IN-SERVICE TRAINING NEEDS OF EDUCATORS IN THE TEACHING OF WRITING SKILLS: A CASE STUDY OF PRIMARY SCHOOLS AT ESWATINI

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In-service Training Needs of Educators in the teaching of writing skills: A case study of
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Declaration

I, Zodwa Priscilla Dlamini declare that **'In-service Training needs of Educators in the teaching of writing skills in Primary Schools at eSwatini'** is my own work and that the sources that I used have been indicated and acknowledged by means of complete references.

Candidate's signature:

Co-supervisor's signature:

Supervisor's Signature:

Dedication

This work is dedicated to my beloved husband, Mmangaliso Mlungisi Dlamini, who supported me throughout my studies. He sacrificed a lot during the time of my studies and motivated me throughout when things were tough. "May the God Almighty richly bless him for his tireless support.

Acknowledgements

ABSTRACT

Writing is dominant in schools and continues to be important for effective communication. Therefore, learners need to be up- skilled in writing skills as their everyday activities. This study was conducted to investigate the in-service training needs of educators in teaching writing skills in primary schools at eSwatini. The study responded to the questions: (a) To what extent are educators teaching languages, trained in teaching writing skills to primary school learners? (b) What in-service training needs do educators have in teaching writing skills of primary school learners? (c) What competencies do educators possess for teaching writing skills?

The mixed method design was adopted for this study which triangulated focus group semi structured interview, documentary analysis and lesson observation. Purposive sampling was used to sample N=56 educators in eight primary schools and N= 6 trainers from three teacher training colleges. The mixed-method approach was used to collect data. Quantitative data were analysed using the statistics, frequencies and percentages as well as cross tabulation. Qualitative data from focus group interviews were analysed by identifying patterns and themes.

The study revealed the lack of Pedagogical Content Knowledge (PCK) in the teaching of writing skills. The findings imply that there no methods of teaching employ in teaching writing skills. In addition, the study findings imply that among other things, there was lack of parental involvement and lack of support from school administrators and government. Recommendations made from this study were that: in-service training department should strengthen workshops with regard to writing skills, there should be preparation of lessons, setting of test, scheme of work and marking of learners' work. Furthermore, the training colleges should have comprehensive writing skills programmes for all pre-service educators, and not only those who major in languages.

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Acronyms

AMADI	Africa Management Development Institute
B.Ed	Bachelor of Education
CBE	Competency Based Education
CDPS	Continuous Development Programmes
ECCDE	Early Childhood Care Development Education
ECOE	Examinations Council of Eswatini
EGCE	ESwatini General Certificate for Secondary Education
EMIS	Education Monitoring and Information System
EPC	ESwatini Primary Certificate
FGDs	Focus Group Discussions
INSET	In-service Training
MOET	Ministry of Education Vocational Training
NEEDU	National Education Evaluation & Development Unit
PCK	Pedagogical Content Knowledge
PGCE	Post Graduate Certificate in Education
PTC	Primary Teacher Certificate
SANU	Southern Nazarene University

SPSS   Statistical Package for Social Science

STC   Secondary Teachers Certificate

STD   Secondary Teachers Diploma

UNESCO   United Nations Educational, Scientific, and Cultural Organization

UNESWA   University of ESwatini

WCED   Western Cape Education Department

ZPD   Zone of Proximal Development

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CHAPTER ONE

ORIENTATION OF THE STUDY

1.1 Introduction

In this chapter the background, research problem and the context of the study are presented. In-service training (INSET) is a necessity for educators as practitioners to acquire new knowledge and better methods to improve their skills in-order to be efficient and competent in their teaching. According to the Ministry of Education Sector Policy (2011) in-service training is supplementary training to improve teacher knowledge and competency. Furthermore, in-service training is a continuous professional development for educators. Ncube (2013) suggests that teachers can improve learners' performance which means their performance has a direct reflection of their effort.

The National Commission on Writing (2005) states that writing is a complex skill which requires considerable effort and time to master. Therefore, a single effective teacher can have strong impact on child's writing development so, if a single teacher can make a difference, imagine what happens when learners are taught to write well, starting in first grade and all the way through high school. The study sought to investigate in-service training needs of educators in the teaching of writing skills in primary schools in eSwatini. The incessant high failure rate in primary schools has necessitated that this study be carried out. Everyday activities learners do in schools involve writing. All subjects are learnt in English and it is a passing and failing subject.

1.2 Policy Background of the study

According to Magagula (1990) ESwatini has been faced with a lot of problems in the education system. Since it gained its independence the problems include poor quality

education, serious shortage of trained teachers and highly academic curricula at primary and secondary schools. The Ministry of Education Sector Policy (Government of ESwatini, 2011) regards English as core and medium of instruction. SiSwati is used as an official language and medium of instruction for grades one to four in the primary school. It was considered that teaching English would have a negative impact on learners and they will be confused Jockel (2016) However, this seems to miss the purpose of English Medium Pre-schools at which parents pay premium fees to develop the children's aptitude for the English language. The Pre-schools use English as a medium of instruction. Hence, the policy reflects nuances of ignorance of the fact and practice. In part the policy may be characterized as embracing of this dynamic given the fact that educators in the first four grades in eSwatini are at liberty to use the preferred language, either siSwati or English, particularly some learners are proficient English speakers and the curriculum is in English. Fillmore and Snore (2000) suggest that overall, learning two languages simultaneously within a bilingual context often has the effect of making learners sensitive to the structure and content of language. They further say this awareness of language often has positive impact on learners' understanding of spelling systems. However, it can take a bilingual learner slightly longer for fluency and accuracy in English spelling to become well established. It is therefore, not surprising that Telli (2014) noted that stakeholders differ greatly in their perceptions regarding the use of either English or Kiswahili as the language of instruction in Tanzanian schools. Proficiency in English language, regardless of whether it is used as a language of instruction or not is very important for Tanzanian students in a globalized world.

In Tanzania, as reported by Telli (2014), English is considered an academic language while Kiswahili is a language of daily communication. Telli further states that Kiswahili is the language of instruction in public primary schools (attended by 99.1% of school age children: URT, 2005) in Tanzania, whereas English is taught just as a single subject until students reach secondary school at which level all subjects except Kiswahili language are taught in English (MoEVT, 2008). Whereas the change in language of instruction swiftly changes from Kiswahili to English as students in public schools advance to secondary school (Telli, 2014), little attempt is made to help students make this transition. This has left many scholars amongst whom Solórzano (1998), questioning the type of

learning theory that informs the best way to teach students in a language they do not yet comprehend, read or speak.

UNESCO (2005) cautions that the selection of languages to be used as media of instruction in schools together with national language policies are of considerable importance for the quality of teaching and learning, which, in the view of Imam (2005) is associated multilingualism resulting from impacts of globalization. In some countries, the practice is to introduce foreign languages late in the child's life. In Germany, they assumed that if English language was introduced to the beginner, and earlier school grades, it would interfere with the development of German reading and writing (Jockel, 2016). Very few learners speak English at home, so they depend on their teachers to learn all the four language skills: listening, speaking, reading and writing. Learners, it has been shown by several studies (UNESCO, 2010; Qorro, 2006 & Rajani, 2006), can only actively participate in knowledge creation if they are allowed to use the language they understand very well which is often the language they usually speak in their day to day lives. They further say learners are able to discuss, debate, and answer questions, write something or even ask for clarification and construct and generate knowledge.

In-service trainings on reading skills have been conducted from 2015 to 2017. It was a Literacy Boost programme which trained teachers on the following: *letter knowledge, phonemic awareness, vocabulary, fluency, and comprehension*. It was introduced to fill the gap in literacy. It was discovered that a lot of learners could not read with understanding. Writing in schools plays a major role because it regulates learning activities and also provides a medium of instruction in learning system. Writing is also used to assess progress in schools in everyday activities and in the examinations (Moffett, 1983). Writing skills are effective for communication, it is therefore worrying that the majority of learners in eSwatini schools lack writing competency - they cannot write properly. Graham (2007) posits that writing is not for transactional communication; but like reading, it is also a foundational skill that boosts comprehension and achievement across all subject areas. Low levels of writing in ESwatini Primary Certificate examinations from 2013 to 2015 have affected the overall mean scores The Ministry of Education and Training (2015). Education management Information Systems (EMIS)

(2015). Writing remains the most common form of communication and it is a complex skill and children need knowledgeable others to help them develop it (UNESCO, 2004).

Whatever learners write as from Grades 1- 7 in eSwatini is associated with grading. When they have written their work, the feedback they get from their teachers is a tick and a grade. Writing at eSwatini is highly prized. Orals are done in French language only. All other subjects' learning activities are done mainly through writing. According to National Education Evaluation and Developing Unit (NEEDU) (2013) teachers must be empowered with knowledge and skills to impart to learners to develop writing skills in their students. They must have subject knowledge, understand official curriculum and possess pedagogical knowledge on how to teach a particular subject. According to social constructivism theory, teachers are expected to be facilitators and prepare tasks that are appropriate for each activity to be learnt. In order for them to facilitate effectively, it demands expertise and also understanding learner's cognitive development. Writing is dominant in schools and places of work, it is part of everyday activities and continues to be important. Learners need to be up-skilled in writing skills as it is important throughout their lives.

ESwatini is not a resourced-based country like its neighbouring countries, such as South Africa, Namibia and Botswana. Therefore, Emaswati need to be proficient in education, training and skills development in order to compete globally in the job market. ESwatini should not import skilled workers (Marope, 2010). Education at eSwatini is on the verge of aligning itself to the country's needs such as that its curriculum is reformed by Competency Based Education (CBE).

Life education should be acquired by learners for the purpose of helping themselves attain knowledge on their own, not solely depend on educators (Marope, 2010). Teachers shall not be source of information, they will not lecture to learners but facilitate in disseminating knowledge, abilities and skills. Educators will need to effectively impart knowledge to learners, so they need to be in-serviced. At eSwatini schools; when educators are teaching writing skills they do not teach writing processes which are: pre- writing, drafting, revising, proofreading and publishing. Learners write on their own without being guided

by their teachers. These processes are key in writing and if educators are not skilled, they cannot be of help to learners in developing their writing skills.

Vygotsky's Zone of Proximal Development (ZPD) describes the range of tasks that are too difficult for the child to master alone but which they can learn through the assistance of the teacher who is skilled (Vygotsky, 1978). ZPD simply implies that individuals or learners learn from knowledgeable others. Vygotsky terms it (ZPD) as scaffolding and that is where facilitating of an expert comes in (Kay & Kibble, 2015). Educators need to be in-serviced to broaden their knowledge of skills and professional approaches in order to teach writing skills effectively.
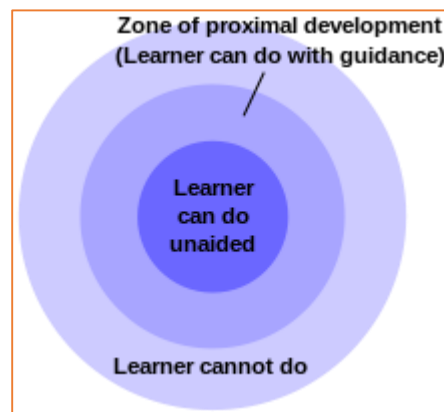
Figure 1:2 Zone of Proximal Development (ZPD)

At eSwatini a majority of educators do not have English as major, given the diversity in the curriculum, and others do not qualify to teach in the Primary schools. Only 69% primary school teachers have appropriate qualifications to teach in primary schools. One fifth of teachers still need to undergo training or even be replaced by qualified teachers (Education Management Information System (EMIS), 2015). Therefore, one out of five learners may be taught by a teacher who does not have adequate skills to teach a primary school learner. However, this proportion may be even higher considering the fact that in teacher training colleges, educators are not taught writing skills adequately. Teacher training colleges do not completely address writing skills issues as a significant component that should form part of teacher training curriculum. When they get into the field they do not have confidence to teach writing skills. Graham, MacArther and Fitzgerald (2013) argue that if teachers lack confidence to teach writing, they will not have

power to motivate learners. Primary school teachers only take up majors in the final year of their 3 years training diploma programmes. Graham, McArther and Fitzgerald (2013).However, in the field the teachers are expected to teach all subjects, with varying interests and proficiencies. Hence, even amongst those qualified to teach at primary school level, many may be teaching subjects they are not qualified to teach.

