Article

Exploring Teachers' Views on The Pedagogy of Writing Skills in English First Additional Language

Samkelisiwe Ncane Hlabisa, Hlengiwe Romualda Mhlongo & Samantha Govender[*]

Department of Curriculum and Instructional Studies, Faculty of Education, University of Zululand, KwaDlangezwa 3886, South Africa

*Corresponding Author: govenderSA@unizulu.ac.za

Abstract: English writing proficiency in First Additional Language amongst Intermediate Phase learners has not reached satisfactory levels in South African schools. The aim of this paper was to explore teachers' views on the teaching of writing skills in English First Additional Language specifically of grade 4 learners. The study sought to ascertain strategies used by teachers in teaching writing skills in selected EFAL grade 4 classrooms in uMkhanyakude District in the KwaZulu Natal province. A descriptive multiple case study design was adopted for this paper. Qualitative approach through semi-structured interviews and classroom observation were adopted, interpretive paradigm, purposive sampling, and thematic analysis were used. Findings revealed that teachers use various teaching strategies depending on the type of writing genre taught, needs of their learners, availability of resources and their context. Findings also indicated that teachers face challenges when teaching writing, they lack pedagogical knowledge to effectively teach writing and the support received is inadequate to enhance their pedagogy of writing skills especially for English First Additional Language. The paper concludes that there is a need for significant improvement on specific content and pedagogical knowledge that teachers possess to teach writing. Thus, this paper provides recommendations which emphasises the improvement of Initial Teacher Education in the writing domain by specifying the content and pedagogical knowledge to be taught, and ensuring adequate time dedicated to writing and writing instruction. Therefore, the paper advocates towards deep knowledge and understanding on how teachers can use a variety of strategies in trying to reinforce teaching of writing skills.

Keywords: pedagogy; first additional language; intermediate phase; teachers; writing skills

Introduction

An effective pedagogy for writing is necessary as writing is a complicated activity requiring mastery of a range of skills. Dockrell, Marshall and Wyse (2016) posit that the complexity of writing creates a great need for teaching time and the teachers' expertise. Likewise, the Department of Basic Education (2014) revealed that in South Africa, there are children in Grade 4 who struggle to understand simple English and do not have enough knowledge to write meaningful sentences. English is a second language to most of these learners thus their English language proficiency is limited. Scholars like Moses and Mohamad (2019) have also alluded that switching to English as the Language of Learning and Teaching in Grade 4 leads to teachers facing difficulties in adopting effective pedagogies to enhance writing skills. In contribution to improving learners' writing proficiency, Bukhari (2016) and Mohamood (2017) identified mind mapping as an appropriate strategy that could be employed by teachers to achieve the outcome of improving learners' writing capabilities. In addition, Kim and Schatschneider (2017) emphasise that, cognitive skills impact writing skills and the interaction between thinking and writing, hence, teachers need to be mindful of the pedagogy they opt for when teaching

writing skills. In light of the above, learners must be engaged in higher-level thinking in order to be creative in their writing. Kalipa (2014) who conducted a case study with four high schools in the Cradock Education District in Eastern Cape points out that creative writing is the most used and is an important strategy in teaching writing skills. Creative writing generally includes four main types of writing which are expository, descriptive, persuasive, and narrative (Richards & Schmidt, 2002).

Despite the extensive research on teaching of writing discussed above, the need for national research on the strategies to improve learners writing skills in First Additional Language and continuing in-service teacher professional development in both Foundation and Intermediate Phases has been identified. Cheung, Yunus and Mohamad (2016) state that, in teaching writing, teachers have the responsibility to strengthen their pedagogies of teaching the process of writing and they need to use specific strategies to enhance learners' acquisition of writing skills. Thus, teachers need to consciously teach using specific strategies and writing process to enhance learners' competence in writing. There is limited research within the South African context specifically relating to the pedagogy of writing skills and strategies used by EFAL teachers, especially in grade 4 which is the entry level to the intermediate phase. Hence, the lack of writing competence among learners persists, as a result they are unable to produce good creative writing essays.

Thus, the main aim of the paper intends to explore teachers' views on the strategies of teaching Writing Skills in English First Additional Language. Furthermore, this paper sought to identify the challenges in writing pedagogy and to ascertain teachers' strategies in teaching writing skills of Grade 4 learners in English First Additional Language with the intention to enhance acquisition of writing skills among the Intermediate Phase learners, more specifically Grade 4, in a rural context.

