideas in writing. She defines

creative writing as a way to provide an opportunity for learners to seek a more personal and emotional reality for their ideas (Pfeiffer, 2014:36). Creative writing is perceived as a form of creative expression, where the process of creativity takes place. The process of creative writing includes technical skills that depend on cognitive abilities, thinking skills which include the generation of novel ideas and motivation to do the task and the attitude towards the task (Greyling, 2011:47). Greyling (2011:47) further maintains that the social environment has an influence on creativity and how the learner constructs ideas.

Creative writing is part of life and one of the primary goals of creative writing is to communicate the writer's goals with the reader (Chaiyadejkamjorn et al, 2017:227). It requires the writer to be skilled and use imagination and innovative ideas (Chaiyadejkamjorn et al., 2017:227). Furthermore, creative writing facilitates learner's presentation of their imaginative writing skills as compared to other forms of writing (Chaiyadejkamjorn et al., 2017:227). In addition, Chaiyadejkamjorn et al. (2017:227) maintain that creative writing can improve practical ideas that learners could apply in their daily lives. These skills could include learning how to write motivational and cover letters, which are included in the SP Grade 9 curriculum. Therefore, it is quite imperative for teachers to produce a relaxed classroom environment that will stimulate learners' creative writing activities, which they may enjoy regardless of their individual differences (Chaiyadejkamjorn et al., 2017:227).

Creative writing is a form of writing that encourages imagination and creativity. It is an open-ended poetic construction, which is based on a self-selected or given topic to encourage the writer's ability to express themselves (Biggs & Collis, 1982:60). The requirements of creative writing are guided by policy and curriculum documents.

Another term used for creative writing is expressive writing. According to Bilton and Sivasubramaniam (2009:303) writing is a creative expression which emphasizes sincerity, originality and integrity. One of the prevalent elements of creative expression is the shift from structuring the essay to focusing on creativity and self-discovery (Bilton & Sivasubramaniam, 2009:303). According to Klein (1999:203) expressive writing shares the same characteristics as poetic writing because both require the writer to adhere to the forms of language structure. It is closely related to transactional writing which requires a writer to adhere to the conventions of language (Klein, 1999:272).

Expressive writing allows writers to connect to thoughts as they are lived and felt (Yoo, 2018:5). Creative writing entails artistic principles which inspire generative ways to experience

the world (Yoo, 2018:6). Jensen and Blair (1997:526) believe that creative writing is a therapeutic construct for a number of reasons: for the resolution of unconscious conflicts, for the productive purpose of tasks and for creating a transitional space (Jensen and Blair, 1997:526). In other words, when learners engage in writing, they may unconsciously express their pain and anxiety. They learn through writing by stimulating their cognitive skills with regard to how sentences should be constructed through constant revision.

Writing also enhances learners' academic writing skills and create a space for them to be alone with their thoughts. Therefore, if English FAL learners constantly engage with writing, their proficiency in English could be enhanced because they could learn from their written texts, revisit or draw on existing knowledge from their HL and revise what they have written.

One of the limitations of creative writing is that it lacks clarity and may cause tension amongst learners, based on the teachers' pedagogies and expectations (Jordan-Baker, 2015:238). Furthermore, a creative writer's process is both external and internal, even though it is deeply rooted in the internal mind and expressed through writing. In other words, both a HL and FAL learner may have a mental presentation of what they want to write and how they want to structure it before they put it in words on paper. According to Freiman (2015:129) when writing is external, it is connected to the writer's world and wider environment, which is a product of their responses to that world. Therefore, English FAL learners may find it challenging to connect to the environment when writing since the knowledge in their socio-cultural environment is built and maintained through their home language.

Creative writing is rooted in the writer's world and broader environment and is an indication of their responses and feelings to that world (Freiman, 2015:129). In other words, learners are always in the process of writing as they live through their experiences, even though these processes are internalized in their cognitive mind. They eventually express these thoughts and feelings on paper through writing.

2.4.5 Writing as a Socio-cultural construct

Writing is defined as a social and cultural practice (Landis, 2003:281). This means that, writing represents multiple human activities with language and culture which plays a role in learner's writing in schools. (Landis, 2003:283). Teachers enable learners to develop an understanding about the societal, social and cultural literacy practices that play a role in the interpersonal use of writing (Landis, 2003:283).

According to Van Steensel (2006:368), learners usually become acquainted with writing long before their first day in school by observing and participating in literacy activities in their home environment. Parlakian and Sanchez (2006:53) argue that individual experiences and interactions impact on the cultural lens in which individuals understand the world around them. As a result, each individual is a product of their family, upbringing, community, history and environment (Parlakian & Sanchez, 2006:53).

A learner's cultural background is fundamental in literacy learning. Teachers need to make efforts to understand the diverse family cultures of the learners to make the curriculum more meaningful to them (Parlakian & Sanchez, 2006:54). Parlakian and Sanchez (2006:54) state that teaching strategies should be effective enough to take into consideration the issues of different cultures. Teachers should also understand the different communication styles of learners and how it potentially affects their leaning. The different communication styles could be understood by observing the learner's use of language, talking with the parents and the learner's interaction with others (Parlakian & Sanchez, 2006:54).

Furthermore, Ferdman, Weber and Ramirez (1994:4) state that language and culture in the educational system may differ from those of the home environment. As a result, many learners develop literacy in English whilst already having acquired these skills in their home language (Ferdman et al, 1994:4). This could potentially affect English FAL writers because learners would not have the background knowledge of writing or the language they need to write in. English FAL could be strengthened through linguistic knowledge from their social environment and teachers need to understand and accommodate these differences between the FAL and the learners' HL. The implication for English FAL learners is that the linguistic structure of their home language and English are not the same (Molteno, 2017:12) and this could potentially affect the errors they make when they are writing.

In the next section, I explore the barriers experienced by English FAL learners with the teaching and learning of writing in English.

2.5 Factors influencing learners' writing proficiency

Language barriers may affect the teaching and learning of any subjects in schools. In a study conducted in Cape Town by Navsaria et al. (2011:98-100) that focused on Intermediate Phase learners, teachers identified barriers that impeded academic success in writing. Some of the barriers include lack of inclusive education, education practice, limited reading and writing

opportunities, aversions to reading and writing, teaching strategies and teachers' perceptions of the teaching and learning of writing in a FAL.

A similar finding was expressed by Akinyeye and Pluddemann (2016:7) that inadequately trained teachers, lack of classroom management, time constraints according to the needs of the curriculum and learner-teacher ratio were some of the factors that made the teaching and learning of writing an insurmountable task. In addition, learners are given inadequate time in the classroom to do creative writing stories, compositions and paragraphs (Akinyeye & Pluddemann, 2016:7). Writing instruction in many classrooms is merely based on worksheets that are not necessarily an aid to the development of writing skills (Navsaria et al, 2011:98).

Navsaria et al. (2011:99) noted the importance of adequate training in the Foundation Phase to initiate the development of proficient reading and writing skills and to enable learners to cope in the Intermediate and Senior Phase. However, Akinyeye (2012: 40) believes that as learners get older and progress into different grades, the need for content support in academic task is reduced. Some learners are promoted to the next grades without having acquired basic language skills or even having met the necessary outcomes of that particular grade (Navsaria et al, 2011: 99). This practice could pose as a risk since tasks become more cognitively demanding when learners progress into the higher grades. The learner then needs to overcome the language barrier when writing, succumb to the cognitive demands of the grade and still be expected to perform at an acceptable level across the curriculum.

Mabasa and Lumadi (2016: 90) established that FAL learners often use the wrong prepositions when writing. In addition, learners fail to write coherent sentences. Some of the major issues with learner writing is punctuation errors and spelling mistakes (Lumadi, 2016:90). Parents' lack of involvement is one of the factors that impede success in the teaching and learning of writing (Navsaria et al, 2011:90). Taylor, Servaas and Mabogoane (2012:5) state that the majority of learners in South Africa are in a historically disadvantaged system that affects their low proficiency in reading and writing. A study conducted by Mabasa and Lumadi in Mpumalanga (2016:7492) discovered that learners were given sufficient writing activities in the classroom but the resources provided to learners did not reflect on their writing skills.

Manning (2017:8358) believes that the factors affecting the teaching and learning of creative writing should be established and worked on. If creative writing is properly taught in schools, then many learners would be voluntarily involved in the process of writing (Manning, 2017: 8538). In a similar vein, Navsaria et al. (2011:100) argued that an improvement of the teaching

strategies would enhance the development of writing skills, especially for those learners who face other challenging circumstances such as the lack of parental support and socio-economic difficulties.

Zhang, Bingham and Quinn (2017:549) reiterated the importance of accommodating the learner's pace in the development of writing skills by supporting the learners individually according to their needs. However, this strategy could overburden teachers, especially in overcrowded classrooms.

The social community together with the school and learners need to collaborate to promote the development of written language (Navsaria et al., 2011: 102). Taylor, Servaas and Mabogoane (2012:7) believe that frequent exposure to English for learners whose home language is not English would be beneficial for both literacy and numeracy. Learners who speak English at home and in their social environment perform significantly better than those who do not speak it (Taylor, Servaas & Mabogoane, 2012:7).

According to Navsaria et al. (2011: 100) teachers emphasize various opportunities that would aid learners in the development of their writing skills. These include reading books and writing opportunities in the classroom (Navsaria et al, 2011:100). Mabasa and Lumadi (2016:79) also maintain that learners should be given more writing activities, work in groups and use different teaching strategies to support the development of writing skills.

In view of the above, one may argue that the teaching of writing and creative writing should be strengthened in the lower grades to accommodate the needs of all learners in a way that will complement their overall educational achievement. Writing as an academic activity is more formal and factual whereas creative writing tells a story using creativity, imagination and figurative language. Furthermore, writing is a cognitive activity and demands the learner to think and process demands in the language they are writing in. Therefore, this could pose a challenge to English FAL learners who think and write in their home language.

In addition, it would be useful to effectively teach FAL writing in the early stages of a learner's life so that they may cope with the writing demands in higher grades. Learners need to be exposed to English in their socio-cultural environment in order to overcome the barriers they face when writing in the classroom. When learners write in the classroom, they use their existing knowledge and use this knowledge to construct meaningful texts.

A study conducted by Leibowitz (2005:673) shows that students in university skipped words in their writing when they were struggling to find the words in English; thus making their essays less detailed. In addition, being assessed in English FAL proved to be a challenge to university students. Therefore, the expectation for the English FAL Grade 9 learner to perform well in writing tasks may be a challenge. Furthermore, if one is assessed in a language in which they have low proficiency, the language becomes a barrier because some words may be used in the wrong context. This view is supported by Abedi (2004:7) who expressed that learners with Lower English Proficiency (LEP) may be limited in demonstrating their everyday knowledge because they are unfamiliar with the complex linguistic structures of the question. In other words, they might not recognise certain words or vocabulary and misinterpret them.

In this way, they may write essays that do not relate to the given topic or question. In addition, they may fail to meet the requirements of the intended outcomes of the assessment set out for them.

A study by Uys, Van der Walt and Van den Berg. (2007:74) reported on arguments made by teachers that indicated that the teaching of writing was the most neglected in language learning. Some teachers identify spelling errors in learners' compositions and only a fraction of those teachers would take interest in teaching their learners how to write coherent sentences. Studies conducted by Morgan and Bourke (2005) and Uys et al. (2007) conclusively indicate that there needs to be an understanding of the various perceptions of the teachers' pedagogical strategies in writing and how they enhance the learners' development in writing. These studies do not argue and elaborate on the challenges faced by Grade 9 learners when engaging with creative writing

Akinyeye (2012) conducted a study on the approaches to the teaching and learning of writing in English as a second language in Senior Phase classrooms in the Western Cape. Akinyeye (2012:86) states that there is difficulty with spelling in schools. Furthermore, learners have difficulty with punctuation, pronunciation and spelling words correctly. Akinyeye (2012:87) further reports that teachers use lessons as a platform to teach learners about tenses and give the learners more reading and writing activities. This could benefit English FAL learners because they would be able to improve on their writing with the correct grammatical and structural knowledge of the language. Creative writing forms part of a learner's everyday life and the need to write coherent texts in English and isiXhosa could aid to the development of other language skills such as the ability to construct a well written speech and be able to present

that speech in a coherent manner. Hence this study sought to look at the teaching and learning of creative writing in the Senior Phase, specifically to Grade 9 learners.

Pfeiffer (2014: 56) cautions that FAL writers must not feel intimidated by the requirements of grammatical correctness but rather find pleasure and academic success out of writing. In other words, learners ought to find writing, even if it is in an FAL intrinsically and educationally nourishing. For example, if isiXhosa home language learners write different forms of essays in English, they may be bound to spelling and grammatical errors. However, when these learners write different kinds of essays, they may be able to express their thoughts on paper regardless of the English language requirements.

The challenges of writing within the context of South Africa seem to be as prominent as on a global scale. Manyike (2014) did a study on writing skills in English Second Language of learners from a rural primary school. In this study, Manyike (2014:67) emphasizes how a good foundation of a first language facilitates the acquisition of a FAL. This study focused mainly on Grade 7 Sepedi HL learner's writing and reported the excellent English writing proficiency skills in rural schools from these FAL learners (Manyike, 2014:68). The proficient writing skills, however, were attributed to the school's bilingual language policy (Manyike, 2014:68). It is imperative for learners to acquire basic writing skills to cope in higher grades and for employment and epistemic success (Navsaria, Pascoe & Kathard 2011:96).

Adeyemi (2008:2) maintains that writing in English is imperative in the field of education as it is a tool for assessment, and a medium of instruction across the curriculum. In the case of Grade 9 English FAL in South Africa, the teaching of grammar, sentence construction and coherence should be prioritized so that learners may focus more on developing their proficiency in English. However, the development of good writing skills and English as a second language may be done simultaneously by incorporating spelling tests and grammar lessons into writing lessons. In addition, the development of writing skills in English may grant these learners with academic opportunities in higher grades and tertiary education.

The hegemonic status of English may influence writing achievements in schools. According to Akinyeye and Pluddemann (2016:1) writing has been the main form of assessment in language subjects, particularly English, and still presents a challenge in many South African schools. Furthermore, the teaching of writing is also another major challenge and as a result, the learners' academic writing is severely affected (Akinyeye, 2015: iii). In a similar vein, Pfeiffer (2014:55) believes that, when learners write in a second language, they generally provide texts

that are filled with rhetoric and grammatical errors. Furthermore, Pfeiffer (2014:56) argues that FAL writers face challenges such as collaboration, revision and practice when writing in an academic environment. These challenges are easy for HL writers to overcome. However, writing is still considered a difficult skill to attain especially in a second language. Some of the hindering factors include cognition, language proficiency and writing proficiency (Bustamante & Eom, 2017:44). When learners write in the classroom, they use their existing knowledge and use this knowledge to construct new knowledge by writing meaningful texts.

The next section will discuss Vygotsky's Social Constructivism theory and its relevance in the teaching and learning of English FAL.

2.6 Theoretical Framework

This study is informed by Vygotsky's Social Constructivism Theory. While this theory has been in existence for decades, it is still relevant today with regard to teaching and learning. In the context of this study, it enables me to understand the teaching and learning of writing.

Constructivism emerged in the 1980s and 1990s as a leading metaphor in human learning (Liu and Matthew, 2005: 388). Kaufman (2004:303) emphasizes how Constructivism has been used as a lens to understand the development of language and linguistics, especially literacy. Constructivism emerged in education as a dominant paradigm with a focus on the development of pedagogy (Kaufman, 2004:303). Children's knowledge construction occurs through the development of new understandings through the medium of reading, listening, experience and exploration (Kaufman, 2004:303). In other words, when the learner is in the process of learning he/she simultaneously works with the new and existing experiences which are then used for new understanding. Liu and Matthew (2005:393) claim that the minds of humans are shaped by language, with history and culture as the foundation of language and individual thinking. In other words, learner's upbringing influences the way they write in the classroom and the manner in which they use language, which in turn influences their writing styles and choice of words.

The Constructivism Theory is deeply rooted in Piaget's Theory of Cognitive Development and is the foundation of Vygotsky's Socio-Cultural Constructivist Theory (Kaufman, 2004: 303). Piaget's theory of Cognitive development involves the process of assimilation and accommodation which are used in an individual's everyday life (Huitt & Hummel, 2003: 1). Assimilation is the process of transferring elements of the environment into pre-existing

cognitive structures, whereas accommodation is the process of changing these cognitive structures to accept new knowledge from the environment (Huitt & Hummel, 2003:1).

In the context of this study, when learners learn to write in a new language or FAL, they usually build on existing knowledge of their home language. The process of accommodation takes place when the new knowledge is acquired on the basis of the existing knowledge that may also change the learner's way of thinking. However, this may be challenging for English FAL learners who have little knowledge of English to go through the process of Accommodation and Assimilation. Since learning new skills are assimilated into existing schemas, it may be challenging to learn a language that is distant from one's home language in terms of syntax and lexicon.

According to Dudley-Marling (2004:3) learning usually takes place through the medium of language, which is also dependent on the social setting. Learning takes place in participation frameworks rather than in the minds of individuals (Dudley-Marling, 2004:2). This means that learning happens when one interacts with others in the environment. Social and cultural learning cannot take place with only one individual it is through others that one acquires social and cultural knowledge (Dudley-Marling, 2004:3).

Kapur (2017:7065) explains that learning and receipt of information is not necessarily an indication that a learner has acquired and learnt the new information but rather an illustration of the importance of information analysis and the ability to think critically. It is difficult to understand the new information if there is no existing knowledge of what is being learnt. In the case of writing, it is important to follow the steps that are presented in Figure 1 to assist learners in creating new knowledge by planning, drafting and re-writing to produce meaningful texts.

Constructivism is a broad concept and it is perceived as the best method for teaching and learning in schools (Kalina & Powell, 2009:241). Social Constructivism and Cognitive Constructivism are a product of Constructivism and should be used effectively in running a Constructivist classroom (Kalina & Powell, 2009: 241). In Cognitive Constructivism ideas are constructed through the learner's thoughts whereas in Social Constructivism the ideas are constructed through their interaction with others (Kalina & Powell, 2009:241). This study relies on the Social Constructivism theory to understand how learners' social cultural environment plays a role in their writing.

Social Constructivism differs in terms of the definition of knowledge and learning (Gredler, 1992:85). According to Gredler (1992:85), Social Constructivism perceives the classroom as a community that aims to develop knowledge and knowledge is said to be transactional. This means that a learner can learn from their environment and from their peers. In addition, learning is socially constructed and distributed among co-participants (Gredler, 1992:85). This means that learners learn in their social environment and share their knowledge with one another within the same environment. Gredler (1992:89) states that Social Constructivism consider knowledge to be a human construction whereby individual knowledge cannot necessarily be generated by other learners but learners can share this knowledge with each other.

As stated before, the social context plays an important role in Social Constructivism. There are two aspects of social context which affect the progress of learning, namely, the systems garnered by the learner from their particular culture and the social interaction with knowledgeable members in the learner's community (Pritchard & Woollard, 2013:6). The culture of the learner involves the language and the use of logic whereas social interaction involves the development of thinking skills (Pritchard & Woollard, 2013:6). In other words, learners acquire and understand language use in the community in which it is used.

