

**CHALLENGES FACED BY GRADE 10 LEARNERS IN SEPEDI HOME
LANGUAGE ESSAY WRITING IN MANKWENG CIRCUIT, CAPRICORN
DISTRICT, LIMPOPO PROVINCE, SOUTH AFRICA**

by

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Submitted in the fulfilment of the requirements for the degree of

MASTER OF EDUCATION

in

Language Education

in the

FACULTY OF HUMANITIES

(School of Education)

At the

UNIVERSITY OF LIMPOPO

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2024

DECLARATION

I, Sabina Makotseng Lema, declare that all the work involved in this research study titled 'Challenges Faced by Grade 10 Learners in Sepedi Home Language Essay Writing in Mankweng Circuit, Capricorn District, Limpopo Province, South Africa', it is the work that I have accumulated myself. All the sources used in the study are acknowledged and listed in the reference list.

Signature: ...

Date: ...04/07/2023

ACKNOWLEDGEMENTS

I would like to give thanks to the Almighty, the creator of people, the giant of the nations, King Jacob, for giving me the strength, patience and wisdom to produce this research.

I also give thanks to Mr Phokwane, P.P. for inspiring and supporting me in all the processes of this study. Without your help and guidance, this path would have been difficult. I would like to thank you for you, Mr Phokwane, Dr Maledu A.D for your patience and motivation to work on this study until this end.

To my mom, (Hunadi) Dimakatso Edith, thank you for taking the responsibility of upbringing me, you did all that you can for me to be where I am today. I appreciate the responsibility you took of doing house chores to create time for me to work on this study. Thank you for your love and encouragement. To my siblings, I say thank you for your support.

To my loving husband, Selepe Martin Mothapo, I truly appreciate all your efforts and caring gestures. You made every effort to ensure that I worked on this research to this very end. You have pushed with all might to see that this research is complete. Thank you.

To those who were involved in this study, particularly the learners who have agreed to participate in this research, the parents of the learners, the head of the school and the teachers of the school where the research was conducted, I thank you all so much.

To the University of Limpopo, thank you for accepting me to study for this course and assigning me the diligent supervisors to help with this study.

DEDICATION

I dedicate this work to my parents, Edith Dimakatšo Lemaó and Leavy Maupi Lemaó, who worked hard to fulfill the duty of parenthood, working together to ensure that I learned until I was able to be independent and stand up for myself. This work is also dedicated to my siblings Phenyó Lemaó, Thato Lemaó and Dineo Lemaó for their respect and for relieving me of house chores so that I have ample time for my studies. To my supervisors Mr Phokwane PP and Dr AD Maledu for their dedication and guidance throughout my studies.

ABSTRACT

The study investigated the challenges faced by Grade 10 learners in Sepedi Home Language essay writing in Mankweng Circuit. The study aimed at finding solutions to the challenges that Grade 10 learners encounter when writing essays in their Home Language. The motive of exploring this topic is that mastering essay writing skills among Sepedi Home Language learners remains a challenge, particularly in Further Education and Training (FET). As such, the study was conducted to evaluate how Sepedi Home Language curriculum is implemented in classroom to address and respond to challenges of essay writing. This study employed qualitative research methodology and sampled one secondary school. Data collection was done through face to face interviews, document analysis and diagnostic assessments. The study involved Heads of Departments, teachers, and Grade 10 learners as participants. Data collected was analysed following the inductive method of thematic data analysis.

ABBREVIATIONS AND ACRONYMS

| | |
|-------|--|
| EFL | English Foreign Language |
| HL | Home Language |
| FAL | First Additional Language |
| OBE | Outcome-based Education |
| BE | Bantu Education |
| C2005 | Curriculum 2005 |
| RNCS | Revised National Curriculum Statement |
| CAPS | Curriculum Assessment Policy Statement |
| GET | General Education and Training |
| LOLT | Language of Learning and Teaching |
| T4W | Teaching for Writing |
| CLT | Communicative Language Teaching |
| DoBE | Department of Basic Education |

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CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 INTRODUCTION

This chapter presents the general introduction of the study, with key focus on the background of the study, research problem, preliminary literature review, research methodology, significance of the study, ethical considerations and quality criteria. This chapter serves an important role of giving the reader a glimpse of what the study is all about, why it is conducted, how data was collected and analysed as well as how the researcher envisages the study to contribute to the society regarding the identified problem.

1.2. BACKGROUND OF THE STUDY

Writing is an important part of the academic success, because it enables individuals to communicate, express thoughts and feelings without having to meet face-to-face. Thus, people often write to known or unknown recipients. There are different types of writing or genres in written language, e.g., argumentative writing, critical writing, narrative writing, explorative writing, etc. However, the focus of this study is on the challenges regarding narrative essay writing among Grade 10 Sepedi Home Language (HL) learners. Narrative writing is designed to help express ideas, sides in debates and opinions. It gives writers an opportunity to express their views in a way that is understandable (White, 2020). Pupils fail to express their thoughts and ideas when they write long texts such as descriptive essays (Samuels & Garbati 2018). Narrative essay writing obstacles are often caused by the old ways of teaching essay writing in which the teacher gives learners a topic of an essay to write without analysing the needs of writing an essay (Makgai, 2015).

Another obstacle that adds to the difficulties of narrative essay writing among learners is the translation of languages and the issue of mixing languages when the Sepedi Home Language is spoken. For many reasons, writing prolonged texts is a challenge to most learners due to lack of vocabulary in of the Home Language, which is caused by confusion emanating from language mixing. This affects learners in that they lack home language vocabulary to construct meaningful sentences nor express

comprehensive ideas in writing. To add to the fact that learners encounter obstacles or fail to produce information through writing, Akram (2020) states that lack of attention to gather important points, word confusion, incorrect writing and lack of time to read in the second language are major contributory factors towards learners' essay writing difficulties. Relatively, the current researcher realised that one of the reasons why learners fail to produce basic information is that teachers do not give learners the necessary information to help them with their writing.

1.3 PROBLEM STATEMENT

Grade 10 learners in Mankweng Circuit in Limpopo Province, lack the skills of writing essays Sepedi Home Language. The researcher identified that some of the factors that hinder learners' essay writing skills are; lack of knowledge, misuse of language and vocabulary, lack of experience in gathering and organising the material to be written about, misuse of words, misspellings and lack of opportunity or time to read critically. The researcher's perception is testified and supported by Akram (2020) when stating that "First language interference and incorrect use of grammar contribute to errors in essay writing". Thus, the purpose of this research is to unravel the complexities and obstacles that Grade 10 learners encounter when writing essays in Sepedi Home Language.

1.4 LITERATURE REVIEW

According to Sebeko (2015), the methods by which essay writing is assessed are not able to help learners to recognise their mistakes nor understand what is required in essay writing. Teachers are mandated to use rubrics—causing the marking standards for learners very scarce. When doing corrections, teachers often correct things that do not need corrections nor do they help learners make proper corrections. The teachers mark learners' essays without looking at all sides of the essay text. According to Makgai (2015), high school learners fail to write and produce relevant or basic essays because they are not guided by the standards and process of writing or the writing and presentation skills. In other words, this explains that students fail to write essays because they are never constructively assessed on their writing skills.

Makgai (2015) goes on to say that teachers never teach learners the requirements of an essay as well as to write essays well. Learners are taught to write essays using old teaching methods, hence they do not adapt to the change in the curriculum. Charanjit (2017) portrays that learners fail to follow the proper standards for writing essays due to lack of vocabulary and the use of non-basic language. In addition, Ariyanti (2017) explains that essay writing is a challenge to learners because many still face the difficulties of developing basic writing skills. Thus, having to follow a structure of a specific essay and organise ideas in the manner that is required by the type of essay written become a serious challenge. For example, learners still grapple with challenges such as misuse of language, misuse of punctuations and misspellings.

In line with the above arguments, Ariyanti (2017) says that essay writing is affected by three problems namely, fire response or mixing languages in the poem, thinking levels (this will address self-imagination and writing aesthetic creativity), and learners' mental levels. On the other hand, Safia (2018) explains that when learners write essays, they produce errors such as misspelling, misuse of punctuation marks, failure in word planning and word formation, and interference of other languages. As such, Dondapati (2020) suggests that quality teaching methods are no longer essential for education as they are not able to solve the problems that learners encounter in classes. The current researcher concurs that the current teaching methods should be able to guide learners in gaining experience of using language to express their thoughts, emotions and views through writing. Therefore, this research aims to examine the obstacles that Grade 10 learners face when writing essays in their Sepedi Home Language.

1.4 THEORETICAL FRAMEWORK

This research paper followed the Social Cognitive Theory (SCT) supported by the behavioural capability and self- efficacy, as both describe the details and importance of human knowledge and human abilities which enable a person to present themselves and demonstrate their confidence and abilities. Behavioural capability and self-efficacy are related to the process of this research in the following way; this research aims to address the problems and constraints of essay writing. Therefore, for the essay writing process to be successful, it must follow the level of learners' cognitive abilities and recognise the learners' abilities and interests. The important

thing is that for learners to produce basic texts, they must have knowledge of what they are writing and follow the requirements to be able to produce a text.

“SCT is a theory that propounds that learning occurs in a social context with a dynamic and reciprocal interaction of the person, environment and behaviour” (Bandura, 1960). Social cognitive theory is supported by schema theory in that the knowledge that learners have or could have been taught or are being taught is brought about and multiplied by past knowledge or experiences in which the learner has been involved. Schema theory, thus, explains that learners’ background knowledge is informed by their past experiences on their writing skills and tasks. In this study, learners were assessed on narrative essays, where they were they examined on the ability to plan and imagine in their essay texts. It is the researcher’s view that narrative essay allows learners to be creative and gather facts through reading and writing texts, and thus develop knowledge, experience and skills.

1.5 OBJECTIVES

The purpose of this study was to identify and solve the problems that learners encounter when writing essays in Grade 10 in Sepedi Home Language.

Research questions

To address the research objective, the researcher sought to find answers for the following questions:

The main question

What are the difficulties faced by Grade 10 learners in writing essays in their Home Language, Sepedi?

Additional questions

How do learners approach the issue of writing an essay in Sepedi as their Home Language?

What methods do teachers use to teach essay writing in Sepedi Home Language?

What additional methods are used to address the problems that arise when Grade 10 learners write essays in Sepedi Home Language?

1.6 RESEARCH METHODOLOGY

1.6.1 Research Design

The qualitative research method was followed in this study and it enabled the researcher to visit participants and collect data from them in their authentic setups. This research followed an interpretivist paradigm where the researcher presented phenomena that happen in the nature of people's lives, such as learners and teachers. Quality attributes of this methodology are that the researcher can collect readable data, and not statistics. This methodology was also used to assess events and issues that arose on all sides of the sampled participants. Furthermore, this approach helped the researcher to reveal barriers that prevented learners from following the standards and planning of the essay writing process. The written product approach was used to determine solutions to the problems of the essay writing process in the selected school.

1.6.2 IDENTIFICATION OF DATA

1.6.2.1 Research team

The Mankweng Circuit consists of twelve (12) high schools. The research group was drawn from one high school in Mankweng Circuit. The selected school had a total number of 635 learners, and 14 teachers. The population of Grade 10 learners in the selected school was represented by 52 pupils, while that of Sepedi HL teachers was represented by 2 educators.

1.6.2.2 Identification

Classification by intention was applied in this study. This nomination was appropriate because six pupils and two teachers were required for the study. The Sepedi HL teacher assisted the researcher in selecting the six learners according to their cognate levels, i.e., upper-class, middle-class and lower-class learners.

1.6.3 DATA COLLECTION

The following methods of data collection will be followed:

- In the planning conflict

This stage was done with teachers. The planning dialogue helped the researcher to ask the right questions and get the right answers from the stakeholders. Thus, the

tools that helped the researcher to produce this study were dissertation planner, dictionary, event recorder and field notes.

- Report

The researcher visited the classrooms of the learners and teachers to collect data for this report. As the teacher taught learners the process of the essay writing, the researcher took notes in line with the events that responded to the objective and questions of this study.

- Documentation review

The researcher gave learners an activity to write a narrative essay on the title, “My first day at school”. With this type of essay, the researcher managed to assess the learners’ skills and determine their shortcomings in terms of word formation and paragraph structure. Thus, the researcher succeeded in collecting information from the students’ essays. The essays were assessed and marked to examine learners’ writing and presentation skills in terms of the hierarchy of the writing process. The assessment also looked into learners’ errors regarding syntax, spelling and paragraph formation.

1.6.4. ANALYSIS OF DATA

Data will be analysed through the lenses of qualitative research approach. The analytic method is called the thematic analysis. This paradigm has three methods of data analysis. They are data reduction, data display, and conclusion drawing. Data reduction is an analytical method of reducing the collected data into the crucial aspects that can be used to draw conclusion of the research. Data display is the second step which goes beyond data reduction by providing a compressed picture of the information that leads to conclusion drawing. The data is commonly displayed in themes. In the third step, which is conclusion drawing, conclusions are finalised once the analysis is completed by taking a step back to assess what the analysed data mean and the implications on the research question (Bhandari, 2022). This study will combine the above three steps to analyse the data collected accurately.

1.6.5. QUALITATIVE ATTRIBUTES IN RESEARCH

This section discusses models for proving the quality of the study.

1.6.5.1 Persuasion

According to Jacobs and Walker (2014), the researcher accomplishes the persuasiveness of qualitative research by detailing the methods used during the research and having detailed evidence of the information. To accomplish this, the researcher went back to the selected stakeholders and gave them a detailed explanation of how the information they provided was presented and the results of the information from the oral interviews.

1.6.5.2 Verification

In this subsection, the researcher used qualitative method. William (2021) states that the researcher's assumptions and opinions should not influence the results of the research. The researcher was successful in visiting Sepedi Home Language teaching professionals and recorded what was said by the stakeholders. Thereafter, the researcher gave respondents what was recorded for them to agree or disagree where they are not satisfied. Furthermore, the researcher re-visited the transcriptions to check whether what has been recorded matches the opinions expressed by the stakeholders.

1.6.5.3 Transferability

This is an evaluation of the results of qualitative research to ensure that they can be transferred to other research areas—the purpose of which is to make the research useful to other researchers. Williams (2021) states that transferability implies that the findings can be given to other researchers to check if the researcher's conclusions are reasonable, useful and easy to use in other contexts.

1.6.5.4 Support

Support refers to the evaluation of the information provided. After data analysis, the researcher went back to the participants to inform them that the data was analysed for them to verify that the researcher did not add or supplement the information they have provided.

1.7 IMPORTANCE OF THE STUDY

The study will be significant to the education sector, learners and teachers in the following ways:

- This research will educate learners and teachers about the importance of the essay writing process in Sepedi HL in their classrooms.
- This research will help teachers to identify strategies to facilitate learning in a way that will be understood.
- Curriculum developers will be able to identify the problems and obstacles that arise when learners write essays.

1.8 ETHICAL CONSIDERATIONS

It is the responsibility of the researcher to ensure that the stakeholders involved in this research are respected and protected from harm of any sort, and this was ensured through addressing the factors below:

• Request for permission

The researcher requested for permission from the University of Limpopo's Research Ethics Department (TREC) to conduct this research. Request was also made to the principal, the English language teachers and the parents of the children who participated in the research. All stakeholders were informed of the purpose of the research. Application letters are attached at the end of this study, in the appendices.

• Informed Consent

Stakeholders were informed of what the research is about and the importance of their participation in the research. Participation was voluntary, meaning that stakeholders had the right to agree or refuse without being interrogated. Participants were given consent forms to sign to indicate that they agree to participate in the study.

• Confidentiality, Anonymity and Respect.

Names and information of stakeholders was respected and kept confidential. The collected information from the stakeholders was kept anonymous. The researcher used codes such as, Learner A, B, C, etc. instead of the participants' real names.

- **Protection from harm**

Participants were promised that participation in the study will not cause them any problems in their physical or emotional well-being. Parents of learners were also informed and assured that their learners will not be at risk for participating in this investigation.

1.9. CONCLUSION

This chapter presented information of the research process step by step, looking at all the steps that the researcher took to reach the solution of the research problem. Further, this chapter presented the detailed background of the study, the research problem, a preliminary literature review, the methodology, the significance of the study as well as the quality criteria and ethical considerations. The next chapter broadly discusses the research findings portrayed by other scholars regarding the title and problem of this study.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter outlined the projection of the study and presented a summarised literature concerning the problem of this study. Thus, this chapter performs an in-depth review of literature that addressed similar problems to the current study. This chapter reveals how far or how unique and how common the problem of the study is to the world through various writings, studies or investigations. The gap that was explained in chapter one is explored in this chapter through literature. Primarily, this chapter reviewed literature that focused on writing, particularly essay writing in schools.

Literature review refers to the process of reviewing the work of others within the researcher's scope of work and being used as a basis for gathering information for the research being written. (Hard, 2018) In this section the findings that support this research will be presented as well as the shortcomings that arise when the researcher examines the findings and views of other authors. The focus of this research is on the role played in the writing of essays in Sepedi home language. Questions that will be answered by the following, what are the problems that pervade the English lesson instead of writing essays? How important is the essay? What writing techniques can facilitate essay writing in class?

The reviewed literature has culminated in the following themes: lack of planning or preparation of lessons, the impact of code-switching, the process of writing standard language, the value of mother tongue in education, influence that comes with curriculum changes, the impact of the Language of Learning and teaching (LOLT), the usage of language in public schools, writing steps of essays, the existing correspondence between types of essays, social media and skills of essay writing in school and methods of teaching and learning writing skills.

