TITLE: INVESTIGATING APPROACHES TO THE TEACHING OF WRITING IN ENGLISH AS A SECOND LANGUAGE IN SENIOR PHASE CLASSROOMS IN THE WESTERN CAPE

by

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Declaration

I declare that *'Investigating approaches to the teaching of writing in English as a second language in senior phase classrooms in the Western Cape'* is my own work and it has not been submitted for any degree or examination in any other university and that all the sources I have used or quoted have been indicated and acknowledged by complete references.

Caroline Modupe **Akinyeye**

November, 2012

Signed……………………….

Dedication

First and foremost to my heavenly father who made it possible for me to undertake this study and to my lovely children: Damilola, Folakemi, Emmanuel and Isaac who will fly my educational values to a much greater and enviable height in future.

Love always

Caroline

Acknowledgements

ABSTRACT

South Africa in the past-apartheid era has undergone a series of curriculum changes that collectively have not yet yielded the desired results. Evidence of this is to be found in the continued low pass rates and poor performance in the annual National Senior Certificate (Grade 12) examinations, including the subject English as a First Additional Language (EFAL). Apart from language policy considerations, reasons related to the teaching approach used in EFAL may have a bearing on the results.

The Revised National Curriculum Statement (RNCS) recommends the use of a text-(genre) approach, alongside a communicative approach, to the teaching of languages in schools to replace the old content-based methods with their aims and objectives. While the old curriculum did advocate communicative language teaching, the addition is a text-based approach. This study focuses on investigating the various approaches teachers employ in the teaching of English writing and specifically seeks to identify the extent to which a text-based approach is realized in the teaching of EFAL in Grade 9 in two schools in the Western Cape. The study does so, amongst other ways, by analysing the various texts learners are exposed to in English lessons and taking note of how teachers introduce and negotiate the different stages of writing. This study uses genre theory and Systemic Functional Linguistics (SFL) in combination with social constructivist approaches to language learning. This theory is based on the premise that language is functional and cannot be detached from the social context of the learner.

A qualitative research paradigm is used and the study is underpinned by interpretive theory. According to Richards (2003), qualitative research is the study of human action in its natural setting in the context of people's daily lives. In this case the school classroom has to function as the natural setting. The qualitative data collection instruments for this study include interviews, (particularly open-ended interviews), classroom observation schedules and audio recordings. The teaching processes in the classroom and interview sessions are recorded.

The research participants for this study were two qualified English teachers. Secondly, samples of notebooks including class exercises of a selected numbers of learners of English Language in Grade 9 were collected for analysis with regard to the implementation of a text-based approach.

The findings revolve round the themes derived from the analysis chapter, and are expected to provide ways of promoting the teaching of English using this approach. They reveal that the teachers in this study do not have sufficient understanding of the theories that underpin the teaching of writing in the English FAL curriculum. They attend to the use of text-based approach superficially but they apply other teaching strategies in their lessons during the teaching of English as a first additional language. The study concludes by summing up the main findings, and by spelling out some implications for further research.

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Keywords:

English language

Genre-based (text-based) approach,

Curriculum,

Western Cape Province,

Systemic Functional Linguistics (SFL),

Genre pedagogy,

Scaffolding,

Language teaching,

Second language learning,

Secondary school.

Transcription keys

[[	ending together
Yea::h ye::s	one or more colon indicate an extension of the preceding vowel sound
[	starting together
[ ]	translation
((laugh))	aspect of utterance,
(.)	less than a second pause
(…)	less than five second pause
<@>	light laughter

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Acronyms

ANA	Annual National Assessment
BICS	Basic Interpersonal Communication Skills
CALP	Cognitive Academic Language Proficiency
DBE	Department of Basic Education
DoE	Department of Education
DSP	Disadvantaged Schools Project
EFAL	English as First Additional Language
L1	First Language
L2	Second Language
LAD	Language Acquisition Device
LIEP	Language in Education Policy
LOLT	Language of Learning and Teaching
MOI	Medium of Instruction
NCS	National Curriculum Statement
OBE	Outcomes-Based Education
PIRLS	Progress in International Reading Literacy Study
RNCS	Revised National Curriculum Statement
SFL	Systemic Functional Linguistics
WCED	Western Cape Education Department

CHAPTER ONE

INFORMATION SITUATING THE STUDY

1.1 Introduction

From the beginning of the 19th century, different language teaching methods have been applied in schools in the Western world (Richards, 2005). Significant changes have always been made to teaching methods at a systemic level at different periods. However, relatively little consideration has traditionally been given to the teachers who implement the methods, to learners' socio-cultural context, as well as to the availability of educational resources. This is because the success or failure of language teaching had been dependent on the teaching methods used at a particular period (Richards, 2005). In Africa, a multilingual continent that was once dominated by missionary educators and colonial powers (Wiley, 2008), teachers and linguists have periodically sought to improve language teaching methods (Richard, 2005). On a continent in which the former colonial languages are dominant in education and the economy, people are compelled to learn the relevant international language, pre-eminently English. As part of the quest for improved access to English, language teaching methods are changed from time to time when a particular approach fails to produce the desired results in a fast-changing world. This study is interested in the particular approach and methods used in the teaching of English as an additional language in public schools in South Africa, as envisaged by the country's National Curriculum Statement (NCS).

South Africa in the post-apartheid era has undergone a series of curriculum changes, beginning with Curriculum 2005 (C2005), otherwise known as Outcome Based Education (OBE), and lately the Curriculum and Assessment Policy Statements (CAPS). However, these have collectively not yet yielded the desired results. Evidence for this is found in the continued low pass rates and poor performances of learners in standardised tests in both literacy and numeracy at the national level such as the systemic evaluation in Grades 3 and 6, and the Annual National Assessments (ANAs) in Grades 3, 6 and 9. In the 2011 annual National Senior Certificate (Grade 12) examinations, for English as a First Additional Language (EFAL), the pass rate of 76.1% at 40% and above (DoE, 2011c), a deceptively high figure. Poor performances have also been recorded at international level (TIMMS, PIRLS) in both literacy and mathematics (for details,

see 1.3 below). Apart from language policy considerations (see discussion in 1.2.1 below), reasons related to the teaching approach used in language subjects, specifically English, may have a bearing on the results. At the same time, the Revised National Curriculum Statement (hereafter RNCS) recommends the use of a text-based (genre) approach combined with a communicative approach to language teaching in schools (DoE, 2002a). This replaced the old content-based methods together with their aims and objectives. Despite the efforts of the Department to improve the learners' performance in literacy, learners continue to under-perform. Fleisch (2008) lists a whole range of possible causes for the bimodal distribution of achievement in primary education, including poor literacy teaching in the majority of schools. The question at high school level arises as to what is actually happening during English language teaching. Could the problem be the result of inappropriate language teaching methods?

In view of the above, this study focuses on investigating the various approaches used by teachers in the teaching of English writing and the extent to which the text-based (or genre) approach is realised in the teaching of English as a First Additional Language (EFAL) at Grade 9 in two schools in the Western Cape Province. My purpose is to help identify the source of the problem and contribute to the search for solutions to it.

1.2 Background to curriculum policy and language policy

The South African curriculum and the language policy together provide the legislative framework for language teaching in schools. This section looks at the curriculum policy in the post-apartheid era, and its implementation in the classroom, with specific reference to English as a subject.

1.2.1   The curriculum policy and its tension

1990 was a memorable year for South Africa as it ushered in gradual changes in the political landscape as a result of the effect of unbanning of the liberation movement (Chisholm, 2003). The year also served as a turning point in the education sector. Deliberations were begun to replace the 'school subject' approach of Apartheid (Jansen and Christie, 1999:4). In view of the fragmented, unequal and outdated policies of the racist regime, there was the need for a new curriculum that would express the vision of and provide the foundations for the emerging new South Africa. The National Education Policy Investigation (NEPI), which was closely aligned

with the liberation movement, in 1992 developed a framework for a democratic, post-apartheid education policy. This framework stressed equality, redress, democracy, non-racism, and non-sexism as the core values on which the post-apartheid education policy was to be built (Greenstein, 1997).

After South Africa attained democracy in 1994, the government enacted educational reform. This involved, on an administrative level, the creation of a single department of education to unify the nineteen formerly separate education departments (including those of the Bantustans) with their separate curriculum polices. Schools were opened to all irrespective of race and religion in order to accommodate the diversity of the learner population (Jansen and Taylor, 2003), and to create equity and give equal opportunities to everybody in a single inclusive education system (DoE, 2002a).

Immediately after the election in 1994 the national education and training forum began a process to review the syllabus and subject rationalisation in order to lay a solid foundation for a single unifying syllabus for all schools in South Africa. All the official languages were taken into consideration in a participatory and representative manner (DoE, 2002b). For the exercising of effective democracy in the country, all citizens should participate enthusiastically in the government and before this can be done, the school curriculum must be up to the task of preparing the youth for this (see Murray, 2009).

The first curriculum statement of the democratic South Africa was the 'lifelong learning through a national curriculum framework' document of 1996 which was derived from the White Paper on Education and Training, (1995), the South Africa Qualification Act (No 58 of 1995) and National Education Policy Act (No 27 of 1996) (DoE, 2002c). The White Paper stressed the need to change the education and training in the country to allow for upgrading of the teaching and learning in South Africa. Outcomes-based education was the foundation of the new Curriculum 2005 (C2005) which was launched on the 24th of April 1997, replacing the use of the traditional aims-and-objective approach. The National Education Policy Act (No 27 of 1996) supported the OBE approach by developing a curriculum design tool (see DoE, 2002a, DoE, 2002c).

The new curriculum was designed to transform South African education by envisaging an equality of outcomes. This entailed, amongst other features, reducing the marginalization of indigenous languages and their speakers (Maodzwa-Taruviga and Cross, 2012). Learners were allowed vertical and horizontal movement in schools (Cross et al, 2002). However, the ministry of education was soon overwhelmed as a result of weak and indecisive leadership, deteriorating conditions within the schools and relentless demands from the education stakeholders for reform of all schools and higher education institutions in the country (Jansen, 1998:7). A great deal of criticism emerged in respect of C2005, which was seen as inaccessible and full of complex language. Teachers were under-prepared because of discrepancies in the distribution of resources between the few privileged schools and the large number of disadvantaged schools (Jansen and Taylor, 2003). The White Paper on Education and Training (DoE, 1995) placed the emphasis on integration and competency in order to restructure and transform education, but this endeavour was also faced with severe challenges. As a result of the problem of accommodating learners with diverse language backgrounds into newly-integrated schools, and the general lack of competence in the education sector, the curriculum policy was not well grounded in schools (Jansen, 1998). Coupled with this was the introduction of the continuous assessment policy, which the majority of teachers had little or no capacity to implement.

Finally, the first curriculum policy document was enacted, including the proposal for OBE. OBE was foreign to the teachers both in terms of knowledge and in practice. OBE had begun in Australia, Canada, Scotland and New Zealand, and found its way to other countries as a result of globalization (Maodzwa-Taruviga and Cross, 2012). Because of the different contexts of countries that adopted it, it turned out to be at an experimental stage at different levels of national policy in the various countries mentioned above. Apart from these external influences, OBE in South Africa was internally promoted by the labour movement, pre-eminently the National Training Board (NTB) and the major trade union federation COSATU, which intended to overhaul the education system (Jansen, 1998). OBE advocated an integrated approach to education and training. However, as a result of its foreignness in more ways than one, OBE became very difficult for teachers in schools to implement (Jansen and Christie, 1999). Even though some teachers at the provincial level were involved in working out its practical

implementation by creating programme designs, they had not been involved in the conceptualisation and adoption of OBE.

As mentioned earlier, OBE was the idea of the labour movement, and so it had little bearing on the framework on which schooling was built and it proved difficult for teachers to conceptualise and implement. In a path-finding paper, Jansen (1999a) challenged the feasibility of OBE in the South African context in a hard-hitting analysis of why OBE would fail. Despite the complexity of the OBE and the complaints by teachers, it was finally launched in 1997 as Curriculum 2005 (C2005) and popularly referred to as OBE. Its launch represented the exit of the apartheid curriculum which was characterised by content-based teaching and learning, and ushered in an outcomes-based, progressive pedagogy characterised by learner-centred teaching and learning strategies (Cross et al, 2002). Somewhat inadequate one-week information sessions were organised for Grade One teachers who were to start off the curriculum in class (Cross et al, 2002).

OBE was officially launched in 1998 in Grade One classes all over the country, but how it was implemented varied from one school to another (Maodzwa-Taruviga and Cross, 2012). If OBE was to work, then there had to be adequate provision of resources to under-privileged schools. By contrast, it disempowered the teachers in marginalised, impoverished schools (Greenstein, 1997). Implementation of C2005 was thus characterised by uncertainty, poor classroom management, and poor academic performance of learners primarily resulting from inadequate training support for teachers and lack of solid and sufficient learning materials (Jansen and Christie, 1999; Fleisch, 2002). There were difficult terms which had limited transfer capacity into learning in over-crowded classrooms, and there was much emphasis on outcomes but little emphasis on teachers' input (Cross et al, 2002). Since teachers are the ones that practically implement the curriculum, and show successful implementation also depends on the school context, it is evident that many factors surround the proper implementation of the curriculum. The majority of teachers were of the opinion that OBE was alien and unfamiliar. Apart from it being very difficult to interpret, there was also no capacity for implementing it in impoverished contexts in respect of material resourcing and teaching (Maodzwa-Taruviga and Cross, 2012). As Fullan, (2001) avers, if one factor is lacking or insufficient, it will surely affect the proper

implementation of the entire curriculum. The curriculum assumed that all schools in South Africa were equally privileged, whereas the former white schools had better-qualified teachers and superior material resources.

It was envisaged that OBE would change the pedagogic orientation and the teachers' teaching strategies in class to that which sees teachers as facilitators and mediators of learning. But OBE did not highlight how this was to be achieved (Jansen, 1998). Consequently its sudden introduction to replace apartheid syllabus was not reflected in the classroom as teachers had to make do with what they knew rather than applying what was foreign to them. This created policy tension between the curriculum framework vis-à-vis its application, the conditions of implementation and actual practice in schools, and this expected outcomes vis-à-vis the capability of teachers to translate these into reality (Cross et al, 2002). Furthermore, during the process of change, the conversation was centred on curriculum implementation and not on the theoretical framework underpinning curriculum change (Rensburg, 2000). In keeping with this perspective, the C2005 was revised and made more accessible. As the teachers were still faced with the problem of implementing C2005, a reviewed and simplified new version of the curriculum was introduced. However, it was not clear how the problem of implementation that characterised the C2005 would be averted in the revised version (Jansen and Taylor, 2003). Teachers were taken aback and confused by the whole system. In view of the above the Review Committee summed up their findings by identifying the major problems of the reviewed curriculum (Jansen and Taylor, 2003).

Firstly, the cascade training model was badly designed and implemented (ibid: 41). Teacher training was done in stages. District officials were trained first and then had to train educators in schools at different levels on how to implement the curriculum. Secondly, the government management system was weak in respect of monitoring and accountability mechanisms (ibid: 41). It was now concluded that the major barrier to attaining the goals of educational reform was the lack of systemic thinking and implementation capacity in contemporary South Africa. For reform of the education sector, there should be the integration of systemic thinking; a mechanism for implementation should also be given greater attention; and finally, system monitoring would evaluate whether the goals were met, alternatively prevented by inadvertent issues (Jansen and

Taylor, 2003). Taylor and Vinjevold (1999) report that it is only a few teachers who were able to translate the complex logic of C2005 and its vague outcomes into appropriate learning programmes and thereafter, to effectively mobilise leaner-centred learning.

At this juncture, it is pertinent to mention that the curriculum policy has a great effect on the language of teaching and learning (LOLT, formerly medium of instruction or MOI), which eventually affects learners' performance in English as subject. The language in education policy (LIEP), (DoE, 1997) endorsed an additive model of multilingualism which allowed learners to learn in their mother tongue alongside any one or two additional languages as they ascend the rungs of the educational ladder (Fiske & Ladd 2004 cited in Malerich, 2009). But contrary to this, most learners are prematurely graduated to the use English as LOLT by Grade 4 at a stage when their mother tongue is not fully developed for communication and writing. The use of the mother tongue enriches their vocabularies and conceptualisation, enabling them to transfer the knowledge of their first language to the second language effectively (Heller, 2007). If this is done judiciously it would improve the learners' literacy development. But the policy is flawed because of the free hand given to school governing bodies (SGBs) to choose the LoLT (Webb, 2004; Heugh, 2003). The action of the SBGs could be linked to the fact that English still holds sway in South Africa, and because most of the Africans languages have insufficient resources for their full and proper implementation (Alidou, 2004). In addition to this, people believe in the naturalistic and unifying nature of English for communicative purposes between different language groups. And most importantly, English is always a language to reckon with in the school system because by the end of Grade 3 most learners are taught and assessed through the medium of English (Fleish, 2008, cited in Dornbrack, 2009). In this regard, Tollefson & Tsui (2004) assert that there is always a gap between theory and practice in the implementation of the medium of instruction policy that can be ascribed to social, political and economic factors. In view of this, many learners are at the receiving end of both curriculum change and disabling language practices. The consequences can be seen in the poor performance in literacy and language, which is the focus of this study.

This study looks into the implementation of curriculum policy which, as we have seen, has been a key issue for educational reform in South Africa since 1994. The focus is on what actually

takes place in the classroom with specific reference to teachers' practices in the teaching of writing in subject English. In keeping with the NCS recommendation that language teaching follow a text-based approach, this study sought to investigate to what extent teachers are implementing the approach. As indicated, the focus is on English FAL lessons in Grade 9 in two selected schools in a growing township settlement in Greater Cape Town. The next section provides an in-depth discussion of the Assessment guidelines in the NCS.

1.2.2   Assessment Guidelines (2006)

The NCS Assessment Guidelines for English First Additional Language (FAL) (2006:14-16) state that teachers should teach learners to write different kinds of imaginative and factual texts for various purposes. These are to communicate information (e.g. describing people, writing a report, expressing an opinion), to communicate socially (writing of personal letters, formal and informal writing, personal reflection like a diary entry), for creative purposes (write short stories, play scripts), to design media texts (design simple advertisements and news reports), and to understand and use the knowledge to develop language structure and an awareness of the writing process (writing a rough draft, getting feedback from the teacher and classmates, writing the final draft, editing).

1.2.3 Teaching language in the curriculum

In the Learning Programme Guidelines Grades 10-12: General (DoE, 2008b:7), language is defined as 'a tool for thought and communication', emphasising that 'it is through language that cultural diversity and social relations are expressed and constructed'. The document declares that learning the effective use of language allows for critical thinking in order to express oneself in relation to idea, identity, social contact with others, and the world at large. Language thus becomes a resource which the learners engage to empower their linguistic repertoire in a multilingual society (Malerich, 2009). This study seeks to investigate how teachers prepare learners to write and produce meaningful texts. To be able to do this, the study looks at the particular approaches the teachers employ to present their lesson.

According to the language-in-education policy (DoE, 1997), one out of the eleven official languages (Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sepedi, Sesotho, Setswana, SiSwati, Tshivenda and Xitsonga) must be taken at Home Language (HL) level, and another at First Additional Language. The choice of which languages are to be used as LoLT and which as language subjects is decided by school's governing body (SGB), which is responsible for drawing up a school language policy that is workable within the province (DoE, 2008b).

Over the past few decades, numerous methods and approaches have emerged and been used in second-language teaching (notably English). These include, in particular, grammar translation, the audio-lingual method, and the direct method, which are regarded as traditional methods (see Richards and Rodgers, 2003). In reaction to these, newer approaches have been developed, namely communicative language teaching (see Canale and Swain, 1980; Littlewood, 1988) and the genre-(or text) based approach (see Hyland, 2002; Flowerdew, 2002). These latter two approaches form the theoretical base of South Africa's national curriculum. For purposes of this study it was of interest to find out whether, and how, Grade 9 EFAL teachers in two selected schools in Greater Cape Town are implementing a text-based approach. Following this approach, learners are taught to read, view, design and write different kinds of texts critically in a communicative context. According to Murray (2009), teachers are expected to teach language communicatively by placing the learners at the centre of the lesson while scaffolding the learning process as a mentor and facilitator. She explains that teachers are encouraged to bring varieties of texts to the classrooms that reflect authentic language use. These include stories, poems, advertisement, speeches, entertainment, magazines and conversations, and extend beyond written text to oral, visual, audio-visual and multimodal texts.

The different learning outcomes – listening, speaking, reading and viewing, writing; thinking and reasoning, and language structure and use (i.e. knowledge of sounds and metalanguage) are incorporated into a text-based approach to language teaching and learning. Furthermore, it is stipulated in the RNCS (DoE, 2002b:92) that

> Learners will explore how language works, and develop a shared language for talking
> about language (a 'metalanguage'), so that they can evaluate their own and other texts
> critically in terms of meaning, effectiveness and accuracy. They will also be able to use

this knowledge to experiment with language to build meaning (from word and sentence levels to whole texts), and to see how a text and its context are related. They will become aware of how language changes over time and between cultures and how it changes in different situations.

The use of the communicative approach to teaching language is also recommended in Learning Programme Guidelines since language is learnt by communicating though listening, speaking, reading, and writing (DoE, 2008b). The approach is designed to help learners build up confidence in themselves when they communicate using their own ideas of the target language in different contexts (Scheckle, 2009). While noting the envisaged role of communicative language teaching, the focus of this study is on a text-based approach to the teaching of English in Grade 9 classes, in particular on the extent to which learners have been enabled to create texts of their own. The next section gives an in-depth discussion on the evidence of a text-based approach and the socio-cultural theory underpinning the RNCS.

1.2.4 Evidence of text-(genre) based approach and (socio-cultural theory) in the RNCS

The RNCS has eight learning area statements for Grade 9, each with its own learning outcomes and assessment standards. How skill and conceptual development can take place over time is highlighted in the Assessment Standards for each Learning Area Statement. According to the DoE, (2002a) it is envisaged that the learners will be inspired by the values of nation-building and working towards its interest in the areas of human dignity, equality, democracy and social justice. The curriculum looks forward to creating life-long learners who are bold, independent, numerate, literate, compassionate and multi-skilled, and who are active and critical in their thinking.

To complement the above statements, the RNCS also envisages that all teachers are to be key contributors to transforming education in the country. It is envisaged that teachers are qualified, competent, dedicated and caring in order to fill the roles outlined in the Norms and Standards for educators. The policy seeks to develop teachers to be mediators, leaders, pastors, researchers, administrators and life-long learners in a post-modern world so that they can provide learning activities to match. This the teacher will do by being familiar with the curriculum that enacts

learning in schools, and should be geared towards critical thinking and problem solving. It is clear that if teachers are to accomplish the desired goals of the RNCS, they will have to develop all these qualities.

The document is explicit about the envisaged approach to language teaching which, besides the communicative approach, is built on a text-based or genre approach.

> In a text-based approach, language is explored in texts and texts are explored relative to their contexts. The approach pays attention to formal aspects of language (grammar and vocabulary) but these are viewed in terms of their effects and not studied or analysed in an isolated way. Learners need to understand metalanguage to discuss texts; they need the words to describe different aspects of grammar, vocabulary and style and how these function in texts. The purpose of a text-based approach is to enable learners to become competent, confident and critical readers, writers, viewers and designers of texts. It involves reading, viewing and analysing texts to understand how they are produced and how they impact on their audience. It also involves producing different kinds of texts for particular purposes and audiences. This approach is informed by an understanding of how texts are constructed (DoE, 2008b:8-9 Learning Programme Guidelines: Languages).

Language teaching in the curriculum develops reading and writing, which is the foundation of other literacies (DoE, 2002a:5). Language encourages intercultural understanding and the understanding of the concept of culture (p:6), and therefore it should be used for various purposes. The RNCS (ibid:6-7) highlights five language skills – listening, speaking, viewing, reading and writing – as the main learning outcomes. It stresses that even though the language skills are 'presented separately in the outcomes, they should be integrated together with reasoning and knowledge of sounds, words, and grammar when taught and assessed'. This is where the use of the curriculum cycle comes in (Gibbons, 2002), and the teaching of text in a holistic manner (Martin and Rose, 2003).

Before learners can write they should have gone through other language skills. It is stated specifically that 'learners will be able to write different kinds of factual and imaginative texts for a wide range of purposes' (DoE, 2002a:6). The RNCS also emphasises that listening, reading and analysing of key linguistic features of texts should occur in relation to another text of its

kind. By so doing learners should be able to identify the various text types (oral or written), and interpret and produce a new text independently. Learners are to be aware that language and texts include knowing about the context – the purpose, topic and audience – of the text type. This is referred to as field in Halliday (1985:12).

The following texts are recommended for Grade 9 (ibid:31-32)

Oral:

Dialogues, Conversations, Messages, Interviews, Stories Songs, Oral poems (e.g. praise poems), Reports (e.g. report-back on class survey) Discussions, Debates, Role-plays, Jokes, Word games, Radio programmes.

Written/Visual:

Stories, Graded readers, Magazine and newspaper articles, Advertisements, Messages, Greetings cards, Postcards, letters, Word puzzles, Tables, charts, graphs, Reference books (monolingual and bilingual dictionaries, textbooks, grammar books).

