THE UNIVERSITY OF ZULULAND

THE EFFECTIVENESS OF THE PROCESS, PRODUCT AND PROCESS-PRODUCT APPROACHES IN THE DEVELOPMENT OF WRITING SKILLS IN THE SENIOR PHASE

by

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ORIGINALITY DECLARATION

Full Names and Surname	King Zibuse Ngonyama
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Title of dissertation/thesis	**THE EFFECTIVENESS OF THE PROCESS, PRODUCT AND PROCESS-PRODUCT APPROACHES IN THE DEVELOPMENT OF WRITING SKILLS IN THE SENIOR PHASE**

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DEDICATION

I dedicate this study to my dear wife, Blue, and our two lovely kids, Nana and Londa, for bearing with me during my time in limbo.

TABLE OF CONTENTS

CHAPTER 3: METHODOLOGY

CHAPTER 4: RESEARCH FINDINGS AND RESULTS

ABSTRACT

The teaching of English First Additional Language in South African schools, towards the development of learners' writing skills, requires the employment of the process approach (DBE 2011: 10). The Department of Basic Education (DBE) clarifies that when learners write, they will need to use the writing process approach so as to produce coherent sentences without grammatical errors (2011: 36). The aim of this study is to compare and contrast the relative effectiveness of the process approach, product approach and the combination of these two approaches known as the process-product approach, in the development of English First Additional Language (FAL) writing skills in the Senior Phase. Three groups of Grade 8 and 9 English FAL learners, comprising of a sample of 186 learners from Quintile 3 schools in uMhlathuze Circuit Management under King Cetshwayo District were investigated so as to find out if they would develop good paragraph writing skills when exposed to several instructional interventions using any of the three approaches. The analysis of results is based on the Quasi-Experimental design which follows the pre-test-treatment-post-test model using the mixed methodology. It assumes the multi-method strategy as quan+QUAL (the lower case quan- explains the lower priority of the quantitative orientation). Consequently, the quantitative results are used to confirm the qualitative results. Findings of this study proved that when both the process and product approaches are combined and used recursively, and in a complementary manner as the process-product approach, they significantly yield higher results in developing the paragraph writing skills of English FAL learners in the Senior Phase than when each approach is used exclusively.

ABBREVIATIONS USED IN THE STUDY

DBE	Department of Basic Education
DoE	Department of Education
FAL	First Additional Language
ESL	English Second Language
FET	Further Education and Training
CAPS	Curriculum and Assessment Policy Statement
EFAL	English First Additional Language
LoLT	Language of Learning and Teaching
SMT	Senior Management Team
NCS	National Curriculum Statement
L2	Second Language
NNSSF	National Norms and Standards for School Funding
KZN	The Province of KwaZulu Natal

CHAPTER ONE

BACKGROUND TO THE STUDY

1.0 INTRODUCTION

When confronted with a piece of writing with paragraphs that lack quality and coherence, most readers and markers tend to lose interest. One of my Grade 9 learners, in a local school where I taught English as a First Additional Language (EFAL), wanted to know why her essay was not marked. As I had deliberately left her essay out, my swift response was "Your paragraphs were unintelligible". Quite clearly, she was neither aware that each paragraph needed to have one single idea, a topic sentence, supporting sentences, and a closing sentence; nor that each sentence should be duly linked to the previous one. The flaws in content, language, structure, spelling and punctuation made me speculate on whether she would have written a better paragraph had she been provided with a model thereof.

According to Rani et al. (2015), students perceive the task of learning writing skills as practically impossible. They oftentimes rely on memorization, showing little or no creativity when it comes to free writing. The Department of Basic Education (DBE, 2011: 36) clarifies that, "in the previous phases, learners learnt to write a range of creative and informational texts using writing frames as support." Learners in schools with a low quintile rating seem to be the mostly affected, and the DBE (2011) for Foundation Phase urges that teachers need to focus on developing literacy in First Additional Language (FAL) in Grade 2 and 3 since they will be using the language of learning and teaching (LoLT) in Grade 4. The DBE (2011: 36) further explains that, Senior Phase learners are expected to write particular text types independently, and will also have to use the writing process to produce well organized grammatically correct texts. According to what the DBE (2011) is saying, it seems as if there is a shift from the manner in which the learners were taught in the previous grades to how they are expected to learn in the Senior Phase.

A paragraph was chosen as the text that will be used to determine the effectiveness

of the process, product and process-product approaches in the enhancement of learners' writing skills for Senior Phase learners. The DBE (2011) defines a paragraph as a form of written communication which contains a minimum of five sentences. Each sentence in a paragraph develops one main idea and that is called *unity*. Furthermore, each sentence must be tied to the one preceding and following it, like chain links, through usage of unique words called *transitions,* then a paragraph is said to have *coherence*.

According to the DBE (2011: 39), paragraph writing as a process comprises of the following two steps:

1. Writing different parts of a paragraph: topic sentence, supporting and main ideas, an effective introduction, body and conclusion and a closing sentence
2. Writing different paragraphs and texts using related signal or transition words and phrases such as
   Chronological/sequential order: first, second, third, before, after, when, later, until, at last, next, recently, previously, afterwards
   Explanation/Cause and effect: hence, consequently, because, for this reason, since, as a result of, is due to, therefore, thus, consequently, hence, it follows that, if…then. Procedure: first, second, third
   Compare/contrast: similar, different, smaller than, bigger than, however, but
   Order of importance: always, finally (DBE 2011: 39)

For the purposes of this study, learners were expected to use transition verbs that display sequence or procedure, which were firstly, secondly, and thirdly to introduce their supporting sentences. Some learners used 'Finally' in the closing sentence to display order of importance.

Up to now, scholars still struggle to clearly determine which approach is more effective between the process approach and the product approach. Khansir (2012: 4) maintains that it would be simpler to write using the process and product approaches in English Second Language (ESL) and English First Language (EFL) classes if a number of strategies, activities and time assigned to the development of learners' writing skills

were based on outcomes that are specific and relevant to their educational needs. He criticizes the process approach for its failure to address vital issues in ESL and EFL writing, thereby leaving a gap between how English language is evaluated at lower levels and how it is going to be evaluated at higher levels of education. Research findings (Khansir, 2012; Ho, 2006) portray the process approach as the most conducive and versatile approach for primary school learners. Most researchers, who engaged in comparing the product and the process approaches, concurred that no single approach would suffice in the context of a school with mixed ability learners. Clearly, these assertions and findings bear significance when both ESL and EFL learners enter the university and are taken through similar programmes without exception.

The results of effective teaching and learning in ESL writing are evident when learners are able to use acquired knowledge to derive meanings from words and form sentences and texts without losing the context of the specific genre. This is done through interaction with the text, while experiencing constant development in the use of language structures and conventions (DBE 2011: 37). Moreover, such an achievement is possible when both the formative and the summative assessment strategies are correctly applied in class. The availability of up to date learners' portfolios is one way of finding out if adequate effort is put towards monitoring assessment in schools.

According to the report issued by the Suid Afrikaanse Onderwysers Unie (SAOU) in the 2015's analysis of learners' Grade 12 results, the focus on learners' output should not be solely on the pass rate, but on the quality and the effectiveness of the learning style and content. Furthermore, this analysis revealed that the pass rate in public schools, which was 70.7% in 2014, stood in stark contrast to the results generated by the Independent Examinations Board (IEB) pass rate of 98.30%. Therefore, the researcher struggled to understand why learners who learn English as a First Additional Language in most KwaZulu Natal schools perform so poorly. Admittedly, writing is one of the skills that are mainly used to assess most subjects in schools; therefore, it is necessary that it is taught using an approach that is suitable for respective recipients of language education. Intervention in lower levels of education, which in the case of this study is the Senior Phase, can be regarded as a decider stage

for the effective development of learners writing skills. The Department of Basic Education states that, "The Senior Phase is, to most unfortunate learners, the end of compulsory education. After Grade 9, most learners either go looking for a job or follow vocational careers" (DBE 2012: 55). Therefore, the importance of learners reaching Grade 9 and/or proceeding to the Further Education and Training (FET) already equipped with adequate language skills, especially writing skills, is pivotal.

The main aim of this study was to compare and contrast the relative effectiveness of the process approach, product approach and the combination of the two; hence the process-product approach, in the development of English First Additional Language (FAL) writing skills in the Senior Phase. Three groups of Grade 8 and 9 English FAL learners from Quintile 3 schools in uMhlathuze Circuit Management under King Cetshwayo District (formerly known as uThungulu District) were investigated so as to find out if they would develop good paragraph writing skills when exposed to several instructional interventions using any of the three approaches. The study focused on the characteristics, differences and similarities of the process and product approaches as well as strengths and weaknesses of each. The researcher's intention with regard to the third approach (process-product approach) was to compare it with the existing two approaches (process and product) so as to find out which of the three approaches would work best in effectively enhancing the development of English FAL learners' writing skills.

1.1 LITERATURE REVIEW

Learning to write is one of the most important skills English second language learners need for them to be able to communicate ideas and information effectively. Writing itself is defined as the art of the writer (Khansir, 2012: 1). Da Silva (2015: 301) argues that writing for academic purposes in a second language is exceedingly demanding at both secondary and tertiary levels. Saddler and Saddler (2010: 159) point out that writing can be an intimidating activity. They view writing as requiring complete physical and mental presence of learners fully engaging with the text to create exceptional pieces of writing. However, some learners who could not be trained to be good writers due to their inadequate language proficiency find it difficult to transfer what they have in mind onto paper. English First Additional Language (EFAL) writing teachers are no exception, as they face the challenge of teaching paragraph writing skills to learners in a second language (L2) class. Munoz-Luna (2015: 2) states categorically that teachers and readers should be reminded that L2 students' writings are produced in a 'borrowed' language. She adds that they also have to acknowledge that writing is so subjective that it can hardly be differentiated denotatively or connotatively irrespective of the language that is used by the writer. Yagiz (2016: 74) concurs that the difficulty for students who write in English as a second language is caused by their lack of familiarity with the conventions and expectations of academic writing. Taking into cognisance that Yagiz's study was based on institutions for higher education, an inference that for a Senior Phase EFAL learner, learning to write can be extremely difficult is hardly an overstatement. Provided the Department of Basic Education is fully confident of the suitability of an approach or approaches used in developing writing skills of EFAL learners in the South African context, there will always be a missing link.

There are a number of approaches to teaching writing, namely the *product*, *process post-process* and *genre* approaches that have been tried in the past with the hope that they might help improve the writing skills of learners, yet up to now, there is still some uncertainty as to which approach can effectively enhance and develop learners' writing skills (Khansir, 2012; Ho, 2006; Sarala et al. 2014). Dornbrack and Dixon (2014) point out that writing instruction calls for the knowledge of social practices in which genres are embedded and the meaning and function they have in communities. Therefore,

the effectiveness of any approach or approaches can hardly be generalized over multifarious populations at once.

In the South African context, the product approach had been dominant for a long time. The product approach, widely known as the traditional approach to writing instruction (Khansir 2012: 2), emerged from behavioural theory where learning was regarded as patterned. In this approach learners were provided with a model text to either mimic or memorize depending on how they were going to engage with the given model. The focus in this approach was on grammatical correctness, syntactical efficiency, and imitation. Copying and improvement of models that were already provided by the teacher were also characteristics of this approach. Nirmala (2015: 9) defines the product approach as an approach that gives importance to writing as a finished product. According to this approach, the ends need to be properly laid out as they impact largely on the means. Therefore, the number of stages involved in producing the finished text is less significant than the end product itself. The product approach comprises of four rigid stages which are familiarisation, controlled writing, guided writing and free-writing (Sarala et al. 2014: 791).

Recent researchers agree that dissatisfaction with the controlled composition and the traditional approach, which is the product approach, was the major cause for the adoption of the process approach (Khansir, 2012: 6). The process approach focuses mainly on acquisition of language skills as opposed to drilling learners on knowledge of grammatical structures and text form. Research findings (Khansir, 2014; Ho, 2006) portray the process approach as the most versatile approach for primary school learners. Ho (2006: 2) who conducted her study on the effectiveness of using the process approach to teach writing at six Hong Kong primary schools unequivocally maintains that in the process approach, learners are taught strategies to plan, draft, revise, edit and publish so as to help them write freely, and produce well-written texts. One of her findings portrays the process approach as an effective approach even at low levels P3 and P4 which are lower and higher primary school levels respectively. However, her findings still leave a gap for the exploration of the effectiveness of this approach in the Senior Phase as this phase acts as a backwater to the most important phase of learners' education, which is the Further Education and Training Phase (FET). The current study therefore, is unique in the sense that it investigates a very

crucial stage of learning where learners are prepared for the FET. Moreover, the Department of Education (2011) insists that this phase requires that learners write a number of essays independently. Therefore, progressing to the FET Phase without adequate paragraph writing skills may prove disastrous when learners are unable to manage writing assessment tasks at higher levels.

The process approach may be regarded as a recent approach in South Africa as it was only introduced in 2011. However, Khansir (2012) points out that this approach is not actually new, but teachers from almost every age have been using what generally resembles it. So, this reflects the variable nature of approaches regardless of whichever approach or approaches have been assigned by policy makers of any particular province or country. The Department of Education (DBE: 2011) issued a policy statement that learners need to begin using the writing process when they write. This policy implementation process depicted a move away from the product approach to the process approach. According to Sarala et al. (2014: 790), the latter has been the most used approach all over the world. Sarala et al. points out that in the product approach, learners simply imitate simple sentences in order to familiarize themselves with the text. Another common practise followed in this approach is copying a model paragraph provided by the teacher and changing it into a new paragraph ensuring the correctness of the language used, ultimately producing the exact new version of the original copy.

Recent theorists like (Pasand & Haghi, 2013; Hashemnezhad & Hashemnezhad, 2012) advocate for a combination and recursive use of these two prominent approaches towards the enhancement of learners' writing skills. Jani and Melinger (2015: 138) conducted a study where they were investigating factors that influenced learners' writing outcomes. They pointed out that there was unanimous agreement among social work educators that writing skills were critical, yet there was little agreement in literature as to which combination of approaches should be used. Previous theorists have tried combining the genre approach with the process approach, but a gap for a working combination of the process and product approaches still exists. A considerable number of writing approach theorists concur that a combination of both the process and product approaches may suffice as the solution to this persisting problem. However, none of those theorists have put this speculation

to test. This then, was the gap in literature which this study sought to address at the Senior Phase school level – a crucial stage of learning where learners are preparing to enter the FET Phase.

1.2 RESEARCH PROBLEM

This study proposes to conduct a survey that seeks to determine whether the process approach, the product approach or the process-product, which is the combination of these two approaches, is effective in the promotion and development of Senior Phase EFAL learners' paragraph writing skills within King Cetshwayo District schools in KZN.

In South Africa, the dominant approaches in the development of writing skills have been the product and the process approaches. However, the DBE (2011: 36) adopted and succinctly laid out a policy that in the Senior Phase, EFAL learners' need to use the writing process when they engage in essay writing. Thus, the approach adopted in the Senior Phase was the process approach with the view that the product approach was 'outdated'. However, the ANA results projected by Minister Motshekga (2010-2014) and the drop in Grade 12 results in KZN indicated the need for determining an approach that would be suitable for learners regardless of their social or economic status. A pilot study conducted by the researcher in the schools selected for this study indicated that teachers and learners are struggling to cope with the demands of this 'new' approach. Can we therefore say that the process approach could effectively enhance and promote the development of learners' paragraph writing skills better than the product approach, or should we seek for an alternative where both these approaches could be used concurrently and in a complementary manner? This was the challenge this study sought to address.

1.3 RESEARCH OBJECTIVES

The objectives of this study were as follows:

1.4.1 To determine the effectiveness of the process approach in the development of paragraph writing skills for Senior Phase English First Additional Language learners.

1.4.2 To determine the effectiveness of the product approach in the development of paragraph writing skills for Senior Phase English First Additional language learners.

1.4.3 To determine whether the combination of the process and product approaches will yield better results in developing paragraph writing skills for Senior Phase English First Additional Language learners.

1.4 RESEARCH HYPOTHESES

Some Senior Phase learners, especially in rural schools are not proficient writers even in their own language. This poses a great challenge for an English FAL teacher who is supposed to teach paragraph writing skills to learners in a language which is not their own. Even though the product and process approaches are in theory regarded as separate, in practice this is not often the case. The researcher in this study came up with the following hypotheses:

The Product Approach

H0: The product approach will NOT yield significantly higher results in developing the paragraph writing skills of English FAL learners in the Senior Phase compared to either the process or process-product approach.

H1: The product approach will yield significantly higher results in developing the paragraph writing skills of English FAL learners in the Senior Phase compared to either the process or process-product approach.

The Process Approach

H0: The process approach will NOT yield significantly higher results in developing the paragraph writing skills of English FAL learners in the Senior Phase compared to either the product or process-product approach.

H1: The process approach will yield significantly higher results in developing the paragraph writing skills of English FAL learners in the Senior Phase compared to either the product or process-product approach.

The Process-Product Approach

H0: Using process-product approach will NOT yield significantly higher results in developing the paragraph writing skills of English FAL learners in the Senior Phase compared to either the process or product approach used alone.
H1: Using the process-product approach will yield significantly higher results in developing the paragraph writing skills of English FAL learners in the Senior Phase compared to either the process or product approach used alone.

In addition to the above primary research hypotheses, the following subsidiary hypotheses were also tested:

The Product Versus the Combined Process-Product Approach

H0: The product approach will NOT yield significantly higher results in developing the paragraph writing skills of English FAL learners in the Senior Phase compared to the combined process-product approach.

H1: The product approach will yield significantly higher results in developing the paragraph writing skills of English FAL learners in the Senior Phase compared to the combined process-product approach.

The Process versus the Combined Process-Product Approach

H0: The process approach will NOT yield significantly higher results in developing the paragraph writing skills of English FAL learners in the Senior Phase compared to the combined process-product approach.

H1: The process approach will yield significantly higher results in developing the paragraph writing skills of English FAL learners in the Senior Phase compared to the combined process-product approach.

1.5 THE SIGNIFICANCE OF THE STUDY

- Many learners both in Home and EFAL struggle to respond to questions that require the use of their own words. Therefore, summarizing a text using own words becomes extremely difficult.
- Learners are unable to interpret a sentence or give an opinion when required.
- Learners lack the required editing skills when writing letters.

These three points are extracted from a report on the 2014 Annual National Assessments made by the Minister of Education, Motshekga (2015). They portray a dire need for further intervention in the development of learners 'writing skills. Literature has proven that the development of learners' writing skills is mainly dependent on the effectiveness of the approach or the approaches used in the teaching and learning of English second language in schools. Currently, in South Africa the process approach has been preferred by the DBE (2011) as the most effective approach to develop EFAL learners' writing skills. However, the product approach, despite being labelled as linear and old-fashioned, should not be completely disregarded as it contains certain qualities that can be used to effectively enhance learners' writing skills, especially if it is used in a varied and a recursive manner. Through this study, the Department of Education may insightfully, maintain the most effective of the two existing approaches or find a compromise on how these two approaches can be consolidated or used interchangeably or concurrently for better output purposes. Thus, the significance of this study is its potential to shed some light on this matter.

1.6 DEFINITION OF TERMS

A number of terms are hereby operationally defined in order to give clarity to this study.

1.6.1 The process approach: A cyclical approach in which students are required to move back and forth from one stage to another. For example, they may, during the activity, return to the prewriting stage even after having reached the revising stage. It is based on using the writing process with the emphasis on acquisition of linguistic skills such as planning and drafting before taking into consideration the acquisition of linguistic knowledge such as grammar and text (Sarala et al. 2014). The steps of the writing process differ according to different theorists and are not rigid. The Department of Basic Education lists six steps which are, planning/prewriting, drafting, revising, editing, proofreading and presenting (DBE 2011: 36).

1.6.2 The product approach: A traditional approach which emerged from behavioural theory where learning was regarded as a mechanical process of habit formation. It gives priority to writing as a finished product with focus on written form, grammar and avoidance of errors. Learners are provided with a model to either mimic or memorize. The focus is on grammatical correctness, syntactical efficiency and imitation. (Khansir, 2012: 2; Nirmala, 2015: 9)

1.6.3 The process-product approach: Pasand and Haghi (2013:76) define the process-product approach as the integration of the process approach and the product approach to writing so that learners can transfer the skills they gained from each approach from one mode to another. This combination is put to effect with the hope that better results may be generated.

1.6.4 The post-process approaches: Post-process approaches are based on the argument that writing is not a single process that can be formulated and prescribed for classroom practice. This approach also denies the employment of any simple pedagogy that can be individually applied so as to teach writing (Atkinson: 2003).

1.6.5 The genre approach: The genre approach teaches that people reading a discursive essay, for example, expect it to start with a question, followed by an explanation of why the question is valid. Next, they would expect the writer to present a number of differing arguments before the writer gives own opinion in the conclusion (Camilleri, 2015)

1.6.6 The writing process: The writing process involves a series of steps to follow in producing a finished piece of writing. Traditionally, this process revives around eight steps which are, brainstorming, planning, mind-mapping, first draft, peer feedback, editing, final draft and evaluation (Sarala et al. 2014: 790).

1.6.7 Rote learning: Mechanical or habitual repetitive kind of learning (Oxford South African Concise Dictionary 2010: 1028)

1.6.8 Holistic versus analytic scoring: Holistic scoring provides a single overall assessment score for the paper as a whole, whereas analytic scoring provides students with a rating score for each criterion, and a room for feedback on each criterion.

1.7 METHODOLOGY

The methodology adopted in this study is briefly presented below under various sub-headings:

1.7.1 Research Paradigm

This study used both the qualitative and quantitative research approaches. The advantage of using both approaches is that when designs are mixed, they can provide realistic means of dealing with difficult research questions. The qualitative data can help in clarity and depth in understanding respondents' inputs whilst the quantitative can help provide circumstantial analysis of patterns of responses (McCusker & Gunaydin, 2015). This study assumed the multi-method strategy 3 which, Maree and Van der Westhuizen (2009: 22) explain as quan + QUAL (the lower case 'quan' denotes the lower priority of the quantitative orientation). Practical research was based in three secondary schools at uMhlathuze Circuit Management under King Cetshwayo District (former UThungulu District).

1.7.2 Research Design

This study took the form of a case study using the Quasi-Experimental Design known as *Time Series*, using non-equivalent groups due to non-randomization of subjects. According to Imenda and Muyangwa (2006: 40) quasi experimental designs are termed as such to indicate that groups have not been formed through randomisation

of subjects to the respective experimental groups. In a *Time, Series* design, a series of observations are made after a corresponding number of Treatments, as follows:

Observation – Treatment – Observation – Treatment – Observation (Imenda & Muyangwa, 2006)

The quasi-experimental design that was selected for this study required that a pre-test-treatment-post-test model be observed, where Group A (process approach), Group B (product approach) and Group C (process-product approach) were required to write the same pre-test and also engage in a series of treatments. Thereafter, each group was assigned a post-test in the form of a summative evaluation written under controlled conditions.

1.7.3 Data Collection Instruments and Procedure

The instruments that were used for the collection of data, and the procedure that was followed during observation and treatment are presented hereunder:

Pre-test

A pre-test was assigned to all three groups in the participating schools. Each learner was assigned a task sheet on which to write a paragraph. The biographical details required the learner's age, grade, gender and home language. These were required for classification and quantitative analysis purposes. They also needed to write their code names and the code names of their schools. When they engaged in the pre-test, learners were to write their names in the space provided for easy identification purposes.

Post-test

Each group of learners was also required to write a post-test after the intervention and treatment procedure had been completed. The purpose of the post-test was to verify whether there had been any improvement after participants' exposure to instructional intervention and treatment regarding the approach assigned to their group. These tests were used to compare the achievements of participants across all three groups.