2.2 THE CRISIS CAUSED BY LACK OF PLANNING

Makgai (2015) claims that most of the 10th grade learners lack essay writing skills. According to Makgai (2015), the essay writing of many learners is affected by poor wording of the introductions to their essays and the inability to choose and arrange words when writing. Learners are not able to create paragraphs that carry the whole idea of the text. For example, the introductory, body and concluding paragraphs are often not arranged properly to convey the message. Makgai (2015) further says that the essays that learners write appear to be of poor quality because learners do not have the skills to mix or present the use of metaphor and vocabulary in their essays. However, learners do not follow the rule on the instructions for writing a moderate length of essay. Thus, Makgai (2015) concludes that teachers should focus on teaching essay writing techniques and skills to enable learners to develop good essay writing abilities, and produce basic essays in the Sepedi Home Language.

Sibeko (2015) explains that the ability to write an essay is one of the aspects of the Home Language subject that deserves to be assessed. Sibeko(2015) further points out that the problem related to the lesson of writing standard essays is that teachers lack information regarding the appropriate or basic methods of marking the learners' written essays in Grade 10. While further expressing agreement with the case of Makgai (2015), Sibeko (2015) claims that learners fail to score high or significant marks because they fail to produce meaningful sentences nor use appropriate vocabulary in their essays. He says that essays are often determined by the way they are presented or written. Hence, assessing and marking learners' essays contributes significantly to learners' development as teachers are able to identify and address learners' weaknesses regarding writing, vocabulary use, as well as creativity. Therefore, marking learners' essays is meant to guide teachers on how they can cut the lesson short, as learning and teaching essay writing in higher education is a longer process.

According to Modiba (2018), in order for learners to become proficient in writing whether in any language, they must have the proficiency or skills of writing and reading in their Home Language. That is, the basis for a learner to write in other languages is mastering reading and writing in their Home Languages. As such, it is possible that the difficulties of writing in Sepedi can be avoided as the skills of the HL subject can be integrated with those that learners have acquired from the primary school level. Modiba (2018) goes on to explain that based on the literature he has examined, it is

proven that if learners can leave primary school with weaknesses of writing in a home language. If not addressed in the early grades of the secondary school level, these weaknesses can affect learners' writing throughout the schooling system. Therefore, Madiba (2018) asserts that it is important for learners to have the skills of writing and reading in the HL to be able to read and write in other languages. It is the responsibility of teachers to apply the curriculum in their classrooms when teaching literacy. Traditionally, Sepedi language learners studied in Sepedi for three years before starting school. They then had to use English as the Language of Teaching in the fourth grade (Booyse & du Plessis, 2014). This proves that prioritising writing in the Home Language at primary school level can improve learners' academic performance in the upper grades.

Becoming an expert in the skills of writing and presenting a standard essay is stressful for high school students (Nyasimi, 2014). This supports the arguments of Makgai (2015) and Sibeko (2015) who have argued that the problems that hinder learners to produce basic essays are lack of creativity, spelling errors and lack of appropriate teaching and learning aids. Nyamisi (2014) explains that the difficulties involved in writing essays are reduced by the need for curriculum developers and teachers to explore and apply new strategies of teaching essay writing. For example, learners can be encouraged to work in groups, where they imagine and create their own essays. Teachers can use visual aids where learners will observe and understand the planning required when writing an essay. This will ensure that learners do not forget the steps of writing an essay.

According to Nondabula (2020), it is important for children to have a writing plan, as writing is an important tool of expressing one's thoughts, feelings and views. In addition, Nondabula (2020) explains that although literacy is important in high schools, especially in Grades 9 and 10, learners are more concerned about the problem of not being able to write due to the methods that teachers use to teach Home Language (HL) and First Additional Language (FAL). Thus, Manning (2017) advance that factors affecting the artistic role of writing skills in teaching and learning deserve to be identified and discussed. Manning (2017) goes on to say that if writing skills and arts were taught in schools, more learners would be able to write. In the study of Mabasa and Lumadi (2016), it is argued that teachers do assign tasks to learners to write, but such tasks are not aimed at developing meaningful writing skills.

2.4 THE IMPACT OF CODE SWITCHING ON HOME LANGUAGE AND ENGLISH ADDITIONAL LANGUAGE OR ENGLISH FOREIGN LANGUAGE (EFL).

Ali (2022) explored how essay writing standards are taught to the Malay Home Language. Firstly, he explains that the Malay language curriculum is focused on writing, reading and speaking, but regarding teaching and learning writing, there are enormous challenges. Such challenges are caused by the facts that, learners do not have the knowledge to think for themselves, and they cannot present ideas nor organise them using appropriate language. Thus, he suggests that teachers need to be knowledgeable about essay teaching techniques and writing standards. A writer who collaborates with Ali says that primary school learners should be made aware of and taught about essay types and essay writing standards, than having these skills being taught in Grades four (4) and six (6). When learners reach the upper grades where the curriculum requires them to learn essay writing skills, they make countless mistakes (Ali, 2022).

Ali (2022) claims that learning writing in a first language is not as difficult for learners as it is in a second language. In agreement, Arianti (2017) says that learners who are learning and being taught English as a Foreign Language (EFL) encounter difficulties in writing essays because of language use, imaginative levels and psychological problems they have. Ariyanti (2017) goes on to say that it is important to assess the level of learners' essay writing skills in two aspects, namely, the productive skills and the creative skills. Productivity is focused on corrections for spelling errors, misuse of punctuations and learners' writing. On the other hand, creativity focuses on how learners develop the skills of presenting facts, and how they link facts to form a complete text.

According to Chandra (2018), learners fail to develop writing skills because they are unable to speak the language in which they write. Chandra explains that the element of writing has various skills, requirements and rules that the learners must know and produce in order to become proficient writers. For example, using punctuation marks, writing meaningful sentences, using nouns, verbs, and conjunctions in sentences, are common skills required in writing, and yet very challenging for most learners. This aligns with the argument of Ariyanti (2017) who stated that the problem in the writing phase is the use of vocabulary and language rules, as well as the use of idioms and metaphors. Thus, the main point on which both authors agree is that writing is difficult for learners because they lack vocabulary, hence some of them use non-mother

tongue words when writing essays. Given the shortfall of not being able to write in the Home Language, it is not surprising that most learners also struggle to express themselves effectively through writing in the First Additional Language.

Gong (2018), explains that Chinese students whose Home Language is English lack writing skills in this language (Chinese). He further says that for students who are of Chinese heritage - Singaporean status, their writing in this language (Chinese) is really worrisome. This is because the Chinese learners have difficulty learning Chinese Home Language writing skills. The study of Gong (2018) focuses on how teachers teach writing skills in schools and found that there are teachers who lack the skills of teaching text interpretation and comprehension. This was found to affect learners' writing skills, and to a certain degree, their reading skills. These days, people use many methods of communication such as emails and text messages, the old methods of sending a message by gender or by wallpaper no longer work. This means that learners need to have writing skills, and teachers need to therefore enhance the levels and stages of learners' writing (Gong, 2018).

Akram (2020) expresses agreement with Gong (2018) that learners have difficulties in understanding and writing essays. However, he presents his other side that, the problem with essay writing skills is that experts and linguists do not ensure that learners are taught language from an early age. Early language learning can enable learners to write and interpret texts using other languages. In this passage, Akram expresses his opposing view to Chandra (2018) who says that English creates problems for the use of Sepedi Home Language, especially in writing and reading. Akram (2020) says that if learners are fluent in speaking, writing, and reading English it will be easier for them to understand and write in other languages. He points out that students develop by writing compared to reading and speaking.

According to Bulgiyan (2021), essay writing is a foundation that is used in all fields of education, it can promote and support writing standards. He points out that this helps learners to improve their social status in the world, as it is important to be able to write and to ensure the status of communications in the world. However he does point out that students in higher education (universities) are faced with failure of language translation, creativity, writing standards as well problems associated with the use of different languages.

An important teaching skill is the ability to transfer knowledge to students in a clear and efficient manner. As such, code-switching can be a useful tool in the classroom for both teachers and students (Ustunel, 2016). Code-switching may also be used to reinforce an idea, or to add more sense to a phrase. In bilingual communities around the world, speakers consistently switch from one language to another to meet communication demands. This notion of alternation between languages is known as code-switching. Code-switching is significantly the notion that any given person uses a variety of speech depending on the social setting that he or she is in. Code-switching is an exercise that every single person does, even if he or she is not aware that it is being done.

Scholars utilise different names for different types of code-switching. Intersectional switching occurs outside the sentence or the clause level. Tag-switching is the switching of either a tag phrase or a word. Intra-word switching occurs within a word itself, such as at a morpheme boundary. Most code-switching studies primarily focus on intra-sentential switching, as it creates many hybrid grammar structures that require explanation. The other types involve utterances that simply follow the grammar of one language or the other. Intra-sentential switching can be alternational or insertional. In alternational code-switching, a new grammar emerges which is a combination of the grammars of the two languages involved. Code-switching relates to, and sometimes indexes social-group membership in bilingual and multilingual communities (Algarin-Ruiz, 2014).

Most speakers often utilise more than one code and need a selected code whenever they choose to speak with other people. The idea of people having more than one code (language) is called bilingualism or multilingualism (Hopewell & Gonzalez, 2019). According to the researchers, code is a particular dialect or language which is chosen on any given occasion and the communication system used between two or more parties. Code as a language, implies the system agreed by people to communicate with one another. It refers to a language that is used by bilingual or multilingual members of the society. However, code as a variety of language refers to style shifting in one language.

Some may suggest that code-switching can be used for self-expression and is a way of modifying language in respect of personal intentions. Code-switching may be utilised to construct good relationships among members of a bilingual community. For instance, a person conversing with a friend might say “I am going to buy (*dijo*)”, and

the friend may reply and say “Ok, (*le nna*)”. Following this example and conversation, it is observed that the speakers have code-switched from English to Sepedi, as the word *dijo* means food in Sepedi language.

There is a need and necessity to keep in mind that a language classroom is a social setting. Thus, an idea attached to naturally occurring daily discourse of any social group has the capacity to be applicable to and valid for any language classroom. French (2018) asserts that context may also require for the use of code switching because it is deemed the most perfect and most acceptable tool to use. The teachers’ use of code switching is not always performed consciously, which means that the teacher is not always aware of the functions and outcomes of the code-switching process. The use of code switching, therefore, is a conscious choice, especially because speakers are aware of the social consequences of this certain action, thus, in some cases it may be considered as an automatic and unconscious behaviour.

The study of French (2018) interviewed teachers and revealed that they did not have an alternative but to code switch so as for pupils to grasp what was being taught. Myers (2020) found that for children just like for adults code-switching was about communicative competence and about maintaining a sense of control in a conversation, not implying lack of language proficiency. Numerous studies have shown that code-switching benefited learners and educators. Such studies also maintain that classroom codes-switching should not be prohibited; this is due to the obvious benefits that code-switching renders to learning. Considering this, code-switching stands to be an aiding element in communication of information and in social interaction or engagement. Thus, it serves for communicative purposes in that it is used as a tool for transference of meaning.

According to French (2018), code-switching assists to improve class participation by inducing a relaxed class atmosphere that permits learners to perform much better. Syam, Sangkala and Syarif (2018) concurs with French that code-switching can reduce the effective filter, and this eventually establishes rapport and establishes an environment of informality in the classroom between the teachers and learners assisting in a more democratic and critical learning surrounding for the learners. Furthermore, Lee (2010) confirms that the discourse (code-switching) used by the learners outside the classroom should be allowed in classroom discussions because it enables learners to contribute in the discussions and bridges any social and cultural gap.

Hussein, Saed and Haider (2020) argue that the use of code-switching in a bilingual classroom fulfils a pedagogical function when it makes a challenging subject matter comprehensible to learners. In simple terms, the use of code-switching in a bilingual classroom appears to be advantageous because it assists in explaining abstract concepts and in defining challenging terms to learners. This implies that code-switching makes explanations easy for learners to understand. Code-switching assists learners to communicate easily with one another and in the classroom. It assists learners to understand lesson content and to seek clarity pertaining some concepts. It also aids the learners to bridge communication gaps in the classroom. The use of code-switching in a bilingual classroom assists in the modification of classroom atmosphere.

Shafie and Nayan (2013) affirm that teachers' practices of code-switching were found to negatively affect learning. In their analysis, they reveal that teachers' code-switching confuse learners and impacted negatively on lesson comprehension. Briefly, learners whose educators discussed and explained with less disruption like code-switching, and marked definitions obtained better grades. Furthermore, negative views on code-switching continue to give teachers, administrators, and parents a cause for concern. Farrier (2017) explains that most parents are worried about their children's language development. According to Lin (2013), many multilingual speakers believe that code-switching is a sign of linguistic weakness or inadequacy, and many bilingual teachers work hard to fight code-switching when it occurs in their classrooms, while it is regarded as a source of trouble only when one party is not used to the meanings of the words or phrases used in all languages.

According to Young and Barrett (2018), code-meshing and code-switching have helped many educators and learners around schools especially with intergrading foreign language in teaching and learning. Furthermore, they assert that code switching and meshing gives allowance to learners to make use of standardised English and other languages for formal academic writing and classroom discussions.

The systematic and purposeful code-switching pedagogical strategy was not only a useful basis for promoting student's bilingual scientific writing but also a valuable way for students to gain confidence in their foreign language written skills (Archila, 2021). Code-switching is a method of switching between languages which useful in helping learners to write in foreign and domestic languages.

According to Lee (2010), teachers need code-switching as a tool to enhance their classroom interactions. Some of the learners require deep understanding of what is being taught. This is where teachers need to use code-switching and code-matching methods between streams of languages, especially when writing in foreign language. Code-switching with Home Language makes learning easy.

2.5 WRITING STANDARD PROCESS

According to Zakime (2018), the writing standards process is a method of teaching writing that allows the teacher and learner to evaluate the writing standards until they produce a text that is appropriate. The writing standard process also allows learners the opportunity to review, write, multiply, and present proposals and to receive information about what they have drawn before rewriting. Just like when writing essays, all the steps of the writing process need to be followed before the complete text of the essay can be presented. For example, those steps will be followed by: data collection, and reflection on what to write about, organizing the material to write about. According to Bulquiyah (2021), the methods teachers use can change the attitudes and perspectives of students to the level of proficiency. What he points out is that the standard of essay writing is poor because learners do not care about the techniques of writing and presentation skills. As already explained, the issue of writing is very difficult when it comes to the field of English subject, even if it is the language chosen or to be communicated worldwide.

Melissorgou and Frantz (2015) explain that university students have difficulties with the writing standard system especially focused on writing essays. The difficulties learners experience are caused by lack of vocabulary and language use. In the Scheswig Hostein curriculum, it is indicated that learners should not only know the levels and types of essays but should also know and be able to write a variety of essays (Institute for Quality Development in Schools of Scheleswig, Holstein, 2014). From the English language curriculum in Canto Basel, when learners reach the level of completing the upper grade (matric), they should be able to write and produce essays and other assigned texts and demonstrate the ability to composed meaningful ideas through writing (Educational Department of the State of Basel, 2017).

Gong (2018) explains that some textual complexities are those that come from the writing process. For example, learners have been taught to write under a set time, and when the time is up, they are deprived of their writings. They are thus propelled to

improve their writing skills and to correct themselves. Gong (2018) further says that when teachers mark long questions, they look at language production and ignore content and point planning. He also explains that the information the teachers provide is irrelevant and useless to the learners, as it will be misunderstood by learners. Thus, Eminli (2019) is of the view that curriculum developers must address the complexities of writing by guiding teachers through teaching strategies that can be used alongside the ones articulated in the curriculum. Eminli (2019) concludes that although learners know how to write, it is the responsibility of teachers to teach learners all the skills of writing essays.

2.6 THE VALUE OF MOTHER TONGUE IN EDUCATION

South Africa is a free country in which its citizens have the right to speak or communicate freely in any language without making insulting or oppressive remarks. English language is the legal language for use by the whole community when communicating. It is a common language used in South Africa to ensure harmony and understanding among people who speak different languages. Thus, it dominates South Africa to the extent that it diminishes and undermines the value and authenticity of Sepedi language and other indigenous languages. However, young people, children and adults are gradually turning away from the English language. The heritage and value of the English language is vanishing. This is what brings about the decline of the English language nerves in schools as classroom interaction are not done in English language. Learning Sepedi and speaking Sepedi does not have to be embarrassing and is a legacy that should be embraced by Bapedi, and the practices of code-switching seem to be directed to the effort of embracing indigenous languages in learning and teaching.

Kretzer and Kaschula (2019) explains that according to the South African Official Languages Act, schools must choose the Language of Learning and Teaching, and most usually use English or Afrikaans as LOLT and the language of the community in which the school is located as a Home Language. As for the African indigenous languages, they are taught as one of the subjects and are rarely allowed to be used as a means of communication in schools. In addition, Makgai (2016: pp) indicates that “Sepedi as a Home Language, for various children, is supposed to be laying a foundation for learners regarding literacy skills such as being able to read and write in the Sepedi Home Language. As of now, that is not the case for various reasons, one

of which is that, the manner of offering Sepedi in the Intermediate Phase is greatly influenced by the way English is taught to learners at that phase and other phases”.