Literature Review

It has been argued that the skill of writing is very complicated (Hayes, 2012) and process of teaching how to write requires teachers to be adept of the pedagogy of writing skills (Graham et al., 2012). As a result, teachers are expected to devote sufficient time to teaching writing and effectively integrate multiple teaching strategies to promote the acquisition of this skill (Hsiang, et al., 2018). Rao (2019) emphasises that writing is the most difficult skill among the four language skills (reading, writing, speaking and listening) especially amongst English First Additional Language (EFAL) learners as a result of its complexity in spelling, pronunciation, vocabulary and grammatical structure. Furthermore, there is an absence of a one-to-one relation between spelling and pronunciation of the words in English. Diyarova (2021) states that writing is a productive skill, therefore English Language learners generally regard it as the most complicated skill as they are expected to simultaneously master spelling, pronunciation, vocabulary and grammatical structures. Moreover, these learners must observe two vital features of writing which is coherence and organization. Furthermore, within the South African context English is introduced as the Language of Teaching and Learning (LoLT) for all grade 4 learners as they enter the intermediate phase which further exacerbates the process. However, Blease and Condy (2015) state that poor writing skills amongst South African learners may be attributed mostly towards the lack of teachers' knowledge which hinders their ability to effectively teach and support writing approaches especially among English First Additional Language learners.

In an earlier study conducted by Julius (2013) findings indicated the need to assist teachers moving their focus from mainly testing and grading towards emphasis on the process of writing instead. Thus, expecting them to develop a deeper understanding of the approaches to teaching writing as advocated in the Curriculum and Assessment Policy Statement. Dornbrack and Atwood (2019) further confirm that teachers, more especially those teaching English First Additional Language tend to possess inadequate understanding of the various writing approaches thus they struggle to adopt effective writing strategies in their practice. Moreover Pineteh (2014) suggested that most teachers possess inadequate writing skills themselves, thus it is imperative for continuous teacher professional development, specifically related to more in-depth and interactive instruction on the teaching of writing approaches and strategies. Similarly, Pillay (2020) states that Jika Imfundo, an isiZulu word which means "to turn education around', is a professional development programme that focused towards changing teacher's classroom practices. This programme emphasises that writing in First Additional Language is a complex and challenging skill for learners to grasp, more especially

within a rural context. Thus, this issue necessitates teachers to be well equipped to firstly understand the needs and level of their own learners, the challenges they experience within their context and attempt to adjust, adapt, modify and adopt specific teaching strategies that enhance the potential of learners' writing skills.

For teachers to strengthen their own writing instruction and improve their learner's understanding and acquisition of writing skills, they need to consider and integrate various appropriate teaching strategies when teaching writing skills specifically to English First Additional Language learners (Graham, Bruch, et al., 2016). Their study further elaborates that the methods and techniques that teachers adopt in their classroom practice when teaching writing must however be relevant, suited for different writing purposes, builds on learners foundational writing skills and is also supportive of learners learning. Jameel and Mohamood (2017) suggest that the brainstorming strategy assists learners in organising their thoughts and content when writing. Therefore, brainstorming strategy requires more consideration in teaching writing skills. Furthermore, Hashempour, Rostampour and Behjat (2015) indicated that brainstorming is used as a pre-writing stage on English First Additional Language (EFAL) to enhance learners' writing ideas. One of the effective forms of brainstorming is the crafting of a mind map. This is confirmed by Bukhari (2016) in his study conducted amongst 40 Saudi intermediate learners and 20 English teachers. He identified the mind map strategy as an appropriate method to improve learners' writing skills and found that mind-mapping method improved learners' ability to provide cohesion and coherence, increasing their paragraph lengths and the structure of the paragraphs' content in their writing. A more recent study by Roza, Harya and Cahyadi (2021) also confirm that the English teachers can apply the integrated mind mapping and carousel feedback technique particularly to solve learners' problems during the prewriting process. Thus, these overall findings shed light on the effectiveness of the brainstorming strategy when teaching learners writing. Teaching writing through brainstorming helped learners to improve in organising their ideas before starting their writing. This shows that brainstorming strategy plays a pivotal role in helping learners to organise their writing and strengthen their sentences.