Learner performance varies significantly across the four regions in the country. Over the period 2013 to 2015 Lubombo and Shiselweni learners showed no improvement in learning. There is also no improvement in teaching (The Ministry of Education Evaluation and Management Evaluation Systems, 2015). In these two regions lower quality of education is offered, there is no effective teaching. About 93% learners of Hhohho had been exposed to Early Childhood Care Development Education (ECCDE) whereas only 30% of learners from Lubombo and Shiselweni had been to pre-school (EMIS, 2015). These statistics suggest that the language policy which stipulates that the first four grades are taught in mother tongue, may well apply, be very relevant and appropriate in this context of Lubombo and Shiselweni regions. Further, the statistics suggest that at grade 1, Shiselweni region learners (the subjects of the proposed research) may have rudimentary English language skills which may not be true regarding their language skills, especially listening, and speaking. It may be true about reading and writing, and this would point to the need for high level skill and proficiency amongst teachers in teaching reading and writing. Otherwise, such deficiencies may be linked to grade failure and class repeats that are ubiquitous in the education system, especially in the primary school. At this level, the numbers of students that fail and repeat grades exceed the population of learners in any grade in the country. According to EMIS (2015) in 2012 there were 37000 learners who were repeating from grades 1- 7. In 2013 there were 40370 who were repeating. The repetition had increased by 3000 learners and the Government had paid E23 million for learners who were repeating. The E23million would set about 46 classroom estimated at E500, 000 each. Grade 1 began with 37000 leaners but those who sat for grade 7 eSwatini Primary Certificate (EPC) examinations were 26000, which meant 11000 learners got lost between Grades 1 and 7.

In the country there is still a need for qualified teachers in the primary school. A number of teachers possess qualifications which are not for the level of education and some of those teachers do not have qualifications. Those teachers are not trained to teach young children and may be applying wrong teaching methodology and assessment techniques. This (high grade failure and repetition) is evidence, therefore, which supports the language policy of mother tongue or siSwati as a medium of instruction in the Shiselweni region, eSwatini. Over the past three years in the Shiselweni region there has been growing high failure rate in eSwatini Primary Certificate (EPS) examinations. The examinations showed the average failure rate in this level which was 13 percent in the Shiselweni and Lubombo was 15 percent. The Ministry of Education and Training Sector Policy stipulates that failure rate should not exceed 10 percent and once it is above it becomes an outcry to education stakeholders as well as the other stakeholders and the state as well. Failure rate was reduced to 5 percent according to Education Sector Policy (2011). Learners from Lubombo and Shiselweni regions continue to fail far above 5 percent.

Table 1.2 Percentage rate in the region by sex and year from 2014 to 2016

Gender	Year	Hhohho	Lubombo	Manzini	Shiselweni
Females	2014	9.19	14.82	9.16	12.94
	2015	9.66	14.51	10.41	11.81
	2016	8.98	14 89	10.43	9.34
Males	2014	9.88	14.01	11.41	14.76
	2015	10.08	14.50	10.83	11.73
	2016	10.91	15.36	13.37	15.19

The overall performance for all subjects in eSwatini Primary Certificate (EPC) results from 2014 to 2016 shows a decrease in performance for candidates from Shiselweni and Lubombo region in the years 2014 and 2015. Though there was a slight increase in the performance in 2016, the candidates' performance from those two regions did not match

the performance of the candidates from other two regions, particularly Hhohho region. These results show that learners at eSwatini have challenges in writing skills (Examinations Council of ESwatini, 2016). The study will be conducted in the Shiselweni region. It is hoped that this study will inform stakeholders on how the in-service needs of educators in the teaching of writing skills in primary schools at eSwatini can be met.

In Grade 7, Form 3 and ESwatini General Certificate Secondary Education (EGCSE) learners are expected to pass English to progress to the next level. Writing skills are assessed in the final examinations. For example, Grade 7 learners are assessed if they are able to:

1. Communicate clearly.
2. Order and present facts, ideas and opinions.
3. Understand and use range of appropriate vocabulary.
4. Use language and register appropriate to audience and context.
5. Employ and control a variety of accurate grammatical structures.
6. Observe convention of paragraphs, punctuation and spelling.
7. Write continuous prose of various purposes (Examinations Council of Eswatini, 2017-2019).

However, the presentation of the Examinations Council of ESwatini (ECOE) provides no analysis of the results with respect to the candidate performance in these respective skills. Consequently, the results, in the present format cannot help in the diagnosis of student challenges or failure. Neither can the results help evolve interventions necessary to improve learners' performance.

Educators need to be skilled through in-service trainings in order to impart all language skills, particularly writing, as it is an expressive skill. Learners communicate and express themselves predominantly in writing. Therefore, it is important for them to be highly proficient in writing skills as well as in training their learners in writing. However, pre-service training for teachers in writing is provided through a first year course called 'Academic Communication Skills'. The course, according to teacher trainers, is meant to enable the teacher trainees write assignments while at teacher training. The course offers

the trainee teachers nothing about teaching communication skills. According Mohr (2014) self-efficacy at college level is not concerned directly with writing task competences.

1.3 Problem Statement

Primary school educators are expected to teach all subjects which are done through writing. At eSwatini in-service training department (INSET) conducts trainings for primary school teachers. Primary school inspectors inform the INSET department about the in-service needs teachers have after inspection. According to Cumuzcu and Dunihan (2011), in-service trainings are based on inspectors' opinions. The Ministry of Education and Training Annual Census report (2015) revealed that not all primary school educators qualify to teach in the primary school. The report also revealed that in primary schools there is high failure rate and repetition is a challenge. Failure rate is (20%) in Shiselweni region alone and 54269 learners who ought to be enrolled in lower secondary level are still at primary school. Given these results, do primary school educators have the relevant competencies for the teaching of writing skills? It is for this reason that the investigation of in-service training needs of educators in the teaching of writing skills was carried out. According to the Education Sector Policy (2018) the repetition rate allows not more than 5% of learners to repeat in any grade. There is lamentation over the failure rate in primary school, particularly the EPC examinations. According to Magagula (2013) 75% of learners enrolled in primary schools at eSwatini are to complete education and the 25% of learners do not complete their education. The repetition rate suggests that teaching and learning is fairly ineffective across the system. The repetition rate is particularly high at first grade, suggesting that a substantial proportion of learners enter grade one without requisite primary school readiness (Marope, 2010).

1.3.1 Research questions

1. To what extent are educators teaching languages trained in teaching writing skill to primary school learners?
2. What in-service training needs do educators have regarding teaching writing skills of primary school learners?
3. Which competenies do educators possess for teaching writing skills?

1.4 Aim of the study

Based on the problem statement and questions of this study the aim to the study was to investigate the in-service needs of educators in the teaching of writing skills to primary school learners at eSwatini.

1.5 Objectives of the study

The objectives of the study were to:

i. Find out if educators teaching languages had writing skills as part of their training.
ii. Identify in-service training needs of educators in the teaching of writing skills in primary schools.
iii. Determine the level of educators' competencies in teaching of writing skills.

1.6 Definition of operational concepts

Key concepts are presented and defined in this section to clarify their relationship to the study.

1.6.1 In –service Training

Mitton-Kukner, Nelson and Desrochers (2010) define in service training as any vocational training provided during employment and it is undertaken if there is an agreement between the employer and employee. The employer does not impose the training. The in-service training comes in different forms. There is formal presentation, informed discussion and opportunities to try out new skills and knowledge in the field. Usually, in-service training is an organised programme which is meant to support employees' professional development (Levin, 2003). Osamwonyi (2016) defines in-service education as the empowerment and development of the school system and educational enterprise as a whole. Furthermore, he states that if teachers are to perform their roles effectively and efficiently, they need to be trained in new skills and modern technology. The

effectiveness of professional training of teachers reflects through the evidence of better outcomes for students (Timperley, 2011). In-service training is a key factor in influencing the professional development of teachers and contributing to the improvement of their knowledge through an active role (Sati & Saits, 2006).

1.6.2 Writing

Writing is defined by UNESCO (2004:13) as the ability to understand, interpret, create, communicate and compute using printed and written materials associated with varying contexts. Fletcher (2013) explains that writing is a way to express knowledge about what is known and learned. He further says that for every day situation we use writing to communicate, express, persuade, synthesize and question.

1.6.3 Primary School

Primary school is part of the eSwatini educational system from grade 1-7 which provides free, inclusive and accessible compulsory primary education sustainable for all Emaswati children of appropriate ages in public schools.

1.6.4 Demarcation of the study

This study was conducted in eight primary schools in the Shiselweni region. Seven educators from each school participated in this study, so the total participants were fifty-six. The purpose of this study was to investigate the in-service needs of educators in the teaching of writing skills in primary schools at eSwatini and also to provide strategies that can be used to improve the teaching of writing skills and to find out the in-service needs educators have in the teaching of writing skills.

1.6.5 The significance of the study

The study will make a contribution on the following aspects: Writing will be taken seriously by all educators as it plays a major role in teaching and learning. It will make teacher training institutions aware of the importance of writing skills and then teach the training students about it.

The findings will benefit the Ministry of Education and Training and other relevant stake holders that are writing skills programme be put in place in teacher training instructions and also recruit qualified teachers to teach writing skills.

The findings will provide an awareness of the magnitude of the problem of writing skills. In-service department will be aware of the in-service needs on writing skills for primary school teachers and conduct workshops. Another contribution to the study is that it will be used to inform the identification of training needs as well as the development of training programmes- a response in-service of teachers to equip educators with writing skills. The study will provide route not only for immediate application of the inputs but will be able to yield research articles for publication and workshops base for curriculum reform.

1.7 Preliminary Chapter Division

1. CHAPTER ONE

In this chapter the background to the study problem statement research questions aims and objectives of the study, definition of concepts demarcation of the study and chapter outline are presented and described, the statement of the problem, aims of the study, definition of the operational concept, and the plan of the whole study.

2. CHAPTER TWO

Chapter two provides conceptual and theoretical frameworks for the study, based on the selected and relevant literature.

3. CHAPTER THREE

This chapter provides the research methodology and research design of the study.

4. CHAPTER FOUR

Chapter four comprises of a detailed analysis and interpretation of data.

5. CHAPTER FIVE

This chapter presents main findings according to objectives of the study, conclusions and recommendations, recommendations for further research are also provided.

1.8 Chapter Summary

This chapter introduced the field of the study and has also provided the context of the research, problem statement, aim, objectives, research questions and definition of operational concepts. The next chapter provides review of literature and the theoretical framework underpinning the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The previous chapter presented the background to this study rationale as well as the aims and objectives of the study were formulated This chapter presented the theoretical framework underpinning the study literature review that contributed to current knowledge of the study, which intended to prepare the ground and theoretical framework for the presentation and analysis of data in the coming chapters.

Literature review is related to the in-service needs of educators in teaching writing skills. The study sought to unveil some of the studies that were carried out as well as theories of in- service needs as embedded into writing skills. The literature review will be presented in sections as follows:

> i. In-service training needs educators have in teaching writing skills for primary school learners.
> ii. Competencies educators have in teaching writing skills.
> iii. Training of educators studying languages.
> iv. Teaching strategies teachers use in teaching writing skill

2.2 Theoretical Framework

The theoretical framework underpinning this study is the collaborative learning strategy. Vygotsky (1987) developed his theory based on learning and development and Piaget's (1959) theory is based on cognitive theory. Piaget's theory puts thinking into the forefront of the learner. Both theories desired to study how people actually constructed learning. Vygotsky's work acknowledged that socialisation of individual is important in making meaning of things. McLeod (2014) argues that Vygotsky's (1987) views that learning help

set the foundation of using social theory into practice within the classroom. Both Piaget and Vygotsky's works focused on the curiosity of a young child and the need for active involvement in his/her own learning and development. Vygotsky emphasises that in order for the child's learning to be a success it has to go via a teacher. Teachers according to his theory play a major role. Sincero (2011) states that Vygotsky's work is supported by Constructivist theory which suggests that learning is created through real experiences and social interaction. He says that this process allows learners to construct meaning and to be active in creating their own learning and development.

In real classroom situation learners learn best if they are involved through participation and sharing ideas. Vygotsky's theory is true when it says meaning and understanding of things are discovered through socialisation encountered by the learner. In my view learners learn best if they are participating not being passive, they tend to own what they are learning. Therefore, using constructivism theory in the school setting could provide learners and teachers with an atmosphere where writing is enhanced through building collaboration with fellow classmates and colleagues. Educators need to put this theory into practice as they are primary agents for necessary changes in teaching and learning, who need to adapt to new tools that enhance teaching (Wood, 2007: 7).

Bandura (1977), who is a socialist theorist, concurs with Vygotsky's theory that learning occurs in a social context which allows learners to learn from one another through observational learning, imitation and modelling. A teacher comes with his or her expertise to guide learners. Both Piaget and Vygotsky's theories have one similarity which is cognitive growth that is instituted by social influences. Vygotsky believes that if learners continuously interact with their environment then they can eventually learn a series of development that takes place. Piaget, on the other hand, says that significance of inputs can be acquired from the environment. He insists that learning happens after development and to him language is a plain milestone in development. Vygotsky refutes Piaget's view that language plays an important role in cognitive development. Learning happens within the community. A Learner learns from the community he/she lives in. A school is a place where learners get knowledge. Vygotsky emphasises that learning is an effect of the community.