2.7 THE INFLUENCE OF CURRICULUM ON SEPEDI AS A HOME LANGUAGE

South Africa has gone through processes of curriculum change such as moving from Outcome Based Education (OBE) which was introduced after the Bantu Education (BE), to Curriculum 2005 (C2005), and later to the Revised National Curriculum Statement (RNCS) and lastly to Curriculum Assessment Policy Statement (CAPS). These changes were intended to improve learning and teaching challenges and improve the education standards of South African citizens. However, Sepedi Home Language learners still face challenges, mostly in the part of writing focusing on Paper three (P3), which comprises of longer and shorter essays. So far, through the changes of various curricula, little has been done to improve the standard of essay writing in Sepedi Home Language. Maledu & Nkgapele (2021) indicate that curriculum change was effected for all the subjects including Sepedi (HL) and the change for Sepedi went from bad to worse with the exclusion of grammar as a skill, whereas it is the core of the language, instead it is said that it should be integrated within the three skills such as reading and viewing, writing and presenting, speaking and listening, to which Sepedi (HL) educators still find it difficult to comprehend and adjust to.

2.8 THE STATUS OF LANGUAGE OF LEARNING AND TEACHING (LOLT) IN SOUTH AFRICAN PUBLIC SCHOOLS

The national curriculum statement (NCS) promotes the significance and value of African languages to be integrated in schools. This is to indicate that all learners under the language policy of South Africa are to learn their home languages and be taught one additional language as early as Grade 1. On the other hand, it is shown that every learner must have studied, and been taught in an African language for a minimum of three years in the General Education Training (GET) band. This explains that one of those African languages should be a home language. It remains a questionable event that if learners are to be taught in their home languages for the given number of years it will not yield visible evidence of improvement in writing, especially in Grade 10.

According to the Department of Basic Education (2010), court cases in relation to the language policy in schools implicated the language policy in the following manner: “the

court judgements confirmed the importance of ensuring that learners are given the choice of their home language as the Language of Teaching and Learning (LOTL) or as an additional language. In recognising the right of a learner to receive education in an official language or in a language of one's choice, the state is duty-bound to ensure effective access to their right to be taught in the language of one's choice.

The reason Sepedi essay writing has become challenging to learners is because native languages such as Sepedi are not generally perceived as dominant. Sepedi language is affected by parental preferences, tradition, and capacity. Sepedi language is not favoured as a Language of Learning and Teaching mainly because; it is not associated with economic growth; it is not a global language; it is not useful for future studies as tertiary tend to be offered in English, except in cases of language education under school of education in tertiary institutions; and it is not a common language in the working environment.

2.9 LANGUAGE IN SOUTH AFRICAN SCHOOLS

Home languages open doors to learning other languages much easier. This implies that supporting learners' essay writing in Sepedi Home Language can improve their cognitive and language development and aid the acquisition of other languages. Writes (2022) states that "The South African constitution guarantees learners the right to receive education in the language of their choice. Most current research suggests that learners entering school can learn best through their mother-tongue, and that a second language such as (English) is more easily acquired if the learner already has a firm grasp of his or her Home Language". Writes (2022) further emphasises that the poor education performance in South African schools is a quarter of African language learners, and some learners who manage to enter schools are not able to make it to matric level, and the problem to this seems to be the current practice of English as the initial Language of Learning and Teaching". Segabutla and Evans (2019) argues that the effectiveness of Sepedi writing relies on educators being familiar with the language verbally and non-verbally in their communication with the learners because if the educators do not master Sepedi, teaching may not be facilitated successfully.

2.10 GUIDELINES OF WRITING DIFFERENT TYPES OF ESSAYS IN CLASSROOM IN ACCORDANCE WITH SEPEDI LANGUAGE

Based on the teaching guidelines for essay writing and collaborative works, the various categories in which essays must be taught are as follows:

| Maemo | Mphato wa 10 | Mphato wa 11 | Mphato wa 12 |
|----------------------------|--------------|--------------|--------------|
| Leleme la Gae | 300-350 | 350-400 | 400-450 |
| Lelemetlaleletšo la Pele | 150-200 | 200-250 | 250-300 |
| Lelemetlaleletšo la Bobedi | 150-200 | 180-200 | 200-250 |

The above content of the Home Language requires more words than is seen when Sepedi is taught as a First and Second Additional Language. Home language content from Grade 10 to Grade 12 requires more writing.

According to the literature teaching guidelines of 2018, the format of an essay should adhere to the following guidelines:

- Start your essay by heart
- Follow the planning and mind map
- A mind map helps to organize details
- When creating a mind map consider the following points

Introduction

Under the introduction, describe the theme or topic

Body

- Under the body, state the points that will appear in your essay
- Provide a few details that will enable the essay to be judged as an adolescent or advanced essay

- Write an essay in paragraph form
- Paragraphs should be composed of short and long words only
- Pay attention to your use of punctuation
- Spelling should be correct
- Language should be acceptable

Conclusion

- The conclusion indicates suggestions or ideas
- Take the author's position. For example, criticise, warn or come up with a solution

2.12 SOCIAL MEDIA AND THE SKILLS OF ESSAY WRITING

According to Surut (2014), learners lack procedural knowledge, this is seen in some of their essay writings introductions as they fail to produce meaningful sentences. In addition, learners fail to use declarative knowledge to explain ideas. Songxaba (2019) indicates that social media, particularly WhatsApp, has a very massive effect on learners' writing skills. It is highlighted that social media is now part of each and every one of us and it has even become the norm of everyday speedy communication method. However, as much as it is helpful and entertaining, it can also harm children's education. For example, most learners are no longer able to structure standardized essays because their method of writing has changed due to social media writings. Essay writing skills are affected by abbreviated method of writing on social media, and the unnecessarily shortened words and use of numbers instead of the complete word form.

According to Asare (2022), when people write individually, social media does have much impact on their formal writing. Learners who work in groups are not mainly affected by social media. Furthermore Asare (2022) says that learners use social media lingo such as clipping, abbreviation, alphanumeric homophony, vowel deletion, grapheme and other slang terms; people, societies and learners use social media or internet language when they communicate in order to fasten the speed of their conversation and make communication easier".

In the case of mass communication of students, social media does not have much overwhelming influence as associated with the writing competence of undergraduate students. Among all types of social media chat language, graphemes rank highest in use among the study population (Salaudeen, 2019). It is further indicated that there are phenomena on social media that affect writing competence among undergraduate students, such as training for writing. The above case stands to prove that writing has a very long hard knot of rope that needs to be tackled. However, such challenges can be solved in the early years before learners get destroyed or polluted by social media.

Majority of the learners dwell deeper into the tags or language of social media usage, which is a language that cannot be found among the official matrix of standard English (SE); instead the young stars have resorted to the usage of social media tags such as “U” for “YOU”, “GR8T” for “GREAT”, “UR or URS” for “YOUR or YOURS. These patterns have crept into their everyday writing consciousness in classes and examinations (Omoera, Stevenson & Omluranti, 2018). Furthermore, this development is seen to have serious implications for effective and efficient writing among Nigerian youths especially in formal situations.

Shahzadi and Kausar (2020) indicate that there is positivity and a room for quality improvement of writing skills. It is indicated that social media can be used as a discussion forum so to help with improvement of writing skills. Moreover, this particular study proves that social media is not at all that bad but can create room for improvement of writing. The major concern is how it is used by the students or learners. Furthermore, they state that most of the students were of the view that it is a new experience of learning writing by engaging in discussion with the peers and teachers through Facebook.

In the system of Malaysian education, the English language curriculum for primary schools aims to develop learner’s ability to write different types of texts using appropriate language, style, and form through the use of various media. Summative assessment writing is tested as one of the compulsory subjects in the national examination, primary school assessment test for the grade 6 learners, however it is argued that the proficiency of English among Malaysian learners is on the decline despite learning English as a second language for at least six years at the primary

level and yet they are still weak in English, especially the writing skills (Chan, Melor & Maslawati, 2018).

In the study of Suhaimi, Mohamadi and Yamat (2019), it was stated that the movement of social media, especially WhatsApp, has significantly improved 75% of the participants' vocabulary, while grammar had no effect as one participant represented 12% of those who indicated improvement. Bataineh (2018), explains that a WhatsApp instruction platform could be a good form of improvement of writing performance particularly regarding content, ideas, organisation and mechanics, vocabulary, and language use. Vikneswaran and Krish (2016) adds that with the forever evolving and improving technology around the world, writing is no longer just part and parcel of the classroom as internet is within the learner's reach. Thus, online writing is a new method that needs to be implemented to enhance students to writing skills. The use of technology in writing tasks make students to write better in English owing to the exchanges of feedback and ideas that took place through the social networking site.

Che Wil, Yunus and Suliman (2019) explains that writing needs to go hand-in-hand with the line of mastering grammatically rules and vocabulary and writing is mostly encouraged by what a learner knows or masters, i.e., grammar and vocabulary; as such knowledge helps the learner to have confidence than a learner who has no good vocabulary and grammar. Furthermore they state that writing is an important skill in language production unfortunately it is considered as the most difficult skill to be developed by learner especially secondary school pupils. Writing is the hardest skill to comprehend or learn since it requires major usage of knowledge better than listening, speaking and reading.

Educators can teach learners easily and efficiently through mobile learning, the shared techniques of writing activities are brainstorming, group drafting, teacher's feedback, starter, quick writing, peer feedback and information gathering elaboration exercises, checklist these techniques can be used through WhatsApp (Susanti & Tarmuji, 2016).

2.13 ESSAY WRITING IN SCHOOLS

The use of correct grammar and mastering content is said to be the greatest challenges learners face in learning essay writing skills, and that this challenges are the ones that lead learners to achieving low in essay writing. It is further elaborated that this is caused by educators who use expository teaching methods and this kind

of method limit learners (Nyanga'u, 2014). Furthermore Nyanga'u states that educators of language should lay emphasis on enhancing communicative competence in essay writing among learners and this could be done through exposing learners to good samples of writing using process-based approaches such as group discussions, role play, brainstorming, peer editing and debates in the teaching of writing skills".

According to Mwangi (2016), the ability to write or writing skills is a great development and contribute improvement to the development of language and academic success to all learners in all the levels of the education sector, even though the ability to achieve competence in writing is essential to language development, majority of students at the university have challenges with their academic writing skills. Through the study of Mutimani (2016), it is shown that the academic obstacles that learners have concerning writing are linked to the consequences of the linguistic and general literacy backgrounds, their attitudes towards academic writing and the privileging of middle-class literacy practices. It is also shown that to overcome these challenges strategies such as the following will have to be implemented accordingly. The integration of academic literacies in the curricula of all disciplines, the promotion multimodal teaching strategies and assessment as well as collaboration between language lectures and educators and the core course specialists. Mutimani (2016) further says that it requires intensive academic reading and writing workshops and formative feedback to ensure the success of the above-mentioned strategies.

Seyabi and Tuzlukova (2014) in their findings regarding writing problems state that many of school and university students struggle with lexical and content aspects of writing, however university students' perceptions of the kind of problems they encounter and of the strategies to address them are more assertive. The suggestion is that the problem of writing should be dealt with properly at lower classes and throughout high school phases before learners embark into tertiary level.

Students have to improve their consistency on writing and regularly paraphrasing meanings as well as implementing strategies that show that academic writing reveals the linguistics problems. Writing is an essential instrument of development of language and covers all aspects of learning areas with other subjects involved, even though it is essential students face turbulent issues concerning writing such as the use of articles, punctuations, the use of prepositions, the use of irregular verbs, weak expressions, singular plural and unparalleled structure as well as consistency and verb tense" (AL Mubarak, 2017: pp). It is further noticed that students in universities

struggle to incorporate or use the scholarly articles as result of poor writing skills such punctuation which is the most crucial part of academic writing and limited grammar. As this is mostly a case in university level, it is found that the problem is caused by teaching and learning that focuses on content subjects and side-lining the language skills techniques.

According to Wright, Hodges and Mctigu (2019), students' low writing performance can be associated with problems of lack of motivation. It is realised that adolescents in high schools tend to struggle the most as they are battling with motivation. Their writing outcomes are mostly determined and influenced by self-beliefs and writing beliefs. Thus, majority of them are not motivated to engage in writing nor to follow the needed structures of writing. Adolescents are hard to keep engaged in academics, especially in the field of enhancing skills and development of language use.

The learner's motives to write comes from curiosity and that the weakest motives to write without differences among the learners, were believed to be from boredom, social recognition, emotional regulation and competition. It is further stated that the most reported reasons for writing is to improve one's grades in schools and extrinsic motivation for learners to think and write about interesting topics using intrinsic motivation. Learners' readiness to initiate writing activities is not only dependent upon external rewards that results from the task rather upon the satisfying nature of the task itself, but frequent writing may also boost competence by increasing knowledge and fluency in the enactment of writing processes (Rocha, Filip, Magalhaes, Graham & Limpo, 2019).

Soyla (2017) states that for learners, writing is considered passive. It is regarded to be a task so external to perform in class. Majority of learners have not yet comprehended the idea that writing skills goes beyond the classroom environment. It is a skill to carry right through all levels of education. Relatively, Smedt (2018) points out that cognitive and motivational challenges are at the root of the basic level of elementary learners' writing performance.

2.14 THE STANDARD OF WRITING SENTENCES IN ESSAYS

Putrayasa (2019) asserts that students often have difficulty composing sentences because their sentences are not put together and are unclear, and there is no unity of ideas nor good structure of the sentences, hence the ideas conveyed cannot be

understood. Sentences are very important to be understood and mastered when presenting ideas, both orally and in writing. In addition to that, Dewa, Putruyasa, Putru and Aryana (2018) Indicate that students or learners are not able to differentiate among their sentence writing of their essays. There is no differentiation between the content carried in sentences, the number of clauses, the predicate formers as well as the nature of actor-action relationship. This is a bright indication that learners do not pay much attention to their sentence construction and writing of effective sentences. It is clear that learners are passive and lack of creativity and thinking.

Widiastuti, Mantra and Murtini (2020) mentions that pre-service educators need to be well trained in the cases of writing because writing is complex. Thus, teachers need to understand what they teach, especially in the construction of sentence in essay writing lessons. It is further explained that writing is a complex process which involves putting ideas together and organising the grammatical sentences into written statements to communicate. Mulian, Norahmi and Asi (2019) indicates that learners face various challenges regarding writing narrative texts. Majority of learners seem to have issues with language usage when writing narrative essays. This includes complexities such as using past tenses, nouns, pronouns, verbal processes and direct speech.

The prime of the problems for the students is lack of writer motivations as well as awkward structure and grammatical problems, not forgetting that major issue is with writing their thesis statements and problems with content word choices". In this context, the success of writing relies on the excellence of grammar, punctuation, proper sentencing, and formulation of ideas (Oktavianti, 2021). To support the above statement, Friani (2019) asserts that students have issues when it comes to writing because they are not able to distinguish between slots of writing texts or essay types. The barrier for them is narrative essays. The students do not understand the requirements of the narrative texts or essays. It is further indicated that students have difficulty with using different tenses and spelling and making use of correct punctuation marks.

In the study of Dewi (2019), it is elaborated that writing has many issues attached to it and that is also a foundation that needs so many building blocks, such as overcoming the difficulties of proper sentencing in fragmented sentences. This, in so many cases, is influenced by the lack of understanding of grammatical rules. Furthermore, it is also indicated that language difference and code switching between Home Language and Language of Learning and Teaching comes with a lot a friction when writing.

Pestaria, Sinurat and Napitupulu (2014) indicates that as much as writing is the responsibility of students, it is the responsibility of the educator to teach, assess and explain generic structure and significant lexico-grammatical features to making understanding of learners easier. The topic requirement of activities especially when writing essays should be clearly explained. It is always an educator's duty to give feedback to the learners on whatever task that is done. Sari (2017) supports by saying that learners require much basic skills to develop their writing comprehension, with the focus on resolving issues or difficulties with writing problems, writing analysis as well as recount text. It is further explained that students' writing problems in recount text is covering capitalization, punctuation, inexplicitness, fuzziness, poor organization or logical sequence, spelling and grammatical errors".

Persistent issues with students writing has to do with constructing thesis statements, organising paragraph, making writing coherent as well as putting or adding correct ideas in sentences. It is also highly proper for educators to continue searching and exploring on techniques of overcoming difficulties of writing. Further, it is also very important for learners to be taught and trained on how to be creative enough to develop their own original ideas (Saprina, Rosyid & Suryanti, 2021). The organisation of students' essay writing was lineally fashioned with cause and effect and comparison and contrast methods were dominantly organised. On the other hand, students are struggling with idea development, organization as well as language aspect of writing" (Asari & Marul 2022: pp). It is further indicated that whenever students are left to an essays topic, they are very much able to come up with ideas and determine or formulate proper method of essay organisation; and by so doing, they will reduce problems that they come across during writing. Furthermore, Asari and Marul (2022) mentions that advancing an academic essay needs a whole set of different skills of organisation of writing because of the regulations of language used.

According to Song, Liu and Fu (2016), the engagement of using similar words, clauses, phrases, sentences structure and other grammatical elements to emphasise similar ideas in a sentence while writing essays is essential. Parallelism is much active and effective in argumentative essays than in narrative essay. Rahma and Rosa (2021), state that the students have a very good potential percentage of sentence writing especially when it comes to the part of writing compound-complex sentence. However, it does not end right there, the issue is when writing shifts to the corner of punctuation more especially making use of commas, lack of verbs in the compound-

complex sentences is often seen. It is always advisable for educators to give feedback to learners after such tasks have been written. In so doing, grammar and writing will be tackled altogether.