Multimedia:

Television programmes (e.g. talk shows in the target language), Television advertisements, Films, Videos, CD-ROMs and Internet (where available).

The DoE, (2002a), enjoins teachers to choose texts which will interest and stimulate learners and be relevant to their socio-cultural background. This aspect is related to building of the field in the curriculum cycle (Gibbons, 2002). Finally teachers are to move the learners beyond what they already know to what they are ready to learn with the help of a more knowledgeable other. This is referred to as the ZPD in Vygotsky (1978:86).

During the analysis of the text in the classroom, teachers are to challenge the reasoning of the learners, providing guidance and encouragement as required (DoE, 2002a). Through text analysis learners are to become conscious of how to express tolerance, empathy, anger, humour, displeasure and pleasure, which they will use in their writing (ibid). The next section provides an in-depth discussion on the problem statement of the study.

1.3. Statement of the Problem

The educational sector in South Africa is one of many sectors that were negatively affected before the inception of democracy in 1994. The quality of education was highly uneven, and because of the foundational importance of education to economic development, it was essential to improve on it. However, despite the efforts made by the department since 1994, little success has been recorded in literacy and language. It is envisaged that at the end of the Senior Phase the learners should be able to apply all the reading skills into writing authentic texts of their own (DoE, 2002a:23). To improve learner performances in reading, writing and numeracy, the DoE in 2008 introduced the Foundations for Learning (FfL) campaign for Grades 1-6, and the Annual National Assessments (ANAs) (DoE, 2008a). But according to the DoE, (2010) the majority of Grade 6 learners in some of the schools in the Western Cape Province can hardly write. This has a knock-on effect on learner performance at the end of grade 12. Furthermore, the Annual National Assessments (ANA) recorded 48% for literacy and 43% for numeracy among Grades 1-6 learners, which is below the official target of at least 60% in literacy and numeracy by 2014 (DoE, 2011). The 2006 PIRLS results showed that South African grade four and five learners were at the bottom of the list of forty countries that participated in the standardised test (Mullis, et al, 2007).

There is thus a huge need for learners to be explicitly taught how to write texts, as the major end product of being able to read well is to be able to write texts that are meaningful and well organised. Rose (2006) emphasises that learners should be taught reading and writing skills in the major schooling genres across the curriculum so that the gap between the weak and the excellent learners could be bridged.

In order to improve learning standards in schools, the government through the RNCS recommends the use of text-based and communicative language teaching approaches (DoE, 2002a). The main aim is to develop learners into good writers and critical thinkers who will be able to communicate fluently as contribute actively to society.

As already indicated, the curriculum in its various guises (C2005, RNCS), has been heavily criticised for being inaccessible and full of complex terminology. Teachers were under-prepared for its implementation, particularly in the large number of disadvantaged schools (Jansen and

Taylor, 2003). Furthermore, most English teachers were trained before the endorsement of a text-based approach, and were thus unfamiliar with it. It is a truism that teachers are likely to keep to the methods they were familiar with during teaching. With this in mind, considerable efforts were made by the ministry of education to organise workshops for teachers, especially through the district offices, in order to orientate teachers to the new approaches and methods. Some universities also began to incorporate a text-based (genre) approach and communicative language teaching in their undergraduate and postgraduate teacher development programmes.

Despite these and other initiatives, most learners' performances in literacy and language have remained poor at all levels of the schooling system. For example, the ANAs recorded 48% for literacy and 43% for numeracy among Grades 1-6 learners (DoE, 2011a). And in 2011, the matric pass rate for EFAL was only 76.1% at 40% and above. This is a clear indication that teachers still face serious challenges in the teaching of writing, particularly in English as an additional language which is increasingly being used for learning across the curriculum. It is thus of interest to research why learners are still performing below expectation. In particular, it becomes important to explore the problems in the English classroom, and to investigate the approaches employed by teachers when teaching writing across the different genres, and the extent to which learning is scaffolded through a process approach to writing.

1.4 Aims of the study

The study aims to investigate the various approaches used in the teaching of writing in the English First Additional Language (EFAL) classroom in a South African township setting. The study focuses on the types of texts learners are exposed to and have to produce, and how teachers teach them with reference to the text-based approach (genre-based approach) in Grade 9. This is to identify gaps in the proper actualisation of the EFAL curriculum; that is, the study explores the ways in which teachers teach writing and how they talk about it, and how they negotiate meaning with learners, compared to what is formally expected of them. Following the DoE, (2002a) injunction that learners should be creative in their writing, this study seeks to evaluate the extent to which Grade 9 EFAL learners are able reconstruct texts creatively and critically.

1.5 Objectives of the Study

The objectives of the study are:

 a. To ascertain teachers' views on approaches to writing in English in Grade 9.

 b. To investigate how writing of texts types is taught in Grade 9 English FAL lessons in two schools in Cape Town.

 c. To investigate the various text types that learners are exposed to during English lessons.

1.6 Research Questions

 a. What methods do English teachers employ in the teaching of English writing?

 b. What view do teachers have about the teaching of text types in English?

 c. What are the texts types learners are exposed to during the teaching of English language lessons in Grade 9?

1.7 Scope of the Study

The study focuses on the teaching of English (FAL) in Grade 9 in two neighbouring high schools in South Africa's Western Cape Province. The specific focus is on the extent of the use of a text-based approach to writing, as proposed by the NCS. Since the formal desegregation of schooling after 1994, schools have admitted learners from different home-language backgrounds. This diversity of intake has brought certain challenges for the teaching of English FAL, particularly in working class contexts where English is seldom used at home. Accommodating this diversity has also resulted in certain anomalies and practices that are reminiscent of Apartheid schooling. In the present study, the two schools under discussion are both parallel-medium (Afrikaans and English) institutions in which learners have been segregated along home-language lines. Afrikaans mother-tongue speakers are taught through Afrikaans in all subjects except English, while Xhosa-speaking learners and others have English as LoLT in all subjects, including English. The two schools each have teachers from different home-language backgrounds, and the English teachers in the two schools each teach both streams. The above language composition is typical of many high schools in the new South Africa, particularly in newly-developing townships with their multilingual mix. This context fits the scope of the present study, with its limited EFAL focus.

This is thus a small scale study with specific time and financial constraints. School visits including observations were limited to two full days a week in each of the schools over a period of four months. In that sense the findings from the study cannot be generalised. However, they may yield insights into the implementation (or otherwise) of a text-based approach to language teaching, as envisaged in the curriculum. Taken together with results from systemic assessments and a growing number of similar small-scale investigations, this study may, it is hoped, ultimately contribute to improved teaching and learning of languages that will, in the long run, be of assistance to South African schooling.

1.8   **Significance of the study**

South Africa is a nation that had been faced with many curriculum changes and amendments. There is thus need for research in the area of education, most especially in the secondary schools which prepare learners for their future careers. This study investigates the various approaches

employed by English teachers in the teaching of the various text types in Grade 9. To my knowledge only a limited number of studies have been done in this area. The study is significant for two reasons. Firstly, it is on the English language which is an official language in the country, the most widely used language in schools and workplaces, and is taught as a subject in all schools. The findings from this study are potentially of importance to curriculum developers, the national Department of Basic Education, the Western Cape Education Department (WCED), language advisors, heads of department (HoDs) in schools, English language teachers, and EFAL learners. Secondly, the findings from this study should be of interest to these stakeholders with regard to the challenges and problems faced by teachers and learners in realising a text-based approach to English language teaching, with the ultimate aim of improving performance.

1.9 Research methodology

This study uses a qualitative research paradigm underpinned by interpretive theory. This theory takes into account people's views on issues and events. According to Richards (2003), qualitative research is the study of human action in its natural setting in the context of people's daily lives. The classroom events are not interrupted nor controlled, but retained as they naturally occur. The research setting consists of human subjects that are dynamic in nature, and the presence of the researcher is important in order to elicit information first-hand as it occurs naturally.

Qualitative research methods such as participant interviews and classroom observations were used, as these correspond with the interpretive paradigm. They allowed the researcher to have a better understanding of teaching and learning in Grade 9 English language lessons, and enabled me to understand the teachers' perceptions regarding the text-based approach to English language teaching recommended by the NCS.

1.10 Chapter outlines

1.10.1 Chapter One

Chapter One introduces the background information situating the study. It explains the research aims, objectives and the research questions of the study. Curriculum policy and language

teaching in South Africa are also elaborated upon. This chapter identifies the purpose of the study and its significance in relation to the context and background. The chapter also briefly outlines the research methodology employed.

1.10.2 Chapter Two

Chapter Two considers in detail the theoretical approach and also reviews the relevant literature on text-(genre) based approaches to language teaching. in schools. Relevant readings on systemic functional linguistics (SFL) and on second- teaching and learning are also discussed.

1.10.3 Chapter Three

This chapter discusses the research design used and the rationale for the choice of the research methods employed. In short, this chapter provides detailed explanation of and justification for the various data collection methods employed, the sample and the research sites used for this study. Ethical considerations and the limitations of the study are also presented.

1.10.4 Chapter Four

This chapter presents and analyses the findings of the study. It discusses the various data collected during lesson observations and interviews with participants, as well as documents such as learners' written texts. The collection of a range of data was influenced by the need for triangulation in order to establish trustworthiness. All these primary data were used in in relation to the aims of the study.

The data analysis was informed by the theoretical framework underpinning the study (see Chapter Two). Three theoretical approaches were drawn on. The first holds that learning is realised from the perspective of learners' socio-cultural context through the help given by both parents and the more knowledgeable other (MKO) (Vygotsky, 1978, 1981). The second views language as functional in system and in behaviour, and focuses on how language is used to communicate meaningfully using the three metafunctions (Halliday, 1994). The third theory explores how texts work through genres as staged, goal oriented, socially meaningful ways of getting things done (Martin and Rose, 2007). Based on these, the chapter presents, analyses and discusses observations, interviews and documents concurrently according to the themes that were

related directly or indirectly to the research questions as they emerged. The data collected through the various techniques are intertwined in order to give a holistic account of the study. This chapter provides answers to the research questions which centered on the various approaches teachers used in the teaching of English writing. The particular focus is on the extent to which the teachers implement the text-based approach recommended by the NCS. This includes an explanation of the constraints on its implementation.

1.10.5 Chapter Five

This chapter summarises the research findings in accordance with the data presentation and analyses done in chapter Four. It draws conclusions, spells out some implications for action, and identifies questions for future research in genre-based teaching approaches.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter looks at various studies on the teaching of writing in the English class. In a discursive manner, the chapter reviews research on a text- (genre) based approach in second language teaching and theories, and Vygotsky's perspectives on teaching and learning. This chapter also briefly discusses the Systemic Functional Linguistics (SFL) paradigm in relation to the functionality of language and its connection to context. Special attention is drawn to the study's argument.

2.2 Teaching approaches to language

This section enumerates the various approaches to teaching and learning language effectively. Vygotsky's theory is discussed vis-à-vis the text-(genre) based approach and the SFL perspective to highlight how these three are related in the analysis of learners' texts.

2.2.1 Vygotsky's theory of teaching and learning literacy

This section focuses on Vygotsky's socio-cultural theory on cognitive development and how it relates to effective literacy teaching and learning in schools. Schooling is a socio-cultural practice which changes as new discoveries emerge, resulting in new relations. Learners in this socio-cultural context learn new knowledge which invariably transforms their ways of thinking and views about things. In the context of language teaching, Dixon-Krauss (1996) specifies that Vygotsky's theory of social development takes into account the socio-cultural context of the learners. In view of this perspective, the social and cultural environment of the child, together with his developmental stage plays a vital role in cognitive development (Vygotsky, 1978). In the light of these claims, language could be regarded as a tool for thought development from the perspective that learning is a form of social interaction (Freeman and Freeman, 1994). This study draws on this principle as learners come to school having a socio-cultural context to draw on when building on what they are taught in class.

Vygotsky (1962, 1978, 1981) posits in his works that a practical problem like education is solved by the application of psychological theory. His principle in approach to psychology is that because of human complexity, human behaviour cannot be studied in isolation. He proposed that the social and historical context of human behaviour be taken into consideration when studying it, something otherwise known as the socio-historical approach (Dixon-Krauss, 1996). It follows that social interaction is an integral part of the learning process (Pinter, 2009). In this way the study takes into consideration the teaching and learning context and the interactions between teachers and learners that can aid learning.

Most of Vygotsky's works are used as a matrix for the teaching of literacy in the western world (Dixon-Krauss, 1996). The mediation model in literacy instruction has been of tremendous assistance to teachers. . It guides teachers in negotiating meaning through scaffolding of learning in the zone of proximal development (ZPD), which is based on how learning and thinking are affected by the use of printed language (Dixon-Krauss, 1996). In clarifying the above views Harste (1990) cited in Dixon-Krauss, (1996), believes that most of the knowledge acquired by people is through the use of language among people. This is the social and functional use of language as proposed by Halliday (1985). In this connection, the genre-based approach draws on SFL principles to analyse texts. In this regard SFL, Vygotskyan theory and the genre approach to teaching are intertwined and therefore relevant in the teaching and learning of English language in schools. The study looks at these three theories in investigating how teachers teach text types in English lessons.

Halliday's theory of language learning and Vygotsky's theory of learning are compatible in that Halliday views language as functional in system and in behaviour while Vygotsky explains that learning is realised from the perspective of learners' socio-historical context through the help given by both parents and the more knowledgeable other (MKO), the teacher (Wells, 1994). This is seen by Halliday as being performed mostly through conversational interaction. Vygotsky's theory is an expression of both the social and functional views of language which makes it applicable in classroom literacy instruction (Dixon-Krauss, 1996). Following the above arguments, Vygotsky's concepts such as semiotic mediation, inner speech, internalization, and

the zone of proximal development (ZPD) are all used in the teaching and learning of literacy in the contemporary world.

Vygotsky (1981:164) proposes that culture is the 'product of social life and human social activity' which creates different behavioural patterns that change how the mind functions, leading to the construction of new ideas as human behaviours develop. This suggests that there is a difference in the learning that takes place during a child's pre-school days and that which occurs during formal schooling (Vygotsky, 1978). Social interaction aids the gradual transformation of lower mental behaviour into higher mental behaviour (Vygotsky, 1981); as the child accumulates social experience he is able to use this experience to solve problems internally, which is referred to as inner speech. The child uses speech for social activities and gradually develops to the stage of egocentric speech which finally attains the level of inner speech. The inner speech is observed in the development of learning literacy, which occurs in stages. The first stage is when parents and teachers help learners in the pronunciation and identification of printed words. The second stage occurs as the learners accumulate reading experiences. Learners internalise the knowledge of printed words and continue to develop this by using external oral signs – mumble reading and finger pointing. The final stage is the transferring of the external operation into inward use. In this stage the child is able to read silently, and printed language becomes a psychological tool for organising thoughts (Dixon-Krauss, 1996). This study drew on this principle in that learners draw on their socio-cultural background when reconstructing texts. As learners develop physically and psychologically, their level of literacy increases and they are able to organise their thoughts into meaningful texts as their teacher scaffolds the learning process.

Formal schooling requires the learning of scientific knowledge fundamentals in languages, humanities and the arts. This can be attained by evoking the concept of the Zone of Proximal Development (ZPD) (Vygotsky, 1978: 86). This he describes thus:

> "[t]he distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers".
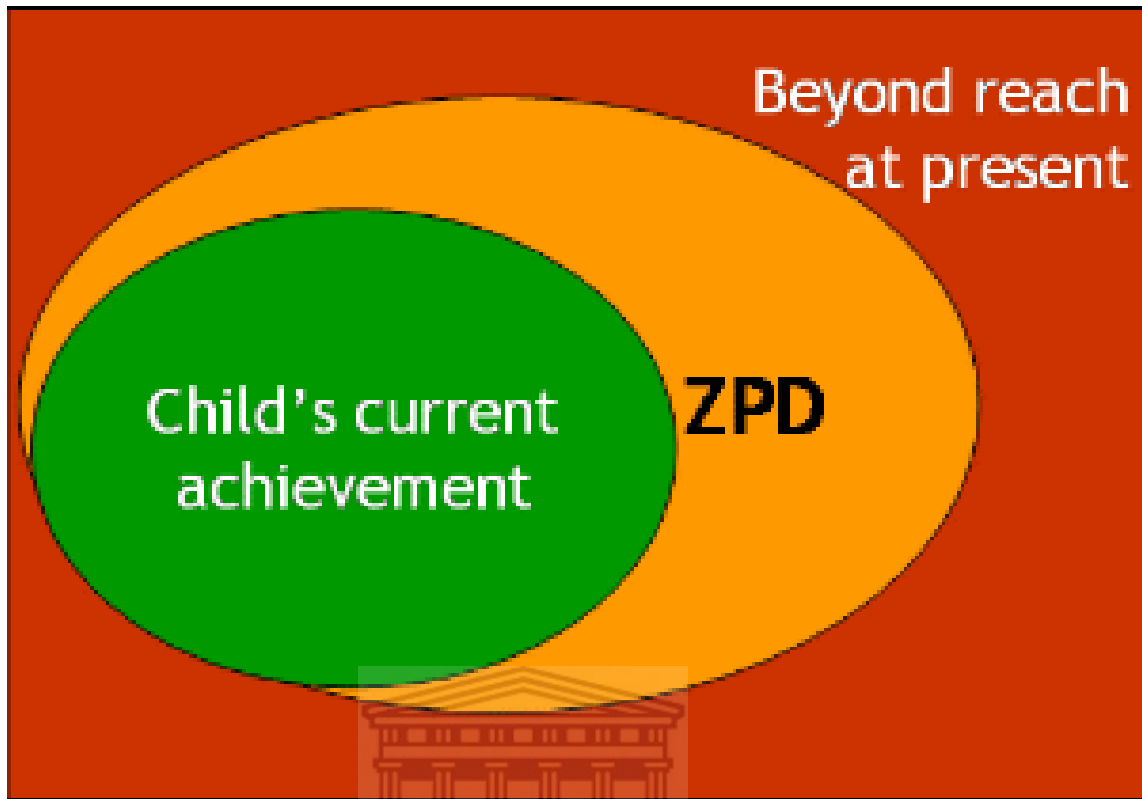
Figure 2:1   Source: Atherton, 2011

As seen in figure 2:1, the ZPD is an essential attribute in scaffolding learning. The ZPD is further explained as the gap between what the learner can do independently and what he can do with assistance by the teacher or a 'more knowledgeable other' (MKO). The above explanation clarifies that learners can be assisted by teachers or through peer collaboration to complete challenging tasks that cannot be done alone and through this process, learners gradually become independent in performing tasks without assistance (Vygotsky, 1978). It is at this stage that learning takes place.

In terms of Vygotsky's learning theories, learning cannot be detached from culture; neither can culture be separated from learners. Teachers and learners need to understand the socio-cultural background to texts in a collaborative manner so that learners can draw on their own context when writing texts of their own. The present study draws on Vygotsky's theory of learners' socio-historical context combined with the notion of scaffolding in relation to the teaching of text

types within an SFL approach to text analysis. The next section discusses SFL and it relation to the study.

2.2.2 Systemic Functional Linguistics (SFL)

This study uses Halliday's (1985, 1994) Systemic Functional Linguistics (SFL) approach to language learning. This theory is based on the premise that language is functional and cannot be detached from the social context of the learner. SFL is crucial to this study because it focuses on language functionality and not on language correctness (Halliday, 1994), and also has a dominant influence on genre theory and pedagogy. In short, '[SFL] is a powerful pedagogical tool for teaching and learning a second language' (Caffarel, 2006:205). The SFL approach has to do with semiotic systems and language metafunctions that allow the users to make meanings by using appropriate signs from amongst the varieties available. It emphasises the use of texts at the text-level rather than at the sentence level. SFL focuses on how language is used to communicate understandably in a diversity of ways to meet peoples' needs in society. In that way SFL theory considers meaning and form as inseparable. The use of SFL has helped this study to understand how learners move from the spoken mode of language to the written mode, and also to identify the extent at which the learners engage with language in different social contexts.

Eggins (2004) argues that while the structural approach to language teaching is based on syntax, the SFL matrix is the social context that language acts upon to achieve a purpose. Text and context cannot be separated from one another in the sense that they are intimately related. In SFL, language operates under two contexts which are context of situation and context of culture (Halliday and Hasan, 1985); Halliday, 1994). The first, the context of situation, is the social situation or circumstances that brought about a specific response or utterance as a constructed meaning related to it. The context of culture, on the other hand, refers to the culture of a particular people and which is paramount in selecting the type of genre to be used for a specified social purpose.

SFL has formed the basis for genre theory (see below), first developed in Australia, which regards language as a semiotic resource for constructing meaning. This study has used the theoretical principles of SFL as a springboard for discussing genre theory. Its insights into how

language functions have proved useful in understanding the approaches used by teachers in the teaching of the various text types in English lessons. SFL shows the link between text and context, and enables the analysis of learners' written texts based on an understanding of their social purpose, schematic structure and linguistic features. The next section discusses genre theory in relation to the teaching of text types in schools.

2.2.3 A Text-based approach

Literary studies have long used the word 'genre' to categorise various kinds of writing such as science fiction, novels and short stories (Gee, 1997). But in contemporary education, there is more to the use of genre, which includes the notion that text types have particular social functions and recurring discrete linguistic features to match.

As already indicated, the genre approach to teaching reading and writing is based on SFL, and is designed to enable learners to produce well organised texts. Genre in SFL is the general function of text within a particular culture of other texts circulating in the culture (Eggins, 2004:55). Engaging in the contemporary world, learners have to be knowledgeable and critical in the use of language in relation to social context in order to express themselves in the appropriate form of the language. Kress (1994) argues that language, social structure and writing are inseparable elements in language teaching because eloquent and good writers are seen as more powerful than those who cannot write well. Being able to write well places one at an advantage. This implies that the success of learners in primary, secondary and tertiary education as well as in the world of work thereafter, depends on how well they are able to manipulate literacy skills efficiently. Literacy can be defined as the ability to understand, produce and engage texts in an appropriate way that is culturally accepted (Cope and Kalantzis, 2000). This is because texts are produced in relation to a socio-cultural context. Learners and writers need to engage effectively in listening, speaking, reading and writing as a means to communication. Most importantly, the proficiency level in all these communicative skills will dictate someone's social, educational, political and professional level in life. It is worth noting that attention has increasingly been drawn to the use of genre in the teaching and learning of language (Paltridge, 2001).

A genre approach to teaching writing originated in applied language studies, specifically in the teaching of English for Specific Purposes in North America and Australia. Johns (2002) citing John and Silva (1990) observes that during the 1970s and 1980s, linguists focused on psycholinguistic/cognitive literacy theories and the process approach which brought about learner-centred classrooms. Since then, literacy study at the theoretical and pedagogical level has undergone a major shift towards genre theory. Martin and Rose (2007:11) from an SFL point of view, describe genre as 'a staged, goal-oriented social process'. Martin, Christie, and Rothery (1987:59) elaborate on this definition:

> Genres are referred to as social processes because members of a culture interact with each other to achieve them; as goal oriented because they have evolved to get things done; and as staged because it usually takes more than one step for participants to achieve their goals.

The above definition indicates that people interact with one another through the use of different genres in a social context for a specific purpose at a particular time. Since texts follow a discrete and predictable pattern it is possible to deconstruct and analyse them.

Bazerman (2000:16) on the other hand claims that

> genre helps us navigate the complex worlds of written communication and symbolic activity because in recognising a text type we recognise many things about the institutional and social setting, the activities being proposed, the role available to writers and learners, motives, ideas, ideology, and expected content of the document and where all these might fit in our life.

In other words, the context determines the genre or text type that learners and writers engage with. Similarly Swale, (1990), posits that genre is a group of words which are communicative in nature for the purpose of interaction. While linguists (Halliday and Hasan, 1985); Gerot and Wignell, 1994); Eggins, 1994), propose that genre is the use of language in real situations and cultural contexts, they also propose that learners should be provided with ample opportunities and a helpful environment to practice their writing skills so that they can fit into the academic community and the world at large. Cope and Kalantzis (1993a) describe genre approach as an accepted option to the current ready-made writing curriculum which exposes learners to limited, and monotonous text types claiming that learners' exposure to various genres provides them with

the linguistic features to use in various social contexts. The above propositions show how learners and writers use language to attend to issues that are peculiar to a social context.

Macken-Horarik (2002) makes a list of the key genres for teaching writing across the curriculum including their purpose, features and schematic structure. The key genres are: recount, information report, explanation, exposition, discussion, procedure, narratives and news story. Proponents of a genre-based approach (Martin and Rothery, 1980, 1981); Christie, 1984); Hammond, 1987); Derewianka, 1990); Cope and Kalantzis, 1993b) are of the opinion that teachers need to be good facilitators in order to provide the learners with sufficient information about how to deconstruct texts effectively and accurately. They emphasise that learners can only develop skill in controlling written texts if teachers draw on the notion of genre. Conversely, it would be ineffective and time consuming if learners were left without assistance in the use of resources during the construction of written texts (Rothery, 1986). The next section reviews recent studies using a genre approach and how they are applied to the teaching of text types in various institution of learning both in South Africa and beyond.