Krashen (1982) is a known theorist of second language acquisition who hypothesised that language acquisition requires meaningful interaction in the target language. A comprehensive input is needed by the learner where he/she learns a language in natural communication. The forceful production of a language is not what the learner needs. Learning happens when the learner has been given sufficient time. Furthermore, Krashen also makes the assertion that children learn a new language as they receive new input in the target language. He further suggests that language acquisition is an active process that can only take place where the acquirer is engaged in a meaningful activity. The assertion is in line with Vygotsky's theory of constructivism in which he argues that knowledge is internationalisation of social activity that makes cognitive development a possibility only if a conducive environment enables meaningful interaction. Krashen's (1982) theory emphasis is on the use of conscious grammatical rules in language acquisition but in a meaningful interaction in the target language which happens in natural communication. He further says comprehensible input must be supplied in low situation with messages that the learner wants to hear. The low anxiety situation does not force early production in the second language - it allows learners to produce it when they are ready.

2.2.1 Second Language acquisition theory

Vygotsky (1978), in his theory, asserts that children learn new language through hands-on experience and learning happens if there is timely sensitive intervention by adults. He terms that as "zone of proximal development (ZPD)." This term describes the range of tasks the learner can learn. There should be an expert who can teach new knowledge by the use of dialogue in social and reciprocal interaction. The ZPD is termed as scaffolding which builds on prior knowledge that is already acquired from the social environment (Kay & Keeble, 2015). The scaffolding happens when the expert asks a learner some leading questions and guides them to the required answer, thus, learners learn from known to unknown. The scaffolding describes learning and growth which occur in a child's life. There are skills a child cannot do unless there is support and guidance, which is scaffolding.

Vygotsky states that learners construct of knowledge and their development cannot be separated from social context. Language in child's learning plays a major role because he/she perceives the world through his speech and eyes as well. ZPD is based on visualising. During the child's learning there is anxiety zone when the child cannot do a certain activity. Learning zone is when a child can do a skill with the help of a teacher. Comfort zone is when the child can do a certain skill on his/her own. According to this theory child's development happens through social interaction and the child becomes a skilful communicator. Teachers need to plan learning tasks that are not easy nor too hard for the learners, but just out of reach of their current stage. Reading and writing are important instructional activities. For example, composition helps learners to be best communicators. Writing on the other hand, helps learners to think critically and also construct new knowledge. In order for learning to be effective, learners need to be provided with learning resources to assist them to learn. Learners learn through exploring and hypnotising knowledge. Individual knowledge is constructed through personal interaction with the world (Hannafin & Hannafin, 2010).

2.2.2 Theories of Writing and Development

Vygotsky (1987) and Piaget (1959) based their theories on learning and they focus on how children learn and develop. They both believe that cognitive growth is instituted by social influence and that is the similarity they have on this issue. Vygotsky acknowledges the inputs from the environment. He believed that the repeated social interactions of learners can develop thought as his theory of learning supports collaborative learning approach because it analyses how we are embedded with one another in social world. Piaget (1959) only believes that language plays an important role in cognitive development and views language as a milestone in development. Furthermore, Piaget argues that the child's learning is learner cantered which means children first display what they can be able to do and then build further knowledge on the solid foundation of what they already know. Vygotsky insists that learning happens after development therefore learning takes place before development occurs. The researcher concurs with Vygotsky's theory which is, writing is part of learning that takes place before the child is even ready for schooling, and a child makes a mark with a crayon or any tool on a surface. He says development is an umbrella for learning and maturation, therefore, learning is part of

development. However, he does not give development much attention than learning, yet it is necessary for thinking about in the learning process. Furthermore, Vygotsky (1987) asserts that learning is a transformational process which takes place within the environment, and that learning is an effect of the community. It is for this reason that development has nothing to do with transformational act nor results from engagement with the community. Development takes place over a period of time, so it is not community based, but is conceived as being such. Piaget's theory shows that learners learn through social influence which means in writing, learner centeredness is promoted for effective learning. For example, when learners are writing creative writing they work in groups in doing the writing processes and that is learner centred, learners do the processes they not done by the teacher

Writing is symbolic based on speech and it is for that reason that alphabet written languages correspond with speech sounds Vygotsky (1987). Writing is a way to express knowledge about what is known and taught (Fletcher 2013). Writing is used on daily basis to communicate, express, persuade and question. Writing is virtually part of everything we do. We use writing to communicate our knowledge, emotions and beliefs across distance and time. Writing is also a fundamental part of school curriculum as an outcome of and as means to demonstrate learning across subject grades.

2.3 In-Service Training

According to Lynton and Pareek (1990) in-service training is a planned programme of learning opportunities afforded to staff members of schools, colleges, or other educational agencies for the purpose of improving the performance of individually assigned position.

Mitton-Kukner, Nelson, and Desrochers (2010) state that in-service training is any vocational training provided during employment. It is undertaken if there is an agreement between the employer and employee. The employer does not impose the training. The in-service training is in different forms. There is formal presentation, informed discussion and opportunities to try out new skills and knowledge in the field. Usually in- service training is an organised programme. It is meant to support employee's professional

development (Levin, 2003). Not only under-qualified teachers need to be in-serviced in whatever skills but in-service is needed from time to time for every educator. For example, when a new programme has been introduced or when learners are underperforming in whatever skill an investigation is usually carried out about the strategies educators use when teaching.

In-service definition, according to European Commission (2000:40), is a workshop for employed professional, professionals and other practitioners designed for them to acquire new knowledge and better methods. It is meant for improving their skills towards more effective, efficient and competent rendering of various fields and to diverse groups of people. The European Commission further explains that a workshop for trainees is to improve the development of teachers' service as it is argued that quality teachers are needed for the success of the learners.

2.3.1 The importance of In-service training

In-service training provokes a significant change in a teacher. It helps teachers to work effectively in the following aspects: knowledge of subject matter, classroom management, teaching methods and evaluation of students. In-service training enables teachers to be more systematic and they become logical in their teaching. These trainings help teachers to redefine their roles. In-service training works as catalyst (Kazmi, Perverz and Mumtazi, 2011). According to Ekpoh, Oswald and Victory (2013) in-service training improves programme quality and teaching effectiveness. In-service training, according to Wallace and Green (2007), is activities and practices in which employees become involved in order to broaden their knowledge, improve their skills and develop professional approaches.

In-service training gives teachers tools they need to teach their learners effectively. Teachers can develop through attending seminars, classes and workshops. The trainings are conducted for professional development for teachers which help them learn new teaching strategies to improve quality. Teachers learn to incorporate innovative teaching strategies needed in the classroom. Hence, it teaches them how to work with a variety of learning styles, since not all learners learn the same way.

2.3.2 Principles for Professional Development

There are principles for professional development that need to be followed and they are to:

      i.   Ensure depth of content knowledge,

    ii.   Provide a strong foundation in the pedagogy.

   iii.   Provide more general knowledge about teaching and learning processes and about schools and institutions.

   iv.   Reflect best available research

    v.   Contribute to immeasurable achievement in schools learning.

   vi.   Expect teachers to instinctually engage with ideas and resource.

Provide sufficient time support and resource to enable teachers to enable them to work content pedagogy and integrate these into practice (American Federation of Teachers, 1995).

2.3.3 How in-service training can be effective

Dastgeer, Tanveer, Atta and Ahmed (2017:162) suggest that trainee teachers and their aspiration should be given pivotal importance by taking into account their problems which are: professional requirement, experiences in their real life situation and respecting their inputs, discussing the content with them, recognizing them as experts and encouraging them to ponder upon their recent view point and behaviours.

The study shows that teachers receive high quality professional leaving opportunities for teaching through in-service training which have the following five characteristics: aligns with school goals, focuses on core content and also model teaching strategies for the content, has opportunities for active learning for new teaching strategies, provides the chance to collaborate and follow up, and continuous feedback.

2.3.4 Effective Writing Instruction

Graham (2008) states that learners who cannot write at school earn lower grades. He explains the importance of writing in schools and at workplace. Writing is used

everywhere, for example, if a learner wants to attend college he/she has to write an application based on his/her qualifications. In schools what the learners write is evaluated. Struggling writers face considerable barriers in this world. He explains that at workplace writing is the gate way for employment and promotion, particularly for positions. According to Cole and Feng (2015) educators are expected to improve learners' writing by pre-fetching vocabulary and making use of technology. It is important that they should be given additional time to polish their work. Writing processes need to be taught all the time and also learners should be exposed to a variety of genres as they have different interests in writing. Hence, learners' interests should be acknowledged so that they can succeed in writing. Watt-taffe and Truscott (2000) suggest that another way which can help learners improve their writing could be before they write anything, graphic organizers, read aloud and group discussion should be done by educators. It is unfortunate that teachers do not use such strategies to help their learners.

2.3.5 Cognitive Processes

According to Galbraith (2009) writing involves complex interaction between a wide ranges of different processes. Cognitive processes are involved in cognitive writing, particularly during planning, translation and revising. Learners find it hard to express themselves in second language because they lack vocabulary and they end up being demotivated to write due to dialectical relationship between cognitive, social or motivational processes. Therefore, cognitive processes in second language writing cannot be studied separately from social and motivational context in which they occur. The researcher believes that teachers need to put strategies in place that can help learners write with ease without thinking of making grammatical errors. It must be emphasised that whatever they are writing should be their ideas and thought. When learners are writing they are thinking at the same time, so teachers must refrain from focusing on penalising learners for making mistakes in skills such as spelling and grammar so that they can be in a position to communicate freely. Writing is largely unnatural skill which must be explicitly taught (Wolf, 2000).

2.3.6 Understanding How Writing Develops

Young children move through a series of stages as they are learning to write. The stages reflect a child's growing knowledge of the conventions of literacy. These stages include writing of letters, sounds and spacing of words within sentences. Almost every interaction in a children's world is preparing them to become readers and writers. Writing skills typically develop over a course of more than two decades as a child matures and learns the craft of composition through late adolescence and into early adulthood. The novice writer progresses from a stage of knowledge-telling to a stage of knowledge transforming which is characteristic of adult writers. Professional writers advance further to an expert stage of knowledge-crafting in which there are representations of the author's planned content. The text itself, and the prospective reader's interpretation of the text are routinely manipulated in working memory. Knowledge-transforming, especially knowledge-crafting occurs only when sufficient executive attention is available to provide a high degree of cognitive control over the maintenance of multiple representations of the text as well as planning conceptual content, generating text, and reviewing content and text (Kellogg, 2008).

It's important to remember that there are variations in the way children move through writing stages; it may not happen in the same way or at the same time.

"Children want to write... if we let them." *Writing: Teachers and Children at Work* Graves (2003). However, he says that teachers are expected to teach twice as much curriculum within the same number of hours under the scrutiny of any number of classroom. Young writers move from egocentric scribbles with few conventions to more intricate texts in which they mark off more complex meaning. Smith (1982)'s simple statement leads us to help children track their first uses of conventions through their proficient uses of those conventions.

Learning how to write a coherent effective text is a difficult and protracted achievement of cognitive development that contrasts sharply with the acquisition of speech. Although the specific contribution of a genetic predisposition for language learning is unsettled, it is apparent that speech acquisition is a natural part of early human development. Literacy, on the other hand, is a purely cultural achievement that may never be learned at all.

Reading and writing are partly mediated by the phonological speech system, but an independent orthographic system must also be learned. The development of written composition skills are conceived here as progressing through three stages in (Figure 2). It takes at least two decades of maturation, instruction, and training to advance from (1) the beginner's stage of using writing to tell what one knows, to (2) the intermediate stage of transforming what one knows for the author's benefit, and to (3) the final stage of crafting what one knows for the reader's benefit.

- Planning limited to idea retrieval.
- Limited interaction of planning and translating with minimal reviewing.

- Interaction of planning, translating and reviewing.
- Reviewing primarily of author's representations.

- Interaction of planning, and reviewing.
- Reviewing of both author and text representations.