Treatment procedure

Treatment in the form of the instructional intervention including assessment of paragraphs for the three groups involved a two-week period per group of participants as follows:

- Group A: Process approach

- Group B: Product approach

- Group C: Process - product approach

Since the notional time allocation for Grades 8 and 9 comprised of four periods per week (DBE: 2011), each group underwent classroom instruction by the researcher for 8 periods. A pre-test was assigned to each group before any teaching had taken place. Classroom intervention normally prolonged for the period of two weeks where the researcher taught for four periods of 60 minutes per week.

Treatment of paragraphs was based on both the holistic and analytic scoring method as suggested in Writer's Choice (2015). The pre-test and the post-test required participants to display competence in focus/ organisation, elaboration/ support/ style and, grammar usage and mechanics as follows:

Competency in Focus/ organisation = 35 marks

Elaboration/ support/ style = 35 marks

Grammar usage and mechanics = 30 marks

A corresponding rubric was adopted from the above-mentioned reading and redesigned according to the requirements and assessment procedures followed in this study (See Appendix 6). The Common Correction Symbols and Abbreviations list was generated and participants were made familiar with it and other rubrics, during the first contact session. Further treatment was exercised on learners' scripts to determine the effectiveness of learners' compliance with the conventions of paragraph writing, Different components of a paragraph namely, the opening sentence, the supporting details, the closing sentence, sticking to one idea and use of linking verbs. A group frequency distribution sheet (Appendix 8 was used to determine the frequency of each

component in a specific group (Hole, 2000: 2). The proofreading plan was generated for use by the process and the process-product approaches and respective participants were made familiar with this plan (See Appendix 7).

1.7.4 Target Population and Sampling Techniques

This research was based in three rural secondary schools at uMhlathuze Circuit Management under King Cetshwayo District. Three groups formed from Grades 8 and 9 of each school were non-randomly selected. Selection of schools was essentially based on the quintile rating of each school as schools with the same socio-economic and resource status belong to similar quintile rating. The selected schools fell under Quintile 3. According to Kanjee (2009), the poverty of each school assigns to it to a quintile rating (Q1-Q5) which, based on a predetermined formula, informs the amount of money to be given to each school.

There were three groups involved in this study as follows:
Group A: (Process approach) comprised of 59 participants.
Group B: (Product approach) comprised of 62 participants and,
Group 3: (Process-Product approach) comprised of 65 participants.
Therefore, the total number of participants in this study was 186. The study prolonged for 6 weeks which was divided into two weeks per group.

1.7.5 Validity and Reliability of Instruments

A paragraph was used to lead participants into the process of learning and acquiring writing skills. Paragraphs played an important role in determining the outcome of this research as despite being short, they basically served as a basic unit of an essay. Consequently, paragraphs were easy to assess and mark as they provided a vivid idea of each learner's mastery of the genre or lack thereof.

A pre-test and a post-test in the form of a paragraph were administered to two Grades (8A and 9A) in each participating school. Each school comprised of one group formed from these two grades.

A rubric for holistic and analytic evaluation (Appendix 6) was compiled, which focussed on competence in focus/ organisation, elaboration/ support/ style and grammar usage and mechanics. Even though the writing process was not applied in the product approach, the assumption in the treatment of learners' paragraphs was that all paragraphs, including the model paragraphs that were provided to learners generally had the same features. Therefore, treatment and analysis of paragraphs did not depend on whether participants observed the two steps of the writing process, except for that those steps were regarded as features that were basically supposed to be in every paragraph. This rubric was used by the researcher and the assistant marker so as to verify the marks allocated by the researcher. Off topic post-tests were marked as 'not meet requirements' (NMR).

The Proofreading Plan – Each learner was supplied with a proofreading plan so as to proof read their paragraphs. The product approach group learners were also provided with proofreading plans even though they were not particularly required to use them.

1.8 DATA ANALYSIS

Data analysis in this study was both quantitative and qualitative. Quantitative analysis was first of all based on establishing the biographical details of learner participants across all groups so as to verify whether the treatment of gender was uniform. This was followed by distribution of learner participants by age. The Two-Factor Analysis of Variance was used to determine whether there were any significant differences among the ages of learners. Further analysis was made to determine learners' compliance to proper representation of an opening sentence, sticking to one idea, usage of logical connectors (transitions), supporting details and the closing sentence. In this study, it was assumed that coherence was achieved by adherence to the five writing strategies mentioned above. Treatment of paragraphs focused on five areas which were the opening sentence, supporting sentences the closing sentence, sticking to one idea and use of logical connectors. The pre-test and the post-test required participants to display competence in focus/ organisation = 35 marks, elaboration/ support/ style = 35 marks, and grammar usage and mechanics = 30 marks.

The percentages of learner participants from each group were compared to the percentages of learner participants from other groups and representations thereof were generated and projected through pie graphs. Marks were generated using a rubric, as reflected above in the treatment procedure section and comparisons were effected to determine learners' performances in each category. Participants were made familiar of the marking criteria during the first contact session. A mark list for each group's performance was compiled and the overall performance of Group A was compared to that of Groups B and C respectively in order to generate results in respect to the research questions. The results were respectively presented in line with the following three research questions:

- How effective is the process approach when used exclusively to develop paragraph writing skills for Senior Phase English First Additional Language learners?

- How effective is the product approach when used exclusively to develop paragraph writing skills for Senior Phase English First Additional Language learners?
- Does the combination of the process and product approaches yield better results in developing paragraph writing skills among Senior Phase English First Additional Language learners than when each of these approaches is used exclusively?

1.9 SCOPE OF THE STUDY/ DELIMITATIONS

This study focused on the acquisition of writing skills using several approaches in the Senior Phase at King Cetshwayo District in Grades 8 and 9 among three Quintile 3 schools in the uMhlathuze Circuit Management area, in KZN Province. When human subjects are involved in research, it is possible that results could be distorted as a result of perceived special attention given to some subjects, which may influence the feedback from respondents (Maree & Van Der Westhuizen, 2015). This may not be intentional as some learners may display more hospitality and openness to an outsider than others. Moreover, when respondents have an equal chance of being selected to participate, as it is in this study, the results may not be easily generalised to a broader population. Furthermore, quasi experimental designs have a disadvantage of not being accurately comparable at baseline; therefore, findings of this case study may only be generalised with utmost caution. Rather, bigger studies using research designs that may lead to generalisability of findings would have to be undertaken to replicate, or negate, the findings reported in this study.

1.10 ETHICAL CONSIDERATIONS

Ethical clearance was obtained from the University of Zululand's Research Ethics Committee. Thereafter, permission to conduct research in the KZN DoE institutions was sought and granted by the KZN Department of Education. A letter was also written to uMhlathuze Circuit Management requiring clearance (authorization) to conduct research in their area of jurisdiction. The Principal and English FAL teachers of the three high schools participating in this research were informed beforehand, at least a month before the survey was conducted, so as to secure accommodation and interview session times. Moreover, learners were duly informed and the researcher

provided letters for learners to hand to their parents, and parents' consents were duly obtained. All participants in this study took part on voluntary basis.

I have fully acquainted myself with policies and procedures outlined by the University of Zululand in its Research Integrity and Ethics Code regarding how seriously offensive it is when someone commits plagiarism in production of his research study. The Department of Curriculum and Instructional Studies has also conducted sessions where prospective researchers were informed on how one needs to conduct oneself as a researcher. Information acquired from respondents was treated with strict confidentiality.

I therefore declare that I have produced this research study solely through my own efforts with relevant assistance from my supervisors and have not engaged in any sort of plagiarism. Should there be any need for assessing my ethical integrity, I am willing to cooperate.

1.11 CONCLUSION

The foregoing chapter provided a brief overview of the current study. The research problem, objectives, significance of the study, methodology and ethical considerations were the main focus of this chapter. A literature review presented in this section was meant to provide the basis of the study, whereas, the literature review in the following chapter provides a comprehensive review of literature relevant to this study.

CHAPTER TWO
LITERATURE REVIEW

2.0 INTRODUCTION

This section presents an in-depth study of relevant literature. A vast array of literature related to the topic was consulted. The literature consulted was mainly journal articles and textbooks. Most articles reviewed in this study were published not more than five years so as to align this study with the current trends in education. Reference to internet articles was kept to the bare minimum. The following literature review focuses on the research that has been previously conducted by various theorists on the approaches to the teaching and learning of the English Language in different countries and contexts. A brief review of the theoretical basis provided by diverse theorists on the three approaches that are studied, namely the process, product and process-product approaches is conducted respectively. Thereafter, findings of various theorists are discussed with a general purpose of comparing and contrasting the findings that they generated. The main intention is to make projections on how effective writing skills of learners can be enhanced from the information drawn from the existing body of knowledge. What is gleaned from the existing literature is employed in establishing gaps and inconsistencies in the current body of knowledge. This chapter culminates in the deliberations on the characteristics, strengths and weaknesses of each approach paying special attention on differences and similarities between the process and product approaches. However, clarity needs to be The comparison and contrasting of the effectiveness of both the product and the process approaches and picking some vital steps from the product approach to combine them with some steps from the process approach to qualify the process-product approach for classroom practise, and finally comparing the process-product approach with both existing approaches will be central towards the findings of this study. Hopefully, findings from this research may yield results that could draw the attention of South African education providers so that they promote and support implementation of an approach or approaches that are compatible for Senior Phase ESL learners, bearing in mind the socio-economic context of South African schools. This section therefore is a review of literature that is related to the three approaches that are compared in this study,

namely the process approach, the product approach and the process-product approach.

Conceptual Framework

The researcher deems it fit to clarify that this study was not based on any theoretical framework as it cannot be explained by a single theory. On the contrary, it was based on a conceptual framework where two prominent teaching approaches, namely the process and the product approaches were compared and contrasted. The combination of these two approaches duly known as the process-product approach was also compared and contrasted with the aforementioned approaches; the merits and the demerits of each approach were rigorously tested against another so as to determine the effectiveness of each approach. In essence, this is a theory building study where after the presentation of each teaching approach a conceptual framework is formulated (see figures 2.1, 2.2 and 2.3).

2.1 THESIGNIFICANCE OF THE WRITING SKILL

Learning writing skills is one of the most important competencies second language learners need for them to be able to communicate ideas and information effectively in the target language (Khansir, 2012: 280). Da Silva (2014: 301) argues that writing for academic purposes in a second language is a major challenge both at secondary and tertiary levels. According to Saddler and Saddler (2010: 159), writing can be a 'daunting process'. They view writing as demanding complete physical and mental presence of learners fully engaging with the text to create exceptional works of art. However, some learners who could not be trained to be good writers due to their inadequate language competence find it difficult to correctly write what they have in mind on paper. This is quite challenging for an English First Additional Language (EFAL) teacher, who is expected to teach paragraph writing skills to learners in a second language (L2) class. Munoz-Luna (2015: 2) states categorically that teachers and readers need to bear in mind that second language students' writings are produced in a language that does not belong to them. It is a way of perceiving and processing knowledge that is the same irrespective of the language the writer is using. Yagiz (2016: 74) concurs that the difficulty for students who write in English as a second language is caused by their lack of familiarity with the conventions and

expectations of academic writing. Taking into cognisance that Yagiz's study was based on institutions of higher education; an inference that for a Senior Phase EFAL learner learning to write can be extremely difficult if an unsuitable approach is applied cannot be overlooked. The Department of Basic Education (DBE 2011: 36) acknowledges that learners' good writing is a result of constant support and sheer development by all stakeholders. It admits without undermining other language skills such as reading, that writing is the only vehicle through which writing skills can be developed.

The study on teaching and learning approaches cannot be said to be adequate without reference to communicative language teaching (CLT) and learning, as well as acquisition of second language. Banchu and Jireche (www.ajireche@yahoo.com) view communicative language teaching as a broad approach to teaching rather than a teaching method with a defined set of teaching practices. They argue that CLT focus on helping students use the target language in different contexts and functions of learning a language. This therefore portrays communicative language teaching at the helm of second language teaching and learning endeavour.

Conversely, attempt to make students understand a language lesson demands assessing the student's level of academic vocabulary competency. Eskamilla and Grassi (2000) allude to the Nativist theory as asserting that   language acquisition is innately determined that we are born with some kind of a   built-in device that 'predisposes us to language acquisition.' They refer Naom Chomsky a linguist who in 1965 proposed the theory that all people have an innate biological ability to acquire language. According to Naom people possessed a Language Acquisition Device (LAD) which is a kind of neurological wiring which regardless of the type of a language to be learned makes a little child able to listen and decipher the rules of that language. Therefore, it is clear that there are several factors that influence the approaches to the teaching and learning of English as a First or Second Additional Language.

2.2 THEORY ON THE WRITING APPROACHES

Ho (2006) conducted a study where she investigated how effective process writing was in helping about 200 students at the upper primary school level and the lower primary school level improve their writing skills and their attitudes towards writing. One of her findings which portrays the process approach as an effective approach even at low levels P3 and P4 which are lower and higher primary school levels, still leave a gap for exploration on the effectiveness of this approach in the Senior Phase as well, as this phase acts as a backwater to the most important phase of learners' education, which is the FET. Furthermore, Ho (ibid) emphasized the feasibility of the process approach in heightening the writing abilities and confidence of students, especially those who have higher English proficiency and those at the upper primary level. Her findings that the process approach boosts the confidence of writing skills of learners who have higher English proficiency highlight the probability of another approach other than the process approach which will do the same for learners with low English proficiency. Even though her study was not a comparative study, proving that process writing is a feasible solution to improving writing abilities of learners bears significance in favour of all process approaches, thereby refuting the effectiveness of product-oriented approaches. However, Graham and Sandmel (2011: 397) whose study was aimed at analysing the process writing approach differ considerably, pointing out at the argument made by critics of process writing that in process writing, little attention is paid to mastery of foundational skills such as handwriting, spelling, and sentence construction. They found that the process writing approach neither improved nor enhanced the quality of struggling writers' compositions.

Conversely, Sarala et al. (2014) made an analytical comparison about the effectiveness of the product and the process approaches. Their study was aimed at finding out why the product approach was adopted in Malaysian schools at the expense of the process approach. They found out that teachers preferred using the product approach because it was easy to apply, and avoided using the process approach because of being time-consuming. These findings are substantial, especially when considering the similarity that may exist between KZN learners and Malaysian learners in terms of low English proficiency. As a consequence, it becomes clear that the product approach cannot be ruled out completely as an approach that can

effectively enhance the ESL writing skills of learners in KZN. Even though in the study of Sarala et al. (2014) comparison was limited to the two afore-mentioned approaches, they profoundly recommended that teachers should combine both the product and the process approaches and use them in accordance with prevailing situations of learners' learning styles instead of using them separately.

Similar studies, yet not identical to the current study have been conducted where three approaches were compared. Hashemnezhad and Hashemnezhad (2012) conducted a study aimed at finding out the possible difference among Iranian learners' writing ability. They compared three groups of learners who they exposed to the process, product, and post-process approaches. Findings in their study revealed that post-process approaches did not significantly supersede the process approach, but they both indicated remarkable priority over the product approach. Another study that investigated three approaches was conducted by Camilleri (2015). His initiative was to compare the effectiveness of the process, product and genre approaches. The results of his study indicated that no single approach was better than the other, as each has its own strengths and weaknesses. He recommended that teachers should pick and choose different parts to suit different needs of their classes.

Pasand and Haghi (2013: 76) made a tremendous effort In their study where they were attempting to answer the question whether the use of an incomplete model text in a process-product approach to writing and asking the learners to complete the text rather than copying it could have a positive impact on EFL learners' accuracy in writing. They engaged EFL learners in a 'kind of' process-product approach to writing where participants were presented with a sample text but instead of copying it they were asked to rewrite the text, based on ideas they generated themselves. The above word written in parentheses is meant to highlight the probability that at the time when their study was conducted there was still uncertainty on the procedure that needed to be followed when teaching in the process-product approach. On the contrary, the present study suggests four major steps that could be followed when teaching writings skills using the process-product approach. Regardless of the outcome of this study, the proposed combination would potentially contribute significantly towards the enhancement of ESL learners' writing skills.

2.3 THE PROCESS APPROACH

The process approach focuses mainly the acquisition of language skills as opposed to drilling learners on knowledge of grammatical structures and text form. Research findings (Khansir, 2014; Ho, 2006) portray the process approach as the most conducive and versatile approach for primary school learners. Ho (2006: 2) who conducted her study on the effectiveness of using the process approach to teach writing at six Hong Kong primary schools unequivocally maintains that in the process approach learners are taught strategies to plan, draft, revise, edit, publish so as to help them write freely, and arrive at a product of 'good quality'. The current study therefore, is unique in the sense that it investigates a very crucial stage of learning where learners are prepared for the FET phase. Moreover, the Department of Education (2011) insists that this phase requires that learners write a number of essays independently. Therefore, progressing to the FET Phase without adequate paragraph writing skills may prove disastrous when learners fail to plan and execute their writing skills during examinations. In this section the researcher reviews various theorists' postulations of some characteristics of the process approach with reference to the procedure that is normally followed when teaching using this approach. Moreover, the four steps that characterise the adoption of the process approach for this study are vividly illustrated in figure 2.1. This review culminates in the promulgation of the strengths and weaknesses of the process approach so as to effectively compare and contrast it with the other two approaches, namely, the product and process-product approaches in line with the resolution of the current research problem.

2.3.1 Characteristics of the Process Approach

Writing in the process approach entails using the writing process. Spivey (2006) provides the seven steps of the writing process as, prewriting, rough draft, peer editing, revising, editing, final draft and publishing whereas the DBE (2012) lists them as prewriting/ planning, drafting, editing and revising. However, for the purposes of this research, these steps were reduced to four major steps derived from Henry et al. (2010: 141). These steps are prewriting, ordering, drafting, proofreading and editing. This was done in line with the assertion of the DBE (2012) that, not every step of the process needs to be followed since there are instances where teachers may focus on

sentence construction, and sometimes they may decide to focus on paragraph writing. A revised version of the four steps of the process approach is represented hereunder:

1. Pre-writing

Learners analyse, decide and determine the requirements of format, style, and point of view.

2. Ordering

This is part of a planning process. Here, learners brainstorm ideas and consult relevant sources to select relevant information.

3. Drafting

Learners use ideas generated from the planning stage to produce the first draft with an audience in mind. They determine word choice and show own point of view through selection of an appropriate tone suitable for audience and writing purpose. They write freely.

4. Revision: Proofreading and Editing

Learners evaluate their work and get corrective feedback, refining word choice, sentence and paragraph structure (use appropriate transition words) and eliminate informal register and evaluate content, style and register using punctuation marks, spelling and grammar correctly and appropriately. Then they prepare the final draft including layout, for example, headings and fonts.

Figure 2.1 illustrates the four main steps that characterise the process approach to the teaching of writing skills.
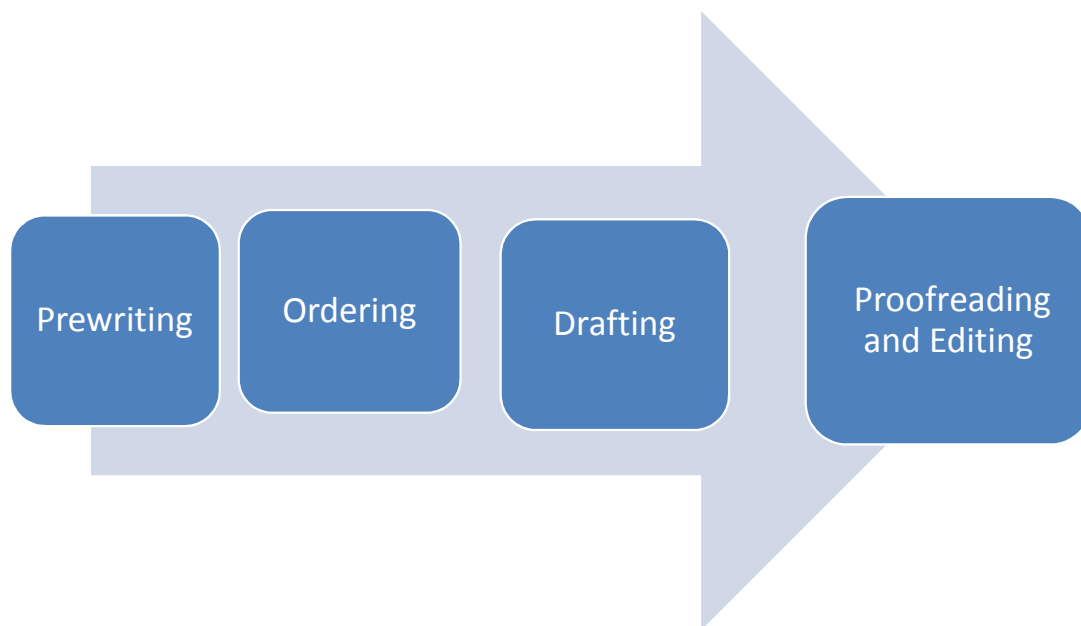
Figure 2.1 The major steps of the process approach

2.3.2 Strengths of the Process Approach

Khansir (2012) explicitly defines how the process approach works by speculating that when using this approach, learners need to be given a chance to write what they think on paper: writing without concern about form, grammar and correct spelling.

There are numerous strengths that are attributed to this approach, such as integrating writing with other skills, activities, more writing practice and improved final product. Another advantage of this approach is its learner-centeredness. The learner is free to write down any idea that comes to mind as she writes. The learner therefore worries less about skill acquisition as she spontaneously engages in written language. The teacher's initiative is to devise means of how to help learners write well using different ways. The strength of the process approach lies in allowing learners to set goals, generate ideas, organise information, select appropriate language, draft, review, revise, and edit, and that is why it needs more time. This approach provides a positive, encouraging, and collaborative workshop environment to the learners.

2.3.3 Weaknesses of the Process Approach

Khansir (2012: 5) argues that the process approach, despite its popularity, has its weaknesses. He sees the process approach as not quite addressing some central issues in ESL and EFL writing, as it

- does not seriously consider variation in writing processes caused by differences in individuals, writing tasks and situations, the development of schemata, language proficiency and insights from the study of contrastive rhetoric.
- creates a classroom situation that hardly relates to a situation where the acquired skills will be implemented.
- overlooks certain types of vital academic writing tasks.
- gives a false impression of how writing in higher education institutions is evaluated.
- operates in a social vacuum in the sense that it focuses mainly on the psychological part of the learners' development thereby neglecting the social part thereof.

The major weakness of the process approach is the time required to cover all the work that needs to be done. Sarala et al. (2014: 791) report that the process approach faced many constraints during its implementation in Malaysian classrooms. They posit that this approach has been viewed by many researchers as time-consuming, as it involves several drafts before students produce the final draft. As a result, teachers fail to complete their activities in the time allocated for writing instruction each week. Moreover, teachers would also need more time to read and mark all the drafts which seem impossible to perform during the allocated time. According to the DBE (2011: 7), CAPS language policy document for Grades 7-9, English First Additional Language instruction is allocated only 4 hours per week. During these hours, learners also need to be taught other learning skills such as speaking, reading and grammar. The speculation by DBE (2011: 36) that there may also be instances when teachers will need to focus on sentence construction, or paragraph writing, or learners write texts without drafts in preparation for examinations bears considerable insight as the contact time in teaching EFAL is hardly adequate. The teacher will either have to move on very quickly or secure additional contact time if he or she has to master the work

programme effectively. The researcher therefore concurs that the process approach is time-consuming and demanding.

So, despite being widely acclaimed as the most versatile approach, the argument that the process approach has its weaknesses cannot be refuted. Hopefully, findings of the current research would provide a key to the role of the process approach towards improvement of learners' writing skills.

2.4 THE PRODUCT APPROACH

The product approach, widely known as the traditional approach to writing instruction (Khansir, 2012: 2) emerged from behavioural theory where learning was regarded as a mechanical process or habit formation. This section presents the main characteristics of the product approach with emphasis on the stages that are followed during teaching and learning using this approach. These stages are discussed and subsequently illustrated in Figure 2.2. Furthermore, this section also specialises in furnishing the differences and similarities between the process and product approaches which will culminate in the furnishing of the strengths and weaknesses of the product approach.