The project of the Disadvantaged Schools Program (DSP) (Macken-Horarik, 2002:17), concentrated on the use of a genre approach, using the metafunctions of the SFL to teach science literacy. The teachers involved in the DSP used the various scientific genres – exposition, recount, report and explanation – to assist learners to produce similar texts using their teachers' prototype as an exemplar. At the end of the project it was concluded that learners were able to produce coherent texts. The project also helped the teachers to identify the weaknesses of their learners and proffer necessary assistance through the use of a teaching learning cycle (Macken-Horarik, 2002). Rothery (1986:79) describes disadvantaged learners as:

> … those who learn the structures of texts largely of their own accord. They are not explicitly taught how to organize written texts but through their reading and pattern of interaction, they develop mastery of a range of written varieties. The disadvantaged are those who for a number of reasons do not develop mastery of the way written texts are organized to achieve goals. Included in this group are children learning English as a second language; children whose families are from a different culture; children who are poor readers and children from certain socio-economic groups in the community.

With reference to the above quote, the learners could be regarded as disadvantaged because English is their second language which they started learning and speaking when they got to school. Their culture is different from what could be regarded as English culture so they find it difficult to reconstruct texts unless they are explicitly taught.

The most widely known project under the auspices of the DSP was the language and social power project in Erskineville, Sydney, which adopted a text-based approach to the teaching of literacy in primary and secondary schools (Macken-Horarik, 2002:18). This project was extended to the 'write it right project' which incorporated into its study the register-sensitive Accounts of secondary school accounts of high school literacy to link with work place literacy (Christie and Martin, 1997, cited in Macken-Horarik, 2002:18). Hyland (2002), on the other hand, used a text-based pedagogy as a social response to process. He claims that the process approach to the teaching of writing does not equip learners with the skills of applying a socially-oriented view to the teaching of writing. This process approach is therefore limited in scope and does not address the problems experienced by the second-language (L2) learner. He highlights the limitations of the process approach and shows that a genre-based pedagogy can overcome the shortcomings of the process approach by offering learners systematic explanations of how language functions in social context. Hyland shows how a genre-based pedagogy helps L2 learners view writing from a social perspective. Writing, he claims, is not taught but learnt through the assistance of teachers who are non-directive facilitators. Hyland concludes that genre is a way of constructing, negotiating and changing people's views and understandings about their society. This pedagogy, therefore, empowers students to participate effectively in real situations because genre is a socially informed language theory.

Rose and Acevedo (2006) carried out a project entitled 'Learning to read, Reading to learn'. They aimed at bridging the wide literacy gap between successful and 'at risk' learners between years five to nine of their schooling in Australia. At the same time, they also aimed at improving the learning ability of students irrespective of their starting point. Through this project, teachers were introduced to the text-in-context model developed by SFL, and to the use of a genre-based approach. The programme recorded successes in the classroom as it integrated the teaching of high level skills in reading and writing. Rose and Acevedo conclude that the project helped to

develop teachers' professional knowledge and also that the 'at risk' learners recorded accelerated progress in literacy learning.

Similarly, Lin (2006) initiated the introduction of a genre-based approach to the teaching of EFL in a Japanese university context in a third year writing programme, using Vygotsky's learning theory and the curriculum cycle. In terms of this, the programme paid particular attention to the role played by model texts in conjunction with textual and contextual exploration to engage both learners and teachers in collaborative work. Lin reports that the courses introduced recorded successes attached to the use of a genre-based pedagogy, and that students were able to produce coherent writing. Students also testified that the programme gave them more confidence in their ability to produce independent texts, even under examination conditions. However, Lin concedes that genre-based approaches are not the answer to all problems in English language teaching (ELT).

Firkins, Forey and Sengupta's (2007) study was based on the use of genre-based literacy pedagogy and activity-based pedagogy in the teaching of English as a foreign language EFL to learners with learning disabilities in a secondary school in Hong Kong. The study was of two secondary school teachers and their class of 11-18 year old learners with learning disabilities. The study made use of interviews, classroom observations and the examination of relevant documents. In their study, the authors argue that language knowledge should be explicitly taught by using genres (text types) as a starting point to model, deconstruct and understand language. The study found that the use of a genre-based pedagogy was especially beneficial to students with low English proficiency for assisting them to organise their writing and to understand the nature of the various text types, something recognised by the teachers. The approach has reportedly since been included in the writing programme in the general English curriculum.

In the same vein, Lingzhu (2009) reports on a Chinese study of the teaching of writing to 20 ESL learners, using a genre-based approach to expatiate on the rhetorical convention of English texts. The study emphasised the structural organisation and the linguistic features of the various genres used in order for learners to clearly express themselves when writing. The lessons were divided into three sections. Structural organization was taught first, then the linguistic features of the same genre, followed by joint and independent construction of the genre. English writing skills

were developed intensively within the class. Lingzhu concludes that since classroom instruction is the only means of developing English proficiency in China, it is expedient to be explicit about the purposes of genres and their structures so that learners gain the necessary skills for critical independent writing in both university and the society.

Pena's (2009) article deals with the argumentative text writing of foreign learners of English which were analysed in respect of structure and modality. The study analysed and compared the graded argumentative texts of a group of final year high school students with those of a group of post graduate students to gauge writing development as students advance academically. The study found that the quality of post graduate students' writing was higher than that of the high school students, and that the former group used a higher and more precise range of modal verbs than their high school counterparts.

Wu and Dong (2009) applied a SFL-based genre approach to the teaching of English narrative writing in a secondary school class in China. The teaching demonstrated the stages of the writing cycle to learners, namely the modelling of text, the study of the lexico-grammar, the text's generic structure, and narrative essay writing and assessment. It was concluded that SFL-based genre approach provides teachers and learners with an overall view on teaching and learning language.

Morrison (2010) developed and implemented a short distance writing course in Tokyo designed to improve writing through the use of a genre approach with EFL writers by using good non-native writing samples as exemplar texts. Students submitted many drafts until there was improvement in the accuracy and sophistication of their texts. Their problem areas were categorised into task achievement, cohesion, vocabulary and grammar. Morrison claims that genre 'stifles creativity and muffles personal voice' but at the same time cites Hyland (2005) as saying that 'A genre that does not restrict is not a genre' (Morrison, 2010:173). He concludes that genre is explicit in providing a model text and explicit instructions, and that the process of students presenting different written drafts creates room for dialogue between teacher and students, which eventually enables students to become familiar with the organisation and structure of a particular genre. If they are taken through the curriculum cycle, students are likely to eventually produce a sophisticated text.

Coming to the South Africa context, Bayat (2002) investigated the use of genre-based theory as an approach to the teaching of writing in a multi-cultural classroom in a Durban high school. The use of a genre-based approach to teach about linguistic and generic conventions was aimed at changing learners' attitudes to writing. The main finding was that learners' competence and confidence improved after being exposed to explicit pedagogies of a genre approach. Bayat concludes that the only limitation to the theory is that learning about genre and generic conventions is difficult and time-consuming.

In the same vein, Mali-Jali (2007) explores the extent to which a genre approach in the teaching of writing in isiXhosa (home language) can assist Grade 11 learners transfer their knowledge of isiXhosa into writing in content subjects in a bilingual education system. It emerged that learners were indeed able to effectively transfer their knowledge of how texts work in isiXhosa to the content subjects (English language).

Van Heerden, (2008) investigated the use of a genre approach to the teaching and learning of English writing skills at Grade 6 level in a multilingual township primary school on the Cape Flats. She found that school teachers still focus mainly on the end product of learners' writing, but that through the text-based approach the writing skills of learners improved. She avers that the genre approach was suited to providing teachers with a thorough foundation for scaffolding the development of learners' writing skills.

Hendricks (2008) discusses the conception of language and literacy underpinning current policy in South Africa. She does this by investigating how the policy manifested itself in the writing of Grade 7 learners in English, Afrikaans and isiXhosa. Through this she was able to deduce teachers' concept of writing. The study was carried out in a well-resourced school with diverse multilingual learners and qualified teacher in an atypical rural Eastern Cape setting. The grade 7 learner studies both Afrikaans and isiXhosa as a second language (L2). This paper traces the theories underpinning the teaching of writing in the NCS. These are identified as: cultural heritage approach, personal growth model, communicative language teaching, process approach, critical language awareness, and genre theory. All these influence the curriculum policy in the post-apartheid period. Hendricks analysed a Grade 7 learner's writing in English, isiXhosa and Afrikaans. She translated the learner's Afrikaans and isiXhosa texts into English language in

order to measure the learner's writing abilities across the different languages. It was concluded that the learner's writing in the three languages did not measure up to the required competence. It was pitched at the level of basic interpersonal communicative skills or BICS, and showed no evidence of writing for communicative purposes and the impersonal texts encouraged by genre theorists. She concludes that this could be attributed to teachers' limited understanding of the theories that underpin writing, alternatively that the policy is too complex for teachers to interpret.

On the other hand, Mthembu-Funeka (2009) carried out an investigation into the use of a genre-based approach in isiZulu home language as a means to successful English FAL education in South Africa. The research findings show that the use of a genre-based approach to teaching writing in isiZulu assisted learners to perform better in the production of texts in subject English. The researcher recommends closer collaboration between provincial education departments and universities to ascertain suitable standards for educators with regard to the language curriculum statement.

In summary, a review of the related literature indicates that a genre approach impacts positively on the teaching and learning of literacy at all educational levels in both EFL and ESL contexts. The studies reviewed above suggest that if a genre-based approach is properly implemented, learners should be able to understand, reconstruct and organise texts. These findings have a significant bearing on my research, which focuses on ESL (EFAL) learners at secondary school level. The next section presents the teaching-learning cycle (also called curriculum cycle) that is characteristic of a text-based approach.

2.2.4 The curriculum cycle

This curriculum cycle is adopted from Derewianka (1990) and Gibbons (2002:60). This is relevant to this study because the curriculum cycle gives a vivid explanation about how to teach text types in stages.

Genre theorists such as Derewianka (1990) and Gibbons (2002) in Australia propose a four-stage curriculum cycle through which different text types can be taught and understood by teachers and learners of language. Rothery (1996) reports on a study which found that most teachers

approved of the use of the curriculum cycle to teach writing because it provides strategies for planning, teaching and assessment which allows for productive work between teachers and learners. It is also clear that the curriculum cycle shows the strength of the genre-based approach in that it helps learners to think, plan and work at the whole text level (Kongpetch, 2006). The four stages of the curriculum cycle, which Paltridge (2004) terms the teaching and learning cycle, are: building the field, modelling the text type, joint construction and independent writing. These are discussed in turn, below. In Johns (2002) the curriculum cycle is categorised into three stages, namely modelling, joint negotiation of text, and independent construction of text. For the purpose of this study, the four-stage curriculum cycle of Derewianka (1990) and Gibbons (2002) will be employed.
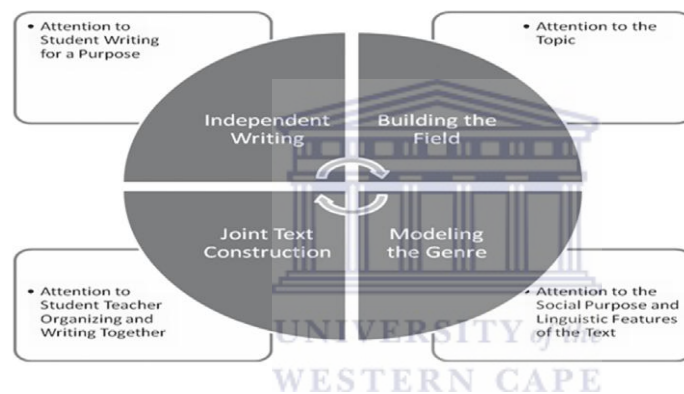
Figure 2.2   The curriculum cycle. Adapted from Feez, (1998) and Gibbons, (2009)

Building the field:

The focus in this stage is on the contents of the text which the teacher introduces by generating maximum background knowledge so that the learners would be able to write about the text eventually. Since gathering of information is paramount at this stage, the learners are free to communicate in the language that seems convenient for them (mother tongue) for better self-expression. However, when it comes to sharing ideas with the class, the learner will have to communicate in the target language. The teacher at this stage helps the learners translate from their mother tongue to the target language.

The activities involved at this stage are listening, speaking, note taking and reading which allows for authentic communication. The learners are organised into expert/home language groupings to be able to collaborate and share with their peers and offer a variety of experiences. The learners could be regrouped into fours or fives after attaining the level of expert so as to share with others in the group what they have learnt.

Modelling the text type

This stage builds up the learners' understanding about the purpose of the text, its general structure and its language features so that the learner can gain enough background knowledge. The text that is discussed in class should be similar to the one that is going to be used in the joint construction stage to enable the easy flow of ideas, understanding and transfer of knowledge. All things being equal, the model text to be used in the classroom may be a printed one, teacher written, or written by a learner. It is advisable to have the text on a plain sheet for ease of reference during the lesson. Derewianka (2003) recommends the use of texts that explicitly exhibit the main features of the genre during this stage. It is also worth selecting texts that cater for the interests and needs of the learners for the purpose of motivation (Kongpetch, 2006).

At this stage, meta-language such as organisational structure, tense, relevant parts of speech, connectives, and text types should be introduced into the discussion. The teaching of the grammatical features in context makes it easier for the teacher to talk about the key features while helping learners to self-evaluate their text later.

Joint construction

This stage focuses on the illustration of the processes of creating a text. The teacher or learners or both decide on a topic. The teacher and learners write the text together using the information grid (mind map) that was developed by the class in the first stage. The text to be written should be initiated by the learners while the teacher assists the learners to use the correct and appropriate words to make coherent sentences. From time to time, the teacher asks questions that help the learners think of ways of writing a good piece using the correct forms of grammar, and also refers them to the model text.

Independent writing

The learners choose a text that is related to the one discussed in the first and second stages. Since they have had enough scaffolding on the topic, the learners can now write independently or in pairs. As the learners write, the teacher reminds them about the process of writing: writing the first draft, editing, discussing of the draft with peers and later with the teacher and finally writing up the final text.

The curriculum cycle used in the genre-based pedagogy has contributed tremendously to language development and literacy. Having discussed how a genre-based approach could be taught in stages according to the curriculum cycle, it is worth highlighting its benefits. The next section focuses on this.

2.2.5 Some benefits of a genre-based pedagogy

A genre-based approach to teaching reading and writing is widespread in Australia and some other western education systems, and a lot of improvements have been achieved amongst learners (Culican, 2005; Rose and Acevedo, 2006, cited in Martin and Rose, 2007). SFL scholars employ the linguistic features of genres developed by Halliday (1985) in the teaching of writing. Hyon, (1996), reports that the genre-based pedagogy sprang up in Sydney schools as an educational experiment, while Johns (2002) affirms that the application of genre theory to teaching language by practitioners is most successful in Australia. Good results were recorded in relation to the literacy skills of primary schools learners, and among the Disadvantaged school students in Australia (Christie, 1993; Callaghan, Knapp and Noble, 1993; Thwaite, 2006). Reasons for the rapid development of a genre-based approach are linked to the arrival of immigrant students (mostly non-English speakers) in Australia who require academic skills, and also as a result of economic changes which impact on the educational demands in China (Martin and Rose, 2007).

A genre-based pedagogy provides learners with a sufficient contextual framework for academic writing, foregrounding the meanings of texts and types suitable in a situation and providing a discrete and systematic explanation of how language functions in social context (Hyland, 2003). It is worth adding that a genre-based pedagogy is used in both first and second language writing

in schools as a result of the growing understanding of literacy and communicative methods (Hyland, 2004). Another view is that the use of a genre-based approach to teaching language is always associated with the teaching writing (Derewianka, 2003). Buttressing the above views, linguists like Cope and Kalantzis (1993b); Kay and Dudley-Evan, (1998), and Kongpetch (2006) emphasise the use of genre-based approach in the teaching of writing in their various studies. What emerges from these is that the other language skills (listening, speaking, and reading) are implied as a precondition for getting to the writing stage. Derewianka (2003) for example, argues that the oral ability of a learner in a text serves as a link to producing a good written text. Kongpetch (2006) declares that listening, speaking, reading and writing (i.e. all four language skills) are the typical features of a genre-based approach. The principle is that language teaching involves all four language skills, and the end result is that learners will be able to produce good texts. Rothery (1996) agrees that in the process of going through the curriculum cycle, learners are engaged in listening, speaking reading and writing. Similarly, Kay and Dudley-Evan (1998) assert that genre occurs in speech and writing and the teaching of the four language skills draws on the knowledge of genre. Theorists thus agree that the four language skills are integrated in the teaching of language through a genre-based pedagogy. Gibbons (2002) and Rothery (1996), declare that other academic skills such as gathering of data and note-taking are also included in the use of a genre-based approach to language teaching.

On the other hand, Dixon-Krauss (1996) emphasises the use of interactive collaboration between teachers and learners and also peer collaboration in which the teacher scaffolds the learning process, using a genre-based pedagogy. Scaffolding is a notion that is central to the use of a genre-based approach in teaching language, and consists of the 'steps taken to reduce the degree of freedom in carrying out some tasks so that the learners can concentrate on the different skills they are in the process of acquiring' (Bruner, 1978:19). This means that in the teaching and learning process, teacher and learners work together to achieve a common goal. As the teacher provides adequate assistance and guidance, learners become aware that they have their part to play in contributing to the lesson. Gradually the teacher reduces his/her support as the learner's ability increases in relation to the task.

Having discussed some benefits of a genre-based approach to teaching and learning of text types, it is necessary to also discuss the criticisms voiced by some linguists.

2.2.6 Criticisms of the genre-based approach

Genre-based approaches have generated several criticisms. In this section these criticisms are discussed under three main points.

The teaching of generic features, which defines genre-based approaches, has been a contested issue among linguists and educators (Sawyer and Watson, 1987; Freedman, 1993, 1994; Kay and Dudley-Evan, 1998; Badger and White, 2000). The first concern is that the explicit teaching of language is too prescriptive and may look too much like a formula to be strictly followed by learners. The approach is seen as a constraint on the learners, who would not be participating actively during the writing process since they will rely solely on the predetermined procedure. The bone of contention is that learners will forever be spoon-fed during each of the writing processes, relying overly on the teacher and sticking too closely to the provided formula.

By way of response, several genre theorists (Martin, 1985; Rothery, 1986; Hammond, 1987; Martin, Christie and Rothery, 1987) reject this criticism, saying it is based on insufficient understanding of the development of genre theory. According to SFL, language is a resource for meaning making. Genre shows the relationship between context and text, and represents the various ways people use language to achieve their goals. Genres are viewed differently in various cultures, and are subject to change according to the meaning given to them from culture to another. As a result, the features of genres are simply the presumed way people use language in social contexts. It is not a formula to be handed down to learners in carry out writing tasks, neither does it stop learners from working beyond the structure provided. It rather gives learners an insight as to how language works. It also serves as a tool to be engaged with in the educational system and most importantly, in the community at large.

Another critique is raised by Cope and Kalantzis (1993a) on the issue of the curriculum cycle. Their concern is that in practice, the curriculum cycle tends to be used narrowly and rigidly by inexperienced teachers. Callaghan, Knapp and Noble (1993) on the other hand, did an evaluation of the use of the curriculum cycle in studies of early childhood development. They found that

while the cycle is viewed as a set of stages in the learning process, in practice the cycle was not broken down into stages in the teachers' classroom activities. It is clear that the translation from theory to practice is challenging. Teachers need to thoroughly understand SFL and at the same time be proficient in the target language in order to use the curriculum cycle effectively. This issue is more problematic in a situation where both teachers and learners are second language (L2) users of the target language (TL).

The ideology that engaging with genre will lead to learners' equity and empowerment is queried by theorist like Lee (1993) and Luke (1996). They argue that even though teaching explicitly will empower some learners in the use of strong discourses and texts in the classroom, it does not necessarily mean that it will grant learners equity in education and social power. They maintain that learners' mastery of the genre will only enable them to reproduce texts uncritically instead of creating alternative texts.

> A salient criticism of the genre model is that its emphasis on the direct transmission of the text types does not necessarily lead on to a critical reappraisal of that disciplinary corpus, its field or its related institutions, but rather may lend itself to an uncritical reproduction of discipline. (Luke, 1996:314)

From this quote it is clear that even though learners are explicitly taught the text types, it does not mean that they would be able to reconstruct their own texts critically. Genre theorists such as Christie (1990, 1996) and Martin (1993) defend themselves against the above critique by arguing that learners should be taught genre explicitly for them to know how language works meaningfully. They should also be taught how to engage language resources in various contexts to accomplish their purposes. They argue further that if language is taught explicitly, the learners from marginalised groups (ESL/EFL) will not be disadvantaged. That is, the teaching of genres does not hamper learners from engaging in texts critically, but instead enables them to control the linguistic resources needed for text analysis and criticism.

The next session discusses some of the principles employed in the teaching of an additional (or second) language, in this case English. This is relevant to the present study insofar as the learners involved in this study are L2 (FAL) learners of English.

2.3 Second language teaching and learning

In the past, the exclusive use of the target language was viewed as the best way to teach it. The view was that translations from the L1 to the L2 should not be encouraged in class, and that the two languages were to be kept totally apart (see Cummins, 2007). However, in contemporary times, according to Bransford, Brown and Cocking (2000) this conception has been criticised as being highly monolingual and therefore as inapplicable empirically to how learners learn. Cook, (2001) takes an in-between position, arguing that recent language teaching methods neither encourage nor forbid the use of the L1 in class, but allow for it to be used minimally. Turnbull (2001) on the other hand cautions that the teacher should not over-use the L1 in the TL classroom as a result of his/her own poor proficiency in the TL. Teachers need to understand that there are differences between social language acquisition and academic language acquisition. And for effective teaching and learning of L2 in schools to take place, teachers need to be familiar with the learning theories and curriculum pedagogy.

In relation to the above, second language acquisition (SLA) is a process whereby people learn languages apart from their mother tongue inside or outside the classroom environment (Ellis, 1985). For SLA to take place, conscious effort through tutoring in a formal setting must be employed. In this respect Cummins (1979) postulates two kind of language ability in learners, The first, Basic Interpersonal Communication Skills (BICS), is explained as the acquisition of language for oral fluency that is meant for sociocultural purposes in day to day communication. This is acquired naturally and usually takes between six months and two years of interaction with the target language. The second one is Cognitive Academic Language Proficiency (CALP). This he explains as the language proficiency that is meant for academic purposes, which takes between five to seven years to develop in the target language from the time learners are introduced to the TL. But in a situation where the learner is not exposed to a second language early, it can take up to ten years for such learners to catch up with L1 speakers (Collier and Thomas, 1995). That is why there is often a big gap in performance on standardised tests between the L1 learner and the L2 learner. In view of the above, it does not necessarily follow that if a learner is fluent in a particular language that she will be proficient in it academically.

Furthermore, since the academic language task is context reduced and associated with literacy, it requires the skills of analysis, synthesis, evaluation, classification and inference (Cummins,

1979). In addition, as learners grow older, there is a gradual reduction in context support for academic tasks. Furthermore, Cummins posits that in a bilingual individual there is a relationship between the L1 and the L2 which he refers to as the Common Underlying Proficiency (CUP). This is what enables a bilingual individual to transfer concepts and skills learnt in the L1 to the L2 (Cummins, 1979). An understanding the principles of L2 acquisition, or how learners acquire TL, is essential for the analysis of teaching and learning processes in TL lessons.

2.4 Summary

The present chapter has discussed various theories relevant to the study of teaching writing in EFAL contexts. These include the use of Vygotsky's theories of socially-mediated learning, systemic-functional linguistics, and a detailed overview of the literature on a genre approach to language teaching. Second-language acquisition theory was also briefly discussed in order to identify the principles underlying the successful learning of a target language.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research design used and the rationale for the choice of the research methods employed. In addition, it provides a detailed explanation of and justification for the various data collection methods, the selection of research subjects, and the research sites used for this study. The ethics and limitations of the research are also presented.

3.2 Research design

A qualitative research paradigm was used since the study involves an in-depth look at human subjects. The research participants were observed and interviewed for data collection purposes, and the resultant data analysed. This qualitative study used empirical methods, and draws on the interpretive paradigm since it 'captured the lives of participants in order to understand what happens in the research site by analysing conversations and interactions that the researcher had with the subjects' (Henning et al, 2004:19). As the researcher I observed the participants during their various English lessons to gain insight into how teachers present their lessons and how learners interact. Participants were interviewed in order to gain their perspectives on how and what they teach during English lessons. Qualitative research can be generally defined as

> a situated activity that locates the observer in the world. It consists of a set of interpretive material practices that makes the world visible. …it involves an interpretive materialistic approach to the world' (Denzin and Lincoln, 2005:3).

Furthermore, qualitative research is the study of human action in its natural setting in the context of people's daily lives (Richards, 2003). The classroom events are not interrupted nor controlled, but retained as they naturally occur. The research setting consists of human subjects that are dynamic in nature, and the presence of the researcher is important in order to elicit information first-hand as it occurs naturally.