In his study, Nor (2018) mentions that students are very active through the teaching and learning of goggle classroom, and that the students in this particular learning environment are able to become very active and are very much in anticipation to write the essays without hesitation. The students are not passive. Rather, they are engaged in learning. This is shown by the fact that they do not pull back when it comes to showing their ideas, opinions and thoughts. Their writing of assignments and essays has improved through the use of goggle classroom.

According to Rahaman (2020) the writers' preferences of hook sentences are all related to theme of the essay with long sentences. Most of them use narrative hook as an opener, and short sentences as suggested, tend to not be found with hooks. This is not convention among writers. Kumar, Mathias, Saha and Bahattacharyya (2021) indicates that the manner in which essays are scored has an impact and huge effect on the students or learners. The manner in which an essay is scored can either assist the learner to understand requirements of essay much better or worsen the state of things for the learner. Kumar, et al, (2021) further mention two types of scoring: holistic scoring and primarily trait scoring. Primarily trait scoring does not share much light on correcting the learners and giving feedback, it is precisely too summarised. On one hand, holistic scoring shares in depth results of what is actually marked or scored. Through it learners are able to understand very much what is required of them and what to correct and how to correct on their essays.

For effective writing of essays and compositions to take place, the students require the basic knowledge of words, phrases, clauses and sentences and how these elements are combined systematically to produce meaningful and interesting essay (Ukaegbu, Umar & Mohammed, 2019). It is further indicated that there are sufficient and effective strategies of enhancing teaching and learning of essay writing such as the Sentences Combining (SC) strategy. This particular strategy has proven to be effective, as there is "mean gain of students across ability levels. There are clear patterns in the types and frequency of complex sentences used by students, which namely have implications for the design of the curriculum as well as the teaching and learning writing essays (Nhan & Lap, 2023). It is further elaborated that creating environments for learning and teaching can enhance the structuring of essays, and

complex sentences structuring can assist learners through peer feedback involvement.

According to Putrayasa and Ramendra (2021) the sentences written in types of essays can vary according to division of sentences being “the numbers of clauses”, “compound sentences”, “internal structure” of the main clause and “complete sentences” in line with the essay structure. This is a complete indication that reading and counting are necessary as they help the learners with structuring of their written essays.

According to Teft (2016), writing is always considered difficult especially when it is done between native language and English as additional language. It is not always easy to write English because it is foreign language to most learners. As much as writing can be used to describe or demonstrate peoples thoughts, feelings and opinions, learners are facing extreme issues of writing especially grammatical problems such as fragment sentencing, the errors of subject verb agreement as well as errors in using coordinating conjunctions. Indirect Corrective Feedback (ICF) is indicated to be essential in improving and developing the quality and standard of teaching and learning through the structure, organisation, supporting ideas, coherence and conclusion structuring. This method indirectly influences self-correction among peers. It is further said that automatic essay feedback generation is a challenging task, which requires understanding the relationship between the text features of the essay and feedback (Liu, Li, Xu & Liu, 2016). In his findings, Widayanti and Ega (2021) mention that consistent issues relating to essay writing in the classroom are language usage, mechanics, content, organization and vocabulary. Furthermore, it is realised that solutions to the issues of essay writing in classroom come from integrating with internet so to access many sources, dictionary usage as well as practicing writing more often.

2.17 CONCLUSION

From the literature reviewed, it is clear that writing is a global problem. Most authors cited above, have focused on writing in an additional language in different countries. However, their findings stipulated that there is lack of planning for essay writing which is a challenge for most teachers and learners. The reviewed literature are relevant to the topic of this study, as they revealed problems that the learners have regarding essay writing. A funnel method was used to select and collect the data that support

this research for literature review purposes. The next chapter presents research methodology.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter discussed the literature review and reported the findings of other studies related to the title of the current study. This chapter discusses the methods that were used to explore the title of this study to fill up the gap identified in the problem statement as well as in chapter 2 of this study. Thus, this chapter discusses procedures of research planning, data identification, data collection, data analysis, qualitative research attributes, the significance of the study, as well as ethical considerations.

Research is a way of discovering and exploring solutions to problems that affect people or an event. However, a legitimate investigation is one that follows the appropriate steps that are tailored at addressing the identified problem through a specific methodology. Therefore, research methodology is related to research planning, followed by other processes such as data identification, data collection, data analysis, qualitative characteristics, research significance as well as respect and care for humanity and moral (Makhubela, 2019). Research method enables the researcher to gain deeper understanding of a particular problem. It enables a researcher to produce components and relationships that address the research aim, objectives and questions (Makhubela, 2019). "A research productivity methodology is a tool that researchers use to organise, collect, evaluate and interpret information" (Maledu, 2021: pp).

3.2 RESEARCH PLANNING/ THEORETICAL FRAMEWORK

The research plan is developed by the research methodology. In order to have a map of presenting research, it is important for the researcher to identify a suitable methodology to address the research questions. According to Makgai (2015), research planning is an important element in any research phase, as it is an indicator of the analysis of the research process. Regarding this indicator, Creswell (2014) explains that research planning is a respectable and appropriate way to investigate and employ or gain understanding of a problem and complex issues in the world. The main point

of research planning is to ensure that the research materials are directly aimed at solving the research problem and that they are not deviant from the research topic.

This study focused primarily on the qualitative approach, which according to Mohajan (2018), is a traditional approach to using words rather than numbers or statistics. Walia (2015) concurs with Mohajan (2018) when stating that, qualitative methodology focuses on the use of words rather than numbers, and it interprets situations in such a way that they will be understandable to people in their context of life. This research methodology was applicable in this study as it enabled the researcher to conduct observations and work with learners and teachers in a dialogical manner. Thus, the researcher used the above qualitative data collection methods to explore challenges of essay writing in a selected school.

The research field method is a research planning method that works to interpret and present evidence about a particular phenomenon (Alharahshen, 2020). Njie (2014) claims that the research setting is a research planning aspect that presents facts clearly and in-depth to explain things in people's real places of existence. In addition, Yanow (2014), explains that an interpretive method is a method designed to interpret texts and bring meaning to concepts. The interpretive method is a method that can work in several ways in terms of the use of narrative and the use of texts and products (Nickerson, 2022). Thus, the current researcher used the interpretative method to analyse the essay texts written by the learners to identify the obstacles and weaknesses of essays writing in Grade 10 of the selected secondary school.

3.2.1 THE RESEARCH METHOD

This study used qualitative methodology to explore the challenges that Grade 10 learners experienced when writing Sepedi Home Language essays. The researcher examined factors that prevent learners from following the standards and planning guidelines of the essay writing process. This research also explored the written product method as a possible solution to the problems learners encounter when writing essays using process writing approach. Gary (2014) explains that qualitative research involves visualising and interviewing stakeholders within the research and interviewing them in their authentic spaces of existence, i.e., the context in which they live. The pursuit is to find facts that will be used as evidence to bring the matter to light (Gary, 2014).

The qualitative methodology provides ways for the researcher to gain knowledge about the research participants by identifying their lifestyle and their daily needs. Thus, it requires the researcher to set aside their views or opinions and focus on what the participants say or experience. According to Gary (2014), this methodology is effective for ensuring validity and reliability when the researcher's emotional or personal perspectives do not interfere with those of the participants.

3.2.2 Stakeholder identification

Stakeholder identification refers to the actors or builders who help to achieve the truth and solutions of the research. Stakeholders can be the tools or materials of the research (Gary, 2014). However, the most important sources of information in this research were people. The research team or the participants of this research were learners and teachers in the Sepedi Home Language classroom. Thus, this research used intentional identification to identify relevant stakeholders.

3.2.2.1 Intentional identification

This key identification is relevant because it supports the selected group, namely teachers and learners from Mankweng Turfloop. Purposeful identification is defined as the method by which a researcher addresses a large group of potential participants, and uses to identify a reasonable number of participants to involve in their study. Therefore, this method of identification was directly relevant to this research as it helped the researcher to nominate six (6) learners and two teachers to participate in the study. The teacher assisted the researcher by presenting the six learners according to the cognate level, i.e., high, average and below-average performing learners.

3.2.3 DATA COLLECTION

Data collection is a method used to gather information from various sources, the aim of which is to obtain factual evidence in the research (Mohaleamalle, 2019). In addition, Makhubela (2019), says that data collection is a technique that relies on obtaining consent from research participants.

The data for this study were collected with reference to the following elements:

3.2.3.1 In the expansion

It is a process of unraveling the feelings and perspectives of stakeholders, in the form of asking questions related to the research problem. This interaction is performed with

tools such as voice recorder and field notes. In this study, learners and teachers were asked questions that the researcher had developed. These questions intended to address the problem identified in the research.

3.2.3.2 Observations

The researcher in this regard, collected information by visiting the classrooms of the learners and teachers to observe Sepedi HL essay writing lesson. During observations, the researcher looked at the essay writing process Sepedi HL and how the learners participated in the classroom essay writing activities. Thus, this process involved note taking as part of evidence to be used during the reporting stage of this study.

3.2.3.3 Documents review

Data collection also involved documents review. The researcher reviewed the learners' essay pages where they were instructed to write narrative essays. Thus, the researcher was able to examine the learners' strengths and weaknesses regarding Home Language essay writing skills. The researcher used a narrative essay entitled "my first day at school" to assess the learners' essay writing skills. With this type of essay, the researcher succeeded to assess the learners' strengths and weaknesses in terms of sentence formation and paragraph structure. The essays were also assessed and marked based on writing and presentation skills using the hierarchy of the writing process. Thus, the nuisances posed by spelling and paraphrasing errors were also detected from the learners' essays through documents analysis method.

3.2.4 ANALYSIS OF DATA

This study followed the thematic approach to analyse data. This approach indicates that the analysis is aimed at evaluating the products or findings of the research from the use of the data, the report, and the documentary data itself (Clarke, 2017). Thematic analysis was a relevant method for this study as it enabled the researcher to present facts and results logically using themes as guidelines of what to discuss in response to research questions.

3.2.5. THE IMPORTANCE OF RESEARCH

The importance of this research is that it will present solutions to learning challenges experienced by Sepedi Home Language learners and teacher regarding essay writing

skills. The aspect of writing and presentation skills is considered. This study will lay emphasis on the importance and the need for learners to have good HL writing skills. The study will awaken consciousness of Sepedi speaking people to not allow their language to be overshadowed by English as this will also take away their culture and heritage. Thus, the study will expose learners to various ways of expressing themselves in the HL, especially in writing, to avoid mixing Sepedi with other languages.

This research will help learners and teachers, the education sector, as well as the general public in the following ways:

It research will educate learners and teachers about the importance of Sepedi HL essay writing process in their classrooms. This research will help learners to identify techniques to facilitate the lesson in a way that will be understood. Curriculum developers will be able to identify the problems and obstacles that affect learners' essay writing skills, and develop appropriate intervention mechanism to address the identified challenges. For parents and the community, the study will highlight the importance of reviving the heritage of the Sepedi language in the country, starting in their own communities and schools. The study will make them aware that it is important for their children to be experienced in the language of their culture, especially with writing, as this will help them to learn other languages and cultures with ease.

3.2.6 QUALITY CRITERIA

This section present the models for proving the quality of the research.

3.2.6.1 To persuade

According to Jacobs and Walker (2014), the researcher accomplishes the persuasiveness of qualitative research by detailing the methods used during the research and having detailed evidence of the information. To accomplish this, the researcher went back to the selected stakeholders and gave them a detailed explanation of how the information they provided was presented and the results of the information from the oral interviews.

3.2.6.2 Confirmation

William (2021) points out that the researcher's assumptions and opinions should not influence the results of the research. Thus, the current researcher was successful in visiting Sepedi Home Language teaching professionals. The researcher recorded what was said and brought forward by the stakeholders. For confirmation, the researcher gave them recorded and transcribed information to agree or disagree where they are not satisfied without fear. Thus, researcher frequently visited the recordings and transcripts during analysis to confirm that the analysis corresponds with the recorded opinions expressed by the stakeholders.

3.2.6.3 Transferability

It is an evaluation of the results of a qualitative research method to ensure that they can be transferred to other researchers the main purpose being to make the research useful to them. This research can be given to other researchers to check if it is reasonable and useful and easy to use, (Williams. 2021).

3.2.6.4 Support

“Support refers to the evaluation of the information provided” (Walker, 2014). After the data analysis process, the researcher went back to the participants to inform them that the data was analysed from the data collected and the researcher did not observe and add or supplement the information. The researcher also checked if the participants were still not emotionally, educationally, physically, or psychologically affected by the study—the aim of which was to find them support for the effects this study might have had on them. Thus, the researcher found that the participants were still in good living.

3.2.7 Ethical Consideration

It is the responsibility of the researcher to ensure that the stakeholders are not adversely affected by the research, and this can be ensured by considering the following factors:

- **Request for permission**

The researcher asked for permission from the University of Limpopo's Research Department (TREC) to conduct this research. Request was also be made to the school principal, Sepedi Home Language teachers and the parents of the children who participated in the research. Thus, all stakeholders were informed of the purpose of

the research and their roles in the study. Application letters are attached at the end of this survey in the appendices.

- **Notification and Consent**

Stakeholders were informed of what the research is about and the importance of their participation in the research. Participation was voluntary, and stakeholders had the right to agree or refuse to participate in this study without being intimidated. Participants were given consent forms to complete to indicate that they agree to participate in the study.

- **Confidentiality, anonymity, and respect**

The names and information of stakeholders was respected and kept confidential. The collection of information from the stakeholders was done in an anonymous manner. Therefore, the researcher used pseudonyms to identify the participants, e.g., Learner A, Learner B, Learner C, etc. The teachers were also identified as Teacher A and Teacher B.

- **Protection from harm**

Participants were promised that they will not be harmed by taking part in this study. That is, this study had no physical or emotional risks that could affect the well-being of the participant. The parents were also informed and assured that their learners will not be at any risk because of this investigation.

3.2.8 CONCLUSION

In this chapter, the researcher the discussed the methodology that was followed to advance this research. The methodological and research design aspects were outlined in this chapter, as they are the basis for managing the research. This chapter also discussed the processes that were followed to identify and sample participants to study them in their natural settings. In addition, this chapter discussed how information from various data collection sources has been analysed to arrive at the factual evidence presented in the chapter below. Just like the method of dialogue, narrative, and documentary analysis. Thus, the next chapter presents the findings and analysis of the collected data, following the qualitative method of analysis outline in the ending chapter (chapter 3).

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1. INTRODUCTION

The previous chapter discussed the methodology that was used in the study. The current chapter presents the qualitative research findings addressing the research questions of this study. Data collection is a method used to gather information from various sources, the pursuit being to obtain factual evidence in the research (Mohaleamalle, 2019). "Qualitative data collection is the method, magic and steps to explain and understand all the evidence collected about what is being researched" (Makhubela, 2014: pp). In this chapter, the analysis is concerned with the information gathered from the stakeholders. This information is relevant to the types of essays taught in schools. In this chapter, the researcher describes in detail the results she has gleaned from the stakeholders. Teachers and learners were participants in the discussions, where they shared their experiences regarding essay lessons.

BIOGRAPHICAL INFORMATION OF EDUCATORS WHO TOOK PART IN THE STUDY

| AGE | GENDER | QUALIFICATION | MAJOR | EXPERIENCE |
|-----|--------|---|---------------------------|------------|
| 55 | Female | BED in language Education and Social Sciences | Sepedi & Geography | 30 years |
| 43 | Female | BED in language Education and Life Orientation. Honours in African Languages | Sepedi & Life Orientation | 12 years |

The table above explains the biography of educator participants in terms of their age, gender, qualification and experience in the field of education. The participants were two female educators who have shown to be qualified to teach Sepedi Home Language. Teacher A has a degree in education, majoring in language and social sciences, and specialised in Sepedi and Geography. Teacher B majored in language and Life Orientation, and specialised in Sepedi and Life Orientation. Teacher A is 55 years of age, and has 30 years teaching experience of teaching Sepedi HL. Teacher B is only 43 years of age, with 12 years teaching experience.

BIOGRAPHICAL INFORMATION OF THE LEARNERS

| LEARNERS | AGE | GENDER | HOME LANGUAGE |
|-----------------|------------|---------------|----------------------|
| Learner A | 15 | Female | Sepedi |
| Learner B | 15 | Female | Isizulu |
| Learner C | 17 | Male | Selobedu |
| Learner D | 16 | Male | Sepedi |
| Learner E | 18 | Male | Sebididi |
| Learner F | 14 | Female | Sepedi |

The table above shows categories as biographical information of learners who participated in this study. The participants were 6 learners from a class of 94 learners. The learners varied in age, whereby two female learners were aged 15 years and one female was 14 years old. Among the males, their ages ranged from 16, 17 and 18 years old. The learners were chosen according to their category of Home Language differences. Thus, 20% of the learner participants speak Sepedi as Home Language but having some Sepedi dialects as their mother tongue. Further, 70% of the participants were native Sepedi speakers, whereas one learner being 10% of the participants speaks IsiZulu as Home Language but learns Sepedi as a Home Language in school. The above biography of learner participants is a true reflection of the types of learners that were found in a Sepedi HL classroom. Their difference in Home Language gives a highlight that Sepedi HL can pose challenges of reaching ultimate fluency and success in their learning. The language differences and dialects

is what hinders writing in Sepedi writing classrooms because the non-native learners cannot write and master what they cannot speak or the language they do not speak at home.