2.4.1 Characteristics of the Product Approach

This policy implementation process (DBE, 2011) depicted a move away from the product approach which, according to Sarala et al (2014: 790), has been the mostly used approach all over the world, compared to the process approach - an approach that advocates the use of the writing process in the development of the learners' writing skills. He points out that in the product approach, learners simply imitate simple sentences in order to familiarise themselves with the text. Another common practice followed in this approach is copying a model paragraph provided by the teacher and changing it into a new paragraph ensuring the correctness of the language used, and ultimately producing the exact new version of the original copy. The four common steps of the product approach are displayed underneath as portrayed by Sarala et al. (2014) and defined by Steele (2004) concerning classroom instruction:

Stage	Sarala et al. (2014)	Steele (2004)
Stage 1:	Familiarisation	Models texts are given to students and important features are highlighted.
Stage 2:	Controlled writing	Isolated controlled practice of the highlighted features is provided in this stage.
Stage 3:	Guided writing	Ideas are organized in this most important stage.
Stage 4:	Free writing	Students individually produce the final product by using the skills, structures and vocabulary they have been taught

Various researchers agree that dissatisfaction with the controlled composition and the traditional approach, which is the product approach, was the major cause for the adoption of the process approach (Khansir, 2012: 6). Nirmala (2015: 9) defines the product approach as an approach that gives importance to writing as a finished product. In this approach learners are provided with a model text to either mimic or memorize. The focus is on writing correct grammar, and the capability of arranging words and phrases to create well-formed sentences in a language. According to this approach, the ends need to be properly laid out as they impact largely on the means. Therefore, the number of stages involved in producing the finished text is less significant than the end product itself. Camilleri (2015: 3) points out that the product approach uses a fixed linear approach and focuses on the written outcome, not on the thinking processes involved in writing. However, he maintains that regardless of the shortcomings that the product approach has it is still used in many EFL classes. This study therefore, may lead to establishing why some institutions have found it hard to deviate from using this "outdated" approach in their classes. The assumption is that

despite its lack of adequate approval by some theorists, there are some vital steps within the approach that make it worthwhile. According to Sarala et al. (2014) teaching using the product approach involves taking participants through four stages of this approach, which are familiarisation, controlled practice of highlighted features, organisation of ideas and production of the end product as illustrated in Figure 2.2 below.

1. Familiarisation

The teacher provides a model text for participants to read and to highlight features of the paragraph which are the opening sentence, the supporting sentences and the closing sentences. The structure, the content and spelling and punctuation and use of transitions also need to be highlighted.

2. Controlled practice of highlighted features

This practice involves drilling, copying, gap-filling and memorisation of a model paragraph.

3. Organisation of ideas

Learners are expected to think which idea needs to come first, and make out which transition to use in each instance and try to arrange the opening sentence, supporting details and the concluding sentence in the correct sequence. They need to perfectly organize ideas as they have been drilled and make sure that they prepare to produce similar pieces to those that they used during the practice session.

4. Producing the end product

Lastly, learners are required to use the skills, structures and vocabulary they acquired to produce a completed text so as to showcase their proficiency as competent users of the language.

Figure 2.2 illustrates the four major aspects of the product approach to teaching writing skills.
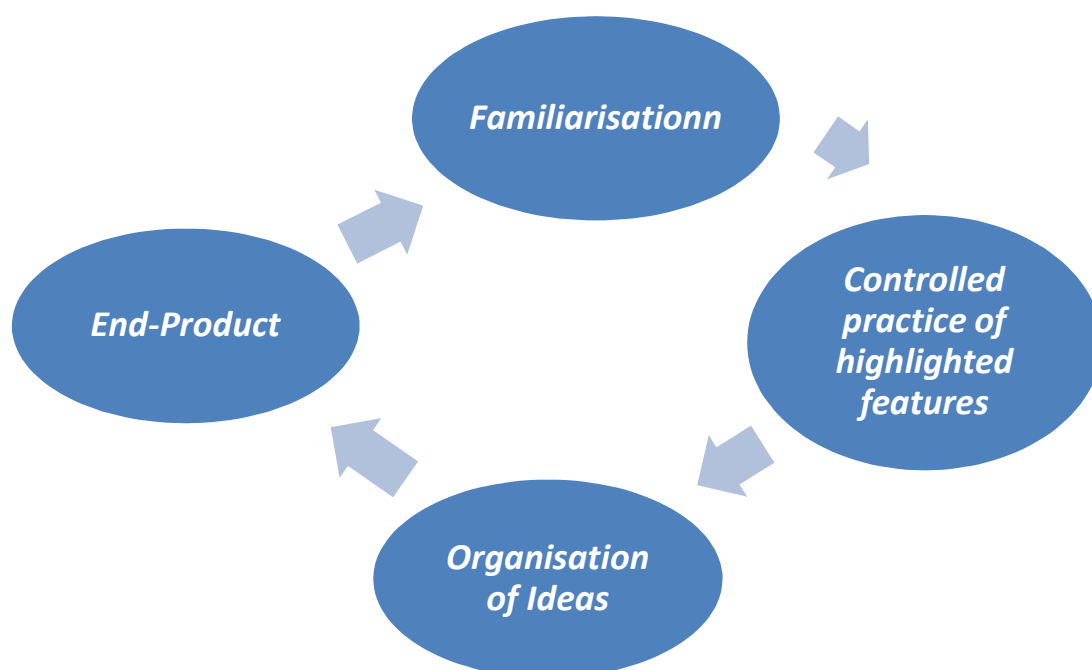
Figure 2.2 The main aspects of the Product Approach

2.4.2 Differences and Similarities between the Process and Product Approaches

Khansir (2012: 2) provides a clear demarcation between the product and process approaches by stating that the product approach focuses on writing tasks in which the learner imitates, copies and transforms supplied models, whereas, the process approach focuses on the steps involved in creating a piece of work. In the product approach, learners are provided with a text to imitate. Sarala et al. (2014: 790) explains that in this approach, learners merely imitate some simple sentences to get familiarity with the content. As learners write a paragraph, they are required to copy it and finally change it into a new paragraph such that it is as concise as the original, as long as they stick to the correct wording as provided by the teacher. In the process approach, learners do not have to copy or reproduce the text, but they engage with the text with the intention to creatively develop an improved original text based on the knowledge they had accumulated from the text and about the text. In the product approach ideas

follow consecutively as assigned by the teacher. Deviation from protocol constitutes an error that could not be tolerated. In the product approach, only one draft suffices, whereas in the process approach, learners draft and redraft as they deem necessary. Furthermore, in the product approach, the teacher plays a role of highlighting features of a text ensuring that learners are fully engaged in practicing those features as often as possible so as to promote accuracy. Conversely, in the process approach, there is a more global approach to a text as the writer has to focus on the purpose, theme and the type of the text that is being studied which in this case is a paragraph. When using the product approach, each learner responds to the text as an individual, carefully following the instructions of the teacher. The process approach on the other hand requires collaborative effort among the learner, peers, the teacher and the text itself. Sarala et al. (2014) argue that the product approach is more concerned with the finished product whilst the process approach is more objective and is mainly focused on the process of writing other than the end-product, yet it does not entirely neglect the end-product.

2.4.3 Strengths of the Product Approach

Munoz- Luna (2015) believes that memory is, inevitably, the key aspect in the learning of a foreign language.   Rani et al. (2015) concur when they say that whenever students are required to attempt a piece of free writing, without hints or guidelines, they are not able to come with any new and valuable ideas using their imagination. Seemingly, for an average Senior Phase EFAL learner, adequate knowledge of language structure and memorisation serves as a good starting point. Camilleri (2015: 6) sees models as a deterrent to learners' creativity. On the contrary, models may help slow learners get an idea of what they are required to do. Khansir (2012) points out that in the product approach knowledge of learners and skills such as planning are overlooked. He does mention however, that the advantage of the product approach is that it recognises the need for learners to be given linguistic knowledge about texts. Therefore, this portrays the product approach as time-friendly and easier to use in large classes as the focus of the teacher is to teach learners to write and not worry much about the creativity and individual development of learners.

2.4.4 Weaknesses of the Product Approach

According to Hashemnezhad and Hashemnezhad (2012) the product approach views writing as mainly concerned with knowledge about the structure of language and writing development - and as mostly the result of the imitation of input of texts provided by the teacher. This weakness of the product approach is proven in these researchers' findings when they conclude that the post-process and process approaches were more successful in improving learners' writing skills than the product approach. Ismail (2007: 2) regards the product approach as an outdated approach when he hints that successful student writers of his time deviated from wasting time through analysis and description of the product and fully participated in the writing process. Likewise, Akinwamide (2012) cites the reason for his choice to focus on the effect of the process approach in the development of learners' writing skills other than the product approach as its being 'dumped' for a number of decades. The problem that may be experienced by teachers during classroom intervention and treatment of writing texts is when learners rewrite the models in the end result exactly as they were provided to them, leaving the teacher unsure whether the class has learned anything or not from the whole teaching and learning experience. The teacher in this instance is compelled to provide a good mark to the participant for using correct language and conventions. The assumption is that the participant has done what was required of her. There is also a possibility of loss of interest among learners. This may probably be due to the learners' familiarity with the process of writing from their previous writing classes. As a result, learners may drop their guards thereby affecting their performance. Moreover, the model paragraph has the potential to intimidate participants leading to those who do not trust in their ability to reproduce the model to give up. Conversely, there are those who will finish very quickly and opt for doodling around instead of checking for errors in their work. Moreover, once the finished product is submitted for mark allocation, the teacher has very little reward for participants' efforts since ideas are preconceived. Learners are taught how to produce accurate pieces of writing, but know very little if any, how to develop their thinking processes, engage and identify with the message or learn any lesson from the texts they have written.

2.5 THE PROCESS-PRODUCT APPROACH

The process-product approach is the integration of the process approach and product approach to writing so that learners can transfer the skills they gained from each approach from one mode to another. According to Pasand and Haghi (2013), this combination is put to effect with the hope that better results may be generated. Recently, a study by Jani and Melinger (2015: 138) where they were investigating factors that influenced learners' writing outcomes was conducted. They pointed out that there was unanimous agreement among social work educators that writing skills were critical yet there was little agreement in literature as to which combination of approaches should be used. Previous theorists have tried combining the genre approach with the process approach, but a gap for a working combination of the process and product approaches still exists. A considerable number of writing approach theorists concur that a combination of both the process and product approaches may suffice as the solution to this persisting problem. However, none of those theorists have put this speculation to test. This is the gap in the literature which this study seeks to address at the Senior Phase school level – a crucial stage of learning where learners are preparing to enter the FET phase and where Grade 9 is regarded as an exit point to the world of work as reflected on the SAQA (2001) Policy Document.

The process-product approach is not entirely a new concept. In their study Pasand and Haghi (2013: 76) point out that the teaching of the process and product approaches separately creates an imbalance in L2 writing performance. They further suggest that the integration of these approaches to writing could transfer the skills learners have acquired from each mode to the other thereby securing much better output. Therefore, this section presents the characteristics, the strengths and the weaknesses of the process - product approach over the product and process approaches.

2.5.1 Characteristics of the Process-Product Approach

Some theorists like Ho (2006) believe that the effectiveness of the process approach is still inconclusive. The process-product approach is not consciously employed by most English First Additional Language (EFAL) teachers in KZN. Theorists such as

Sarala et.al (2014: 794) suggest that the importance of formulating language learning activities by adopting and adapting some prominent features from both the product and process approaches and the combination of both these approaches would help learners achieve a better capacity in writing ability. Khansir (2012: 5) defines writing as a skill that is necessary for a combination of process and product approaches to develop learners' skills to write in ESL. The suggestion of compensating for the shortcomings of either the product or process approach, by combining both the product and the process and applying them in a recursive manner seem to be now on the rise among theorists (Dornbrack & Dixon, 2014: 8; Camilleri, 2015). Sun and Feng (2009: 151) made a very interesting observation that even though some theorists differed in their explanations and distinctions between the process and product approaches, the bottom line was that they all agreed that good product depended on good process. Recent theorists like Pasand and Haghi (2013) and Hashemnezhad and Hashemnezhad (2012) also advocate for a combination and recursive use of these two prominent approaches towards the enhancement of learners' writing skills. The process-product approach comprises four stages of teaching namely, familiarisation, controlled practice of highlighted features, drafting and revision, and editing and proofreading.

1. **Familiarisation and Planning**

This stage is similar to the first step of the product approach above, except that in the process-product approach, learners are allowed to experiment with more than one model. Also in the familiarisation stage, learners are allowed to recursively alternate using some of the writing techniques applicable in the planning/freewriting stage in the process approach.

2. **Uncontrolled Practice of text features**

Learners simply pick ideas from the models provided and work to improve them and respond to some questions. Copying and memorization is avoided. Learners generate and organize ideas and consult sources as in the process approach. This stage is a continuation of the first phase.

3. Drafting and Revision

Learners use ideas from the models to produce the first draft with the audience in mind and perform free writing. They determine word choice and show own point of view through selection of an appropriate tone suitable for audience and writing purpose. They continue writing freely without specific attention paid to errors. Then learners determine their input as compared to the models with motives for producing unique pieces of writing.

4. Editing and Proofreading

Learners evaluate their work and get corrective feedback, refining word choice, sentence and paragraph structure (use appropriate transition words) and eliminate informal register and evaluate content, style and register using punctuation marks, spelling and grammar correctly and appropriately. Then they, prepare the final draft including layout, for example, headings and fonts, and submit for marking.

Figure 2.3 below illustrates the salient features of the process-product approach as operationalised in this study.
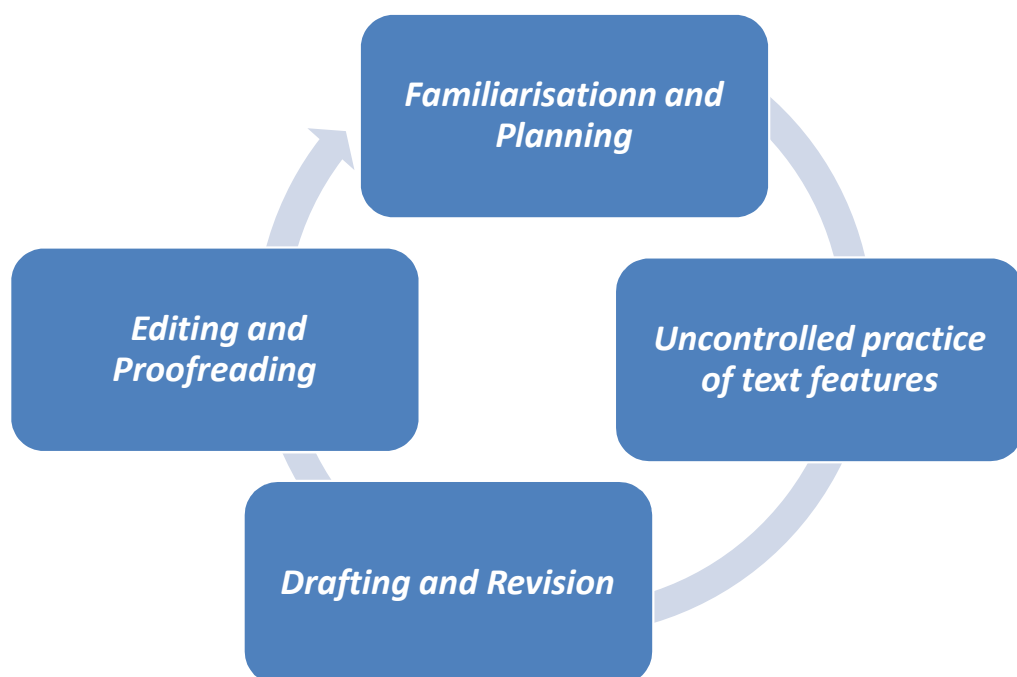
Figure 2.4: The Main Features of the Process-Product Approach for this Study

2.5.2 Strengths of the Process-Product Approach over the Product and Process Approaches

Just like in the Malaysian context (Sarala et al. 2014), South African learners are of mixed abilities, and as a result it makes the application of one approach to writing unlikely to meet the individual needs of learners. The process-product approach does not take anything away from either the product approach or process approach; instead it adds the qualities of each to the other thereby securing a heightened advantage over the individual application of either the process or the product approach. For example, in the familiarisation/ planning stage, the process-product approach combines the brainstorming stage (process) with provision of a model to learners (product). Therefore, the uniqueness of this approach makes it appear stronger than its counterparts. Learners who find it difficult to begin writing may be motivated when they are exposed to different model paragraphs, thereby getting a glimpse of the structure, content, language and conventions of a paragraph.

Exposure to different model paragraphs and permission to work with their partners and groups is likely to put them in a better position than other learners. Moreover, when learners are taught using this approach, they are bound to enjoy acquaintance with the genre during the gap-filling stage and get motivated to produce drafts that would challenge the models that have been previously provided to them. Moreover, this approach gives priority to planning as most of the time is spent planning. Dziak (2015: 1) concurs by regarding planning as the generally accepted first step of the writing process and that it derives its being the main prewriting activity from its occurrence before the beginning of actual writing. This approach renders itself as a well-balanced approach because the first two steps which are familiarisation/ planning and uncontrolled practice of text features fully prepare the learners for the drafting stage where they need to generate several drafts. When learners reach the editing and revising stage, they will have had adequate orientation to allow room for producing creative paragraphs or essays.

2.5.3 Weaknesses of the Process-Product Approach over the Product and Process Approaches

Despite being a promising combination, the process-product approach may pose a challenge when it comes to implementation in the South African context since the shift from the product to process approach had already been a drag both for teachers and learners. Piriyasilpa (2012: 793) concurs by stating that it seems unlikely that the combination of the process and product approaches would suffice. He questions if there is any possibility that a synthesis of these two approaches help produce learners who will no longer memorize and regurgitate during examinations. He also ponders if it would be possible to use a combination of approaches in a class where learners struggle with a single approach. Classroom implementation of this approach can pose a number of challenges due to its unique approach. The transition from the first two steps of the product approach to the last two steps derived from the process approach may pose a challenge for teachers unless adequate training is provided. High achievers who are compatible with the process writing approach may find the two first steps of the product approach unnecessary and boring. Moreover, the drilling session embedded in the practice of highlighted features may weaken the output of the process-product approach by limiting the creativity of some learners, especially the high achievers.

2.6 CONCLUSION

This chapter has provided an in-depth survey of the books, literature and other scholarly sources relevant to the assessment and determination of the effectiveness of the process, product and the combination of both these approaches, hence the process-product approach. The characteristics, strengths and weaknesses as well as differences and similarities of the approaches have been presented with the intention of determining which approach would be most effective in the development of writing skills of Senior Phase EFAL learners in uMhlathuze Circuit Management under King Cetshwayo District. This review has revealed that findings from different theorists have not specifically determined which approach is the best for teaching writing skills. However, some have speculated that the combination of both approaches may help assist in the development of writing skills for EFAL learners. Whilst a number of

theorists have probed the preference and espoused primacy of the process approach over product approach, some theorists suggest the synthesis of the process approach with other approaches other than the product approach. Nevertheless, this chapter was mainly based on describing the three afore-mentioned approaches and putting them parallel to each other so as to assess their effectiveness. The next chapter presents the research methodology adopted in this study.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 INTRODUCTION

This chapter aims to reveal various methodological issues relevant to this study. The main intention of the researcher was to explore intervention strategies and offer recommendations where possible. This process involved determining the target population, sampling, instrumentation, data collection procedures and devising strategies for data analysis. In essence, the issues include the methodology and the design that were used related to the research approach, research design, data collection instruments and procedures that were followed in the research. Lastly, the actual procedures that were followed during actual classroom intervention are also described in this chapter.

3.1 RESEARCH APPROACH

The field of study was based at three rural secondary schools in the uMhlathuze Circuit Management under King Cetshwayo District. Intervention in each school lasted for a period of two consecutive weeks where the researcher attended to learner participants' needs on a full time basis, using normal teaching periods for both Grades 8 and 9. Each period lasted for 60 minutes. This study used both the qualitative and quantitative research approaches. The advantage of using both approaches is that when designs are mixed, they can provide realistic means of dealing with difficult research questions. The qualitative data can help clarify and deepen understanding respondents' input whilst the quantitative approach can help provide circumstantial analysis of patterns of responses (McCusker & Gunaydin, 2015). Maree (2009) states that multi-method strategies guide the collection and corroboration of data and enhance the validity and credibility of the studies. This study assumed the multi-method strategy 3, which Maree (2009: 22) explains as quan + QUAL (the lower case 'quan' denotes the lower priority of the quantitative orientation).

3.2 RESEARCH DESIGN

This study took the form of a case study using the Quasi-Experimental Design called Time Series Design, which is in line with the research questions. According to Imenda and Muyangwa (2006: 40) quasi-experimental designs are termed as such to indicate that groups have not been formed through randomisation of subjects to the respective experimental groups. The Time Series Design therefore seemed appropriate for this study since creating any control groups in the participating schools would have grossly and adversely disrupted normal teaching and learning processes. For the purpose of this study, the researcher chose three groups of learners from three schools and took and compared samples of the Grades 8 and 9 learner participants from the Senior Phase of the participating schools. The Quasi-experimental design that was selected for this study required that a pre-test – treatment – post-test model be observed as reflected in Table 3.1 below.

Table 3.1

GROUP	PRE-TEST	TREATMENT	POST-TEST
GROUP 1	O1	X1= Process approach	O2
GROUP 2	O1	X2= Product approach	O2
GROUP 3	O1	X3= Process-Product approach	O2

The quantitative data was used to confirm the qualitative data that was collected. This was done to achieve the following objectives derived from Greene (2007):

- Enrichment: Using qualitative work to identify issues or find information on variables that can hardly be acquired through quantitative surveys.
- Examination: So that the results generated are analysable and conducive to testing hypothesis and providing a picture that is neither ambiguous nor unclear.
- Explanation: Using qualitative data to understand results from quantitative data.
- Triangulation: To substantiate the outcome of this research with infallible ground for refuting or accepting null hypothesis.

3.3 DATA COLLECTION INSTRUMENTS AND PROCEDURES

Basically, data for this study was collected in the form of a pre-test and a post-test. The details clarifying the kind of data collection instruments that were used and how they were used are furnished underneath.

Pre -Test

A pre-test was assigned to all three groups in the participating schools (see Appendix 1). The first day was spent familiarizing participants with the marking rubric which comprised different codes reflecting common errors in the marking of paragraphs. That rubric was subsequently used by the researcher during intervention (See Appendices 5 and 5.1). Each learner was assigned a task sheet on which to write a paragraph on the topic 'Why I avoid coming late to school' individually without any assistance. The topic sentence was already supplied, which read as follows: 'There are three reasons why I avoid coming late to school'. The biographical details required the learner's age, grade, gender and home language. These were required for classification and quantitative analysis purposes. The assumption was that analysing participants' performance in terms of gender may generate different results than when gender is not considered. They also needed to write their code names and the code names of their schools. When they engaged in the pre-test, learners were to write their names in the space provided for easy identification purposes. The pre-test was marked out of 100 marks. The researcher made copies of the responses and handed them over to 'a duly trained research assistant' (Imenda & Muyangwa 2006: 30) for marking whilst the researcher marked the duplicate copies so as to ensure inter–rater reliability.

Post-Test

Each group of learners was required to write a post-test (Appendix 2) in one final 60 minutes sitting after the intervention and treatment procedure had been completed. The post-test was on the topic 'Why I avoid coming late to school' but the topic sentence was not provided in that instance. The task of the researcher was to monitor the writing of the activity and provide participants with all the resources they required. The purpose of the post-test was to verify whether there had been any improvement after participants' exposure to instructional intervention and treatment regarding the

approach assigned to their group. Furthermore, the researcher had to find out if after intervention, participants belonging to a researched group had managed to write better paragraphs than their counterparts from the other two participating groups or not.