Notably, writing is a cognitive activity, thus teachers may play a prominent role in assisting learners to improve their writing skills. Rosli and Maarof (2016) study suggest that adopting Higher Order Thinking Skills (HOTS) enables learners to come up with extended compositions, critical and creative ideas. Thus, the emphasis of this strategy of linking critical thinking and writing equipped learners with guidelines that may improve their cognitive skills in writing. Furthermore, Kim and Schatschneider (2017) manifested that cognitive skills impact writing skills and the interaction between thinking, higher-order cognitive skills and writing skills. However, Nino and Paez (2018) stated that building writing skills in English in a creative way motivates learners to write in English and allows them to assume different positions about topics. Interestingly, Rao (2019) suggests that teachers may develop EFAL learners' story writing skills by using pictures or picture strips considering their interests. He further suggests that the technique of report writing enhances EFAL learners writing skills and emphasises that although it seems to be a rather simple process, the process in presenting a report is complex, thus the need to purposely teach learners these skills.

Writing has been always seen as a challenging skill in teaching and learning of English First Additional Language for both learners and teachers. Therefore, researchers became concerned about the approaches to teaching learners' writing skills. Klimova (2014) specifically elaborates two prevalent approaches to teaching writing namely: the product approach and the process approach. He further posits that these are two most used approaches to teach writing. However, learners' grasp of writing is more dependent on their English level as the focus of product approach is on the written final product which is imitated from the modelled text using the skills, structures, and vocabulary they have practised, whereas process approach deals with the process of how learners should approach writing. This means that in product approach teachers train learners on grammatical, synthetically, and appropriate language form to produce the final written product. While in the process approach learners are provided with plenty of time and opportunity to reconsider and revise their writing and at each step seek assistance from their peers and their teachers. Furthermore, Elashri (2013) recommended genre approach which is also called literary genres. He points out that genre approach helps learners to develop a positive relationship between their attitudes and writing and teach learners to look beyond subject content, composing processes and linguistic forms. Therefore, there is a relationship between these

approaches because in all of them learners can organise, determine goals and procedures for writing before attempting to produce and develop theirs idea in a meaningful statement.

Despite the best efforts of teachers to teach writing skills, writing has become a difficult skill for second language learners to master. Moses and Mohamad (2019) outline the challenges faced by learners and teachers on writing skills in English Second language (ESL) contexts. The findings of their study indicates that not only learners are facing the challenges in learning of writing skills, but teachers' ability to teach ESL learners is also a struggle. Thus, there is a need that teachers themselves are competent and familiar with the adoption and adaptation of effective teaching strategies that enhance their learners writing skills. Asep et al. (2014) indicated that teachers' challenges in teaching and learning process leads to learners' writing difficulties in learning writing. Furthermore, a study conducted in Saudi Arabia by Almubark (2016) on exploring the challenges encountered by English Second Language teachers in teaching and developing writing skills, the results showed that many Second Language teachers face challenges in teaching writing skills and tend to ignore learners' writing challenges in their classrooms due to a lack of pedagogical content knowledge on how to teach writing skills effectively. In the light of these findings, this demands that teachers are adequately supported by both internal and external stakeholders and through continuous professional development in an attempt to improve their classroom practice so that they effectively provide mentoring, feedback, quality instruction in teaching the needed writing skills, knowledge and processes (Graham, 2019).

Theoretical Framework
Many theorists have reviewed writing skills through different theoretical perspectives. This paper adopted the socio-cultural theory, which was developed by the psychologist Lev Vygotsky, who believed that parents, relatives, peers, society, and culture have a fundamental role in developing higher-order functions which include the ability to write (Vygotsky, 1978). This theory stresses that interaction between developing people and the culture in which they live, have a weighty contribution to human learning, and it is primarily a social process. Furthermore, McKinley (2015) provided empirical support on this theory, by expressing that socio-cultural theory is important in obtaining an understanding of learners' learning to write English First Additional Language (EFAL). Furthermore, it is helpful for EFAL teachers and researchers to assess the development of learners' ideas about critical thinking; and how it is used in their writing in the classroom. The prescript of this theory is evident on the participants' views when they indicated that writing is a social exercise, hence they give extra notebooks to learners for them to practice writing even at home in a relaxed environment under the guidance of their parents and siblings.