10   Years of practice   20
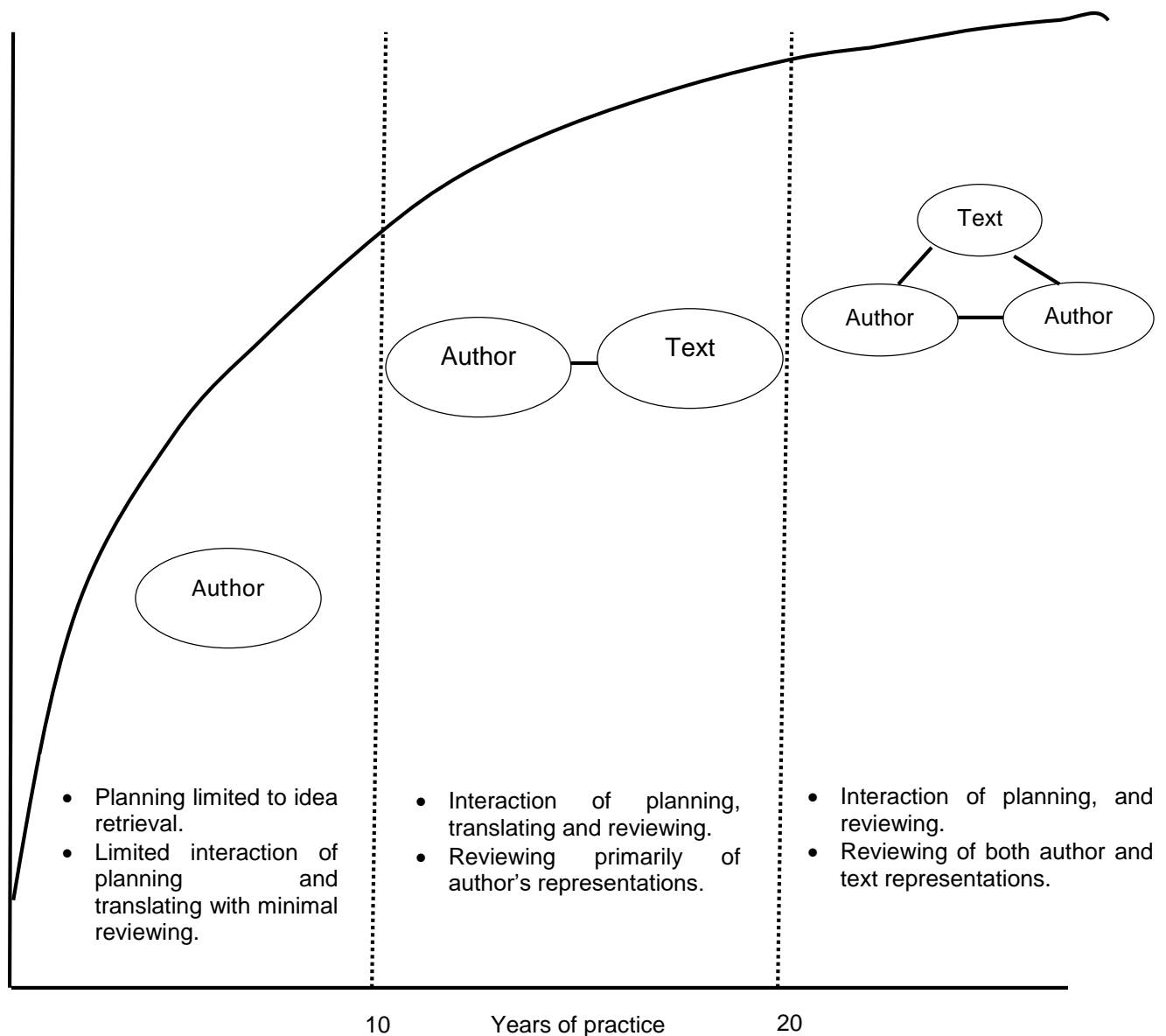
Figure 2 : Macro-stages in the cognitive development of writing skills (Kellogg (2008))

The three stages shown in Figure 2 are intended to demarcate three macro-stages of writing development. Writing skill is shown as continuously improving as a function of practice, which is typical for perceptual-motor and cognitive skills in general. The micro changes underlying the gradual improvement that drive the transition to the next macro-stage fall beyond the scope of the present article. However, Kellogg (2008:P20) cautions that in general, it is assumed that both the basic writing processes of planning, language generation, and reviewing, plus the mental representations must be generated and held in working memory. Davis and Mcgrail (2009:522) suggest that by actively comparing and adjusting their writing to readers' reaction, learners develop metacognitive skill of monitoring, diagnosing, revising and editing and these skills are essential in improving the quality of writing (Dedman, 2008). Learners undergo continuous developmental changes through maturation and learning within specific writing tasks. As a consequence of the task specificity, a child might be operating at a more advanced stage in writing, say, narrative texts, assuming these are most practiced, compared with persuasive texts.

There are two facts about writing development across the lifespan that would appear to be paradoxical. The development of writing skills arguably requires decades of learning and moves through increasingly sophisticated stages of knowledge-telling, knowledge-transforming, and knowledge crafting. Serious written composition simultaneously challenges the human capacities for language, memory, and thinking. The most advanced stage is achieved only at professional levels of expertise which involves routinely and adeptly juggling multiple representations in working memory and coordinating numerous interactions among multiple writing processes. When learners are exposed to literature their language writing skill, speaking, listening and reading improve. What is necessary is engaging than creative activities that develop their writing. For example, learners may be instructed to write the end of the story in their own word by completing a close passage (Khatib, Derakshan and Rezaei, 2011).

A variety of sentence structures that they read in their texts enable them to apply techniques as they complete the task on composition writing. They are also in better position to write a variety of sentences to break the monotonous writing of only simple sentences.

Sonoto (2017) states that poems teach learners to come up with their own creative poem. When learners write poem they learn to rearrange lines. When they are writing poems they include different poetic devices they learn when reading poems. Furthermore, Sonoto (2017) argues that stories learners read motivate them to perform and role play the characteristics for the stories. Graham and Perin (2007) posit that reading well-crafted literature provides a model that illustrates the characteristics of good writing. They further say authors use words to evoke specific images and feelings. Learners learn how to manipulate sentences to spread or show down the flow of text.

Graham (2008) made seven recommendations for writing which are to dedicate time to writing, with writing occurring across the curriculum, and involves students with various forms of writing, to increase students' knowledge about writing, to foster students' enjoyment, and motivation to write, to help students become strategic writers, teach basic writing skills mastery, teach advantage of technological writing tools and use assessment to gauge students' progress and needs. Filmore and Snore (2000) suggest that learners need to practise their writing in all subjects of curriculum. They have to apply their writing skills for other school subjects

Kellogg (2008) presents two paradoxes to the cognitive development- of writing skills. The first paradox is literary precocity in the form of advanced writing skill in very young children who would appear to lack not only sufficient maturation but also a high degree of domain-specific learning and decades of practicing writing to lessen the burden on working memory. The second paradox is that older professional writers are fully capable of composing at high levels of skill despite that their short-term working memory system is likely to decline. It is well established that working memory and executive functioning, in particular, reach their maximum by the third decade of life and noticeably fall off by the fifth or sixth decade. He further says that older writers continue deliberate practice and the effort of planning, generation, and reviewing continues to decline as a result throughout the lifespan. A second answer may be that older writers come to rely more on retrieval from long-term working memory, lessening the demands placed on the declining functioning of short-term working memory in the first place. Consistent with this view, he

observed crystallised intelligence, including verbal comprehension, would appear to depend on retrieval from long-term memory and it remains stable across the life span.

Many models of writing development and word study label stages with their own terms using various descriptors. The descriptions below are designed to communicate common writing characteristics.

2.3.8 Scribbling or drawing

Most children begin their writing career by scribbling and drawing. Scribbling or mark making such as symbols, lines and shapes have connection with intellectual domain such as language and mathematics. Kellogg (2008) says scribbles children make consist of dots, horizontal and vertical lines, loops, spirals and circles to form bases of drawing and children discuss their drawings with peers. (Mathew, 2003). Einarsdottir (2009) states that children develop the skill of writing through drawing as it offers them the opportunity to express and control inner feelings. Hall (2009) upholds that drawing skill builds foundation for literacy by making sense of both visual and verbal signs which later develop for reading and writing, so, drawing is an early form of writing. In pre-schools education drawing is an important skill. Children use graphic to express their feelings (Hope, 2008).On the other hand, children make ideas, thoughts and feelings through drawings (Adams, 2006). Therefore, graphics and drawing are used by children when are learning to write. Hopperstad (2010) is in agreement that graphs and drawing are a form of writing, he asserts that children's drawing convey meaning and helps them to articulate ideas and they also use drawings to express their thoughts clearly than using expressive language.

2.3.9 Letter-like forms and shapes

At this stage of writing development, children begin to display their understanding that writers use symbols to convey their meaning (Mathew, 2003). Writing begins to include shapes (circles, squares) and other figures. A writer in this stage will often write something and ask, "What does this say?" There's little orientation of forms and shapes to space (i.e., they appear in random places within the writing or drawing). Tubs of markers, crayons, and paper remain good writer's tools for writing, particularly when children are learning to write. Young children are able to handle markers and crayons unlike using a

pencil, as they have fine tips and have a tendency of breaking now and again. They also enjoy colourful writing tools, they motivate them.

2.3.10 Letters

As a child's writing continues to develop, the child begins to use random letters. Most children begin with consonants, especially those in their names. Pieces of writing are usually strings of upper-case consonants, without attention to spaces between words or directionality. At the beginning of this stage, there remains a lack of sound-to-symbol correspondence between the words they are trying to write and the letters they use. Later efforts may include letters for the salient sounds in words and include their own name. Different types of paper, including memo pads, envelopes, lined paper and some smaller pens and pencils are good writer's tools at this stage. Tubs foam letters and letter magnets are also handy to children because they handle them easily as they are big (McLaughlin, 1995).

2.3.11 Letters and spaces

In early stages of learning to read children may be involved trying to say the words correctly then they point to individual words on a page and when reading, they match their speech to a printed word, so a concept of word is developing. This awareness of the purpose and existence of spaces separating words and that spoken words match to printed words is known as a concept of word and often called the watershed event of kindergarten (Kellog, 2008). Adults watch young writers insert these important spaces in their own work. Guided either by an index finger in-between each word or by lines drawn by the teacher, children demonstrate one-to-one correspondence with words (Kellogg, 2008). Spacing when children are learning to write does not come automatically, they need to be guided by the teacher.

2.3.12 Teacher In-Service Training

A great deal has been written and discussed in recent years about the value and importance of continuing teacher education, particularly writing skill. Writing for learners according to Graves (2003), is one of the best uses of instruction even when time is in short supply. The teacher makes a far greater difference than any methodology. It is

becoming obvious to most people that to be involved in in-service training is essential because the initial training of teachers should not be seen as adequate for a complete teaching career.

Frank (2003) suggests that in-service teachers need writing support in writing workshop, seminars so that they can overcome the concept of thinking as poor writers and unable to teach writing skills effectively. He further says student teachers need to be supported in writing during their training. Writing must be adapted for the specific situation. Writing skills vary across the grade levels and content areas, so pre-service teachers need to be equipped so that they meet the demands of different disciplines in schools. Some teachers are not completely confident in the teaching of writing and that is due to the fact that they do not receive formal training in writing and enough exposure in staff development initiatives. They learn to teach writing on the job or emulate their previous secondary school teachers or senior colleagues by reading some guidebooks in the market (Cheung, 2013).

2.3.13 Teaching strategies in teaching writing skills

The public sector of institute of Pakistan had considered developing English writing skills a difficult task for both learners from rural and urban areas. The study which was conducted by the sector tried to find out major problems EST teachers had in developing writing skills. Writing in Asian countries, according to the study, was based on producing the content by memorising it. The memorised knowledge was then transformed into mature writing. The research revealed that learners were frustrated when they worked with grammatical structures which were: spelling, punctuation and lexical items and that was caused by the traditional methods teachers used when teaching writing skills. The traditional way of teaching resulted in students committing a lot of mistakes in their written work (Farooq, Ul-Hassan & Wahid, 2012).

Learners were not given enough time for writing skills. Classrooms were overcrowded and that affected teaching and learning. Learners were also provided with readily made helping materials to qualify in their examinations. Most teachers even wrote exercises on the board.

Remedial solutions that came from the study were that students should be provided with stress free environment in order for teaching to be more compatible with social set and culture background which is called situation cognition. Some students had poor language background. Teachers could not give learners enough time for writing practice during class because they had lengthy syllabus and overcrowded classrooms.

Suggestions that came out from the study were: teachers should be properly trained, learners needed to be motivated in taking interest in developing writing competence at college level. Teaching of writing should be given extra classes to make up for problematic areas and concepts such as sentence structure, grammar and spelling. Lastly, language writing skills should be properly taught at primary, middle and high level.

Sibanda (2009) conducted a study in Swaziland investigating the methods teachers use in teaching writing skills in primary schools. The findings revealed that teachers were using traditional approaches in teaching writing skills. His study showed that every piece of learners' writing was marked and always attached with a mark. Teachers were interested in the end product. The assessment is based on statistics. Writing in eSwatini is highly prised because the integral part of learners' writing is associated with a mark and examinations. All subjects are done through writing which is in learner's second language.

Marope (2010) states that at eSwatini the curricula in schools do not clearly stipulate skills and competencies that the learner should acquire at each level and consequently knowledge and skills that teachers must have to facilitate such acquisition. She further reveals that at eSwatini education has no systematic process of checking teaching quality other than inspectors' reports which provide scant information at best. Therefore, there is frequent disconnect between formal qualifications and teacher competencies, so formal qualification and teacher competencies may not always be indicative of teacher quality. Furthermore, lack of systematic way of checking the level of currency of teacher knowledge and competencies suggests that pre-and in-service programmes may not necessarily address critical weaknesses that impede teaching effectiveness. In her study it was also revealed that eSwatini does not have a systematic teacher continuous development programmes (CDPs) that neighbouring countries have.

A study by Marope (2010) revealed that in 2004 and 2008 school inspectors' reports showed weak teacher skills and competencies with respect to English proficiency, learner-centered pedagogy, facilitation of higher order thinking skills, use of teaching aids, close monitoring of learners' homework and lesson preparation. Merope's report shows that educators who teach English are not competent - they do not have enough skills to teach effectively.