A number of methods and designs were employed during the research. They have in common features such as a holistic approach to human experience by researchers who have a sustained

contact with people in their natural socio-economic context in order to produce comprehensive descriptive data (Munhall, 2001). I employed the use of classroom observations, interviews and an analysis of pertinent documents, which taken together yielded the findings. In addition, qualitative research is the act of understanding phenomena by using a naturalistic approach in a specific context where the researcher does not influence the result but allows the phenomena to unfold naturally (Patton, 2001). And again, it does not involve the use of statistical procedures to arrive at its findings (Strauss and Corbin, 1990). In the light of this, I used methods that engage in the use of structured and unstructured interviews and observations in their naturalistic settings (Winter, 2000, cited in Golafshani, 2003). In a nutshell, Maxwell (2005) notes that qualitative research is the act of concentrating on the day to day affairs at workplaces, and interpreting how factors or interventions have a particular result. I went to the research sites twice per week over a four-month period in order to collect detailed information about the participants and what they do during the teaching of English. This study is interested in investigating the approaches used by grade 9 English teachers in the teaching of text types, and in identifying the extent to which a text-based approach is employed in the lessons. I found a qualitative methodology appropriate because it tells us the hows and whys of actions and events in an explicit way.

3.3 RESEARCH SITES (DELFT)

Delft is a township on the outskirts of Cape Town, located close to the international airport. Delft population in 2001 is between 25,000 and 92,000 inhabitants. It is a fast-growing low-income community comprising 'coloured' (73%), 'Indian' (1%) and 'black African' (25%) people. The major languages of the community are Afrikaans and isiXhosa, with some English. It is subdivided into six regions - Rosendal, Hague, Voorbrug, Leiden, Eindhoven, and Delft South.

3.1 Figure

    Street map of Delft

Source: http://www.openstreetmap.org

For data collection purposes I needed two schools in a multilingual, working class community in which English is taught at First Additional Language level. As a foreigner who was unfamiliar with Cape Town, I was faced with the problem of where and how to locate the research site. However, with the assistance of a friend who had been in South Africa for some years, I identified two high schools in Delft, a township on the outskirts of Cape Town, as possible research sites. I decided to approach these two schools because one teacher in each of the schools showed interest in the study and, most importantly, both taught English in Grade 9. Fortunately, both schools granted me the opportunity to conduct my research. For the purpose of this study, pseudonyms will be used to protect their identities. They are henceforth referred to as Witbooi High School and Unathi High School.

Witbooi High was founded in 1995. It is one of the no fee (quintile 3) schools in the Western Cape. At the time of this study the school had a roll of 1168 learners, male and female, of which 345 were in Grade 9. As indicated, the school was purposely chosen because of its location in a multilingual setting, with learners and teachers from different language backgrounds. The majority of learners as well as staff are Afrikaans mother-tongue speakers, with a sizeable Xhosa-speaking minority. English as a subject is offered at Home Language (HL) and at First Additional Language (FAL) levels, with most learners falling in the latter category. In each of the classes there is an overhead projector, and the school has a photocopier to reproduce documents. The school is a parallel-medium institution, with Afrikaans and English as the two languages of learning and teaching (LOLTs). Afrikaans speakers are taught through the medium of Afrikaans in all their subjects, except for English, while Xhosa-speakers are taught through the medium of English.

Unathi High, a very new school founded in 2006, is in many ways a mirror image of Witbooi High. It has a similarly sized learner population (1246, male and female), and is similarly resourced in terms of equipment and photocopying facilities. Just like Witbooi, the school offers Afrikaans and English parallel medium classes, and most Afrikaans-speakers are enrolled in the Afrikaans classes while the Xhosa-speakers have English as their LoLT. The major difference is in the language composition of the school community: the majority of learners and teachers at Unathi are Xhosa-speaking, while Afrikaans-speakers are in the minority. English is offered at both HL and FAL levels, with the vast majority of learners in both streams taking EFAL.

3.4 Participants

The participants are integral to this study, and consists of two English teachers, their Grade 9 learners, and their heads of department at the two schools. As mentioned above, I was given access to English teachers in the selected grade. The teacher participants are English and IsiXhosa home language speakers, respectively and have been given pseudonyms to protect their identities. Ms Petersen, 25, teaches Grade 9 English at Witbooi High School. Her home language is English but she also speaks Afrikaans fluently. She graduated with a B.Ed (with English as a teaching major) in 2010. Ms Masuku, aged 45, teaches English at Unathi High, and has twenty years' teaching experience. She has a B.A. degree and a Higher Diploma in

Education, obtained in 1989. Her home language is isiXhosa, and she is also fluent in English and Afrikaans. Having previously taught Afrikaans second language and History, she currently teaches Life Orientation and English FAL.

For purposes of this study the Senior Phase has been selected because it is the preparation phase for the Further Education and Training (FET) Band, with Grade 9 representing the exit grade. In this phase, learners are taught how to write for different purposes, and are required to compile writing portfolios for continuous assessment purposes. EFAL classes were selected, as the study focuses on L2 English language learners.

3.5 Data collection methods

Data collection is the act of gathering necessary information that is related to a particular study through various methods and sources. There are three categories of data collection, namely observation, document study and interviews (Henning et al., 2004). In line with this, the data collection instruments for this research consisted of interviews (both unstructured and semi-structured), observations (audio-taped) and fieldnotes. In addition, documents such as learners' written texts, teachers' lesson plans, and assessment rubrics were collected for purposes of analysis. The researcher decided to use more than one method of data collection for the sake of credibility, referred to as triangulation, or the process of using more than one method in the same investigation for data collection (Denzin, 1970). In addition to the above considerations, the research questions and the research context helped determine the research methods. All three methods were used to gather data. I observed the selected EFAL lessons with the help of fieldnotes and an audio recorder. The two English teachers (participants) and their respective Heads of Department at the two schools were interviewed. With their teachers' help, selected learners' written texts were collected on the basis of their performance (two strong, two average and two weak learners per class). Both learners' and teachers' documents were collected together with the assessment guidelines for EFAL to find evidence of a text-based approach, especially during writing lessons. Table 1 below shows details of data collected, for ease of reference. The following ways were used to identify the schools and teachers. Ms Petersen teaches in Witbooi High School while Ms Masuku teaches in Unathi High school.

Table 1   **Inventory of data collection**

Participants	Schools	Interviews		Observations	Documents
		Semi structured	Unstructured		
Ms Petersen	Witbooi High	3	8	20	Lesson plan
HOD	Witbooi High	1	-	-	-
12 Learners	Witbooi High	-	-	-	Various
Ms Masuku	Unathi High	3	8	20	Lesson plan
HOD	Unathi High	1	_	_	_
12 Learners	Unathi High	-	-		Various

3.5.1 Observations

Observation is the act of looking analytically and constantly and thoroughly noting people, setting, events, artifacts, and behaviours in naturally occurring situations (Simpson and Tuson, 2003). For purposes of this study, classroom observations were a rich source of data and provided first-hand information on complex phenomena that cannot be easily approached. Also, classroom data enabled the researcher to draw inferences from the participants' meaning and perspectives which could not have been obtained through interviews. Furthermore, I used observation in order to gather live data from the classroom lessons rather than depending on second-hand information.

The fieldwork stretched over a period four months during which I visited each teacher at least twice every week on average. Lessons were audio-recorded for analysis. The researcher used an observation schedule (such as the one attached – see Appendix 3) to capture areas of importance during lessons, which assisted in the analysis. The observation schedule was designed to identify the methods employed in the teaching of writing and also to look for evidence of a text-based approach during EFAL lessons. I also observed the classroom teaching practices of the various teachers in order to gain an understanding of how they develop learners' writing. Finally, lesson observations enabled the researcher to identify the constraints and shortcomings in the implementation of the text-based (genre-based) approach.

Observation is not simply a mechanical procedure to be gone through; it requires the full application of our perceptual and analytical skills both intensively and extensively in order to understand what happens during observations (Richards, 2003). Observation is not just mere sitting down in the classroom; I as the researcher delved into what the teachers did not count as relevant or did not notice during the lesson. By observing the participants in the classroom, I was able to see the interaction between teacher and learners during English lessons and how meaning is negotiated between teacher and learners and why different lessons were presented in a particular way. This is in accordance with Robinson, (2002), who argues that what people say they do may actually differ from what they do in reality. I also tried to identify some of the problems encountered by the teachers in the implementation of the genre-(text) based approach. Through observation the researcher was able to gain insight into the different ways of teaching, and teachers' perceptions about how EFAL learners should learn the target language.

While observing the teachers, I focused on every event during the lesson, including the relationship between teacher and learners, and the learners' interactions and responses to questions. The audio recording assisted in the detailed capturing of the conversational aspect of the teaching process, the fieldnotes usefully serving as a supplementary source of information. The important step of deriving meaning in this way depends on a detailed descriptive appraisal of the holistic event in the research environment (Silverman, 2003). In this study the participants were given the freedom to act and present their views. This was in keeping with the qualitative methodology employed.

My lesson observations of Ms Petersen at Witbooi High and Ms Masuku at Unathi High were limited to EFAL Grade 9 classes. As indicated, learners were grouped into classes according to their mother tongue. I focused on all events during English lessons. I also observed scaffolding strategies and other methods used in the teaching of writing and in subject English more generally. This allowed for an in-depth understanding of the participants' perceptions on the teaching of writing, and the strategies employed during teaching.

In the light of the above, during the first phase of my fieldwork, I observed how the curriculum was enacted by each teacher. I took note of the various text types learners were exposed to and how they were introduced to the learners. This gave me as the researcher some indication as to

how far the participants understood and employed the text-based approach in their teaching strategies, and how scaffolding is applied in the teaching of the text types. Nevertheless, it is expedient to point out that observation, in common with other methods of data collection, has its own limitations. In this regard Labov (1972) refers to the observer's paradox, according to which people's behaviour is subject to change once they are aware of being observed, thereby distorting reality. Yet it is clear that systematic observation of people's behaviour, particularly over a prolonged period, is a useful means of collecting information.

3.5.2 Interviews

Interview was another tool I used in the collection of data. The respondents' thoughts, feelings and behaviours about the subject under study were recorded through interview. They are also interviewed in order to collect information that cannot be directly observed (Mashall and Rossman, 1999; Britten, 1995). The interview is a flexible tool for data collection which allows me to use various receptive media to elicit information, be they verbal, nonverbal, gestural and/or spoken (Cohen, Manion and Morrison, 2011). I used all these media during the interview of the participants in order to understand in-depth why some things were done in a particular way during the lesson observations. The interviews of the participants were done in stages. Some were informal and unstructured; this was done on arrival at the site to elicit personal information about the participants, and sometimes after lessons. The unstructured interviews assisted the researcher to clarify issues that ensued during lessons in order to balance the findings. Semi-structured interviews were carried out towards the tail end of the lesson and also at the end of the period of observation. This is in line with what Merriam, (1998) as well as Nunan, (2005), refer to as the interview continuum, which means that interview can move between structured and unstructured points along a continuum, depending on purpose of the study and the contextually appropriate interview techniques.

The interview should be a conversation based on theme and mutual interest between two partners in order to elicit information from the interviewee from his/her own point of view on an issue, using his/her own words (Kvale, 1996). Hence 'inter-view, implying an exchange of views between two or more people on a topic (Kvale, 1996:14). I interviewed the participants in a conversational way, structured and controlled by the interviewer to elicit implicit and explicit

information that is related to the aims of the study. This is because the interview helps in not seeing participants as mere data who can be manipulated, but as subjects that can reason and generate knowledge which can be retrieved through interviews (Kvale, 1996). The interview of the participants is most essential at this juncture because it allowed the researcher to gain an in-depth understanding of events and practices that were observed in the classroom. The interview also gave participants the opportunity to express themselves on issues that may have bordered on the research topic, rather than for me to assume a wrong position about the participants. .

3.5.2.1 Participants' Interviews

Both semi-structured and unstructured interviews were employed during the study. For the semi-structured interviews, the researcher prepared some open-ended or flexible questions. Other questions arose, depending on the response of the participants. The unstructured interviews were simple discussions at the end of some lessons to clarify events that took place during the particular lesson.

Since interviews are conducted for a specific purpose, and are not an ordinary daily exercise (Dyer, 1995), I arranged a convenient day and time with the participants well informed in advance, making sure there would be enough time for in-depth answers. The interview questions were planned but flexible in order to allow the response to form the basis of another question. The interviews were recorded. Before hand, I made sure the participants understood the nature and purpose of the study. I obtained the participants' permission to record the interviews and assured them of the confidentiality. All gave their consent before the interview commenced. Interviews were conducted in a secure and relaxed atmosphere so that the participants were able to talk freely and without interruption. This motivated the participants, and helped the researcher to collect accurate and trustworthy data. This is referred to as 'potential means of pure information transfer' (Kitwood, 1977, cited in Cohen, Manion, and Morrison, 2011:409). The two teachers participating in the research were interviewed between and after classroom observations. The reason for this was to identify the areas the researcher needed to question in order to balance up what had been observed with the interview, and also to elicit the participants' opinions and understanding of the use of a genre-based approach to the teaching of the text

types. For further verification of the information given by the participants, I interviewed their HODs. This information, in turn, enabled the triangulation of data already collected.

3.5.3 Documents

Samples of written texts by a selected number of learners (in each class observed) were collected with the assistance of their teachers on the basis of two strong, two average and two weak learners per class. This was to gain an overview of the level of progress in the way learners write or reconstruct text types dealt with in class. Teachers' lesson plans were also analysed in relation to the NCS. They proved a valuable gauge of and how well the teachers prepare for writing lessons, and represented a useful counterpoint to the lessons observed. My interest was to identify the methods employed in the teaching of English writing and to see to what extent teachers implemented the text-based approach, and indeed whether this was at all reflected in their lesson plans. I also analysed both the formative and summative assessment tasks given to learners orally and in written form, and was interested to know how the assessment process helped to improve learners' writing skills. The rubrics attached to each written texts were likewise analysed. The learners' written texts were also analysed to gauge their progress from the level of planning to the final stage of writing. I took interest in the various texts the learners were exposed to in Grade 9 classes, and was keen to see how learners make meaning in their writing.

3.6 Data Analysis

Qualitative inquiry is capable of opening up new worlds to readers through the description of people and society by the use of rich, concrete and detailed information (Denzin, 2001). Analysis is the process of breaking up and separating materials into units for easy identification. In this way, the phenomenon under study is understood and the interpretation of meanings and instances comes out clearly. Both data collection and data analysis are dependent on one another, so they were done simultaneously. I analysed the lesson observations together with the interviews of the participants to identify emerging themes. As the analysis of all the data was being done, I realised that the HODs of the respective teachers needed to be interviewed in order to follow up some issues that emerged. With the help of genre theory the learners' written texts were analysed for evidence of the writer's awareness of the social purpose, schematic structures and linguistic

features in the various genres. In addition, teachers' documents and teaching resources used in Grade 9 were analysed in order to arrive at more holistic findings.

3.7 Fieldnotes and research diary

As the researcher I made detailed fieldnotes in order to keep a comprehensive record of events at the research sites. According to Bogdan (1992), fieldnotes are documented accounts of events that take place during data collection. These constitute the researcher's experiences, what she sees, hears, and thinks about the study during data collection in qualitative research. I wrote fieldnotes when at the research site and most importantly when at home after each day's observations, in order not to lose track of the events.

I also kept a diary of all information related to the study and data collection, both formally and informally. The diary helped me to record and keep data that assists in clarifying issues during data analysis.

3.8 Trustworthiness (Validity)

Validity in a qualitative paradigm is linked to trustworthiness which is more or less likely to persuade readers by making the practices visible for auditing (Sandelowski, 1993). In this study, I use the word trustworthiness instead of validity to explain the research criteria. Validity is associated with quantitative research criteria, and these cannot give accurate explanations of the qualitative results since they signify a different philosophical perspective (Trochim, 2008).

Some researchers Davies and Dodd, 2002); Lincoln and Guba, 1985); Seale, 1999); Stenbacka, 2001), use trustworthiness, rigour or quality instead of the word validity to explain how to measure the research result in a qualitative paradigm. Trustworthiness is used to strengthen research findings to suggest that the result of the research is worth paying attention to (Lincoln and Guba, 1985). The authors emphasise that the ability of the researcher to persuade the reader and herself that the study is worth researching. There are four criteria for classifying the reliability of qualitative research namely: credibility, transferability, dependability, and confirmability (Lincoln and Guba, 1985). All these were explored in the present study in order to gather and analyse trustworthy data.

3.8.1   Credibility

Credibility of the research is the establishment of the result as credible and believable by the participant (Trochim, 2008). Similarly, credibility is trying to link together what is actually in the mind of the respondent and the attributes given to them by the researcher (Babbie and Mouton, 2001). I identified and chose the research site and the participants purposively and the description of the site and participants was explicitly done so as to establish the significance of the study to the participants. Credibility of research results was attained through the application of the following procedures: prolonged engagement with research site, triangulation, adequate referential materials, peer debriefing, and member check (Lincoln and Guba, 1985).

I was able to accomplish all these by spending four months at the research site interacting with both the teachers and the learners. The audio recording of the classroom observation was made and at the same time I had fieldnotes to support every observation. Interviews were conducted with the participants in order to hear views on issues and also to triangulate the data. I collected every relevant document from teachers, and the data collected were also checked by fellow researchers and the researcher's supervisor. Finally the data and the interpretation were taken back to the research site for the participants to check and correct any error and to provide for any additional information.

3 .8.2 Transferability

Transferability is concerned with the extent to which the results of the research are transferable to other settings or contexts (Trochim, 2008). In the case of this study, its transferability depends on any researcher who would want to try it in another context. I do not maintain that the results of the research are applicable in another site or that the findings would be the same if carried out in the same context at another time. Variation comes about because of human factors, and a different socio-cultural context could offer different results. To allow for transferability, 'thick description' of the data (Babbie, and Mouton, 2001, citing Lincoln and Guba, 1984:277), is essential in order for readers to judge the degree of transferability of the result. Furthermore, purposive sampling is another strategy; this is giving maximum information about how and why the site and the participants were chosen, which makes them more amenable for comparison to other research findings elsewhere. As mentioned earlier, the research sites were purposely chosen for their multilingual environment and the linguistic diversity of learners all doing EFAL.

3.8.3   Dependability

In reference to the qualitative research paradigm, dependability simply means reliability. This suggests that the study can be replicated in the same site and yield the same result. In light of the above claims, there can be no credibility without dependability; therefore, if the results are credible, they are also dependable. Lincoln and Guba (1985:51) introduce the use of 'inquiry audit' to verify dependability of results. An auditor examined the process of the research by going through the documents, interview notes, fieldnotes, data findings, data analysis and the recommendations. He finally attested that all the methods, interpretations and findings were coherent and consistent. The research processes were reported in detail, so that other researchers would be able to reproduce the study elsewhere without necessarily obtaining the same results, using my study only as a 'prototype model' (Shenton, 2004).

3.8.4 Confirmability

Confirmability of a research result is dependent on the perspective of others towards the results. Various criteria could be used by the researcher to confirm the results, such as member checking, and peer checking (Sandelowski, 1993; Lincoln, and Guba, 1989). Confirmability shows the degree to which the research findings were not biased, or do not reflect any undue bias by the researcher, but that they really focus on the research. Lincoln and Guba, (1985:319) refer to confirmability as the 'audit trail'.

At this juncture my disposition as the researcher is admitted and in order to reduce bias, triangulation is employed by acknowledging all the methods adopted in the research. These included observation, interviews and the collection of relevant documents from both teachers and learners. In addition, the beliefs underpinning decision making are taken into consideration during the report. All documents relating to the research work were kept and reserved for inspection by my supervisor. I made a clear explanation about how the research questions lead to the research findings. All this allows for confirmability of the study by observers who are able to trace and follow the 'audit trail' chronologically from beginning to end.

3.9 Reflexivity:

According to Nightingale and Cromby (1999:228)

> Reflexivity requires an awareness of the researcher's contribution to the construction of meanings throughout the research process, and an acknowledgment of the impossibility of remaining "outside of" one's subject matter while conducting research. Reflexivity, then, urges us to explore the ways in which a researcher's involvement with a particular study influences, acts upon and informs such research.

From this definition, it is clear that the meaning of a study depends largely on what the researcher construes it to be. Researchers should be conscious of this so as not to render the study biased. In view of the above, I as the researcher immersed herself in the research while being aware of my position as an outsider, on the one hand, and to be mindful of the participants, on the other, so that the research was not unduly biased. As explained by Finlay and Gough (2003), reflexivity in research terms means to have self-awareness, to be thoughtful and to analyse the dynamics between the researcher and the participant intersubjectively. I tried as much as possible to be conscious of this in order not to allow personal perspectives and beliefs to affect the analysis of the research findings.

3.10. Ethical Considerations

This study dealt with human subjects and knowing fully well that the topic is a sensitive issue in the educational sector, all necessary steps were taken to ensure the safety and protection of the participants' identity. I obtained permission from the Director of Research at the Western Cape Education Department (WCED) to be granted access to my schools of choice.

The principals of the two schools were my first point of call so that I could deliver the letter of permission from the WCED. I was made to feel welcome and they were more than happy to give me access to their schools. I was introduced to the members of staff and, most importantly, to the teachers who would be involved in my study. The three areas of ethical issues are: informed consent, confidentiality and the interview consequences (Kvale, 1996). I assured the participants of the use of pseudonyms to protect their identity and that of the schools. I also informed them of their right to withdraw from the research at any point. I wrote letters of consent to be completed by the HODs, the teachers involved and by the parents of the learners. The letters serve as information as well as reassurance to the participants that the research will by no means tarnish their image. The aim of the study was explained to the participants concerned, which was to investigate the approaches to teaching English writing in Western Cape schools. I also gave and

explicit explanation of the research methods which would entail lesson observations and interviews of participants.

At the conclusion of my study, I reported the findings back to the respondents as they had requested, which they were pleased with. This is in line with ethical research practices advocated by the HSRC (online http://www.hsrc.ac.za/Page-168.phtml), which calls on the researcher 'to recognise the right of the client/principal/sponsor to request information from the researcher at the conclusion of the research'.

3.11. Limitations of the study

The study was limited to a part of the Western Cape Province and in particular to the two schools that were used for the research. Only the Grade 9 English FAL periods were observed, with a focus on the writing lessons. As a result of the small scale nature of the study, it is not possible to make generalisations about the findings.

3.12 Summary

This chapter has given an overview of the methodological aspects of the study, which was underpinned by a qualitative paradigm. It also explains the various data collected and the different tools used to arrive at the findings. This research made use of observation, interviews and document analysis. The researcher used triangulation in gathering data in order to strengthen the findings and to prove their trustworthiness. The reflexivity, ethical consent and the limitation of the study were also discussed.

CHAPTER 4   PRESENTATION AND DATA ANALYSIS

4.1 Introduction

This chapter presents and analyses the findings of the study. It presents and analyses the various data collected during lesson observations and interviews with participants, and also the different documents collected from different participants, and learners' written texts. All these processes were used to triangulate the data in order to produce trustworthy findings. The primary data were used in order to address the main aim of the study, which is to investigate the various approaches used by teachers in the teaching of English FAL in South African context. The data from the interviews are used to confirm and construe meaning from class observations.

The data analysis was informed by the theoretical framework underpinning the study (see Chapter Two). Three theoretical approaches were drawn on. The first holds that learning is realised from the perspective of learners' socio-cultural context through the help given by both parents and the more knowledgeable other (MKO) (Vygotsky, 1978, 1981). The second views language as functional in system and in behaviour, and focuses on how language is used to communicate meaningfully using the three meta-functions (Halliday, 1994). The third theory explores how texts work through genres as staged, goal oriented, socially meaningful ways of getting things done (Martin and Rose, 2007). Based on these, the chapter presents analyses and discusses observations, interviews and documents concurrently according to the themes that were related directly or indirectly to the research questions as they emerged. The data collected through the various techniques are intertwined in order to give a holistic account of the study. This chapter provides answers to the research questions which centres on the various approaches teachers used in the teaching of English writing. The particular focus is on the extent to which the teachers implement the text-based approach recommended by the NCS. This includes an explanation of the constraints on its implementation.

4.2 Classroom observations

This study focuses on learners who learn English as a second language, known in South Africa as first additional language (FAL), and the observations are accordingly limited to EFAL classes. Generally during the classroom observations in both schools, the most important thing I noticed

was that learners were grouped according to their language backgrounds in a parallel-medium arrangement. Learners with isiXhosa as mother tongue and all languages other than Afrikaans were placed in the same stream and were taught through English in all their subjects. Afrikaans-speaking learners had Afrikaans as LOLT, except for English language lessons. As stated in Chapter Three, both Grade 9 teachers in the current study teach English across both the streams. Ms Petersen in Witbooi High School has English as her home language but also speaks Afrikaans. Ms Masuku at Unathi High School has isiXhosa has her home language and also speaks Afrikaans.