Methodology
The study is grounded within an interpretivist paradigm. Bertram and Christiansen (2019) point out that interpretivism relies on understanding the perspective of the research participants and provides a deep insight on interpretation of the world around them. Thus, this paradigm was best suited to explore teachers' views regarding teaching and learning of English First Additional Language writing skills. A multiple case study research design was used because of its suitability, and it allowed the participants to share their experiences and interact with the researcher which assisted the researcher to obtain in-depth information and ascertain a deeper understanding about the phenomenon. Semi-structured one-to-one, face-to-face interviews were conducted to ascertain teachers' views on the pedagogy of writing skills of Grade 4 learners in English First Additional Language. Open-ended questions were included in the interview schedule, as they offered the participants flexibility, provided the interviewer an opportunity to probe encouraging deeper insights into their responses and varying perspectives of the research problem (Hyman & Sierra, 2016). However, some of the participants felt frustrated and uncomfortable when the researcher tried to find reasons behind some answers for more in-depth information.

A non-probability sampling strategy was employed, specifically adopting a purposive sampling approach with an intention of identifying and selecting participants that are knowledgeable about or experienced with the phenomenon of interest, yielding information rich cases (Cresswell & Clark, 2011). Thus, 10 teachers who teach English First Additional Language in the intermediate phase, specifically grade

4, from 10 primary schools with a similar socio-economic status within a rural context in Hlabisa circuit, uMkhanyakude District in the KwaZulu Natal province were selected. Ethical clearance for the study was obtained from the University's Research Ethics Committee, permission to conduct research was sought and obtained from the Department of Basic Education and from the sampled school principals thereafter. Furthermore, all necessary ethical procedures were followed including informed consent, voluntary participation, confidentiality, and anonymity. The responses were recorded on audiotape and were later transcribed into verbatim for the purpose of analysis. In this study, data collected were coded using a thematic analysis method to assemble a detailed description. Thus, six simple steps accordingly to Braun and Clarke (2006) were carefully considered and undertaken during analysis of data in relation to the research questions that is : (i) familiarization with available data, (ii) generating initial codes, (iii) searching for themes, (iv) reviewing the generated themes, (v) defining and naming themes, and (vi) producing the report.

Findings and Discussion
This section discusses the findings obtained by analysing the data from English language teachers' responses at Empembeni in Hlabisa circuit about their views on teaching strategies and difficulties they are facing when teaching writing skills in Grade 4. The codes used to describe teachers who participated are T1, T2, T3, T4, T5, T6, T7, T8, T9 and T10. The results obtained from participants' responses for each question are presented using a thematic analysis. The views of the participants and relevant statements were put together under the same sub-theme, namely, Pedagogy of writing skills in English First Additional Language (EFAL), Ongoing support in enhancing effective pedagogies of writing skills to EFAL learners.

1. Teaching Strategies Used to Enhance Writing Skills in English First Additional Language (EFAL)
The participants' responses revealed different opinions about the use of teaching strategies of writing skills in Grade 4. Participant T2 explained how she integrates the brainstorming strategy using mind maps in her classroom practice.

> "*I give my learners a topic for writing, I then move around the class to show them how to make their own mind maps, this helps them a lot when they are writing their own paragraphs, they struggle sometimes but it helps them*"

Bukhari (2016) identified the mind map strategy as an appropriate strategy to improve learners' writing skills. In addition, Participant T3 also explained how she uses modelling writing strategy with different pictures in teaching writing skills.

> "*You come along with a chart that has pictures of different things in a picture, so you start asking them questions about these pictures that they see on the chart then you show them how to form a sentence by words*"

Harmer (2004) stresses that it would be a mistake to ask learners to write a specific genre without appropriately developing that skill. This means that teachers need to intentionally teach learners before confidently writing independently. Furthermore, T4 points out that story telling strategy can improve learners' learning of writing. Her comments indicated that she uses stories and ask learners questions based on these stories to enhance their writing skills.

> "*Ok, into yokuqala (first thing) I will give the learners workbooks with pictures with more time which helps them to write their own stories at their own pace*"

According to this participant the strategy provides learners with enough time to familiarise themselves with writing and enables them to write efficiently. This strategy is in line with the study conducted by Wallace, Stariha and Wellberg (2004) which confirms that learners learn better if they are given more time to practice a skill rather than 3 hours per week of teaching writing, presenting, language structures and conventions required by the CAPS document (Department of Basic Education, 2011:13).The following participants

mentioned that they encourage their learners to use writing steps which they follow when they teach them writing.