2.3.14 What first-rate teachers do

According to Graves (2003) teachers who want their learners to develop in writing and see the meaning in writing need to put their learners first. Learners must be given the opportunity to write about what they know because writing is a medium to think. They cannot think about something they do not know (Graves, 2003). Writing is a complex skill and poses significant challenges to learners' cognitive system for memory and thinking. Hence, writing develops over a course of more than two decades as the child develops. Children are at telling stage, so they communicate their ideas. Whatever young children write is based on their experiences. Kellogg (1970) maintains that scribbles children make consist of dots, horizontal and vertical lines, open and closed lines, loops and spirals and circles to form base of drawing. Hope states that children use graphic to express their feelings. Vygotsky's (1978) perspective is that drawing should be seen as graphic speech that rises on the verbal speech. Furthermore, drawing and play should be preparatory stages in child's development.

The illustration of the three loops is based on the reflection about learning experiences. A single-loop reflects on current action, while a double loop shows when a learner gains new insight and the third loop represents the stage when a learner has fully developed cognitively. During the third loop stage the learner is able to interact between the author's representation of ideas and the text representation itself. According to Graves (2003:2), first rate teachers do the following:

- They are highly literate. Good teachers are voracious readers who read for personal and professional enjoyment. They write for themselves, for their learners and for broader audiences through publication.

They are intensely interested in their learners. Good teachers take a personal interest in their learners' lives, always looking for signs of what each learner wishes to become. They skilfully arrange literacy so that it is the instrument through which :

- Learners need to hear their teacher talk through what she is doing as she writes on the overhead or the chalkboard. In this way, the children witness their teacher's thinking.
- Leaners need to maintain collections of their work to establish a writing history.

There is little awareness in writing curricula about why we write and what its affordances are. For example, questions of the symbolic nature of the written word; of its economy; of intellectual property issues; of its evolution; and of its range, complexity and nuance are rarely addressed. There are practical ways in which such issues can be incorporated into teaching, thus infusing it with more meaning and contributing to greater motivational possibilities for learners. For example, exploration of the metaphorical power of verbal language could be incorporated much more integrally into lessons. This is not so much a matter of identifying metaphors and similes in poems, as recognising that metaphor pervades verbal language (Sonoto, 2017). In the business of writing itself, metaphors of, say, building and cooking can be brought in to enlighten understanding of the way in writing works.

2.3.17 Writing is highly rated in Education systems

Moffet (1983) suggests that school writing needs to connect with out-of-school writing in order to embrace 'the universe of discourse'. Moffet further says that schools fostered specific genres of writing that are not present in the world outside school, and therefore, are of limited relevance in becoming a writer. According to Resnick (2009:7) in most jobs, writing emails has surpassed the use of telephone as primary means of communication. Furthermore, writing is valuable as reading and it is increasingly important for success in school and beyond where communicating effectively in writing is essential. The National Commission (2004) states that writing has become a gateway for employment and promotion, especially salaried positions and workplace, writing is a threshold skill which is used for hiring and promotion, especially salaried positions. Over 90% of white collar

workers and 80% of blue collar identify writing as an important skill for success on the job (National Commission, 2006).

Sheeran and Barnes (1991) highlight that writing is used to assess progress and it is the principal mode and medium used in the examination system. Writing is one of the four language skills taught in schools and it is highly priced because if a learner is not competent he/she does not progress to the next level. When learners have written something, the response they get from the teacher is a tick which shows that the work has been approved. Sometimes there is a tick which is accompanied by a rating.

Graves (2003) encourages personal narrative, which he believes is the easiest way for most children to begin writing because the writer has much more control when telling her own stories. Of course, there is more to writing than personal narrative: writing is, after all, a medium for learning to think. When children are writing for the first time, they are caught up in their own thinking and find it difficult to include the thoughts and opinions of others. Gradually, through the process of sharing their writing and showing it to others, they begin to acknowledge other ways of thinking. Understanding someone's point of view is a lifetime journey in both reading and writing. Under the best of circumstances, a learner develops his/ her own point of view in the midst of recognising other ways of thinking. The essay writing is unique in developing this kind of thinking.

2.3.18 Writing is an important element of a learner's education

Whether learners are writing by hand or on the computer, many assignments and exams require learners to write short answers or longer essays as a way of showing what they have learned. As learners get older, they will be expected to show more sophisticated writing skills, and to complete more sophisticated tasks through their writing. In addition, some colleges and universities require students to write essays as part of their application admission (Mohr, 2014).

2.3.19 Writing can be an important element of an employee's job

In most jobs, writing e-mails has surpassed the use of telephone as the primary means of communication (Resnick (2009:9). Furthermore, writing is valuable as reading and it is

increasingly important for success in schools and beyond where communicating effectively in writing is essential. According to National Commission (2004) writing has become a gateway for employment and promotion, especially salaried positions. Writing is a threshold skill used for hiring and promotion for professional employees and over 90% of white collar workers and 80% of blue collar workers identify writing as an important skill for success on the job (National Commission on Writing, 2006).

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2.3.20 Writing is an important form of communication

Writing letters and e-mails is a common way of keeping in touch with our friends, relatives, and professional colleagues. Writing is frequently the final stage in communication when we want to leave no room for doubt, which is why we write and sign contracts, leases, and treaties when we make important decisions (Kellogg, 2008).

2.3.21 What can teachers do?

According to Graves (1994) teachers need to help learners develop their own voice and also provide experiences that nurture and support children's writing development. It is the teacher's duty to motivate learners to write by providing a supportive classroom environment, give feedback and encourage them for their effort. Teachers need to also nudge details from the writer to understand what learners are trying to write and then scaffold them in doing so.

It is important to remember that writing can be a difficult skill to teach and assess. Many learners have trouble writing with clarity, coherence, and organisation, and this can discourage them from writing if they feel frustrated. There is also a human dimension of learning to write: the fact that writers are people who develop their skills and capabilities in writing over the life course. Writing development foregrounds the product, writing, rather than the act of writing or the person who is writing. Writers who develop are people who not only develop maturational and cognitively, but also socially, experientially and

globally by being exposed to different worlds, different people, and different communities, thus their range of discourses develops Kellog, 2008).

Parent involvement can make a big difference in encouraging children to develop strong writing skills at a younger age and to become better writers as they get older. Such involvement may have a lifelong positive impact and make writing easier and a more enjoyable process.

2.3.22 Developing Language Skills

Findings based on A Longitudinal study of 54 learners from First grade through Fourth Grade done by Juel (1988: 80) came up with four (4) major considerations for the development of language skills:

- Instructors should not wait to build phonemic awareness until after the child has already experienced failure in learning to read.
- Educators must be certain that children learn to decode in first grade. If decoding skill arrives much later, it may be very hard to change the direction that reading achievement will take: Poor decoding skill leads to little reading and little opportunity to increase one's basic vocabulary and knowledge through reading, leaving a shaky foundation for later reading comprehension.

- For children who are not learning to decode and who are not reading much, every effort must be made both to keep them motivated to read and to keep up their listening comprehension so they do not fall so far behind in vocabulary, concepts, and so on.
- Correlation between good reading ability and good writing ability (Juel, 1988:80,437-447) suggests that it is likely that extensive reading (or listening to a lot of stories) is important to acquiring ideas with which to write one's own stories. The correlation is more parsimoniously explained by the fact that good readers who simply read more and over time have experienced more ideas and vocabulary that can be incorporated into their writing.

2.4 In-service training at eSwatini

In eSwatini, In-service (INSET) department promotes educators to teach learners effectively for all subjects, particularly English, as it is a passing/failing subject in the country. However, the writing skill is neglected, the focus for the in-service department is on the reading skill. INSET trainings include some of the following objectives which are to:

- Identify professional needs of practicing teachers and to organise programmes to address the identified needs.
- Organise induction progress for new curriculum.
- Ensure quality education of educators in schools.
- Equip educators with the knowledge and skills necessary to maximise learning for every child by providing strategies for diagnostic assessment (Ministry of Education and Training, 2011).

According to Amadi (2010) Pre-service does not lessen the need for continued in-service for educator's professional growth. It does not matter how much time they spent either in university or college but they still need to be prepared for classroom tasks. New techniques introduced in the education system make it necessary for teacher to be provided with continuous in-service training to be at par with other countries and in provision of quality education. Communication and Technology (CT) is used in Nigeria and has increased teachers' skills. It is used for trivial professional development.

Amadi (2010) states that many teachers in Nigeria do not have training experience to cope with the changing role in schools, so, they need to be in-serviced. In order for then to teach effectively they need to be engaged in professional development. Hence, teachers improve once they attend seminars, workshops and classes. Dastgeer et tal, Tanveer, Atta and Ahmed (2017) conducted a study in Pakistan which aimed at measuring the attitude of teachers who attended an in-service training (INSET) workshop for teaching writing through Problem Based Learning (PBL). The study revealed the importance of INSET that should be frequently conducted for teachers of all levels and subjects. The workshop should be made compulsory. These authors state that in-service

workshops are important because teachers are lifelong learners and they can equip them to be in better position to engage these learners in life learning too.

The study reveals that teachers need to express their needs, a synthesis of knowledge, attitude and practice skills to accomplish this professional role. Dastgeer et al, Tanveer, Atta and Ahmed (2017) argued that the effectiveness of professional training of teachers reflects through evidence of better outcome of their learners. Teachers can improve their competency and learner's outcome by making their lesson plans more effective. They slowly show that the in-service training is as continuing professional development which helps in updating teachers' existing knowledge and skills. It also offers new skills to them.

2.4.1 Training of educators doing languages

Riddell (2012) states that There is scarce research on effectiveness of educational interventions improving teacher quality in developing countries. There is little emphasis on critically evaluating the efficacy of teacher development. The focus in developing countries has been on achieving outputs, which means the increasing number of teachers trained, providing resources to schools such as new buildings, text books and furniture. This leads to poorly educated students becoming poorly educated teachers who fail to improve their learners' learning.

Mulkeen (2013) reveals that in Gambia teachers who teach English scored poorly on Basic English language test. The study further reveals that student teachers get admitted to teacher training institute when they have not mastered basic subject knowledge during their schooling. Therefore, the training institutions cannot guarantee the higher subject knowledge expected of teachers who are already in the field among their graduates. Shwewille, Dembele and Shubert (2007), in their study, showed that many practicing teachers in developing countries have low levels of school education and training at tertiary level. When these teachers get into the fields they are unable to develop content and pedagogical knowledge necessary to perform their roles. In order to perform their duties well they receive mentoring from experienced teachers, which helps them to develop new skills through trial and error.

Gibbons (2009:119) argues that learners learn in meaningful effective context and learners who had been exposed to social diversity of the communities were likely to learn effectively. Student teachers were engaged with local community to assist learners with assignments and develop their own proficiency. Learners were taught English language through the use of games and activities because they were not native English speakers and the student teachers as well. According to Pessate-Schubert, Thomas and Lehman (2006) learners were given authentic context for learning which helped them to be exposed to many culturally and linguistically diverse populations in South African Countries. It was found out that after the student teachers were engaged in this study, their speaking and listening skills improved, and so did reading and writing skills as well. Learner's code switched where possible. Van Rensherg (2007) suggests that students develop language skill in a social setting.

Dippernnar and Peyper (2011) conducted a study whereby student teachers were prepared to become teachers. They were placed in the communities so that they were prepared for reality of teaching in diverse communities. They (student teachers) perceive community engagement as a valuable integral part of their personal development before they even started teaching careers. They were prepared to teach any subject across the school curriculum. Student teachers were required to apply their knowledge of English as medium of instruction in order to overcome communication breakdown between them and the learners into their future classroom. These teachers who participated in the study were introduced to language diversity which is of a South African teaching context. The student teachers were encouraged to look for alternative ways to communicate with learners from various language backgrounds. They spent time mostly at children's home during July holidays. They were expected to engage with local community, assist learners with assignment and also develop their own supple proficiency.

Linking theoretical and practical element which is the context of coherent programme should begin early in the pre-service training. These teachers are even neglected in pre-service, they are not mentored to become teachers (Greenberg, Pormerance and Walsh, 2011). Pre-service teacher education in developing countries relies on out of date,

disjointed and incoherent curricular. There is also little integration of pedagogical content skills because there is scarce research on effectiveness in pre-service (Lewin and Stuart, 2003). According to the study conducted by Hardman (2011) pre-service teachers' education in developing countries tends to be highly traditional, comprising a large proportion of lectures.

The study reveals that in such countries pre-service is a critical element of teacher training. In developing countries teachers are trained to meet the demands of primary education and forget about the aspect of teacher development. Kunje and Stuart (1999) assert that some teachers are employed yet they do not have any pre-service training.