The classes observed by the researcher were large and always full, with over forty-five learners. This hindered the teachers from walking between the desks to see what learners were engaged in during lessons. Likewise, learners found it difficult to move out of their seats without disturbing others, and there would be sounds of chairs and desks being dragged. During lessons, it was often common to hear teachers' say *quiet, stop talking, stop making a noise* as learners settled down. Because of the large size of the classes, teachers struggled hard to control the learners, and resorted to shouting at the tops of their voices to attain a bearable level of quietness.

I also observed that only a minority of learners in each class tend to answer the teacher's questions and participate actively in lessons. The others merely listen, except when called upon to answer. As a result of the lack of textbooks, teachers provide photocopies for each lesson. This is undoubtedly one of the constraints to the full implementation of a text-based approach to the teaching of English writing. I also observed that the time allocated for each lesson (45 minutes on Mondays −Thursdays and 35 minutes on Fridays) was never enough to finish the topic. With the ringing of the bell, learners have to move classes for their next subject. By the time learners settle down for work ten minutes of the period would have been lost. Often what was supposed to be completed in the class was given as homework. Due to time constraints the teachers cannot get to all the learners, and so are limited to checking on a few learners at random. The next section presents and discusses findings based on what I observed in the participants' classrooms during English lessons.

4.3 Ms Petersen

Ms Petersen, 25, is a fresh graduate (2010) from a local university and holds a B.Ed with English as a teaching major. She is the only English teacher in Grade 9 at Witbooi High School, and teaches English FAL to both Afrikaans-speaking and isiXhosa-speaking learners. She also teaches English at Home Language level. She has been exposed to only a few Departmental workshops designed to update teachers on the expected ways of teaching and assessing learners. According to the roll, there are 345 Grade 9 learners who are divided into eight classes, averaging just under forty-five learners per class.

4.3.1 Observation of Ms Petersen's lesson

Through the observations I was able to identify the teaching strategies used by Ms Petersen during English lessons and also to see the extent to which a text-based approach is implemented in the teaching of English writing. What follows are field notes and transcripts of a recording of a lesson. This is one lesson out of the various ones observed. The Grade 9 learners file into Ms Petersen's class for an English FAL lesson. They sit down and take out their books while the teacher calms them down so that she can start the lesson. She instructs the learners to write down the note on invitations from the chalkboard and reminds them not to forget the date. She hurries them up. After about fifteen minutes she introduces the lesson on invitations by drawing on learners' background knowledge of having been invited to a family function– either a formal or an informal invitation. The teacher asks if the learners have ever been invited formally before. What are the important things that must be on the invitation? There is noise as all the learners try to answer the question in unison. It seems as if everyone has an idea of what the answer would be. Here is a transcript from the lesson.

1Ms P: *Okay, we've all seen an invitation, now if people have a party which is formal, okay they send out invitation but if it is a very informal party they contact you on the phone or they would speak to you verbally, and invite you, okay, but with an invitation most people when they have 21st, matric ball,…. 50th, 60th, 40th, wedding anniversary and so on and so forth.*

So if a party is formal, they give out invitation. What do they put on the invitation, what is normally on the invitation?

2 Lrs*: date, time, venue, dress code, contact*

3Ms P*: date, time, venue, dress code, (she repeated what the learners were saying)*

not dress (responding to another learner)

4Lr1*:   dress code*

5Ms P*:   dress code, very important*

6Lr2*:   contact number*

7Ms P*:   sorry? (wants the learner to repeat himself)*

8Lr2*:   contact number*

9Ms P*: what do we call contact number? It is always at the bottom of the invitation.*

10Lr3*: contact details*

11Ms P*: they do not say contact details, they say RSVP*

12Lrs*: oh yeah!*

13Ms P*: yeah contact to say whether you are going or not, okay*

   What does invitation normally start with?

14Ms P*:okay the invitation what does it start off with at the beginning of the invitation?*

   (no response)

   What is at the beginning when you open the invitation, what do you see what is the first thing you
   will read?

15Lr4*: you have been invited*

In the above transcript, Ms Petersen teaches the learners how to write an invitation for any occasion. In the process she tries to draw on the learners' pre-knowledge about the topic. The learners are interested because it is something they are familiar with. The question and answers posed require only one word answers and do therefore not allow for critical thinking.

4.3.2   Ms Petersen's lesson plan:

WEEKS	CONTENT	ASSESSMENT		RESOURCES	DATE COMPLETED	COMMENTS
		FORMAL	INFORMAL			
3 24i April	Invitation Types: Informal and Formal ·purpose of invitation ·features of Formal invitation ·How to write formal invitation		Class activities Questions and Answers	A copy of an invitation Chalk board.		

This is a typical example of a lesson plan in the format provided by the department for teachers' use in schools. The lesson plan shows the main ideas about the topic and some information on the sub-topics to be presented during the lesson. But in my observation, the lesson was not presented as outlined in the lesson plan. In particular, only superficial use was made of a text-based approach.

4.3.3 Text used in this lesson (Ms Petersen's class)

INVITATION

Invitation card is a written paper that is sent to people to convey information about the event they are invited to.

Invitation cards are sent to people to express feelings, invite friends and family to special occasions or to keep in touch.

Invitation can be formal or informal depending on the personality of the sender.

Invitation cards have limited writing space and allow for simple and meaningful messages to people about the event.

You can make it yourself or buy it in shops.

There are different types of invitation depending on occasion such as: wedding anniversary, birthday, celebration.

Information about the name of the host, date and place of the event is included in the invitation card.

The RSVP (phone number) at the bottom of the invitation card indicates that the sender request a response to know whether the recipient would come or not.

This printed invitation was given to the learners to write in their notebooks. There is no elaborate discussion on the various kinds of purpose for each type of invitation. There is also no detail on the language features. This indicates that the text-based is not fully approach incorporated into the lesson.

4.4 Ms Masuku

Ms Masuku is a teacher at Unathi High School. She has a B.A and HDE in which she obtained in 1989 from one of the universities in the Western Cape. Ms Masuku is forty-five years old. She has been teaching for the past twenty years but had a break in service somewhere in between. Her home language is isiXhosa, and she is also fluent in Afrikaans, which she taught (alongside History) to second-language learners during her first years of teaching. She currently teaches Life Orientation and English (FAL) to both Afrikaans- and Xhosa-speaking learners.

4.4.1 Observation of Ms Masuku's lesson

As at Witbooi High, teachers at Unathi remain in one classroom while learners have to move between classrooms for their respective subjects. The lesson transcribed and discussed below was observed in a Grade 9 English FAL class. Through the observations I was able to see to what extent a text-based approach is implemented.

This is one of 20 lessons observed in Ms Masuku's class. The learners walk into the class, take their seats and get ready for the lesson. The teacher calms them down and then introduces the lesson for the day, on Transactional Writing, while the learners listen attentively. The teacher had already written the note on transactional writing on the chalkboard (c/b) and so the learners focus their gaze on the c/b. The teacher gives an overview of what transactional writing is and its types. '… *When you are talking of transactional writing (…) it includes letters, reports, diary entries, minutes of a meeting'…* As she explains she points to the relevant part of the c/b. She

stops intermittently to see if the learners are following the lesson. At times she purses her lips and drags out words so that the learners can say the words together with her. This type of interaction in which teacher and learners collude in pretending that real learning is happening, is referred to as safe-talk by Hornberger and Chick (2001). This she does to carry the learners along in the lesson (see example in the transcript below).

After fifteen minutes of the lesson she tells the learners that their focus for the day is informal letter writing '*… now the first transactional writing that we are doing is the friendly or informal letter …'* She starts from the writing of the address of the sender which, she explains, is always in the top right-hand corner of the page. She gives a demonstration by writing the address on the c/b while the learners observe. She explains that the recipient address will be written at the back of the envelope. Below is a transcript from the lesson.

1Ms M:*who is the sender? The person that is writing th::e [[letter*

2Lrs*:   [[letter*

3Ms M:*all right, if you are writing the letter then you are the sender all right and the person who is going to receive the letter is the recipient. The sender when you are talking about the sender, we are talking about the person who is writing the letter.*

Now the address of the sender is written at the middle of the page to the right hand side. Right, If we have a page… let us assume this is a page (she demonstrates on the chalk board) this is the middle okay, this is where we are writing the address of the sender, that the person who is sending th::e [[letter

4Lrs: *[[letter*

5Ms M:*right and the recipient address you do not write it in the letter, instead, you write it on the envelope when you are sending the letter. You write the recipient, the person who is supposed to receive the letter his own address will be written on the envelope alright.*

Then after the address, you have your salutation; leave a line open after your address…which has to be written in a block form, number of the street, capital, the name of the street. Why do we have to capitalize the name of the street? Because it is a prope::r [[noun

6Lrs: *[[noun*

She explains the correct and appropriate use of capital and small letters and the use of punctuations. She explains why *'S'* in *'street'* which is a common noun should start with a capital letter as the name of the street is a proper noun. While teaching grammar in context is a feature of a text-based approach, it was not done in-depth.

The teacher then explains what a salutation is and how it must be indicated. She draws the learners' attention to the fact that the salutation should be on the left hand side of the page, below the recipient's address. She explains that the body of the letter should contain its purpose and should be organised into paragraphs. At this stage Ms Masuku merely makes a general comment about the text without elaborating on its purpose,

Furthermore, she explains that a line should be left open to indicate the end of a paragraph. During the lesson, she has to correct one learner or the other for disturbing the lesson. She sometimes asks questions that require one-word answers from the learners. While the learners answer collectively. She explains what the complimentary close is expected to be since it is a friendly letter. (as below).

7Ms M: '… *If you are writing to your cousin you say your cousin or you are writing to your mother, you say; your daughter or son. If you are writing to a friend, you say; your best friend, your friend …'*

The teacher distributes a printed copy of a friendly letter as a model and reads the printed letter to the learners while they follow. The teacher stops in between to explain that they are not going to write the description of the boy, as in the model, but they are going to use it as an exemplar to know how and what to write in their own letter. This process is referred to as modelling in the curriculum cycle (Gibbons, 2002), but in this instance the teaching does not follow the curriculum cycle fully.

4.4.2   Text use in this lesson (Ms Masuku's class)

The above text is a friendly letter, well written with paragraphs but the writer and the recipient are not indicated. It does not show categorically how to address a friendly letter. The purpose of the letter is not easily identified. This letter does not fully exhibit the features of a text-based approach to teaching of informal letter writing. This friendly letter is an example of a precise text type which could be regarded as self-introductory information about oneself. Friendly letters have similar format but the purpose might differ.

After the reading the teacher instructs the learners to write an informal letter to a friend to tell the recipient about their family. The learners set about their work while the teacher goes round to see how they are faring. She provides learners with assistance when necessary. She does this by demonstrating how and where to write on the c/b and she points to how she wants the learners to write it in their notebooks. She guides her learners through writing the address, salutation and the

introductory paragraph. The fast writers among the learners are given instant feedback before the bell goes off. Immediately the bell goes off, she instructs the learners to finish up the letter at home and bring it to the next lesson.

The teacher and the learners did not engage with the text. The learners were not given the opportunity to discuss text according to their own understanding. There was no room for joint construction of text as stipulated by the NCS and the curriculum cycle. In this lesson and most of the other lessons, I observed that there was never a time that the teacher could finish the topic within the allotted forty-five minutes. Most of the learners were slow in answering the teacher's questions and in completing the task.

Ms M: what is so difficult in introducing yourself, don't you know yourself? (referring to a learner) (Bell rings)

Continue and finish ... for homework when you come to class, the entire letter has to be finished. You write the middle, the body of your letter and conclusion and the end. Push in the chairs, pick up the papers.

The teacher tries to move round the class of about 50 learners to actually see how well they were faring in the task given. In addition to this, in order to catch up with time the teacher answers most of the questions she posed if she found that the learners were slow in giving response.

4.4.3 Ms Masuku's Lesson plan

WEEKS	CONTENT	ASSESSMENT		RESOURCES	DATE COMPLETED	COMMENTS
		FORMAL	INFORMAL			
9 5 lessons 05 March 09 March	Comprehension Skills Prepared Speaking oral presentation		Comprehension exercise			
10 4 lessons 12 March 16 March	Writing (transactional) o formal of a friendly and formal letters	Task 1 - Oral - Prepared Speaking	Writing a letter to a friend			

This is a typical example of Ms Masuku's lesson plan, which shows only limited information on how the lesson would be presented. The type of genre (the friendly letter) is not specified. There is no evidence of a text-based approach to how this particular genre should the taught.

To sum up the teaching process in Ms Masuku's class, I observed that the text-based approach to the teaching of English writing is done superficially. In the next section, I discuss findings from the different types of interviews used in the research.

4.5 INTERVIEWS

Unstructured and semi structured interviews were used to elicit information from the teachers, to give them a chance to explain how and why they teach in particular ways, and to gauge their awareness of the approach to teaching English writing recommended by the NCS. Information from interviews allows for better understanding of classroom observations, and the resultant triangulation of the data serves to enhance the research findings. The interviews targeted the two teachers, to clarify some issues. I later interviewed their respective heads of department. Overall, the participants' responses constituted useful data for this research. For ease of reference the unstructured and semi structured interviews will be referred to concomitantly. For the purposes of this study, the semi-structured interviews are given greater attention because they included common interview questions that were posed to the participants, whereas the unstructured interview questions arose more spontaneously, depending on what had happened in the lesson.

4.5.1 Unstructured interviews

As the researcher, my interaction with the teachers took the form of unstructured interviews, by means of which information about their qualifications and teaching experience was obtained. Other interviews were done mostly after the lesson in the form of discussions, during which I tried to clarify what I had observed. Sometimes the teachers would try to explain the reasons why learners are behaving in a particular way during the lesson. For example, both Ms Petersen and Ms Masuku lamented the performances of their learners as there was little improvement in their writing skills. Their main complaint was that their learners do not communicate only in English during the English lessons and also do not read English storybooks. Ms Masuku said she was aware that there were lots of writing skills to be covered within a stipulated time, but she acknowledged that there was never enough time to cover the entire learning outcomes. When some issues emerged during my analyses, I thought it necessary to clarify them with the teachers

through follow-up oral interviews. This helped to gather trustworthy data and in-depth information about the study.

4.5.2 Semi structured interview

I interviewed two English teachers (the major participants) and two language HODs, one at each school. These semi-structured interviews focused on participants' views about teaching writing and how they teach and assess English writing. There were some prepared questions that assisted me in answering the research questions. But during the interviews some other questions ensued, depending on how the teachers answered the preceding ones. Some of the major and relevant answers to the questions are presented below in relation to the themes that emerged.

4.6 THEMES EMERGING FROM OBSERVATIONS AND INTERVIEWS

The themes that emerged during both observations and interviews of respondents are presented, analysed and discussed concomitantly since they are similar. In this section, I present and discuss the emerging themes such as teaching strategies, code-switching, teachers' perspectives on text, the lack of textbooks, workshop/in-service training, class size, and curriculum policy versus practice. These will be dealt with in turn. (See research questions in Appendices 2a and 2b.)

4.6.1 Teaching strategies

During the interviews both Ms Petersen and Ms Masuku were of the opinion that it is not feasible to use only one method in the teaching of English language. The reason is that the type of learners determines the strategy to be applied during teaching. They also stress that since the learners are second language learners of English, it is necessary to use different methods. If one method does not work, other methods will have to be explored to enable learners understand. Ms Petersen and Ms Masuku have this to say about the methods/strategies they employ in teaching English language.

1Ms Petersen*: For me, I use a lot of (my former secondary school teachers') methods because my teachers inspired me a lot and I feel they work. I feel they use a bit of 'old school' and I like bringing new things. I won't take activities that have been done already in doing my own work, so I implement or combine their method with my skills and I feel it works.*

2Ms Masuku*: e::m,(…) there i::s yes a method, that one has to use but it is not set up, it depends on (.) your experience as a teacher on your approach you understanding? You look at the type of learner and you decide on the approach it depends on the type of learners that you are teaching, if you understand them to be slow, you would go with their pace and what is important is not to leave them behind make sure that they understand.*

Ms Petersen claims that the traditional methods work better for her when she combines them with her own strategy. My observations of her lessons showed that she is one of the teachers that are influenced by the traditional (teacher-centred) methods of teaching English language. She moves between the traditional methods of teaching and a bit of the text-based which has been stipulated by the NCS. Even though the NCS says text-based, she still uses the traditional methods and she claims it works for her.

Ms Masuku meanwhile uses traditional methods in her teaching but sometimes switches over to something resembling a text-based approach. The two Heads of Department (HODs) of languages in the respective schools gave their own view on teaching strategies. The Unathi High HOD responded that *… how you present a lesson in classes is not for the department to know but you must know how to go about giving the learner all the information that you already got.* The HOD at Witbooi High School said *… Each of us have our own way of bringing explanation across to the learners, you know in my own class I choose to try and use interactive approach where the text is there and we discuss together you know I try and engage them a little bit more with the text.*

Questions about the type of teaching strategies used by the teachers were aimed at answering the research question about how English writing is taught, and to gauge whether (or to what extent) a text-based approach was being appropriately implemented, as recommended by the NCS. Ms Petersen mostly used a traditional question and answer routine to draw the learners' attention and activate their background knowledge of the topic. However, it was very rare for the learners to answer explanatory questions such as: *Why do you have to use past tense and not just present tense?* Learners made no attempt to respond, forcing the teacher to give the answer.

 By asking questions the teacher would be able to identify the level of the learners' understanding on the topic so that she could bridge the gap between what the learners know and

what they are yet to know. The question and answer strategy is supposed to be an interactive task that could be regarded as learner-centered, which could stimulate learners to think critically and creatively, depending on the qualities and types of questions posed by the teacher (Jones, 2000). However, the questions were not creative, and the learners were not stimulated to answering the questions. The limited use of interaction when using the question-answer strategy has been observed by Cleghorn, (2005), who argues that in a class where the teacher and learners are second language speakers of the target language, the question-answer strategy is bound to hinder teacher-learners communication and interaction as there will be limited expression of individual views. In an ideal classroom situation, when the teacher asks questions, the learners are expected to respond and then the teacher gives feedback (Jones, 2000; Ellis, 1985). The reverse is the case in this lesson because the learners could not respond to critical questions and the teacher did not engage the learners further. The use of a text-based approach is limited here, if it is present at all, since the learners have little to contribute to the lesson. The model text used in Ms Masuku's class was not jointly constructed; the teacher is the only one contributing at this stage.

Scaffolding is another teaching strategy and it is a vital aspect of a text-based approach to the teaching of English writing because it helps the learners understand how to attend to tasks (DoE, 2002a). Ms Petersen assists learners by scaffolding the lesson as best as she can. She says, for example: '*For my 21st birthday, my theme was candy land ok and what I had on my invitation was pink and it had e::m. … Okay, so you need to have a theme, and some of my invitation. You know those e::m big lolly pops with different colours.*' Ms Petersen also provides model texts in lessons on loose pages: '*I am taking these pages back so you are not to write on them…, …right you've got enough pages.*'

She uses the c/b because it is the only available resource, the over-head projector (OHP) being out of order. She uses real-life experience that is related to the learners' socio-cultural context (Vygotsky, 1978). She tries to use the curriculum cycle as a basis for the teaching of writing by pointing the learners' attention to planning, rough draft and the final draft. However, this is done in a superficial manner in that it was only said (done orally) and not in practice. Ms Petersen tries to explain to the learners how to write an invitation, but in my observation, the lesson is not adequately scaffolded to effect a text-based approach, as learners are not given the opportunity to

interact with the text. In this way learning did not take place in the ZPD (Vygotsky, 1978). The learners were not given enough assistance by the 'more knowledgeable other' (MKO), their teacher. By providing a model text of what the learners are to write about, the teacher introduces the second stage of the curriculum cycle (Gibbons, 2002) in which it necessary to use texts that explicitly exhibit the main features of the genre (Derewianka, 2003).

Except for some yes/no questions directed at the class, the teacher does all the talking during the explanation of the lesson content – an example of traditional chalk-and-talk teaching. As a result the lesson is teacher-centered rather than learner-centered. The teacher is imparting knowledge to the learners while the learners remain passive. However, this type of teaching strategy delimits the interactive patterns, i.e. who talks to whom when and to what extent. , in this process classroom talk becomes asymmetrical when the teacher does most of the talking (Myhill, Jones, and Hopper, 2006), while learners' talk is bounded before and after by the teacher. During the lesson, there was more teacher talk, and less learner participation, resulting in long silences in the classroom that prompt the teacher to talk even more (Tsui, 1996).

By contrast, Ms Masuku switches between traditional teaching methods and the beginnings of a text-based approach. Teacher talk dominates, interrupted only by the learners saying *yes Ms* every time the teacher asks, *do you understand*? Or *is that right?* This renders the teaching and learning process safe-talk (Aurthur, 1996; Hornberger and Chick, 2001) or teacher-talk. Ms Masuku teaches by talking (explaining) for the duration of the lesson, while learners listen as they look through the text given to them at the beginning of the lesson. Ms Masuku engages with the model text provided by going through the text sentence by sentence while reading to the learners. *When you are talking of transactional writing (...) it includes letters, reports, diary entries, and minutes of a meeting. Now in a friendly letter your tone becomes conversational (interruption by another teacher) Now the tone is conversational because you are talking to somebody or you are writing to somebody that you know that you are familiar with and it is friendly or informal but sincere.*

Afterwards Ms Masuku instructs the learners to follow the format of the text when writing their own letter. Ms Masuku tries to integrate the various language skills, as outlined by the RNCS (DoE, 2002a:6-7) and various genre theorists (Rothery, 1996; Kay and Dudley-Evans, 1998), but

ends up leaving out speaking and reading. This is despite the use of questions and answers during her lessons in order to carry the learners along. But when learners cannot respond immediately, which is mostly the case, she ends up answering the question: *Who is the sender? The person that is writing th::e [[letter.* This safe-talk strategy is employed by teachers to create the impression that learning is taking place during lessons (Hornberger and Chick, 2001).

Even though Ms Masuku uses some aspects of a text-based approach, the learners are still left out because they have limited input during the lesson. The teacher and the learners are expected to jointly construct the text under the curriculum cycle (Gibbons, 2002). The learners are given a model text but not the opportunity to share their ideas about the topic. In this sense there is little scaffolding during the lesson.

4.6.1.1 Pair/group work

Another interactive strategy which assists the use of text-based approach in the teaching of English writing is group work, and pair work but the two teachers attached little or no importance to it in my observation. I decided to ask them whether they engaged learners in pair or group work. The two teachers responded differently, as can be seen from the extracts that follow.

1Ms Petersen*:   No group work, because they are unruly, It is only individual work*

2Ms Masuku*:   in class it goes with the number of learners, numbers again because there isn't enough space for those groups you have to work on what you have. Try to improvise on what you have. It becomes a difficult task it is very difficult for them to cooperate, but we are trying*

The data show, therefore, that the two teachers do not encourage group/pair work in their classes. They find it difficult to fully implement the recommended teaching approach because of the learners' attitude, the large number of learners and the lack of suitably spacious classroom environment.

Group work, if well utilised, is a proven way of making learners work. It can lead to exploration and discovery of new insights things in particular subject. That apart, it impacts on the learners' intelligence, tolerance and cooperation amongst the learners. Group work gives learners the

opportunity to use the target language communicatively (Nunan, 1988), which eventually motivates active participation rather than teacher-led discussion (Hillocks, 1995). Without the incorporation of group/pair work during the teaching of writing, the text-based approach to teaching is incomplete. Meaningful writing requires critical thinking resulting from reasonable ideas, and group work is therefore one way of realising learners' potential as critical writers. Optimally, in the group/pair work learning environment, the learners are challenged as they hear other learners' views and contributions on a particular topic which could eventually change their perception about it. It is through this that learning takes place (Golub, 1988). In this type of learning situation, learners have the opportunity to engage actively, ask questions freely and interact with their fellows to defend their ideas (Srinivas, 2008). This is even more important when they are L2 speakers of the target language. The absence of pair work and group work could therefore have an adverse effect on the development of learners' writing skills.

In view of the above discussions on teaching strategies, some theorists like Kumaravadivela (1994), Bell (2003) and Brown (2000) are of the opinion that teachers should not employ only one teaching strategy. Kumaravadivela (1994:29) defines method as 'consists of a single set of theoretical principles derived from feeder disciplines and a single set of classroom procedures directed at classroom teachers'. In similar vein Bell (2003) asserts that method should be regarded as static classroom practice which does not allow for variation, and that there is therefore a need to move from method to post-method approaches to teaching. Likewise Richards and Rodgers (2001) comment that method is an umbrella term which encompasses approach, design and procedure. The teachers' decision not to adhere to one specific teaching method could be viewed from Brown's (2000:172) perspective, namely that:

> the profession has at least reached the level of maturity where we recognise the complexity of language learners in multiple worldwide contexts demands an eclectic blend of task, each tailored for a particular group of learners studying for a particular purpose in a given amount of time.