Furthermore, there are three fundamental aspects of Social Constructivism namely, reality, knowledge and learning (Pritchard & Woollard, 2013:7). Reality is constructed through the learner's social activity. In other words, learners are able to construct their own reality which will not always coincide with the reality of others (Pritchard & Woollard, 2013:7). Pritchard & Woollard (2013:7) state that knowledge is also a human creation that is constructed by cultural and social means. In other words, the understandings are created by the learner through their social interactions with their environment (Pritchard & Woollard, 2013:7). Learning is a social process, and it is not simply an individual's or passive process. In other words, learning is effective when learners engage in social and collaborative activities with others.

The Social Constructivism theory promotes a learner's constant participation in the classroom. Kalina and Powell (2009:243) state that understanding Vygotsky's Social Constructivism theory helps develop classrooms that emphasize the prominence of interaction. Pitsoe (2007:141) believes that Social Constructivism encourages the growth of knowledge through social interaction. Furthermore, the Social Constructivism theory enables learners to learn from each other and get to understand each other's view of the world. The social interactions encourage shared multiple perspectives which change through collaborative learning (Pitsoe 2007:141).

Furthermore, the Social Constructivism theory also encourages creativity because learners are constantly encouraged to think critically and engage with texts by taking their social environment into consideration. Pitsoe (2007:161) states that learning is dependent on a learner's creativity which is derived from their prior knowledge and experiences. In other words, learners are able to write about their lived experiences, their cultural background and past events. In the teaching and learning of writing, Mckinley (2015:10) states that the Social Constructivist theory is effective as it demands an English first language learner's sociocultural awareness and positions in their approaches to writing.

Vygotsky (1962) believed that children made meaning through their social interaction within their environment (Kaufman, 2004:304). This implies that learning is facilitated by learner's parents, teachers, peers and those in their socio-cultural environment (Kaufman, 2004:304). In this way, children learn their HL or FAL in the environment in which they live. Furthermore, Mckinley (2015:2) states that the Social Constructivist theory assumes that people's ideas are a product of their experiences so writers could build on their social-cultural environment.

In a constructivist learning environment, the teacher supports the learner through scaffolding and mediation (Amineh & Asl, 2015:12). According to William and Mary (2015:3) scaffolding is a process where step-by-step instruction is considered. The steps guide learners until a particular process is learnt and then the support is gradually removed from learners (William & Mary, 2015:3). Furthermore, Kapur (2017:7071) states that scaffolding is the process in which the teacher facilitates learning and supports the learners' overall development which includes independent thinking.

Scaffolding is related to the process of writing presented in Figure 1 as it emphasizes steps such as teachers assisting learners retrieve their prior knowledge and assisting them get a mental representation of a written task. Through scaffolding learners should then be able to complete a final draft of a written text without the assistance of the teacher.

Mediated learning assists the learners understand how learning and thinking are applicable to other areas of their lives (Seabi, 2012:37). In the process of mediation, the teacher delineates behaviours that hinder a learner's performance (Seabi, 2012:37). In other words, the teacher would observe how a learner reacts to verbal instructions and if he/she are able to solve problems in the classroom. According to Kozulin, Ageyer and Miller (2003:19) the humanistic and symbolic aspects are distinguished as the two faces of mediation. The human aspect

involves the mediator attempting to answer a question and the symbolic aspect is where the mediator poses the question (Kozulin, Ageyer & Miller, 2003:19).

Furthermore, the human mediator asserts that the psychological functions appear twice in development; firstly, in form of interaction between individuals and secondly as an inner internalized form of function (Kozulin, Ageyer and Miller, 2003:19). In relation to writing, Gredler (2005:329) believes that writing should be taught in the learner's early school years as it requires deliberateness and analysis. Therefore, the teacher as the mediator should provide the learner with writing support by asking questions, giving examples, explaining the work and correcting the learner.

The Zone of Proximal Development (ZPD) was introduced as a general analysis of child development (Kozulin et al, 2003:45). In other words, it is the transitioning from one age period to another to identify a learner's current state in relation to developing functions needed for the transition (Kozulin et al, 2003:49). The main features of the ZPD involve the learner, the relationship between the psychological functions, development as change in structural relationships and the action of the learner in social situations of development (Kozulin et al, 2003:49).

In the process of writing, teachers may assist learners with brainstorming ideas and producing a rough draft. In relation to writing, teachers can visualize the learners through their own eyes by drawing on the learners' past experiences. They can also highlight important aspects, make marks on the differences in their writing, give detailed information, find areas where learners can improve on their writing and communicate this accordingly with the learner (Schwieter, 2010:34).

Concerning writing, it could be easier for learners to write in a language they have background knowledge of since learning is usually assimilated in a learner's existing knowledge (Kapur, 2017:7065). Learners may get exposure to English by interacting with others in the classroom environment or by writing academic texts that have minimal grammatical errors. This can be achieved by using their home language and first additional language interchangeably in their socio-cultural environment and by consistently familiarizing themselves with texts written in their FAL.

As stated before, the Social Constructivism theory emphasizes the importance of social interaction to share knowledge and experiences. It gives the learners the platform to use their

home language to formulate their own understanding of texts in the first additional language. This enables the learners to understand and control their progress in the classroom. In addition, if isiXhosa home language learners come with knowledge of English, the teacher can then focus more on structure and grammatical conventions rather than teaching English as a language and still teach the conventions of writing. But most learners may have limited exposure to English at home or in their social cultural environment. Therefore, learners may not know what to write about and how to structure their sentences in a meaningful way.

Therefore, theory is relevant in this study because learners need to engage with others by brainstorming ideas and peer review written work to develop writing and communication skills. Learners are also able to gain perspective on language and cultural backgrounds of people in different domains such as English HL speakers. This may break certain language barriers and learners may use what they have learnt from others in their writing. The Social Constructivism Theory could inform the teaching and learning of writing in English FAL as it encourages learners to formulate their own understanding of the text with the teacher's facilitation. IsiXhosa home language learners could bring in their own knowledge to an English FAL classroom. This may be helpful when writing in other subjects as learners could be able to incorporate the work they already know, either from isiXhosa or English to construct new knowledge.

2.7 Chapter Summary

This chapter discussed the learning and teaching of creative writing in English FAL. Creative writing is an important aspect of language development. The chapter took into consideration the barriers learners may encounter when engaging with creative writing in English FAL. Therefore, this chapter shows how imperative it is to develop writing skills in the learners' FAL as writing enhances access to knowledge across the curriculum.

This chapter also discussed how learning is acquired in a learner's social cultural environment through the lens of Vygotsky's Social Constructivism theory. It also discussed how learning can be more meaningful with the help of others in writing.

The next chapter focuses on the research methodology. In this chapter I discuss in detail the data collection methods I used for this study and a detailed description of the data collection process.

3. CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on research methodology that informs this study. In this chapter I provide a description of the research paradigm, approach and design that have been followed in this study. I also discuss the research participants, research site and data collection tools that were used in this study. Ethical considerations, validity and reliability have also been considered and discussed. As a point of departure, I discuss the research paradigm.

3.2 Research Paradigm

Paradigms are important aspects in research, as they reflect the researcher's interpretations and informs the research design (Basit, 2010:14). According to Kivunja and Kuyini (2017:26), a research paradigm is a reflection of researchers' beliefs and principles and how they see and interpret the world they live in. Research paradigms assist in determining the questions researchers ask about certain constructs and how to answer these questions (Blanche, Durrheim & Painter, 2006:7). Hussain, Elyas and Wasseef (2013:2374) state that paradigms are used in various ways; either for, the grouping of certain approaches or for gaining perspectives to the study of certain subjects.

The importance of research paradigms pertains to beliefs that guide the research, in terms of what should be studied and how it should be studied (Kivunja & Kuyini (2017:26). Research paradigms are also important for the description of broad approaches to research e.g. Positivist and Interpretive paradigms. They provide a mental representation of the structure of a particular entity (Huitt, 2019:1).

Furthermore, research paradigms provide an outline on how the results of a study should be interpreted. Researchers define the nature of their research enquiry along three dimensions namely: epistemology, ontology and methodology (Blanche, Durrheim and Painter, 2006:6). According to Kivunja and Kuyini (2017:26) epistemology is a basic understanding of how one knows what one knows and it is about the knowledge of truth or reality, while ontology is a basic understanding of the assumptions a researcher makes to believe something makes sense.

Ontology is the philosophical study of the existence of nature (Kivunja & Kuyini, 2017:27). In other words, epistemology is a basic understanding of how knowledge is acquired whereas ontology is how we make meaning of this knowledge. Hussain, Elyas and Wasseef (2013: 37) describe epistemology as subjective as it constitutes the basis of knowledge whereas ontology is concerned with the nature of social phenomenon (Hussain, Elyas & Wasseef, 2013: 37).

The methodology is an understanding of the research participants, data gathering instruments and the data analysis of a research project. Methodology is guided by principles of how researchers investigate the social world and how the researcher demonstrates that knowledge generated is valid (Hussain, Elyas & Wasseef, 2013:37). In other words, it is the ways a researcher seeks to understand social phenomenon of research participants.

Axiology deals with ethical issues that are to be considered when planning a research project. It entails defining, evaluating and understanding concepts of ethical and unethical behaviour relating to research (Kivunja & Kuyini, 2018:28).

The significance of these paradigm elements is to understand the basic assumptions, beliefs, norms and values of one's research.

Kivunja and Kuyini (2017:30) mention the different research paradigms applied in educational research, namely, the positivism, critical and interpretive paradigms. The positivist paradigm is useful when exploring observations and searching for the cause that affects relationships in nature. It is solely dependent on testing hypotheses (Kivunja & Kuyini, 2017:30). In other words, positivists believe that human nature can only be understood by being completely objective and by focusing on facts. In addition, the positivism paradigm tries to understand the social world like the natural world (Rehman & Alharthi, 2016:53).

The critical paradigm, on the other hand, seeks to address social and economic issues which are the cause of social oppression. It is deemed acceptable as it takes into consideration cultural, ethnic, political and the gender of a particular situation (Rehman & Alharthi, 2016:58). Its primary purpose is to seek change in politics in order to confront social oppression (Kivunja & Kuyini, 2017:33).

According to Thanh and Thanh (2015:24), the interpretive paradigm allows researchers to see the world through people's perceptions and experiences. These perceptions and experiences construct a researcher's understanding of the gathered data. The realities are approached differently by different people (Rehman & Alharthi, 2016:55). Furthermore, the interpretive

paradigm allows researchers to explore the world by interpreting the understanding of research participants (Thanh & Thanh, 2015:24).

The interpretive paradigm is deeply rooted in qualitative research as it looks for methods that enable researchers to understand the relationship of human beings in their environment (Thanh & Thanh, 2015:26). The primary purpose of the interpretive paradigm and qualitative research in education is to understand the experiences of a group of learners or teachers and get an in-depth information on a particular subject. The interpretive paradigm interprets social realities from the perspective of a research participant (Basit, 2010:14). It is not the most dominant paradigm in the field of research but is gaining influence as it is believed to accommodate broad perspectives and various versions of the truth (Thanh & Thanh, 2015:25). In other words, the interpretive paradigm understands and acknowledges different perspectives from different people.

This study employed the interpretive paradigm in order to get an understanding of how the Grade 9 learners and their teacher interpreted classroom situations and their social environment in which the learning and teaching of English First Additional Language (FAL) writing took place. This was achieved by engaging in interviews with both the teacher and learners and by observing their interactions in the classroom. As stated above, there is a relationship between the interpretive paradigm and qualitative research. The next section is a detailed description of the qualitative research design and how I used it to fulfil my research objectives.

3.3 Research Approach and Design

This study made use of a qualitative research design. According to Byrne (2017:2) qualitative research draws an understanding of opinions and the underlying reasons to a particular research problem. Qualitative research primarily focuses on a group of people or individuals and assesses trends, thoughts and opinions with regard to a particular phenomenon. It is about understanding how individuals construct meaning (Guest, Namey & Mitchell, 2013:2). It entails an interpretive and natural approach to the world.

Qualitative research has different basic approaches namely, phenomenology, ethnographic and a case study (Guest, Namey & Mitchell 2013:8). Phenomenology focuses on the experiences, beliefs and perceptions of individuals whereas an ethnographic approach is a study of culture and may also focus on the history of the participants (Guest, Namey & Mitchell 2013:9). A

case study design is a portrayal of real people in real social situations and it takes into account the feelings and perceptions of the participants (Basit, 2010:19).

This study is informed by a case study research design in order to gain knowledge and understanding of issues surrounding English FAL writing and the teaching thereof. According to Mills, Durepos and Wiebe (2010:100) a case study research standardizes the use of good teaching practice and also creates a sense of understanding research within the education sector. The case study research allows for the development of policies within the field of research. These developments may occur by means of monitoring existing policies (Mills, Durepos and Wiebe, 2010:101). Case Study research has the potential to expose teachers to diverse teaching scenarios and provide the knowledge to effectively guide them through unforeseen circumstances that emerge during their teaching careers (Mills et al, 2010:101).

A case study design helps the researcher understand phenomena in real-life situations and uses existing information on people and how they interact within a particular context (Karlsson, 2016:1). Furthermore, it is flexible as it allows in-depth investigations of participants that may have not been included in a researcher's original goal. It also allows the discovery of new patterns that may have not been apparent in researcher's initial plans (Mills, Durepos & Wiebe, 2010:3). In other words, a case study research could shed more light on the researcher about a particular subject that may assist with the conclusion of a particular case.

In this study, the case study approach enabled me to investigate the challenges learners faced with writing in English FAL and how the Grade 9 English teacher supported learners' creative writing. I was also able to interact with learners by means of classroom observations and focus group interviews. The case study research design also made me aware of regular teaching and learning strategies that occurred in the Grade 9 English FAL class. The case study design also assisted me in getting a sense of the learner's challenges and experiences on writing and learning through the medium of English FAL by means of classroom observations. Case study research also enabled me to understand learner's language background and how the Grade 9 learners use their home language to overcome the challenges when writing in English FAL. It also enabled me to gain perspective on the teacher's challenges in making English FAL more understandable to learners who understood certain concepts in isiXhosa. The case study research design also enabled me to get the learners' perspective of writing in English and the challenges they experienced in English FAL writing.

A qualitative case study research design enabled me to investigate the language barriers experienced by learners in creative writing by means of focus group interviews, classroom observations and document analysis.

Some of the data collection tools for qualitative research include focus groups, individual interviews and fieldwork. This study made use of teacher interview, focus group interview with learners, classroom observations and document analysis.

A detailed account of my interaction with the participants is provided in this chapter.

3.4 Selection of participants

In this section, I give a detailed account of how the research participants were selected for this study. I define and explain the different sampling methods in qualitative research. I also describe my research participants and why they were selected for this study.

According to Lavrakas (2008:2) sampling is the selection of people and other cases in a study from a population of interest. The sample sizes are chosen from a wide scale to reproduce a smaller scale (Lavrakas, 2008:2).

There are two main kinds of sampling namely, probability and non-probability samples. Probabilistic samples are usually considered a representation of reality. In essence, whatever is said about the sample can be a representation of the reality of what is sampled (Lavrakas, 2008:2). Probability sampling includes systematic, stratified and random sampling. Random sampling is a sampling technique that gives participants in a certain population a known probability of being selected and the study participants are fully defined (Lewis-beck, Bryman & Liao, 2004:2), whereas stratified sampling divides participants into different sub-groups and then creates samples by drawing participants from each sub-group (Given, 2008:2).

Non-probabilistic samples are theory driven, i.e. the selection process is driven by a certain criterion (Lavrakas, 2008:2). In addition, non-probabilistic sampling does not give all the participants equal chances of being included in a study (Etikan & Alkassim, 2016:1).

The sampling method I chose is purposeful which falls under non-probability sampling. According to Lewis-beck, Bryman and Liao (2004:2) purposeful sampling is a sampling method in a qualitative inquiry that selects participants based on certain characteristics. The advantage of purposeful sampling is that the research participants can provide data that is

relevant to a researcher's questions (Jupp, 2006:2). The disadvantage however, is that it may be biased and judgemental towards other research participants and may cause a threat to the validity of the research conclusions (Jupp, 2006:2).

I also chose convenient sampling because it was less time consuming for me and made the data collection process more accessible in terms of observations and interview schedule. Convenient sampling is defined as a selection technique, where research participants are selected by their availability (Frey, 2018:2) and the convenience of the researcher (Salkind, 2010:2).

Research participants are quite imperative in research because they determine the outcomes of a researcher project. Participants are usually selected to inform important perspectives relating to a researcher's phenomenon (Sargeant, 2012: 1) According to Algeo (2013:1), a researcher needs to lay a solid foundation of trust and establish a working relationship between her/himself and the participants. The trust is usually informed through consent forms, information sheets, behaviour and reassurance of confidentiality (Algeo, 2013:1). Furthermore, participants need to be treated in a manner that conforms to ethical standards. They need to be informed about every detail of a research project and about who is conducting the research. Participants are usually selected based on who can best answer a researcher's research questions and enhance an understanding of a particular phenomenon in a study (Sargeant, 2012:1).

The Grade 9 class that was chosen was regarded as the most convenient class out of the two other classes. The Grade 9 English class was also suggested by the Grade 9 English teacher, Mr Sandla. The Grade 9 learners were approachable and I was able to engage more with them to fulfil the aims of my study.

One Grade 9 teacher participated in this study because he was the only Grade 9 English teacher in the school. The Grade 9 English teacher participated in interview at the end of my five weeks at the school. Observing one teacher enabled me to understand his teaching strategies and the extent to which his pedagogical strategies enhanced learners' creative writing.

This study involved one Grade 9 class of 43 learners. The learners were between the ages of 13 and 16 and were all isiXhosa home language speakers. There were 31 females and 12 males.

The Grade 9 teacher had four years' experience in teaching English in the Senior Phase. He held a Bachelor of Education degree and he had specialized in a Language and Social Sciences. The teacher taught English FAL and Geography to Grade 8 and Grade 9 learners. The teacher's Home language was isiXhosa and he was proficient in First Additional language. The teacher was a male teacher in the 28 – 30 year-old age group.

Before the research was conducted, I sought permission from the Principal (Mr Shozi) and his Deputy (Mrs Ndlovu), whose names have been changed for the purpose of anonymity. I presented them with an information sheet and a letter as shown in Appendices 3 and 9. They granted me preliminary permission with the final permission from the Grade 9 English teacher (Mr Sandla). I presented the English teacher, Mr Sandla with a consent form (Appendix 3, 7 and 8). Mr Sandla who had been teaching English in the Senior Phase for four years then introduced me to the Grade 9 English FAL learners.

Since the learners were under the age of 18, I sent out information sheets and consent forms to their parents to sign. I asked the parents' permission to involve their children in my research. I also sent the information and consent forms for the learners as presented in Appendices 3, 5, 6 and 10.

I involved Mr Sandla in this study in order to establish the barriers that confronted learners when writing in English FAL. I was able to understand the challenges these learners encountered in the classroom from his personal experience and perspective. Furthermore, Mr Sandla who gave permission to be observed and audio recorded during writing lessons enlightened me on teaching strategies used to teach English to isiXhosa Home Language learners. I also gained an understanding on how he developed his lessons to suit the needs of the learners. However, having only one participant did not allow me to generalize my findings based on the one teacher and one class.