3.4 PROCEDURE

This section explains the procedure that was followed in treatment and assessment of participants' paragraphs. Classroom intervention in each of the participating groups using the approach assigned to each group is categorically annotated below.

3.4.1 Treatment and Assessment

Treatment in the form of the instructional intervention including assessment of paragraphs for the three groups involved a two-week period per group of participants as follows:

- Group A: Process approach (Code AN)

- Group B: Product approach (Code MA)

- Group C: Process - Product approach (Code OA)

Since the notional time allocation for Grades 8 and 9 comprised of four periods per week (DBE: 2011), each group underwent classroom instruction by the researcher for 8 periods. A pre-test was assigned to each group before any teaching had taken place. Classroom intervention normally lasted for the period over two weeks where the researcher taught for four periods per week. Each period lasted for one hour. The first period, for all groups was reserved for making participants fully conversant with the marking rubric and the scale that were going to be used (See Appendices 5, and 6). They were also made familiar with Appendix 9 which elaborated on correction symbols and abbreviations that were going to be used by markers.

The researcher was hands-on in both facilitation and assessment of paragraphs as he has taught English as an Additional Language for 19 years at secondary school level. After the treatment of pre-test paragraphs and conducting of classroom-based intervention, each group of learners (Grades 8 and 9) got engaged in the individual writing of a post-test which had the same topic as the pre-test. However, as a point of departure, the participants had to write their own opening sentence in the post-test. To assess the achievement of each group per approach, the researcher compared the

increase in participants' scores as allocated in the pre-test and the post-test. The increase in scores achieved by each group determined the effectiveness of each approach when compared to another group's achievement. The treatment of paragraphs focused on five areas which were the opening sentence, supporting sentences, the closing sentence, sticking to one idea and the use of logical connectors. The pre-test and the post-test required participants to display competency in focus/ organisation, elaboration/ support/style and, grammar usage and mechanics as follows:

Focus/ organisation

- A strong opening sentence that captured the readers' attention.
- Clear supporting details, and concluding sentence.
- Both the pre-test and the post-test provided reasons why the writer avoided coming late to school.

Elaboration/ support/ style

- The writing included vivid language and corresponding details.
- Discourse helped develop argument and transitions were used to ensure coherence.
- Adequate detail was provided.

Grammar usage and Mechanics

- The writing was free of misspellings, and capital letters were used appropriately.
- Sentences were punctuated correctly, and the piece was free of fragments and run-ons.
- Standard English usage was used where appropriate.
- The paper was neat, legible, and presented in an appropriate format.

35 marks were allocated for focus/ organisation, 35 marks for elaboration/ support/ style, and 30 marks for grammar usage and mechanics. In order not to interfere with participants' output when providing feedback, learners were made familiar with

correction symbols during the first day of classroom intervention and were provided with copies of common correction symbols that were going to be used during the treatment of paragraphs. These were then used to provide feedback during marking of both the pre-test and the post-test. In order to ensure inter-rater reliability, a qualified independent EFAL marker was hired to moderate paragraphs already marked by the researcher. The symbols and all ticks and comments were written directly on the participant's script so that no isolation of feedback was envisaged in the calculation of errors during analysis.

3.4.2 Teaching Procedure in the Process Approach

The teaching procedure that was followed during classroom intervention in the process approach required that participants be taken through the following four stages:

Stage 1: Prewriting/ Planning
The prewriting stage involved brainstorming of ideas, freewriting, clustering and outlining. Participants brainstormed to generate ideas for writing their paragraphs. They used charts, and graphic organizers to develop a word list for writing. Brainstorming was a spontaneous way of getting thoughts from the mind onto the chalkboard and exercise books. The teacher led this brainstorming session ahead of learners' independent practice**.**

Stage 2: Ordering

At this stage, learners were required to scrutinise the ideas they had generated during the prewriting stage and made decisions concerning those they wanted to include and those they thought should be excluded in their paragraphs. Learners were required to choose whether they were going to use a mind map, a diagram, a cluster or a list and indicate priority, relationship or sequence of ideas through lines, boxes, shapes, arrows or circles.

Stage 3: Drafting

Learners were required to begin writing their first drafts, at the same time including new ideas that would occasionally crop up as they continued writing. Learners wrote the first draft on their own.

Stage 4: Revision: Editing and Proofreading

During the revision stage, participants reread the paragraphs they had written as if they were not the ones who had written them. Participants were introduced to the SPELLS model as illustrated by Henry et al. (2010: 143) and interpreted as follows:

S =	P =	E =	L =	L =	S =
Spelling	Punctuation	Emotion	Language	Linkages	Structure

They looked for scanty details that needed improvement and also checked if there was coherence in their paragraphs. Some wanted to make changes to the transitions they had previously used. They also reviewed the supporting details they had written to verify the correctness of sequence and authenticity of details. Learners also read the paragraph several times scanning for grammar, spelling and punctuation errors. After satisfying themselves of the correctness of their work, they gave it to their peers or teacher to check for any pending errors. The teacher or peer read the paragraph to the learners as an audience. As they read the work, the learner and the peer or the teacher checked for errors and corrected them. Some learners who were keen to enter into the proofreading phase decided to look up some words from the South African Oxford English Dictionary which was available on request in order to be sure of their meaning. Lastly, learners wrote the post-test which was written in a formal setting and were allocated 60 minutes after which they submitted their paragraphs for marking.

3.4.3 Teaching Procedure in the Product Approach

The teaching procedure that was followed during classroom intervention in the product approach required that participants be taken through the following four stages:

Stage 1: Familiarisation

The teacher read the paragraph and learners listened. The teacher then asked a few questions on the content of the paragraph and learners provided answers. The learners were then provided with copies of a model paragraph to read. Thereafter, with the help of the teacher, learners identified the opening sentence, supporting details and the concluding sentence. They also identified simple sentences and underlined complex sentences, discussing the features that made them complex.

Stage 2: Controlled Practice of Highlighted Features

During the second stage of the product approach, the teacher made learners copy the model paragraph several times ensuring that they committed what they had read to memory. He then took away the model paragraphs and provided learners with copies of the same paragraph, but that time with gaps to fill. Learners needed to use their memory skills to remember and in response fill the gaps using exact words as they appeared in the model paragraph. According to the Oxford South African Concise Dictionary (2010: 258), copying means imitating the behaviour or style, and 'drilling' (ibid. 358) entails instruction by means of repeated exercises.

Learners' attention was also drawn to the features and the techniques that were used to make the paragraph interesting and cohesive. That step involved isolated controlled practice of:

- The opening (topic) sentence
- Three of four supporting sentences
- A concluding sentence

Learners were required to underline the highlighted feature and read and associate it with other features so as to establish coherence. It was in that step where they focused on identifying language features such as parts of speech, logical connectors, spelling and punctuation.

Stage 3: Organisation of Ideas

Once again, the teacher collected the paragraph and provided learners with the same paragraph, but then, with a jumbled sequence of ideas. Learners needed to reorganise the ideas so that they produced a copy similar to the original as far as organisation of ideas and correctness of grammar were concerned. Accuracy was emphasized in this stage because learners were expected to be correct in every respect.

Stage 4: The End Result

Learners used acquired language skills, structuring, and vocabulary to produce a completed text to showcase their proficiency as fluent, accurate and competent users of the language. Lastly, learners were given the same topic as the one they attempted during the pre-test session and were required to write a post-test on that topic using the skills they had acquired and submitted it to the teacher for marking.

3.4.4 Teaching Procedure Using the Process-Product Approach

Classroom intervention using the process-product approach required that both the process and product approaches be used in class. The first two stages of the product approach namely, familiarisation/ planning and uncontrolled practice of textual features served as the starting point. Thereafter, the class engaged in drafting and revising. The revision process continues to the next step where participants edit and proofread their paragraphs before handing them over for evaluation by the teacher. The uniqueness of this approach lies in its recursive nature where familiarisation involved planning and the first stage ran concurrently with the second stage. Ideas were also organized as they were generated. Moreover, revision was done with the purpose of improving even beyond the provided models if possible.

Stage 1: Familiarisation/ Planning

The teacher got participants to brainstorm ideas and then gave them model texts to read and to highlight the features of a paragraph which were: the opening sentence, the supporting sentences and the closing sentences. The structure, the content, and spelling and punctuation also needed to be highlighted. The attention of participants

was also focused on how the linking words (transitions) were used as well as the role they played in bringing about coherence. The teacher gave them another copy to explore and allowed them to choose between the first model text and the second one and also showed them other models as well. The reason for showing a variety of models to participants was to allow more room for originality, thereby avoiding the creation of the same paragraph as in the product approach.

Stage 2: Uncontrolled Practice of Text Features

Participants were given another copy of the same paragraph with gaps (See Appendix 3). This practice involved gap filling but drilling, memorization and copying was discouraged and avoided. Drilling involves controlled practice of different sentences such as the opening, supporting and closing sentences. At this stage, participants were given a chance to plan their paragraphs.

Stage 3: Drafting and Revision

Participants were allowed to initially write the first draft and work with peers to discuss the first draft and then produce other drafts until they were satisfied with the finished product. The teacher kept on monitoring how the groups or pairs were doing using the same procedure as the one he followed in the third stage of the process approach. Participants also engaged in comparing their output with the models that were provided to them with the intention of producing unique and improved pieces of writing.

Stage 4: Editing and Proofreading

After participants were fully satisfied with their first draft, they tried to improve their drafts looking at how the opening, supporting and closing sentences were organized. They were also encouraged to revise and edit the structure, language, content, and spelling and punctuation. Participants in this group were also required to use the SPELLS model as was the case with the fourth step of the process approach. Participants were constantly allowed to work with their peers or groups to try and improve their drafts, as they drafted and redrafted their paragraphs until they were

sure of the final product. Finally, participants sat for a 60-minute session where they wrote a post-test and submitted it for marking.

3.5 TARGET POPULATION AND SAMPLING TECHNIQUES

This research was based at three rural secondary schools in the uMhlathuze Circuit Management under King Cetshwayo District. A non-randomized selection of three groups formed from Grades 8 and 9 of each school was effected. The selection of schools was based on the quintile rating of each school as schools with the same socio-economic and resource status belong to a similar quintile rating. The selected schools fell under quintile rating 3. According to Kanjee (2009), the poverty of each school assigns it to a quintile rating (Q1-Q5) which, based on a predetermined formula, informs the amount of money to be given to each school. In the government notice issued by the DBE (2015), Minister Motshekga amended the NNSSF that appeared in the South African Schools Act no. 84 of 1996 by updating the schedule for allocation of funds to disadvantaged schools. Each learner was allocated a certain amount as reflected in the National Table of targets for the school allocation (DBE, 2015) as transcribed in Table 3.2 below.

Table 3.2: Fund allocations for Schools according to Quintile rating (2015-2017)

	2015	**2016**	**2017**
NQ1	R1,116	R1,177	R1.242
NQ2	R1,116	R1,177	R1.242
NQ3	R1,116	R1,177	R1.242
NQ4	R 559	R 590	R 622
NQ5	R 193	R 204	R 215
No fee threshold	R1,116	R1,177	R1, 242
Small schools national fixed amount	R25,843	R27, 264	R28, 764

<u>Note</u>: Learners from Quintile 1 to Quintile 3 are allocated the same amount as they are regarded as equally disadvantaged.

3.6 VALIDITY AND RELIABILITY OF INSTRUMENTS

This section presents the measurement instruments that were used in this study. It explicates how valid and reliable they were. The researcher's motive for the choice of a paragraph towards the development of learners' writing skills is assertively annotated.

3.6.1 Genre Used

A paragraph was used to lead participants into the process of learning and acquiring writing skills. A paragraph is a collection of sentences which all relate to **one main idea**. Effective paragraphs comprise of three main components which are the opening sentence, supporting details and the concluding sentence. In order for a paragraph to be coherent, writers need to use appropriate transitions. In the case of the current study, transitions such as **firstly, secondly, thirdly and finally**, which determine **coherence** in a paragraph, were supposed to be used. The participants were penalised for changing from one idea to the other in the same paragraph as that defied the **unity** of the discourse. Therefore, during treatment of participants' post-tests, a paragraph was considered adequately developed when **supporting sentences** clearly explained and supported the topic sentence which required participants to explain why they avoided coming late to school. Paragraphs played an important role in determining the outcome of this research because it does not take a lot of time to finish writing a paragraph, yet, it serves as a basic unit of an essay (Gugin, 2014: 25). Gugin (ibid) embarked on a study which proposed that a paragraph should be given priority above other genre's in the teaching of writing both in ESL and EFL instruction. He argued that focusing on a paragraph as the starting point in the writing of English may prove more productive than initially focusing on a sentence or an essay. Participants' paragraphs in this study were easy to assess and mark as they provided a vivid idea of each learner's mastery of the genre or lack thereof. Nevertheless, all groups had had previous tuition on essay writing even though it was not apparent whether any of them had specific, isolated tuition on writing a single paragraph.

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3.6.2 Measurement Instruments

A pre-test and a post-test in the form of paragraph writing were administered to two Grades (8A and 9A) in each participating school. Each school comprised one group formed from these two Grades (See Appendices 1 and 2). Treatment of paragraphs was based on both the holistic and analytic scoring method as suggested in Writer's Choice (2015). The pre-test and the post-test required participants to display competency in focus/ organisation, elaboration/ support/ style and, grammar usage and mechanics as follows:

Competency in focus/ organisation = 35 marks

Elaboration/ support/ style = 35 marks

Grammar usage and mechanics = 30 marks

A corresponding rubric was adopted from the above-mentioned reading and redesigned according to the requirements and assessment procedures followed in this study (See Appendix 6).and participants were made familiar with the rubrics that were to be used. The Common Correction Symbols and Abbreviations list was generated and participants were made familiar with it and other rubrics, during the first contact session. Further treatment was exercised on learners' scripts to determine the effectiveness of learners' compliance with the conventions of paragraph writing, Different components of a paragraph namely, the opening sentence, the supporting details, the closing sentence, sticking to one idea and use of linking verbs. A group frequency distribution sheet (Appendix 8 was used to determine the frequency of each component in a specific group (Hole, 2000: 2). The proofreading plan was generated for use by the process and the process-product approach groups and respective participants were made familiar with this plan (See Appendix 7).

3.7 DATA ANALYSIS

For statistical measurement or determination of any significant differences between participants' ages, the Two-Factor Analysis of Variance was performed. Then the Repeated-Measures Analysis of Variance (with Greenhouse-Geisser adjustment) was also performed which effectively determined the effectiveness of each approach, time,

and gender. In order to confirm quantitative data, a frequency distribution sheet was used to establish the percentages of learners who wrote the required components of the paragraph in each group. Thereafter, each script was marked by the researcher and by the assistant marker using the rubric for holistic and analytical evaluation. The marks allocated for each participant by the two markers were compared and the researcher arrived at a final mark after rigorous scrutiny and adjustments where necessary. Analysis of qualitative data entailed transcription, copying and coding of each script (paragraph). The data for each group was then presented in chapter four in the form of narratives, quotation, and discussion and comparison of errors committed by each group. The quantitative results were used to confirm qualitative results. The paragraph writing rubric (Appendix 5) was used to qualitatively assess participants' mastery of language, structure, content, and spelling and punctuation. This rubric was effective in determining and discussing common errors unearthed from participants' writing. The common correction symbols and abbreviation rubric (Appendix 9) was used for coding errors on participants' paragraphs. All participants were made familiar with the rubrics that were to be used both during classroom intervention and during treatment of their paragraphs.

3.8 SAMPLING AND SIZE OF THE SAMPLE

 The researcher based his study in three schools with non-randomized English First Additional Language participants numbering 59, 62 and 65 respectively. There were 89 females and 97 males involved in this study which resulted in a total of 186 participants. The age range of the participants was between 13 and 18. All the participants were based in uMhlathuze Circuit Management under King Cetshwayo District in rural KZN Province, South Africa. Participants were predominantly isiZulu Home Language speakers.

The following information provides exact sampling and size of all participating groups from group A to C.

Group A was a secondary school based in a rural area. The group consisted of 59 learners aged between 13 and 17 years. There were 28 girls and 31 boys. It was a mixed-ability class. Their English Language teacher was a fully qualified educator with 15 years of teaching experience.

Group B was a secondary school based in a rural area. The group consisted of 65 learners aged between 13 and 17 years. There were 32 girls and 33 boys. It was a mixed ability class. Their English Language teacher was a fully qualified educator with 8 years of experience.

Group C was also a rural secondary school. The group consisted of 62 learners aged between 13 and 18 years. There were 32 girls and 30 boys. It was a mixed ability class. Their English Language teacher was a fully qualified educator with 11 years of teaching experience.

The selected schools fell under quintile rating 3. Participants from each school were exposed to an instructional process based on one (single) approach assigned for that group as reflected in Table 3.3 hereunder:

Table 3.3: Summary information on class, students and age of participants

Group	A: Process approach	B: Product approach	C: Process-Product approach
Contact times	4 periods a week for a duration of 2 weeks	4 periods a week for a duration of 2 weeks	4 periods a week for a duration of 2 weeks
Grades	8 & 9	8 & 9	8 & 9
No. of learners	59	65	62
Age range	13 -16	13 -17	13 - 18
Quintile	3	3	3

According to Hendry et al. (2010: 141), learners are supposed to write about something they already know about and have experienced. Assurance was given to participants that this study would add value both to their educational and social

experience. The high level of participation of learners during discussions and writing sessions indicated that the topic selected for this study was quite appealing to them.

3.9 CONCLUSION

This chapter has brought to light various methodological issues pertinent to the study. In a nutshell, the issues include the methodology and the design that were used. Data collection instruments which were the pre-test and the post-test in the form of paragraph writing were introduced and an explanation was given on how they were used in the current study. This chapter also determined the procedure that was followed in the treatment of data that were secured. A paragraph marking schedule designed for marking of both the pre-test and the post-test was also portrayed in this chapter. Table 3.1 defined the design that was chosen whilst Table 3. 2 presented the procedure used by the DBE in the allocation of funds to schools using the Quintile rating system. The researcher deemed it necessary to provide this table as it clearly delineates how the Quintile system works so as to clarify the importance of using the Quintile system if one is to ensure that research is done in schools of equivalent socio-economic status.   Table 3.3 provided a summary of information on the size of the classes, students and age of participants involved in this study. The issue of the size of the sample was of significance since the design used in this study required non-randomization of subjects, which may have affected the study if any of the groups was very big or very small compared to other participating groups   The issues dealt with in this chapter were a driving force towards the successful achievement of the objectives of this study.

CHAPTER 4

PRESENTATION OF RESULTS AND INTERPRETATION

4.0 INTRODUCTION

This chapter presents the analysis done, both quantitatively and qualitatively, starting with the presentation of participants' biographical characteristics, focusing on the age and gender of learner participants. The results generated were based on the objectives of this study which were as follows**:**

- To determine the effectiveness of the process approach in the development of paragraph writing skills for Senior Phase English First Additional Language learners.
- To determine the effectiveness of the product approach in the development of paragraph writing skills for Senior Phase English First Additional language learners.
- To determine whether the combination of the process and product approaches will yield better results in developing paragraph writing skills for Senior Phase English First Additional Language learners.

The results and their interpretation were based on the output generated from the pre-tests and the post-tests of participants from the three schools involved in this research study. The marks generated from the treatments were compared and reconciled to ensure inter-rater reliability. Treatment of paragraphs was based on both the holistic and analytic scoring method as suggested in Writer's Choice (2015). The pre-test and the post-test required participants to display competency in focus/ organisation, elaboration/ support/ style and, grammar usage and mechanics as follows:

Competency in focus/ organisation = 35 marks

Elaboration/support/style = 35 marks

Grammar usage and mechanics = 30 marks

The choice of a paragraph with a topic '*Why I avoid coming late to school.*' was very relevant for the groups of participants in the schools chosen for this study. Most students walk or travel long distances to these schools and late coming is generally common. Learners were eager to engage in relaying their experiences and the effects of coming late in their daily schooling. Most learners associated their late-coming with their social circumstances. The kinds of punishment meted out in different schools for late-coming such as the closing of the gate, verbal abuse and even corporal punishment in severe cases portrayed the prevalence and persistence of late-coming in the lives of learners in these schools.

4.1 BACKGROUND INFORMATION

This chapter presents the analysis done, both quantitatively and qualitatively, starting with the presentation of participants' biographical characteristics, focusing on the age and gender of learner participants.

Table 4.1 provides biographical information for all participants in terms of gender and approach.

Table 4.1 Distribution of Gender across the three Approaches (n=186)

Method	Female	Male	Totals
Process	28 (32%)	31 (32%)	59 (32%)
Product	30 (35%)	35 (36%)	65 (35%)
Process-Product	31 (33%)	31 (32%)	62 (33%)
Totals	**89 (48%)**	**97 (52%)**	**186 (100%)**

The above table shows that the distribution of gender across the various treatment conditions was reasonably similar (i.e., there was not one gender or approach that was disproportionally larger than another).

4.1.1 Distribution of participants by age

Table 4.2 displays the age distribution of the participants across the three groups involved in this study. The age range was from 13 to 18 years of age.

Table 4.2 Distribution of participants by Age and Approach (n=186)

Age	Process Frequency	Product Frequency	Process-Product Frequency	TOTALS Frequency
13	6 (10%)	4 (6%)	19 (31%)	29 (16%)
14	32 (54%)	27 (42%)	22 (35%)	81 (43%)
15	18 (31%)	17 (26%)	16 (26%)	51 (27%)
16	02 (3%)	11 (17%)	03 (5%)	16 (09%)
17	01 (2%)	04 (6%)	02 (3%)	07 (4%)
18	-	02 (3%)	-	02 (1%)
TOTALS	59 (32%)	65 (35%)	62 (33%)	186 (100%)

Table 4.2 shows that there were no significant differences both among the ages of participants and the approach.

4. 1.2 Verification of Age Difference among Participants

The following Two-Factor Analysis of Variance (Table 4.3) was performed to determine whether there were any significant differences among the ages of the learners, since this could have an effect on their performance.

Table 4.3: Verification of Age Difference

	Average age ± standard error (s.e.)				
	Process	Product	Process-Product	P-value	Effect size
Approach	14.3 ± 0.138	14.9 ± 0.132	14.1 ± 0.135	0.000*	0.095
	Female		Male	P-value	Effect size
Gender	14.4 ± 0.112		14.5 ± 0.108	0.636	0.001
			P-value	Effect size	
Approach * Gender			0.453	0.009	

From the p-values in Table 4.3, we can see that there is only a (statistically) significant difference between the ages of the learners from the three different approaches, with the p-value < 0.05. The last column displays the effect sizes. The effect size was interpreted as the 'practical' significance. Since the effect size for Approach is 0.095, we may conclude that there is no practical significant difference between the ages of the learners in the different approach groups. Hence, we do not have to be concerned about age differences affecting the test results.

4.1.3 The effect of Approach, Time and Gender on the Results

The Repeated-Measures Analysis of Variance (with Greenhouse-Geisser adjustment) was performed to determine the effect of approach, time, and gender on the test results of the learners. There was no significant interaction between approach, time, and gender (p-value = 0.911), and there was no significant interaction between time and gender (p-value = 0.203). However, a significant interaction was found between time and approach (p-value = 0.000), although the effect size was small (0.096). This result means that approach had a statistically significant effect on the performance of the learners, but practically the effect was small. The most significant result was for time, with a p-value = 0.000 and an effect size = 0.730. However, at this point, this result does not distinguish between approaches, that is, does not tell us which approach was yielded higher results that the other. This will be addressed below in a further comparison of Pre-test versus Post-test means (refer to Tables 4.4 to 4.6).

4.1.4 Comment on effect size:

Effect size is relative and must always be interpreted within the context of the study. For example, the effect size for these test results is 0.096, which *appears* to be small; however, when looking at the average results of the learners, we see that each approach resulted in an increase of approximately 10% in test results (see Table 4.4, giving the average results).