4.1.1 THE TEACHERS' INTERVIEW

The teachers were given a qualitative questionnaire for their respective discussions. The questionnaire included eleven questions about the essays. Through this, the researcher was able to gain information regarding the obstacles that teachers encounter in their classrooms.

4.1.1.1 ANALYSIS OF TEACHERS' INTERVIEW RESPONSES

Question 1: What do you think about the standard process of writing essays in Sepedi classrooms, do you find it challenging?

The researcher wants to establish whether the teachers have the experience and skills to teach the essays.

Teacher A: *“The essay writing process is not very difficult. The problem is how I, as a teacher, teach the essay points. As a teacher, I arrive in the classroom and show the learners the types of essays without going into details due to time constraints, and another thing is that the learners start learning about essays from primary school so at other times we ignore them thinking that they came to high school having knowledge of that”.*

Teacher B: *“I am looking at the curriculum, I mean the (district) curriculum and assessment policy statement, since it outlines the steps that each essay has to follow. But as a teacher, I give learners a variety of essays besides presenting measures that explains each type. We do not have enough time to do that, we normally give them essay activities as homework so that parents at home may assist but others do not assist their children and that makes the learners to lack knowledge and understanding of essay writing”*

Both teachers are not teaching essay writing and essay types in depth. It is believed by teachers that essay writing does not require detailed explanation when taught, and that not every learning subject or matter needs attention. The number of different types of essays was not explained to the learners as well as how different the essays are to each other. During the process of writing, learners show major writing challenges such

as grammatical, cohesive and coherence. This has been realised in (Salaxiddinovna: 2022) that learners' have issues such as paragraph organisation, dictions, and vocabulary, misspelling and the responses of teachers support that the problem is on their side. They do not give essays sufficient teaching time, because they do not analyse topics with them, or engage in teaching and learning step by step on how to write and all these pose problems to learners when it comes to writing essays on their own. They put the blame on the way their curriculum is structured in terms of time allocated on the curriculum and inability of parents to assist their children with homeworks.

Question 2. Unless there are exams, are you testing or assessing learners with essay tasks in the Sepedi classroom?

The researcher sought to find out how often the essays are written in the investigated classroom.

Teacher A: *"It is really hard to follow the Annual Teaching Program (ATP) and its standards. As a teacher, I am really serious about the weight that comes with all the tasks that need to be accomplished in school including the extra-curricular activities, unfortunately the time is not enough because every aspect of the language is prescribed its own time. If you stay on one aspect longer that its time it becomes a problem and seems like you are not complying."*

Teacher B: *"I really guide the learners with essays, but the learners are very lacking in language and writing. This is a problem that seems to arise with them from primary school and it overlaps into FET band. I think this is caused by the fact that some learners are promoted to the upper grades without expectation of their skills are being met. For example, poor performing learners from Grades 8 or 9 are transferred to Grade 9 or ten 10, this is actually encouraged by the Department of Education, and if you do not agree as a school is as if you do not care about the learners' future."*

Teacher A explains that it is difficult to explore the entire Annual Teaching Plan as the concern is covering the required and given tasks which are both common and school based. On the other hand, Teacher B outlines that as much as she tries to bring the learners into the learning environment and speed, it is forever a challenge because the learners are pushed into higher grades with serious gaps of writing skills. This finding relates with MCarthy, Roscoe and Allen (2022) when they revealed that feedback and assessment are greatest tools or methods of improving essay writing.

Feedback help learners to evaluate themselves and revise their mistakes by incorporating strategies provided by the teacher on spelling and grammar into their revisions. Further, the teachers' responses concur with Mcathy et al., (2022) when he says that the time allocated for teaching, assessing and giving feedback is insufficient and thus delays the implementation of the ATPs. Hence, when teaching, most educators concentrate on the assessments to be covered. Learners who get transferred by primary schools to secondary classes require more time to adjust and adapt to the writing norms of secondary education.

Question 3: As a teacher, do you think it is important to introduce essays in your classes?

The researcher wanted to know whether teachers have deep understanding of how to teach essays as they do to other topics in Sepedi HL.

Teacher A: *"Yes! I think it is important to teach essays in details, but the situation is determined by the number of tasks that have to be completed. That is why I never lived to deepen the essay lesson in the classroom. Like I said in my previous response, we are guided by the policies that preach diversity in class but do not give space and time for that to be considered in class. Our policies contrsdict with the classroom needs. It seems as if school is meant for the bright learners only, or the average learners at a certain level. The low performers suffer a lot in the prescribed policies".*

Teacher B: *"No! I think it is a waste of effort, because the essay is something that learners will do until matric. They will have knowledge as they move through the grades until they reach Grade 12. Curriculum in all grades is almost the same, so if the learner struggles with a certain aspect now, there is possibility that they will gain the skills at another level. What is important is for the learner not to be totally empty with the content"*

Teacher A has indicated that it is necessary to dwell deep into the topic of the day whenever engaged in a classroom discussion or teaching, but the workload does not allow her to cover or go deep into her teaching. However, Teacher B believed that it is highly unnecessary to dwell deep into the teaching of essay writing as it is a continuing subject across all grades until Grade 12. These findings suggest that learners will not benefit from essay writing lessons as teachers do not seem to give this aspect deserved attention. Some of the benefits that learners will miss are that described by Salaxiddinovna (2022: pp) when stating that essay writing skills

stimulates thinking, compels students to concentrate and organise their ideas, and cultivates their ability to summarise, analyse, and criticise. This study finds that, both teachers show huge gap of difference regarding the value of teaching essay writing in their classrooms. It clearly indicates that among the two educators that lack of time and the norm that the teacher in the next grade will teach essays deprives learners the opportunity to learn effective essay writing skills.

Question 4: What types of essays do you usually teach in your classroom?

The researcher sought to find out if teachers taught all types of essays in their classrooms.

Teacher A: *“What I look at in my lesson is to define the types of essays without presenting how each type is written to the learners. Mostly I teach narrative essay. It is easy to adjust to, and it goes with the entire flow of the topic. It is hard to mess up the topic when writing narrative essay.”*

Teacher B: *“All types are taught, only part of the resources are missing that we can do to show learners the thoughtfully designed structure. Normally I show them different types of topics from the previous question papers and state the types of essays they fall under, but just getting deep into each of them, giving activities and assessments that will require marking, I am telling you that will need the whole month and that is not doable”*

Both educators were found to be teaching essay writing, but both fail to teach all types of essays clearly by covering the required steps of each type of essay. Teacher A focused more on narrative essay as she perceived it to be the simplest and the most understood essay type, with the response showing that the teacher needs upskilling on the teaching of essays. Teacher B outlined that she touches all the parts of each essay type without going deep into the writing steps of each type of essay. Teachers' responses lack knowledge of the values of essays as outlined in Elser (2023) when saying that essay writing increases understanding and helps the process of learning because it pushes learners to, amongst other things, clarify and sort out ideas and information, analyse source material and exercise critical judgement. Thus, it is the responsibility of Sepedi HL educators to ensure that all aspects of essay writing are covered and understood by all learners before heading to the major lengths of writing assessments. Learning requires no short cuts for it to be successful and give pleasant results.

Question 5: How often is essay writing taught in Sepedi classroom?

Here the researcher tried to explore the teachers on how many times they teach and assess essay writing skills to learners in order to examine whether their failure that makes learners not to be able to produce creative essays.

Teacher A: *“The most dominant genre in my Sepedi lesson is the narrative essay genre, which is the one I always engage learners in. It is gentle and it does not need to be too tense. I give at least one essay activity per term and as a homework mostly”*

Teacher B: *“I only teach essay writing in the first term and give one activity in all the terms of the year. For consecutive terms of the year, I work to provide learners with examination papers from previous years, so that they can write different essays from the topics written on those examination papers without delving into their interpretation.”*

Both educators show that they teach essay but not as frequent as needed in their classrooms. Teacher A teaches prides herself with teaching narrative essay as she takes it to be much simpler to understand. On the other hand, Teacher B only teaches essay writing in the first term following topics in the previous Paper 3 question papers to refine learners’ essay writing skills, also giving one essay activity in all the other terms. These finding relate to the one of Marue and Pantas (2019) who found that students experience various challenges in their efforts of writing a descriptive essay such as grammatical problems, vocabulary limitations, and word choice, spelling and idea development. The effort and time that the educators put in teaching language, particularly essays, focus on covering learners’ understanding of what is required in essays. Both educators seemed to have duck and dive method when it comes to teaching and learning essay writing. They are not aware that teaching essays to learners intensively will lessen their load because learners will be able to think, solve problems and use language effectively and constructively.

Question 6: Do you think the essay lesson is important for writing skills in Sepedi Home Language?

The researcher here wanted to know whether the essay subject is seen as useful or taken into account in schools for the purpose of making learners to be the good writers.

Teacher A: *“The essay is really the best basis for guiding writing standards for learners. An essay is what presents learners' ideas, planning, aesthetics, spelling and writing to their mentors, but things are not going our way as teachers”*

Teacher B: *“The essay is a text that supports and is able to develop writing and presentation skills, but learners indicate that they do not see Sepedi lesson as important, especially to pay attention to the essays. This might be because they lack vocabulary even though it is their home language and that puts danger to their education because lack of home language might make them suffer with other languages. They have a tendency of thinking that Sepedi is old, dull and inferior as compared to English.”*

Both educators show mutual agreement that essay writing is imperative for the development of Sepedi Home Language writing skills. However, they express that learners see no importance of learning Sepedi or writing in Sepedi. The majority of learners pretend to know English language, and speaking it fascinates them and to the society. Native language is taken as inferior language. In his study, Pham (2021) found that collaborative writing helped enhance the students' writing fluency in terms of the number of words in both collaboratively written papers and individually written papers. This signifies that essays can standardise, develop and help learners to learn writing. The current researcher sees no other space in the curriculum for learners and teachers to explore writing except in the field of essay writing. It is quite important for the learners to understand that writing is required in most parts of their lives, more especially writing in one's Home Language.

Question 7. Do learners in the Sepedi HL classroom demonstrate creative skills and knowledge of writing situations?

Here, the researcher assessed the writing skills or level of the learners to examine if learners are able to write, before their weaknesses in essay construction and composition are considered.

Teacher A: *“That is a really slippery road as Sepedi language learners are more used to English and street language than clean raw native home language. So, skills and creativity are really lacking very much at the writing stage.”*

Teacher B: *“There are learners who show love of the home language and the ability to write using the home language, but the learners are also under the negative influence of syntax.”*

Teacher A indicates that English language has some major dominance on the learners' speaking and writing skills. Teacher B indicates that the learners are quite interested at times, but the influence of code texting has an impact on their writing. The above statement can be solved by Wilby (2020) where he suggests that writing motivation and self-regulation can have a positive impact on writing task performance, and that instruction can develop both writing motivation and self-regulatory strategy use. It is arguable that with the transition into the Fourth Industrial Revolution (4IR) native languages are gradually becoming a thing of the past. That is, the way pupils speak and write has been affected all together by the exposure to the digital world. Not to mention the dominance this newly writing techniques of social media has on the classroom writings, most especially in essay writing.

Question 8: Do learners understand the importance of the essay writing skills in teaching and learning?

The researcher wanted to note what happens before learners fail to write essays. That is whether learners are made aware of the requirements and steps to be followed when writing essays.

Teacher A: *"In reality, learners lack the level of awareness and understanding of the importance of writing. Most learners just write for the sake of writing, without showing understanding and artistry in what they are writing. Learners have the mindset that 'Sepedi is our Home Language we understand it'."*

Teacher B: *"Learners indicate that they see the essay as part of the curriculum that should be written as part of the lesson, and that they should have marks to appear in the next grade."* Both teachers indicated that they have problems with how learners tend to under estimate their Home Language. They said that learners regard their HL as something that they all know and have no reason to focus on. According to Sogutlu and Velia (2022), learners have no interest and show no positivity towards essay writing even though many struggle with essay organisation, grammar and vocabulary. This study finds that teaching learners what they are not interested in is problematic for Sepedi HL teachers. Learners need to be made aware of the value of learning their Home Language even if it is not particularly one's mother tongue.

Question 9: Does the school and education department show support and promotion of essay writing?

With this question, the researcher wanted to find out whether essay writing is taken into account, particularly in terms of the support that the school and education department give to teachers and learners to promote writing.

Teacher A: *“The support that is available is the motivation for learners to appear for writing their exams. There are no other methods existent for strengthening writing standards, such as essay writing competitions. The department and the subject specialist just comment on the performance of learners but nothing is done for improvement”*

Teacher B: *“Support is what we get when the language tutors of the learning community make an effort to go to the tutoring sites and lesson consultations. However, the essay writing aspect is not focused on.”*

Both educators indicated that support is lacking, especially when it comes to language writing skills. The support given is directed at enabling and strengthening non language subjects. In relation to this finding, Greetham (2022) states that “instead of learners and teachers seeking help, they tend to work on improving their skills and embark on the strategy of just learning through their mistakes or by just seeing and working through the problem with the tutor, such as analysing the difficult concepts and difficult ideas, which is a new way of and better way looking at a problem”. Based on this, it is safe to argue that the school and the Department of Education (DoE) need to involve language subjects in their integration of subject improvement initiatives. This not need only to cover the subject matter but the language educators as well, in that educators need to go through continuous development programs at least once a year.

Question 10: As a teacher, do you think that learners have knowledge from past grades, with emphasis on writing, especially essay writing?

The researcher used this question to determine whether teachers had the willingness or ability to find strategies of correcting and improving the weaknesses that learners encounter.

Teacher A: *“As a teacher, I would like to say that there is no awareness about the importance of writing, but then the learners’ basic skill of writing is very lacking.”*

Teacher B: *“I hope no teacher is inexperienced in the importance of writing. I think the point is that teachers should commit themselves to bringing that love to the learners.”*

Teacher A explained that learners do not show any evidence that they were made aware of the importance of writing. There is basically no evidence of prior knowledge. On the other hand, Teacher B explained that the problem comes or is caused by hiring inexperienced teachers in the field that does not relate to their studies. According to Ifenthaler (2022), “Analytics-enhanced assessments of written essays may reveal personal information and insights into an individual learning history; however, they are not accredited and far from being unbiased, comprehensive, and fully valid at this point in time”. Prior knowledge is essential when in learning. Thus, it is good to test prior knowledge of the learners as this will guide the teacher on how to help learners use their repertoires to tackle the work to be done. When learners show no prior knowledge or awareness of the topic or any set of required skill for a particular content, problems may arise in their learning process. Teachers must be employed to teach subjects that they have specialised in at higher institutions of learning. It is the view of the current researcher that if the needed teacher is of a language subject, then a language teacher should be employed, rather than someone who did method of teaching. This is because teachers who possess method of teaching certificates do not have in-depth knowledge of the subject content compared with those who majored in the subject throughout tertiary education.

Question 11. What do you see as the solution to improve the weaknesses faced by the learners regarding essay writing?

With this question, the researcher wanted to examine if teachers are aware of the alternative methods or solutions to the problems of writing skills, especially with regard to essay writing.

Teacher A: *“I think the best thing is to take steps to assign our learners more tasks that involve writing in them. Particular attention is paid to the third section (3) that involves collaborative products and essays, and to ensure that classes are not limited to the days indicated by the Annual Teaching Plan.”*

Teacher B: *“Serve and take teachers and learners to various writing workshops and competitions.”*

Both teachers claimed that for the betterment of essay writing skills, there is a need for quality improvement. Teacher A recommended giving learners more writing

activities, whereas Teacher B believed that establishment of writing retreats and writing completions will elevate learners' writing skills. These suggestions resonate with those of Kohnke (2022: pp) who said he encourages language teachers to explore the pedagogical possibilities of educational chatbots that cater to their learners' needs. Thus, teachers with little or no programming experience can develop chatbots to enrich language learning". Writing is a skill that requires plenty of practice and in this case, both educators have found strong grounds to develop writing. Learners rely on writing to succeed in all their learning areas. Thus, language subjects should use writing lessons to equip learners with all the skills they need to write across different disciplines.

4.1.2 ANALYSIS OF DISCUSSIONS AND RESPONSES FROM LEARNERS

Question 1: Do you think Sepedi HL essay lessons are important? Explain.

With this question, the researcher yearned to assess whether learners value essay writing in schools.

Learner A: *"I think it is important because it teaches how to write Sepedi clearly and helps my understanding."*

Learner B: *"Helps me to be able to use language such as proverbs and idioms as well as punctuation."*

Learner C: *"Helps me write and know the use of punctuation, appropriate language. One is able to present one's knowledge by writing an essay."*

Learner D: *"Because it helps me as a learner not to forget my language and to be able to discuss and swear or explain what I see. On the other hand, as a learner I can write and I can correct myself where I am wrong."*

Learner E: *"Because I can learn language well when we write, and I write in the right language. On the other hand, I can see the errors I encounter in the language."*

Learner F: *"Because essay Sepedi teaches me how to write other types of essays. To continue as a learner it teaches me knowledge and enhances my knowledge of Sepedi Home Language. I also learn the spelling of words."*

The learners show to have much interest in learning essay writing using their Home Language Sepedi. Other learners explain that it could expose them to new ways of

improving their writing capabilities as well as help them explore the foundations of native language writing. Writing is said to be an important skill across academia, the workplace, and civic participation. Writing incorporates instantiations of particular text structures - rhetorical moves - that communicate intent to the reader” (Knight, Shibani, Abel, Gison, Radhika and Shum (2020). The argument of Knight, et al. (2020) suggests that teachers need to take initiatives to improve teaching of essay writing, and not only teach to cover syllabus, but take learners through all steps of essay writing. Thus, teachers should let learners be free and not passively learn one type essay (narrative essay).