"*In teaching writing, we have …. We do plan we also do revise; we also do editing then we present…*" (T2)

"*We give learners some steps to follow when writing like planning in a form of a mind map*" (T10)

The process writing strategy highlighted by participants T2 and T10 is in line with Graham and Sandmel (2011), which emphasises that the use of process writing improves learners' writing skills. This statement means that process writing strategy helps learners to have more time and opportunity to refine their writing and address their needs, however providing necessary feedback throughout the different steps is critical. One participant outlined colour coding strategy.

"*I will take the colour coding by colour coding is where we use different colours of chalk for example when I'm teaching the letters of alphabet, so I put yellow for A, red for B, and C maybe its blue, so that they recognise the colours so by doing so e…eh I'm using the red they know red stands for B and blue stand for C*" (T8)

The participant emphasized that colour coding strategy helps learners to easily remember and differentiate amongst the different texts they are taught. This is confirmed by Mehigan's (2005) who stated that colour coding strategy is consistently effective in helping learners comprehend and compose text. The current findings indicate that teachers use different teaching strategies to develop writing skills in Grade 4 depending on the needs of the learners, availability of resources and their context. EFAL teachers need to be thoughtful of implementing alternate strategies and novel techniques in their classrooms to enhance the acquisition of writing skills.

2. Support Received by Teachers in Enhancing Effective Pedagogies of Writing Skills to EFAL Learners
Support from the workplace can help increase an employee's feelings of competence and also motivates them to give off their very best in their classroom practice. Therefore, support of teachers by various stakeholders could play a vital role in the implementation of activities to improve learners' writing skills. This theme provides the voices of different participants regarding support provided by stakeholders in trying to enhance learners' acquisition of writing skills; that is; internal support by School Management Teams (SMT), School-based activities, and external support from subject advisors. The participants' views regarding the internal support in the teaching of writing skills indicated that teachers receive support from the School Management Team (SMT). The participants revealed that the SMT provides them with relevant resources and workshops, and one participant mentioned that SMT also provides them with time to conduct extra classes to improve learners writing skills. The participants commented as follows:

"*Yes, we get more support because they even give us extra exercise books so that the learners must write even at their homes, because there is no subject that is based on writing, but we give them extra writing activities to make them write properly*" (T6)

"*Yes, we do get support. The SMT provides us with additional material needed and different textbooks. They also do the class visits regularly; however, their class visits do not focus on developing teachers writing pedagogies*" (T10)

Some participants mentioned that although the School Management Team conducts general internal workshops within the school, however, they specifically neglect the pedagogy of writing skills, on how to use certain specific pedagogies to reinforce the learners' acquisition of writing skills for all teachers in the school. Participants T9 explained as follows:

"*They also provide those mini-workshops whereby they focus more on administrative tasks, reading and ignore our development of pedagogical content knowledge on writing*".

In this theme, there is also a discussion related to schools-based activities to improve learners' writing skills. Participants pointed out the different activities they carry out in their schools to help learners become literate and motivated to write. However, some participants pointed out that they do not have any additional activities in their schools to improve their understanding of pedagogy of writing skills. Some participants pointed out that they have a Spelling competition in their schools that help learners to sharpen their spell competency. They put it this way in their statements:

"*I...the Spelling Bee, we use a Spelling Bee to spell the words because it is easy to write if you understand what you going to spell or what you going to write. We use Spelling Bee kwi (at) assembly, kumaklasini (in the classroom). Then bekwazi ke ukuthi bebhale into esebeyi (they will be able to write what they) understand*" (T4)

"*ooh, there is a competition like Spelling Bee competition among learners in the classroom and the other grades. It helps learners to improve their spelling and even if they are writing they get the improvement*" (T10)

The significant role played by activities initiated by EFAL teachers to improve writing skills is echoed by Diyarova (2021), where he highlights activities such as competitions in storytelling, spelling, report writing to mention a few. However, teachers were unable to explicitly explain how they teach learners to proceed to sentence level, integrating the words that they learnt during spelling activities. Participant T5 asserted that they use pictures to enhance learners writing skills in her school. She indicated that learners observe the picture and try to write about the picture. According to the participant, the researcher concluded that using pictures is effective in enhancing learners' writing skills. Another participant did not have any additional activities that enhance learners writing skills in her school. The following quote from her response:

"*Yoh! Ay! Ay! Ay! Ay! We don't have any activities except these when they are doing life skills kodwa(but) not an English one*"

This section presents how external stakeholders like subject advisors support teachers in teaching EFAL writing skills. The researchers sought to establish whether teachers get support from the English subject advisors, and how they support them. To achieve that, the researchers asked teachers questions that sought to establish support received from the subject advisors. Some participants indicated that they do get support from the subject advisor. They commented as follows:

"*Yes, we do have workshops on the four skills for English, but they emphasise the skills of reading rather than writing, because writing is a problem in our schools then they emphasise to us and they give us relevant text to make them to read and write accordingly*" (T3)

"*Yes, we do get support, but it is not sufficient*" (T2)

"*Yes, we do have workshops but not enough support, but not specifically on writing pedagogy*" (T7)

"*They give us the workshops although it happens once a year which is not enough.*" (T10)

On the other hand, T3 had to add the following addressing that the subject advisors focus more on reading and ignore teaching of writing skills. This is how she put it:

"*Yes, there is, I must say that because others there are doing it, but not relevant, their focus is on teaching reading, not writing....*"

Moreover, participant T4 and T5 had something to add, directly contrasting T7 and T10 responses. The participants mentioned that they never had workshops since they have started teaching Grade 4. They commented as follows:

"*No because o-advisor baka English nje angibazi vele ke nami ngiyaqala kulonyaka. (I don't even know English advisors and I started this year (2020) to teach English in Grade 4*" (T4)

"*Since it is my first-time teaching Grade 4 English there was never a day where I got support from subject advisors, but they do say they provide workshops. Those workshops conducted in circuits, they do provide workshops for teachers in languages and other subjects but since I got into field, I have never attended any workshop*" (T5)

The above statements from participants have revealed that these teachers teaching EFAL in the Intermediate phase do not receive sufficient support from stakeholders. They further elaborated the limited support is due to the inadequate number, frequency and relevance of workshops with much emphasis on reading rather than the enhancement of writing skills and writing pedagogies. Hence, they lament that they still encounter challenges when they attempt to teach writing skills to grade 4 learners. The participants indicated that they fail to overcome these challenges that emerge in their classrooms when they attempt teaching writing as they also lack proper knowledge on appropriate pedagogies and strategies of teaching writing skills. The outcry by EFAL teachers is that they are not adequately supported by stakeholders, and they are not continuously professionally developed. This is in line with what Graham (2019) points out, that teachers devote more time and attention to teaching writing if they are supported and better prepared to teach it, they feel more confident in their capabilities to teach it, derive greater pleasure from teaching it, and consider it an important skill to be prioritised and reinforced, so that learners can globally compete with their counterparts.

Conclusion

The foregoing discussion of the findings indicate a need for significant improvement on specific content and pedagogical knowledge that teachers possess to teach writing, adequate time should also be dedicated to writing and writing instruction. Most importantly, learners who aspire to be good writers of English First Additional Language need proper grounding during the teaching of writing in the classroom practice, they need support and exposure to all types of writing genre, thus the need to capacitate teachers to be able to identify appropriate strategies for teaching writing skills. This paper sets out to explore teachers' views on the pedagogy of writing skills of grade 4 learners in English First Additional Language. The findings demonstrated that some teachers struggle with the teaching of writing as they are not clear on the use of the most effective pedagogy to enhance writing skills in English First Additional Language.

This paper recommends that there must be improvement to access of high quality and systematic professional development programmes for school management and teachers in the writing terrain. Furthermore, there should be an increase in the amount of time dedicated for learners to spend composing pieces of writing even outside the classroom. Therefore, this means that issues of reinforcing writing skills to learners can be part of a transformative pedagogy used by the teachers to make classroom activities permeate to the outside world. The paper further recommends that there should be an effective use of instructional techniques consistently and frequently for writing in EFAL classrooms, for teachers to ensure quality instructional opportunities, specifically, for intermediate learners. Finally, motivating and supporting environments should be created for learners, where writing is valued and collaboratively done, and most importantly, additional scaffolding should be provided for EFAL learners struggling with the learning of writing.

Ethical Approval: Ethical clearance for the study was obtained from the University's Research Ethics Committee and the necessary ethical procedures were followed (Ethical Clearance Number: UZREC 17110-030).