Table 4.4: Average Pre-test- Post-test Results

	P-value	Effect size
Pre-Test vs. Post-Test	0.000*	0.730
Pre-Test vs. Post-Test vs. Approach	0.000*	0.096
Pre-Test vs. Post-Test vs. Gender	0.203	0.009
Pre-Test vs. Post-Test vs. Approach vs. Gender	0.911	0.001

In the context of education this type of increase *should* be regarded as significant, regardless of the effect size. What this table tells us is that a further detailed analysis of the Pre-test-Post-test means across the three treatment conditions needs to be conducted to ascertain exactly where the statistically significant differences lie.

4.2 ANSWERING THE RESEARCH QUESTIONS

The comparative analysis of results on the writing process concerning the learners' paragraphs was done so as to supplement the results reflected above, which were statistically generated. These were generated using alternative rubrics that were specifically designed to assess the compliance of participants with the conventions of paragraph writing (See Appendices 5 and 9).

These results were used to verify whether participants' paragraphs had a clear topic sentence, whether they stuck to one main idea, and if there were any extraneous or missing details in any of their sentences, as well as how they linked their sentences. This objective would be achieved when the writers had managed to effectively write different components of a paragraph, namely the topic sentence, main idea and supporting details, effective introduction, body, and a closing sentence – as well as the effective use of transition words such as chronology indicators (firstly, secondly, finally, after, when, later etc.) and/or explanation/cause and effect (hence, consequently, because, if/whether etc.)**.** A grouped frequency distribution sheet was used to record the scores of participants' performances in the categories explicated above (See Appendix 8).

Table 4.5 below contains the average results for Pre-Test vs. Post-Test for each approach. Average results and average differences (± standard errors) are displayed.

The p-values (all < 0.05) in the last column indicate that pre- and post-test results are significantly different at the 5% level of significance, for all three approaches.

Table 4.5 Average Pre-test – Post-test Results across Approaches

	Average % ± s.e.			
	Pre-test	Post-test	Difference	P-value
Process	39.3 ± 1.977[a]	52.0 ± 2.152[a]	12.6 ± 1.063[b]	0.000*
Product	43.4 ± 1.723[a]	52.2 ± 1.854[a]	8.8 ± 0.580[a]	0.000*
Process-Product	44.9 ± 1.747[a]	59.2 ± 2.002[b]	14.4 ± 1.100[b]	0.000*

The mean differences with different superscripts are significantly different from each other at the 5% level of significance. This means that the Pre-test/Post-test increases for the three groups were statistically significant. There are no significant differences between Pre-test results (superscripts are all the same); however, the Post-test for the process-product approach yielded results significantly higher than the other two approaches (see superscripts). The lack of statistical significance among the Pre-test mean scores of all the three groups proved *homoscedasticity*, meaning that all the three groups were initially identical on the responding variable at the start of the study. This is a necessary condition for Pre-test/Post-test research designs.

Figure 4.1 is a graphical representation of the gains in learner performance between the pre- and post-test.
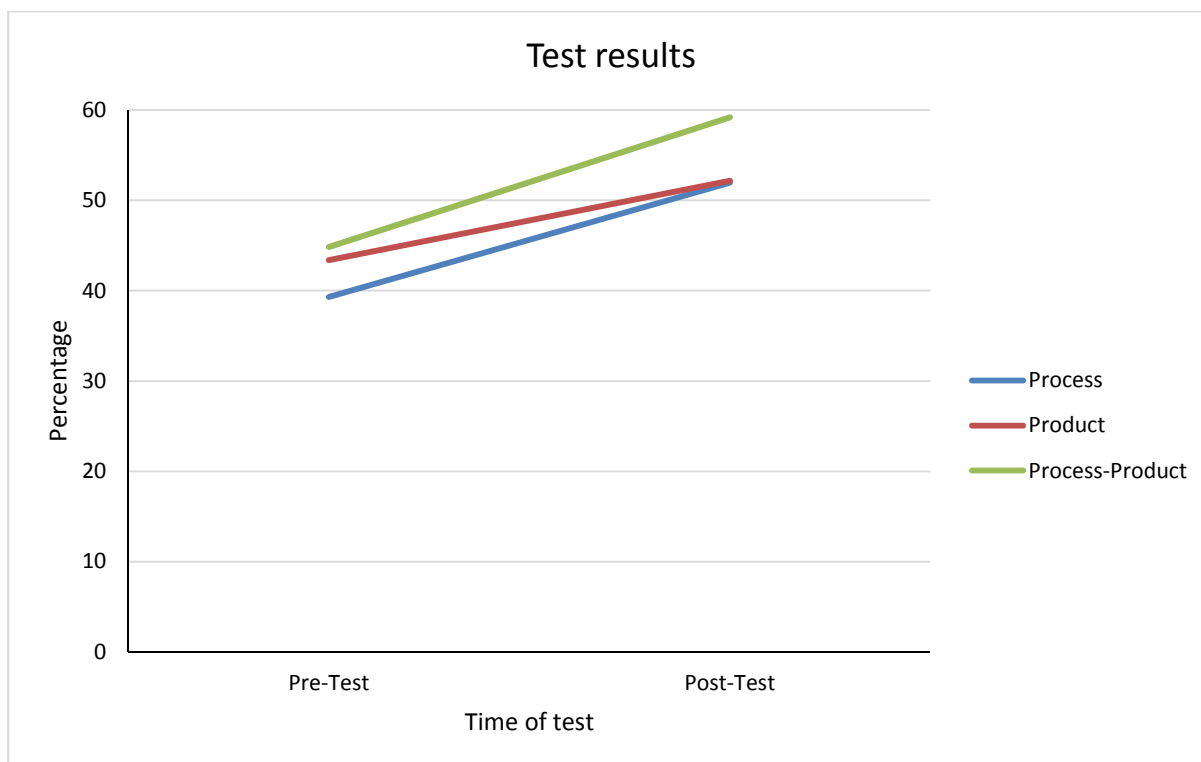
Figure 4.1: Pre-test-Post-test comparisons of the three groups.

Figure 4.1 shows that the process-product approach yielded the largest pre-test-post-test gains.

i. The Effectiveness of the Process Approach

As stated earlier in this chapter, the first research objective was to determine the effectiveness of the process approach in the development of paragraph writing skills for Senior Phase English First Additional Language learners. Tables 4.4 and 4.5 show that this group improved from a pre-test mean score of 39.3% to a post-test score mean score of 52%, and that the difference between these two mean scores was statistically significant at $p < 0.000$, which exceeds the confidence interval of 99% (or $p < 0.01$). Thus, answering the first research question on the basis of this quantitative analysis, **the answer is that the process approach was very effective in developing the learners' paragraph writing skills**.

The various process and procedural aspects of this treatment, and the salient observation made are described below under the various sub-sections. These sub-headings are based on the conceptual model presented in chapter two.

Opening sentence

Twenty-five percent (25%) of the participants who took their time planning how they were going to write their paragraph wrote good introductions. Overall, in this group, 55% of learners wrote an opening sentence, and most of the opening sentences were innovative. For example, participant AN (code AN referred to participants in the process approach) 15 wrote: *'Sometimes I see learners coming late to school and I don't know why they do so'.* Participant AN25 portrayed under the supporting details section below wrote, '*I would like to tell you why I avoid coming late to school'* but failed to write a full stop. Such careless mistakes cost learners a lot of marks because not only the opening sentence was affected, but the supporting details were distorted as well. Participant AN19 wrote, *'I avoid coming late to school because you get punishment'.* The use of the conjunction *'because'* in this opening sentence prematurely introduces one of the supporting details which, is what disqualifies it from serving as a proper opening sentence.

Supporting Details

Supporting details come after the topic sentence, forming the body of a paragraph. In the pre-test of the process approach, 49% of the participants wrote supporting details that displayed unity and coherence. After intervention and treatment, an increase of 10% was realised, which resulted in 59% of the participants writing coherent and unified supporting details in the post-test. Some participants in this group were not keen to rectify errors, even during the final stages of writing. Perhaps, this was caused by lack of emphasis on accuracy.

Closing Sentence

In this group, 25% of the participants wrote some kind of a closing sentence in the pre-test, even though most of them had some spelling and punctuation errors. Most sentences did not qualify as closing sentences as they were open ended and could not clearly sum up the information from the previous sentences. After classroom intervention and treatment of pre-tests, 41% of the participants in this group wrote a closing sentence thereby reflecting a 16% increase in performance. Most of those who had written the common sentence: *'That's why I avoid coming late to school'* had improved into writing more innovative conclusions.

Compliance with One Idea

Up to 69% of the participants in this group managed to stick to one single idea. Unity was evident in the paragraphs of these participants because their paragraphs discussed one main idea which was 'late coming'. There was just a meagre increase of 5% after intervention and treatment on the post-test, possibly because there was limited time to engage with participants concerning means of maintaining unity in their discourses.

Use of Logical Connectors

About 5% of the participants in this group attempted to use linking (transitions) words. However, only 3% used expected linking words that revealed sequence such as, *Firstly, Secondly, Thirdly and Finally.* After intervention and treatment, 29% of participants in this group used linking words – although only 20% of them used expected linking words which are, *Firstly, Secondly, Thirdly* and *Lastly* or *Finally*. Another 9% used other linking words such as *if, when, sometimes*; none of these linkages were used as effectively as in the process and process-product approaches. Therefore, in this group there was a remarkable increase of 24% in usage of linking words which can be attributed to the simplicity of this approach which emphasises accuracy more than creativity. Table 4.6 presents a summary of the improvements made by this group in respect of the indicated five aspects of paragraph writing.

Table 4.6: Summary of Gains in Group Paragraph Aspects Observation

PROCESS APPROACH	Pre-test	Post-test	Increase
Opening Sentence	None	55	55
Supporting Details	53	65	12
Use of Logical Connectors (Transitions)	5	29	24
Sticking to One Idea	70	75	05
Closing Sentence	18	28	10
TOTALS	**146**	**252**	**106**

Overall, the learners' success in the use of this approach was determined by their effective participation in the stages of the process approach, which required them to plan so as to produce a well-structured paragraph, produce the first and other drafts, determining word choice, review, edit and proofread their paragraphs. Examples of

participants' attempts will be displayed before any results are presented on each approach.

Planning towards a well-structured paragraph

> **Code AN 31**
> Pre-test
> There are three reasons why I avoid coming late to school. I should coming *erly* to school because I wake up early. I coming *eary* because I have a transport everyday. If you want ***caming*** early you must wake *(adv)* early * walk fast to avoid to *caming* early.
>
> Post test
> There are three reason **(pl)** why I avoid coming late to school. *fi*rstly (cap), when you wake up you must walk fast to avoid coming late to school every day my phone have **(sing)** a **(art)** alarm to wake up early.   I would fail when I coming **(cc)** late. Secondly, teachers their **(wp)** punishes me. Lastly, I don't like to fetch my parent. I would never come late to school.

An effective structure helps one's argument to unfold clearly to the reader. One wants one's response to be focused and progressive, rather than just a jumble of ideas (University of Birmingham, 2015: 2). Gugin (2014) recommends a *paragraph first approach* where he gives priority to organisation as compared to grammar, and argues that it may be easy to understand a paragraph when it is well organised even if there are some mistakes in the sentences. This is apparent in the attempt by Participant AN 31 where the post-test lacked clarity because the writer wrote it without any proper plan in place. Participants in this group were required to use different aspects of brainstorming in order to generate ideas. Some of them listed their ideas while most of them preferred clustering and using mind maps. Participant AN 31 focused on rectifying mistakes as she wrote, instead of spending more time on planning. In the opening sentence, she did not add an *-s* to the word *reason* thereby not writing it in the plural form.

Conversely, the use of transitions to link sentences, made the post-test more meaningful than the pre-test even though it contained undeveloped sentences and scanty information at sentence level. It is imperative that learners understand sentence grammar. For example, the subject needs to 'agree with' its verb in number and person. This was not the case with Participant AN 31 where she wrote, *"Secondly, teachers their punishes me"*. In this sentence, there was no match between the plural verb and the singular verb that was used. The correct form of this sentence would have been *"Secondly, teachers punish me"*. Findings in the Munoz–Luna's (2015)

study revealed that writers who produce complex sentences and boast coherence in their final products are those who make use of a wider range of writing strategies before and while writing, oblivious of their development as they successfully structure and design their texts. The output from Participant AN 31 indicates that there is a dire need for extensive practice sessions for EFAL learners if they are to get used to being taught using the process approach. Most of the sentences used in this approach were simple sentences without any adjectives or additional clauses. The above sentence could be improved thus: *'Secondly, teachers severely punish me when I arrive late at school, probably because they want to ensure that I refrain from late coming'*. This is a complex sentence, but the main message that *'teachers punish me'* still stands, whilst the rest of the sentence simply clarifies the main message. Teaching EFAL learners to do well in sentence construction can be very demanding and time consuming, which makes it difficult to teach them using an approach like the process approach that will not provide them with any model beforehand. As Honeycut and Latshaw (2014) correctly infer, language processes in native and non-native language learners can be similar in their various stages, but the difference is in that the minds of the latter struggle when they have to express, argue or discuss thoughts and abstract ideas in a language that is not their vernacular.

Furthermore, the faulty use of punctuation in any sentence can grossly affect the meaning of a sentence. For example, the post-test in the above specimen paragraph, Participant AN 31, is indicative of such distortion of meaning, which makes it difficult for the reader to understand the intended message.

> *When you wake up you must walk fast to avoid coming late to school **everyday** my phone **have a** alarm to wake up early.*

This sentence can easily be understood despite other errors, but the missing full stop and a capital letter makes it meaningless. Even when one attempts to rectify this error, one is not sure whether the full stop comes before or after *'every day'*. Hereunder is a slightly modified version of the above sentence.

> *After waking up, one needs to walk fast to avoid coming late to school every day. My phone has an alarm to help me wake up early.*

The word 'every day' needed to come before the full stop, so as to begin the next sentence with a capital letter. In the second sentence above, the writer used the plural form of the modal auxiliary verb which was *'have'* instead of a singular form 'has'. This was mostly the case with the use of modal auxiliaries in this group. Likewise, there were also a number of cases where articles *'a, an* and/or *the*' were either incorrectly applied, misplaced or missing altogether. The failure to lead participants into the correction of all pending errors during classroom intervention in this group indicates various factors that prohibit the effective development of writing when using the process approach.

Production of the First and other Drafts

In her study Munoz-Luna (2015: 1) depicted outlining, drafting and proofreading as the main ingredients for success in L2 academic writing. Her study was specifically aimed at exploring the extra linguistic side of second language academic writing, with much emphasis on metalinguistic items such as transitions and frame markers, as well as other items. Participants in the process approach group experienced a lot of difficulty during the drafting stage. For example, when writing the first draft learners were required to already have all their ideas roughly written somewhere so that they did not have to stop and think during this stage, otherwise they were bound to lose their train of thought. The following paragraph by Participant AN 45 improved remarkably, because of the mind map that the participant created (See attached sample below).
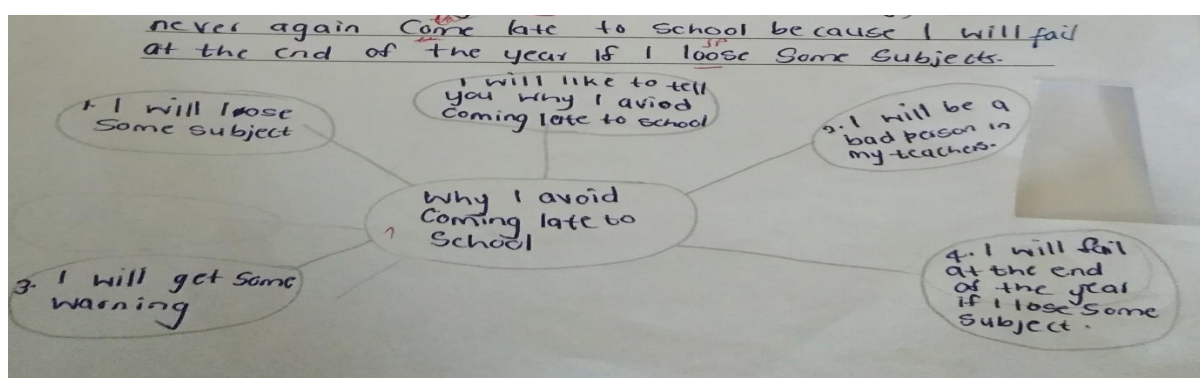
The following transcription of his paragraph displayed considerable improvement from the pre-test even though there were still some persisting errors.

> **First Draft: Participant AN 45**
>
> I avoid *C*oming late to school because *S*ometimes if I come late to school I can *loose* some *period* and if I *C*ome late to school I can be poor in my subject because *W*hen my teacher *teacher S*ome subject I can't hear because I will not be in class because of late coming. *And* late *C*oming *C*an put a lot pressure *to* me as *leaner* I need to be at school time to listen all subject they teach me.

> **Post-test**
>
> I will like to tell you why I avoid coming late to school. Firstly, I avoid coming late to school because I can lose some subjects if I come late. Secondly, teachers will talk about me and I will be a bad person *in* them. Thirdly, that can make me get some warning from my teacher or from my *principle*. So from today, I will never again *C*ome late to school because I will fail at the end of the year if I *loose S*ome Subjects.

The post-test generated by Participant AN 45 may not be correct in every respect, but the participant's involvement in the drafting stage paid off as it limited a number of errors from recurring in the post-test draft. The pre-test was one very long sentence with a number of capital letters in the wrong places. However, the correct use of transitions in the post-test and the correct punctuation brought back unity in the discourse thereby confirming the participants' involvement in the drafting process. Moreover, the use of linking words brought order to the paragraph because it became easy to calculate the number of supporting sentences and to verify whether they served their function of supporting the opening statement. Therefore, the advantage of drafting was that it gave learners the ability to work on improving their sentences and discovering discrepancies in the process. Nonetheless, proper involvement in the drafting stage was hampered when learners kept introducing new sentences instead of developing the sentences they had initially proposed during the prewriting stage. For example, Participant AN 45 above could have done better had he improved from the sentence. *'When my teacher **teacher** Some subject I can't hear because I will not be in class because of late coming'* so that it read *'Secondly, I miss a lot of work when I come late because I normally get to the class when the teacher has already started teaching'*.

Here are some of the examples of opening sentences the participants of this group wrote in their post-tests. Only the glaring errors were highlighted:

Participant AN 6: *My three reasons why I avoid coming later to school are this*.

Participant AN 7: *There are three thing that could I avoid to coming late to school.*

Participant AN 43: *I avoid coming late to school because when I come late the gate will be closed.*

Participant AN 20: *I like to come late to school and I will never ever come late to school because when I am late to school I get punished*.

When the researcher conducted some routine checks, he discovered some participants had reached a mental block. Participant AN 11 for example was caught busy biting the tip of his pen, void of any appropriate word to kick-start his writing. When asked why he was not writing, he responded by saying that he was *'still thinking'*. Apparently, the said participant did not take the planning session seriously. Due to the majority of learners' language being inadequately developed, the attempt to help develop their writing skills was hampered as learners hardly benefitted from their peers. The need for individual attention was apparent, but prevailing time constraints hindered the teacher's attempts for such an intervention.

Moreover, the number of participants who got stuck in trying to rectify spelling, punctuation, grammar and even sentence construction errors, whilst struggling to finish their first drafts, was higher in this group as compared to either the product or the process-product approach group. The implication was that during the planning session, they became overconfident and began writing right away. This problem was only apparent in this group and it made the teacher wonder whether those learners would not have been motivated had they been provided with one or two models. The setback experienced in this stage is evidence enough that the process approach needs some back-up, which might be possible if it is used concurrently and recursively with the product approach.

Focus on Editing and Proofreading
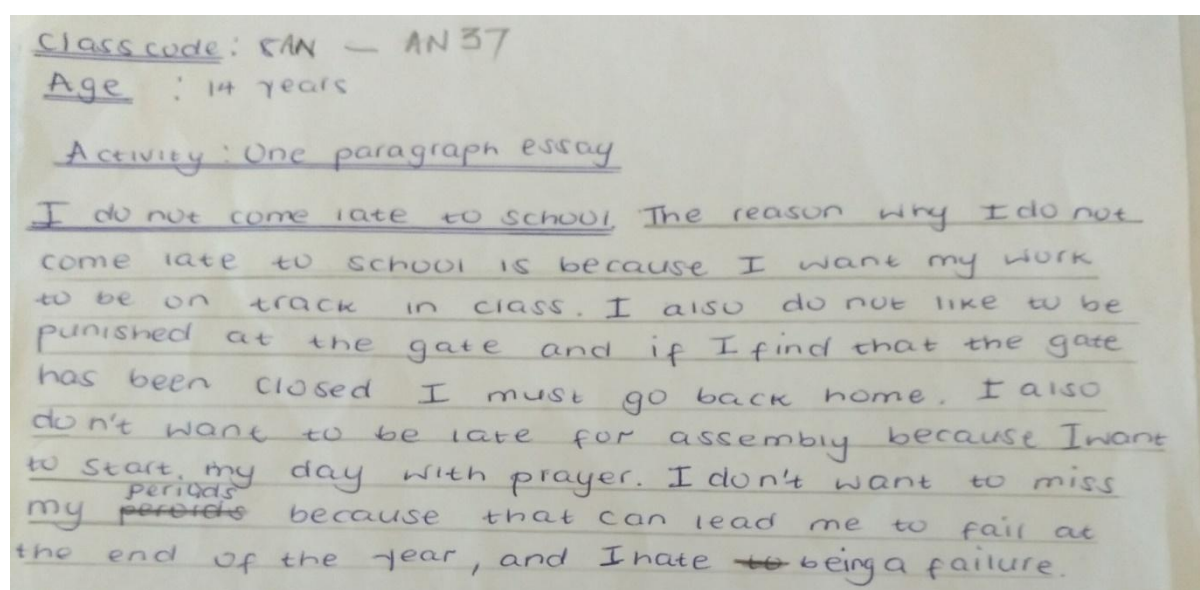
Editing and proofreading are two different stages of the revision process. Both demand close and careful reading, but they focus on different aspects of writing and employ different techniques. In this group, participants were required to edit their work after they had finished writing their first drafts, and also on several levels. They were encouraged to read and reread their drafts scrutinising whether they had written proper transitions, their paragraphs were well-organised, and that their arguments were supported by circumstantial evidence. The opening sentence of Participant AN 37 was so banal that the paragraph would still do well even if it was left out. Likewise, her closing sentence was distorted by its length and as a result it was not clear whether it was a supporting detail or a closing sentence. She could have done a lot to improve her paragraph during this stage of the writing process if she had fully participated in the last stage of the writing process, which is proofreading. Therefore, Participant AN 37 submitted her essay with unnecessary deletions, which made her paragraph untidy and not ready for publication. In terms of content, participant AN 37 made inaccurate claims which were prone to leaving the readers wondering if they needed to qualify the argument she made. For example, it was not clear what was meant by *'I want my work to be on track'*. The reader may need more evidence on the kind of work referred to and some clarity on the meaning or the context of being on track. The same lack of clarity is evident in Participant AN 31 where he wrote *'I don't like to fetch my parents.'* It is not clear why he doesn't like to fetch his parents. Both Participants AN 31 and AN

37 had adequate time to ensure clarity of focus by reading each sentence separately from other sentences, beginning from the last sentence to the first one, so as to avoid overlap with other sentences.