Involving one teacher in my study allowed me to focus deeply on one person's experiences and challenges and how he engaged with these challenges on a daily basis. This is in line with a case study research design that encourages an in-depth study of a phenomenon. Choosing more than one school and one class would be time consuming and the analysis of the data would be less meticulous and one could easily miss important information. Hence, I focussed on one school and one classroom to ensure that the data collected could be meticulously analysed.

The next section provides details of the research site where my data was collected.

3.5 Research Site

According to Ogbonnaya and Awuah (2019:106) South African public schools have been classified according to five quintile categories. Ogbonnaya and Awuah (2019:106) state that quintiles are categories in the South African schooling system that are used to address socioeconomic status and disparity in schools. These categories are dependent on numerous

geographical factors such as the socio-economic status of a school, average income of parents, unemployment rates and overall literacy skills (Ogbonnaya & Awuah, 2019:106).

Schools with more socio-economic challenges are under quintile one to three. These schools are non-fee schools. Schools under quintile four to five are fee-paying schools as there is an assumption of affordability by parents, hence there is less support required from the government (Ogbonnaya & Awuah, 2019:106). According to the Department of Basic Education (2017:6), the Western Cape has 8.6% of schools in quintile 1, 13.3% in quintile 2, 18.4% in quintile 3, 28% in quintile 4 and 31.7% in quintile 5. The reality is that 40.3% of learners attend quintiles 1-3 schools and come from communities with socio-economic problems.

A concern raised with the quintile system is the incorrect classification of learners based on the area of the school which does not take into consideration the different areas where the learners come from (Longueira, 2017:3). In other words, there could be a learner coming from a community with socio-economic problems and attending a quintile 4 or 5 school.

The research site I chose is a community school in the Cape Flats in the Western Cape province. The Cape Flats are divided by socio-economic and spatial segregation and even though the standard of living varies from one area to another. The Cape Flats is still an unacceptably impoverished district in Cape Town with high unemployment rates (Standing, 2003:1). Over 70% of the people in this community are unemployed (SAME Foundation, 2018). For anonymity and ethical reasons, I will refer to the school as CF Community School. CF community school is under quintile 3 and is a no-fee school under the Western Cape Education Department.

The area I chose for my study on the Cape Flats have community members who are isiXhosa Home Language speakers, and isiXhosa is taught as a Home Language in the schools located in this community. My study focused on isiXhosa-speaking learners who were taught through the medium of English FAL. IsiXhosa is taught as a HL from the Foundation Phase right up to the Senior Phase. The fact that the school had isiXhosa as the home language influenced my choice of this school as my research site and it allowed me to do an in-depth analysis of underlying challenges encountered by the teacher and learners engaging in English FAL writing in one class.

The school had approximately 1607 learners from Grade R – 9 and 32 staff members during the period of my data collection. The school had three Grade 9 classes. One class had 40

learners, the second had 39 learners and the last one had 43 learners. The Grade 9 class I chose has 43 learners. This class was not chosen randomly but by the Grade 9 English teacher as it was the first class to be taught English every day and regarded the most well-behaved class by the Grade 9 English teacher.

This school is equipped with a computer laboratory with twenty computers. It has a feeding scheme which provides the learners with two meals a day. The learners come from different parts of the Cape Flats with low socio-economic backgrounds.

3.6 Data Collection Methods

In this study, I made use of various data collection methods, namely classroom observations, focus group interviews, semi-structured interview and document analysis. All the learners in the Grade 9 class were involved in a focus group interview. Below I discuss how I used classroom observations to collect data in the Grade 9 classroom.

3.6.1   Classroom Observations

According to Frey (2018: 2), classroom observations are an assessment tool used to measure the quality of teaching in the classroom through an observation protocol. In this study, the purpose of the classroom observation was to investigate the teaching methods used by the Grade 9 teacher and how learners engaged with creative writing. It was also to assess the types of questions the learners asked when they were in the process of learning to write.

The classroom observation involved assessing mediation tools and resources used to teach creative writing such as posters on the wall, how teachers and learners interacted during writing lessons and how learners responded to the teachers' instructions and questions in English FAL lessons. I also observed the classroom setting and the teaching styles used to support learners' creative writing.

As mentioned earlier, I observed one English FAL teacher. This enabled me to do an in-depth analysis of his teaching strategies and styles and how these facilitated Grade 9 learners' creativity and imagination in writing. The lessons took approximately 60 minutes as there were two periods of English four times a week.

Mr Sandla made space for me at his desk and I sat in front and this enabled me to observe his interaction between him and his learners. My observations did not in any way disrupt regular classroom activities as I did not directly interact with the learners.

I observed nine lessons in total over a period of five weeks. I observed one lesson per day. I made use of an observation schedule (Appendix 14) to keep track of the lessons. Six creative writing lessons were observed and the other three were general language lessons. The teacher was only able to cover three aspects of creative writing out of the five for the term namely, the curriculum vitae and cover letter, the will and testament, a narrative essay, a dialogue and an invitation. Hence the integration of the other language lessons in my observations.

The first lesson involved reading and writing, whereby learners were expected to read sentences from their textbooks and identify phrases and clauses. The second lesson was on reading and writing where learners read and interpreted aspects of a poem in their work books. The third lesson was on creative writing and learners where expected to write and understand the structure of a will and testimony. The fourth lesson I observed was a lesson where learners did a cartoon analysis. The teacher integrated some language aspects in the lesson to assist the learners with their writing. In the fifth and sixth lessons the learners were taught the aspects of a curriculum vitae and cover letter. Both these genres were covered over a period of two weeks. The final three lessons were extensive lessons on a narrative essay.

The first lesson of the narrative essay involved planning and structuring while the second lesson involved language use and drafting. In the narrative essay learners were given instructions by the teacher and they had to follow the format on the whiteboard to write their curriculum vitae, cover letter, the will and testimony and an essay. The curriculum vitae and cover letter were taught over a period of two lessons and the will and testament were done in one lesson.

In the curriculum vitae and cover letter lessons, Mr Sandla instructed the learners to use their textbooks as resources to complete their own curriculum vitae and cover letter. Mr Sandla wrote the format of the curriculum vitae and cover letter on the whiteboard and learners drafted what was written on the whiteboard into their workbooks. It was the same procedure for the cover letter, where learners drafted the format of the cover letter from the whiteboard into their workbooks. One of the lessons that were observed involved comprehension where learners were instructed to listen, read and write and answer the questions from their textbooks. During some of the lessons, Mr Sandla voluntarily gave me two of the learners' work books to analyse some of the learners' writing. I had a look at sentence construction, coherence in their writing and the way learners approached writing in English.

During each lesson, I observed whether the teacher used teaching and learning resources to facilitate learning. I observed the interaction between the teacher and learner in terms of the questions the teacher asked and the way the teacher assisted the learners in their writing activities. I also observed whether the teacher made use of code-switching to give learners a better understanding of the work taught in their own language. I observed the teaching strategies used to teach the different creative writing genres. I also observed whether the teacher tapped into the learners' prior knowledge to introduce new concepts. Furthermore, I observed whether the teacher actively engaged with the class and if the teacher accommodated learner's questions. I also had a look at the teacher's effort to monitor learners' progress in the classroom and whether the teacher explained the work not understood by learners. Lastly, I looked at the posters on the classroom wall and how they were used to mediate learner's writing.

The next section details the process of document analysis as one of the data collection methods

3.6.2   Document Analysis

According to Greener (2011: 7) document analysis gives researchers a sense of history of the site they are researching. It involves a process of working through paperwork in an attempt to provide information on the greater context of the identified research problem (Greener, 2011: 7).

I analysed learners' English FAL examination scripts. The learners whose September examination scripts were analysed were selected randomly to avoid bias. The Grade 9 teacher assisted in the collection of the six learners' examination answer sheets. I had a look at the learners' Paper 3 essay, particularly the narrative essay. I took pictures of each of the learners' essay which I got permission for and this enabled me to track and understand their progress in creative writing activities. I also had a look at the question paper to learners' understanding of the content and questions asked and how they presented their thoughts.

An analysis of the learners' examination scripts was necessary because I needed to comprehend the learners' challenges in an examination situation as learners were not able to make use of the internet or dictionaries to use for their essays. The analysis of the learners' examination scripts also enabled me to review the learners' word choice, spelling, writing style and how they used language to express their views and imagination. Document analysis gave me a sense

of the learners' strengths and weaknesses in narrative essay writing, which is often regarded as the most difficult in creative writing.

For the purpose of understanding the writing requirements, I also had a look at the teacher's guide for Grade 9 English FAL and the learner's textbooks. This gave me a sense of how far the learners were meeting the writing requirements and what the focus area should be when engaging with writing. In order to complement data from the learner's examination scripts, it was imperative to conduct an interview with the teacher and learners. These interview methods are discussed in detail in the next section.

3.6.3   Interviews

Interviewing is a research strategy that draws attention from fixed answers and questions (Stroh, 2000: 2). Qualitative interviews involve an interviewer's interaction with a respondent and respondents are encouraged to speak freely about what comes to mind regarding specific interview questions (Oishi, 2003: 2). For the purpose of this research, I made use of a focus group interview with the learners and a semi-structured interview with the Grade 9 English teacher. The interview process with the teacher and learners is discussed in detail below.

3.6.3.1   Interview with the teacher

As mentioned above, this study made use of a semi-structured interview with the Grade 9 English teacher who participated in the study. Prior to conducting the interview, I reassured Mr Sandla that his participation in my study would remain confidential and that his name would be strictly anonymous. I also asked permission for the interview to be audio-recorded to which he agreed.

The aim of the interview was to investigate the strategies Mr Sandla used in the teaching of creative writing, and how he interacted with his learners. The interview covered his demographic information pertaining to gender, home languages, teaching experience and qualifications. The interview questions also covered the challenges Mr Sandla experienced on a daily basis when teaching writing to English FAL learners. They also elicited the teaching strategies he used to teach creative writing, some of the resources he used and his personal experiences in teaching writing to English FAL learners.

Mr Sandla is proficient in English, so even though I presented him with an opportunity for the interview to be conducted in isiXhosa, he was comfortable to respond in English. There were instances of code-switching between questions and answers. The interview took place in the staff room with no other teachers present and was approximately 25 minutes. I captured the data of the interview by using an audio-recorder and I wrote the answers next to the interview questions. Mr Sandla granted me permission to record the interview

3.6.3.2   Focus Group Interview with learners

According to Liamputtong (2011:5) focus group interviews are a data collection tool that accommodates group dynamics and assists researchers to capture lived experiences. Focus group interviews assist research participants who are unable to efficiently articulate their thoughts (Liamputtong, 2011:3). In addition, they provide a perspective on individual ideas and feelings and an understanding of the different perspectives from a particular group (Rabiee, 2004: 656).

The focus group interview could potentially evoke responses from learners who may have difficulty answering some of the questions. They are convenient in dealing with a big number of participants as some learners may be overwhelmed by one-on-one interviews to express their views. In other words, focus group interviews provide a more relaxed environment as compared to the individual interview as there is a certain level of trust amongst the individuals in a focus group (Rabiee, 2004:656). The focus group interviews complemented my classroom observation data.

I engaged in a focus group interview with ten Grade 9 learners. The ten learners were selected randomly for the purpose of the group interview. The ten learners were divided into two groups of five learners. Dividing the learners into two different groups enabled me to establish comfort with the learners and get answers from them. Interviewing two groups also made it easier for the learners to answer the questions and I believe that it would not have been the case with a bigger group. Interviewing ten learners enabled me to get different perspectives from different learners to understand their experiences of creative writing and to investigate the challenges they encountered in this type of writing.

The interviews were conducted during the school intervals. The first group interview was fifteen minutes and the second group was twenty minutes long. The interview was conducted

in the school's computer laboratory which was a relaxed and informal setting for the learners. The interviews were conducted in a small circle. This enabled me to position myself with the learners rather than to be perceived as someone with control over them. During this interview I also observed the learners' body language and facial expressions and eagerness to answer.

During the interview some of the questions were translated into isiXhosa and the learners were granted the opportunity to answer the questions in a language they felt most comfortable with. The interview questions covered the learners' perspective of creative writing and the importance thereof and whether they used dictionaries during creative writing. They were also asked about the resources that were used to mediate their creative writing skills and the methods of learning and teaching. I wanted to know the aspects of creative writing they felt were the most challenging and whether they translated their essays from their home language isiXhosa to English or whether they attempted to write the essay in English. The focus group was manageable as only a few learners participated in it.

The focus group interview was audio-recorded as the learners granted me permission to do so and their answers were drafted next to the questions. There were some answers during the interview that prompted further questions. I reassured the learners that they could access the transcribed data to verify their answers.

3.7 Validity and Reliability

According to Guest, MacQueen and Namey (2011:2) validity and reliability are terms used across all research disciplines. Validity is used to describe the assessment of what one intends to assess (Guest, MacQueen and Namey, 2011:3). It refers to the repetition of results across multiple studies (Guest et al., 2011:4). Guest et al. (2011:5) argue that validity in one's data could prove that it is reliable. Reliability, on the other hand, is an emphasis on the consistency of a particular study. Triangulation is the collection of material in various ways from many different sources (Blanche and Durrheim, 2003:128). Below these concepts are discussed in detail.

3.7.1 Reliability

Reliability is an important tool in qualitative research as it can reduce biasness from the researcher. According to Bloor and Wood (2011:2) reliability is the extent to which research findings can be reproduced. In other words, reliability concerns itself with a different researcher using a particular study with similar research methods to arrive at the same conclusion. Boor

and Wood (2011:2) believe that reliability is a challenging criterion to achieve in practice as the social world is filled with researchers with different goals and perspectives.

In this study, I was objective and tried by all means to avoid bias in my data collection. I did this by matching my observations with the data collected during the learner and teacher interviews. I also considered learners' reality and did not formulate my own understanding to the underlying problems. In other words, even though I was aware that learners encountered challenges in writing in English, I still made use of the document analysis, classroom observations and focus group interviews to confirm these claims.

In this study, I observed the English teacher over a period of five weeks and took into consideration the teacher's schedule. I observed how the teacher taught the language which is the foundation of writing. As stated above, the importance of reliability will always ensure that one's data fits into the criteria of validity which is discussed below.

3.7.2   Validity

According to Bloor and Wood (2011:2) validity refers to the manner in which conclusions are appropriate to populations that share similar characteristics. Some of the strategies to improve validity include member validation or triangulation. (Bloor & Wood, 2011:2). Triangulation is used to establish concurrent validity in research (Basit, 2010:67). This means that the same research issues are looked at from different perspectives (Basit, 2010:67). In a similar vein, Blanche and Durrheim (2003:430) state that triangulation is a method that is used to check one's own position against multiple perspectives. Triangulation is used to check whether the researcher's findings relating to a participant's perception coincide with the participants' feelings (Blanche & Durrheim, 2003:430). In this study I made use of triangulation by comparing the data I collected from my interviews, classroom observations and document analysis to ensure that my findings are conceptualized in a meaningful way.

There are two kinds of inferences involved in validity, namely, internal validity and external validity of a study. Internal validity is the manner in which investigations and conclusions portray the collected data, while external validity refers to the degree in which conclusions are appropriate to locations outside the study area (Bloor & Wood, 2011:2). In other words, with external validity the conclusions of a particular study can be used in a different context and situation, whereas with internal validity the purpose is to find the cause of the results in a particular setting.

I validated my data by doing a thorough data analysis of the collected data which is discussed in the next chapter. I revisited the data on a regular basis for the purpose of accuracy. I went through the audio-recorded tape on a regular basis to ensure that I did not omit any important information and analysed the learners' work to ensure that there was no bias.

According to Mathison (2005: 2) trustworthiness is related to validity. Validity resides within the collected data and ensures that data could be traced back to the original sources and is verifiable (Mathison, 2005:2). Furthermore, trustworthiness confirms whether credibility and dependability are evident in a researcher's work (Given, 2008:2). Credibility refers to accurate description of the phenomenon in question while dependability ensures that other researchers can attempt to collect data in similar conditions (Given, 2008:2). In relation to this study, data collection entailed focus group interviews with the learners, the teacher interview, document analysis and classroom observations.

To ensure trustworthiness, I used multiple data collection methods. I also provided evidence of the collected data as presented in Chapter 4, and revisited the data to ensure that it was accurate. I triangulated the findings and ensured that the learners' and teacher's views were truthfully presented by using direct quotations from the collected data.

Considering the above data collection methods, it is quite important that the analysis and results of this data are reliable and valid enough to produce the same results, should a different researcher choose to pursue this topic with the same research methods.

3.8 Ethical Considerations

It is quite imperative for researchers to abide to ethics and apply ethical considerations when conducting research. According to Thomas and Hodges (2010:83), ethics have to do with the professional conduct academic researchers have to conform with in the handling of research participants, funders and potential sponsors. These standards are inclusive of research conducted in an ethical, safe and fair manner.

In order to ensure that ethics were considered whilst conducting my research, I applied for ethical clearance from the University of the Western Cape's Ethics Committee. When permission was granted by the university, I sought permission from the Western Cape Education Department (WCED) to conduct research at CF school. On receipt of the permission from the WCED, I presented the Principal and Deputy Principal of CF Community School with

permission letters from the WCED and UWC, and research information sheets to allow me to conduct research at the school. I then sought permission from the Grade 9 English teacher. I presented the teacher with a consent letter and information sheet, informing him about the purpose of my study.

I sought permission from the learners and the teacher for the interviews to be audio-recorded prior to conducting the focus group interview with the learners and semi-structured interview with the teacher.

Since I was working with learners under the age of 18, I sent consent letters to the parents or guardians, asking their permission to involve their children in my research. The letters reassured them that the research would not disrupt regular classroom activities. I also presented the learners with consent forms confirming their participation in the focus group interview and reassuring them that their participation in this study was completely voluntarily and that their names would be kept anonymous in the presentation of the data.

I assured the learners, the teacher and the principal about their anonymity and that of the school to protect their identity. Lastly, I did not disclose the names of the learners during the process of analysing their examination scripts.

3.9 Limitations

The limitations of this study include the sampling methods that were used and the sample size. The sampling method may have been biased towards other classes as they may have not been presented with an opportunity to express their challenges with writing. However, the advantage of choosing one class enabled me to focus on this class. Considering the timeframe of my research, using one class allowed me to revisit the data for a thorough analysis.

Secondly, choosing one school and one class did not allow me to compare and contrast the challenges between two or more schools and classes. Therefore, coming to one general conclusion about the barriers and challenges was not possible. In addition, the time frame in which I did the data collection did not allow me to explore other teaching methods and resources the teacher might have used in the classroom over a longer period of time.

Some of the lessons were not specifically creative writing as the teacher taught writing aspects once every week or second week. However, the lessons involved the process of writing which

still made them relevant to this study. Due to the small sample size, the findings cannot be generalized to a wider scale.

Regardless of these limitations, I was still able to collect data in a meaningful way without overburdening the research participants. Finally, I was able to abide to the ethical standards that were expected of me.

3.10 Chapter summary

This chapter discussed the methodological tools used to collect my data. Primarily, I began by describing the research paradigm and how it aligns with this study. I gave a description of the research design and its' relevance to my data collection. A description of my research site and research participants is included. This chapter also gave a step-by-step discussion of how my data was collected by means of focus group interviews, lesson observations, document analysis and teacher interview. In this chapter, I have also discussed how validity and reliability were considered. I have given a detailed description of the ethical considerations and the limitations that may affect the findings of this study. The next chapter will focus on data presentation and analysis.