Informed Consent Statement: Informed consent was obtained from all subjects involved in the study.

Conflicts of Interest: The authors declare no conflict of interest.

References

Almubark, A.A. (2016). Exploring the problems faced by the teachers in developing English writing skills for the students in Saudi Arabia. *International Journal of English Language Teaching*, *4*(10), 10-23.

Asep, S., Titin, R., Ade, P.S., Dian, K., & Supriani, W. (2014), The challenges in teaching writing skill at junior high school: *Problems and solutions*. http://www.academia.edu/9553692/the_challenges_in_teaching writing skill.

Bensen, H. & Cavusoglu, C. (2013). Reason for the teachers' uses of code-switching in adult EFL classroom. *Hasan Ali Yücel Eğitim Fakültesi Dergisi Sayı, 20*(2), 69-82.

Bertram C., & Christiansen, I., (2019). *Understanding research: An introduction to reading research*. Pretoria: Van Schaik Publishers.

Blease, B. & Condy, J. (2015). Teaching of writing in two rural multigrade classes in the Western Cape. Reading & Writing, *6*(1), 1-9. https://doi.org/10.4102/rw.v6i1.58

Braun, V. & Clarke, V. (2006), Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 1-13.

Bukhari, S.S.F. (2016). Mind mapping technique to enhance EFL writing skill. *International Journal of Linguistics and Communication*, *4*(1), 58-77.

Cheng, L., Yunus, M. M., & Mohamad, M. (2016). Issues contributing to low performance of English in a national school in Song, Sarawak. *International Seminar on Generating Knowledge Through Research. Proceedings of ICECRS, 1,* University Utara Malaysia, Malaysia, 499-510. https://doi.org/10.21070/picecrs.v1i1.519

Cresswell, J. W. & Clark, V. L. P. (2011). *Designing and conducting mixed method research* (2nd ed.). Thousand Oaks, CA.

Department of Basic Education. (2014). *Annual National Assessment (ANA) Diagnostic report of 2014 related to First Additional Language and Home Language*. Pretoria: Government Printer.

Department of Basic Education. (2011). *National Curriculum Statement Grades R-12*. https://www.education.gov.za/Curriculum/ NationalCurriculumStatementsGradesR-12.aspx.

Dockrell, J. E., Marshall, C. R., & Wyse, D. (2016). Teachers' reported practices for teaching writing in England. *Reading and Writing: An Interdisciplinary Journal, 29*(3), 409-434. https://doi.org/10.1007/s11145-015-9605-9

Diyarova, L. (2021). Improving writing ability through effective methods. *Research Jet Journal of Analysis and Interventions, 2*(5), 27-32.

Dornbrack, J. & Atwood, M. (2019). *Teaching writing in the FET phase. Literacy Association of South Africa.* https://litasa.org.za/ assets/Download/Dornbrack.pdf.

Elashri, I. I. E. A. E. (2013). *The effect of the genre-based approach to teaching writing on the EFL Al-Azhar secondary students' writing skills and their attitudes towards writing*, [Doctoral Dissertation, Department of Methods and Curriculum, University of Mansoura University, Egypt.]

Graham, S. (2019). Changing how writing is taught. *Review of Research in Education*, *43*(1), 277-303. https://doi:10.3102/0091732X18821125.

Graham, S., Bollinger, A., Booth O., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012). *Teaching elementary school students to be effective writers: A practice guide*. Washington, DC.

National Center for Education Evaluation and Regional Assistance (NCEE) home: part of the U.S. Department of Education (ED). (2001, June 28). *National Center for Education Evaluation and Regional Assistance (NCEE) Home Page, a part of the U.S. Department of Education*. https://ies.ed.gov/nce

Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C. B., & Smither Wulsin, C. (2016). *Teaching secondary students to write effectively* (NCEE 2017-4002). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance.

Graham, S., & Sandmel, K. (2011). The process writing approach: A meta-analysis. *The Journal of Educational Research, 104*(6), 396-407.

Hashempour, Z., Rostampour, M. & Behjat, F. (2015). The Effect of Brainstorming as a Pre-writing Strategy on EFL Advanced Learners' Writing Ability. *Journal of Applied Linguistics and Language Research, 2*(1), 86-99.