Most of the participants in this group were lacking in style and word choice during sentence construction. The DBE (2012) insists on the recursive application of the steps of the process approach where teachers may focus on sentence construction, and sometimes focus on paragraph writing. During group work, in the process approach, focus needed to be paid to sentence construction since most learners' sentences tended to have mother tongue influence. Participant AN 20, for example, wrote a sentence that read:

> *I avoid coming late to school because many subject can jump me when I am out saide.' The principal will kill me with a stick.*

He apparently wanted to say;

> *I avoid coming late to school because I will miss a number of subjects during my absence. The principal will severely punish me using corporal punishment.*

The use of the word 'jump' in the first sentence indicated mother tongue influence. The word 'kill' in the second sentence is figurative when used in the mother tongue as it is used in this sentence, which indicates faulty language usage. In the second supporting detail, Participant AN 31 wrote *'Secondly, teachers **their** punished me'*. Errors like these were common in all three groups that were studied. Some participants would write *'teachers **they.**..'* This kind of error is influenced by isiZulu language concord system where the concord *'ba- 'represents* the pronoun 'they' in *'Othisha ba…'* which is not applicable in English Language writing and speaking. The teacher managed to pick some spelling errors and faulty agreements in participants' paragraphs, but due to time constraints it was not possible to fully assist those who had problems with spelling and punctuation errors. The teacher could only focus on sentence construction and paragraph structure. The participants were however expected to ensure that they participated fully and procedurally in the proofreading exercise so that they would be able to self-correct and make use of available resources such as the dictionaries. The teacher encouraged participants in this group to read extensively.

Likewise, for this group, the teacher/researcher assisted with the setting up of classroom libraries.

Proofreading

Proofreading is the final stage of the editing process, focusing on surface errors such as misspellings and mistakes in grammar and punctuation. During this stage all participants in this group were provided with a proofreading plan (Appendix 7) that was aimed at helping them search systematically for specific kinds of errors that were common in paragraph writing (see Table 4.7).

Table 4.7: Some spelling errors recorded from the Process Approach Group

Incorrect	Correct	Incorrect	Correct
Daga	Dagga	Beasy	Busy
Erly	Early	Becouse	Because
Comming	Coming	Panishment	Punishment
Leaner	Learner	Disapointed	Disappointed
Beatiful	Beautiful	Ather	Other
Tommorow	Tomorrow	Everyday	Every day
Runing	Running	Out saide	Outside
Asembly	Assembly	Mananger	Manager
Relashinship	Relationship	Princepal	Principal
Out side	Outside	Bite	Beat

In addition to spelling errors, there were also 'phrasal' errors that were identified. These are presented in Table 4.8.

Table 4.8: Some phrasal errors identified from the Process Approach Group

Phrasal errors	Corrections
The thing that make me avoid…	What makes me avoid…
You get into a trouble	You get into trouble
That why	That's why
First of all	Firstly
It will take to long	It will take too long
Avoid to come	Avoid coming
Three reason	Three reasons

Most participants devoted only a few minutes to proofreading. Apparently, those who overlooked the advantage of the proofreading plan may have been too trusting of what they had written, such that they considered the proofreading exercise as unnecessary and time-wasting. Baroudy (2007) states that writing teachers are the ones that urgently need to be familiarised with strategies that need to be used in the second language classroom. In this study, the researcher felt that the participants in the process group were generally not used to taking or reading instructions as the majority of them did not follow the guidelines reflected in the proofreading plan. In the course of the writing process, the teacher discovered that there were some participants who preferred to edit as they wrote. They did not adhere to the instruction the teacher gave, that when they write their first drafts, they did not need to worry about making mistakes as those would be attended to at a later stage. Consequently, most of those participants left out some punctuation, grammar, and some spelling errors. Failure by those participants to focus on the more important task of developing and connecting ideas and worrying about correction of isolated errors later, gave them an illusion that they had dealt with all errors and when feedback for their post-tests was provided, they were shocked to discover that they had not rectified most of their errors.

According to Chandler (2003), direct correction and simple underlining of errors are more preferable than describing the type of error on the learner's script. He further views direct correction as the best way of generating good revisions, and as time effective. However, he feels that learners learn better if they are to self-correct, which calls for a teacher to simply underline errors. Baxa (2015) concurs that the participation of learners in creating a rubric and using it to assess their writing, and engage in dialogue with their teacher, enhances their understanding of the learning targets and of their own writing, and it provides them with ample chances towards goal-setting during the drafting stage which results in the improvement of their writing.

The qualitative data analysis, with reference to the first research objective, that sought to determine the effectiveness of the process approach in the development of paragraph writing skills for Senior Phase English First Additional Language learners reveal that there are numerous constraints that hinder the effective development of

learners' writing skills when instruction is carried out using the process approach. Most ESL learners find it difficult to begin writing unless they have an idea in the form of a model provided for them. The mother tongue interference also plays a major part in hampering the enhancement and development of learners writing skills using the process approach. However, when compared to the product approach, the process approach manages to effectively enhance learners writing skills, but it falls short when it is qualitatively compared to either the product or the process-product approach. Consequently, one may conclude that the process approach is to a certain extent, successful in effectively developing the paragraph writing skills of learners in the Senior Phase.

ii. The Effectiveness of the Product Approach

The second research objective sought to determine the effectiveness of the product approach in the development of paragraph writing skills for Senior Phase English First Additional language learners. As seen from Tables 4.5 and 4.6, this group also made statistically significant gains between the pre- and post-tests, moving from a pre-test mean score of 43.4% to a post-test mean score of 52.2%. The difference between the two scores was statistically significant at $p < 0.000$, which exceeds the confidence interval of 99% (or $p < 0.01$). So, answering the second research question on the basis of this quantitative analysis, the answer is that the product approach was very effective in developing the learners' paragraph writing skills. The power of the mixed-research paradigm is that it allows multiple views into a research problem; so, given below are other perspectives into this research question. These relate to both quantitative and qualitative observations made during the course of the investigation, in line with the conceptual model presented in chapter two.

Opening Sentence

There were 62 participants in this group, and most of them tended to repeat an original or a slightly modified version of the opening sentence. There was less creativity, and most opening sentences, 55%, were grammatically correct. Almost 35% of the 55% merely repeated the opening sentence. Participant MA3 wrote: *'There are 3 basic reasons why I avoid coming late to school '*. The only difference from the opening

sentence provided in the pre-test was the inscription of the figure 3 in the topic sentence which had been provided in word form in the pre-test. The most impressive opening sentence in this group was written by Participant MA 59, which read as follows: **'Coming late to school is the worst thing to do'**. Even though facilitation was carried out using the product approach, almost 10% of the participants in this group resorted to using the writing process as they took time to plan their paragraphs and insisted on submitting drafts. Participant MA5 9 had initially written *'baddest'* instead of *'worst'*. It became apparent that some learners needed orientation on the degrees of comparison.

Supporting Details

In the pre-test of the product approach, 53% of the participants wrote supporting details that displayed unity or coherence. After intervention and treatment an increase of 12% was realised, which resulted in 65% of the participants writing coherent and unified supporting details in the post-test. This group did better than the process approach in this area.

Compliance with One Idea

In paragraph writing unity is achieved by writing about one main idea from start to finish. In this respect, 70% of the participants in this group managed to stick to a single idea. Unity was evident in the paragraphs of these participants because their paragraphs discussed one main idea which was late coming. There was only an increase of 5% after intervention and treatment in the post-test, bringing the percentage to 75% of the participants who managed to stick to one idea. Overall, however, this was a good level of achievement for the class as a whole.

Use of Logical Connectors

Five percent (5%) of the participants in this group wrote linking words in the pre-test. Only 4% wrote linking words that displayed sequence, i.e. *Firstly, Secondly, Thirdly, Lastly* or *Finally*. As in the product approach, there were also those who did not write corresponding punctuation as per the requirement that there should be a comma after each linking verb. The rest of the participants did not write any linking verbs and those who used other linking verbs such as *sometimes, when*, or *if* only used them once

which was an indication that they were generally not *au fait* with the use of these linking verbs.

The Closing Sentence

Eighteen percent (18%) of the participants in this group wrote some kind of a closing sentence, even though the majority of them produced glaring spelling and punctuation errors. Most of them wrote the common ending, ***'That's why I avoid coming late to school',*** except that some did not observe punctuation marks. In the post-test (after treatment and intervention), an improvement from 18% to 28% of participants' who wrote a closing sentence was realised; against 26% of the participants who wrote a closing sentence in the pre-test. Table 4.9 presents a summary of the improvements made by the Product approach group in respect of. the indicated five aspects of paragraph writing.

Table 4.9: Summary of Gains in Group Paragraph Aspects Observation

PRODUCT APPROACH	Pre-test	Post-test	Increase
Opening Sentence	None	55	55
Supporting details	49	59	10
Use of Logical Connectors (Transitions)	3	34	31
Sticking to One Idea	69	74	5
Closing Sentence	25	41	16
TOTALS	**146**	**263**	**117**

The participants in this group were taken through the four stages of the writing product, namely *familiarisation*, *controlled practice of highlighted features*, *organisation of ideas* and *production of the end product*. Even though the steps of the product approach differed from the other approaches, the end product was supposed to be similar since this group was initially provided with a model paragraph. Therefore, the analysis of their output did not differ in any respect. Consequently, the results for this groups were generated from their involvement in preparing to write, which is familiarisation, use of language skills such as memorisation obtained during gap-filling and organisation of ideas, and vocabulary to showcase their proficiency as fluent, accurate and competent users of the language through the production of a flawless end result.

Familiarisation

When learners were required to copy a paragraph, it was expected that they produce the exact copy of the original. However, some learners did not adhere to that requirement, probably due to some ingrained writing habits that they had consciously or unconsciously acquired over time. For example, Participant MA 10, improved from the pre-test, but did not abide by the conventions of the product approach which required him to reproduce the model that was provided for this group.

Pre-test
MA 10
THERE ARE THREE BASIC REASONS WHY I AVOID **COMiNG** LATE AT SCHOOL. **FiRSTLY (comma)** I DON'T WANT TO COME LATE AT SCHOOL BECAUSE I KNOW THE **iMPORTANCE** OF LEARNING. AND I DON'T WANT TO *LOOSE* THE FIRST PERIOD AT SCHOOL. SECONDLY I WANT TO PASS ALL SUBJECT **(pl)** ACCORDING TO **THEiR** MARKS. I DON'T WANT TO FAIL ANY OF THIS **(pl)** NINE SUBJECTIES **(sp)** THAT **(apos)** WHY I AVOID COMING LATE AT SCHOOL. **THirdLY,** I KNOW THE REASON WHY I GO TO SCHOOL I KNOW THAT EDUCATION IS THE KEY TO SUCCESS.

Post-test
Here are the reasons why I don't want to come late at school. Firstly, I don't want to come late to school **Because** I know the importance of learning and I don't want to *loose* the first period at school. Secondly, I want to pass all subjects according to their marks. I don't want to fail any of these nine subjects. That **(aux)** the reason why I go to school I know that education is the key to success.

In the pre-test, Participant MA10 reflected a glaring inconsistency in the use of capital letters and small letters. Even when he was required to copy from a model paragraph, his text was predominantly written in capital letters. Therefore, the pre-test attained a total of 30 marks; 10 marks for focus/ organisation, 10 marks for elaboration/ support/ style and 10 marks for grammar usage and mechanics. The piece provides reasons why the learner avoids coming late, but it lacked sufficient detail and precise vocabulary, and it contained grammatical errors that interfered with its meaning. The total score for the post-test was 50; 15 points for focus/organisation; 20 points for elaboration/support/style; and 15 points for grammar usage, and mechanics.

However, most learners in this group did well in the post-test as compared to the process approach group.
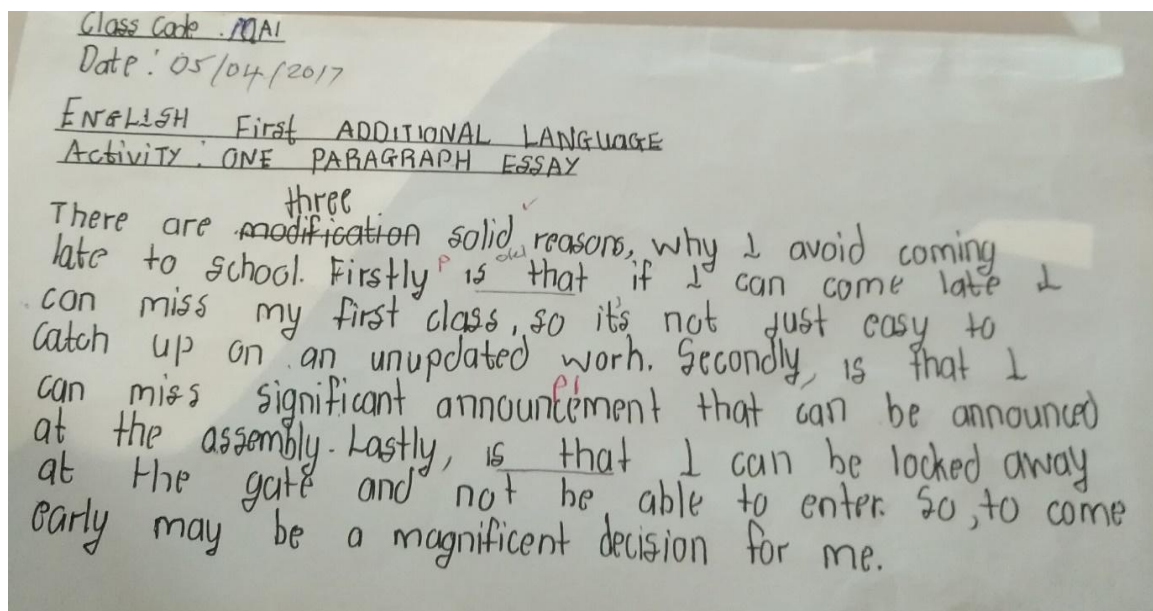
Use of Memory Skills

The exercise of gap filling required that learners use their memory skills to remember exact words that appeared in the model paragraph. At this point, learners had been asked to return the model they had been supplied with. Munoz-Luna (2015: 3) portrays memorisation as a vital aspect in the learning of a foreign language, and as an element that requires to be taken into account in classroom activities. Participants in this group were provided with a copy of the same model that was given to them during the familiarisation stage (See appendix 3) except that it now had gaps that they were required to fill.

Participant MA 22 managed to recall all words but made some additions which were proof that she placed her focus on reproducing what she had memorised and paid little attention to the meaning of what she had written. She also failed to write transitions in capital letters. Frankfurt International School (2017) points out that grammar mistakes are the most common mistakes made by ESL students. The teacher took interest in this participant's reason for writing *'to never to'* in the closing sentence that was written as follows: '*I have decided to never to come late again'.* The teacher wanted to know why the participant wrote *"to never to'* instead of *'never to'.* The participant's response was that it felt correct to say *"to never to'* as opposed to saying *''never to'.* As an isiZulu mother tongue speaker, the teacher understood why the learner committed this error. In isiZulu language, the infinitive 'to' precedes the verb to which it relates and the suffix of the next verb also acts as an infinitive. Some learners who did almost the same error of incorrect word ordering were able to correct themselves when they were granted an opportunity to read the same sentence aloud several times.

Organisation of Ideas

Seemingly, participants from this group found it easy to reproduce the paragraph since most of the time spent with them during intervention and treatment revolved around drilling, gap filling and memorisation. These strategies helped them reproduce some of the sentences taught to them. This however did not constitute better results as their sentences lacked originality and creativity. The paragraph reflected below is one of the drafts that were picked from among the top achievers in this group. The participant

still needed to work on it in order to rectify errors that were identified during the drafting stage. The participant was advised to rectify these errors and add a few more details in the supporting statements to make it more interesting, as advised by Curtis (2015: 16). Moreover, the banality of the introduction is typical of the introductions that were produced by members of this group.

Class Code : MA1
Date: 05/04/2017

ENGLISH First ADDITIONAL LANGUAGE
Activity: ONE PARAGRAPH ESSAY

There are modification solid reasons, why I avoid coming late to school. Firstly is that if I can come late I con miss my first class, so its not just easy to Catch up on an unupdated work. Secondly, is that I can miss significant announcement that can be announced at the assembly. Lastly, is that I can be locked away at the gate and not be able to enter. So, to come early may be a magnificent decision for me.

The End Result

Sarala et al. (2014) point out that the teacher in the product approach focuses on what is written in the text and determines the score that needs to be given depending on the accuracy in the reproduction thereof.

Learners in this group were expected to use the skills, structures and vocabulary they acquired to produce a completed text so as to showcase their proficiency as competent users of the language. Even though they were not taken through the steps of the writing process, they were supposed to adhere to the requirement of writing the different components of the paragraph and to use transitions just like other groups, as they had been exclusively drilled towards reproduction of final texts similar to those of participants from other groups. A number of errors that were picked from the finished texts of participants in this group are listed in Table 4.10.

Table 4.10: Some spelling and punctuation errors in the product approach

Incorrect	Correct	Incorrect	Correct
Comming	Coming	Loose	Lose
Subjet	Subject	Visiters	Visitors
Bit	Beat	Cause	Because
It	It's	Ather	Other
Panishing	Punishing	Becouse	Because
Some time	Sometimes	embarasment	Embarassment
Later	Late	Where by	Whereby
Announcement	Announcement	That	That's
Peroids	Periods	Neirbour	Neighbour
i	I	Writting	Writing

Table 4.11 presents errors which were identified which related to how the participants attempted to phrase some of their sentences.

Table 4.11: Some Phrasal errors identified from learner in the Product approach

Incorrect	Correct
To avoid to coming	To avoid coming
Me am coming	I come
You, you coming	You are coming
Teachers their/they punish	Teachers punish
-qonna	-going to
She have	She has
Every months	Every month
The important	The importance
I will not counted	I will not be counted
He give u	He gives you

This group did not use the proof reading plan during revision as they did not have to proofread. The assumption was that they have managed to write accurate end-products in line with the requirements of the product approach.

Despite being labelled as an outdated approach, the qualitative data analysis for the research objective, which sought to determine the effectiveness of the product approach in the development of learners' paragraph writing skills in the Senior Phase

portrayed remarkable effectiveness of the product approach. Therefore, a conclusion that the product approach still has a vital place in the development of learners' writing skills in the Senior Phase, especially in the King Cetshwayo District, cannot be an overstatement.

iii. The Effectiveness of the Process-Product Approach

The third research question sought to find out the effectiveness of combining the process and product approaches on the development of paragraph writing skills for Senior Phase English First Additional Language learners. From the information in Tables 4.5 and 4.6, this group also made statistically significant gains between the pre- and post-tests, moving from a pre-test mean score of 44.9% to a post-test mean score of 59.2%. The difference between the two scores was statistically significant at $p < 0.000$, which exceeded the confidence interval of 99% (or $p < 0.01$). So, on the basis of this quantitative analysis, the simple answer to the third research question **is that the process-product approach was very effective in developing the learners' paragraph writing skills – far better than the other two approaches**. Turning to other observations made during the course of this investigation, the following may be said:

Opening Sentence

There were 65 participants in this group, and 65% of them wrote some form of an opening sentence. Out of those sentences 50% were grammatically correct and 15% were quite creative. Among the 50% that were grammatically correct, 24% were a mere reproduction of the pre-test sentence, which read thus: ***'There are three reasons why I avoid coming late to school'.*** The remaining 26% displayed a certain degree of creativity; 35% did not comply with the requirements of the opening sentence such as introducing the topic.

Supporting details

In the pre-test, 52% of the participants wrote supporting details that displayed unity and coherence. After intervention and treatment, an increase of 14% was realised which resulted in 66% of the participants writing coherent and unified supporting details in the post-test. This group showed an increase of 6% compared to the process approach, but were 1% lower than the product approach in providing supporting

details. The recursive nature of this approach created a balance between the time available to the participants, on one hand, and the effort they had to exert.

Closing sentence

An effective closing sentence helps draw together the information presented, summarily elaborating the controlling idea. There were 42% participants in this group who wrote a closing sentence in the post-test. Remarkable improvement from the common sentence portrayed above, was noted when. 16% out of the 42% who wrote a closing sentence deviated from writing: "That's why I avoid coming late to school" – thereby displaying a lot of creativity in their closing sentences. The most striking concluding sentence however, was written by Participant OA 28 which read as follows: *'Coming early keeps things easier, and by coming early I am always on the spot'*. However, there were also those who made glaring spelling and punctuation errors in this group. One example of this was Participant OA 61 whose concluding sentence read: *'So that why i avoid coming late to school'* instead of writing, *'So that's why I avoid coming late to school'*.

Compliance with one idea

Unity was evident in the participants' paragraphs in discussing one main idea, which was late coming. There were 62% of the participants in this group who managed to stick to a single idea in the pre-test. An increase of 18% was realised after intervention and treatment of paragraphs which culminated in 80% compliance with one idea in this group. This meant that the increase in the process-product approach was 13% higher than both the process and product approaches. Table 4.12 presents a summary of the improvement realised in this group.

Table 4.12: Summary of Gains in Group Paragraph Aspects Observation

PROCESS-PRODUCT	Pre-test	Post-test	Increase
Opening Sentence	None	65	65
Supporting Details	52	66	14
Use of Logical Connectors (Transitions)	5	35	30
Sticking to One Idea	62	80	18
Closing Sentence	26	42	16
TOTALS	**145**	**288**	**143**

The increase effected in both the qualitative and quantitative data analysis means that the third research objective that sought to determine the whether a combination of the product and process approaches, and recursive use in a complementary manner, is very successful in effectively enhancing and developing learners' paragraph writing skills in the Senior Phase.

Figure 4.2 presents a graphical reflection of the comparison of all the three approaches, with regard to comparing the increase generated during analysis of each of the three participating groups.
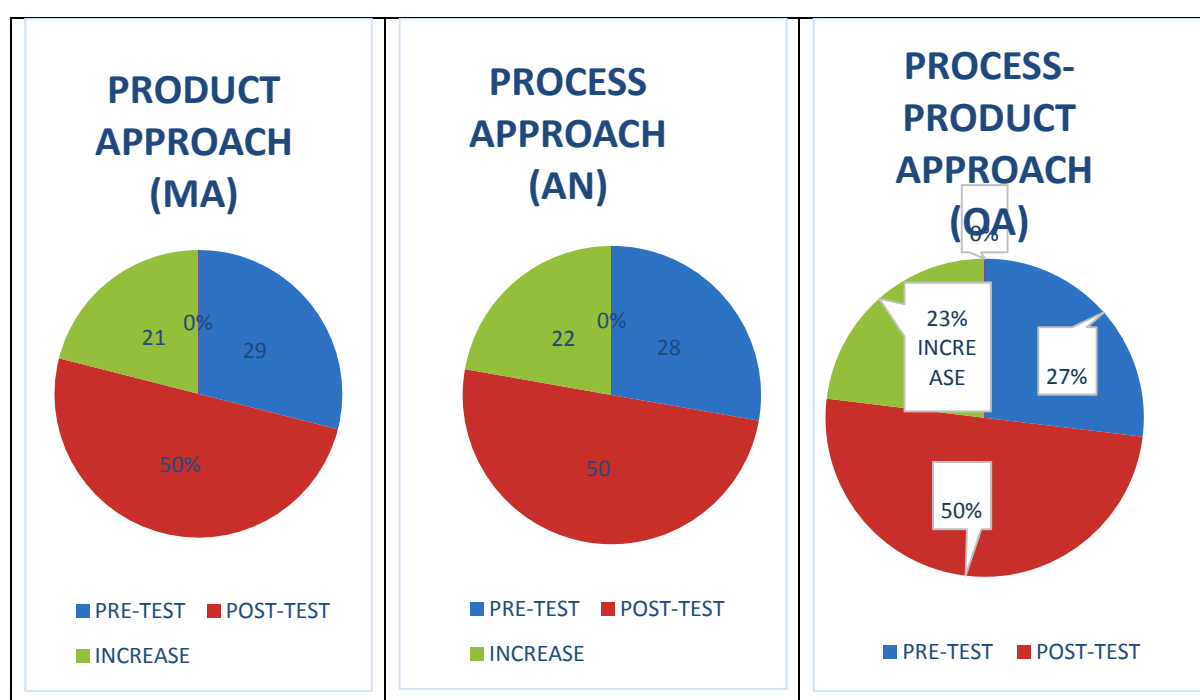
Figure 4.2: Increase generated from the Pre-test and Post-test of each Approach

Each approach among the product, process and process-product approaches reflects a 1% increase, respectively. Therefore, the results portrayed above, are in line with the previous statistical results which established that all the three approaches resulted in significant gains between the pre- and post-test, and that the process-product approach was the most successful approach in enhancing the writing skills of learners in the Senior Phase. Regarding the extent to which the participants in this group managed to effectively use the model that was provided to them, involving *planning/ familiarisation* towards a well-structured paragraph, *focussing mainly on group discussions* and *provision of feedback*. This section will also assess the level of involvement of participants in research and consultation of resources. Moreover, it will

furnish whether the participants effectively *revised*, *edited* and *proofread* before submitting the final drafts. In short, this process involves a broad overview of the participants' engagement with the writing process.