Question 2: What are the challenges you face when writing essays in Sepedi Home Language?

The researcher sought to identify the obstacles or difficulties that learners encounter in HL essay writing.

Learner A: *“The challenges I face as a learner are punctuation, spelling, lack of information according to the needs of the topic, as well as structure and sequence.”*

Learner B: *“For me as a learner, the challenges I face are punctuation, repetition of words, pressure and word order.”*

Learner C: *“The challenges I face are spelling of words, I lack the ability to write proper words in Sepedi, plot or details from beginning to end, and elegance of language is a problem for me.”*

Learner D: *“The challenges or difficulties I have are spelling and word order. I cannot write moderate words, I write overly long words.”*

Learner E: *“As a learner, when I write any essay, I have difficulty drawing a proper mind map and spelling of many words in the Sepedi language. Another major challenge for me is to write stories according to the given essay topic even if it is my own choice.”*

Learner F: *“I am confused about how to fix the punctuation when I write words as well as to follow my affairs in the right way. I encounter problems like organising when I write essays.”*

Learners A and B indicated that their challenges are based on punctuation, spelling, improper sequence of words, repetition of words and order of word. Learners C, D, E

and F portrayed that planning is a major challenge for them, as well as drawing mind maps and organising essay writing. Ibili, Cat, Resnyansky, Sahin and Billingham (2020), indicates that applying mind maps in writing can improve learners' essay writing skills and make the learning atmosphere more enjoyable. Thus, when teaching essay writing, educators need to focus on addressing the challenges that arise after assessments. Learners can be engaged in activities covering scenarios of inputting punctuations and paragraphing and word ordering so to improve and channel their writing foundations.

Question 3: Does the writing and presentation style help to develop your writing skills?

The researcher here wished to focus on the method of teaching essays in schools, to examine if essays are taught in a manner that improves the writing and presentation skills of the learners.

Learner A: *"As a learner, I think that writing and presentation style really help to develop my writing and presentation skills in a way that I cannot develop in English."*

Learner B: *"That way as a learner, I can see my mistakes and correct them after they are presented. I can recognise and correct my mistakes."*

Learner C: *"This allows teachers to correct me, and I can see my mistakes. I have knowledge and skills in writing. Yes; because I can see if I can describe an event or tell a story."*

Learner D: *"Yes! Since some of us might really want to write books, we will now have the energy to write as we started with an essay lesson in school. Because an essay develops writing and presentation skills."*

Learner E: *"I really see the opportunity as gaining experience in writing skills and being able to produce a text, from this essay lesson."*

Learner F: *Yes! I, as a learner, cannot write the words of the Home Language and punctuations properly. It challenges me."*

All learners seemed to be open to working on ground skills and discovering their full potential and leaving space for better improvement of teaching and learning. According to Wilson and Roscoe (2020), implementation of AWE is infrequent and de-emphasises writing instruction and writing practice". This argument is true of this

study's findings in that this study regards classrooms as safe havens for improvement for both learners and teachers. This is because in the classroom, teachers and learners are able to explore and realise what actually challenges them and how to fix those challenges.

Question 4: Is there anything important to learn from the essay writing exercises?

The aim of this question was to determine the learners' level of understanding regarding essay planning.

Learner A: *"From the context of writing essays, I can express and say Sepedi language words."*

Learner B: *"I can see how much I can explain to myself about what I don't know."*

Learner C: *"Yes, because I am learning to organize the sentence and words correctly, especially speaking in terms of text."*

Learner D: *"Yes, I feel I can distinguish and adjust between the level of such past and future factors, and my level of creativity is really showing improvement."*

Learner E: *"Writing comes with a lesson to teach the basics of planning, interpretation and how to sequence points when writing."*

Learner F: *"It teaches me to be able to tell stories correctly without getting confused, but I am failing at writing using my Home Language."*

Learners were found to be open to the scenario of essay writing tabs. They perceived essay writing as an opportunity to develop meaningful writing skills. "The use of mind-maps has been proven to have a positive effect not only on learner's achievement but also on teacher's teaching. In addition teachers are required to shift from examination only centered teaching to teaching that diversifies approaches for sake of learners" (Naibaho, 2022). It is always wise to model learners on various writing taps such as planning, organising, paragraphing and constructing sentences.

Question 5: Is the essay lesson taught intensively or not?

The researcher here assessed the quality of the essay lesson in the classroom. She sought to discover how thorough essay lesson are taught.

Learner A: *“Actually essay writing in my classroom, is not an intensively taught skill. It is something that is considered a non-disturbing learning area.”*

Learner B: *“I think it is taught in-depth because we are taught several steps in its writing, but the problem is that we are not given enough guidance during tasks.”*

Learner C: *“I don't think it is taught in depth because spelling and punctuation are not taken into account. I don't see us being taught the standards or skills of writing and presenting.”*

Learner D: *“I see in my class it is not taught in-depth because when time comes to write tests, if we are not reminded, then I forget about the types and strategies of its writing.”*

Learner E: *“It is not taught in depth because not all genres are taught and I cannot have the experience of organising the facts needed when writing different essays.”*

Learner F: *“I think it is not taught in-depth because there is a lack of what the teacher does not meet. This deficiency is similar to the planning and use of punctuation.”*

Learners conveyed that essay writing is not given required attention as it is taught in passing. This means that teachers do not give essay writing attention, focus nor thought. Teachers take it that ‘learners will just pass this topic, it is easy’. According Vasu, Fung and Rushid (2020), self-assessment can be a very important teaching and learning tool for developing goal setting and strategic language writing plans. Learners need to be introduced to self-assessment in the process of teaching and learning language, as it could be used as a good strategy within language writing classes. The major problem with essay writing is not that it is difficult, even though it might have language challenges. The problem is that there is no in-depth teaching and learning of essay writing

Question 6: After the essay session, do you remember anything, unless the teacher raises a question?

The researcher tried to discover the learners' memorisation skills after they have been taught the essays. This was also to determine whether the lesson assigned to learners is enjoyable or attracts learners' attention.

Learner A: *“Yes, I can organise the subject and the sentences well. I know and can explain them.”*

Learner B: *“There are some types that I understand like narrative essay and other types that still surprise me.”*

Learner C: *“I can describe the steps of an essay in order.”*

Learner D: *“Yes, because I think the Sepedi narrative is better understood compared to other programs from the English lesson.”*

Learner E: *I only remember the mind mapping program, but when it comes to organising the content I really see darkness.”*

Learner F: *“I can recall and explain all the requirements mentioned during this essay lesson.”*

Learners explained that they do remember some of the aspects taught regarding essay writing, while others said they are helped by the question papers. However, some said they do not remember anything that was taught to them at all. Explanatory mixed-methods approaches carry with them a lot of writing benefits such as helping in peer writing mediations and collaborative writing activities (Fathi & Rahim 2022). What the educators teach the learners need to be skills that are remembered and known by heart. That is, essay writing needs to be invested in the hearts and minds of the learners such that when they write, all topics and types of essay become part of their lives. Hence, writing needs to be constructed much more deeply.

Question 7: Are you able to develop your Sepedi language skills and fluency when writing essays?

The researcher here wished to discover whether learners have an interest and love for the Home Language.

Learner A: *“Yes, I can put my speech and words or the order of the theme right.”*

Learner B: *“Yes, because essay is a language learning tool and it can teach us to write many texts.”*

Learner C: *“No, I fail to develop my skills by not putting punctuation and planning—I mean, creation or word structure when I write essays.”*

Learner D: *“No, because the essay is taught in Sepedi but it is not the language I always use at home. It is difficult for me to write or compose a proper essay.”*

Learner E: *“No, there are some stages of speech that I don't even understand in writing. They don't fit the way we talk at home.”*

Student F: *“Yes, because I can put my speech right, and I put the words in the right order.”*

The effect of grammar and punctuation usage is giving learner's major problems when writing though this errors they are unable to produce profound quality essays. Learners show struggle because even though they are taught Sepedi as home language it is not their mother tongue when they get home. Seyoum, Yigzaw and Bewuketu (2022) agree with the findings of this study when stating that the inappropriate teaching methods, time constraints and large classes are frequent obstacles that do not allow learners to apply their essay writing skills. It was found in this study that teaching and learning of essays must cover the basics of grammar, punctuation, sentencing and proper paragraphing when writing—all of which were constrained by time, class population and the subsequent methods of teaching and learning. Thus, the current researcher contend that it is not necessary for teachers to teach the types of essays and how each must be written when learners do not have basic writing.

Question 8: Do you know, or have you been taught the requirements for writing an essay such as essay planning?

The researcher intended to examine whether learners are taught the planning and different essay formats, and whether writing standards are taught.

Learner A: *“No, I don't know because I mess things up and I can't organise.”*

Learner B: *“I have been taught, because today I know and understand them in a sensible way.”*

Learner C: *“I know because when I start writing an essay, I am given a piece of paper and I start studying or drawing a draft.”*

Learner D: *“Yes, I know I was warned by the teacher that before you write an essay you should write a mind map to develop the plot.”*

Learner E: *“I have been taught them but I cannot produce them. I am still struggling to produce an essay on the right situation.”*

Learner F: *“I have been taught that planning is always accompanied by a mind map before you start anything, but I lack creativity and imagination in terms of content.”*

This study found that most learners were taught the required guidelines for writing essays. Hence, five of the six learners attested that they were taught guidelines, and that they are aware of them although they struggle with remembering them at times. One out of the six learners stated that they were not given lessons on essay writing guidelines, and therefore sees no importance in following them. According to Karakoc, Ruegg and Gu (2022), reading and writing methods must be involved or put into rigid parts of writing in higher grade classrooms, and learners must evaluate their topics and go through the topic ideas to learn how to express ideas in their essays. This study found that the acquisition of good essay writing skills was a challenge to most learners in that learners would know what is essay and the types of essay, but failed to construct meaningful essays nor follow writing basic essay writing such as planning, sentencing and paragraphing.

Question 9: Do you see any changes in the way or ways in which essay writing standards are taught?

The researcher here aimed to learn what learners want to be reduced, added or removed from essay lessons.

Learner A: *“No, because writing essays is the same as there is no change they want in matric or higher grades.”*

Learner B: *“Yes, because learners need to be taught by seeing and being explained to. My school in English learning lacks visual aids. It will be much better if I am taught by something I see.”*

Learner C: *“No, there aren’t any changes that can be made to improve the standards for writing essays.”*

Learner D: *“Yes, because there are so many different types of essays like narrative, and critical essays. It would be much better if they were taught according to the needs, not as a meeting or summary method.”*

Learner E: *“No, let me see if there are any changes in the way essay writing standards are taught. I explain as such that the standards for teaching essays are not taken into account.”*

Learner F: *“No, there is no need for changes in the ways in which the essay writing standards are taught, as they are still taught as in previous grades.”*

Only two learners seemed to have positive outlook on the improvement of essay writing. They said it could be used to promote and develop writings standard in the language classroom. However, four learners from the six learners seemed to see no improvements in essay writing. In relation to these findings, Alafanan (2023) states that there are various ways in which educators can help learners improve the standard of writing. This includes reading, brainstorming and frequent writing practices (Alafanan, 2023). There is always a room for improvement in any leaning context including the context of essay writing. The current researcher holds the view that with the ever changing world, there is plenty of information at the disposal of both teachers and learners on how to improve writing—ranging from methods and theory to practice. Thus, essay writing can be improved if teachers and learners go beyond the norms of teaching and learning essay writing.

Question 10: How do you think the challenges you face in writing essays can be avoided?

The researcher here aims to discover whether learners have any way their obstacles or challenges can be resolved or avoided.

Learner A: *“If I can sequence punctuation and master sequencing events, and write a mind map in order, all will be fine.”*

Learner B: *“The way I can avoid them is to take the time to learn in my own time. Because I’m not that interested in my books.”*

Learner C: *“I think the best way is for the teacher to start by teaching us how to write an essay and punctuate, and also where to write and how to write the ending.”*

Learner D: *“If the teacher focuses and engages with the planning stage and regularly checks whether learners are able to create themselves, we will improve.”*

Learner E: *“In the manner of knowing punctuation and word order.”*

Learner F: *“If I sit down with a Sepedi teacher and he tells me or shows me where punctuation is written and that the length of words should be short, I will improve.”*

In response to the 10th question, all learners mentioned that they do not getting enough time nor are being given enough time to be taught and learn essay writing skills. Learner A explained that she is not interested in books, but if she gives herself time, she could improve in her studies, particularly in essay writing. According to Setyowati,

Abisaya and El-Sulukiyyah (2022), almost all learners have psychological problems when writing an essays. This includes anxiety, nervousness, pressure, self-demand of perfect work and low self- confidence”. In line with the above statement, the current researcher found that learners are disconnected to their learning, and have no motivation to solve their essay writing problems because with there is insufficient time for them and teachers to engage in essay writing lessons. However, the current researcher suggests that midst time constrains, teachers should prioritise giving feedback to learners for them to seek help from mentors, tutors and parents on how to overcome such challenges.

4.3 CONCLUSION

In this chapter, the researcher presented and analysed the data collected regarding the research topic. From the fragments of the answers from teachers and learners, the researcher presented the most intriguing findings regarding their challenges in Sepedi HL essay writing skills. Thus, the study found that learners had deficiencies and challenges pertaining to planning, structuring, word formation and punctuation and lack of creative skills. Furthermore, the study found that, the essay writing skills in Sepedi HL are not given the same attention or focus as is in English FAL subject. The next chapter presents the summary of findings and recommendations derived from the findings discussed in the concluded chapter (chapter 4).

CHAPTER FIVE

SUMMARY OF FINDINGS AND RECOMMENDATIONS

5.1. INTRODUCTION

The previous chapter outlined the analysis of data collected from teachers and learners regarding the challenges that Grade 10 learners experienced regarding essay writing. The current chapter makes a reflections on the purpose of the study, research questions, literature review as well as the findings of the study. That is, the chapter presents the summary chapters, findings, recommendations, suggestions and conclusions for further research.

5.2 SUMMARY OF CHAPTERS

Chapter one

This chapter presented the general introduction of the study, focusing more on the background and motivation, the problem statement, abbreviated literature review, abbreviated research methodology, the significance of the study as well as the ethical issues. Thus, the chapter succeeded in explaining to the reader, reasons why the topic of this study was worth investigating, looking particularly at the background and motivation, the problem statement and literature.

Chapter two

The purpose of this chapter was to present and evaluate literature relevant to or similar to the research being conducted. Research written by other researchers was reviewed to help the researcher to solve and uncover the causes of the identified problem. Thus, this chapter helped the researcher to also identify what other researchers have written or found about the existing problem, and the methods they used to explore the phenomenon of this study.

Chapter three

The purpose of this chapter was to present the research methods. In this chapter, the researcher outlined the research methods used to conduct this study, focusing more on methodology, research design, sampling techniques and the data collection and analysis methods.

Chapter four

This chapter presented the findings from the interviews with the research participants. The presentation of data was done in accordance with the proposed method of analysis in chapter three. Further, the study objectives were taken into consideration when presenting findings for the researcher to achieve the main aim of the study.

Chapter five

This is the final chapter of this study that aims to present the summary of chapters, findings, recommendations and suggestions for future research in cases of the gaps that this study could not close.

5.3 SUMMARY OF FINDINGS

5.3.1 CHALLENGES

The researcher examined the ways in which essays are taught and written in the classrooms, and found that teachers do not teach the standards of essay properly. For example, some learners were observed during writing to examine their writing abilities, as well as the ability to answer questions successfully using writing. The study found that four out of six learners were concerned that the content of essay writing is not taught in-depth and is not taken seriously. Among the six learner participants, three demonstrated lack of skills and fluency when writing Sepedi HL essays. Four out of six male learners indicated that they do not see any improvement or changes in the standards in which essay is taught in the classrooms.

The main point that the researcher discovered is that teachers do not have time to teach essays vividly. Learners expressed that their challenges would be avoided if teachers give them more time to write. For example, Learner F in question ten (10) explained that, *“If I sit down with a Sepedi teacher and he shows me where punctuation is written in a text, and the length of writing words, I will improve”*. Teachers must commit themselves to help to learners overcome the challenges they face in writing, particularly essays.

According to Deiniatur (2021), educators should construct or establish new methods involving technological methods of integrating learning. As much as it is found that majority of learners have access to social media, this suggestion can help teachers to

remedy the difficulties of essay writing in schools. It is the teachers' responsibility to use the strategies, techniques and resources that appeal to learners to encourage their participation in writing activities. Teachers can use social media platforms such as WhatsApp, Facebook, Zoom and Teams to teach writing, as these applications are more appealing to learners. The teacher should be able to create interesting material so that the material will be used in the classroom as well as be posted into goggle classroom (Deiniatur, 2021). In question 11, Teacher A said "*The best thing I think, is to take steps to assign our learners more tasks that involve writing in them. Particular attention has been paid to the third aspect of paper (P3) collaborative products and essays and to ensure that they are not taught only on the days specified in the writing and teaching program*".