2.4.4 Remedial support for Pre-service teachers

Teacher training institutions have to be aware of needed remedial support for pre-service teachers, Mohr (2014) revealed that self-efficacy of teacher candidates is not concerned directly with writing task competencies. She emphasized the importance of teacher training that they should receive direct feedback through lesson plans, journals, brief articles and critiques so that they can help teacher trainees in grammar, usage, composition and mechanical skills. She further observes that the direct feedback and instruction is necessary in order to increase self-efficacy of pre-service teachers in writing areas. In her study it was revealed that pre-service teachers who embraced writing frequently showed positive early school writing activities. Furthermore, pre-service teachers need to be effective writers themselves in order to teach writing. The study also showed that there is scarcity of research literature for analysing writing skills and task competences needed by teacher trainees.

Mohr (2014), in her study, revealed that writing preparation during teacher training was not adequate. The student teachers must be trained to be proficient in descriptive, persuasive and expository so they will be able to teach learners effectively when they get into the field. They need to be well versed with pre-writing skills at their level which are drafting, editing and revising. Institutions train different students who have different backgrounds, so, it is important that they should be provided with sufficient skills and time to learn them. Teachers themselves need to be remediated so that they can be able to cope with the demands of teacher training institutions. Furthermore, Mohr in her study,

also showed that remediation of student teachers in writing skills will help fill the gap between writing deficiency because they are fresh from high school. Student teachers had to be remediated for readiness for college writing which is complex. The research results showed that 75% of incoming student teachers were considered to be writing below proficiency levels. The participants of the study were engaged in a course to be capacitated in the methods of teaching grammar. The remediation programme was relevant to teacher training programmes. The course was based on the writing standards for the Florida University for 2004.

2.4.5 College writing standards

The college writing standards for students were developed through integrated writing curricula and regular assessment process. The standards would be relevant to basic writing skills and task competencies for all pre-service teachers. Mohr (2014) suggests that student teachers need college or university support to develop writing skills as in high school they were used to writing five paragraph essays, but in the college they will be expected to write various academic discourses. Pre-service teachers are supposed to be given support in effective instruction, quality feedback and Extensive practice of authentic writing task over sufficient time for readiness for college level writing and task competencies.

Sufficient time should be given to student teachers for writing skills development and the need to practice the skills through vigorous authentic experiences. There is considerable evidence that writing about content in Science, Social Studies and other content areas enhances how much learners learn. The opportunity to attend college has been reduced as writing is now used to evaluate applicants (Graham, 2008). Mohr (2014) states that college's competency aspect for pre-service teachers were not a concern but the focus was on writing for self-efficacy. The participants in the study revealed that instructional strategies that were to be helpful in developing their career relevance and self-confidence would be: having similar experiences in class as their future learners, reading like a writer, writing regularly, and having choice in topics. Hence, the student teachers mentioned that they needed more modelling, practice and feedback (p.39). The study revealed that pre-

service teacher writing support needs have not been extensively researched and the educator standard writing skills still remain a gap in literature.

According to Snow and Uccelli (2009) teachers must apply writing skills across the variety of genres and write for a variety of purposes. Also, they are expected to be proficient in multiple types such as: opinion/ argument informative/explanatory and narrative.

Cutter and Graham's (2008:28) study revealed that writing task competences necessary for succeeding in college comprise descriptive, persuasive and expository proficiency with the expectation that learners understood and mastered; pre-writing, composition, editing cycle, formatting equipment's and converting of standardised English. Student teachers who were not proficient were offered remedial courses to bridge the gap between inadequate high schools' preparation and university attainment with frequent focus on foundation construction writing standard was emphasised in development programmes which emphasised on the mechanical elements, grammar, sentence structure, paragraph construction, coherence, revision and edition.

The study by Cutter and Graham (2008:36) revealed that writing experiences and advancement of pre-service teachers were not extensive. Student teachers stressed attitude toward writing and frequently felt poor writer self-image. Those teachers who considered themselves as poor writers were less likely to provide frequent instruction for their learners. Sternglass (1997) states that learners need to read so that they can be efficient writers. Student teachers have no confidence writing because they believe they are poor writers and they lack support from their home hence, they have school negative experiences. Student teachers who are frequently writing improve and the negative experiences phased out. Student teachers cannot be good writers if they are not effective writers themselves (Morgan, 2007). Teachers need to be involved in repeated opportunities to practice complicated writing processes to become good writers. During the last two years of teachers' training teachers need honest and authentic experiences in writing skills and they need someone to model good writing and they should also be given feedback   A study conducted by Zimmerman, Botha, Housie and Long (2007) showed that 50% of students in teacher education programmes were not adequately

prepared to teach reading and writing. The study revealed that students indicated that insufficient attention was given to the development of writing skills, especially in early writing for the lower grades. Learners in those grades could not spell words correctly.

Dockrell, Marshall and Wyse (2015) in the study they conducted revealed that teachers in England were well trained to teach writing. The teachers were highly qualified and their teaching focused more on word level work. The teacher gives less attention for planning, reviewing and revising compared to other areas and that showed that there were some gaps on teachers' practices. Teachers who taught younger learners spent time teaching phonic activities and those who were teaching the learners aged 8-11 taught word roots, punctuation, word classes and the grammatical function of words, sentence level work and paragraph construction. Furthermore, Dockrell et al. (2015) revealed that writing instruction varied considerably across school settings as well as amounts of time given to learners for writing.

2.4.6 How often should learners write?

Dockerell, Marshala and Connelly (2015) emphasise that learners need to be provided with opportunities to write on daily basis. Word level taught should focus on phonics to help learners spell words correctly. Karen and Graham (1992) suggest that learners must be given 10-15 minutes to practice writing on a daily basis. Young learners need to be taught how to form letters as well as to hold a pen and paper correctly. Furthermore, Karen and Graham (1992) say writing has fluency as in reading, so fluency in handwriting is promoted through giving learners frequent writing. Learners who experience difficulty in handwriting often have problems as they progress with their learning. It is therefore, important that handwriting instruction be frequently done in the classes so that learners can develop writing that is legible and fluent. Once learners have mastered handwriting, how letters are shaped, they may be able to write fast and effortlessly. Hence, both printing and cursive need to be taught to learners so that they can be effective writers.

Graham (2008) asserts that when someone is writing, he/she needs to pause to figure out how to express his/her ideas in sentences, so learners need to be taught all types of sentences as well as transition words. As teachers teach learners the type of sentences they should also teach them strategies for planning, revising and self-regulation.

Learners can master those skills if they work in pairs so they can evaluate and revise their work together. Learners need to be taught how to set aside time and place for writing.

Richards (1990) found that the learners' interaction helps in developing the cognitive skills that involve generating ideas. Results from various language studies have shown that the teacher who emphasises and focuses on the writing skills in the study can bring about a change. Learners become efficient at generating and organising creative ideas as a result. The most adopted teaching model that helps in developing writing skills in the balanced literacy approach is the method of writing process. In a balanced literacy approach consider that each learner comes to the classroom with their own experience and level of literacy. It is the responsibility of the teacher to build upon each learner's schemata effectively. The teacher must be aware of each learner's background and differentiate the teaching accordingly (Kauleigh, 2013; Tompkins, 2013). The argument of Kauleigh (2013) is that to implement literacy skills successfully a differentiated exposer to language arts needs to be implemented by using a plethora of strategies. Spiegel (1998) opines that reading and writing are to be treated as equally important when using the balance approach system because the successful use of the other one strengthens the success and the outcomes of the other. Writing can be improved by learning through repetition. If the teachers would be aware of the writing process, this would help in teaching appropriate strategies and that would also improve the writing abilities of their learners in education environment (Oberman and Kapka, 2001).

He (Spiegel) further says small group helps the students to device their own learning strategies. Even after this point had been established, a small number of researchers looked into the effectiveness of these learning strategies- one of which was brainstorming in the field of teaching creative skills such as writing. Tompkins (2013) posits that writing process resembles a road map, through this the students, actions and thoughts can be monitored right from the beginning till the end. He further says that a stage from this process can be skipped and reached to later on, but cannot be skipped altogether. In order to make the learners think creatively, they should be given opportunities to see the world through windows and observe it so that they can write creatively without any fear. All the educational schools place great importance on writing. Whilst teaching, the

teachers often find that some learners are able to articulate their thoughts quite well while the others are not. This is mainly because writing is a skill that some learners are more proficient in than others. Writing is an important skill, especially in settings where English is taught as a foreign language. In classes where learners are required to master certain genres of writing, the importance of writing as a skill is highlighted. It becomes vital for the teachers in the educational settings to place concentration on the growing needs of the learners, and their parents' expectations from their children to write in any subject as per that requirement of the schools.

Kizilaslan (2011) suggests that learners need competent teachers to learn effectively, which means teachers must be equipped with knowledge and skills to impart knowledge to learners. He says competencies are included in the education agenda in many countries around the world so that teachers can be competent in their teaching. The majority of student teachers considered writing as the most difficult to teach, the reasons being they were not sure as how to teach writing to primary school learners. Brown (2001) believes that speaking is the skill which can make learners to be proficient in language. Furthermore, the teachers do not see the connection between reading and writing yet reading prepares learners to be good writers. Writing, according to student teachers, is the difficult task and, as a result, they do not know how they can engage learners in writing activities and actively involve them in the writing process.

2.4.7 Impact of in-service training as development initiatives

In-service training has great impact on educator's professional development in teaching writing skills. Quality of teachers' learning experience affects the quality of learners negatively or positively. It is unfortunate that little attention has been given to the studies in the Soft Sciences, particularly in the area of teaching writing skills, yet professional development courses influence the teaching attitudes of writing skills. Professional development courses empower teachers for teaching writing and can positively change their attitudes towards their practice in teaching writing. Carl (2012) believes that empowerment does not mean unrestrained and unstructured activities, but rather increasing the learning outcomes and experiences which may flow from it, thereby

contributing towards developing learners' potentials and capabilities. Therefore, teachers need to be continually engaged in professional development to improve the way they teach writing. Black (2007) holds to the fact that continuous and progressive professional development is beneficial to the teachers because they can improve their teaching which can make their learners improve in writing skills. Life learning requires teachers to continue learning so that they can produce life where learners would be able to reflect on their learning.

2.4.8 Implementation of new knowledge to teachers

In-service trainings that are conducted in teachers' respective schools tend to be effective, yet the one that occurs independently of school context and without support for implementation may be challenged by the realities of classroom environment. Those realities could be lack of understanding among teaching colleagues and school leadership. The challenges can affect teachers learning new skills because they have to change their teaching practices in school context. Teachers may fail to implement new knowledge due to time frame constraints and other responsibilities they are assigned to in school (Mohammad, 2004). Some teachers failed to implement because of school culture such as valued traditional culture to teaching. In order for in-service providers to be successful in developing teachers they need to understand the school environments in which teachers will teach the new skill, so that they can give them support to implement the skill taught (Mohammad and Harlech-Jones, 2008).

In-service training, according to Courtney (2007), must be provided to both trained and untrained, as well to those who are experienced teachers. The following can be regarded as effective in-service in teacher development:

- Should encourage teacher behaviour change-affecting this change highlights the important role of the teacher educator
- Requires follow-up and support to be available within schools
- Must be sensitive to the local context
- Must be appropriate for teachers undertaking the programme, and provide practical and replicable classroom skills
- Should take development approach and be cyclical.

Baradaram (2011) argues that learners who receive scaffolding principle outperformed those who do not experience it. Avery (2002) avers that all learners in school do writing, the young ones should not be made to copy material and complete workbooks, but they should be engaged in composing their own topics which the researcher finds that in many schools' learners are not engaged in such activities, but instead, are always completing exercises in their workbooks or copying. Zelmelman, Daniels and Hyde (1998) concur with Baradaram (2011), they also suggest that learners need to engage in composing their thoughts, not merely completing exercises in preparation for some later days when they will write essays.

Culham (2003) says teachers can assess writing in greater depth by using a framework which is known as 6+1 traits of writing model. He mentions the first five deals with revision and the last two deals with editing. The traits are:

1. Ideas- the meaning and development of the message, or what it is trying to say
2. Organisation- the structure of the piece; how the paragraphs are organised; how the paragraphs flow from one to the next
3. Voice- the way the writer brings the topic to life, depending on the intended topic
4. Word choice- the specific vocabulary the writer uses to convey tone and meaning
5. Sentence fluency- the way words and phrases flow throughout the text
6. Conventions- the mechanical correctness of the piece, including grammar, spelling, punctuation and capitalisations

7. Presentation- the overall appearance of the work.

According to Culham (2009) the traits of writing provide the language we use to describe what writers do as they draft, revise, and edit. The traits can be used for assessment, instruction and classroom talk (Culham, 2010:5).

Rog and Kropp (2004) outline the meaning of the five processes in writing as follows:

- Pre-writing: Getting started→ Think
- Drafting: Getting down→ Write
- Revising: Getting it good → Make it better
- Editing: Getting it Right→ Making it correct
- Publishing: Getting it out→ Share the finished product.