4. CHAPTER 4: PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

This chapter is a detailed presentation and analysis of the data that was collected by means of document analysis, interviews and classroom observations as discussed in Chapter 3. Data presentation is guided by the research questions stated in Chapter 1. As a point of departure, I describe transcription and coding. I then present data from the classroom observations which includes the activities from the learners' prescribed textbook. I also present the data collected from the focus group interviews with Grade 9 learners and with their teacher. Then, I present the data from the document analysis which includes the learners' written tasks based on the September examination of 2019. Lastly, I analysed the data using the qualitative thematic analysis.

I first provide a description of thematic analysis and the importance thereof. I then discuss the themes that emerged from the data and how these themes align with my research questions stated in Chapter 1. The chapter concludes that writing in English is a barrier to English FAL learners and that the teacher plays an important role in addressing these barriers to enhance learners' creative writing.

4.2 Data Presentation

As stated previously, I present data from classroom observations which includes a detailed description of the Grade 9 classroom and how the teacher began each lesson. An analysis of the Grade 9 learners' English First Additional Language Paper 3 examination and question paper is provided in order to understand the writing barriers Grade 9 learners faced concerning writing in English FAL. I also present the data from the focus group interviews and teacher interviews. The lessons that are presented below are those lessons that focused on creative writing in genres such as: the narrative essay, the curriculum vitae and cover letter and the will and testament.

I transcribed the data in order to understand the collected data in written form. Below I describe the transcription process and what it entails in qualitative data analysis.

4.2.1   Transcription of Data

According to Gibson and Brown (2011:2), transcription is the process of making analytical judgments about what to represent and how to represent it, rather than just writing down what a person said. Transcription is also a process of rendering collected data into a new representational form (Gibson and Brown, 2011:2). Furthermore, Lewis-Beck, Bryman and Liao (2011:2) state that most interview-based qualitative research relies on the transcription of audio-recorded material into written texts. In addition, errors made during the process of transcription are problematic as they may result in the researcher misquoting or misunderstanding the respondents (Lewis-Beck, Bryman & Liao, 2011:2). Hence, it is important to re-listen and re-visit the transcribed data in order to produce accurate transcripts and to establish credibility of qualitative research.

Prior to presenting my data for the focus group interviews and teacher interview, I transcribed and translated the data word for word from the audio-recorded interviews. This process was necessary to get an understanding of the participants' responses and made the process of coding and organizing easier with the written words from the audio-recorded interviews. I was able to analyse each word from the audio-recorded interviews even though some of the answers did not fall under any of the themes and research questions. Some of these answers were still taken into consideration for an overall analysis of the presented data. The process of transcription was also necessary because some questions were answered in isiXhosa, which I then had to translate into English. This process was also followed in the transcription of data from the classroom observations. In the next section I focus on data coding where I describe the process thereof and the steps I followed to code my data.

4.2.2   Data Coding

The process of coding is one of the primary steps in the process of data analysis. According to

O'Reilly (2012:2), coding is the process of sorting and labelling data. It entails exploring the collected data and organizing it into different codes which include names, concepts and categories. For the purpose of organizing my data, I made use of open coding.

According to Mills, Durepos and Wiebe (2012:3), open coding is the relationship between the researcher and the action, voices and events of their collected data. It is also a process of translating word for word or raw data into usable theoretical categories (Mills, Durepos & Wiebe, 2012:3). Furthermore, open coding is the process in which data is analysed for embedded patterns or themes.

As stated before, it was important to first transcribe the data collected from focus group interviews and the teacher interview before analysing the data based on the themes.

Below I present data from classroom observations.

4.3 Presentation of data from classroom observations

In this section, I present data collected by means of classroom observations. As stated in Chapter 3, classroom observations were done over a period of five weeks and a total of nine lessons were observed, six of which were creative writing lessons. In this section, I focus on the creative writing lessons because these lessons align with my research questions stated in Chapter 1. The research question in Chapter 1 seeks to understand the teaching strategies used in the teaching and learning of creative in English FAL to Grade 9 learners and the challenges learners experience when engaging with creative writing through the medium of English FAL

As a starting point, I provide a description of the Grade 9 classroom in which data was collected. The description illustrates the physical set-up of the classroom in terms of the kinds of resources used in the classroom, seating arrangements in the classroom, posters on the wall and the number of learners in the classroom.

4.3.1   Description of the Grade 9 Classroom

The English classroom was an academic home for the Grade 9 learners, because all their subjects were taught in this classroom. There were a variety of different resources in the classroom, including posters on the walls. The teacher's desk was in-front of the classroom.

There was an old overhead projector which was not in use and a portable projector which had to be fetched from the receptionist of the school when the teacher wanted to use it.

As mentioned in Chapter 3, there were 43 learners in the classroom (31 girls and 12 boys) and the learners were seated in three rows. The three rows consisted of two rows facing each other and the learners faced each other. There were English and isiXhosa resources in the classroom such as the posters on the wall that illustrated parts of speech and posters that were related to other subjects such as geography and technology. There was also a whiteboard in the classroom, which the teacher used regularly to explain the work to the learners, to write notes and illustrate important aspects of their work.

4.3.2 The teaching and learning of Creative Writing Genres

As mentioned in Chapter 3, the creative writing lessons covered the writing of a will and testament, which is required by the Curriculum and Assessment Policy Statement (CAPS) to be taught concurrently. The curriculum vitae and cover letter and the narrative essay are also taught as one genre as set out by the CAPS document. All these genres are required to be taught to Grade 9 English First Additional Language (FAL) learners in the third term (Department of Basic Education, 2011:54). In the following section, I focus on each of the three genres to illustrate the teaching and learning methods that were used by the Grade 9 teacher and learners in the learning of these genres.

4.3.2.1 The teaching of the Will and Testament

As mentioned above, the will and testament are some of the genre requirements to be taught and written in the Senior Phase. The learners made use of their textbooks and the teacher made use of the whiteboard to illustrate the structure of the will and testament and the requirements thereof. In approaching these genres, Mr Sandla did not explain the main aim of the lesson nor started the lesson with an ice-breaker, instead he started off by reminding the learners of the

structure of the will and testament. He also reminded them of drawing a mind map. The learners all agreed that they understood and knew the structure of a will and testament as they had been taught in isiXhosa. There were instances of brief interactions between the teacher and learners as shown below:

1) Mr Sandla: Do you know what a will and testament is? You did it in IsiXhosa. 2) Learners: Yes Sir (Chorus)

To extend learners' understanding, the teacher gave instructions in English and then explained some of the terms in isiXhosa

3) Mr Sandla: *'Niyayazi 'Incwadi yelifa, niyenze kwsiXhosa'* (You do know. You did it in isiXhosa)

The teacher made use of different teaching strategies such as: code-switching, mediated and transmission teaching. The dominant strategy was transmission teaching because the leaners were not actively involved in the lesson. The teacher did all the talking whereby he gave instructions, explained the work to the learners and then the learners were given an activity to complete towards the end of the lesson. Examples of transmission pedagogy and mediated learning are shown below:

4) Mr Sandla: 'So, before you write a will and testament, you need to draft a mind map'
5) Learners: (Silent)
6) Mr Sandla: (Draws a mind map on the whiteboard)
7) Learners: (Some learners drafted the mind map and some did not)
8) Mr Sandla: You need to write an introductory paragraph
9) Learners: (Looked at the examples on the board)
10) Mr Sandla and learners: (Learners kept looking at the board whilst Mr Sandla wrote more examples).

In some instances, Mr Sandla used code-switching as a teaching method:

11) Mr Sandla: *Kunyazekile isayinwe iwill and testament* by two witnesses ne? (It is important for the will and testament to be signed by two witnesses, ne?)
12) *Ningalibali ukudrafta imind map* (Do not forget to draft the mind map)

Figure 2 below represents the lesson of the will and testament. The learners had to do the activity shown below and follow the structure on page 14 in the learners English for Success Grade 9 First Additional Language textbook.

Figure 2: Learners' Activity

Activity 2: Read an abridged will and testament

Before reading Skim the text below to find the name of the person who made the will. Take note of the format and the structure of the will and read the explanation of the bold words in the *Glossary*.

While reading A legal document such as a will and testament is filled with vocabulary that may be unfamiliar to you.

- Pay attention to the *Glossary*, which will help you to understand the content.
- Pay attention to the details of how the estate is divided. Also note the names of the most important role players such as the beneficiaries and the executor.

Glossary

abridged: som
made shorter b
parts removed

revoke: cance

bequeath: lea

nominate: na

attorney: law

executor: per
responsible fo
sure a will is f

Will and testament

I, the undersigned, Miriam Vilakasi, unmarried, do hereby declare this to be my last will and testament.

1 I hereby **revoke** all previous wills made by me and declare this to be my last will and testament.

2 I hereby **bequeath** my estate as follows:
   1.1 My house in the Eastern Cape to my sister, Prudence Nosilela.
   1.2 A gold watch to my friend, Grace Tshabalala.
   1.3 The pearl necklace and earrings, to my niece, Pumi Nosilela.
   1.4 My collection of African carvings, to my friend, Vincent Nthuli.
   1.5 To my trusted gardener, an amount of R5 000.
   1.6 The remainder of my estate, I leave to *The Port Elizabeth Child Welfare Society.*

3 I hereby **nominate** my **attorney**, Mr Jeff Howard, to be the **executor** of this will.

SIGNED by the Testator/ix at Port Elizabeth on this the 3rd day of January 2014 in the presence of the undersigned witnesses, all being present at the same time.

WITNESSES:

1 _____

2 _____

TESTATOR/TESTATRIX

Miriam Vilakasi

Use these notes to prepare your draft.

Use the correct format and include the name of the owner of the will, the date when the will was made, the names of the beneficiaries and executor (friend, member of the family, lawyer). The writing frame below will help you.

Give clear instructions about the money, property and possessions and the way in which they are to be divided.

Your language must be clear and free from ambiguity.

The register should be formal, as in the example you read.

Heading

Introductory paragraph _____

_____

1 ←——————————————————————— Clause 1

_____

2 ←——————————————————————— Clause 2

_____

3 ←——————————————————————— Clause 3

_____

(Concluding paragraph) _____

_____

Witness   Testator/Testatrix

_____   _____

Edit Read your will carefully for grammatical errors as well as incorrect content. Make sure that you have a variety of sentence types and that your sentences are in logical order. Check your content, style and register.

Proofread Ask a partner to proofread your writing once you have edited it. Make the necessary corrections to your draft.

Present Once you are satisfied that you have met all the requirements and that your writing does not have any errors write your final version.

Term 3: Unit 10, The road ahead   18

From: Oxford Success Grade 9 English FAL

There were no worksheets given in the lessons nor other resources used. The teacher did not draw the learner's attention to the glossary and key words to help the learners understand the terms used in the will and testament. Mr Sandla moved around the classroom and projected his voice when he explained the work and only went in front when he needed to write on the whiteboard. He also walked to monitor the learners' work and assisted the learners when they

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needed help. Only two learners called Mr Sandla to their desks for help when they were in the process of writing in the first lessons.

The learners did not proofread each other's work as encouraged at the bottom of the activity in Figure 2. The preceding lessons were similar to the first creative writing lesson. They both involved the same teaching strategies such as code-switching, transmission and instructive based learning. The next creative writing lesson the teacher focused on was the curriculum vitae and cover letter. The next section is a presentation of the curriculum vitae and cover letter lesson.

4.3.2.2 The teaching of Curriculum Vitae and Cover Letter

This lesson was taught over two periods. One of the lessons focused on the curriculum vitae and cover letter and revision was done in the next lesson. Mr Sandla used different teaching methods such as code-switching and mediated learning. This lesson was more interactive than the previous one. Mr Sandla explained the work for the first 30 minutes and learners were left to do the work for the day for the other 30 minutes. The following lesson involved reviewing the work they had done in the previous day but the learners did not review each other's work.

The lesson did not begin with an ice-breaker but the teacher asked the learners to take out their workbooks and their textbooks. The teacher started with tapping into the learners' prior knowledge by asking them if they knew what a curriculum vitae and a cover letter were, as shown in the following excerpts

13) Mr Sandla: Do you know what a curriculum vitae and cover letter is?
14) Learners: No teacher (Chorus)
15) Mr Sandla: Who knows what a curriculum vitae is and when you use it? 16) Learners: (silent)

When Mr Sandla used code-switching as a teaching method, the learners started to respond:

17) Mr Sandla: *Aniyenzanga icurriculum vitae kwi IsiXhosa?* (Did you not do a curriculum vitae in IsiXhosa?)
18) Learners: *Hayi teacher, asikayenzi* (No teacher we have not done it yet)

Given that learners had no prior knowledge of what a curriculum vitae and a cover letter were, Mr Sandla explained to the learners that a curriculum vitae was a document that is used when trying to apply for employment. The teacher made use of the whiteboard to explain the work

to the learners by writing the aspects of a curriculum vitae e.g. personal details. The lesson was interactive as the learners and the teacher were involved in the process of learning. For example, when Mr Sandla wrote on the whiteboard 'Personal details' he also asked the learners what else would typically go under someone's personal details. The learners stated that it would be the name and surname. Once Mr Sandla started drafting the curriculum vitae on the board, the learners started recalling that they had seen this before. The following reaction is an indication that the learners had knowledge of the curriculum vitae:

19) Learners: O-o-o-o-h (chorus)

Mr Sandla made use of code-switching throughout the lesson but he first explained the work in English before switching into isiXhosa.

20) Mr Sandla: *Xa nibhala iCV* (when you write a) you must always start with your personal details just like you do in isiXhosa'.

21) Learners: *Ewe Sir* (Yes Sir)

22) Mr Sandla: *Okay xa senibhale ipersonal details* (Once you have written personal detail) which details do you think you should include?

23) Learner 1: Name and Surname

24) Learner 2: *Apho uhlala khona* (Where you live) 25) Mr Sandla: *Ewe* (Yes), your address.

This lesson was interactive and most of the details were explained in isiXhosa e.g. the name, surname, address and telephone number were mentioned under personal details. Mr Sandla also gave an outline of what a cover letter was and the importance thereof in the learners lives. He erased the work of the curriculum vitae on the board and explained to learners that they needed to write their address on the right hand side of the page. He explained this whilst he was writing on the whiteboard. Then he explained to learners that they needed to skip a line and write the address of the person they were writing to on the left hand side of the page. He then explained to learners that it was important to address the person they were writing to in a formal manner and use formal language. Mr Sandla continued writing on the whiteboard whilst explaining to learners what should be in the first, second and final paragraph of their cover letter. Their interaction is presented below:

26) Mr Sandla: Okay, in the first paragraph, you tell the reader about highest qualifications

27) Learners: (Some learners writing on their pages)

28) Mr Sandla: Then you explain to the employer why they should choose you for this position and then in the final paragraph you close up and tell the reader that you have attached a copy of your curriculum vitae.

The learners then got into the process of drafting their curriculum vitae and cover letters whilst Mr Sandla was monitoring their progress throughout the lesson. In the next creative writing lesson, Mr Sandla focused on the narrative essay over a period of three lessons with one lesson per week. In the next section, I present how the narrative essay was presented.

4.3.2.3   The teaching of a Narrative essay

The three lessons on the narrative essay were approximately 30 minutes each. In the first lesson Mr Sandla gave an outline of the narrative essay and the different requirements to ensure a successful piece of academic writing. With the rest of the other lessons, the learners worked on their narrative essays in class.

There were different teaching strategies used in the first lesson including learner and teacher-centred approaches and code-switching. Code-switching was also used in the second lesson and a learner-centred approach and mediated learning were used in the final lesson. The learner-centred and mediated learning approaches occurred when Mr Sandla allowed the learners to work on their essays in the classroom. The first lesson started with Mr Sandla asking the learners to take out their workbooks and textbooks. I present the introduction of the lesson below where Mr Sandla made use of code-switching and learner and teacher-centred approaches:

24) Mr Sandla: Okay, who knows the difference between a narrative essay and descriptive essay?

   a. *Umehluko between inarrative essay ne descriptive essay?* (the difference between narrative essay and descriptive essay)

25) Learners: (…) silent
26) Learner A: *Idescripitve essay udesriba umntu then narrative essay uyabalisa* (In the descriptive essay you describe a person then in a narrative essay you tell a story)
27) Mr Sandla: (writes on whiteboard) Narrative Essay
28) Mr Sandla: a narrative essay does not require you to use your imagination where *nge*

(with) descriptive essay, you are describing something so that someone else can see'

Mr Sandla then proceeded to make two columns on the board, where he showed the differences between the two kinds of essays. The comparisons showed that a narrative essay is usually written in the first person where one details his/her personal experiences or encounters in life. With regard to the descriptive essay, he stated that learners needed to think deeper about a particular topic and use their imagination to describe something.

He reminded the learners of the importance of drafting a mind map and a rough draft before they engage with their writing. He then wrote a topic on the board: 'My December holiday.' He drafted a mind map on this topic and told the learners that they always needed to have an introductory paragraph, the body and the conclusion in their essays.

Mr Sandla made use of code-switching in his explanation:

29) Mr Sandla: *Kwi introduction, ubhala* (In the introduction, you write) what your essay is going to be about, give your reader an idea on what the whole essay is going to be about. So you draft that on your mind map

Then Mr Sandla reiterated the importance of the body and how the learners' ideas and thoughts should be presented in the body. He emphasized that the conclusion is usually where the learners bring together their ideas in a coherent paragraph and that no new ideas should be introduced in the concluding paragraph, as highlighted below:

30) Mr Sandla: You never bring in new ideas *kwi* (In) the conclusion, you wrap up what you have said in the body and in the body you should tell your story and bring out important points

Mr Sandla did not incorporate grammar in the lesson but he paid attention to the structure of the essay by showing it on the whiteboard. He also explained to learners that the narrative essay could either be written in the past or present tense but they should bear in mind that if they chose to begin their essays in the present, past or future tense, that they should stick to one tense throughout their essay.

Mr Sandla instructed learners to look at the topic in their textbooks and draft their mind maps. Throughout the lesson Mr Sandla monitored the learners' progress by walking around the classroom and checking the learners' book and ensured that the learners were on the right track.

In the second lesson Mr Sandla focused on punctuation with regard to the use of contractions when writing. An example of this interaction is shown below:

31) Mr Sandla: Okay you are not allowed to use contractions when writing essays *'Niyazazi icontractions?'* (Do you know what contractions are)**…**Things like 'can't instead of cannot

Mr Sandla, did not give the learners a chance to show their understanding of what contractions were, instead he wrote a few examples on the board e.g.:

- can't = cannot
- won't= will not

After this illustration, Mr Sandla asked learners to check for the use of contractions in the essays they wrote in the previous lesson and highlight their errors. The learners spent the rest of the lesson looking for errors in their drafted work. In the third and final lesson, Mr Sandla instructed the learners to do a final draft of their essays and compared with their peers if there were any other errors in their work.

In short, this section focussed on the teaching and learning strategies used in the teaching and learning of creative writing genres. Code-switching seemed to be the most dominant teaching strategies in the teaching of the will and testament lesson, the curriculum vitae and cover letter lesson and narrative essay lesson.

In order to complement the data collected from the classroom observations. I engaged in a focus group interview with the learners and an individual interview with Mr Sandla. In the next section, I present the data collected from the interview sessions with guidance of the research questions stated in Chapter 1.