Harmer, J. (2004). *How to How to Writing*. United Kingdom: Pearson Educated Limited, Harlow.

Hayes, J. R. (2012). Modeling and Remodeling Writing. *Written Communication, 29*(3), 369-388. https://doi.org/10.1177/0741088312451260

Hyman, M. R. & Sierra, J. J. (2016). Open- Versus Close-Ended Survey Questions. *Business Outlook*, *14*(2), 1-5.

Hsiang, T., Graham, S., & Wong, P. (2018). Teaching writing in Grades 7–9 in urban schools in the Greater China Region. *Reading Research Quarterly, 53*, 473-50753.

Jameel, A. S., & Mohamood, D. F. (2017). The Effect of Flexibility and Fluency Strategies on Developing Creative Writing Skills in English Language Subject of the Fourth Preparatory Literary Students. *International Journal of Humanities and Applied Social Science, 2*(1), 37-50.

Julius, L. H. (2013). 'Teaching writing to Grade 5 English language learners in two Grahamstown East Schools, South Africa: A case study, [Master's dissertation, Rhodes University].

Kalipa, Z. (2014). Teaching Strategies to Improve the Writing Skills for Grade 8 and 9 Learners in English First Additional Language: A Case Study of Four High Schools in the Cradock Educational District [PhD thesis, University of Fort Hare]. https://core.ac.uk/download/pdf/145042183.pdf

Kim, Y. S. G., & Schatschneider, C. (2017). Expanding the developmental models of writing: A direct and indirect effects model of developmental writing (DIEW). *Journal of Educational Psychology*, *109*(1), 35.

Klimova, B. F (2014). Approaches to the teaching of writing skills. *Procedia-Social and Behavioral Sciences, 112,* 147-151.

McKinley, J. (2015). Critical argument and writer identity: Social constructivism as a theoretical framework for EFL academic writing. *Critical inquiry in language studies*, *12*(3), 184-207.

Mehigan, K. (2005). The Strategy Toolbox: A Ladder to Strategic Teaching. *Reading Teacher-READ TEACH, 58*, 552-566.

Mohamed, S. A. A. (2017). Strategy Based on Mind Maps and Its Effect on Development of Auditory Attention Using Arabic Solfage (Makam El Nawathar) of educational music Students [Doctoral dissertation, Cairo University].

Moses, R. N., & Mohamad, M. (2019). Challenges faced by students and teachers on writing skills in ESL Contexts: A literature review. *Creative Education*, *10*(13), 3385-3391.

Nino, F. L., & Paez, M. E. V. (2018). Building writing skills in English in fifth graders: Analysis of strategies based on literature and creativity. *English Language Teaching, 11(*9), 102-17. https://doi.org/10.5539/elt.v11n9p102.

Pineteh, A. (2014). 'The academic writing challenges of undergraduate students: A South African case study', *International Journal of Higher Education*, *3*(1), 12–22. https://doi.org/10.5430/ijhe.v3n1p12

Pillay, V. (2020). Jika iMfundo: A South African study of 'turning education around' through improved curriculum coverage, *Professional Development in Education*, *46*(2), 229-244. https://doi.org/10.1080/19415257.2018.1550101

Rao, P. S. (2019). Effective teaching of writing skills to the English language learners. *International Journal of English Language, Literature and Translation Studies (IJELR)*, *6*(4),196-205.

Richards, J. C., & Schmidt, R. (2002). *Longman Dictionary of Language Teaching and Applied Linguistics* (3rd Ed.). Pearson Education Limited.

Rosli, M. F. M., & Maarof, N. (2016). The effects of higher order thinking skills (HOTS) questions in improving ESL pupils writing performance.

Roza, A.S., Harya, T.D., & Cahyadi, D.S. (2021), Integration of mind mapping and carousel feedback as the effective brainstorming to improve EFL students' writing skill. *Universal Journal of Educational Research, 9*(5), 984-993. https://doi.org/10.13189/ujer.2021.090511

Vygotsky, L S. (1978). *Mind in society: The development of higher psychological Processes*. In M. Cole, V. John-Steiner, S. Scribner, & E. Souberman (Eds.). Cambridge, MA: Harvard University Press.

Wallace, T., Stariha, W. E., & Walberg, H. J. (2004). Teaching speaking, listening and writing. *International Academy of Education*. https://files.eric.ed.gov/fulltext /ED495377.pdf