Graham (2008) argues that learners do not get enough attention from their teachers despite its importance. The most common writing activities that they engage in are mere writing short answer to homework or responding to material read and making lists. Furthermore, Graham (2008) emphasises that there is considerable evidence that writing about content in Science, Social Studies and other content areas enhances how much children learn. Writing should be joint effort by all teachers in the school because writing is a complex skill and it should be the shared responsibility across disciplines. All teachers in the school must advocate significant attention to teaching writing if they expect learners to write effectively.

2.4.9 Basic Writing skills

Many learners are not good in writing because their handwriting, spelling, punctuation and capitalisation skills are a challenge to them. These skills require considerable mental energy as they involve thinking process. When they are writing, they need to figure out how to spell a word and to construct a correct sentence with appropriate punctuation (Graham, 2008). Furthermore, the foundation of an active writing programme is the opportunity for frequent writing on meaningful tasks that have audience and purpose. When children have regular time to write, they are able to see their writing tasks as meaningful which is why it is important for them to get responses to their writing from peers, teachers and others. This makes them understand the purpose and value of writing.

2.4.10 Training of teachers to teach foreign language

Razi and Kargar (2014) conducted a study in Asfaham in Iran to evaluate a programme of in-service of Foreign Language Teachers Education (FLTE) to help its improvement. The merits of the programme was for teachers to be prepared for using foreign language material. After training teachers to write they felt adequately prepared to face the real teaching context in classes. They felt that the two or three classroom observation sessions were not enough for them to be ready to be skilful teachers. The pre-service courses were theoretical and were not relevant to their teaching obligations, so they needed to be taught in-serviced after entering job (Richard and Farrel, 2005). The teachers needed to update with new change in Foreign Language though they felt they were proficient in class management and reading skills. Literature did not reveal any systematic planned in-service Foreign Language Teacher Education programme in Iran. There were far more courses teachers could take each year.

Robert (1998) suggests that participation of teachers in in-service education and training does not necessarily mean those courses are fully relevant to the teachers' needs, but in-service training is expected to meet the needs of educators. The in-service department must ensure that it fulfils its function of in-servicing teachers on the following skills: writing knowledge, skills and competence to teach writing to learners. Gallavan, Bowels and Young (2007) note that educator's need in-service training with regard to pre-service abilities in writing knowledge, skills and dispositions competence to write correctly. Educators need to be in-serviced and learn to work together to enhance their skills and awareness of learners' needs. They become active learners themselves and they get an opportunity to improve.

Farrel (2005) states that in-service providers must ensure that when organising a course there should be a module which aims at improving the target language teachers are trained on. The following goals for such training must be taken into consideration: raising awareness of how the target language works, developing confidence in using the target language, developing awareness on how language works, reducing overdependence on the course manual and improving proficiency in the application of all the main language skills.

In-service training must be given to practicing teachers who have practical experiences in the classroom (Ling, 2014: 1). It is also important that educators should understand the relationship between theory and practice because those two are important for their knowledge and development (Tsui, 2012). In teaching language there are two main components and these are theory and practice, so educators need to be knowledgeable about English Learning and Teaching (ELT) (Ur, 1992). The in-service training helps educators' re-direct education by developing skills so that their learners become efficient learners (Huffman, Hipp, Pankake and Moller, 2014). In-service is the core and true professional learning because there is collaborative social learning among teachers. Hence, educators are able to work together using current theories and practices to develop instructional ideas for specific subjects (Hord, 2004).

According to the Education Sector Policy (2018) in-service is a life-long process, so it is necessary that teachers should continue being in-serviced throughout their lives. No teacher can be a true teacher unless he/ she continues learning. Teachers should be the ones who are determined to learn for their professional growth. From time to time they need to refresh their memories through in-service training, particularly because not all learners are competent with 3 basic R's of education, which are: the abilities to read, write, and arithmetic. Take an example of eSwatini where only 69% teachers qualify to teach in the primary school (Education Management Information Systems (EMIS) 2015). Teachers should be engaged in frequent and meaningful authentic writing experiences that can contribute self-efficiency in teaching.

Cheung (2013) revealed that the quality of teachers' learning has an impact on learners' learning experiences Therefore, there is a need that educators should continue to learn so that they can bring change in teaching and learning. The study revealed that for the past 10 years, developmental courses in Singapore were conducted for hard Sciences and little attention had been paid to soft Sciences such as English Language, particularly in the area of writing skills. His study aimed at investigating how in-service professional course influenced the teaching and attitude towards writing skills to those who had enrolled for the development course. He says that the professional development course can empower teachers with useful skills in teaching writing skills and the course can also

change teacher's attitude towards their practice in teaching writing. The study revealed that it is important that teachers should engage in continuing professional development to improve their quality in teaching writing. Cheung (2013) further says that development courses boost teachers' confidence in teaching their subject matters besides teaching writing skills. It also fosters positive attitude towards teaching and learning. The study also showed that in the United States and Britain a focus on development course was on Sciences and in Singapore the coverage of such courses was limited. The teachers who participated in the development course revealed that before the course they did not confidently teach writing skills because they did not receive formal training in the teaching of writing. They mentioned that they learned to teach writing on the job or through informal means such as imitating or emulating their previous school teachers. Some participants of the study also mentioned that they had to attend the course because they lacked skills in teaching writing skills, so they needed more strategies.

The study also revealed that teachers were frustrated by the lack of effective techniques they could use to teach writing skills which lead to their learners having no interest in learning to write. When learners were expected to write an essay they would not have enough points because they were not even exposed to reading so, they could not apply what they read. Cheung points out that after the course teachers' perceptions changed, they felt they were in a better position to teach learners writing skills.

Jockel (2016) carried a study in German primary school, where the focus was on teaching oral skills, reading and writing skills. Writing skills were avoided. In German they assumed that writing skills would interfere with the development of German reading. After an empirical research had been conducted results showed some positive effect, which was to allow English reading and writing to be taught to learners though English was as a foreign language. Teachers were trained for six weeks and then they were the ones who saw the need for teaching writing skills based on their prior experiences of not teaching reading and writing skills. The teachers showed some interest in collaborating professional development of researches and their experience in teaching EFL. In Norway 42000 teachers working in primary school, according to Langestrom (2007), revealed that 70% of teachers who taught English in years 1-4 had no competence in teaching English

language and 50% of them did not have formal competence. In 2005 a higher proportion of older teachers had formal competence and had since retired and the number of competent teachers decreased. In 2009 teachers were to be in-serviced to have the competencies.

2.4.11 Feedback on their writing

According to Zemelman, Daniel and Hyde (1998) learners need to have constructive response to their writing to be able to offer response to other writers such as teachers and other writers. Feedback needs to be provided throughout the writing cycle. It should not be done only for fixing piece of work learners have written, but to develop learners' writing. In order not to discourage learners, teachers must not revise every piece of writing learners have written. Feedback is meant to meet learners' needs through observing, listening to them, engaging them in writing and asking them to discuss their writing and reading samples of other learners' writing. Hence, not all errors committed by learners should be corrected Errors develop learners in their writing. It does not mean though that they should be overlooked. Teachers need to help learners edit their work. Teachers should use a variety of feedback such as a teacher-learner conference, written notes to the learner, peer conferences; in pairs or small groups. A teacher can give feedback to a whole class by showing a sample writing for a learner who is not in his/her class, but done by a learner from some previous years so that learners should not be discouraged that they are not doing their work incorrectly. This is one of the most common responses that they write on learners' note books. This type of response can have either positive or negative impact to the learner because teacher(s) can model good responses or bad ones.

2.4.12 Collaboration techniques

Collaboration techniques are rarely used in classrooms by most teachers in writing lessons, yet this technique helps learners to learn from each other. Teachers can use the following techniques such as arranging classroom furniture, modelling and discussing effective methods, collaboration, providing checklists and forms to guide learners, arranging for learners to share and discuss drafts, organising writing peers or small groups (Zemelman, Daniel and Hyde, 1998).

Teachers need to work with learners to establish the rules that will apply to the collaboration because collaboration does not always work. Therefore, it is important that learners are taught how to offer their ideas in constructive ways in a tone of a conversation as they share ideas in their groups as well as to the whole class. Learners must spend at least one hour or more in each day in the processes of writing: planning, editing, revising and publishing text. Learners should write projects which are more than a project which can take weeks or months to complete. Learners should write for multi purposes such as the following:

- Communicating with others by expressing an opinion about controversial issues
- Informing others through journal entries
- Learning content material by summarizing it
- Entertaining others, for example, writing about their experience for others to read.

These types of writing should be done by learners in all grade levels (Graham, 2007). Furthermore, Graham states that Literature helps learners become more complex from one grade to the next by demonstrating knowledge. On the other hand, a Social Studies teacher may use writing to address other purposes such as self-reflection, informing and communicating. A Science teacher may focus mainly on using writing for learning, demonstrating knowledge and persuading. Learners' writing must show some growth.

Estyn (2008) on the other hand, suggests the characteristics of effective writing which learners should be engaged in:

I.   Adapt their writing to suit the audience and purpose of piece
II.   Use grammatical and stylistic features to ensure clarity, achieve the right tone and recreate particular effects
III. Use range of sentence structure
IV.   Organise their writing, linking ideas coherently and using paragraphs effectively
V.   Choose and use appropriate vocabulary
VI.   Use punctuation to clarify meaning
VII. Use a range of strategies to enable them to spell correctly

VIII.   Present their writing appropriately, either by hand or by using Information and Communication Technology (ICT).

According to Zeman, Daniels and Hyde (1998) it is important that learners write in an environment that is conducive for writing. The classroom must be colourful with artwork so that it can catch learner's attention and make them comfortable. Teachers across the grade levels must organise for writing. They further suggest that learners in the early grades can begin to write using whatever they have learned about printed text which they can make drawing to help them construct meaning. Learners must write frequently. Every day there should be something that learners write. A learner should not be given an empty sheet of paper and a title and be told to write a story or report except in examination. The empty sheets of paper make learners fear, particularly those who had not been prepared. He further says learners need to be taught all processes so that they do not feel devoid of ideas and expertise. If they do not know these processes they become demoralised, they lose confidence and they can hate writing for their lives.

Tan (2008) states that learners cannot write because they do not read in their leisure time, which means they cannot have enough points in their writing. Reading can help them apply what they have read in their writing. Pedagogical skills that teachers can use in teaching writing are:

- Select essays that are very rich with data
- Use various pedagogical resources that could help break the monotony of writing classroom
- Stimulate learners to do group activities such as debates and the jigsaw
- Give learners opportunities to share and negotiate ideas with peer
- Teach coherence writing and be able to convince learners that coherence is 'concrete' and can be described and learned in a classroom (Lee, 2010: 147).

2.5 Chapter Summary

Chapter two dealt with the Literature review based on the theoretical framework. The literature review looked at various studies done on in-service training needs of educators for writing skills. Literature showed that educators cannot be proficient in teaching writing skills if they were not trained adequately in training colleges or provided with adequate continuous professional teacher development initiatives. The literature reviews also show the inconsistencies which contributed to incompetency in teaching writing skills. The next chapter focuses on research methodology which will include research paradigm, research design, data collection instruments, as well as reliability and validity of the instruments used in the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Chapter two focused on the theoretical framework underpinning the study and review of literature on the in-service training needs of educators in the teaching of writing skill in primary schools. Various resources were reviewed to learn how other scholars had dealt with in-service needs of educators in the teaching of writing skill in primary schools. This chapter, therefore, provides a description of methodology, research designs, paradigm, instrumentational and data analysis, data collection strategies and ethical consideration.

Research methods are the ways one uses to collect and analyse data (Strait and Singleton, 2011). In addition to that, Cohen and Manion (2011:60) define research methodology as 'the various techniques that are employed, the rationale that underlines the use of such techniques, the limitations of each technique, the role of assumptions in selecting methods and techniques, the influence of methodological preferences on the type of data analysis employed and the subsequent interpretations of the findings. Rajasekar, Philominaathan and Chinnathambi (2013) describe research methodology as 'the procedures by which researchers go about their work of describing and predicting phenomena.' Research methods are the instruments and / or tools that researchers employ whilst they administer any form of inquiry or investigation (William, 2011). This study used research methodology to administer an investigating in-service needs of educators in the teaching of writing skills in primary schools at eSwatini.

3.1.1 Research Paradigm

Wahyuni (2012) defines research paradigm as a set of fundamental assumptions and beliefs on how the world is perceived, a thinking framework that guides the researcher's behaviour. Morgan (2007:49) asserts that research paradigm is philosophical, which

influences and informs the researcher's decision about research questions and objectives that inform the researcher on how the research should be conducted. Creswell and Piano (2007) suggest that research should be based on a paradigm to clarify the study. Neuman (2000) says there are three paradigms which are mostly used by researchers and those are: positivist/ objectivist, constructivist/ interpretive and pragmatist paradigms.

Constructivism or interpretivist is based on the following principles: reality is constructed by social factors and people's perceptions, which means constructivists with their background and experiences contribute to the construction of the reality. Constructivism is also associated with subjectivity and social reality which may change and have multiple realities because there are many explanations of the causes of any problem. This study used the interpretivist paradigm.