4.4 Presentation of interview data

In this section, I present the data collected from two focus group interviews with selected Grade 9 learners and an individual interview with Mr Sandla. The teacher's name has been changed for the purpose of anonymity as mentioned in the previous chapter.

The learners were divided into two groups of five. For the purpose of data presentation. The first group is referred to as 'Focus Group 1' (F1) and the second group is named 'Focus Group 2' (F2). Firstly, I present data from the interview with the Grade 9 English teacher (Mr Sandla – Mr.S).

4.4.1   Data from the teacher interview

The interview with Mr Sandla enabled me to get a better understanding of the teaching strategies he used in the teaching of creative writing in English and the challenges that were encountered by learners. The main aim was to understand Mr Sandla's personal experience with the teaching of English creative writing to Grade 9 English First Additional Language learners.

In order to make sense of the interview data, I have presented the data under the following headings that are based on the research questions asked in Chapter one

(i) The teaching and learning of creative writing. **(ii)** Teaching strategies and the use of resources

4.4.1.1   The teaching and learning of creative writing

As mentioned in Chapter 3, I started the interview by asking Mr Sandla a few background questions about teaching experience in the Senior Phase, his highest qualifications and his home language. These questions were necessary as they enabled me to get an understanding of his biographical background in relation to his teaching approaches.

Concerning the teaching of writing, Mr Sandla mentioned that writing was quite important as it assisted learners to acquire background knowledge that is of utmost importance when they get to university. According to Mr Sandla, learners struggled when they wrote essays.

When I asked Mr Sandla about the advantages and disadvantages of teaching creative writing in English FAL, he referred to the learner's lack of exposure to English and the learner's limited vocabulary that impacted on their speech and writing. Mr Sandla stated that:

- **(Mr.S1):** First disadvantage, is that…most of them are not exposed to English, the only time they get to speak English is when they are in class…and if you…If you like, force them to speak English… like you don't code-switch, you don't allow them to respond in their home language, so some of them… it does build their vocabulary as well as their writing vocabulary…There is speaking vocabulary and there is writing vocabulary…Those learners that are at an advantage are those learners that are used to reading, those that watch movies…

Mr Sandla's response was corroborated by my lesson observation data that showed that learners mostly spoke isiXhosa and responded to the teacher if the questions were repeated in isiXhosa. When I asked Mr Sandla about the challenges with teaching English creative writing to isiXhosa home language learners, he emphasized the difference between English and isiXhosa grammar. In addition, he mentioned that it was easier for the learners to construct sentences in their home language rather than in English. When asked about the challenges he experienced in teaching English FAL, Mr Sandla stated that:

- **(Mr.S2):** Challenges…*igrammar yesiXhosa ayifani neye*-English (isiXhosa Grammar is different from English grammar)… it is not the same, so some struggle getting the tenses right when they are writing…that it is one of the biggest challenges…and some are confusing the pronouns…and *ke ngoku ke* (now) some of the challenges the learners find are that are more easy to construct sentences in their home language and they struggle when they have to… translate that into English'

The challenges noted by Mr Sandla gave me an understanding of his teaching strategies when approaching the teaching of English creative writing to Grade 9 isiXhosa home language learners. Some of the salient points highlighted above include the difference between the two languages, English and isiXhosa hence learners were bound to make errors when they were writing and how the learners' limited exposure to English affected their vocabulary.

4.4.1.2   Teaching strategies and the use of resources

Concerning teaching strategies, Mr Sandla stated that he used mediated learning and scaffolding to guide the learners during the writing process. When I asked Mr Sandla which teaching strategies he thought worked best when teaching creative writing in English, he stated that:

- **(Mr.S3):** Uuh, teaching strategy that I do, I don't allow them to do things on their own. Like I, I guide them, like if *senza imind map* (**If we are doing a mind map**) I don't…I don't allow them to do their own mind map but we do *imind map* (**a mind map**) as a class…*ya* (**yes**) and even *iwriting yabo* (**their writing**) for instance, when they are writing essays…I will tell them first we [are] going to do a mind map then move on to the introduction, show them a proper introduction, then after introduction, move to the body and conclusion.

Mr Sandla commented how this teaching strategy worked in the best interest of the learners and that he was comfortable with it. He did not emphasize how he used code-switching which was one of the dominant teaching strategies I noted during the lesson observations. Mr Sandla claimed that teaching English writing was more difficult than teaching grammar. When I asked him about how he felt about teaching writing in English, he stated that:

- **(Mr.S4):** Aah, teaching writing…because English has the writing part and the grammar part, writing is especially difficult to teach because grammar you are only following the rules of the language. But when it comes to teaching writing, it is not the same.

Another teaching strategy Mr Sandla mentioned, was the use of resources in the classroom, even though I did not experience the use of these during my lesson observations. Mr Sandla stated that he sometimes used resources to teach different genres in creative writing. When I probed him about the resources he used when teaching writing, he stated that:

- **(Mr.S5):** Okay…the resources that I use…like if I am teaching formal letter…I will sometimes take a projector, go to the internet, show them the structure of the formal letter on the internet and what is expected of them… sometimes I use posters.. for them to like…like brainstorm.

Some of the other resources Mr Sandla used in the classroom that he did not mentioned in the interview were textbooks, the teacher's guide and the whiteboard.

When asked about his personal experiences of the teaching of creative writing, Mr Sandla stated:

- **(Mr.S6):** Creative writing is a process first of all and there is a lot that goes into creative writing…like you have to scaffold them, taking them from the unknown to the known and they are writing different genres…like one of the learners said some are finding it difficult…in fact most are finding it difficult to write when it comes to essay as opposed to most short pieces that they find quite easy. But as for the difficult part of writing, is writing essays.

The presented interview data with Mr Sandla concludes the different teaching methods in the teaching and learning of creative writing. Some of the important issues raised were that writing was the most difficult to teach to English FAL learners and that limited exposure to English was a negative factor in learner's writing and speaking vocabulary.

The next section is a presentation of the data collected from the two focus group interviews with the learners (i.e. F1 and F2).

4.4.2   Data from Focus Group Interviews with learners

The main aim of the focus group interviews with the learners was to get an understanding of how they approached creative writing. It was also to investigate the challenges they experienced when engaging with writing through the medium of English (FAL). In other words, I set to understand the barriers encountered by Grade 9 English FAL learners with the teaching and learning of creative writing in English FAL.

I have unpacked the data under the following headings that were covered in the focus group interviews:

(i)   Importance of creative writing (ii)
    Challenges with creative writing genres
(iii)   Writing approaches in English FAL.

These headings derived from the research questions and objectives stated in Chapter 1. In order to protect their identity, the learners have been given codes in the form of letters, as follows: A-E in Focus Group 1 and F- J in Focus Group 2.

The data from both interview sessions is noted as 'Focus group 1' **(F1)** and 'Focus group 2 **(F2)**.

4.4.2.1   Importance of creative writing

The two focus groups gave similar answers when asked about the importance of writing in English. Focus group 1 noted the importance of writing in isiXhosa which is their home language. When asked about the importance of writing in schools, some of the learners stated:

-   **(F.1.A):** *Uhm.. I think ibalulekile icreative writing siyifunda* (creative writing is important) *because isifundisa* (it teaches us) *uhhm…sikwazi ukusebenzisa iEnglish* (so that we are able to use English)

- **(F.1.E):** *Ibalulekile, coz sometimes iindawo esihamba kuzo kuthethwa iEnglish* (It is important, because English is the spoken language in places we often go to) *So sifuneke siyibhale, so that sizo understanda.* (So we must be able to write it so that we understand)
- **(F.2.F):** *'Ngoba, kulapha u expressa indlela yakho yokubhala* (because, it is where one expresses one's way of writing) and to understand *i*English more.

I asked the learners whether writing was also important in their home language and whether they felt happy about writing through the medium of English. When asked about writing in isiXhosa the learners stated:

- **(F.1.A):** *Ah* (Yes) *ibalulekile nakwisiXhosa* (it is also important in isiXhosa) *ngoba isfundisa kakhulu sikwazi ukuthetha ihome language yethu* (because it teaches us how to speak our home language) because *isiXhosa as ixesha lihamba like like… si… Siye sitshintshe* (as time goes by, isiXhosa changes) *so siyakwazi ukufunda izinto zakudala* (we are able to learn of historical issues) like… *amaqhalo nezaci* (idioms and proverbs) *nezinye izinto zakudala ebesingazazi* (and other historical issues that we did not know about) *okanye nezinye ezithethwayo nge-xesha elinintsi* (or other aspects that are spoken of most of the time)

When I asked the learners about how they felt about writing in English FAL they stated:

- **(F.1.C):** *Mna ndiba happy, ngoba isiXhosa ndingasazi kakhulu* (I am happy since I don't know isiXhosa that much)
- **(F.2.G):** It makes me feel happy, because it prepares me for the future.

Both groups reiterated that they preferred writing in English as opposed to isiXhosa. When the learners from Focus Group 1 learners were asked why they preferred writing in English rather than in isiXhosa, two of the learners said:

- **(F.1.A):** *I would rather ndibhale ngesiXhosa but inyazelekile kuba kufuneka English siyifundile sometimes* (I would rather write in isiXhosa, but it is necessary to write in English because we have to learn English sometimes)
- **(F.1.D):** Because *xa uhambile, for example, usithi uya e China, for example, then ke ngoku uthethe loo language, then in English, uyazi ba bayayizisizwa than isiXhosa* (Let us say you go to China, then you are able to speak English, you know that they understand English rather than isiXhosa)

In this section, learners expressed that writing in English has a purpose and would be an advantage to them to learn to write in this language. Learners also understood the importance of writing both in English and isiXhosa. However, both groups of learners reiterated the importance of writing in English as a global language, although there were some challenges they experienced when writing through the medium of English.

4.4.2.2   Challenges with creative writing genres

As stated in Chapter 2, there are different creative writing genres to be taught and learnt in the Senior Phase. When I asked the learners in both focus groups what their biggest challenges were when engaging in creative writing activities. they shared different views such as the writing of essays. Some expressed that writing narrative and descriptive essays were more challenging. When asked about which genres they struggled with, some of the learners had this to say:

- **(F.1.):** Essays (everyone)

Then I asked the learners in Focus group 1, which essays were the most and difficult they said:

- **(F.1):** Narrative essays (everyone)
- **(F.1.B):** *Le edescribayo umntu* (descriptive essay) then (everyone)

Learner H in Focus Group 2, said they did not experience any challenges when they engaged with the different genres in creative writing. He said:

- **(F.2.H):** On my side, I don't struggle with any.

When I asked the rest of the learners if they experienced any challenges, they said that they agreed with the first respondent (F.1) who had mentioned narrative essays as the most difficult genre. I then asked the learners if they used dictionaries when they got creative writing tasks. Learners in both Focus Groups (1 and 2) stated that they only used the dictionaries when they were given tasks to complete at home or in the classroom, but not during examinations.

- **(F.2.):** Yes (Everyone)
- **(F.2.H):** But not in the examination
- **(F.1.G):** *Xa sibhalela endlini,* yes (Yes, when we write an assignment at home)

In short, the majority of learners in the focus group interviews stated that they struggled most with essays and some learners stated that they used dictionaries in some instances to overcome some of the challenges they encountered when writing in English. In the next section, I present the approaches the learners used when writing in English.

4.4.2.3   Writing approaches in English FAL

The learners from both focus groups stated that they learnt how to write better when they were assisted by the teacher, especially if they did not fully comprehend the requirements of a genre or activity. When I asked the learners which methods of teaching helped them understand the requirements of creative writing they had this to say:

- **(F.1.D):** *Sometimes xa ee, mhlawumbi athethe iEnglish and then ke ngoku ayitranslate to…kwisiXhosa* (Sometimes when he maybe speaks in English then translates to isiXhosa)

- **(F.2.H):** *Uteacher, uqale asicacisele nge-English, then ke ngoku uyayicacisa ngesiXhosa* (The teacher first explains the work in English, and then explains it in isiXhosa)

Learners felt comfortable with the method of code-switching. This is what was also noted by the teacher in the interview. This method was also noted in the classroom observations as one of the dominant teaching methods that might have worked better to enhance learners' understanding of their work. However, learners did not mention the use of the projectors in class but they stated that they usually asked a friend or worked in groups to assist them with concepts they did not understand. Learners from Focus Group 2 also stated that there were more isiXhosa resources in the classroom than there were in English. When I asked the learners about working in groups and assisting one another in the classroom they stated:

- **(F.1.A)** *Siyancedana, ngamanye amaxesha* (We help one another, sometimes) - **(F.2.)** Yes (everyone)

When I asked them if they ever worked in groups, some of them said:

- **(F.1.)** Eh-eh **(Yes)** (everyone)
- **(F.2.)** Sometimes (everyone)

When I asked the learners about how they were able to complete writing tasks in English, they stated that they sometimes first wrote the essay in isiXhosa and then translated it into English. Some stated that they preferred writing it in English and then make their corrections from their English draft and others stated the importance of doing a mind map to guide them through the process of writing in English.

The data indicates that, learners occasionally helped one another when they were given writing tasks in the classroom. Learners in both focus groups stated that, they understood the work better when the teacher used code-switching into isiXhosa in the classroom.

In the next section, I present the data collected by means of document analysis to complement the classroom observation and interview data that was presented in this section. I analysed the Paper 3 examination and examined selected learner's scripts. I looked for trends in their sentence construction, spelling relevance and understanding of the topic and the teacher's assessment in order to understand the barriers encountered by learners when writing in English and what they struggled mostly with in their writing,

4.5 Data from Document Analysis

In this section, I present the data collected from an analysis of certain documents. As stated earlier I examined the Grade 9 Paper 3 September examinations. The September examination scripts complemented the data collected from the interviews and classroom observations. Document analysis gave me an insight into the barriers learners faced when writing and how they approached writing essays in the examination.

In an attempt to answer the research questions stated in Chapter 1, this section also sought to understand the implications of engaging with creative writing tasks in English FAL for epistemic access to knowledge in the Senior Phase.

In order to make sense of the data, I present it under the following heading:

(i)   Grammatical errors
(ii)   Sentence construction and coherence

The analysis of the Grade 9 Paper 3 September examination was necessary because I wanted to understand if the learners understood the work learnt during the term. The learners were

expected to write a narrative essay. One of the topics was about: "The story of my life" The second topic was "If only I had chosen differently" and the last one was "I have a dream"

For the purpose of consistency, I have presented the analysis of two examination scripts from the first and last topics. None of the selected learners attempted the topic 'If only I had chosen differently'. I paid attention to the learner's grammatical errors in order to find out if their writing related to the given topic and whether learners constructed proper sentences. Since the examination scripts had been marked, I looked at the way in which the learners were assessed in relation to the assessment rubric. For the purpose of differentiation and anonymity, the learners have been named as Learner 1, Learner 2, Learner 3 and Learner 4. I have presented a copy of Learner 1's and Learner 3's scripts and the question paper, and the work of the other two learners are attached as Appendices 14 and 15.

Figure 3: Question Paper

GRADE 9

GRADE TOTAL = 50

CREATIVE WRITING

QUESTION 1

1.1 Write a narrative essay on one of the following topics. Your essay should be between **210-250** words.

- The story of my life.
- If only I had chosen differently (Hint: Begin your essay with these words.
- I have a dream.

NOTE: Please have a well organised mind map for your work. The rubric will be very useful to guide you on what is expected of your writing.

Marks = 30

Figure 4: Learner 1 script

I have a dream

In my life I have a dream of becoming a doctor. I want to be a doctor not just because of the amount of money that is paid, ~~just~~ but because there is a deep reason why I want ~~to~~ to be a doctor.

2 years ago while I was doing my grade 7 my grandmother passed on because of cancer. The was no one who can could help her because we did not have money to pay for the hospital bills. My family tried all their best to help, but ~~have to~~ Unfourtunately because of we did not have money, we were forced to send her to the goverment hospitals. ✓

Every day in the morning I prayed ~~that~~ for my grandmother to makes thought it. On my class room I had this taught that ~~to~~ keeps ringing in filling my head, asking what I want to be when I am old, After school I went straight home when I entered to there dining room I saw everybody crying.

I asked what's going on, but no one wanted to tell me. what's going but on my mind I knew what was going on but I wanted to have be a sure of what was I thinking. At the end my ~~that~~ mother

90

Figure 5: Learner 3's script

doing grade 7
no friends who

stayed near my home. We grew up together and exploring
our child wood together that is when I found my new
school best friends. *Good intro*

We used to do all the fun things you could thought and
wish of. My old friends started to get boring because they
did *Gr* do all those fun things. So I decided to dump them.
My new friends used to go in malls and do shopping. We
never skiped a weekend without going to parties. I remember
when it was friday of that year. *There are many Fridays*
a year !!
We were ~~a~~ cleaning our classroom because we were
our teachers favourite. When we were done Lisa told us
about the party that her boyfriends friends ~~will~~ would 'be
having ~~earth~~ *on* saturday. ~~morning~~. I was very happy because
I had never been ~~in~~ *to* a party. Then we ~~bit~~ were also
told the kind of clothes to wear. It was a mini skirt and
stamuch out ~~top~~, then we said our goodbye's and went
home. ✓

When I arrived I washed my school uniform and
cleaned the house. When my mother arrived I asked for
my outfit money. She gave me and I went to the
mall and bought them. At night I could'nt ever sleep I
was turn and looking at the time.
Next time stick to the required lenght !!

The learners' essays are analysed in the following section. I have made use of the qualitative thematic data analysis and literature to support themes that emerged from the presented data.

4.6 Data Analysis and Preliminary Findings

According to Lace and Luff (2001:6) qualitative data analysis is generated through interviews and observational data, whereby data is described and summarised. Some of the theoretical aspects one needs to go through when analysing qualitative data involve familiarizing oneself with the data through review, reading and listening to the recorded data and the transcription of tape-recorded material (Lacey & Luff, 2001:6), as illustrated in section 4.2.1 of this chapter.

In this section, I analyse the data presented in the previous section. I made use of the qualitative thematic analysis approach, i.e. the data is analysed based on the themes that emerged from the presented data.

According to Mills, Durepos and Wiebe (2010:2) thematic analysis is an analytical approach and synthesizing strategy that is used during the meaning-making process of a variety of data collection methods, including a case study. The aims of thematic analysis include seeing, finding relations, analysing, systematically observing a case and quantifying qualitative data (Mills et al, 2010:2). In addition, thematic analysis is effective in reducing and managing large volumes of data without losing context (Mills et al, 2010:2). Furthermore, researchers usually look for reoccurring topics, ideas or themes that occur within the data that provide u=insight into communication (Allen, 2017:2)

Thematic analysis is usually applied to single texts, collections of similar texts or a variety of texts regarding a similar phenomenon (Allen, 2017:2). The primary step in making sense of reoccurring observations is locating themes within the data. According to Allen (2017:2) themes provide a holistic picture of the communication experiences under investigation and provide depth of understanding an interaction. In addition, themes provide information about process or processes that may occur (Allen, 2017:2).

Using the thematic approach assisted me in answering the research questions in Chapter 1. It also helped me understand the issues that emerged from the raw or presented data. In addition, the thematic approach assisted me in corroborating my data from the classroom observations, teacher interview, focus group interview and document analysis.

The following broad themes emerged after presenting and corroborating the data from the interviews, document analysis and classroom observations which also correlate with the research questions in Chapter 1:

i. Pedagogical implications for creative writing

ii. Challenges experienced by learners in creative writing

The analysis of these themes is supported by literature that is discussed in Chapter 2.