It has been discovered that learners face challenges in relation to the essay subject. The researcher noticed that learners fail to choose a question to answer when given essay tests or assignments. Learners fail to spell words correctly and use language to make meaning. In agreement, Oktavianti (2021) elaborates that issues of following the styles of a particular essay and choosing types of essays learners are knowledgeable of could be labelled as common or regular challenges when regarding essay writing. Oktavianti (2021) further adds that learners also struggle with organisation problems, improper referencing, structuring and grammatical problems as well as lack of prompt motivation of creative writing.

This study found that learners were given little time to write when they had to write prolonged texts such as essays. In addition, learners were found to have little knowledge of the topics given to write about, and thus failed to reach the required minimum number of words. The problem is that learners were not taught to create their own essay titles with pictures. Hence, most of them encountered many difficulties regarding developing content for their essays. This was also caused by not understanding the questions or the topic itself, as well as not listening to their teachers during lessons. On the other hand, teachers were also found to not have enough time to teach or explain to learners what each type of essay requires.

During writing, some learners struggled with punctuations and lacked time to study the use of punctuations with the teacher. Uymaz (2019) explains that through the variety of learners' challenges and issues, learners are not aware of methods such as feedback and coordinating among themselves. It is encouraged that learners give each other feedback to encourage cooperative and interactive learning among

learners. The learners do not understand the importance that comes with peer teaching. There is better learning, understanding, discussions and cooperativeness when learners tackle issues by themselves for themselves, not forgetting doing consultation through educators.

This study found another problem to be that some children run out of ideas when writing, while others are lazy to think, and thus fail to understand that writing an essay requires a lot effort. Learners are given very little time to write, which is why they fail to organise their material. Some learners write language the way they speak it, hence the researcher found inappropriate language and careless errors in their essays. The study found that learners have difficulty of finding equivalent English words when writing Sepedi Home Language essays. Learners often write using the language they use on social media, such as (Facebook), to shorten the words that they find difficult to spell. The methods used in writing on their social platforms reflected in their classroom writing and affected their writing badly.

In support of the above findings, Howlett and Zainee (2019) indicate that the 21st century learners are immersed by the age of media and globalisation of technology. This has led to many learners believing that the use of social media platforms and digital devices has high chances of improving teaching and learning. Although it may be true that digital and social media can be used to improve learning, teachers will have more work to train learners to write appropriately on media.

The study found that some learners tend to omit writing the title of the essay and fail to sequence the material in order, as well as to present paragraphs well. Drawing a proper mind-map is a sleepwalker as learners must write a word or two in the mind map to guide their paragraph content. Another sleep depriving issue is the improper use of proverbs and idioms on a topic that does not match. Learners tend not to follow the given instructions such as writing word count at the end of an essay without care to the meaning of their essay. Suhaimah, Arif and Ayu (2021) says that for essay writing to be a dilemma, it is because of the attitudes of learners and educators when facing the teaching and learning attributes of essay writing. All these cause issues like cognitive challenges, problems of transferring language as well as challenges in the area of grammar, vocabulary and structuring of essays.

The researcher realised that giving learners one topic can improve their essay writing skills. In addition, learners need to be taught and shown how to translate words. This

is because some learners indicated that their teachers teach them pure Sepedi and emphasise that the person preparing the text for them should reduce the number of words and gives them a little time to finish. With this, the researcher discovered that teachers are impatient with learners when teaching essays, and do not discuss the topics of essays related to current affairs or events that are relatable to learners. Learners do not get an in-depth explanation of how an essay is written. Therefore, it is difficult for them to find more information to write about and to write fluently.

Ro'ufiyati and Mahbub (2023) states that all the challenges and difficulties that learners seem to be facing or going through yield to lack motivation to write, hence writing anxiety gets the best of the learners. Writing anxiety is commonly a result of educators' insufficient feedback to learners, low self-esteem or self-doubts and lack of creativity in teaching writing. Teachers should give learners all the help and support they need in essay writing. This study found that some learners preferred to have their own topics because the ones provided by the teacher are difficult to understand as they written in proverbs and idioms. Learners need to be helped from time to time to develop meaningful essay writing skills. Thus, teachers should teach learners proverbs and idioms so that when they encounter topics with proverbs and idioms, they can understand. Learners should be taught how to use punctuations and how to produce a mind map. Ro'ufiyati and Mahbub (2023) indicates that the learners' grievances concerning essay writing can be overcome through Communicative Language Teaching (CLT). This approach is found to be an effective strategy for enabling learners to communicate freely in their writing. This approach encourages learners to put their ideas and feelings in writing. It also creates an interesting learning environment for all learners when writing and constructing essays by allowing them to use their experiences and existing knowledge to learn new skills.

Teachers should create time to sit with learners and give them work on the essay and then see which ones fail, and find out the cause for that. This will enable them to provide relevant support to learners and meet the different needs of learners. Learners must be given the instructions and information before they write their essay. Reading instructions and information can help many learners to know what they are expected to do. Learners should be given plenty of time when writing their essays to write in legible handwriting. This will help them to identify their mistakes and correct them before submitting. More writing time will also give learners the opportunity to think about the topics and instructions to write with understanding.

It was noted that teachers encouraged learners to make draft before writing to submit. Further, teachers explained to learners that they should write in groups when writing an essay so that they can share ideas and clarify each other where they do not understand. Despite all these, the researcher found that the exercises were limiting for learners as they were not given different topics to choose the one they understand. LI (2022) asserts that standardisation of writing essays in higher learning areas is found to be a challenging issue, looking at the methods used when scoring, i.e., holistic scoring of learners essays. Moreover, it is found that holistic scoring has its intend of leading other learners into being scored very high while scoring others very much lower. In addition, holistic scoring intends not to have variation when marking. Its either scoring is actively high or actively low. This results in essay scores not reflecting proper feedback that should channel the development of essay writing in classrooms.

5.4 RECOMMENDATIONS

5.4.1 Teachers' recommendations to the department of education.

Teachers in the Department of Education are asking that all schools be given equal funds, that those in rural areas be equal to those in urban areas. More attention should be paid to the lower grades such as Grade 10. If the influence is not that the learners are caged, there are no practice sessions and games to encourage writing nor spelling. For example, there should be spelling bee competitions in the circuit. The Department of Education should assist in elevating the importance of Sepedi Home Language to the level of other key subjects such as Physical Science, Life Sciences, Mathematics and English. This will expose how valuable Sepedi is as a subject and a Home Language, as well as the importance of writing in the Sepedi HL.

5.4.2 Researcher's recommendations to teachers and learners

Teachers are advised to consider the essay lesson, and learners should see the importance of being able to write proper essays. Teachers do not show commitment to validating the lesson in classes because for learners to love writing and be able to write an essay in Sepedi, they have to refresh their minds and find the lesson interesting. Learners should ignore the fact that the English language is of a lower standard compared to English. Moreover, it is necessary for learners to stop looking down on the subject of essay as a trivial matter. All subjects are important, and the

Home Language is even more important because if learners fail HL, they fail repeat a grade.

Teachers should consider all aspects of essays when teaching essays. They should teach structure, planning, grammar, punctuation, word length and imagery. Therefore, it is not necessary for a teacher to teach this language just because the school does not have a teacher. Teachers should spend time with primary school learners to teach them about essays so that they equip them with effective essay writing skills, such that when they reach Grade 10, they would still know how to write essays correctly. Today's teachers are the peers of the learners. Girls and boys look at their teachers in a way that is not allowed to think about love, not listening to what teachers and teachers are saying. Thus, more engaging teaching methods, strategies and resources should be employed to increase the learners' focus on a lesson.

5.4.3 Recommendations for teachers on writing steps

Learners should observe and follow all the steps of writing. Teachers need to ensure that learners know the steps to follow them when writing. Learners should plan before writing, draft, revise, analyse, and proofread before producing a final text.

Before writing and configuring

This requires learners to consider the given topic as well as the audience. When writing, learners should pay close attention to form, mood and first or third person writing. They should write down the ideas that will be used when drawing a mind map and find relevant sources to support their ideas.

Writing drafts

This involves using the plan to develop main and additional ideas during first draft writing. This is followed by learners giving their first drafts to their friends for revision. The teacher then guides the learners to correct each other, looking at the use of appropriate words, phrases and sentence structure. Learners should be taught to write without expressing the reader's emotional excitement. The essayist should express his or her perspective but not forget to support their information with sources. The ending of the essay should be as appealing as its introduction.

Review, assess and correct as well as present

Teachers have improved the text by correcting errors such as spelling mistakes, inappropriate words and paragraphs. Learners should be informed that multiple

meaning sentences and profanity are not required, they are omitted to check content, style and register and to use punctuation, language and spelling correctly. At this stage, learners can prepare and present the final draft.

5.5 STRUCTURES AND RULES OF LANGUAGE USAGE THAT TEACHERS SHOULD GUIDE LEARNERS WITH DURING THE WRITING PROCESS

The ways in which register, style and tone should be written

The register should be relevant to the purpose, both formal and informal. The writer in this context is referred to as the learner directing his or her stories directly to the reader by presenting them with perspective even if the content is convincing and presented with confidence.

Choice of words

Writers should use verb forms, adjectives and prepositions, metaphors, and formal language in a correct form. They should give direct description in terms of product relationships.

The structure of the sentence

Word types and lengths are important. As such, all points on words and parts of speech must be used correctly.

Writing paragraphs

The learners should be able write the topic, main ideas and complementary ideas, introduction, body and conclusion when writing essays. They should learn coherence and cohesion in order to present essays that require them to show: chronological sequence of events; cause and effect; process; comparison and contrast; and order of importance.

5.5.1 Researcher's recommendations to parents of the learners

Though learners spend much quality hours at schools with educators, parents remain the core foundation of the learners. That being said, parents are advised to be highly involved in their children's school activities. Parents should reduce the amount of screen time learners have at home and involve learners in reading and writing narrative stories to improve their Home Language skills. Parents are advised to honour

the school invitations when educators summon them to visit the school to discuss their kids' educational matters. Most importantly, parents should encourage their children to use their mother tongue (Sepedi language in this case) to communicate while at home. In so doing, the learners will understand the importance of Home Language, and thus get motivated to improve their HL essay writing skills. The parents should always put it in their learner's minds that Home Language is key to excellence in their studies, and that they can learn any other language when they have strong foundations of the Home Language.

5.5.2 Recommendations to educators, learners, and parents on the importance of writing skills

Recommendations on the importance of writing skills

It is important that when writing, the learner can engage the readers in the subject matter through meaningful construction of sentences, correct spelling, punctuations, and right choice of words. Without the writing skill, one cannot progress from one grade to another because writing is used as a means of assessment in all subjects. Thus, learners must be able to write in the Home Language, as failure to do so will result in grade repetition.

Learners should be encouraged to become Sepedi book writers and Home Language teachers/lecturers. This will increase their motivation to read and write extensively in the Home Language as well as to participate in classroom writing activities. Writing essays is another way of teaching learners to express their ideas. Many learners have learned to write essays so that they can express their different ideas in magazines, newspapers, journals, etc., and this exposes them to wider information about their world. Thus, writing should be practiced consistently to get learners used to identifying and solving the writing challenges they encounter. This will increase the learners' end-of-year grades and enhance their overall academic performance.

Teachers should inform learners about career options available in respect of Home Languages, particularly the indigenous languages. One can write/edit newspapers, books, poems, or become an interpreter, a general secretary, a researcher, etc. Thus, the importance of learners to know what they can become by studying Sepedi Home Language and other indigenous languages should not be undermined. Writing also helps one to communicate with other people from different parts of the world, be it that

the recipient of the message is in or outside South Africa. Thus, this study recommends that essay writing, as the starting point for the learners' lifelong writing careers, be given deserved attention, time and support by all education practitioners and stakeholders.

5.6 Conclusions

This chapter presented the summary of chapters, the summary of findings and the recommendations. Thus, it is hoped that the findings and recommendations of this study will help teachers and learners to overcome the challenges that exist regarding essay writing skills development. This study however covers the rationale that essay writing should be covered in all aspects of teaching and learning to enable learners to write across the curriculum. It is recommended that secondary school learners be actively involved in initiatives of improving their grammar, vocabulary, language organisation to be able to produce meaningful texts.

In this study, it was realised that writing is a challenge that is rooted deep from the primary levels up to the tertiary level. This has led to the understandable recommendation that educators, especially language educators, must work on learners' writing development from their lower grades to avoid hiccups of writing in the higher grades. In summary, Setyowati et al., (2022) say that good application of writing strategies, methods and activities is beneficial and practical for language learning and teaching.

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APPENDICES

APPENDIX A: REQUEST LETTER TO THE DEPARTMENT OF EDUCATION (CIRCUIT OFFICE)

Enquiry: Lemao S.M

Cell No: 0721347936

P O Box 113

Ga-Mothiba

0726

06 September 2021

Department of Education

Mankweng Circuit

Private Bag X1108

Sovenga 0727

Attention: Circuit Manager

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN MANKWENG HIGH SCHOOL.

Dear Sir/Madam

My name is Lemao SM, Student no: 201601029 and I am a Master's Degree student at the University of Limpopo (UL). The research I wish to conduct for my Master's degree dissertation involves evaluating the challenges faced by grade 10 learners in applying the process of essay writing in Sepedi language in Mankweng Circuit of Limpopo Province. This study will be conducted under the supervision of Mr Phokwane and Dr Maledu in the Department of Language Education.

I hereby request your consent to approach one school in the Mankweng Circuit to provide participants for this project. I have provided you with a copy of my research proposal which includes copies of consent letters to school principals, interview schedule, as well as a copy of the approval letter which I received from the UL Research Ethics Committee.

Yours sincerely

Lemao S.M

APPENDIX B: REQUEST LETTER TO THE SCHOOL PRINCIPAL

Enquiry: Lemao S.M

Cell No: 0721347936

P O Box 113

Ga-Mothiba

0726

06 September 2021

Mamabudusha Secondary School

P.O Box 289

Sovenga

0727

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN MAMABUDUSHA
SECONDARY SCHOOL

Dear Sir/Madam

My name is Lemao SM, student no: 201601029 and I am a Master's degree student at the University of Limpopo (UL). The research I wish to conduct for my master's degree dissertation involves evaluating the challenges faced by grade 10 learners in applying the process of essay writing in Sepedi language in Mankweng Circuit of Limpopo Province. This study will be conducted under the supervision of Mr Phokwane and Dr Maledu in the Department of Language Education.

I hereby request your consent to approach your school Mamabudusha Secondary school to provide participants for this project. Upon completion of my study, I undertake to provide the school with a bound copy of the research report. If you require any further information, please do not hesitate to contact me at 0721347936 or sabinahcomp@gmail.com. Thank you in advance for consideration.

Yours sincerely _____

Lemao S.M

APPENDIX C: REQUEST LETTER TO ALL THE GRADE 10 LEARNER'S PARENTS

Enquiry: Lemao S.M

Cell No: 0721347936

P O Box 113

Ga-Mothiba

0726

06 September 2021

Mamotintane village

P.O Box 289

Sovenga

0727

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN MAMABUDUSHA SECONDARY SCHOOL WITH THE GRADE 10 LEARNERS.

Dear Sir/Madam

My name is Lemao S.M student no: 201601029 and I am a master's degree student at the University of Limpopo (UL). The research I wish to conduct for my master's degree dissertation involves evaluating the challenges faced by grade 10 learners in applying the process of essay writing in Sepedi language in Mankweng Circuit of Limpopo Province. This study will be conducted under the supervision of Mr Phokwane and Dr Maledu in the Department of Language Education.

I hereby request your consent to allow your children as participants for this study. Upon completion of my study, I undertake to provide the school with a bound copy of the research report. If you require any further information, please do not hesitate to contact me at 0721347936 or sabinahcomp@gmail.com. Thank you in advance for consideration.

Yours sincerely

Lemao S.

APPENDIX D: CONSENT FORM FOR EDUCATORS

I, _____, confirm that (please check box as appropriate):

| | | |
|-----|---|--------------------------|
| 1. | I have read and understood the information about the project, as provided in the Information Sheet dated _____. | <input type="checkbox"/> |
| 2. | I have been given the opportunity to ask questions about the project and my participation. | <input type="checkbox"/> |
| 3. | I voluntarily agree to participate in the research. | <input type="checkbox"/> |
| 4. | I understand I can withdraw at any time without giving reasons and that I will not be penalised for withdrawing nor will I be questioned on why I have withdrawn. | <input type="checkbox"/> |
| 5. | The procedures regarding confidentiality have been clearly explained (e.g. use of names, pseudonyms, anonymization of data, etc.) to me. | <input type="checkbox"/> |
| 6. | If applicable, separate terms of consent for interviews, audio, video or other forms of data collection have been explained and provided to me. | <input type="checkbox"/> |
| 7. | The use of the data in research, publications, sharing and archiving has been explained to me. | <input type="checkbox"/> |
| 8. | I understand that other researchers will have access to this data only if they agree to preserve the confidentiality of the data and if they agree to the terms I have specified in this form. | <input type="checkbox"/> |
| 9. | Select only one of the following: | <input type="checkbox"/> |
| | <ul style="list-style-type: none"> • I would like my name used and understand what I have said or written as part of this study will be used in reports, publications and other research outputs so that anything I have contributed to this research can be recognised. | <input type="checkbox"/> |
| | <ul style="list-style-type: none"> • I do not want my name used in this research. | <input type="checkbox"/> |
| 10. | I, along with the Researcher, agree to sign and date this informed consent form. | <input type="checkbox"/> |

Participant's Signature

Print Name.....Date

Researcher's Signature

Print Name..... Date

.....