This view implies that teachers should be allowed to choose the methods that are suitable for their context and their type of learners at a specific time. In my observation, however, the two teachers lack the skills to facilitate a lesson that is fully learner-centred. This could be attributed to the fact that Ms Masuku was trained in the late 1980s, before the use of text-based approaches

in South Africa. While Ms Petersen, a recent graduate, said she saw nothing wrong with the strategies used by her own teachers when she was in the secondary school and so she incorporated them into her own teaching strategies. Apart from this, the curriculum is characterised by a lot of difficult terms and overcrowded learning areas which have limited transfer of learning into classroom. Also, there is much emphasis on outcomes but little was said about teachers' input (Cross et al, 2002). Furthermore, as a result of inadequate workshop trainings from the department on the required language teaching strategies, teachers have to make do what they have. This is incommensurate with the department's expectation that teachers implement a text-based approach.

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4.6.1.2 Code-switching

Another theme that emerged is the issue of code-switching. What follows are the two teachers' views on the subject, expressed in answer to the question, 'What is your view about code-switching during the English lesson?

1Ms Petersen*:… because I have a clear understanding of Afrikaans as a language, I have to at times translate which I feel is wrong in an English class. Because in an English class, they should be forced to speak only English.*

2Ms. Masuku*: … if it means you have to explain in their mother tongue what you are trying to explain in English that you need to do (.) But as much as it is not encouraged to do so, but for PROGRESS sake and also for understanding, you do that. You combine the languages, their home language with what you are doing in English. … I do switch over to Afrikaans or IsiXhosa to make them understand this is what we would say and in English this is how we would say it.*

Both teachers are very similar in their reluctant use of codes witching. Ms Petersen does not want to deviate from the principle of teaching English exclusively in English. Against her better judgement she nevertheless at times feels compelled to translate into the learners' mother tongue to ensure understanding. Ms Masuku does similarly, so that the lesson can progress, but she too is of the opinion that it should not be encouraged. The two teachers were of the opinion that the use of any other language in an English lesson should not be encouraged, but according to them, they are forced to codes-witch for the sake of progress. This idea of only English in an English language class is what is refers to as 'monolingual fallacy' (see Phillipson, 1992:185-193).

Code-switching is indirectly related to the theme of teaching strategies. According to Numan and Carter (2001:275) code-switching is "a phenomenon of switching from one language to another in the same discourse". Code-switching cannot be overlooked, especially in a class where English is taught and learnt as an additional language. In order to bridge the communication and comprehension gap, codes-witching cannot be avoided in classroom. The DoE (2002a) supports the use of code-switching by learners under certain circumstances, but is silent on code-switching by teachers, implying disapproval.

By contrast, Ms Petersen discourages the use of any language other than English in her class. Despite the fact that she understands Afrikaans very well she does not allow its use among her learners, most of whom have Afrikaans as their home language. For example, in one of her lessons this is what transpires between her and a learner.

Ms Petersen: *Loven, what does invitation normally start with, how do they normally start invitation? You've obviously seen one, so what does it normally start with, how do they start the invitation, how is it structured*

1Lr1*:*   *'Jy word uitgenooi'*

Ms Petersen: *you need to speak English. What do you see when you open your invitation, what is the first thing you read (learners are making a noise) ok quiet! What is the first thing you will read on the invitation?*

2Lr1:   *'Jy word uitgenooi'*

3Ms Petersen: *excuse me, English! I ask you when you open an invitation, what is the first thing you will read?*

4Lr1*:*   *'you are invited'*

Ms Petersen's action in this aspect is contrary to the views of Cleghorn, (2005) who argues that code switching enables learners to understand the content of the lesson. In line with the above, Derewianka (1990) affirms that at the stage of building the field in the curriculum cycle, the learners are free to communicate in the language that seems convenient for them (mother tongue) for better self-expression since it is the stage at which information is gathered. However, when it comes to sharing ideas with the class, the learner will have to communicate in the target language (English). According to Derewianka (1990) the teacher at this stage helps the learners translate from their mother tongue to English. In Ms Petersen's classroom, when she asks questions, only a few learners tend to answer, when it comes to explanatory questions, even they are afraid to respond because they are not sure of how to express themselves in English. Most importantly, they are afraid of being made fun of by their classmates. This could be one of the reasons why the lesson tends to be teacher-centered. There is limited interaction between teacher and learners because there are some words and explanations the learners would not be able to express well in English. Even though the learners do not say it, the looks on their faces show that they do not understand or that the teacher is not carrying all of them along in the lesson. If this

aspect is not taken into consideration, the implementation of the text-based approach to teaching English writing will be done haphazardly, especially among EFAL learners.

As I have said above Ms Masuku's mother tongue is isiXhosa and she understands Afrikaans as well. She does not encourage the use of the mother tongue by any learner in her class, be it isiXhosa or Afrikaans. Throughout the period of my observation she tried as much as possible not to codes-witch. However, immediately after every lesson, learners express themselves freely to clarify things from the teacher, but at the same time she encourages them to express themselves in English, even if the expressions are not correct. The two teachers are of the opinion that the use of any other language in an English lesson is not encouraged; however, for the sake of progress, they are forced to use it themselves, and to allow their learners to do likewise.

The two participants have one thing in common which is the ability to speak their learners' mother tongue in addition to the target language. Code-switching plays an important role in classroom interaction in order to enhance positive contribution of the use of code switching (Sert, 2005). The teachers' ability to interpret difficult concepts into learners' mother tongue is acknowledged by Trudgill (2000:105) who affirms that 'speakers switch to manipulate or influence or define the situation as they wish and to convey nuances of meaning and personal intention'. On a final note Sert (2005) asserts that code switching is an important element to language teaching because, if used effectively, it serves to bridge the gap between the known and the unknown.

4.6.2   Views and knowledge about Text

The question, 'What is your view about writing in English and the various texts learners are exposed to in English lessons?' directly speaks to the main research question. Ms Petersen engages the learners in various text types which are evident in the learners' note books and assessment portfolios, as stipulated by the RNCS (DoE, 2002a:31-32). The lists of texts that learners are to engage with are highlighted below. Macken-Horarik (2002) makes a list of the key genres for teaching writing across the curriculum, including their purpose, features and schematic structure. The key genres are as follows: recount, information report, explanation,

exposition, discussion, procedure, narrative and news story. Ms Petersen exposes learners to a variety of text types such as formal and informal letter, invitation, and diary. She knows how texts work in relation to their social purposes, as she explains to her learners.

- '*However a diary extract is a very informal thing*',
- '*But please refrain from using foul language when you write a diary extract in your book and in your exam, if you decide to write a diary extract, okay?*'
- '*If a party is formal, they give out an invitation. What do they put on the invitation, what is normally on an invitation?*'

However, little is said about language features, while nothing is said about text generic features.

Likewise, Ms Masuku teaches the learners different text types such as diary entries, informal letter, invitations. She engages with texts holistically as directed by the RNCS (DoE, 2002a:29) :

> The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts. Sounds, grammar and vocabulary are the building blocks of language. They should be taught in context and integrated with reading, listening and speaking.
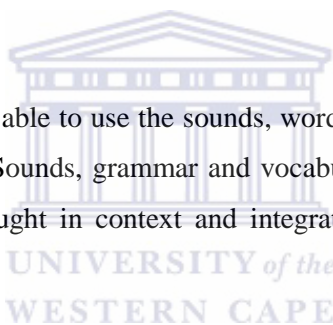
However, while Ms Masuku teaches grammar related to the particular written text, this does not extend to pointing out the differences between the uses of grammar in the other genres. She teaches grammar and punctuation only in relation to the particular text type under discussion, not comparatively. This indicates that the text-based approach is not implemented fully. On punctuation: *'you see I don't have any punctuation mark here: 'Dear Sibu', no comma, no colon, no full stop, you see that? So you do the same, don't say 'Dear: Sibu,' this is not right, don't do it'*

Ms Masuku does not delve deeply into the language and generic features of the text. The genres are not explicitly taught using the curriculum cycle. Instead she teaches that there should be an introduction, a body and a conclusion to any essay. She discusses what is expected in each part. The following is an example from one of the lesson observation: '*…so the rule or the format is*

that you have to have your address, your salutation, introductory paragraph, the body, the conclusion, and the end…'

The responses of the teachers during the interviews show that they are aware of the various text types they are to engage the learners in, as stipulated in the Programme of Assessment provided by the department. But they report having to rush so as to keep pace with the demands of the curriculum. During the interviews I confirmed that the teachers do not teach in-depth any the social purpose, generic features and sequential organisation of text types. For example, Ms Masuku confessed in an unstructured post-lesson interview that there many types of transactional writing, as listed in the curriculum, for which there is no time because of the disruption of learning caused by various programmes and public holidays. She tries as much as possible to attend to all of the texts because at the end of the term the department will check if they have all been covered. This undoubtedly adds to the list of constraints on the full implementation of a text-based approach. According to Ms Masuku, the workshops organised by the Department provide insights on how to engage with texts and in the teaching of English in general, but not on using a particular method of teaching. In practice, as my observations show, the teachers' lessons did not provide much evidence of a text-based approach, either because of insufficient time or because of inadequate training and superficial explanations in workshops.   Small wonder, therefore, that teachers tend to emphasise the time-honoured but limited concepts of introduction, body and conclusion,

1Ms Petersen*: okay before you give them a whole lot of writing let them first practice and do introduction and conclusion before they start on the body before they start to do the main part of the essay and obviously then you are done with the text.*

2Ms Masuku: *… there is a certain format that one needs to follow for example if it is a business or formal letter you need to have two addresses, the sender's address and the recipient address. Like all those (.) little things like the salutations, how do you do your greetings if you are writing formal letter compared to the informal one and all those little details you have to go step by step with them because they tend to confuse… you have to have your introduction which is a background of what you are writing especially creative writing of what you are going to be talking about the next stage of your writing.*

The schematic structure of genres (commonly known as generic structure), namely their social purpose, structure, and their stage description were not employed by the teachers during the English writing lessons (see Macken-Horarik, 2002:21-23). Neither was the modelling stage of the curriculum cycle employed (see Derewianka, 1990), which is to build up the learners' understanding about the purpose of the text, its general structure and its linguistic features. For example, the teaching of narrative did not use the terms orientation, complication, evaluation and resolution. If learners are taught all of these schematic structures of the different types of genre and their social purposes, they would be able to write meaningful and comprehensive texts.

 According to the two teachers, grammar is not taught in isolation but in context:

3Ms Petersen: *okay, before you get to writing you are going to teach all the grammar, sometimes   you have to teach them grammar and writing*

4Ms Masuku: *… and the type of registers to use the type of registers that you use in formal will be different from informal letter.*

The teacher did as they said but not to the extent of comparing the linguistic features of one text type to other genres.
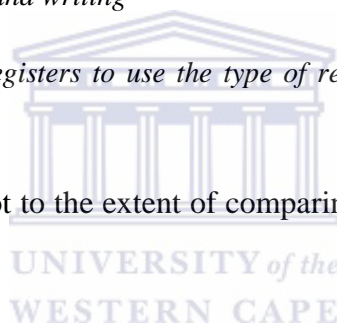
4.6.3   Lack of textbooks

This theme has an indirect link to the research question on the teaching strategies used in the teaching of writing in subject English. Both teachers and learners need to engage with texts of various kinds, and especially teachers need to consult numerous sources in order to effect the text-based approach in an English writing lesson. Through the interviews I was able to substantiate what I observed in respect of learners' textbooks. Neither the learners nor the teachers have textbooks for English, although the teachers have access to a teachers' handbook. This is what teachers had to say on the issue of dealing with the challenges of teaching materials/ resources.

1Ms Petersen*:   we do not actually have textbooks, we take from here and there because the school does not have enough money and the learners also do not have textbooks so you have to make copies all the time and there is hardly ever paper so it takes time quite a while and the learners write it*

takes two periods to write them from the board, so that is a major challenge and because you have such a lot of work,

2Ms Masuku: *you (…) don't stick to one textbook, (…) you just find this and that in one textbook and other whatever but you search the textbooks around and get whatever you need that will support or part that you need we do not stick to one textbook we make use of different textbooks.*

3HOD in Unathi High: *There is no cut and dried rule that says this is the one that you must use, all that we are told is that it must be able to cover the expected area and the various publishers brings various publications to choose from.*

According to the teachers' responses, above, they are not compelled to use a particular textbook or handbook and so they are free to use any textbook that they can lay their hands upon in as much it meets their demand but even then the resources are not available.

According to the RNCS (DoE, 2002a) teachers are to engage the learners with topics that are relevant to their lives and to choose topics that are related to the Critical and Developmental Outcomes. During the lesson observations, I realised that Ms Petersen relies on photocopied pages from textbooks that she hands out in each lesson. At one stage she said: *'You cannot sit down like that for the whole period; I said one page per desk! I handed out enough, where is it?* This indicates that learners do not have any English textbooks they only depend on the loose sheets given to them by their teacher as reference which could get lost at any time. As a matter of fact, at the end of the lesson, I could see most of the loose prints on the floor of the classroom. Despite the fact that the teacher said they should paste it in their notebooks, some of the learners did not do so, probably because they do not have glue, or as a result of their nonchalant attitude in class.

Likewise in Ms Masuku's lessons, I observed that the learners did not have any English textbooks of their own. The teacher would provide learners with photocopies of the exercises they were going to do in the lesson. The school makes available stationery to be used for this. Disturbingly, immediately after the lesson the loose copies are left lying all around the classroom by most of the learners. This is an indication that these loose prints can hardly be referred to in the nearest future. *Here is a copy of a letter where Sibu is introducing himself alright? What you need to do is you paste it in your book … right?* Even though when the teacher instructs learners

to paste it in their books, some ignore the instruction, making it difficult to refer to the copies for study purposes.

According to the DoE (2002a) teachers are to design teaching materials for their subject of specialisation. But the teachers find it difficult and stressful to accomplish this because of the lack of textbooks. If learners are exposed to book reading in early stage of life, it will serve as linguistic stimulation that may develop the learners' literacy, which would manifest itself in written language. By reading books, learners would become familiar with structures and rhythm that aid meaning making in written text (Sulzby, 1985, cited in Bus, 2001). In a situation where learners have no textbook during lessons, it creates unnecessary "pressure on the teacher to retain a central role, since she appears to be the sole source of knowledge, and therefore of 'input' for her learners" (Arthur, 1994:74). It is evident, therefore, that the lack of teaching and learning resources like textbooks works against the text-based approach in the teaching of English writing in Grade 9.

In the absence of textbooks, both teachers rely on the popular teachers' English Handbook and Study Guide (Pincus & Lutrin, 2004). The teachers testify that it touches on every area of English teaching and learning. The contents page is shown below.

The lack of books in the library is a point of concerns to the participants of both schools. Ms Petersen complained of a lack of books in her school's library. She said that the situation is as good as not having any library at all. In the case of Ms Masuku, there is no library in her school. Both teachers testified that lack of library hinders the teaching of English writing in particular, and takes away some of the love they have for the subject. Both felt that if learners read English novels and story books it would increase their vocabulary and improve their writing skills over time.

5Ms Petersen*:   Our library is not functioning so there is no way the learners can engage in reading story books which could improve their performance in English writing*

6Ms Masuku: *I think what would be beneficial to the learners is if we can have a library for them to have access to reading books because before you write you must be able to read so exposure to English books is so limited*

Regarding the issue of library and reference materials, the two HODs gave their views. The HOD of Unathi High school has this to say: *'yes what we have here we cannot actually call it a library',* while the HOD in Witbooi High School confirms Ms Petersen's view that *'It does have, but it is not fully functional yet'.*

A school library with current and relevant textbooks and reference materials for teachers' use is one of the ways to enhance the full implementation of the text-based approach to teaching English in schools, and therefore the lack of this resource works against its actualisation. Since we live in a fast growing age, both teachers and learners need to research and update themselves with the latest information. With the help of a well-equipped library, teachers will be able to increase their knowledge about the content and context of their subject area. In view of this text-based approach will be very difficult to implement if all these things are not put in place.

4.6.4   Workshops and /or In-service training

In response to a question about continuing professional development, the teachers report that they attend departmental workshops. These are run at intervals in their field of specialisation

1Ms Petersen*:   It teaches, gives you insight on what you should do and what is expected of you and e::h and you are not curious, you know exactly what you should do and obviously they are implementing that we should use on set textbook so that is a good thing we work from one book.*

2Ms Masuku*:   it does give a green light of what is expected, you do get, it becomes fruitful especially in the English language*

The HOD of Unathi High School commented on the relevance of workshops *'Workshops are very good to attend because that is where you get information, the latest that are to be done.'*

According to Ms Masuku, workshops take place on Fridays and Saturdays between the hours of 8am and 4pm. The time allocated for the training is too short for any concrete result. Even though the department gives workshops to keep the teachers informed of the changes in the teaching method/strategies, they are not in-depth enough. From this, it appears that the workshop is a crash programme which has little progressive impact on the teaching of English language in schools. The teachers can only teach learners what they know. One of the problems identified by

the curriculum reviewing committee during the period of the curriculum change was that the training model was not designed well and was badly implemented (Jansen and Christie, 1999; Fleisch, 2002; Jansen and Taylor, 2003). Teaching of learners to write is a fundamental responsibility of schooling and so skilled and well educated teachers are needed to guide and direct the learning activities that learners engage with throughout their years of schooling (Christie and Derewianka, 2008). The proper execution of the workshop could assist the teachers in the implementation of the text-based approach in their English lessons. Apart from this, teachers should be sponsored to upgrade their qualifications as learning is a lifelong process (DoE, 2002a).

4.6.5   Class size

The two teachers complain of over-crowded classes. This combined with the fact that periods are only 45 minutes long, means learners do not get enough assistance or individual attention. These are the teachers' responses during the interview in respect of class size in relation to the learners' performance in English language, particularly writing.

1Ms Petersen*:   Because I have such a lot of learners, I have about 60 in each class, so for me to take in the rough draft and mark it, it is going to be hard for me to mark.*

2Ms Masuku: *where you are faced with large numbers in classes it is not possible to reach out to each and every one of the learners you only work with the fifty minutes in a period that you have to produce something at the end of the day. You have programme from that you have to finish, to work towards something that is guiding you at such and such time you have to be at a place for this term, this is what you have to cover so you cannot be able to reach out to all the learners out of the six or five classes that you are teaching so it becomes a problem, the large number are problem in our class which becomes a disadvantage to learners who have difficulties so you tend to go with those that are moving.*

Here the teachers are saying indirectly that as a result of large classes, it is not possible for them to fulfil all the curriculum requirements regarding the teaching of English writing. One of the flaws of the curriculum change was its indifference over the issue of overcrowded learning spaces, which created limited transfer of learning in the classroom (Cross, 2002). It is one of the

requirements of the text-based approach that learners should be given enough scaffolding in order for them to produce a good text at the final stage. And because the learners are second language users of English, they struggle greatly when it comes to writing. Finally, the learners' performances are affected because they are not closely attended to during writing lessons.

4.6.6 Curriculum policy versus teachers' practice

This theme is the last of the interview findings which borders on how well the participants have been able to implement curriculum policy in your classroom. The teachers replied that they were faced with the problem of implementing all the required theories of teaching English. During the interview the teachers aired their views in this respect:

1Ms Masuku: *some of them not every aspect because it depends on the number of learners that you have in class. The practical side of it depends on how big the class is.*

2Ms Petersen*: I feel the department set up things or put up things in place and they do not have contact with schools,*

3HOD Unathi High*: … But yes we are implementing it because it is the department requirements that we should do it and also the curriculum advisers visit schools to see to it that it is being done and where help is needed they provide help.*

4HOD Witbooi High*: Not always, it is not always certain, sometimes it is very difficult depending on the context of our workplace like we are in a challenged area so we do not have access to all those types of technological advancement as our more fortunate neighbours and that makes it a little bit difficult.*

According to the participants the RNCS (DoE, 2002a) does not explicitly explain how text types can be taught in the classroom. In the participants' views, there was a problem of applying the policy in the classroom. Furthermore, Jansen (1998) has noted a general lack of competence in the education sector on how the theories should be implemented, and that the curriculum policy was not well grounded in school. Likewise, Hendricks (2008) avers that teachers have limited understanding of the theories that underpin writing, that the policy is complex to interpret, and as a result that it lacks proper implementation in the classroom. The participants said the context of the schools did not allow for full implementation of the recommended approaches to the teaching

of English language writing. Another reason is the lack of solid and sufficient learning materials (Jansen and Christie, 1999). In other words, they are saying that there should be well equipped classrooms and libraries for them to be able to actualise the curriculum. The RNCS (DoE, 2002a) requires the teachers to be designers of materials, researchers, mediators of learning, amongst others. All these roles can be realised only in a well-resourced environment.

4.7.   PRESENTATION OF TEACHERS' DOCUMENTS

This section presents teachers' lesson plans, and the assessment rubrics and the handbook for English language. The RNCS (DoE, 2002a) enabled the researcher to gain some insight into the contents, requirements and focus expected of English language teachers. The lesson plans helped also in the understanding of how the teachers put into practice what they have planned during each lesson, all the while adapting to classroom dynamics.

4.7.1   Lesson plans

The teachers' various lesson plans of the various lessons were collected and analysed in relation to the NCS requirements (see copy in 4.3.2 above). The lesson plans helped me understand the text types taught and the writing activities to which Grade 9 learners are exposed. The two teachers follow a similar lesson plan format which allows for only limited information to be recorded on how the lesson is to be taught. The lesson plans require information on the following: weeks, content, assessment (formal and informal), resources, date completed, and comment (see sample in 4.3.2 above).

4.7.2   Writing Assessment

The two teachers had similar rubrics for assessment standards and learning outcomes because both of them are teaching Grade 9 class; however, their teaching activities differ. The rubrics are designed by the department to cover the different aspects of writing. But they are not designed to give effect to a text-based pedagogy. Both teachers use formative and summative assessment. The teachers ask the learners questions during lessons to know how much learners have understood by the end of each lesson, but in my observation the questions do not allow for critical thinking. Assignments are given to the learners, always accompanied by marking rubrics which serve as a sort of feedback. What follows is an example of an assessment rubric.

Table 4.1. Assessment rubric

Learner's name:…………………..

	4 30 – 21	3 20 – 15	2 14 – 11	1 10 – 0
Planning, coherence, introduction and conclusion	Thorough planning. Effective introduction and conclusion	Planning evidence. Introduction and conclusion for task	Some evidence of Planning. In effective introduction weak conclusion	No evidence of Planning. no introduction no conclusion
Originality in handling topic	Handling of topics shows originality	Handling of topics shows some originality	Some attempt of originality but topic generally handled in mundane way.	No originality muddled handling of topics.
Paragraphing, development of topic	Essay paragraphed well, logical and effective connection used between paragraphs	Adequate paragraphing. Topic handled systematically, logical connections used between paragraphs	Some attempt of paragraphing but little topical unity within paragraphs. Topic handled in a mundane way. Few errors.	No paragraphing. Muddled handling of topics
Register, tone, awareness of audience and purpose.	Register use skillfully subtle use of tone enhance essay. Purpose of essay fully achieved.	Appropriate register used. Some skillful use of tone. Purpose of essay achieved	Register appropriate to purpose but little skill in use of tone. Purpose of essay barely achieved	Little awareness of appropriate expression. Purpose of essay not achieved.
Vocabulary sentence structure, idiomatic use of language, spelling, punctuation	Excellent use of vocabulary, correct sentence structure, spelling and punctuation. Mainly correct language usage	Wide usage of vocabulary, correct sentence structure. Few errors in language usage, spelling and punctuation	Adequate vocabulary, sentence mostly correct. Some errors in spelling and punctuation	Limited vocabulary, poor sentence structure, errors in language, spelling and punctuation
Editing and proof reading	Clear evidence of redrafting and editing. Proof reading has eliminated mistakes	Clear evidence of redrafting and editing. Proof reading has eliminated most errors	Some evidence of editing on rough draft. Proof reading done but errors not corrected	Numbers of errors and poor handling. No editing or proof reading done. Rough draft merely recopied

Teacher: Date::   code: mark:

The assessment rubrics are prepared with marks attached to each column, starting from the planning stage of the writing to its editing stage. Marks are awarded from the word level such as vocabulary, spelling and punctuation to the sentence structure, paragraph, and sequence of events

level. But there is a limit to what rubrics can contain, as it can be seen from the example, above. There should be enough feedback during the drafting stage for it to constitute formative assessment. This should actually start during the planning and the first draft stage of the learners writing. In practice, however, the mind map and the first draft are rarely evaluated and as a result learners do not know how to improve their writing for the final draft. In consequence, learners end up copying what they had already written, with only minor spelling corrections. Therefore the assessment rubrics should not be the only way to give feedback during English writing.

4.7.3   Teachers' guide

During the lesson observations at both Witbooi High and Unathi High, I noticed that the teachers used the same handbook for their lessons: English Handbook and Study Guide, by Lutrin and Pincus (2004). This prompted me to have a critical look at the handbook. Below are the contents pages.

TABLE OF CONTENTS

THE WRITING PROCESS
SUMMARY OF CONTENTS

This teachers' guide for English language shows every aspect of English language teaching, and especially the text types and the writing process that this study is interested in. The handbook focuses, among other areas, on the writing process of different texts listed in the NCS document. A typical example of each of the text type is given in the handbook. It further discusses how paragraphs can be developed into an introduction/orientation, a body/development and a conclusion/resolution. But the thematic features and the genre of the different types are not specified. In this sense it is not clear how the teachers could fully implement the use a text-based approach. The handbook also does not take into account the curriculum cycle with its four stages (see Gibbons, 2002). The above indicates that the teachers do not have handbooks that are fully aligned with the specifications of a text-based approach.