4.6.1 Pedagogical Implications for creative writing

This theme is broad as it deals with teacher's pedagogy in order to understand how it facilitated or constrained learners' meaningful learning of creative writing. It is discussed under the following sub-themes:

(i) Learners' prior knowledge and Mediated Learning

(ii) Less interactive teaching strategies

(iii) Pre- and Post- writing Activities

(iv) Use of code-switching

(v) Teaching and Learning resources

4.6.1.1 Learners' Prior Knowledge and Mediated learning

This sub-theme seeks to address the research question on the teacher's pedagogy with regard to the teaching of creative writing to English FAL learners. This theme reflects on methods used by the English teacher in English creative writing and whether these teaching strategies facilitated or constrained the learning of creative writing. This theme emanated from the interview data from the focus group interview, the teacher interview and classroom observations. In this discussion, I reflect on whether learners shared the same sentiments with the teacher concerning the most effective teaching methods in creative writing.

As mentioned in Chapter 3, Mr Sandla had the necessary knowledge and skills to teach English to English First Additional learners in the Senior Phase because he possessed a teaching qualification in English and Social Science which he obtained in 2015. Mr Sandla demonstrated the necessary knowledge about the use of different theories and practices to facilitate learning of creative writing. This is evident in his utterance **(Mr.S3)** where he guided the learners on how to do a mind map. In the interview, Mr Sandla emphasized that it was important to tap into the learner's prior knowledge, and to take them from the unknown to the known.

This practice could be associated with the Socio-cultural theory which emphasizes the use of prior knowledge through scaffolding in order to reach the Zone of Proximal Development (ZPD). Literature suggests that it is the teacher's responsibility to teach in a meaningful way that will encourage learners to use their prior knowledge (Dong, 2017:150).

However, during the classroom observations I noted that Mr Sandla did not always use the learner's prior knowledge to mediate learner's learning experience. This could be due to his assumption that the learners did not have the necessary knowledge of what he was going to teach. In the lessons where he used the learner's prior knowledge, learners immediately grasped Mr Sandla's lessons. Dong (2017:150) states that learners usually use their prior knowledge to make sense of the work they are being taught. For example, data from the classroom observations on the will and testament lesson, Mr Sandla asked the learners in isiXhosa whether they knew what a will and testament were and then explained it in English. For example, in Mr Sandla's third utterance: *Niyayazi 'Incwadi yelifa, niyenze kwisiXhosa'* (You know a will and testament, you have done it in isiXhosa), it could be said that Mr Sandla understood the importance of building on learners' existing knowledge which is an important aspect of the Sociocultural theory.

Learners stated that they occasionally worked in groups when there was an aspect of creative writing they did not understand. The learners also stated that they sometimes asked the teacher if there were other aspects of the work they needed to do, and did not understand. Data from the teacher interview shows that Mr Sandla occasionally let learners work in groups or in pairs. Classroom observation data also shows that learners worked as a class first before they worked independently. It was very rare that the learner would ask for help from the teacher or from their peers.

Seabi (2012:37) suggests that mediated learning assists learners understand how thinking and learning is applicable to other areas of their lives. However, learner's knowledge is usually constructed through their own personal experiences (Amineh & Asl, 2015:12). Therefore, mediated learning was evident in this regard as the teacher assisted the learners by working with them collectively and explaining the work prior to them working on their own.

Huitt and Hummel (2003:1) state that the process of assimilation and accommodation is important in learning. It is whereby the teacher transfers elements from the learners' environment and changing these elements so that learners accept the new elements in the environment. Ferdman, Weber and Ramirez, (1994:4) also believe that many learners develop literacy in English whilst already having acquired these skills in their home language.

In relation to the above, data from the focus group interview indicate that learners would first write their essays in isiXhosa before attempting to write them in English.

When Mr Sandla taught the curriculum vitae and cover letter, learners were unaware of what they were, even after Mr Sandla had explained them in isiXhosa. It is only when Mr Sandla started writing on the whiteboard that the learners started to remember what a curriculum vitae and a cover letter were. This could imply that learners understood the structure thereof but could not make a link with the English terminology.

Literature suggests that learners depend on their creativity when they are in the process of learning and this creativity is dependent on their prior knowledge (Pitsoe, 2007:161). Data from the Focus Group interviews indicate that learners found it difficult to write narrative essays, e.g. in utterance **(F.1.)** all the learners stated that they struggled with narrative essays. This could imply that the learners also struggled with writing narrative essays in their home language, isiXhosa. Learners also found it challenging to translate their knowledge from their home language to the target language English.

This could mean that learners had limited linguistic knowledge of English to produce creative and meaningful essays. Writing is also dependent on a learner's creativity and this can be difficult to achieve if the learners do not have the necessary knowledge, even in their home language.

According to the Department of Basic Education (2001:40), learners are expected to use descriptive elements when writing narrative essays and it is usually a presentation of events. Data from document analysis illustrate that learners seemed to have no major concerns with writing a narrative essay. However, in the focus group interviews, some of the learners stated that they struggled mostly with narrative and descriptive essays. This could be attributed to learners' limited comprehension of the structure or requirements of a narrative essay and how to address the topic they were given.

This could imply that narrative essays were not taught adequately in the classroom. When teaching writing, teachers need to focus on teaching content to improve the quality of written texts (Butcher and Kintsch, 2001: 319). Learners also found it challenging to translate their knowledge from their home language to the target language English.

4.6.1.2   Less interactive teaching strategies

The classroom observations data showed that teaching strategies were not learner-centred or interactive in most cases, instead Mr Sandla spent most of the time explaining the work to the learner with minimal questions asked during the lessons. For example, when Mr Sandla taught the will and testament and curriculum vitae and cover letter he spent most of the time to explain the work to the learners with minimal interaction. For example, Mr Sandla asked the learners what contractions were (31. Mr Sandla) and then answered the question without giving the learners a chance to answer. Literature suggests the importance of knowledge construction by the learners themselves especially with written tasks (Chaiyadejkamjorn et al, 2017:228).

 A teacher-centred approach does not allow the learners to express themselves or direct their own learning because the teacher usually retains full control of the classroom (Mpho, 2018: 12). This practice puts learners at risk because they are required to work independently in the examinations. Literature states that learners should be able to make a contribution towards their own knowledge, and their individual abilities must be recognized (Mpho, 2018:20).

Learners indicated that they preferred the teacher to explain the work to them and write explanations on the whiteboard. During the interview, Mr Sandla indicated that he did not allow the learners to do things on their own, instead he preferred them to work together as a class **(Mr.S.4).** This seems to indicate that Mr Sandla understood the importance of scaffolding and assisting the learners in the process of learning but used a teacher-centred approach which did not allow the learners to think independently and develop critical thinking skills. Not only does a teacher need to facilitate learning but he/she must also assist the learners' overall development which includes the learners' independent thinking (Kapur 2017, 7071).

Amineh and Asl (2015:13) state that meaningful learning is effective through the process of collaboration and interaction. The analysed data suggest that the teacher did not encourage learner interaction in the classroom even though the learners stated that they occasionally worked in groups but this was not evident during the classroom observations.

The social community, school and learners need to collaborate to promote the development of written tasks (Navsaria et al, 2011:102). In the focus group interview, learners indicated that they occasionally assisted one another when they did not understand the requirements of a task, as evident in **(F.1.A)** [*Siyancedana ngamanye amaxesha – we occasionally assist one another].*

Learners seemed to understand the importance of collaborative learning even though they were not always afforded a chance to work in groups.

Different teaching strategies such as collaborative teaching to address the different learning styles in the classroom (Mitchell, 2007:60). However, the risk with this teaching strategy pertains to the difficulties in addressing different personalities in the classroom (Mitchell, 2007:63).

4.6.1.3   Pre-writing and Post-writing Activities

Mr Sandla claimed that learners had to create mind maps on the whiteboard collectively as a class before they could write their essays as individuals. The learners in the focus group interview confirmed that they usually drafted mind-maps before they wrote a first draft or final draft of an essay. When learners pre-write they analyse the structure and register of a text, and then write the first draft of an essay (William & Mary, 2015:2). In this process, the teacher usually guides the learner through brainstorming, outlining and producing a rough draft. This draft has to be evaluated before it becomes a final draft (William & Mary, 2015:2).

However, learners are encouraged to brainstorm and draft in English which is linguistically challenging to English First Additional Language learners (Meyer, 2000:233). Classroom observation data and focus group data indicated that it was easier for the learners to get into the process of writing when they drafted a mind map. According to the CAPS document, learners need to go through the different steps in writing. This enables learners to plan, prewrite, draft, revise, edit, proof-read and present their essays. These steps are necessary because they assist learners develop their vocabulary and encourages them to work independently.

4.6.1.4   Use of Code-switching

I took note of code-switching in the classroom observations when Mr Sandla explained in English and then translated into isiXhosa. During the focus group interviews, the learners stated that they learnt best when Mr Sandla explained the work first in English and then in isiXhosa. Mr Sandla shared a common home language (isiXhosa) with the learners, and this played a pivotal role in this regard because he was able to translate some of the concepts in the learner's

home language. Sharing a common home language with the learners seems to overcome some of the challenges and barriers faced with learning in English FAL.

Banda (2003:72) believes that when teachers code-switch, learners might not meet the requirements of writing and may misinterpret certain words in English. Nevertheless, codeswitching is beneficial when accompanied by other teaching strategies and the use of resources in the classroom. Code-switching is a complex language practice that promotes the use of the main language and the target language which is used for teaching and learning (Webb & Webb, 2008:28). The practice of code-switching was used in the classroom observations as evident in Mr Sandla's utterance **(Mr. S20)** *[Xa nibhala iCV (when you write a curriculum vitae) you must always start with your personal details just like you do in isiXhosa].*

Teachers may feel that they deprive the learners opportunities to use English, thus limiting their learners to this language.

Code-switching may also make other learners feel excluded in the process of learning. In this study, all the learners were isiXhosa home language speakers, the practice of code-switching seemed to enhance their learning. However, Learner **(F.1.A)** from the Focus Group 1 indicated that they preferred writing in English rather than in isiXhosa because their linguistic knowledge of isiXhosa was limited than in English. This may be understood as a means of reinforcing the hegemonic status of English as the learner was a home language speaker of isiXhosa. Nevertheless, code-switching is beneficial because it provides learners with better opportunities to be involved in the process of learning, to discuss and reflect on the subject matter (Nangu, 2006:24).

4.6.1.5   Teaching and learning resources

Mr Sandla mentioned that he usually used the projector when teaching essays in class. I observed that he usually used the whiteboard to teach and encouraged the use of textbooks, as presented in section 4.3.1. This could be due to his awareness of the importance of using resources in the classroom.

Literature suggests that learning writing through technological resources can aid to good writing skills because it equips learners with graphics and images (Woottipong, 2016:113). However, data from the classroom observations shows that Mr Sandla did not use technologies

such as the portable projector in the classroom even though they were available. Creative writing involves a preparation of resources and teachers can use various resource tools to facilitate learners' creative writing skills (Wang, Chang, Lin & Chen, 2018:2).

The learners mentioned the use of posters which were regarded as effective teaching and learning tools. Learners may still experience challenges when writing even when resources are used due to other factors such as the school infrastructure availability and quality of resources etc.

Lumadi (2016:7492) believes that the use of resources does not always assist learners with good writing skills. Teachers need to encourage learners to read books in the classroom and give more written tasks (Navsaria et al. (2011:100). Data from the classroom observations indicate that learners were given limited writing tasks and this may affect the development of their proficiency in writing. The teaching of writing is one of the most neglected in the classroom (Van der Walt & Van den Berg, 2007:74) and this could impede success in written tasks in other subjects across the curriculum as writing is the main form of assessment.

In the next section, I discuss the second theme on barriers to writing in English, including the analysis of the learners' examination scripts. I discuss the challenges of writing in English FAL.

4.6.2   Challenges experienced by learners in creative writing

This theme discusses the challenges experienced by Grade 9 learners in creative writing through the medium of English FAL. This theme is supported by data drawn from the Grade 9 teacher interview, the focus group interview with the learners' analysis of the English Paper 3 examination and classroom observations. The data shows that most of the challenges experienced by learners were mainly language related.

4.6.2.1   Language constraints

As mentioned earlier, I looked at the learners' Paper 3 scripts to understand the barriers they experienced when writing in English. In the focus group interview the learners stated that they faced difficulties when they engaged with essay writing, especially descriptive and narrative essays. This was also noted in their Paper 3 examination scripts. Mr Sandla stated that essay

writing was more difficult to teach than other language skills. This could be due to the cognitive demands that writing requires and the fact that learners need to translate texts from their home language to English. Akinyeye (2012:109) states that cognitive skills are usually developed through a home language hence learners face difficulties when writing in a First Additional Language.

Furthermore, some of the errors learners made when writing in English, included spelling errors, sentence construction, verb and subject agreement and incorrect tense. For example,

Learner 1 started with her topic well, but then deviated into a different topic. She began her writing well about her dream of becoming a doctor and this was followed by a focus on her sick grandparent.

The learner had technical errors pertaining to punctuation and capitalization of certain words, e.g. grade 7 instead of Grade 7 which appear in the second sentence of the second paragraph. Other errors included incorrect use of tense [e.g. can instead of could] incorrect use of the apostrophe [e.g. hospital's instead of hospitals], the use of incorrect conjunctions and prepositions [e.g. on instead of in]. Despite these errors, Learner 1 seemed to have an understanding and knowledge of the structure of an essay and was able to organize her thoughts in a meaningful way. She made minimal spelling errors [e.g. unfourtunately and government]

Likewise, Learner 2 made one spelling error and a few technical errors such as contractions, wrong use of pronouns [e.g. theirself instead of themselves] and capitalization. In addition, some of her sentences did not make sense [e.g. out the world has a dream].

Learner 3 had a few spelling and grammatical errors in her essays and some of these errors were not noted by the teacher.

Learner 3 made spelling errors such as [child wood instead of childhood] as shown in the fourth line of the first paragraph and [skiped instead of 'skipped]. Learner 3 also made tense errors such as [you could thought of instead of you could think of] in the first line of the second paragraph. Some of the errors included the use of an incorrect prepositions, e.g. [used to go in malls instead of used to go to malls].

Some of the errors made by Learner 4 were punctuation, spelling and tense [e.g. I was having a brother instead of I had a brother]. Shown in the second line of the first paragraph. Other tense errors are the following

[she was having instead of she had] in the third line of the second paragraph]

[leave us instead of left us] in the sixth line of the first paragraph.

There were minor spelling errors such as marriod instead of married in the fourth line of the first paragraph. Some learners also struggled with sentence construction and coherence in their writing, as discussed below.

For example, Learner 1 seemed to struggle with sentence construction, he constructed the second sentence of the fourth paragraph in this way: [what's going but on my mind] and Learner 2 wrote [I have also to] in the fourth sentence of the fourth paragraph. This is incorrect word order. Learner 4 constantly moved between the present and the past tense in his writing and punctuation, e.g. in the first paragraph he wrote: [We lived in gugulethu, while my father lives in Langa].

Learners seemed to know what they wanted to say but struggled to express themselves clearly and in a coherent way. The most common errors were the incorrect use of prepositions and tenses which could be explained in terms of direct translation from the learner's mother-tongue isiXhosa to English. Direct translation may result in a shift in semantic emphasis (Lomaka, 2017: 2340), i.e. the loss of meaning. Mabasa and Lumadi (2016:90) stated that many FAL learners often use the wrong prepositions when writing. In addition, they fail to write coherent sentences and some of them make punctuation and spelling errors in English (Mabasa and Lumadi (2016:90). Chiswick and Miller (2005:3) refer to the complexity of languages and that each language is unique with different syntax and grammatical conventions. Hence direct translation from an African language to English may result in loss of meaning and coherence in learners' writing.

Mr Sandla also confirmed that learners struggled with tenses in their writing due to the differences between English and isiXhosa grammar. The learners' linguistic errors could also be attributed to their limited exposure to English in their social cultural environment.
As mentioned in Chapter 3, Mr Sandla had been teaching English in the Senior Phase for four years and had the necessary qualifications to teach English in this phase. Concerning the teaching of grammar, classroom observation data shows that Mr Sandla integrated grammar in his creative writing lesson once only during the data collection period. This could be understood in relation to the manner in which he understood grammar and writing as two separate areas in language learning, as indicated in his interview response **(Mr.S.4).** Adeyemi (2008:2)

maintains that grammar, sentence construction and coherence should be incorporated in writing so that learners develop proficient language and writing skills.

Surprisingly, some of the errors that learners made in their writing were not noted by the teacher. This could be due to language challenges the teacher faced as he was not a home language speaker of English too. Uys, Van der Walt and Van den Berg (2007:74) claim that even when teachers identified errors in the learner's work, only a fraction of them take the time to teach grammatical errors to enhance learners' writing. Given that learners are assessed through the medium of writing across the curriculum, if learners fail to understand the grammatical structure of the language of assessment they may struggle to make sense of what they are writing (Mirzaee & Marzvan, 2016:1229).

4.6.2.2   Limited Exposure to the Target Language

This theme analyses learners' exposure to English in the classroom and in their social-cultural environment. It is informed by data from the focus group interviews with the learners, and by data collected from the Grade 9 teacher through an interview and classroom observations.

Learners' exposure to the target language is important in language learning. Taylor, Servaas and Mabogoane (2012:7) maintain that exposure to English on a regular basis helps in the development of literacy and numeracy skills, especially for learners whose home language is not English. Grussendorff and Booyse (2014:55) believe that the majority of learners do not use English in their social environment and this may affect their proficiency in this language. English is a foreign language to many African language speakers because it is not used in the learners' immediate environment (Cleghorn & Rollnick, 2002:349-350), so learners do not acquire native-like proficiency in this language.

The learners who participated in this study were isiXhosa home language speakers and English FAL speakers. They were taught through the medium of English but had isiXhosa Home Language as a subject in school. The learners were only exposed to English in the classroom environment, although they usually spoke their home language when they interacted with each other inside and outside the classroom. This could be understood in terms of their good proficiency and confidence in their home language.

Kapur (2017:7065) states that learners may get exposure to English in their social environment by interacting with others. However, exposure to English in a learners' social environment does not necessarily translate to proficient writing skills (Halbach, 2012:609). Learners need to engage with other language texts to improve their writing skills.

Data from the teacher interview shows that the learners who wrote well were those who read English literature outside and inside the classroom. The Department of Basic Education (2011: 36) states that reading and writing share similar cognitive processes and that writing skills can be developed through reading. If learners do not read for enjoyment, their writing is likely to be negatively affected. Therefore, reading books and writing opportunities in the classroom could significantly improve learners' writing (Navsaria et al, 2011:100).

There are other ways that learners can engage with writing such as interacting with others in the environment and to be more interactive in the classroom. However, this depends on the teaching methods used by the teacher. Exposure to English can also be facilitated by means of resources that are integrated in the lessons such as posters, reading texts and written work.

4.6.2.3   Tension between the socio-economic value of English FAL and cognitive benefits of the Home Language

Data from the focus group interviews show that learners seemed to understand the importance of English writing. They claimed that writing in English would have socio-economic benefits for them. While learners may understand the importance of writing in English, they may struggle with the cognitive academic language proficiency demands of the FAL.