The following paragraph was used as a benchmark for the classroom performance of this group.

Participant OA 49
Pre-test
There are three basic reasons why I avoid coming late to school. *Is* because *a* coming late to school is like the law that you don't respect. Also *(p)* as for me I am a class monitor it is my duty to be the first one in the class room to check the classroom if it is a proper way. Coming late at school is like breaking the law of the school. As for yourself is to start to respect yourself and other people, and you can achieve a lot.
Post-test
I avoid coming late to school because of the following reasons. The first reason why I avoid coming late to school is that the security guard is so rude he makes me pick papers the whole school. Secondly, he takes me to the *principle* and the principal gives me a strong hiding and gives me a letter requesting a parent. Lastly, the principal tells my class teacher and I *am* also get beaten again, which is no fun. Coming late can disturb your focus at your studies.

The above piece made the activity clear to the reader by telling the context in which it occurred, by describing its stages in chronological order, and by including relevant details. This piece received a 3 when it was evaluated by the holistic scoring method; it received 65 as evaluated by the analytic scoring method; 20 points for focus/ organisation; 20 points for elaboration/support/ style; and 25 points for grammar usage and mechanics. The post-test indicated that the participant used the advantage of the models that were provided, not only to copy the style, but to rectify errors that he had committed during the pre-test session.

Participation in Familiarisation/ Planning towards a Well-Structured Paragraph

Most of the paragraphs generated by this group had better structure as compared to other groups. The advantage with this group was that participants were exposed to a number of models during the familiarisation/ planning stage where they were required to furnish the *structure* of a paragraph. They learnt how coherence and unity could be brought about by ensuring that the paragraph was about one idea only. Participant OA 49 indicated remarkable improvement from the pre-test output to that of the post-test. Unlike in the process and product approaches, when learners in this group were

required to begin writing, they had had enough time to experiment with the features of a paragraph. As a result, in this group, there were no participants who struggled to begin writing as it were with the process approach group.

According to Pandey (2012: 676), a conspicuous outlining or the prewriting technique of association of a sequence of ideas enhances the development of a concise paragraph structure. Learners worked in pairs to list or brainstorm ideas in relation to the topic entitled *'Why I avoid coming late to school'.* They used a blank paper which was provided by the teacher to list ideas or use a mind map. They were also given an opportunity to share those ideas with their groups through open discussions and organise them in the sequence they preferred. Saunders and Smith (2014: 602) suggest that students should work in pairs to generate as many ideas as possible and mine them to closely express their thinking. They also emphasize the efficacy of learners' reliance on each other for the refinement of their work from the beginning of the year. During the generation and organisation of ideas in this group, participants were proactively involved and seemed to enjoy organising and refining the ideas they had generated.

Uncontrolled practice of text features

In this stage, participants were required to practise the features that were introduced to them during the familiarisation planning stage. This practice also involved, gap filling, brainstorming, group discussions and research. Drilling, memorisation and copying were ruled out at this stage. This stage was interwoven with the first stage, as it formed part of the planning phase. The reason why, drilling in particular, was not applied was that drills are not appreciated in modern methods as they are mechanical and focus on accuracy. They are also decontextualized and generally commit structures to memory for a limited time (Rhalmi, 2016).

Involvement in consultation of resources

Ideas were generated and organised during this stage. During the gap filling session in this group, learners were required to use a dictionary that was provided or google search from their cell phones (in case they had data) and write correct alternatives to fill the gaps. Participants in this stage were allowed to experiment with the requirements of both the process and product approaches. Those who wanted to

create mind maps were allowed to do so. The brainstorming session in this group however, was meant to provide learners with a broader scope of ideas apart from those derived from the given models. However, participants were organised to work in groups and got involved in in-school research. This group was exclusively granted an opportunity to go outside as groups and pairs to find out what learners from other classes thought about late coming and they were allowed to be as creative and explorative as they wanted to be. For example, one team organised itself to compile a News Report which it delivered during the morning assembly. That was after having consulted with the teachers and learners to find out their feelings and opinions about late-coming. There were also instances where learners organised role-plays and staged dram performances in class on the same topic. Great insight and great interest was generated in the process-product approach class, such that participants declared the English class as *the happy hour'*. One can infer that learning in this class seemed to draw away from being teacher-centred to being learner-centred. Most decisions were taken by learners and some of the activities were spontaneous.

Involvement in production of several drafts

Participants wrote the first draft from their own effort. This was the most difficult stage for the teacher, since most of the learners wanted to correct their errors at this stage despite being advised to write quickly and leave spaces for later attention where they felt there was missing information. However, a lot of time was wasted as learners focussed on continuous error correction. Some would even stop writing and enquire from the teacher whether they had written correct spelling and or punctuations and the teacher advised them not to worry as they would pay attention to errors during the revision stage. Thereafter, they were taken through an exercise where they improved some of the sentences they had written by changing them from simple to complex sentences. The participants also worked with partners to improve their introductory sentences and concluding sentences. That was their second draft.

This group was the most inquisitive and motivated as compared to other two groups. They were keen to ask questions during this session. No one was obliged to have a one-on-one session with the teacher, but in this group many students approached the teacher and were offered one-on-one sessions. Bitchener et al. (2005) infer that most writing teachers see the one-on-one teacher-student conferences as more effective

than provision of written corrective feedback. When learners finished writing the second draft, they continued generating more drafts as they deemed fit. Thereafter, they took a break and put their paragraphs away for at least one day. That was an opportunity for them to conduct further research on the topic, so as to successfully participate during the revision stage. The revision stage ensued from comparison of their drafts with the given models.

Focus on editing and proofreading

When learners returned the following day, they reread the paragraphs as if they were not the ones who wrote them and looked for scanty details that needed improvement. They also checked if there was coherence in their paragraphs and changed the transitions they felt were not appropriate whilst adding some to further enhance their paragraphs. Then, they reviewed the supporting details they had provided to see if there was a correct sequence and proper details. Participants read the paragraph several times scanning for grammar, spelling and punctuation errors. After satisfying themselves on the correctness of their paragraphs, they exchanged with their peers or gave them to the teacher to check for any errors. This group also used the common error correction rubric (Appendix 8) to assist them with revision. The following is a list of common errors found in this group (see Table 4.13).

Table 4.13: Some spelling and punctuation errors in the Process-Product approach

Incorrect	Correct
principle	principal
because	because
techers	teachers
Achive	Achieve
Gard	Guard
Writing	Writing
Betean/bitten	Beaten
Comming	Coming

Erly	Early
Attension	Attention
90void	Avoid
loose	Lose
period	Period
punished	Punished
happend	punished

There were also some phrasal errors identified, and these are listed in Table 4.14.

Table 4.14: Some phrasal errors identified from learners in the Process-Product approach

Incorrect	Correct
I going	I am going
I gonna	I am going
Its	It is/ it's
that why	that's why
it not	it is not
small problem	minor problem
learners they look	learners look
it when	it is when
I am avoid	I avoid

The teacher, or peer, read the paragraph to the learners as an audience. As he/she read the paragraph, the teacher or learner checked for errors and suggested corrections. According to Graham (2015) feedback is most valuable when it is given between drafts, not at the end of the learning experience. He refutes the traditional way of doing corrections at the end of teaching, after the paragraphs have already been submitted for marking. In this group, participants who proofread decided to look up some words in the dictionary in order to be sure of their meanings. Even though there were those who did not proofread, the final product from this group was higher

in quality than that of either the product or the process approach because participants were not compelled to regurgitate premeditated information. They also did not struggle with uncertainty over the structure due to unavailability of models. However, there were some participants who, like Participant OA 49 above, did not fully engage in the process of proofreading, which resulted in unnecessary errors. For example, the spelling of the first reference to the principal is erroneously written as *'principle'*. However, there is proof that the learner knew the spelling as she continued to write the same word correctly on two occasions.

As reflected earlier, the quantitative data in this study was used to confirm the qualitative data. Therefore, one may conclude that the qualitative data presented in this section added significantly to the quantitative inference of statistical significance in learner performance, especially between the pre- and the post-test. The qualitative data secured indicated that pre-tests of all groups had a number of errors, but the product approach had more errors in their pre-tests when compared to either the process or process-product approach. The test of initial equivalence confirmed that this group started as underdogs, but managed to improve remarkably. However, the post-tests for all groups reflected remarkable improvement. The qualitative data discussed in this section reveal that all groups have a potential for enhancing and developing learners writing skills.

4.3 SUMMARY OF THE RESULTS

In summarising the results reported in this chapter, this section compares the results yielded by the three approaches in some specific areas of classroom practice. It seeks to assess the effectiveness of each approach and to assess the extent of practicability or impracticability of each approach in different stages of writing, as well as some aspects of language that participants were required to observe.

The quantitative analysis revealed that, after establishing homoscedasticity (see Table 4.5), a comparison of the post-test mean scores revealed that the process-product group out-performed the other two groups, and that the post-test mean score of the process-product approach (which was 59.2% was statistically significantly different from the post-test mean scores of the process and product groups; the difference

between the post-test mean scores of these latter groups (which were 52.0% for the process group and 52.2% for the product approach) was not statistically different from each other.

Given below is an analysis related to the participants' compliance with the models which undergirded this investigation. These involved discussion of performance across all approaches which were *familiarisation/ planning and prewriting*, involvement in *the drafting process*, *word choice*, *revising and editing*, *error feedback* and *involvement in further research*.

Familiarisation/ Planning, and Prewriting

Results for the product approach in the familiarisation stage indicated that learners were not eager to participate in this stage as they were unaccustomed to being routinely taught. This indicated the difficulty that teachers may experience in classes where they use this approach exclusively. Most learners participated in copying given models, but were unable to reproduce them perfectly as they were required to do. Operationally, this group spent no time brainstorming, organising or writing ideas down, as they had to memorise given models and produce replicas thereof, without applying the writing process. This resulted in most of their output being rated as poor. The first stage, which is familiarisation overlapped with the second stage which was *controlled practice of highlighted features*.

Learners in the process approach did much better than the product approach group. This was probably due to their prolonged involvement in the initial stage of prewriting, which appeared to be a vital stage in the writing process. During treatment of paragraphs for this group it was discovered that most of them provided adequate evidence of brainstorming and organising ideas, which required effective use of graphic organisers, and they also managed to properly write out ideas. The overall performance of this group was good. The first stage of the process approach overlapped with the second known as *ordering*.

The process-product approach had an added advantage when compared to both the product and process approaches. Participants in the process-product group had a chance of exploring and engaging with different kinds of models and also engaging in brainstorming and organizing ideas. Unlike the product approach, slow learners did

not have a problem with getting started as they already had explored a number of model paragraphs. Therefore, this group displayed enough evidence of the time spent brainstorming, organising and writing out ideas for the paragraph that they were going to write. Consequently, most participants from this group presented excellent pieces of writing. The first stage of this approach overlapped with the second stage which was termed "uncontrolled practice of text features'.

Involvement in the Drafting Process

Drafting was the third stage of the writing process for both the process and process-product approaches. The product approach participants were not necessarily taken through this stage, whereas the third stage in the product approach was to organise ideas. Participants in the process approach needed more time to participate in the drafting process, but adequate time was not available, as the notional timetable was so rigidly structured. Consequently, most of the drafts produced in this group comprised limited ideas which were derived from the prewriting stage. There was adequate evidence that learners relied on the drafts, but there were a number of participants who prepared drafts but deviated from them as they continued with the writing process. Conversely, most participants from the process-product approach included reasonable ideas from the prewriting stage and used that information to generate more and more drafts. The success of this group at this stage of the writing process emanated from the recursive nature of the previous stages where familiarisation also involved planning. The advantage derived from the second step was that of uncontrolled practice of text features which prevented rote learning. That starkly contrasted with the controlled practice of highlighted features in the product approach.

Word Choice

Good writing depends mainly on the great care and utmost commitment of writers to choosing fitting words that will make them accurately deliver the message they want to convey (Henry et al. 2010). Participants in the product approach were disadvantaged in this respect as they were required to memorise and reproduce models without exercising any word selection skills. Participants in the process and process-product groups were made aware that they could not just transcribe words

from the dictionary into the text, but words needed to be scrutinised for their emotional relevance in the texts where they were used. They had to identify between denotations and connotations of words which they chose to use in their writing. The meaning of the word *'teacher'*, or *'late coming'*, can depend on the individual learner's experience with these words or phrases.

The choice of words by Participant OA 49 in this opening *sentence 'I avoid coming late to school because of the following reasons',* compared to Participant AN 15 who wrote, *"Sometimes I see learners coming late to school, and I always wonder why they put themselves in such a volatile situation.'* Both these sentences are about the same topic, but no connotation can be derived from the first sentence as it means just what it says. However, the diction of the second opening sentence is appealing to the reader. It paints some pictures that make the reader think. The reader cannot help but imagine the window from which this writer sees the latecomers. The use of the adjective *'volatile'* makes the reader wonder how this situation is going to change unpredictably for the worse. The word choice in the first supporting detail of Participant OA 49, *'The first reason why I avoid coming late to school is that the security guard is so rude he makes me pick papers the whole school',* indicates lack of sensitivity with regard to the security guard. If the reader has a positive experience with security guards or has a relative that is a security guard, they may not be willing to read further. Participants from the product approach group mainly transcribed, but participants in both the process and process-product groups were careful with their word choice of concluding sentences (See the following three examples).

> **Participant MA 18**: (Product approach) *That is why I avoid coming late to school*.

> **Participant OA 56**: (Process-Product) *As long as I continue to arrive late at school, I am stupid*.

> **Participant AN 27**: (Process) *Coming late to school can jeopardise your entire schooling career.*

Revising and Editing

In the product approach, participants were not required to revise their texts. However, some participants were motivated to revise as there was ample time to do so. Those who tried to revise managed to make a few changes which were mainly focused on spelling and punctuation. It was not easy for the teacher to restrain participants in this group from engaging in some stages of the writing process as they claimed that they found it hard to deviate from the style their English teacher normally used when he taught them. So, in this group there were also a few who edited some sentences when they remembered how they were originally structured in the given models. However, a number of spelling errors, capital letters, commas and apostrophes were left uncorrected. Therefore, in this group, as much as attempts were made to correct some errors, the absence and/or misplacement of some punctuation marks tended to distort intended meaning.

In both the process and process-product approaches, participants tried their best to revise, making numerous improvements in content and ideas they had generated. They even added some details so as to enhance their writing. These participants managed to use the available time resourcefully to identify, edit and correct a number of errors. Most of the paragraphs generated by this group were pleasant to read as there was unity and coherence caused by their correct use of transition. So, for both these groups, there were relatively fewer spelling errors; capital letters were mostly correctly placed, including punctuation marks such as commas, apostrophes and full stops. Therefore, learners in these two groups developed the skills of identifying and correcting errors.

Assessment – Error Analysis

Huang (2008: 20) likens language acquisition to swimming, where learners constantly benefit from feedback from their instructors so as to rectify their mistakes. She however, asserts that feedback can be so devastating that it may cause a learner to give up making fresh attempts. During the course of this study, care was exercised to help participants learn how to self-correct. Knowledge is the basis of self-correction. So, for learners to be able to correct themselves they must be provided with adequate resources to do so. During assessment of errors, it was discovered that there were

errors that were common in all groups. Table 4.15 presents a list of some common spelling errors which were identified.

Table 4.15: Common Spelling errors in Groups A, B and C.

CORRECT	INCORRECT
Beautiful	Beatiful
Tomorrow	Tommorow
Forty	Fourty
Ninety	Ninty
Because	Becouse/ becos/ cos
Language	Langauge
Principal	Principle
There	Their

Bitchener et al. (2005) distinguish between direct and indirect feedback. They mention that when teachers identify an error and provide feedback, they are said to have relied on direct feedback, whereas when they identify an error and leave it to the learner to diagnose and correct they have provided indirect feedback. The teacher in this study used both types of feedback for all groups because some learners become discouraged when a lot of errors are picked in their pieces of writing. The teacher used part of the drilling session in the Product approach to drill participants on pronunciation exercises where more focus was based on "separated-syllables read', where the teacher wrote words on the chalkboard syllable by syllable leaving space between word parts for participants to see syllable divisions (Lesiak & Bradley, 1983). For example, the word 'fantastic' would be written as 'fan tas tic' and the word 'sunset' as 'sun set'. Learners were then required to read a number of words similar to these and also mention the number of syllables that had been used in each word.

Another area of difficulty in providing corrective feedback was when the learners' mother tongue interfered with their English language usage. For example, in the process approach, Participant AN 31 wrote, 'teachers their'. Similar mistakes were also committed by the other two groups where they would write 'People they'. Other

learners had a problem with the difference between the gerund and the infinitive use. Participant MA 22 from the Product approach wrote, *'I enjoy to go to school everyday'* instead of writing, *'I enjoy going to school every day'.* As evident in this sentence, the word 'every day' had also been written incorrectly by the same participant. This was also an error that was common with all groups. Spelling and punctuation errors seem to be a major setback in the development of EFAL learners' writing skills.

Involvement in Research

Participants of all groups were at liberty to consult any resources they deemed suitable for the task at hand. The CAPS (2011: 13) suggests that a variety of media materials, newspapers, magazines, brochures, flyers, advertisements, posters, notices as well as audio visual aids should be available to learners. During this time, the teacher had the opportunity to integrate some of the four learning skills where writing was integrated with formal and informal listening and speaking, coupled with language practice and reading, with the inclination that reading is apt to provide an oral form to a written text (CAPS 2011: 14). Participants from the process and process-product approaches disbanded for a day and each learner selected three of four ideas they could use from those generated by the group and included some specific details. They wrote three or four sentences and then selected transitions that they would use to make sure that there was coherence.

When teaching this group, the teacher realised that learners were able to utilise their prior knowledge of sentence construction and were keenly aware of the need for subject-verb agreement, but there was a need for reinforcement. Conversely, in the product approach, participants had already been familiarised with the model paragraph through several drills, gap filling and copying. Therefore, they voluntarily used resources from the classroom library for self-enrichment purposes. The researcher made recommendations to the subject teachers of all three respective groups that if learners could be provided with adequate resources they could do far better during examinations. The schools where this study took place were comparable to most rural schools where there are no libraries. However, the teacher/researcher assisted EFAL teachers to set up classroom corner libraries which were kept for learners to access during the rest of the year. Teachers were also encouraged to

regularly visit the local municipality and university libraries and request for excess materials to regularly revamp their classroom libraries.

Involvement in the Writing Process

The results of this study indicate that the writing process with regard to the product approach was unavoidable in that the structure of any modern paragraph compels the writer to engage in the writing process. Therefore, by virtue of the models that were supplied to participants, every participant in this study had to produce the final product that had features described in DBE (2011: 39), requiring that learners write different parts of a paragraph, namely the topic sentence, supporting details, a closing sentence and also use transition words and phrases. The impracticality of the implementation of the writing process during the course of this study had been a cause for concern, especially when good marks needed to be allocated to participants who did not practically engage in the writing process, but relied on rote learning. Nevertheless, the projection from both quantitative and qualitative analyses proved the relative inappropriateness of the exclusive use of the product approach in the development of learners' writing skills. Kolb et al. (2013: 20) state that writing involves a series of steps, phases or stages, irrespective of their recursive nature or overlap, and that it should come before editing and the writer must be eager to revise and generate ideas at any stage of the writing process. Therefore, according to the results of the current research in the application of the writing process, writing could be described as a combination of both the process and product approaches, where the various stages of these approaches are used recursively and in a complementary manner.

4.4 CONCLUSION

It is clear from the comparisons in this section that all approaches had their advantages and disadvantages. The product approach started badly and finished well. Conversely, the process approach maintained its effectiveness and improved over time. However, the inference to be drawn from this discussion and from the statistical projections was that out of the three approaches, the process-product approach was the most effective in the development of paragraph writing skills for Senior Phase English First Additional Language learners. However, both the process and product approaches yielded statistically significant results in developing paragraph writing skills among the participants, both quantitatively and qualitatively.

CHAPTER 5

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 INTRODUCTION

This section explicates what has been presented in the results chapter in the context of the research objectives articulated in the first chapter as well as the existing literature on the approaches to the teaching of writing. The discussion section is followed by the conclusions drawn from the study. The recommendations for future research are also articulated in this chapter, and it culminates in the expression of the limitations of the study.

5.1 DISCUSSION BASED ON THE PROCESS, PRODUCT AND THE PROCESS-PRODUCT APPROACHES

This discussion is aimed at determining the degree of effectiveness of the process, product and the process-product approaches respectively in the development of paragraph writing skills for Senior Phase English First Additional Language learners.

As alluded to earlier, when the results for the process approach were presented that in the opening sentence, most members of this group committed a number of language and punctuation errors, as well as grammatical errors. This indicates that most participants did not take the editing and revision stages seriously. They also had a difficulty in organizing ideas into coherent supporting details, consequently affecting the unity of the whole discourse. Most participants in this group probably, got carried away by the intention to be innovative and neglected the use of suggested linking words which would have counted in their favour.

Dziak (2015), points out that many educators who taught after the 70's felt that studying the writing process motivated students as it provided them with clear steps to follow. However, during classroom intervention in this study, it seemed as if some participants struggled with following these steps and lost interest along the way. That loss of interest was probably due to immaturity or lack of motivation which demanded a great deal of tolerance from the teacher. Thus, based on the quantitative results in Figure 4.1, gains or increases in performance in Figure 4.2, it is evident that most learners in the selected schools in the King Cetshwayo District were coping well with

the process approach, as compared to being taught in the product approach. Nevertheless, the remarkable improvement derived from the performance of the product approach group indicates that the product approach is still relevant in the development of Senior Phase learners' writing skills. However, the same results indicate that learners coped even better when they were taught in the process-product approach. Therefore, in relation to the expectations of CAPS, this study has demonstrated that Senior Phase learners in the participating high schools in the King Cetshwayo District are compatible with writing using the steps of the writing process as per requirements of the CAPS, (DBE, 2012) that these should be implemented.

However, failure to correct spelling and punctuation mistakes reveals that learners in the Senior Phase do not take the editing and revision stages seriously. Findings from Yagiz (2016) portray that revision and editing are crucial for the development of students writing ability. Yagiz (ibid) hastens to point out that revision takes time yet it needs to be taught as it means more than editing. Therefore, some Senior Phase EFAL learners within King Cetshwayo District encounter some difficulty coping with the process approach in these areas. Furthermore, the findings in this study with regard to the first research question is consistent with some of the suggestions by most theorists like Ismail (2007), Khansir (2012) and Sarala et al. (2014), who compared the process and product approaches, and after rigorous comparison of the two prominent approaches determined that the process approach succeeds in developing learners' writing skills better than the product approach. Khansir (2012) for example, whose study aimed at comparing and examining the process and product approaches to the teaching of writing skills found out that applying either the process or the product approach can be easily done in EFL and ESL classes, provided teachers stick to the objectives of their lessons. However, his final analysis was that the application of both the process and product approaches to teaching writing in both EFL and ESL classes would significantly improve learners' capability of writing further. Likewise, Sarala.et al. (2012) advocate focusing on the advantages of both the process and product approaches whilst avoiding the disadvantages thereof, even though his study was based on finding out why the Product approach was preferred by teachers in Malaysia.