4.8   DOCUMENT ANALYSIS

4.8.1   Teachers' lesson plans

The information in the teachers' lesson plans is not very detailed; it is easy for teachers to forget the next stage of the lesson process as a result of the limited information on the lesson plan. Teachers are expected to give detailed explanation on how the lesson will be presented in the lesson plan outline provided by the department. It was evident during classroom observations that at times teachers do not follow the steps of the lesson plan. For example, one of the teachers had finished explaining the lesson on the informal letter before she introduced an example of an informal letter to the learners. Likewise, notes on the lesson had been written on the board just before the lesson began. In this situation where the lesson plans are not prepared in detail according to the specifications required, it will be difficult for teachers to implement a text-based approach to teaching English language

4.8.2   Writing Assessment

A properly scaffolded writing process requires detailed feedback of both a formative and a summative nature. Some of the formative feedback should take place during classroom interactions and group/pair work presentations, but unfortunately there was little or none of this. The absence of such feedback means that learners transfer any misconceptions and mistakes to their written texts. Ideally, formative feedback on the writing process should start during the

planning and the first draft stage. In practice, however, the mind map and the first draft are not assessed, and as a result the learners do not know exactly how to improve their final draft. The importance of teachers' guidance to learners at this stage is encapsulated in Vygotsky's idea, cited in Hyland (2003) of the 'zone of proximal development' (ZPD), namely that for learning to take place, the more knowledgeable others (teachers) should scaffold maximally where necessary during the teaching and learning process. During the teaching and learning process, it is not clear whether, or to what extent, classroom interaction assisted learners in their writing stages because they they were not required to engage with texts.

It is worth noting that teachers are expected to use the rubrics prepared by the department with the instruction (as stated in the programme of assessment) that learners' work should not be defaced. (For an example of a rubric, see 4.7.2 above). It is worth noting that not all feedback will transform a learner into a good writer. In the learners' final draft, teachers' comments and feedback cannot be regarded as such in the real sense because they are limited to spelling and punctuation mistakes while no feedback was given on first draft. This type of superficial feedback can be traced to traditional methods of language teaching where the focus is on correct sentence structure and grammar (Richards and Rodgers, 2003). By contrast, Robb et al (1986) cited in Myales (2002) argue that sentence and grammar errors can only be improved through practice, and that if such mistakes are not pointed out, they will be ingrained in the learners' discourse repertoire (Myales, 2002). Even though grammar and sentence structure errors should not be ignored, they should be pointed out without indicting learners. According to the text-based approach, feedback should go beyond identification and correction of grammar errors. The rubrics attached to each learner's writing cannot be regarded as comprehensive feedback because they are sometimes general and vague (Sommers, 1982), and are modified comments that are applied to all learners for purposes of awarding marks. In addition to the rubrics, there should be comments on learners' writing to indicate where they went wrong and what they need to do to improve. As already indicated, however, teachers testified during interviews that as much as they would have loved to give comprehensive feedback to learners, the large numbers of learners combined with limited time prevent them from doing so, and act as constraints on effective feedback. It is clear, therefore, that the feedback given to learners is somewhat superficial in nature.

4.8.3 Summary of document analysis

In the light of the above analysis, it is evident that the WCED does provide teachers with some strategies, albeit in a skeletal way, for implementing the writing curriculum. However, as presented in this study, the teachers' understanding of how to implement all these strategies is limited. There is considerable confusion amongst teachers in the implementation of the official curriculum statement in regard to the theories that underpin the teaching strategies, lesson plans, assessment and how all these requirements are to be implemented in classrooms.

While the assessment guidelines highlight the activities designed to achieve the expected outcomes, they do not go far enough. A text-based approach to language teaching, including assessment, would require teachers to include the cultural and social contexts of the activities they engage with, the text content, the purpose of the text, and its generic features. But it is doubtful if the teachers have been given adequate training to be able to implement such an approach, specifically in teaching writing in English FAL. The NCS expects teachers to put into practice teaching and learning theories of which they have little knowledge, and for which they are inadequately prepared through departmental workshops within a limited timeframe. As a result, and by default, teachers often draw on whatever knowledge of teaching they have acquired in the past. Sequel to the above, the teachers' limited understanding of a text-based approach to the teaching of writing is a hindrance during lesson planning. Since teachers rarely have the subject knowledge to support their planning and the explicit understanding of how to structure the different text types and most importantly the writing conventions that the learners are expected to be exposed to, it will be difficult for them to follow and actualise the outcomes of the lessons.

4.9 PRESENTATION AND ANALYSIS OF LEARNERS' WRITTEN TEXTS

This section presents and analyses learners' writing per school, mainly because of the different content. At both Witbooi High and Unathi High I collected writing samples from two strong, two average and two weak performers per class. Data collection was done with the assistance of the teachers. Apart from tests and examinations, most of the writing tasks were begun in class and

ended up as homework because the learners were slow in writing and also because of time constraints. At home learners may get assistance with their homework from more knowledgeable others (cf Vygotsky, 1978) The ability of the learners to perform tasks without assistance after the teacher had given them maximum scaffolding is what can show their level of development. Conversely, if the assistance given to the learner is not more knowledgeable that the learner nor if the teacher does not give enough scaffolding, the learner will not graduate from his/her current achievement level and the ZDP would not be attained.

4.9.1   Ms Petersen's learner's written text

In Ms Petersen's class, I chose to analyse the writing of a particularly hard-working learner, who was always punctual in class and also she had a complete set of written texts.

One particular piece is entitled 'My dream came true', as per the teacher's instruction: "Write a story entitled 'my dream came true'". This text could be interpreted to mean a narrative. According to Macken-Horarik (2002:21-23) the narrative genre is for entertainment and instructions via reflection on experience. It also deals with 'problematic events which individuals have to resolve for better or worse'. The narrative genre is to be written according to the following key stages: orientation, complication of events, evaluation and resolution. Orientation provides information about the circumstances; at the complication stage, the writer will introduce problems that have to be solved. The evaluation stage is where the writer highlights the importance of the events and lastly, at the resolution stage, the problem is sorted out for better or for worse.

The learner wrote the essay according to the teacher's instructions. There is planning (mind map), a rough draft, and the final draft. The planning (mind map) and rough draft show no evidence of any written feedback by the teacher.

4.9.1.1 Mind map
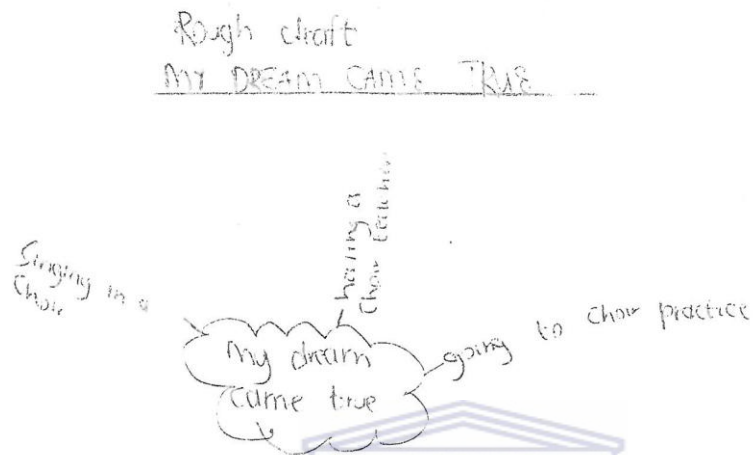
This learner drew the mind map to show at a glance what she intended to write about. She situated the title of the writing at the centre of the mind map, and the branches are what will constitute the main ideas in each paragraph of the essay. But she did not write the essay according to her mind map. This could imply that the learner had not been oriented on how to make the link between her mind map and her writing (topic). Alternatively, the teacher did not comment on the mind map before the learner wrote the text.

4.9.1.2 First draft

Below is the first draft of the learner's text, which was not marked by the teacher. This draft has two unorganised paragraphs with some uncorrected errors.

When I was young Singing h^{hia} the only thing I thought about. I loved singing so much when I was in Church, even if I am sad if I sing everything turns out perfect. And my pastor enjoyed my singing everytime I sang he would be all smiles and that gave me the courage. As I grew up I got more familiar with people there was no shyness everything was top.

My parents saw that singing was my passion they told me that they would get me a musical teach a person who will teach to sing and they got me one. We worked well together. He teached me and I was struggling at first because it was not easy but as he was teaching me I got more better. And now I am a worship leading singer in my Church I stand there in front very proud because I know how my dream began and my fellow Church mates tell me that they enjoy my singing and I am very proud of my self.

4.9.1.3 Final draft

The final draft was marked by the teacher but only superficially. Only the grammatical and punctuation errors were corrected. (see copy below).

The above text is written by a Grade 9 learner in Ms Petersen's class. The text is a written narrative by structure which has the title 'My dreams came true'. The purpose of the text is to

write about how the writer's future ambition was realised. The text is divided into only two paragraphs, and has no opening statement about its topic and no connection between the dream and singing in the first stage of the essay, which makes it difficult for readers to make the connection. The learner does not introduce the discussion well, so there is not enough orientation. In the second paragraph the writer discusses the effort made by her parents to make her dreams come true. The last part should have been a separate paragraph explaining how she actualises her dream of becoming 'a worship leading singer' in her church. The complication of the event is not expatiated upon as she does not provide detailed reasons why the task was difficult to accomplish and what she did to overcome the challenges experienced during training. The learner does not follow the schematic structure of a narrative genre.

The linguistic features of the essay were controlled to some extent. The writer uses the past tense mostly which shows some understanding of this type of text, except for the last part of the text where she loses the trend, as in the use of *'stand'* instead of 'stood', *'tell'* instead of 'told'. There are also spelling errors such as *familliar'* instead familiar', likewise the spelling errors such as this; '*teached*' instead of 'taught, this shows that the learner is not familiar with the past tense of this type of irregular verb. Likewise the sentences are not well structured in the sense of being overly long. Clauses and sentences are joined together by conjunctions such as 'and' that should rather have been kept separate. There are incomplete sentences such as: *'I stand there in front… very proud'* (paragraph two). The entire composition of one hundred and ninety-six (196) words consists of only two paragraphs and seven sentences. There is mother tongue influence at the lexical level, as in the repetition of *'better'* in *'better and better'*. The learners' piece reveals that she was not given enough guidance on how to write this genre within a text-based approach. The NCS does not attach all the texts types to any particular genre (see RNCS, DoE, 2002a: 31-32). All the mistakes could have been averted if the learner had been given appropriate feedback on the first draft.

4.9.1.4　The rubric attached to the learner's text:

Assessment rubric for creative writing longer pieces: First Additional language (7 - 9)

Name of learner:

	4 30 - 21	3 20 - 15	2 14 - 11	1 10 - 0
Planning, coherence, introduction and conclusion	Thorough planning. Effective introduction and conclusion	Planning evident. Introduction and conclusion for task	Some evidence of planning, ineffective introduction; weak conclusion	No evidence of planning, no introduction, no conclusion
Originality in handling topic	Handling of topic shows originality	Handling of topic shows some originality	Some attempt at originality but topic generally handled in mundane way	No originality. Muddled handling of topic
Paragraphing, development of topic	Essay paragraphed well. Logical and effective connectors used between paragraphs.	Adequate paragraphing. Topic handled systematically. Logical connectors used between paragraphs	Some attempt at paragraphing but little topical unity within paragraphs. Topic handled in mundane way. Few connectors	No paragraphing. Muddled handling of topic
Register, tone, awareness of audience and purpose	Register used skilfully. Subtle use of tone enhances essay. Purpose of essay fully achieved	Appropriate register used. Some skilful use of tone. Purpose of essay achieved	Register appropriate to purpose but little skill in use of tone. Purpose of essay barely achieved	Little awareness of appropriate expression. Purpose of essay not achieved
Vocabulary, sentence structure, idiomatic use of language, spelling, puntuation	Excellent use of vocabulary; correct sentence structure, spelling, and punctuation; mainly correct language usage	Wide range of vocabulary; correct sentence structure; few errors in language usage, spelling and punctuation	Adequate vocabulary; sentences mostly correct; some errors in spelling and punctuation	Limited vocabulary; poor sentence structure; errors in language, spelling and punctuation
Editing and proof reading	Clear evidence of redrafting and editing has produced a finely crafted essay. Proof reading has eliminated mistakes	Clear evidence of redrafting and editing. Proof reading has eliminated most errors	Some evidence of editing on rough draft. Proof reading done but errors not corrected	Number of errors and poor handling of topic suggest no editing or proof reading done. Rough draft merely recopied

Teacher:

Date: 2018　　　Code: 3　　　Mark: 17/30

The above rubric was attached to the learner's marked essay. It indicates that the focus is not only on punctuation and sentence structure but also on originality, paragraphing, development of topics, the introduction, and the conclusion. However, the in-text corrections were limited to punctuation and grammar. These do not constitute adequate feedback to the learner on how to improve her writing in general, and her sentence structure in particular.

4.9.2   Ms Masuku's learner's written text

I chose to analyse one of the strongest learner's written work, with specific reference to the narrative genre. I chose this because it is lengthier than the other writings such as invitation, friendly letters and diary entries. This essay would allow for easy analysis of how the learners have been able to express themselves in writing, and also to gauge the extent to which teachers were following NCS guidelines in the teaching of writing. Macken-Horarik (2002:21-23) offers a schematic structure of genre types and how genre could be taught across the curriculum. Narrative is a genre that entertains and instructs through reflection on experience. It also deals with problematic events which have to be resolved positively or negatively by individuals. Using this framework, I was able to identify the key stages of orientation, complication, evaluation and resolution in the learner's writing, and to gauge cohesion in paragraph structure. The learners' narrative has the title: 'Taking part in a play'.

4.9.2.1   Mind map

The mind map has at its centre the essay title, with branches indicating the supporting ideas which occur in the essay.

MIND - MAP

I was way over the moon

My family did not approve

TAKING PART IN A PLAY

Trying to convince them

Finally they allowed me to take part

I was hurting
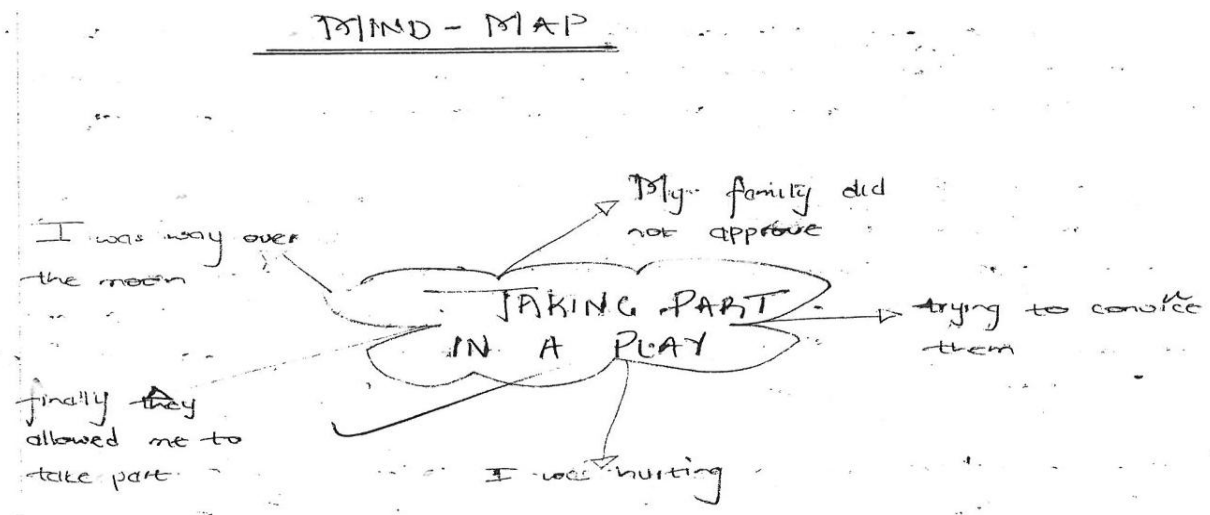
This is an indication that the learner makes use of the format given by the teacher. This mind map is in accordance with the teacher's practice, and also matches the example in the teachers' handbook (Lutrin & Pincus, 2004), which identifies mind mapping as the first step to writing an essay. The mind map shows what the learner will discuss in the essay. The next stage is the first/rough draft which is supposed to be checked by the teacher so that the learner receives maximum feedback before proceeding to the final draft. But there is no indication that the teacher has corrected the essay before the learner wrote the final draft.

4.9.2.2 First draft

The first draft of the learner's text was not marked by the teacher (see copy below).

TAKING. PART. IN. A. PLAY

Early this year I was chosen to take part in a play since I was one of the best in our group. I enjoy singing, acting and dancing and the best part about taking part in this play is that I am going to be paid to do this. This was a life time opportunity for me and I just could'nt resist it.

When I first heard about the news, I was so happy and I could'nt even explain it in words how happy I was. Acting is what I like and what I'm passionate about doing. As happy as I was I knew some of my family members wouldn't approve because they have already chosen a career for me. It either I become a docter or a lawyer.

I was hurting because they didn't care about what I wanted to do. I tried to convince them but they wouldn't listen but luckily enough my aunt was more understanding. I don't know what she said to the family but they agreed, they actually allowed me to take part.

I was just so excited that they finally understood how important this was to me.

4.9.2.3 Final draft

For the final draft (295 words), which is lengthier and more detailed than the first draft (194 words), the learner has added some information and made some changes in the organisation of the text.

TAKING. PART. IN. A. PLAY

Early this year I was chosen to take part in a play since I was one of the best in our group. I enjoy singing, acting and dancing and the best part about taking part in this play is that I am going to be paid to do this. This was a life time opportunity for me, I just could not resist it.

When I first heard about it I was so happily and I couldn't even explain it in words how happy I was. Acting is what I like, It is what I'm passionate about doing. I want to be an actress, that is my first passion but if it doesn't work out I can live with being a singer or a choreographer as long as it is something that revolves around media. I knew some of my family members would not want me to participate because they have already chosen a career for me, They want me to be a doctor or a lawyer "It will make you respecteble and it will give you dignity," they say.

I was hurting because acting was what I want to do and my family didn't give a hoot. I tried to convince them over and over still they didn't give me their blessings. Luckily enough my aunt was more understanding and she explained to them that acting is still part of my school work and that I can't let this opportunity slip through my fingers. They finally agreed and that was the best day of my life.

Although they allowed me to take part, they also had their condition which were fair enough. I was so happy and excited because I was going to do it without their blessings which was going to be wrong, I'm just glad that it never came to that point.

26/05/2011   Very well written Jane!

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The title of the learner's narrative essay is 'Taking part in a play' and it is well paragraphed. The purpose of the text is to describe in detail how the learner feels about being selected to take part in a play for which she will be paid. The writer also describes how members of her family react to this offer, and finally explains how taking part in the play will benefit the family.

In terms of structure, the learner only makes mention of a part of what she is going to write about. These gaps in the orientation leave the reader guessing what the essay will be about. She ought to have mentioned that in the beginning her family did not accept her position. The character faces some problems, which is a sign of the complication stage, even though she is ready to join the play. The family objects to it because they wanted her to become a doctor or a lawyer which they think are more dignifying. But their orientation change when they are convinced by her aunt, meaning that the conflict was resolved. Finally she is allowed to join the play, but the reader is not told on what condition. The evaluation stage of the essay, which should have come third, is placed second. Fittingly, the last stage is the resolution; this is represented by the last paragraph of the essay and explains how the problem is resolved (she is allowed to join the drama group after all). Even though the essay has all the required stages, they are not arranged in order. According to Macken-Horarik (2002) the orientation stage should be followed by the complication, the evaluation, and the resolution. The learner writer has switched around the middle two stages, something that could have been avoided if the teacher had properly taught the text type, taking into consideration its narrative structure.

The language features of the essay include the use of the past tense, as the event happened in the past. There are minor instances of incorrect tense use, for example 'hurting' instead of 'hurt' in the third paragraph. There is also verb-noun agreement (concord) error 'were' instead of 'was' in paragraph four. In the last paragraph, there is a wrong use of tense 'I was so happy…which was going to be wrong'. Should have read '…which would have been wrong'. There is still room for improvement, which will accrue provided the learner is taught how this genre work and how to structure her essay according to a text-based approach.

4.9.2.4 The rubrics for the text:

Assessment rubric for creative writing longer pieces: Additional language (7 – 9) Name of learner:	4 30 – 21	3 20 – 15	2 14 – 11	1 10 – 0
Planning, coherence, introduction and conclusion	Thorough planning. Effective introduction and conclusion	Planning evident. Introduction and conclusion for task	Some evidence of planning, ineffective introduction; weak conclusion	No evidence of planning, no introduction, no conclusion
Originality in handling topic	Handling of topic shows originality	Handling of topic shows some originality	Some attempt at originality but topic generally handled in mundane way	No originality. Muddled handling of topic
Paragraphing, development of topic	Essay paragraphed well. Logical and effective connectors used between paragraphs.	Adequate paragraphing. Topic handled systematically. Logical connectors used between paragraphs	Some attempt at paragraphing but little topical unity within paragraphs. Few connectors	No paragraphing.
Register, tone, awareness of audience and purpose	Appropriate register used. Some skilful use of tone. Purpose of essay achieved	Register appropriate to purpose but little skill in use of tone. Purpose of essay achieved somewhat	Little awareness of appropriate expression. Purpose of essay hardly achieved	No awareness of appropriate expression. Purpose of essay not achieved
Vocabulary, sentence structure, idiomatic use of language,	Wide range of vocabulary, correct sentence structure; few errors in language usage, spelling and punctuation	Adequate vocabulary; sentences mostly correct; some errors in spelling and punctuation	Limited vocabulary; poor sentence structure; errors in language, spelling and punctuation	Virtually incoherent
Editing and proof reading	Clear evidence of redrafting and editing. Proof reading has eliminated most errors	Some evidence of editing on rough draft. Proof reading done but errors not corrected	Little evidence of editing on rough draft. Proof reading done but errors not corrected	Number of errors and poor handling of topic suggest no editing or proof reading done. Rough draft merely recopied

Teacher:

Date: Code: _____   Mark: $\frac{21}{30}$

In the final draft the teacher has limited her in-text corrections to errors punctuation, tense and grammar. The rubric attached to the essay shows how the teacher awarded marks following the different assessment criteria. However, this type of feedback is unlike to enable learners to improve in the area of critical thinking, and structuring their ideas.

4.9.3   Summary of the analysis of the learners' written texts

Learners' written work from both Witbooi High and Unathi High shows a common trend starting from the planning stage to the final stage. Learners were not given enough assistance in planning

their mind maps and first drafts; had they been given such they may well have performed better. In the assessment standards it is envisaged that the learners would use feedback to revise and rewrite their text for the final draft (Murray, 2009) but this is not adhered to. The reason may be that teachers have a limited understanding of the theories that underpin writing, or that the policy is incoherent and complex to interpret, thereby under mining its implementation in class. According to Hendricks (2008) the term genre was used in the NCS but there was no explanation of both structural and linguistic features of the different genres. How to teach grammar within the context of the text types was also not made clear. In view of the problems involved in the interpretation and implementation of the curriculum, as outlined above, teachers cannot be held solely responsible for the poor performance of their learners in English writing. .

4.10   Summary

This chapter has presented and analysed data obtained through interviews, observations and documents related to the topic of writing in English. The classroom observations and the interviews have similar themes and were presented and analysed together to defend the empirical thrust of the study. While teachers report that the department runs workshops on contemporary ways of teaching English, this study found little or no evidence of a text-based approach to the teaching of English writing in Grade 9 in the two schools. Instead, since teachers are not yet fully conversant with a text-based approach, they used other, more familiar, strategies that are more teacher-centred than learner-centred. The questions asked do not stimulate critical thinking in learners. There is little or no group work, partly because of the large number of learners in the classes and also because teachers have not been trained how to use group work in large classes. There is, therefore, a disparity between NCS requirements and teachers' classroom practice concerning the teaching of writing. As a result of having only a superficial understanding of the theories that underpin the teaching of writing, the teachers in this study are unable to realise the text-based approach advocated in the national curriculum.

The final chapter draws conclusions from these findings, and spells out some implications for practice and further research.

CHAPTER FIVE

CONCLUSIONS AND IMPLICATIONS

5.1   Introduction

This study set out to investigate the various approaches to the teaching of writing in English as a First Additional Language classrooms in the Senior Phase in two schools in the Western Cape. It also sought to explore the various challenges encountered by two Grade 9 teachers in the implementation of a text-based approach as recommended by the RNCS (DoE, 2002a). This concluding chapter draws on the main themes emerging from the findings (see Chapter Four) and seeks to link these to my research questions.