Learners seemed to recognize the socio-economic value of English, but the interview data indicate that learners preferred to use their home language together with the target language (English). Learners stated that they approached writing by first writing their essays in isiXhosa and then translated the essay into English. This could be explained in terms of their limited proficiency in English or the lack of appropriate vocabulary in English. Kapur (2017:7065) states that it is easier for learners to write in a language they have background knowledge of since learning is usually based on learner's existing knowledge.

Learners also expressed the importance of writing in their home language (isiXhosa). This suggests that learners understood the importance of possessing bilingual skills i.e. to have knowledge and proficiency in their home language, isiXhosa and in English.

Literature maintains that learners who are fluent both in their mother-tongue and in English FAL, have better employment opportunities in the world of work (Figone, 2012:8). However, Guo and Beckett (2007:117) claim that with the dominant status of English, learners are in danger of becoming less proficient in their home language. But this was not the case with Grade 9 learners who participated in this study.

As writing is a complex activity, it is important that the teacher facilitates the learners' writing skills by making use of the learners' existing knowledge (Safa, 2006:15). The analysed data shows that the learners' home language is an important teaching and learning resources. Both the learners and the teacher switched between English and isiXhosa to make sense of the subject content.

In summary, the analysed data indicates that Mr Sandla was aware of the different teaching strategies to facilitate creative writing. The data also indicates that code-switching was one of the most dominant teaching strategies used in all the creative writing lessons. Mr Sandla was able to use code-switching in his teaching because he shared a common home language with the learners. Learners seemed to respond well to code-switching as they understood the work better when Mr Sandla switched between isiXhosa and English. The disadvantage of codeswitching however, is that learners' writing is assessed through the medium of English which does not accommodate the process of code-switching (Henning, 2012:73). Furthermore, data also indicates that Mr Sandla assisted the learners by guiding them in drafting a mind map and took them through the step-by-step of the writing process.

Learners understood the structure of writing an essay but seemed to struggled with expressing themselves. Their work showed a few technical errors such as incorrect tense, capitalization, punctuation and spelling. However, learners showed strength with regard to the overall structure of the essays and an understanding of the topics. Data indicates that grammar aspects were not taught concurrently with creative writing genres. Errors made by the learners were

not identified by the English teacher either, and this had an impact on how the learners improved their writing.

Furthermore, data indicated that learners were not adequately exposed to the target outside the classroom. Data also indicates that learners found it helpful to write both in isiXhosa and English. The learners engaged in the process of pre-writing activities such as drafting a mind map and brainstorming to overcome the challenges of writing in English FAL. Brainstorming assists learners transfer their thoughts onto paper and encourages the learners to generate ideas (Maghsoudi and Haririan, 2013:61). In addition, learners could improve on their writing skills if they actively engaged with others in the classroom and if the teacher used more resources either than the learners' textbooks and the whiteboard to facilitate the learners' writing process.

4.7 Chapter Summary

In this chapter, I first presented data from classroom observations, teacher interview, focus group interview and document analysis. I then analysed the presented data using the qualitative thematic analysis. The broad themes that emerged from data relate to the research questions and objectives stated in the first chapter of this thesis. This chapter also reflected on the literature presented in Chapter 2 to support data analysis.

In the next Chapter, I present the findings of this study, with recommendations and concluding remarks.

5. CHAPTER 5: FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

This study investigated the teaching and learning strategies employed in the teaching and learning of creative writing in English First Additional Language. The study also investigated the types of resources used to facilitate Grade 9 learners' writing and the ways in which Grade 9 English FAL learners approached creative writing. This study also sought to understand the barriers encountered by Grade 9 isiXhosa home language speaking learners when writing through the medium of English FAL.

In this chapter, I discuss the findings of the data presented and analysed in Chapter 4. I will also provide recommendations and the conclusions of this study.

5.2 Research Findings

The research findings sought to address the research questions stated in Chapter 1. The main findings that emerged from the analysed data in Chapter 4 are:

    i.   Creative Writing as a mediated activity

    ii.   Code-switching as a linguistic and cognitive resource

    iii.   Teacher-talk as the most dominant teaching strategy

    iv.   English FAL as a barrier to learners' creative writing

    v.   Implications of English FAL creative writing for learners writing across the curriculum.

5.2.1   Creative Writing as a mediated activity

The findings indicate that the English teacher Mr Sandla, mediated learning in various ways. He assisted the learners in drafting mind maps and with brainstorming prior to engaging in creative writing activities. He used the whiteboard in the classroom to demonstrate to learners various brainstorming techniques and how to draw a mind map. Mr Sandla also used the

whiteboard to demonstrate to learners the formats of the curriculum vitae and cover letter, the narrative essay and the will and testament.

He also mediated learners writing by checking their work periodically during writing lessons and encouraged peer assessment.

Learners may draw knowledge from other learners by observing them in the classroom and observing the teachers' skills on effective ways to write (Badger & White, 2000: 158). Using the learners' home language through code-switching is also an effective way to mediate learning. Mr Sandla used isiXhosa interchangeably with English to facilitate the learners' writing skills. This implies that creative writing is a mediated activity by means of various resources. It is imperative for the teacher to guide the learners through a series of steps such as brainstorming, outline, rough draft, evaluation and final draft (William & Mary, 2015: 2).

5.2.2 Code Switching as a linguistic and cognitive resource

The findings of this study indicate that Mr Sandla used isiXhosa and English interchangeably as he shared a common home language with the learners. It appears that he understood the importance of developing learners' literacy skills in both their home language and in their first additional language.

Learners acquire language skills in their home language and are usually able to transfer those skills into a first additional language e.g. English (Snow, 2014: 17). This implies that the language plays a pivotal role in learners' academic development. Both the learners' home language and first additional language can assist the learners develop the necessary literacy skills needed to access epistemic knowledge across the curriculum. Home language learning and teaching is essential in the Foundation Phase where learners learn basic writing and reading skills (Department of Education, 2003:20). In the Senior Phase, Home Language learning is essential for the teaching of listening, speaking, reading and writing (Department of Basic Education, 2011:8).

Learners indicated the importance and cognitive benefits of writing in their home language even though the structure of their home language is different to their first additional language. This could have adverse implications for learners who have to write coherent and grammatical correct academic essays in an additional language. Meyer (2000: 23) maintains that writing

academic essays requires learners to conform to certain grammatical structures which may be linguistically demanding for FAL learners.

Furthermore, learners have to learn through the medium of English from Grade 4 right up to the Further Education and Training (FET) Phase in South Africa. Therefore, overcoming the barriers of transitioning from their home language to English may be challenging to overcome. Learners may use their home language as a linguistic resource in translating their knowledge from isiXhosa to English. However, the implications are that the learners are strictly assessed through writing and English across the curriculum. This is a disadvantage to FAL learners who do not understand the grammatical structure of English, who are at risk of not being able to demonstrate their skills to make sense of what they are writing (Mirzaee & Marzvan, 2016:1229).

5.2.3   Teacher-Talk as a dominant teaching strategy

The research findings indicate that the teacher-centred approach was the most dominant teaching strategy used in the teaching and learning of creative writing genres. The findings indicate that learners were passive listeners during writing lessons. Mr Sandla did most of the talking in the classroom and gave learners limited time to do their work. He did not pose questions to probe learners' independent thinking and develop their critical thinking skills.

The findings indicate that there was less learner-teacher interaction and between the learners themselves. The teacher-centred approach limited the learners' independent participation in the learning of creative writing. A teacher-centred approach to writing may contribute to the learner's weakness in writing (Safa, 2006: 16). Different teaching strategies should be used to foster learning especially when learners are writing in an additional language such as English.

A teacher-centred approach could be one of the hindering factors in the learning of creative writing genres and language conventions. According to Meyer (2000: 228), the different teaching strategies that could be used involve engaging with learners through discussion, teacher-student interaction and adult support. Furthermore, teaching strategies should be effective enough to take into consideration diverse cultures in the classroom (Parlakian & Sanchez, 2006: 54).

It is important for teachers to assist the learners in the process of learning and engaging with language. In this case, language could involve writing, speaking and reading (Vygotsky, 1962: 88). Data shows that, Mr Sandla tried to make use of scaffolding, and mediated learning in

teaching of creative writing genres. He assisted the learners with brainstorming and drawing of mind maps and kept track of the learners' progress in the classroom. This could also be understood in relation to the writing process as shown in the Dillan and Sternberg (1983: 6) model in Chapter 2. The Curriculum and Assessment Policy Statement (CAPS) document also recommends that, learners engage with pre-writing and post-writing activities such as brainstorming and editing before drafting their final draft (Department of Basic Education, 2011: 36). Mediated learning assists learners understand how learning and thinking are applicable to other areas in life (Seabi, 2012:37). So effective acquisition of creative writing skills could be useful in learning across the curriculum.

Learners received feedback from their teacher but the feedback was limited. The CAPS document states that teachers need to provide learners with constant feedback with regard to their writing as writing becomes more challenging as the learners' progress into higher grades (Department of Basic Education, 2011: 11). In the classroom, the learners were not able to inform Mr Sandla about the challenges they experienced with their writing so he was not able to address the challenges experienced by learners.

5.2.4   English FAL as a barrier to learners' creative writing

The focus of this study was to understand the barriers experienced by Grade 9 learners when engaging in creative writing activities in English FAL. The findings show that learners experienced different challenges when writing through the medium of English FAL. These challenges include learners' limited grammatical knowledge, linguistic distance of English and isiXhosa, knowledge of creative writing genres and learners' limited exposure to English, as discussed in Chapter 4.

Firstly, the Grade learners experienced challenges with the grammatical conventions of English. Learners struggled to use the correct tenses in their writing. It appeared that learners did not receive adequate support to develop their grammatical skills. Ayliff (2010:3) states that FAL learners' grammatical competence is often under-developed for writing proficiency. Hence, it is important to teach grammar in innovate ways that include the product-based approach where the teaching of grammar and spelling is given special attention (Sakoda, 2007:1141). This view is supported by literature which suggests that learners should be given adequate writing activities and be allowed to work in groups (Mabasa & Lumadi, 2016:79).

The Grade 9 learners also made grammatical errors pertaining to tense and subject and verb agreements. The findings indicate that Mr Sandla did not use the lessons to teach learners about the correct use of prepositions and tenses. In a study by Mabasa and Lumadi (2016:90), it was established that English FAL learners used the incorrect prepositions when writing. This could be due to direct translation from their home language to the target language and the distance between their home language and English. Akinyeye (2012:87) maintains that teachers use lessons to regularly teach learners about using the correct tenses when writing.

Secondly, the findings indicate that learners struggled with writing narrative essays. The learners seemed to understand the requirements of writing a narrative essay but were unable to put this in writing. Learners usually tell a story in a narrative essay and use descriptive elements when writing (Department of Basic Education, 2011:40). However, learners may still encounter challenges with writing narrative essays because they have limited exposure to English and may find it less challenging to use these descriptive elements in their home language, isiXhosa. This could be attributed to the limited support provided in the classroom. Learners were given limited essay writing activities in the classroom, and these activities did not fully support learners' development in creative writing genres.

The CAPS document states that learners should be able to write a range of text types (Department of Basic Education, 2011:36). These text types include argumentative, narrative and descriptive essays. According to Badger and White (2000:155), argumentative essays are cognitively demanding for English FAL learners as learners have to construct knowledge and write well-argued essays for or against a topic. Crowhurst (1990:348) maintains that learners usually find it challenging to write argumentative essays as opposed to narrative essays.

Thirdly, the findings indicate that learners also were not adequately exposed to English resources in the classroom, including English posters on the wall, reading books and print-rich classroom resources.

The findings indicate that learners used isiXhosa in the classroom and in their immediate environment. The teacher and the learners shared a common home language and the teacher used the home language to explain certain concepts. The learners were more comfortable to use their home language in the classroom interaction.

Mesthrie (1993:93) argues that learners who came from disadvantaged backgrounds never used English outside of the school context and that they are academically disadvantaged because they have to process the demands of their home language and of English. In this case, English

may be considered as a foreign language which is not usually used in a learners' immediate environment (Cleghorn and Rollnick, 2002:350). Languages are quite complex and there is bound to be a linguistic distance between the learners' home language and the target language due to differences in grammar and syntax (Chiswick & Miller, 2005:3).

This study found that learners were not exposed to English in their social environment and learners translated their knowledge of different words from isiXhosa to English. It may be argued that while the use of the learners' home language was a good resource, it has affected the learners' writing because of linguistic differences between isiXhosa and English. According to the Department of Basic Education (2014:11), writing in a FAL is challenging to learners who are not exposed to the language before they start school, while frequent exposure to English could develop learners' literacy and numeracy skills (Taylor, Servaas & Mabogoane, 2012:7). This could have implications for their writing in other subjects across the curriculum.

5.2.5 Implications of English FAL creative writing for learners' writing across the curriculum

Learners may find writing in English intrinsically nourishing and beneficial but this could affect their achievement in other subjects across the curriculum. In a similar vein, writing in English could also benefit and enhance their development in other subjects if they are taught through the medium of English. Abedi (2004:7) states that, a learner's improvement in content-based subjects will only improve if their level of English proficiency for academic purposes has been fully developed or strong.

The findings of this study showed that learners skipped words when writing. In a study conducted by Leibowitz (2005:673) it was reported that university students skipped words when writing essays especially when they did not know what the words were in English. This made their essays less detailed. This could have adverse effects on learners' overall achievement because they get assessed for coherence and sentence construction in all the subjects. Also, if the teacher also does not take note of the learner's errors they may not be able to understand the kinds of errors their make when writing and may be unable to avoid these errors in future.

There are ways learners could avoid making spelling and grammatical errors when writing in English, e.g. the use of dictionaries including isiXhosa-English dictionaries. The CAPS document states that learners should use dictionaries and check for spelling when they are

writing (Department of Basic Education, 2011:37). However, this proves to be difficult for learners in an examination situation. Therefore, writing in English FAL may be more challenging for learners than when they engage with writing at home or in the classroom. Learners should be given sufficient writing activities in class and work in groups to enhance their writing skills in English (Mabasa & Lumadi, 2016:79).

The findings conclusively indicate that the dominant teaching strategy in the teaching and learning of creative writing genres was a teacher-centred approach which was concurrently used with code-switching. Code-switching is a disadvantage because learners are accessed through writing which is usually through the medium of English (Henning, 2012:73). However, code-switching is also beneficial because it allows the learners to be involved in the process of learning (Nangu, 2006:24). The teacher-centred approach may not enable learners construct knowledge or become critical thinkers. Therefore, this could affect their writing development for other subjects across the curriculum. A teacher-centred approach may affect a FAL learners writing (Safa, 2006:16). In addition, a teacher-centred approach does not allow the learner to express themselves due to the teacher retaining full control of the classroom (Mpho, 2018:12).

This study also found that Grade 9 learners had limited linguistic and grammatical knowledge of English FAL. Probyn (2009:129) argued that learners' limited knowledge of English has resulted in high failure rates. As a result, learners may understand what is being asked but fail to express themselves. The learners' HL and exposure to English may influence their writing performance, especially if they write in English FAL. As mentioned in Chapter 1, learners who developed good reading skills also developed good writing skills because reading and writing share generative characteristics (Harl, 2013:27).

The findings of this study reflect the learners' limited access to the target language in their socio-cultural environment. Learners were mostly exposed to English in their classroom environment and English was used simultaneously with isiXhosa to enable the learners' understanding of the content being taught. This could affect learners' access to other school subjects as Language of Learning and Teaching (LoLT) is English. This may also affect their epistemic access to knowledge across the Senior Phase and Further Education and Training (FET) Phase. Taylor, Servaas and Mabogoane (2012:7) believe that adequate exposure to the target language may assist in the development of literacy and numeracy skills, especially for learners whose home language is not English.

In the next section, I discuss the recommendations based on the findings

5.3 Recommendations

Based on the findings discussed above, this study recommends the following:

i.   Adequate teacher training and support

ii.   The use of adequate resources

iii.   Fostering of writing through other language skills

iv.   Exposure to the target language

5.3.1   Adequate teacher training and support

Teachers play a pivotal role in a learners' life and it is imperative that they receive the necessary training to enhance their pedagogical skills. The Curriculum and Assessment Policy Statements (CAPS) document recommends that teachers use different curriculum strategies such as those included in the 2010 Department of Basic Educations' guidelines for inclusive teaching and learning (Department of Basic Education, 2011:5).

Since a teacher-centred approach and code-switching were the most dominant teaching strategies used in the teaching and learning of creative writing genres. I recommend that teachers receive adequate training in using these strategies effectively, especially codeswitching, where learners are at a risk of developing more skills in their HL rather than in both English and isiXhosa. I recommend that teachers be trained to use code-switching with clear guidelines.

Teachers could also attend training workshops on effective teaching of English as FAL. More training should be provided to assist teachers in employing the different teaching strategies in the teaching and learning of creative writing genres.

5.3.2   The use of adequate teaching and learning resources

The use of resources in the classroom could mediate the learning and teaching of different creative writing genres. The CAPS document states that teachers should have access to audio and visual aids in the classroom and various multimedia modes such as posters, magazines, brochures and flyers (Department of Basic Education, 2011:13). These resources could be used

to enhance learners' vocabulary and accommodate the different learning styles in the classroom.

I recommend that teachers are adequately trained to use the various resources in facilitating the learning of creative writing genres in English. Teachers could be given access to multimedia technologies such as smartboards and projectors even in communities with socio-economic challenges. If the school already has access to these resources, teachers could be trained to use these resources effectively and regularly. Most classrooms can be equipped with various learning charts and posters on the walls that detail language conventions which should be used regularly in teaching. Learners will have constant access to these when they are in the classroom and they could even assist when they are engaging with writing activities in the classroom.

Teachers could also encourage the constant use of dictionaries when the learners are writing and also train the learners on how to use dictionaries effectively, especially if they are using isiXhosa-English dictionaries.

The learners could also be equipped with the necessary knowledge and skills on how to use various resources such as computers in the laboratory to develop their writing skills, Learners could have days where they use the computer laboratory to find different kinds of written texts for their level and use this resource at their disposal to develop their language skills.

5.3.3 Fostering the learning of writing through other language skills

Language plays an important role in a learners' life and it is imperative to develop the different language skills such as reading, writing, listening and speaking at the early stages of the learners' life. The CAPS document states that the most effective way of developing a learners' vocabulary and improving their grammar is by encouraging reading intensively inside and outside the classroom (Department of Basic Education, 2011:49).

I recommend that learners read a range of English literature to develop their vocabulary and writing skills. Learners can be encouraged to go to public libraries and read at least two to three books a term. Learners could also be encouraged to write book reports to not only prove that they are reading the necessary books but to also teach them how to write effectively in English. In this way, learners are likely to develop their reading and writing skills simultaneously.

Learners could also be encouraged to speak the target language regularly and interact with others in this language, especially when responding to questions asked in English in the classroom. Learners could be encouraged to do more listening comprehensions which may assist in the way they construct sentences and word order.

5.3.4   Exposure to the target language

As mentioned before, learners have limited exposure to English. The CAPS document states that English FAL learners need to be able to write and speak well in English and reach a certain level of competency in the language (Department of Basic Education, 2011:8).

I recommend that learners use the language in their social environment and expose themselves to more English written texts, multimedia resources and other resources written in English that could assist them in learning the language. Learners could also get a good foundation of English in the early grades so that they are able to meet the requirements in higher grades.