Conversely, comparing the product approach, where the process of writing is ruled out, with the approaches that use the writing process is an arduous task because sometimes it feels as if they were not subjects for comparison.

Participants in the product approach group blindly reproduced the opening sentence that was provided in the pre-test, during the post-test, which was an indication that this approach hardly motivates learners to be creatively involved with the text. This confirmed Hashemnezhad & Hashemnezhad's (2012) postulation that the product approach views writing as mainly concerned with knowledge about the structure of language and writing development as mostly the result of the imitation of input of texts provided by the teacher. Moreover, the time effectiveness of this approach did not prove always advantageous because when the fast learners had finished they got bored or restless, and either disturbed those who had not finished or doodled around, scribbling even on their scripts. However, the results of this study indicate that, the effectiveness of the product approach in the development of learners' writing skills cannot be ruled out.

Even though most participants in the product approach group were able to use correct transitions (*Firstly, Secondly, Thirdly etc.*), most of them had poor memorization skills, and as a result, the supporting details were distorted, especially for those participants who were eager to reproduce the original paragraphs from the pre-tests. Therefore, the recorded increase in the usage of transitions in this group hardly put this group in any advantage when it came to consideration of unity and coherence that needed to be evident in their paragraphs. Moreover, failure to write commas after the linking words was common in this group and it contributed greatly to this group's failure to attain the necessary increase as compared to other groups.

The product approach group managed to do well in the closing sentence probably because it was short and since this approach is time efficient, and as a result they had enough time to revise their paragraphs and rectify some errors. Ho's (2006) speculation that this approach was best suitable for learners at lower levels of education may be paraphrased by saying that this approach is best suitable for development of ESL learners who are still struggling to improve their English language competence. So, the increase of 21% in this group as compared to the increases of 22% for the process approach and 23% for the process-product approach (See Table

6 on page 73) makes this group less successful than both its counterparts. The overall performance of this group indicated that the product approach does have a potential of effectively enhancing the development of paragraph writing skills for Senior Phase English First Additional Language learners at uMhlathuze Circuit Management within King Cetshwayo District, but it needs to be recursively applied with the process approach in order to yield even better results.

Participants in the process-product group seemed to enjoy more privilege and independence than either the process approach or the product approach group. The provision of several models instead of one or two model paragraphs was intended to discourage participants from memorization as it seemed to be the case with the product approach. This exercise proved successful as the participants who reproduced the original opening sentence were far less in this approach than in the product approach, even though they did not supersede those in the process approach. This observation refutes Piriyasilpa's (2012: 793) irresoluteness about the combination of the process and product approaches, wondering if it would help produce learners who will no longer memorize and regurgitate during examinations. Supposedly, the supply of more than one model was instrumental in discouraging participants from 'regurgitating' any model paragraph. For example, participant OA49 struggled in the pre-test phase but did very well in the post-test.

The teacher had an opportunity to provide the process-product group with additional models that allowed participants to explore other types of transitions other than those that portrayed sequence. So, it is mostly in this group where participants wrote good paragraphs using other transitions like, *sometimes, however, as a result, nevertheless* and many more. Just like other groups, this group was not void of spelling and punctuation errors, but due to time effectiveness of this approach, they managed to rectify most of those mistakes. Therefore, based on the overall performance of this group, a conclusion may be reached that the combination of the process and product approach can effectively enhance the development of paragraph writing skills for Senior Phase English First Additional Language learners at uMhlathuze Circuit Management within King Cetshwayo District better than when each of these approaches is used exclusively. The results reflected above support previous findings by Khansir (2012: 5) that writing entails a combination of process and product to

develop learners' skills to write well in a second language classroom, and Emilia and Tahseem (2013: 132) who concluded that a synthesis of two approaches to teaching writing was the way to go in improving the writing skills of ESL learners. Pasand and Haghi (2013) who conducted a study whose aim was to answer the question whether the use of an incomplete model text in the process-product approach to writing and asking the learners to complete the text rather than copying it can have a positive impact on EFL learners' accuracy in writing also concur. The significance of this study in relation to the current study is based on its classroom application of the process-product approach. Their findings that completing a text in the process-product writing can have a positive influence in areas such as punctuation, capitalization, spelling, subject-verb agreement, tense, the use of connectors, correct pronoun use and possessives confirm the authenticity of the results generated from the present study with regard to the projected hypotheses.

Therefore, in the light of the above discussion, the following can be gleaned. Most learners in schools where English is taught as a First Additional Language, even those who are able to express themselves in English struggle when they have to transfer ideas into paper. It came to light in this study that the major problem that most learners have, is what to write, before knowing how to write; therefore, it is important that during the familiarisation or planning stage, learners are provided with several models so as to allow them to decide on the style of writing that they prefer. It is in those models that they become familiar with the components of the genre that they are supposed to write. Engagement in the revision phase which is editing and proofreading is very vital in ensuring that errors are limited. Both the quantitative and qualitative results indicate that revision is a very vital part of producing exceptional pieces of writing in the Senior Phase. Teachers would do well to encourage learners not to submit their texts for assessment, whether during writing classes or examinations without proofreading and editing their scripts. Therefore, teaching in the product approach is not suitable for teaching second language learners in the uMhlathuze Circuit Management under the King Cetshwayo District as it relies solely on 'outdated' strategies such as copying, drilling and gap-filling. It also prevents learners from revising, editing and proofreading their work, both during the writing and after production of the end-product.

5.2 CONCLUSION

The main purpose of this research was to compare and contrast the relative effectiveness of the process approach, product approach and the combination of these two approaches known as the process-product approach, in the development of English First Additional Language (EFAL) writing skills in the Senior Phase. This study sought to find out which of the three groups of participants among the process approach, the product approach and the process-product approach groups under uMhlathuze Circuit Management in King Cetshwayo District would be able to develop better paragraph writing skills when exposed to several instructional interventions.

Three groups of participants from three selected schools in King Cetshwayo District, KZN, were each taken through eight one-hour sessions of EFAL writing classes where they received instruction based on a specific approach assigned to their groups respectively. The first sessions were similar in all groups where they were familiarized with rubrics and marking criteria that were going to be used in marking their paragraphs. The pre-test in the form of a one paragraph essay was assigned on the second day before any form of instruction on paragraph writing was done. The next four 60 minute sessions were used for classroom intervention, where each group was given a comprehensive instruction on paragraph writing based on the approach that was assigned for that particular group, respectively. During day seven, after intervention participants from each group were required to engage in writing the post-test over a period of one hour. The post-test was treated as a formal assessment task and was written under strict supervision, so as to deter participants from bringing in ready-made paragraphs. Treatment of drafts was effected in the interim, and the treatment of post-tests was done afterwards. Feedback was however provided to respective groups in due course. This study, therefore, sought to determine whether the process approach could effectively enhance and promote the development of writing skills better than the product approach among Senior Phase learners. Another aspect of this research was to find out whether the product and the process approaches could be used concurrently and in a complementary way to effectively enhance and develop the writing skills of leaners. Thus, this study focused on the importance of the acquisition of adequate writing skills by Senior Phase learners. In the course of this study, the researcher briefly introduced the process approach

(Group A) focusing on paragraph writing as a process, where participants were taken through the four main steps of the writing process. The same process was applied to the product approach (Group B), where participants were taken through the four steps of the product approach focusing on what viewing the paragraph as a product entails. Lastly, the third approach (Group C) which focused on viewing paragraph writing as both the process and product was recursively implemented in class as the process-product approach. Instruction in this group also comprised of four steps adopted from the two steps of the product approach and the two steps of the process approach and adapted to fit the teaching procedure that needed to be followed. Finally, the researcher compared and contrasted the writing of paragraphs when using the product approach to when using the process approach and determined how these two approaches complemented each other when used concurrently, in a recursive manner. Findings for this study were therefore generated from the above-mentioned procedure.

Accordingly, this study chose to use a quasi-experimental time series design, using a mixed method. The use of the mixed method in this study was effective when the quantitative results were used to confirm qualitative results thereby ensuring inter-reliability. The statistical comparison constituted a test for the statistical hypothesis that was formulated as follows:

H_0: Using both the product and process approaches together will NOT yield significantly higher results in developing the paragraph writing skills of English FAL learners in the Senior Phase.

H_1: Using both the product and process approaches together will yield significantly higher results in developing the paragraph writing skills of English FAL learners in the Senior Phase.

The Two-Factor Analysis of Variance which was performed on the ages of learners proved that there was no significant difference among the ages of learners in groups that were studied. Likewise, the Repeated-Measures Analysis of Variance (with Greenhouse-Geisser adjustment) revealed that the p-values (all < 0.05) of both the pre-and the post-test results were significantly different at the 5% level for all three approaches. Therefore, the mean was significantly different from each other at the

5% level, which meant that the increase for the product approach was not significantly less than the increases using the other two approaches. There were no significant differences between the pre-test results whereas, for the post-test the process-product approach yielded significantly higher results than the other two approaches. Quantitative results revealed that the process approaches were more successful than the product approach in the enhancement of learners' paragraph writing skills. Likewise, qualitative results revealed that the combination of both the process and product approaches where they were used in a recursive and a complementary manner, yielded better results in the development and enhancement of learners writing skills in EFAL, than the exclusive use of either the product approach or the process approach. Thus, combining both the process and product approaches and using them in a complementary way, hence the process-product approach yielded significantly higher results in developing the paragraph writing skills of English FAL learners in the Senior Phase. Consequently, the first and the second null hypotheses were rejected.

In line with the projected three research objectives the following was revealed from the results of this study:

- The exclusive use of the process approach does not yield higher results in developing the paragraph writing skills of English FAL learners in the Senior Phase.

- The exclusive use of the product approach does not yield higher results in developing the paragraph writing skills of English FAL learners in the Senior Phase.

- The exclusive use of the process approach yields significantly higher results in developing the paragraph writing skills of English FAL learners in the Senior Phase when compared to the product approach but yields lesser results when compared to the process-product approach.

- The exclusive use of the product approach yields significantly lesser results in developing the paragraph writing skills of English FAL learners in the Senior Phase than both the process and the process-product approaches.

- Combining both the process and product approaches and using them in a complementary way, hence the process-product approach yields significantly

higher results in developing the paragraph writing skills of English FAL learners in the Senior Phase.

- The process-product approach yields significantly higher results in developing the paragraph writing skills of English FAL learners in the Senior Phase compared to using either the process or the product approach exclusively.

The results of the present study echo the suggestions of Hashemnezhad and Hashemnezhad (2012) and Camilleri (2015) who similarly compared three approaches. Even though Hashemnezhad and Hashemnezhads' (ibid) study revealed priority of the process approach over the product and the post-process approaches they, however, proceeded to propose a combination of both the process and product approaches as that would effectively enhance and develop the writing skills of learners, if applied recursively according to the teachers' objectives and learners' needs and contexts. Conversely, Camilleri (ibid) found that no approach was better than the other among the process, product and genre approaches, yet, went further to suggest that teachers would do well to pick and choose steps from different approaches and use them to the benefit of their learners. Moreover, the statistical results generated during quantitative analysis, which revealed that there was a significant difference between the mean of the three groups that were compared confirms the rejection of the null hypotheses projected in the current study.

Therefore, all three approaches, namely, the process, product and the process-product approaches are successful in the enhancement and development of learners' paragraph writing skills in the Senior Phase. However, the process oriented approaches especially the process-product approach, according to this study, is the most effective approach than the exclusive use of either the process or the product approaches in the development of writing skills of English First Additional Language learners in the Senior Phase, especially in the context of King Cetshwayo District schools in KZN, South Africa. The researcher in this study has undertaken a unique angle of comparing an approach that was formulated from existing approaches with the approaches that were used to formulate it. Studies of this kind have previously been conducted in foreign countries mostly using smaller samples. Hashemnezhad and Hashemnezhad (2014) for example used a sample of 60 participants in Iranian schools, randomly selected from 100 participants, which means that each group

comprised of only 20 participants. Ho (2006) used a non-randomised sample of not more than 40 participants per group in a non-comparative study that sought to determine the effectiveness of the process approach in teaching writing to six Hong Kong schools. Conversely, the current study was conducted using an average sample of 62 participants per group. Moreover, most researchers either studied primary school subjects or subjects from higher institutions of learning, whereas, this study was done in Secondary schools. Hashemnezhad and Hashemnezhad's (2014) study compared the process, product and post-process approaches.

Findings of this study reveal that the process-product approach yields significantly higher results in developing the paragraph writing skills of English FAL learners in the Senior Phase compared to using either the process or the product approach exclusively.

In the context of the current CAPS allocation, it seems that studying the writing process needs more time allocation for teaching EFAL than the current time allocated, which is four notional hours per week. Allocating more hours for EFAL in the Senior Phase may not be feasible considering the nine subjects offered in this phase. Rather, the best way is to use an approach that is time effective. Therefore, these findings are important to the schools in the KZN province, especially for teachers and learners under the King Cetshwayo District in the sense that when the process approach is used in a complementary manner with the product approach, the time constraints that are normally envisaged when the process approach is used exclusively, will be drastically reduced.

5.3 RECOMMENDATIONS

Findings of the present study projected that the process and the process-product approaches were more successful than the product approach in the development of learners' paragraph writing skills in the Senior Phase. However, the process-product approach emerged more successful than either the process or the product approaches when they were exclusively applied in the classroom situation for the same purpose. Consequently, the researcher would like to make the following recommendations.

- These results can also be applicable to other grades, such as the Intermediate, and the FET phase, so that a common thread is formed in the development of

learners' writing skills across all grades. Therefore, future studies of this nature can focus on other phases to determine if age or other factors cannot militate against similar conclusions as arrived in this study.

- This study somehow augmented the current CAPS provisions which required that the process approach be used in the teaching and learning of EFAL in schools. Nevertheless, the findings of this study do not necessitate any policy adjustment, but the researcher recommends that Subject Education Specialists (subject advisors), under King Cetshwayo District encourage Principals and EFAL teachers to consciously apply alternative and recursive use of the process and the product approach in their schools and classes.

- English First Additional Language teachers within the King Cetshwayo District can experiment with the process-product approach in their classes at any time, so as to verify if its implementation is feasible in their respective classrooms or not.

- Similar studies can also be conducted using random selection of subjects, larger samples and/ or using either qualitative or quantitative research methods exclusively.

5.4 LIMITATIONS OF THE STUDY

This study however, is not void of limitations due to the design selected which prevented random selection of subjects to respective experimental groups. The researcher opted for the Quasi-Experimental Design called Time Series as formation of control groups in participating schools would have grossly and adversely disrupted normal teaching and learning processes. Maree (2009: 23) avers that groups that are compared in this method are 'non - equivalent'.

- The non-equivalence of groups in this research led to maintenance of statistical equivalence during quantitative analysis of data. However, that neither seemed to adversely affect the results nor compromise the findings in this study. Nevertheless, it is worth noting that comparing groups of equal number would have proved more favourable provided that normal teaching hours were not going to be affected. Further research of the same nature could therefore be

conducted using other designs or quasi-experimental designs that allow random selection of subjects, so as to find out whether those would yield similar or alternative findings.

- This study took into consideration learners in Quintile 3 public schools where English is taught as a First Additional Language. Similar studies can be conducted in schools with the higher quintile rating and in any other school where English is taught as a First Language, as long as there is a potential for further development of learners' writing skills.

- This study was not premised on theoretical framework, but it was limited on developing a conceptual framework. Therefore, a gap is left open for further research where a similar study is conducted based on existing theories and analytic models relevant to projected research problems.

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Appendices

Appendix 1

Pre – Test Template

Class: _____

Name: _____

Class Code: _____

Date: _____/_____/_____

Age: _____

ENGLISH FIRST ADDITIONAL LANGUAGE

ACTIVITY: One Paragraph Essay

There are three basic reasons why I avoid coming late to school.

_____

_____

_____

_____

_____

_____

Appendix 2: Post -Test Template

Class: _____

Name: _____

Class Code: _____

Date: _____/_____/_____

Age: _____

ENGLISH FIRST ADDITIONAL LANGUAGE

ACTIVITY: One Paragraph Essay

_____

_____

_____

_____

_____

_____

Appendix 3: Missing Word Worksheet

Why I avoid coming late to school

There are three _____ reasons why I avoid coming late to school. _____, each time I come late to school all eyes are on me and I don't like attention. Secondly, once the _____ has started _____, it is not easy for me to _____ up since I was not there during the _____ of the lesson. _____, after coming late, I feel guilty for the whole day, and it makes me feel like my day has been_____. So, to avoid all this, I have made an _____ decision _____ to come late to school any more.

Appendix 4: Model Paragraph

Why I avoid coming late to school

There are three basic reasons why I avoid coming late to school. Firstly, each time I come late to school all eyes are on me and I don't like attention. Secondly, once the teacher has started teaching, it is not easy for me to catch up since I was not there during the introduction of the lesson. Lastly, after coming late, I feel guilty for the whole day, and it makes me feel like my day has been spoilt. So, to avoid all this, I have made an informed decision never to come late to school any more.

Appendix 5: Paragraph Writing Rubric

	5. Outstanding	4. Very Good	3. Good	2. Satisfactory	1. Poor
(Structure)	Opens with a strong sentence that captures readers' attention. Very clear middle and end. 5 or 6 sentence with one idea in correct paragraph format	Strong opening sentence. Supporting and closing sentences are without errors. Not less than 5 sentences in correct paragraph format,	Strong opening sentence supporting and closing sentences with at least one or two errors. At least 5 sentences in correct paragraph format	Average opening sentence. Supporting and closing sentences have some spelling and punctuation errors. At least four sentences. Some flaws in format.	Very weak opening, supporting and closing sentence. At least 3 sentences. Problems with sticking to one idea and one paragraph format is not adhered to.
Content	Relevant to the topic with dialogue that advances the argument providing full details.	Relevant to the topic and develops the argument very well. Detailed	Relevant to the topic, with providing adequate details.	Displays some insight to the topic and provides some details	Slightly relevant, with flawed detail and link can hardly be established.
Language	Standard English is used with vivid language details and use of logical connectors,	Standard English is used with adequate language details and relevant use of logical connectors	Good command of English with some language details and few errors in linking verbs,	Adequate command of English with one or no use of linking verbs.	Non – standard English usage without any use of linking verbs
Spelling and Punctuation	The writing is free of misspellings, and capital letters are used appropriately. Sentences are punctuated correctly, and the piece is free of fragments and run-ons.	At least one misspelt word and good use of capital letters Sentences are punctuated correctly, and the piece is free of fragments and run-ons.	Few spelling mistakes. Sentences are punctuated correctly. At least one fragments or run-on that does not affect the meaning,	. Some misspellings, and flawed use of capital letters. Some sentences are punctuated correctly, and the piece is not free of fragments and run-ons.	Most words are misspelt, capital letters are inappropriately or hardly used. Sentences are punctuated incorrectly, and there may be fragments and run-ons.

Appendix 6: Rubric for Holistic and Analytic Evaluation

Total Score: (100)	4	3
	A paper in this category shows a superior command of the tools of language. It exhibits some or all of the following characteristics:	A paper in this category shows an adequate command of the tools of language. It exhibits some or all of the following characteristics:
Focus/ organisation (35)	• responds to the prompt • appropriate to the audience • single, distinct focus • generally well-developed ideas or narrative • logical flow of ideas or events • opening that draws in reader; effective closing • sense of completeness	• responds to the prompt • appropriate to the audience • focus not clear at every point • some main points underdeveloped • ideas may not be in the most effective order • an opening, but not necessarily focused or attention-getting; attempt at a closing • sense of completeness
Elaboration/ Support/ Style (35)	• each main idea supported by details/narrative brought to life by details • all details related to topic • choice of details effective • ideas/events related by effective transition words and phrases • varied sentence style • precise, interesting, and vivid word choice	• each main idea supported by details, but details in some paragraphs may be sketchy/narrative details sufficient to flesh out events • all details related to topic • some details not used effectively • transitions used • varied sentence style • word choice adequate to convey meaning; some precise, vivid words
Grammar, Usage, and Mechanics (30)	• sophisticated and consistent command of Standard English • free of spelling, capitalization, and usage errors • precise syntax; competence in coordination and subordination • few, if any, errors in punctuation	• number and type of errors not sufficient to interfere with meaning • consistent command of Standard American English • few, if any, spelling, capitalization, or usage errors • competence in coordination and subordination

2	1
A paper in this category shows a less than adequate command of the tools of language. It exhibits some or all of the following characteristics:	A paper in this category shows a consistent pattern of weakness in using the tools of language. It exhibits some or all of the following characteristics:
• responds partially to the prompt but is off-target in some way • may not show evidence of attentiveness to audience • focus on topic not consistently sustained • some lack of distinction between main ideas and details • order of ideas not effective • may be no opening sentence; no attention to closing • piece seems incomplete	• evidence of attempt to respond to prompt • no evidence of attentiveness to audience • focus on topic not sustained • no opening or closing • piece is not complete
• uneven development/narrative details sketchy • details may appear to be listed rather than integrated into coherent flow • some details are irrelevant • few or no transitions • most sentences simple; overall style choppy • word choice adequate to convey meaning but few precise or vivid words	• half or more of main ideas not supported by details • half or more details may be irrelevant • no transitions • sentence style choppy • vocabulary limited
• number and type of errors may interfere with meaning at some points • weaknesses in command of Standard American English • some spelling, capitalization, or usage errors • some fragments or run-ons • some errors in punctuation	• number and type of errors obscure meaning • inadequate grasp of Standard American English • frequent errors in spelling, capitalization, and usage • many run-ons or fragments • serious and frequent punctuation

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Appendix 7: The Proofreading plan

- You should proofread only after you have finished all of your other editing revisions.
- Proofread for only one kind of error at a time.
- Read slowly, and utter every word as you read.
- Read each sentence individually, looking for grammar, punctuation, and/or spelling errors.
- Circle every punctuation mark. You may use a lead pencil. Take time to ask yourself if the circled punctuation mark is appropriate,
- Now read backwards from the last word to the first one, ensuring the spelling of each word is correct. If in doubt, verify with the teacher/ peer or check from the dictionary.

  Note: A Copy of The South African Oxford Dictionary is available on request

Appendix 8: Frequency Distribution Sheet

Process approach	%	Product approach	%	Process-Product Approach	%
Opening Sentence		Opening Sentence		Opening Sentence	
Supporting Details		Supporting Details		Supporting Details	
Logical Connectors		Logical Connectors		Logical Connectors	
Sticking to One Idea		Sticking to One Idea		Sticking to One Idea	
Closing Sentence		Closing Sentence		Closing Sentence	

Appendix 9: Common Correction Symbols and Abbreviations used during marking of Paragraphs

ab	Abbreviation inappropriate or incorrect
adj	Adjective missing or faulty
adv	Adverb missing or faulty
agr	Agreement faulty (Sometimes due to pronoun antecedent)
amb	Ambiguous – Lack of clarity
apos	Apostrophe missing or misused
awk	Awkward
cap	Capitalization
cl	Clarity – wording makes it uneasy to understand
coh	Coherence lacking
cc	Concord faulty
doc	Degrees of comparison faulty
del	Remove (delete) circled word/s
frag	Fragment
ger	Gerund misplaced or needed
ill	Illegible
inf	Infinitive wrongly placed or missing
Lc	Lower case
log	There is no logic
nsw	No such word
org	Poor organisation
poss	Possessive lacking or incorrect
pl	Plural – A plural verb should have been used
pp	The past participle of the verb should have been used
prep	Preposition faulty or missing
red	Redundancy
syl	Syllabication – word should nave reflected as one word vice versa
sing	Singular – a singular verb should have been used
t	Use correct tense
wf	Word form wrong
wm	Word missing
wo	Word order
ww	Wrong word