5.2   Lack of particular approach of teaching English language

The first emerging theme is that the two teachers in this study do not have one specific approach to the teaching of English writing. It is apparent that the teachers tend to use traditional methods rather than the text-based approach advocated by the NCS. Teachers appear to use whatever method seems appropriate in the situation, with the justification that the type of learner determines the teaching method to be employed. This may have to do with the fact that the curriculum policy was not well grounded in schools (Jansen, 1998). In view of this the teachers lack sufficient theoretical grounding in the concepts that underpin the teaching of English writing. It may also be that university education faculties do not provide adequately for the theoretical and practical knowledge needed to implement a text-based approach as intended by the curriculum. The RNCS stresses the use of a text-based approach combined with communicative language teaching, expressed in learner-centered activities such as pair and group work. However, the teachers prefer the use of methods that do not allow room for learners' full participation. The teachers, including their respective Heads of Department, are of the view that the current curriculum is complex, very difficult to interpret, and as such difficult to implement. Their views corroborate Jansen and Taylor's (2003) claim about Curriculum 2005 (C2005) being complex and inaccessible. To ensure implementation of the text-based approach to writing in the curriculum, the teachers would have to be versed in the relevant theories. However, while the policy clearly states the assessment standards and learning outcomes to be achieved, it mentions

very few pedagogical strategies (Hendricks, 2008). Guidance for implementation is ambiguous and implicitly rather than explicitly stated. The language and learning theories that underpin the language curriculum are formulated in general terms and thus provide minimal support for literacy learning. As a result, teachers resort to the traditional methods that they know. Most lessons end up being teacher-fronted and leave little room for critical thinking by learners. Conversely this undermines the curriculum aim of producing or lifelong learners who are confident to apply their knowledge of literacy and numeracy effectively in the society (DoE, 2002a).

5.3   Lack of textbooks

Availability of teaching resources is vital in the actualisation of any teaching approach in schools. But in a situation where these are lacking or insufficient, it slows down the pace of teaching and learning processes. I observed that the lack of textbooks for all the learners in each of the classes is one of the hindrances to implementing a text-based approach. This lack is instrumental to a lot of other challenges in the teaching and learning process. One of these is that learners were unable to interact with and reconstruct texts. The teachers also do not have teachers' guides that are text-based, which is necessary to allow for proper interaction with various text types. In addition, the two schools lack libraries, and so neither the teachers nor the learners are able to source materials to back up what is taught and learnt in class. Even though the absence of a library does not in itself hinder the use of a text-based approach, it makes it much more difficult to implement in the sense that learners are unable to access story books, magazines, and other text types through which to increase their literacy levels. This is particularly critical as they are second language learners of English. Similarly, teachers have few reference materials from which to select varieties of model texts to back up their teaching. In summary, for teachers to implement the text-based approach there should be well-equipped schools with all the necessary materials that would improve teaching and learning of the various text types.

5.4   Teachers' limited knowledge of how texts work

For teachers to understand how texts work means they should be aware of the social purpose, schematic structures and linguistic features of the text types. Neither teacher in this study teaches and engages with text types according to a text-based approach. Instead, their approach most often reflects traditional teaching methods which concentrate on older categories such as the introduction, body and conclusion of a text dealt with in class. This is attributable to poor training, and to the fact that the cascade training model that accompanied the introduction of OBE was poorly designed and hence badly implemented in the classroom (Jansen and Taylor, 2003). It is not surprising, therefore, that teachers employ the text-based approach superficially in class. They also do not lay emphasis on a description of stages of the type of text taught. The teachers engage with model texts by explaining what the text is all about, but do not show how texts work linguistically. They highlight the tenses to be used in the text types but do not point out how one text type differs from another. Although model texts are provided for the learners, the teachers do not draw on the curriculum cycle to teach the texts explicitly, meaning that the scaffolding is limited. The learners do not engage in constructing the text through interaction in class so as to make meaning. Neither were they taught how to move from the spoken mode to the written mode in texts.

5.5   Curriculum policy versus teachers' practice

The curriculum envisages that learning should be a life-long process and language learning should create critical thinkers who are able to assert their human rights. To facilitate this, the language curriculum, encourages the development of critical literacy, which is to be achieved through a combination of the use of a text-based approach and communicative language teaching (DoE, 2002a). The curriculum also states that learners should be able to write various kinds of factual and imaginative texts for different purposes. The Assessment Guidelines (DoE, 2006) go a step further by providing text types. But none of these documents exemplify what these texts are in relation to other genres, nor do they discuss their generic structures and key features. The documents do not explain how these text types could be taught using the curriculum cycle. As a result, the language curriculum remains a puzzle to teachers, who regard the theories as foreign to their context. Teachers end up applying teaching approaches that do not reflect the intended approach to the teaching of language.

5.6   CONCLUSION

In conclusion, this study based its findings on data collected in Grade 9 in two secondary schools in the Greater Cape Town area. The study used a qualitative research paradigm to investigate the approaches to the teaching of English writing. Because of the small scale nature of this study, it is not possible to generalise from the results. Nevertheless, it stands to contribute to the small but growing number of studies that are pointing to the impoverished nature of language teaching in South African schools.

It is necessary to point out that the study was carried out under some financial and time constraints. To corroborate its findings, more extensive research would have to be carried out in this area.

5.7   IMPLICATIONS

In this section I discuss the implications of the findings for both the Western Cape Education Department (WCED) and the teachers.

5.7.1   Implications for the WCED

The department needs to organise formal and comprehensive workshops/in-service trainings for teachers on how to apply the text-based approach in their English lessons since the approach is relatively new in South Africa and not all teachers have come across it in their university days. A few workshops organised on weekends do not meet the demand for he training. Apart from the application of the teaching methods, the training could also address more general problems teachers encounter, such as how to teach large classes and how to improvise using the limited teaching and learning resources available to them. In addition, teachers should be given bursaries and granted study leave to be able to develop and improve their professional qualifications. For learners to improve academically, this is one of the things that must be put in place.

The implementation the text-based approach should be evaluated regularly in order to identify and address any inadequacies in time. Evaluation should be properly done by people such as departmental officials in conjunction with university education lecturers who understand the

theories that underpin the subjects to be evaluated and who are familiar with the teaching context.

In the same vein, the curriculum advisors should do more than provide general support and supervision of curriculum implementation and assessment for teachers in their district. Curriculum advisors need to be given concrete text-(genre) based pedagogy training so that they, in turn, can induct the teachers in it. At the same time, the curriculum advisors should relate each text type listed in the NCS to those genres that are taught across the curriculum in subjects such as Arts and Culture, and in real-life contexts. In this way, what takes place in the context of language education would be related to what happens in the contemporary world.

In addition, the lack of textbooks is a pressing issue. For effective teaching and learning, the department should ensure that learners are provided with textbooks before the start of the year. The teachers get frustrated at having to continually make photocopies for use in class. Furthermore, well-equipped libraries should be provided in the schools for learners to study and improve on their reading skills. In order to enable a learner to write critically, s/he would have to have access to a range of learning resources, including books which are made readily available in libraries. Likewise, teachers should be provided with relevant teachers' guides that are planned in accordance with the text-based approach to language teaching.

The time allocated for lessons is also a constraint on the effective actualisation of the text-based approach. Learners almost never finish a writing task in class. The time allocated to each lesson is not enough for them to think, plan, consolidate and compose their writing task. For learners to engage in group/pair work and for teachers to contribute, more time is needed to arrive at something tangible. A new timetable needs to be planned to create the conditions for learners' writing to improve.

Considering the various text-types recommended for learners in the various grades by the NCS, these should be reduced to a workable number per term. In this way the teacher would be able to teach text types and scaffold learners effectively without rushing. In like manner, the department should provide statements of content expectations of different grade levels which will serve as a guide in teaching and assessing all subjects and all areas of English writing; that is, advice

should be given on how learners' performance could be realised linguistically rather than in general.

Lastly, there should be closer collaboration between provincial education departments and providers of initial teacher education, namely the departments of language education at the universities. It has to be ensured that curriculum statements (cf CAPS) are properly interpreted and implemented. In addition, language departments in university education faculties should teach their students the text-based approach to teaching language, amongst other orientations, as recommended by the curriculum. This would ensure the production of competent graduates who would be capable of functioning competitively in their field of specialisation.

5.7.2   Implications for teachers

The success or failure of curriculum innovation depends on teachers' views about, and understanding of it, and their willingness to implement it. For English teachers to be able to function effectively as mediators of learning, they need to be well informed about genre theory and its application. The various text types, that is, their contexts, phases and language features. To be able to realise the text-based approach recommended by the curriculum, teachers need to know about the structural organisation of texts, their social purpose and their related language features, which are made explicit in genre-based theory. This type of knowledge would provide teachers with language resources to draw on.

Furthermore, teachers should not rely only on the assessment rubrics provided by the department for giving feedback to learners, as these provide feedback only at the final stage of writing. Teachers need provide learners with both written and oral comments at the earlier stages of mind mapping and drafting, and also show learners how to effect the corrections in their writing. But for teachers to be faithful to all these, their workloads need to be reduced, as would the number of learners in each class.

Teachers' role is pivotal in implementing the curriculum since they are the ones to actualise it in class. The teaching of English writing requires particular skills and knowledge because it is a purposeful activity. To teach it effectively, and in order to develop learners' potential, the above suggestions should be taken into consideration, Finally, it is worth pointing out that the

Curriculum and Assessment Policy Statements or CAPS (DoE, 2011b), the successor to the NCS, contains more information than its predecessor on language teaching using a text-based approach. If the CAPS is used judiciously and conscientiously by advisors, HODs, and teachers, there should soon be an improvement in learners' literacy levels in schools across the curriculum. The merits of using a text-based approach, where it is properly implemented, would constitute a worthwhile topic for future research.

5.8   Summary

It would be out of place to make grand generalisations on the basis of a small scale study of the teaching of English writing in high schools. In the two schools under investigation, it is clear that the implementation of the text-based approach in English writing is done superficially at best. As it stands, the text-based approach appears only on paper, and is not practiced or monitored in the classroom. Its implementation will depend on a deeper understanding of the curriculum policy and the theories that underpin the approach.
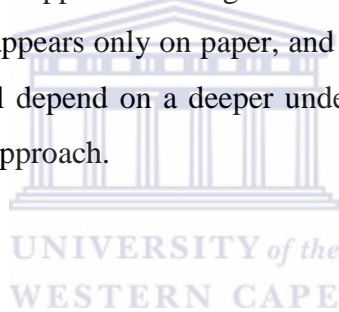
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Appendices

Appendix 1a

REFERENCE: 20120410-0007
ENQUIRIES: Dr A T Wyngaard

Mrs Caroline Akinyeye
Language Department
Faculty of Education
UWC
Bellville

Dear Mrs Caroline Akinyeye

RESEARCH PROPOSAL: INVESTIGATING APPROACHES TO THE TEACHING OF WRITING IN ENGLISH AS A SECOND (FIRST ADDITIONAL) LANGUAGE IN SENIOR PHASE 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.   Approval for projects should be confirmed by the District Director of the schools where the project will be conducted.
5.   Educators' programmes are not to be interrupted.
6.   The Study is to be conducted from **16 April 2012 till 29 June 2012**
7.   No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
8.   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?
9.   A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
10.   Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
11.   A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
12.   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
for: **HEAD: EDUCATION**
DATE: 11 April 2012

FACULTY OF EDUCATION

Appendix 1b

……/…../2012

The Chairperson,
School Governing Body (SGB),
………………………….High School,
…………………………………….

<u>**Request to carry out research in your school**</u>

I am an M.Ed student in the Department of Language Education at the above named university.
I hereby apply for approval to carry out my research in your school. The title of my research is:
Investigating approaches to the teaching of writing in English as Second Language Senior Phase
classrooms in the Western Cape

My research involves observing teaching practices in grade 9 English lessons. I hope to identify
methods that enable teachers and learners to use language creatively and enhance critical
thinking. The teachers involved will also be interviewed. Some learners will be interviewed and
their class exercises will be captured. Likewise class activities will be audio- and video-recorded
if need be. The identity of all learners involved will be kept confidential. Teachers' and learners'
participation is voluntary and he/she has the right to withdraw from the research at any time
he/she chooses to.

I promise to abide by any instruction given to me by the school authority. I wish to assure you
that the research will not disrupt teaching and learning. Feedback will be made available to the
school (the teachers concerned) at the end of the study if they so desire. Ethical standards in
respect of learners' and teachers' rights, anonymity and dignity will be strictly adhered to. All
information about the school will be treated as confidential by giving fictitious name to the
research site and the participants.

I would be happy to meet with you for further explanations on the purpose of the research, if so
desired. Thank you for your understanding and cooperation.

Yours sincerely,

Supervisor: _P. P. Luddemann_

Email: ppluddemann@uwc.ac.za

UNIVERSITY *of the*
WESTERN CAPE

A place of quality, a place to grow, from hope to action through knowledge

FACULTY OF EDUCATION

Caroline Akinyeye
email: cakinyeye@uwc.ac.za
Tel: 0710167701

Appendix 1c

……/……/2012

The Principal,
…………………..High School,
…………………………………..
Dear……………

Request to carry out research in your school

I am an M.Ed student in the Department of Language Education at the above named university. I am requesting to be granted permission to carry out my research in your school. The title of my research is: Investigating approaches to the teaching of writing in English as Second Language Senior Phase classrooms in the Western Cape.

My research involves observing teaching practices in grade 9 English lessons. I hope to identify methods that enable teachers and learners to use language creatively and enhance critical thinking. The teachers involved will also be interviewed. Some learners will be interviewed and their class exercises will be captured. Likewise class activities will be audio- and video-recorded if need be. The identity of all learners involved will be kept confidential. Teachers' and learners' participation is voluntary and he/she has the right to withdraw from the research at any time he/she chooses to.

I promise to abide by any instruction given to me by the school authority. I wish to assure you that the research will not disrupt teaching and learning. Feedback will be made available to the school (the teachers concerned) at the end of the study if they so desire. Ethical standards in respect of learners' and teachers' rights, anonymity and dignity will be strictly adhered to. All information about the school will be treated as confidential by giving fictitious name to the research site and the participants.

I would be happy to meet with you for further explanations on the purpose of the research, if so desired. Thank you for your understanding and cooperation.

Yours sincerely,

Caroline Akinyeye
email: cakinyeye@uwc.ac.za
Tel: 0710167701

Supervisor:

Email: ppluddemann@uwc.ac.za
Tel: 021 959 2071

FACULTY OF EDUCATION

Appendix 1d

Informed consent form (teacher)

Title of the research project:

Investigating approaches to the teaching of writing in English as a Second Language in Senior Phase classrooms in the Western Cape

Reseacher: Caroline Modupe Akinyeye   Contact email: cakinyeye@uwc.ac.za

As a teacher at   (name of school)…………………………………I hereby acknowledge the following

a. The researcher has explained to me the purpose of this study. She has also explained to me that all information received as part of the study will be used for research purposes only.

b. I have given her permission to observe in my classroom and if necessary to use audio and video recordings.

c. I am willing to be interviewed and to make available all relevant documents as required, including learners' writing books.

d. I understand that my participation is voluntary and that I can withdraw from the study at any stage.

e. I understand that my participation in the study will remain anonymous and that my inputs will be cleared by me before being used.

Name: …………………………………………………............... Signed:……………………….

Date: …………………………………………..

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FACULTY OF EDUCATION

Appendix 1e

Informed consent form (HOD)

Title of the research project:

> **Investigating approaches to the teaching of writing in English as a second language in senior phase classrooms in the Western Cape**

Reseacher: Caroline Modupe Akinyeye   Contact email: cakinyeye@uwc.ac.za

As a Head of Department (HOD) English language at (name of school)……………………………………I hereby acknowledge the following:

a. The researcher has explained to me the purpose of this study. She has also explained to me that all information received as part of the study will be used for research purposes only.

b. I am willing to be interviewed and to make available all relevant documents as required.

c. I understand that my participation is voluntary and that I can withdraw from the study at any stage.

d. I understand that my participation in the study will remain anonymous and that my inputs will be cleared by me before being used.

Name: …………………………………………………….................... Signed:……………………….

Date: …………………………………………..

FACULTY OF EDUCATION

Appendix 1f

Dear Parent/ Guardian,

Request for consent to do research

I would be most grateful if you would allow your child …………………………………..(name and surname of child) to participate in my research which will be carried out at

………………………………………………………………(name of school).

I am an M.Ed student at the University of the Western Cape. My study involves observing teaching practices in grade 9 English lessons. I hope to identify methods that enable teachers and learners to use language creatively and to enhance critical thinking. The ultimate aim is to improve the teaching and learning of English.

Some learners will be interviewed and their class exercises will be captured. Likewise class activities will be audio-/video-recorded if need be. The identity of all learners involved will be kept confidential. Learners' participation is voluntary and he/she has the right to withdraw from the research at any time.

If you need more clarity on the research, please contact me (Tel: 0710167701; email: 3112081@uwc.ac.za) or my supervisor (Tel: 021 959 2071; email: ppluddemann@uwc.ac.za)

Thank you for your co-operation.

Yours in education,

Caroline Akinyeye   Supervisor:

Consent form for Parents/Guardians

I have read the letter explaining Ms C Akinyeye's proposed research on the teaching and learning of English.

I understand that
- my child's identity will not be disclosed,
- the school will not be named, and
- my child's participation in the interview and the observations is voluntary and that she or he can withdraw at will.

I therefore give consent for my child to participate in the above named research.

Name and surname of child: ……………………………………………………………………

Name of Parent/Guardian: ……………………………………………………………………

Signature: ………………………………………… Date: ……………………..………………

……

Appendix 1h

Geagte Ouer / Voog,

Versoek om toestemming om navorsing te doen

Hiermee vra ek toestemming dat u kind, ……………………………. (naam en van) deelneem aan my navorsing, wat sal plaasvind te …………………………… (naam van skool).

Ek is tans 'n student aan die Universiteit van Weskaapland waar ek vir my M.Ed graad studeer. My navorsing behels die waarneming van die onderrigpraktyke in Engelse klasse in hoërskole. Ek beoog om metodes te identifiseer wat opvoeders en leerders in staat sal stel om taal kreatief te gebruik en om kritiese denke te verbeter. Die doel van hierdie navorsing is om die metodes van Engelse onderrig, asook die leer daarvan, te verbeter.

Leerders sal genooi word vir 'n onderhoud, aantekeninge sal gemaak word van hulle vordering in klasoefeninge, asook klank- en video-opnames sal gemaak word soos benodig. Die leerders se identiteite sal ten alle tye beskerm word. Deelname aan hierdie navorsing is vrywillig en enige leerder mag enige tyd onttrek.

As u enige vrae het oor my navorsing, kan u my kontak (tel.: 0710167701; e-pos: 3112081@uwc.ac.za), of my supervisor (tel.: 021 959 2071; e-pos: ppluddemann@uwc.ac.za).

Ek dank u by voorbaat vir u samewerking.

Die uwe,

Caroline Akinyeye   Supervisor: P. Plüddemann

Appendix 1i

Toestemmingsform vir Ouers / Voogde

Ek het die brief gelees wat verduidelik wat Me. C. Akinyeye se beoogde navorsing behels.
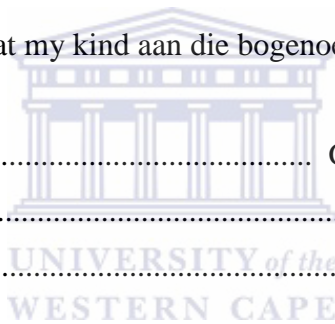
Ek verstaan dat:

- My kind se identiteit beskerm sal word;

- Die skool se naam nie bekend gemaak sal word nie; en

- My kind se deelname aan die onderhoud en waarneming totaal vrywillig is en dat hy / sy enige tyd mag onttrek.

Ek gee hiermee my toestemming dat my kind aan die bogenoemde navorsing mag deelneem.

Naam van kind: .... Graad: ....

Naam van skool: ....

Naam van ouer / voog: ....

Handtekening: .... Datum: ....

Appendix 1j

Molo mzali/ Mntu onelungelo lomthetho lokujonga umntwana

      Isicelo semvume sokwenza uphando

Ndingavuya kakhulu ukuba ungavumela umntwana wakho………………………………………..(igama nefani yomntwana) athabathe inxaxheba kuphando endilwenzayo neluyakube luqhutywa kwisikolo i…………………………………………………….(igama lesikolo).

Ndingumfundi we M.Ed kwi University of the Western Cape. Isifundo sam siquka ukujonga indlela ekufundiswa ngayo isiNgesi esekondari. Ndiyathemba ukuba ndakuchonga iinkqubo ezixhasa ootitshala nabafundi ngendlela yokusebenzisa ulwimi nzulu nokuphucula ukuqiqa okungundoqo. Eyona njongo kukuphucula ukufunda nokufundisa isiNgesi.

Ukuba kube yimfuneko kwabanye abafundi kuya kwenziwa udliwano-ndlebe , kufotwe ngevidiyo inkqubo yokufundisa ize eminye imisebenzi ishicilelwe nge-odiyo. Ubuni babafundi abathabatha inxaxheba buya kugcinwa buyimfihlo.Ukuthabatha inxaxheba kwabafundi kusimahla yaye umfundi angarhoxa nangaliphina ithuba efuna.

Ukuba ufuna inkcazelo ethe vetshe malunga nolu phando nceda unxulumane nam (iphoni: 0710167701; email: 3112081@uwc.ac.za) okanye umphathi wam(ifoni: 021 959 2071;email: ppluddemann@uwc.ac.za)

Enkosi ngentsebanziswano

Owakho kwizifundo

Caroline Akiyenye   Umphathi:

Appendix 1k

Uxwebhu lwemvume lomzali/umntu onelungelo lomthetho lokujonga umntwana

Ndiyifundile ileta kaNkszn C Akinyeye neyenza amagqabatshintshi malunga nophando lokufunda nokufundisa isiNgesi.

Ndiyaqonda ukuba:

- ubuni bomntwana wam abuyi kubhengezwa,

- isikolo asiyi kudandalaziswa elubala, yaye

- ukuthabatha inxaxheba komntwana wam ekujongweni kokufunda nakudliwano-ndlebe kusimahla yaye angarhoxa ethanda.

Ngoko ke ndinikeza imvume yokuba umntwana angathabatha inxaxheba kolu phando lungentla.

Igama nefani yomntwana: …………………………………….ibakala: ………………..
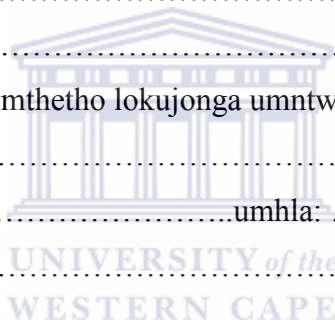
Igama lesikolo: ………………………………………………………………………...

Igama lomzali/ Mntu onelungelo lomthetho lokujonga umntwana: ……………………..

……………………………………………………………………………………………..

Tyikitya: ……………………………………………….umhla: ………………………………

………………………………………………………………………….....................

Appendix 2a

Participant interview questions guide (teachers)

How would you describe the language teaching method that you are using?

Is this a method you have developed over time, or are you following an approach handed down to you by the Department, or your HOD?

How are the present teaching methods different from the one in which you were trained in your university days? What are your challenges in the teaching methods recommended by the department?

Can you describe the various stages to consider when teaching narrative (or any text type during a writing lesson?)

What are the various teaching strategies you employ during the teaching of writing?

What challenges do you encounter in using these strategies?

How do you deal with these challenges? What are the resources available for use during your writing lesson? Is there a common textbook for teaching writing or other aspects in English language?

What do you do in case of insufficient teaching materials/resources?

How has genre-based approach to teaching writing been able to assist in attaining the desired goal of teaching and learning?

Are you able to complete the scheduled lesson plan at once?

What can you say about the learners' participation during lesson?

Does the learners' Home language have anything to do with their performance in learning and writing?

What challenges do you face teaching learners of different home language aside yours? (a) What are the differences in learners' attitudes towards learning/writing in the Afrikaans and isiXhosa classes? (b) What sort of joint planning do you have with the other teachers towards the teaching of the learners?

What are your suggestions towards the improvement of teaching of writing in English lessons?

How do you assess the learners' participations apart from written tasks?

What is the expected long-term result of this approach to teaching writing?

Have you gone on any in-service training/workshop on literacy (reading and writing) since you left the university? (a) In what ways is the Department of assistance in developing the professional careers of language teachers?

What effect, if any, has the in-service training/workshop had on your teaching methods?

Appendix 2b

Participant interview questions guide (HOD)

What can you say about the issue of the lack of English language textbooks in grade 9 and the issue of lack of teachers' guide for English language?

Whose responsibility is it to provide the layout for programme of assessment, lesson plan and rubrics for assessing learners' writing?

How would you describe the language teaching method that you are using?

What are the challenges you face in implementing the teaching methods recommended by the department?

How would you grade the learners' progress in English writing in grade 9?

What effect, if there is any, has the in-service training/workshop had on your teaching methods?

What are your suggestions for the improvement of teaching of writing in English lessons?

Appendix 3

CLASSROOM OBSERVATION SCHEDULE

Date …………………………

School ………………………………………………………………

Teacher ……………………..

Class ……………………………………………………………..

Topic ………………………………….

Time & Duration of the lesson………………………

Time	Teacher	Learner/s	Resources	Comment