APPENDIX E: CONSENT FORM FOR THE LEARNERS

I, _____, confirm that (please check box as appropriate):

| | | |
|----|--|--------------------------|
| 1. | I have read and understood the information about the project, as provided in the Information Sheet dated _____. | <input type="checkbox"/> |
| 1. | I have read and understood the information about the project, as provided in the Information Sheet dated _____. | <input type="checkbox"/> |
| 2. | I have been given the opportunity to ask questions about the project and my participation. | <input type="checkbox"/> |
| 3. | I voluntarily agree to participate in the research. | <input type="checkbox"/> |
| 4. | I understand I can withdraw at any time without giving reasons and that I will not be penalised for withdrawing nor will I be questioned on why I have withdrawn. | <input type="checkbox"/> |
| 5. | The procedures regarding confidentiality have been clearly explained (e.g. use of names, pseudonyms, anonymization of data, etc.) to me. | <input type="checkbox"/> |
| 6. | If applicable, separate terms of consent for interviews, audio, video or other forms of data collection have been explained and provided to me. | <input type="checkbox"/> |
| 7. | The use of the data in research, publications, sharing and archiving has been explained to me. | <input type="checkbox"/> |
| 8. | I understand that other researchers will have access to this data only if they agree to preserve the confidentiality of the data and if they agree to the terms I have specified in this form. | <input type="checkbox"/> |
| 9. | Select only one of the following: | <input type="checkbox"/> |

| | | |
|-----|---|--------------------------|
| | <ul style="list-style-type: none"> • I would like my name used and understand what I have said or written as part of this study will be used in reports, publications and other research outputs so that anything I have contributed to this research can be recognised. • I do not want my name used in this research. | <input type="checkbox"/> |
| 10. | I, along with the Researcher, agree to sign and date this informed consent form. | <input type="checkbox"/> |

Participant's Signature

Print Name..... Date

.....

Researcher's Signature

Print Name..... Date

.....

APPENDIX F: INTERVIEW SCHEDULE FOR EDUCATORS

Researcher: I am Sabina Makotseng Lema, conducting my academic research, based on topic of the problems learners and educators face when writing essays. May I kindly interview you about essay writing if you are free?

1. What do you think about the processes of essay writing in Sepedi language classrooms, is it a challenge or not and why do you think so?

.....

2. How do you engage learners in essay writing randomly beside during tests and exams in your Sepedi class or any other subject in class?

.....

3. Is the essay writing in Sepedi and English or vice versa a common phenomenon your schools and in the surrounding community schools?

.....

4. What types of essays are commonly taught in your classrooms or during your lessons?

.....

.....

5. How often do you teach essays in your Sepedi class?

.....

6. Do you think essays, you teach in your class or school is necessary and beneficial towards your learner's Sepedi writing skills or performance?

.....

7. Do all learners in your school have knowledge or skills of writing essays?

.....

8. Do all learners understand the use and purpose of essay writing?

.....

9. Does the school or government support or promote essay writing?

.....

10. Are both teachers and learners well-versed with the importance of essay writing among the process of teaching and learning in class?

.....

11. What do think can be a profound solution to overcoming learner inabilities when writing essays and why?

.....

APPENDIX G: QUESTIONNAIRES FOR THE LEARNER

To determine whether skills for essay writing are used:

1. How often is essay writing conducted in your classroom?
.....
2. During the lesson is the educator explaining different types of essays.
.....
3. Does the educator provide essay structure break down?
.....
4. Are you familiarized with the mind map and its purpose to you?
.....
5. Are you taught to consider word choice when writing essays?
.....
6. During lessons are you exposed consider the value or constituents of the introductory paragraph?
.....
7. Is the involvement of main ideas used when writing an essay?
.....
8. Are you taught how to consider the role or value of the concluding paragraph when writing essays?
.....
9. Do the written essay involve the use of figures of speech when writing an essay?
.....
10. During the writing of an essay do you make time for editing's
.....

APPENDIX H: LESSON OBSERVATION SCHEDULE

LESSON: WRITING AND PRESENTATION SKILLS BASED ON ESSAYS

GRADE: 10

| 1. Content planning and formats | yes | No | Comments |
|---|------------|-----------|-----------------|
| 1.1 How is the lesson of essay writing skills introduced? | | | |
| 1.2 In what context does essay writing skill appear? | | | |
| 1.3 Do learners show understanding of the lesson? | | | |
| 1.4 Is the lesson accurately prepared? | | | |
| 1.5 Is the lesson designed to cover every learner's understanding? | | | |

APPENDIX I: EXAMPLES OF LEARNER SCRIPTS OF ESSAYS.

Learner 1

tsatsi la ka la pele sekolong

ka tsatsi la ka la mathomo sekolong ke ke ke thabile kudu ka go ke thabetsa gore ke ya mphatong wa Morematlou. ka tsatsi leo le tshitshe letlalo go nna kudu ka go ke ke ke thabetsa go ya ~~mphatong~~ mphatong woo. Go bile tsatsi le le base e bile go bile tsatsi la go tshisa letlalo go nna ka gore ke ne ke fela pelo ya go fihla go mphato wa Morematlou.

ka mphatong wa rera wa ^{bolesome} Morematlou ne go rana letlalo fela go bana ba sekolo gomme le barutiši ba rera ne batvabile kudu. ka tsatsi leo go bile base e bile barutiši ba rera ba re batsiša gore ge refetša reya go dirang ithutiele tša mawuta mang kwa Yunibesithing. ke ile ka e hwetša ke thabile kudu e bile ke memela ka tsatsi leo.

Gomme barutiši ba rera baile ba rehlanya le go banyaka re e ba re bakomoso bja ba batse. E bile baile ba refa maele a mabotse kudu gore ge refetša mphato wa Morematlou re ye re ithute diro tše dibotse re lebelela mesomo ya rera. tsatsing leo go hwere go re leemaema go bontšha gore re thabile kudu e bile re hwetša le tšebō re bohlokwa bja thuto.

Barutiši ba refile maele a mabotse kudu gomme go rite nako ya gore reye gas e fihla ke ge ba re ikkolla gomme bare re eutokomele. ka tsatsi la mathomo ba tgoone go re bontšha gore ge a le nqwana wa sekolo o swanetše a šome ka mabata kudu e bile o se

Learner 2

Tšatl̩! loka la rōle sekolong se se rihugamego se godimo sa nywarakata secondary gaka thoma mphato waka wa seswai sekolong, kebe ke makoti. lele kesa tšhephi' le gore kenna kayang mphaloga wa seswai seo sebeho se mmakotšisa ke gore kebe ne ke Mena sekol sa hlšana ke apara uniform ye [blue] mara ke rite ge ke Mena sekolong sa nywarakata ka hwalu ba apara ye Sovolwana

Seo sebeho se mmakotšisa ke gore ke hwalu ba hwalu na ba hwalu le baruti' se hwalu' sekolong, se se bego sempalela kudu ke go hlakantšha mara ka gore ne ke qarelešša gore ke kyone ne ke qarelešša gore kebe ke ke kyone go hlakantšha

Tšatl̩! leo kebe ke ke tšhogile kudu lege feta ke tšhuba balho ke re dula ka o ke o ke ka mphaloga, kebe ke ke tšhe motha ke sena matšholo' ke phala ke ke ke sekolong leka nako ya go sa sekolong

Mara yo rite ge qantšhe gaga qweya ka hwalu moyara ke thutana le yena ka mphaloga ra thutana ka tšadi' thuto a thutana ke seo sebeho se mpalela ka mphaloga go fida rite ke dila mthato wa mmakotšisa sekolong

Lesetser 3

1. tšiti 'a ka lapele selolong

ka tšiti la ka lapele selolong ke be ke tšogile, ke lebele
le gore ke be ke sa tšabe motheo selolong ke tšiti la go
lapele hile ke sa diti; tapang guntšwelela mošimane go tšogile
yo ke tšogile le yun ka phaphoing ye tze, o nšošiša
mabiso ak. ka motlasešiša a mōtšā ke ge a nyaka go dila
šegōtšā, lenna hile ka tšabē seo ke ge le ma le be ke nyaka

šegōtšā, ešela ke sa tšabe gore ka labe mang. mošimane go
ile ka thoma go phela le yun ka tšiti; wašiša o ile a nšošiša
le baqweva ba šagwe ba banyu ba tšabē mošimane le
ngwaninyana, ke ile ka thoma go phela le bona kšošišana
ka mešomo ya šegō. mošōtšā a hile ge a tšabē tšomaga
ya ba gore ke thoma go ba tšabē le bona ba ya tšabē

ka le tšiti la mošomo ke nako ya go go phela dilo
ke thomile tšabē go phela ka tšabē la gore ke be ke sa
tšabē mošomo. batho ba be ba tšabē tšiti, ka hantšā ka
gore a be e lena o mošimane selolong sa thoma ba
banyu ebile ba nšošišaga ka mošimane ba nšošišaga
ile ba nšošiša ke be ke sa tšabē go tšabē banyu
ka nna ke ile ka nšošiša gore ka haba banyu ka nna

hile ka tšiti ke tšabēlela ya mošimane ka nšošiša le go
tšabēlela mošimo mo tšabēlela ka tšabēlela la hantšā beo ka
be go ba nšošiša mošimane go tšabēlela o ile a nšošiša
gore ke ka le haba leany ke phela ošošiša ke tšabēlela
bona baba nšošiša mošimo hile be hantšā ka dila tšabēlela
mošimane o ile a ba tšabēlela gore ka haba ba sego eang

APPENDIX J: CLEARANCE CERTIFICATE FROM UNIVERSITY OF LIMPOPO



University of Limpopo
Department of Research Administration and Development
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 3766, Fax: (015) 268 2306, Email: trec@ul.ac.za

TURFLOOP RESEARCH ETHICS COMMITTEE
ETHICS CLEARANCE CERTIFICATE

MEETING: 09 January 2023

PROJECT NUMBER: TREC/25/2023: PG

PROJECT:

Title: Challenges faced by Grade 10 learners in Sepedi Home Language essay writing in Mankweng Circuit.
Researcher: SM Lemao
Supervisor: Mr PP Phokwane
Co-Supervisor/s: N/A
School: Education
Degree: Master of Education

PROF D MAPOSA

CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: REC-0310111-031

Note:

- i) This Ethics Clearance Certificate will be valid for one (1) year, as from the abovementioned date. Application for annual renewal (or annual review) need to be received by TREC one month before lapse of this period.
- ii) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee, together with the Application for Amendment form.
- iii) PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

Finding solutions for Africa

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APPENDIX K: SEPEDI ESSAY WRITING GUIDELINE

LENANEOTSHWAIWA LA DITAODIŠO

| | Ee | Aowa | Ditshwayoswayo |
|---|----|------|----------------|
| 1. Taodišo e na le hlogo? | | | |
| 2. Mmepe wa monagano o gona? | | | |
| 3. Dintlha tša mmepe wa monagano di nyalelana le hlogo le diteng? | | | |
| 4. Taodišo e na le matseno? | | | |
| 5. Matseno a na le maatlakgogedi? | | | |
| 6. Taodišo e na le ditemana tša maleba? | | | |
| 7. Ditemana di a nyalelana go ya ka peakanyo? | | | |
| 8. Dikgopolokgolo le dikgopolotlaleletšo di a tšwelela? | | | |
| 9. Taodišo e gomaretše hlogo goba e tšwele tseleng? | | | |
| 10. Polelo ke ya maleba? | | | |
| 11. Kgetho le tirišo ya mantšu e tšweletša maikutlo? | | | |
| 12. Maswaḡdikga, mopeleto le popopolelo di nepagetše? | | | |
| 13. Retšistara le setaele ke tša maleba. | | | |
| 14. Mafoko ke a matelele/ makopana. | | | |
| 15. Taodišo e na le mafetše? | | | |
| 16. Mafetšo a na le ditšhišinyo/ dikakanyo/ a tšweletša maemo a mongwadi/ a a kgala/ a a lemoša/ a tla ka tharollo? | | | |

APPENDIX L: SEPEDI MARKING GUIDELINE.

Sepedi Lelame la Gae (HL)/P3 5 DBE/Dibokwane-Hlakola 2015
NSC

LEPHEPHE LA 3 KE MOSWANANOŠI, GO DIRIŠWA MASWAO A GO IKGETHA A GO SWAYA LEPHEPHE LE. ELA TLHOKO MASWAO A O A FILWEGO KA TLASE.

MASWAO A GO SWAYA LETLAKALA LA BORARO

1. () Go tlogetšwe leswao
2. ⊙ Go šomišitšwe tlhaka ye nnyane sebakeng sa tlhakakgolo goba go dirišitšwe ye kgolo sebakeng sa ye nnyane
3. ☉ Kopanya mantšu
4. / Kgaoganya mantšu
5. ||? Ga go kwešišege
6. ← Thoma morago
7. → Thoma pele
8. # Temana ye mpsha e thoma fa
9. ○ Bošaedi
10. ?? Hlogo ga e gona
11. ___ Go dirišitšwe mopeleto wa go fošagala
12. ^ Go tlogetšwe tlhaka/lentšu

5 Septemba

Tokelo ya ngwalollo e ileditšwe

APPENDIX M: HOLISTICAL SCORING GUIDE OF SEPEDI

ELA HLOKO:

- Diriša rubriki ye ge o swaya ditadišo (Lephophe la 3, KAROLO YA A)
- Meputso ya 0–50 e arotšwe ka magato a mahano a ditlhalošo
- Mo go diteng, polelo le mongwalole, le legato le lengwe le le lengwe la magato a ditlhalošo a mahano le arotšwe ka dyanthama tše pedi, e lego legato la godimo le la fase go lebelešwe kabo ya meputso le ditlhalošo
- Sebopogo ga se sa arolwa ka legato la godimo le la fase

KAROLO YA A: RUBRIKI YA GO SWAYA DITADIŠO (MEPUTSO YE 50)

| Dinyakwa | Bokgoni bja go lkgetha | Bokgoni bja maemo | Bokgoni bja magareng | Bokgoni bja motlho | Ga go bokgoni |
|---|---|--|--|--|---|
| DITENG LE PEAKANYO (Go araba dipotšišo) Tatlano ya dikgopolo ga go dirwa peakanyo. Temogo ya movero, beamogedi ba tshedimošo le dikamano. | 28–30 -Bokgoni bja go araba potšišo ke bja maemo a godimodimo go fatiša - Dikgopolo tša go laetša bohiale, tša go hlohla mabjoko tšeo di tšweletšago tsebo ye e tšenletšego -Peakanyo le temagano ke tšeo di kgethilago mo go matseno, mmole le mafetšo | 22–24 -Potšišo e arabilwe gabotsebotse -Dikgopolo di kgahlisa kudu ebile di sepeletana le hlogoserewa -Peakanyo le temagano ya dikgopolo ke tše dibotsebotse mo go matseno, mmole le mafetšo | 16–18 -Karabo e a kgotsotšiša -Dikgopolo di temagane ebile di a kgodisa -Peakanyo le temagano ya dikgopolo ke tše dikamano mo go matseno, mmole le mafetšo | 10–12 -Temagano ya dikgopolo ga se ya mabea -Dikgopolo ga di tšwelete gabotse ebile ga di bonišhe -Tatlano le temagano ya dikgopolo di tšweletša gananyane | 4–4 -Molekwa o tšwela tseleng kuduku -Dikgopolo di hlakahlakane ebile ga di nepile -Dikgopolo ga di nepile -Ga go tatlano le tšweletša -Temagano ya dikgopolo |
| MEPUTSO YE 30 | 25–27 -Bokgoni bja go araba potšišo ke bja maemo a godimodimo -Dikgopolo tša go laetša bohiale, tša go hlohla mabjoko tšeo di tšweletšago tsebo ye e tšenletšego -Bokgoni bja maemo a godimo bja go baakanya le temagano ya dikgopolo mo go matseno, mmole le mafetšo | 19–21 -Potšišo e arabilwe gabotse -Dikgopolo di a kgahlisa ebile di sepeletana le hlogoserewa -Peakanyo le temagano ya dikgopolo ke tše dibotse mo go matseno, mmole le mafetšo | 13–15 -Potšišo e arabilwe ka mo go kgotsotšišo eupša ga se ya hlaka gabotse -Temagano ya dikgopolo e a kgotsotšiša ebile e a kgodisa -Peakanyo le temagano ya dikgopolo di a kgotsotšiša mo go matseno, mmole le mafetšo | 7–9 -Molekwa o tšwela tseleng -Dikgopolo di hlakahlakane -Ga go peakanyo goba temagano ya dikgopolo yeo e tšweletšago | 0–3 -Ga go boelwe sebo ya hloga yeo e fivago -O tšwela tseleng kuduku -Diteng ga di nepile ebile di hlakahlakane |
| Legato la fase | Legato la godimo | | | | |

HOLISTIC SCORING GUIDE CONTINUATION

| SEBOPEGO | POLELO, MONGWALELO LE PALOBOHLATSE | | MEPUTSO YE 15 | |
|---|---------------------------------------|-------|------------------|-----|
| | 14-15 | 11-12 | 8-9 | 5-6 |
| Dinyakwa/Dipharmacologantsho tša setšweletšwa. Tšwetšopele ya ditšhiana le tšhano ya mafoko. MEPUTSO YE 5 | Legato la fase | | Legato la godimo | |
| | 5 | 4 | 3 | 2 |
| | 13 | 10 | 7 | 4 |
| | 0-1 | | | |