The teacher also needs adequate exposure to English FAL through workshops and further training.

5.3.5   Further Research

This research focused on the teaching and learning of creative writing through the medium of English FAL and the barriers encountered by Grade 9 learners when writing through the medium of English.

Further research could investigate writing through the medium of the learners' home language to understand whether learners struggle with the conventions of writing in their own language.

Further research could also investigate ways to develop skills for learners who have limited exposure to English in their socio-cultural environment.

5.4 Conclusion

The study focused on the teaching and learning of creative writing in a Grade 9 class in one school in the Western Cape. The study found that learning and teaching of creative writing

genres were taught through a teacher-centred approach and this may have affected learners' writing skills. Teachers should be trained adequately about the different teaching strategies.

The study found that English is a barrier to English FAL learners and it may be difficult for learners to meet the requirements of creative writing in English as they think in their home language and are required to translate their knowledge to English in which they have limited proficiency.

Other studies support the findings of this study as they indicate that FAL learners often have limited writing proficiency. These studies also indicate that the teaching of writing skills is not given adequate attention in many classrooms. This could be attributed to the learners' limited exposure to the target language in their home environment.

This study also found that English FAL learners understood the importance of both HL and FAL writing. This suggests that the learners showed an understanding of the value of bilingual competence which is very valuable for epistemic access to knowledge across the curriculum.

This study contributes to the body of knowledge about facilitating Grade 9 learners' writing skills through the medium of English FAL. Furthermore, the findings of this study should inform language policy implementation and practice in South African schools by highlighting the benefits of additive bilingualism which is promoted by the LiEP. More support can be provided to teachers to develop learners' writing skills in both their home language isiXhosa and in the target language English FAL.

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APPENDICES

Appendix 1 – WCED Approval Letter

Western Cape Government Education logo

Audrey.wyngaard@westerncape.gov.za tel: +27 021 467 9272
Fax: 0865902282
Private Bag x9114, Cape Town, 8000
wced.wcape.gov.za

REFERENCE: 20190702-6357
ENQUIRIES: Dr A T Wyngaard

Ms Nikiwe Nondabula
PO Box 23683 Kagisanong
Bloemfontein
9323

Dear Ms Nikiwe Nondabula

RESEARCH PROPOSAL: INVESTIGATING THE TEACHING AND LEARNING OF CREATIVE WRITING IN ENGLISH FIRST ADDITIONAL LANGUAGE IN SELECTED GRADE 9 CLASSROOMS IN THE WESTERN CAPE

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:
1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **15 July 2019 till 20 September 2019**
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:
        The Director: Research Services Western
          Cape Education Department
          Private Bag X9114
          CAPE TOWN
          8000

We wish you success in your research.
Kind regards.
Signed: Dr Audrey T Wyngaard
Directorate: Research
DATE: 05 July 2019

Appendix 2 - Research Committee Approval letter

OFFICE OF THE DIRECTOR: RESEARCH
RESEARCH AND INNOVATION DIVISION

UNIVERSITY of the
WESTERN CAPE

Private Bag X17, Bellville 7535
South Africa
T: +27 21 959 4111/2948
F: +27 21 959 3170
E: research-ethics@uwc.ac.za
www.uwc.ac.za

10 June 2019

Ms N Nondabula
Faculty of Education

Ethics Reference Number: HS18/10/39

Project Title: Investigating the teaching and learning of creative writing in English First Additional Language in selected Grade 9 classrooms in the Western Cape.

Approval Period: 04 June 2019 – 04 June 2020

I hereby certify that the Humanities and Social Science Research Ethics Committee of the University of the Western Cape approved the methodology and ethics of the above mentioned research project.

Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval.

Please remember to submit a progress report in good time for annual renewal.

The Committee must be informed of any serious adverse event and/or termination of the study.

Ms Patricia Josias
Research Ethics Committee Officer
University of the Western Cape

HSSREC REGISTRATION NUMBER - 130416-049

FROM HOPE TO ACTION THROUGH KNOWLEDGE.

Appendix 3 – Information Sheet Information for Research Participants

Title:

Investigating the Teaching and Learning of Creative Writing in English First Additional Language in selected Grade 9 classrooms in the Western Cape.

Research aim

The main aim of this study is to investigate the teaching strategies used in the teaching of creative writing, that could potentially hinder or facilitate Grade 9 learners' writing skills, particularly those who are taught through the medium of English First Additional Language. Primarily, this study seeks to understand the language barriers encountered by Grade 9 learners when they are engaging with creative writing in English FAL in the classroom.

Data Collection

This study will make use of classroom observations, focus group discussions with randomly selected Grade 9 learners to determine how creative writing is taught and the barriers encountered by learners when taught writing in English (FAL). Two teachers of the Grade 9 class will also be interviewed to gain deeper understanding of what was observed in the classroom observations and to gain their perspective of some of the challenges encountered with the teaching of creative writing in English FAL.

Ethical Consideration

The identity of all research participants and research site will duly be noted and protected. Teachers, learners and schools name will remain anonymous and will only be used for research purposes. Parents will be informed about the nature of this study, as learners might be under the age of 18 and therefore need consent from the parents. Teachers and principal will also be informed about the nature of this study and be reassured that the study will in no way interfere with everyday classroom activities.

I will apply for ethical clearance from the Western Cape Education Department to gain access to the research site. I will issue permission letters to parents, the school principal, teachers and learners to observe lessons, engage in focus group discussions with learners and interview teachers. The permission letter will emphasize that the research participants are in no way obligated to participate in the research and may withdraw at any stage.

Name: Nikiwe Nondabula

....

Date: July 2019

Contact Details

Department: Language Education

Institution: University of the Western Cape

Phone Number: 0713515236

Email: Nickynondabula@yahoo.com / 3373007@myuwc.ac.za

-

Appendix 4 WCED Permission letter

The Research director

WCED

1 Parliarment Street

Cape Town City Centre

8000

Dear Dr Wyngaardt

RE: PERMISSION TO CONDUCT RESEARCH AT ... COMMUNITY SCHOOL

I am currently registered as a M.Ed student in the Language Department at the University of the Western Cape. As to fulfil the requirements of my degree I need to conduct research, pertaining a topic of interest to me. The primary purpose of my research is to investigate the teaching and learning of creative writing in Grade 9 in English First Additional Language and the barriers learners may encounter when engaging with writing in a First Additional Language. Furthermore, I also want to observe the teaching strategies used by teachers, to see whether it is a hindrance or advancement for these learners.

I hereby request permission to conduct research at ... Community School, which is located in Langa Cape Town. I reassure you that the research will not interfere with regular classroom activities during school hours. For ethical purposes, all research participants will remain strictly anonymous and information received will only be used for research purposes. Should there be any enquiries regarding the nature of my research kindly contact me nickynondabula@yahoo.com / 0713515236. Alternatively, you may contact my supervisors Prof V Nomlomo 021 959 3888 / Vnomlomo@uwc.ac.za and Dr P Cutalele 021 959 2682 / Pcutalele@uwc.ac.za

Kind Regards

Nikiwe Nondabula

Department: Language Education

Institution: University of the Western Cape

Email: Nickynondabula@yahoo.com / 3373007@myuwc.ac.za

Telephone: 0713515236

-

Appendix 5 Parent/Guardian information form

Researcher: Nikiwe Nondabula

Email: 3373007@myuwc.ac.za/ nickynondabula@yahoo.com

Telephone: 0713515236

Dear Parent/Guardian

RE: PERMISSION TO USE GRADE 9 LEARNER AS RESEARCH PARTICIPANT

I am currently registered as a Master's in Education student at the University of the Western Cape. As part of my research. I have chosen to collect my data at your child's school. The primary purpose of my research is to investigate the barriers they may encounter when writing in English.

I therefore, kindly request your permission to use your child as a research participant. I assure you that the research will not in any way disrupt everyday classroom activities. I will observe a few of their English lessons. I will also engage in a classroom discussion with them at a time most convenient for them.

Should you require further information regarding the nature of my research, kindly contact me at 0713515236. Alternatively, you can contact my supervisors Prof V Nomlomo, (021) 959 3888 and Dr P Cutalele (021) 959 2682.

Yours Sincerely

Nikiwe Nondabula

_____

PERMISSION SLIP

Please indicate with a tick √ in the appropriate box

   Yes, my child may participate in the research No,

   my child may not participate in the research

   ....

Parent/Guardian signature

Appendix 6 Parent Consent Form

Researcher: Nikiwe Nondabula

Contact Email: 3373007@myuwc.ac.za / Nickynondabula@myuwc.ac.za

Contact number: 0713515236

Institution: University of the Western Cape

Department: Language Department

Title of Research Project

Investigating the Teaching and Learning of Creative Writing in English First Additional Language in selected Grade 9 classrooms in the Western Cape.

As parent/ guardian of the learner in Grade 9, I hereby acknowledge the following:

- ✓ His/ her participation in the research is voluntary ✓ He/ she can withdraw his/her participation at any time ✓ All potential risks have been explained to me
- ✓ What she/he says will be confidential and his/her name will not be used anywhere in the research
- ✓ Should information he/she have given be used, a pseudonym will be used ✓ The interview will be tape recorded ✓ He/ she will be shown the transcript of the interview
- ✓ The data collected is for research purposes only and will be destroyed after 2 years ✓ Only the supervisor of the research will have access to it.

Signed: .... Date:

....

Appendix 7 Teacher's Letter

Grade 9 English Teacher

X Community School

Langa

Dear Ma'am/ Sir

RE: PERMISSION TO CONDUCT RESEARCH IN YOUR CLASSROOM

I am currently registered as a M.Ed student in the Language Department at the University of the Western Cape. As to fulfil the requirements of my degree, I need to conduct research, pertaining a topic of interest to me. The primary purpose of my research is to investigate the teaching and learning of creative writing in Grade 9 in English First Additional Language and the barriers learners may encounter when engaging with writing in a First Additional Language. Furthermore, I also want to observe the teaching strategies used by teachers, to see whether it is a hindrance or advancement for these learners.

I hereby request permission to conduct research in your classroom also using your learners as research participants. I reassure you that the research will not interfere with your regular classroom activities during school hours. I will observe a few of your English creative writing/writing lessons. For ethical purposes, your name and the learner's name will remain strictly anonymous and information received will only be used for research purposes. Furthermore, your participation in this study is strictly voluntary, and you may withdraw from the study at any time. Should there be any enquiries regarding the nature of my research kindly contact me nickynondabula@yahoo.com / 0713515236. Alternatively, you may contact my supervisors Prof V Nomlomo 021 959 3888 / Vnomlomo@uwc.ac.za and Dr P Cutalele 021 959 2682 / Pcutalele@uwc.ac.za

Kind Regards

Nikiwe Nondabula

Department: Language Education

Institution: University of the Western Cape

-

Email: Nickynondabula@yahoo.com / 3373007@myuwc.ac.za

Telephone: 0713515236

Appendix 8 – Teacher's Consent Form

Researcher: Nikiwe Nondabula

Department: Language Education

Institution: University of the Western Cape

Telephone: 0713515236

Email: Nickynondabula@yahoo.com

Title of Research Project:

Investigating the Teaching and Learning of Creative Writing in English First Additional Language in selected Grade 9 classrooms in the Western Cape.

As a participant in this study, I hereby acknowledge the following:

- ✓ The researcher has explained to me the purpose of this study. She also gave an undertaking to keep anything said in this research confidential. I understand that information received as part of the study will be used for research purposes only.
- ✓ I have given permission for her to interview me and if necessary to use video or audio recordings.
- ✓ I understand that audio recordings will not be used in any public forum such as a conference without my permission for the extract/s to be used.
- ✓ I have given permission for her to observe lessons and to collect documents such as teaching and assessment tasks.
- ✓ I understand that my participation is voluntary and that I can withdraw from the study at any stage.
- ✓ I understand that my school and all participants in the study will remain anonymous.
- ✓ I undertake not to repeat anything that occur during the research project outside the group.
- ✓ All potential risks have been explained to me.
- ✓ What I say will be confidential and my name will not be used anywhere in the research. Should information I have given be used, a pseudonym will be used.
- ✓ The interview will be tape recorded. I will be shown the transcript of the interview.
- ✓ The data collected is for research purposes only and will be destroyed after five years. Only the supervisor of the research will have access to it.

SIGNED: ....

Appendix 9 – Principal's Letter

X Community School

Langa

Dear Mr Sir/Madam

RE: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I am currently registered as a M.Ed student in the Language Department at the University of the Western Cape. As to fulfil the requirements of my degree I need to conduct research, pertaining a topic of interest to me. The primary purpose of my research is to investigate the teaching and learning of creative writing in Grade 9 in English First Additional Language and the barriers learners may encounter when engaging with writing in a First Additional Language. Furthermore, I also want to observe the teaching strategies used by teachers, to see whether it is a hindrance or advancement for these learners.

I hereby request permission to conduct research in your school using your learners and teachers as research participants. I reassure you that the research will not interfere with regular classroom and school activities. I will observe a few English creative writing/writing Grade 9 lessons. I will also have a group discussion with one randomly selected Grade 9 class and interview one of the Grade 9 English teachers. For ethical purposes, the name of the school, teachers and the learners will remain strictly anonymous and information received will only be used for research purposes. Furthermore, the school's participation in this study is strictly voluntary, and the school may withdraw from the study at any time. Should there be any enquiries regarding the nature of my research kindly contact me nickynondabula@yahoo.com / 0713515236. Alternatively, you may contact my supervisors Prof V Nomlomo 021 959 3888 / Vnomlomo@uwc.ac.za and Dr P Cutalele 021 959 2682 /Pcutalele@uwc.ac.za

Kind Regards

Nikiwe Nondabula

Department: Language Education

Institution: University of the Western Cape

Email: Nickynondabula@yahoo.com / 3373007@myuwc.ac.za

Telephone: 0713515236

Appendix 10 – Learner's consent form

Researcher: Nikiwe Nondabula

Email: 3373007@myuwc.ac.za/ nickynondabula@yahoo.com

Telephone: 0713515236

Title of Research Project

Investigating the Teaching and Learning of Creative Writing in English First Additional Language in a selected Grade 9 classrooms in the Western Cape.

Please indicate with a tick (√) where you agree and a (X) where you disagree.

I agree to participate in this study

I understand that I may withdraw from the study at any time

I have read and understood the information sheet provided to me

I agree for the researcher to use my English Paper 3 examination as a data collecting

tool.

I agree that the researcher may observe my daily classroom interaction with the teacher and other learners

I agree that the researcher may use me as a participant in the group discussions   I

understand that my participation in this study is completely voluntary.

I have been made aware that the information collected and my name will remain anonymous and will only be used for research purposes.

Kind Regards

Nikiwe Nondabula

Department: Language Education

Institution: University of the Western Cape

Email: Nickynondabula@yahoo.com / 3373007@myuwc.ac.za

Appendix 11 - Interview Questions Learners (Focus group Interview)

1. Do you feel learning Creative Writing in schools is important?
2. Why do you think Creative Writing is important?
3. How do you feel about learning Creative Writing in English?
4. Do you use a dictionary when writing, if so, what do you do in an examination situation?
5. Are there enough resources in the classroom that help you with writing in English?
6. Which methods of teaching helps you understand the requirements of creative writing?
7. Which aspects of creative writing do you find most difficult through the medium of English FAL?
8. How do you overcome these challenges in an examination?
9. How do you overcome the challenges if any, experienced with learning creative writing in the classroom?
10. Does the teacher explain the requirements for the examination and for the classroom in a way that will make you understand?
11. Do you help each other collectively as a class, if there are any challenges experienced when learning how to write in English?
12. When given an assignment that requires you to write in English, do you translate from isiXhosa to English or do you attempt to write the essay in English and then ask someone to edit for you?

Appendix 12 - Interview Schedule – Teachers.

Personal Profile

1. What is your home language?
2. Did you study towards an Education degree majoring in English?
3. What is your highest qualification?
4. How many years have you been in the field of education?
5. How many years have you taught English in the Senior Phase?

Interview Questions

1. What are your personal experiences with the teaching of creative writing in the Senior Phase through the medium of English?
2. Do you feel teaching Creative writing in English will assist learners with access to epistemic knowledge?
3. What are some of the advantages and disadvantages of teaching creative writing in English?
4. What are some of the challenges you experience with teaching creative writing to English FAL learners?
5. Which teaching strategies work best in the learning of creative writing in an English FAL?
6. Which teaching strategies do you feel most comfortable with?
7. Do these teaching strategies you feel most comfortable with, work in the best interest of the learner?
8. How do you find teaching creative writing in English?
9. Are there any resources you use to make the learning of creative writing in English easier for the learners?
10. If yes, which resources do you use?
11. If no, why not?

Appendix 13 - Observation Schedule

Observations	Yes	No	Tally	Additional Comments
1. Teacher begins lesson with icebreaker			███	
2. Teacher taps into the learner's prior knowledge			███	
3. Learners use textbooks/workbooks			███	
4. Teacher actively engages with whole class				
5. Teacher made use of codeswitching				
6. Teacher explains work not understood by learners				
7. Teacher monitors learners progress in the classroom				
8. Teacher was open to comments and questions made by learners				
9. Teacher made use of technology in the classroom				
10. Teacher made use of visuals and other classroom resources				
11. Teacher encouraged learners to work together and in groups				
12. Teacher asked questions that encouraged learners to think critically				
13. Teacher made use of worksheets in the lesson and took into account the learners ZPD				
14. Teacher managed learner's behaviour effectively				
15. Teacher integrated grammar and language learning into the lesson				
16. Teacher made use of different teaching strategies				

<u>I have a dream.</u>

I have a dream [were I must] look after
my parents, sister, brothers and also look
after myself. One day, I want to become
a pilot. The reason why I want to a pilot is
because I want to travel around places I
have never been.

Travel around to the country and meet certain
people in my life, so that I can change
my situation at home. My family would
be very proud of myself because I
have a dream to become true. I have
to study hard to become a pilot and
I have also to choose subject next
year. Pay close attention to Sentence Construction and
grammar
when I am alone study, I would like to
go to University, were I can study to
become a pilot and change people's
life in the community. Many people out
the world has a dream but they
don't want to show their self to the
world, and when they have decied to
do, they gonna do better in time, it's
never to late to do it but you have to
be careful about certain people, you
brought in life.

when I become a pilot I want to do

Appendix 15: Learner 4 Script

The story of my life

In 2004-07-13, I was born, In Somerset hospital. I was raised by my parents and I was ~~having~~ have a brother. Life was good in Gugulethu and my parents are married. I started School. Things changed when I was doing grade 2 in 2012. My parents fought and dad moved out and left us behind.

My heart was broken into 60 pieces. We lived in gugulethu, while my father lived in Langa. Happiness ended at my home. We were a laugh stock in my area. We lived with Sassa grant, by that time grant was R880. When we came to my dad. dad was living with his girlfriend called Thandiswa. Thandiswa was pregnant, and she was ~~having~~ had a child on June. My dad didn't even support us. In my home we only ~~eat~~ ate meat when the date is first. His brothers supported him, My mother decided to go and burn that house down, but we said no because this fire can kill innocent people.

After that we moved to KwaLanga, my dad used my mom as his boxing bag. She called the police to arrest him, I cryed my lungs out. My dad was arrested but he came back the next morning. After that he came back and lived with us, I was so happy that my family ~~is~~ was back together.

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