3.2 Research Design

Research design indicates how the research is set up, explaining the methods that were used to collect data and procedure in general for conducting the study. De Vos, Strydom, Fouche and Delport (2002:271) define research design as 'the entire process of research from conceptualising a problem to writing a narrative.' This view is supported by Mouton (2002:81) who defines research design as 'a set of guidelines and instructions that must be followed in addressing the research problem.' The definitions show that a plan should be followed throughout the research process. The study is mixed method research design, and it is a case study of primary schools in the Shiselweni region. This study used a combination of both quantitative and qualitative methods. Creswell (2014) emphasises that we learn more about the world when we have both quantitative and qualitative methodologies at our disposal. Merriam (2008) argues that methods should be mixed in a way that has complimentary strength and no overlapping weaknesses. While adopting the mixed method approach, the researcher considered that all methods have their limitations as well as their strengths (Niglas, 2009).

Mixed methods research, according to Merriam (2008), eliminates different kinds of bias, explains the true nature of phenomena under investigation and improves various forms of validity and quality criteria. Adopting the mixed method approach makes it possible to

provide insights that are not possible when either quantitative or qualitative method is used independently.

3.2.1 Quantitative research

Van Rensburg (2010: 85) defines quantitative approach as,' a formal, objective and systematic process in which numerical data are used to obtain information about the phenomenon under investigation. According to Creswell (2008) the quantitative approach is generally used by researchers to test theories and hypotheses as well as to examine the correlation among variables. Denzin and Lincoln (2003:10) add that qualitative research plays a very important role as it is 'an emphasis on the qualities of entities and processes and meanings that are not experimentally examined or measured in terms of quantity, amount and intensity or frequency.

Quantitative research is the systematic scientific investigation of quantitative properties and phenomena and their relationships, it is research based on hypothesis (Creswell, 2003). This is a numerical method of observations of materials or characteristics (Kumar, 2014). Being quantitative research, it allowed the researcher to use questionnaires and descriptive statistics using measures of central tendency (Median, Mode and mean) and measures of variability (range, variance and standard deviation).

This study used document social variation in terms of numerical categories and relied on statistics to summarise large amounts of data. The study employed mixed method for triangulation purposes and its design was a survey. The study was both qualitative and quantitative. Qualitative data was collected through a questionnaire and interviews. The questionnaires were collected personally by the researcher and the data yielded quantitative data. The questionnaires were distributed to fifty-six teachers in eight schools

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3.2.2 Qualitative research

According to Babbie (2004) the difference between quantitative and qualitative approaches is social research and its distinction between numerical and non-numerical data. Rovai, Barker and Ponton (2014) argue that qualitative methods are usually

described as inductive, with the underlying assumptions being that reality is social construct, that variables are difficult to measure as they are complex and interwoven and there is primacy of subject matter as the data collected consist of the insider viewpoint.

According to Denzin and Lincoln (2003) the word qualitative implies 'an emphasis on the qualities of entities and processes and on meanings that are not experimentally examined or measured in terms of quantity, amount or frequency.

Qualitative research, on the other hand, differs from quantitative research in that it allows researchers to explore a wide array of dimensions of the social world, including the texture and weave of everyday life, the understanding, experiences and imagining of research participants (Merriam, 2008). This approach is essential because it takes place in a natural setting. It gives the researcher an opportunity to enter into the person's experience, and by so doing, one gets a different response regarding particular aspects of concern in a study. The qualitative approach enabled the researcher to, in the words of Creswell (2013), view respondents as human beings with ideas, feelings and motives rather than as mere sources of information. Mushoriwa (2009) asserts that qualitative approach allows for different views of the theme that is studied and the participants respond to open-ended questions when giving their views as well as demonstrating their actions.

The researcher conducted focus group discussions and class room observations. The aim of the researcher here was to gain information about the respondent's views and experiences which eventually helped the researcher identify themes and explain the meaning of the social phenomena (Leedy and Ormorod, 2005). The data gathered from the focus group session interview were transcribed and analysed for the significant contribution to the study. The outcomes were further used to develop clusters of meanings of descriptions of participants' experiences.

In this study the researcher used the combination of quantitative and qualitative approaches because it made it possible to yield data from all social contexts that were relevant to this study - In-service Training needs of educators in the teaching of writing skills in primary schools. The multiple data collection methods have resulted in a complete

picture through the use of triangulation. The qualitative approach assisted the researcher to evaluate the subject matter, knowledge and strategies educators have in teaching writing skills.

3.3 Target Population, Study Sample and Sampling Procedure

3.3.1 Target population

Population is the entire group of people or set of objects and events the researcher is interested in gaining information and drawing conclusion about (Van Rensburg, 2010). According to Mushoriwa (2009), population describes an entire group of objects of a particular type under the entire assemblage of organisms, units or characteristics of interests to the investigator. The target population were fifty-six teachers from eight schools.

3.3.2 Study sample

McMillan and Schumacher (2010:129) define sample as 'a process of selecting units, for example, subjects, from a population of interest so that by studying a sample we may fairly generalise our results back to the population from which they were chosen.' The choice of sampling technique is influenced by a number of factors as you want to study the entire population, an individual or certain type of people. When selecting a sample one needs to select a sampling technique that will help one to produce the sample one wants and sampling is important because it allows the researcher to study a small group and from that small group the research can make conclusions that apply to the whole population if the sample was representative.

Focus Group

In this study the researcher used purposive sampling to select the sample of study. Sampling was done in two stages. The first one was the survey quantitative and then semi structured interviews. Sampling for in depth focus interview out of 56 teachers eight teachers which two teachers per school were selected on convenience. According to Schultze (2002:35) purposive sampling is a method used to select a sample with a

specific purpose in mind'. The researcher used purposive sample because it allowed her to select the participants on the basis of her judgement about which participants were representative because Shiselweni region has the type of schools which include government, community and mission government aided. Shiselweni region has 140 schools: 81 communities, 1 government and 58 mission government aided (EMIS, 2015). In this study a total of eight schools participated, seven teachers from each school from grades 1-7. Therefore, the total number of teachers who participated in the study were 56. The type of schools in the region were represented as well as all the grades. One school was a government, three mission government aided and four mission schools. Each school was observed three times and the check list was used to analyse strategies teachers use when teaching writing skills.

The study was a case study of Shiselweni region teachers. There are four administrative regions or districts in the country, and these include Hhohho (in the north), Manzini (central district) and Lubombo in the east and Shiselweni region in the south:
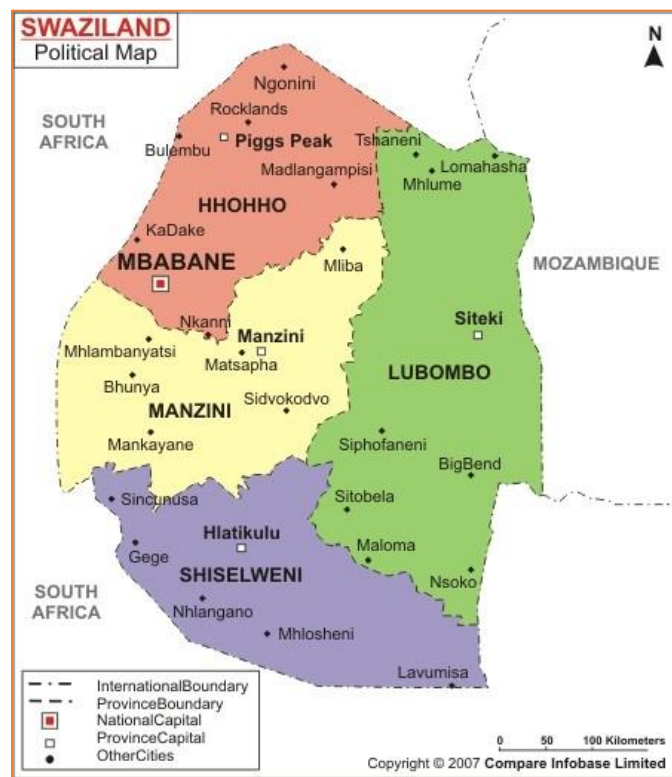
Figure3: Location Map of Swaziland showing Administrative Regions

Shiselweni was targeted because:

a. According to the poverty reduction strategy and action plan of 2005, regionally, the prevalence of poverty was greatest in Shiselweni with 76% of the population poor.

b. In terms of literacy, Shiselweni ranked 3rd in terms of literacy (79.8%) ahead of only the Lubombo region.

c. Income inequality is lowest in Shiselweni, the poorest region, implying that incomes are very low and not highly differentiated.

d. In 2013, only 27.7% of Grade 1 learners in the Shiselweni region had attended ECCDE, in comparison with 96.4% in Manzini and 91.3% in the Hhohho region, for instance. The region also had the highest grade repetition rates at primary school, especially amongst boys (20.2%).

e. The percentage of learners repeating classes were also highest in the Shiselweni region (17.8%), whereas the rates were relatively lower in Manzini (14.9%) and Hhohho (13.9%) regions.

These inefficiencies could be linked to pervasive food insecurity induced by ubiquitous poverty and drought in the region, but they also reflected an impetus for intervention in the education sector to help realise improvements in these indicators.

3.3.3 The Sampling Frame and Sampling Procedure

According to McMillan and Schumacher (2010: 129) a sample refers to a process of selecting units, for example subjects, from a population of interest so that by studying the sample we may fairly generalise our results back to the population from which they were chosen. The sample comprised of elements or a subset of the population considered for actual inclusion in the study, or it could be viewed as a subset of measurement drawn from a population in which we are interested (McMillan and Schumacher, 2014).

According to MacMillan and Schumacher (2001) there are two methods of sampling: probability and non- probability sampling methods. The non-probability sampling which was used in this study included any selection method where sample members were

selected purposefully, at the discretion of the researcher. MacMillan and Schumacher (2010) state that there are four types of sampling in mixed method research. The study used the purposive sampling. According to Ruane (2005), the larger the population the more representative the sample is. Participants of this study comprised of experienced primary school teachers. Given the objectives of this research, it was necessary to select a sample of participants who had experience in this phenomenon.

3.3.4 Sampling procedure

In this study the researcher used purposive sampling. Schultze (2005:35) defines purposive sampling as 'a method used to select a sample with a specific purpose in mind'. The researcher preferred purposive sample because it allowed the selection of the participants on the basis of researcher's judgement about which participants and that would be most representative of the type of schools that are there in the Shiselweni region. The purposeful sampling was used to select fifty-six educators from eight schools. The schools were from government, community and mission aided schools.

3.5   Data Collection

The study employed mixed methods approach. Creswell and Plano Clark (2011) comment that this approach enables a researcher a great understanding to be formulated than if a single approach were to specific studies. Methods of data collection included observation, questionnaires, focus group interview, discussions and document analyses. These methods helped to increase reliability of observation (Creswell 2014). The methods also verified the data that were used in the research. Biasness and distortion which result from using one method were minimised Data collection included literature review, focus group interview, classroom observation and document analyses. Mixed method used in this study minimised biasness and distortion.

3.5.1 Interviews

Brynard and Hanekom (2005: 32) define an interview as 'a method of collecting data that allows the researcher to ask questions of the respondents.' Furthermore, Brynard and Hanekom (2005:45) state that there are two main types of interviews, namely; structured and unstructured interviews. The structured interview questions order and wording and their sequence are fixed and identical for every respondent. In an unstructured interview the interviewer does not follow rigid structure, but covers as much ground on a given topic with the respondents. Mushoriwa (2009) states that interviews may involve questioning respondents individually or as a group. Semi-structured interview maintains basic questions; other questions vary from one person to another, unlike unstructured interview. Further, he says answers may be recorded during and after the interview or a researcher may decide to use a tape recorder.

Interviews have advantages and disadvantages, according to Creswell (2012), as they can be carried out of varying degrees of flexibility, they have high response rate, respondents are free to give any information and the researcher can probe and ask additional questions. Furthermore, Creswell (2012) reviews the advantages and disadvantages of interviews. The advantages of interviews are done to gain first-hand information otherwise not gained in observation or document exploration. They have high return rate. They are ever incomplete answers. Interviews can involve reality. They control answer order and they are relatively flexible.

The presence of the interviewer can influence respondents in many ways and quantification of data is very difficult. In this study the researcher opted for the semi-structured interview to be able to cover much ground on the topic.

As a follow up, the researcher carried out individual interviews with the participants to make sure that participants own meanings and interpretations were not influenced by others. Focus group interviews with the participants were conducted for- 2 educators per school which made a total of 16 participants interviewed and 6 trainers from colleges were also conducted. The researcher made sure that important issues were covered that provided an in-depth overview of attitudes and behaviour of the respondents. It was necessary to carry out in– depth interviews so as to explore more on each participant's

views. Leedy and Ormrod (2005) emphasise that individual interviews enable researchers to clarify ambiguous answers and help researchers establish support with potential participants, thus gaining their co-operation. The researcher may want to probe for more information if responses are not clear. The interviews were audio taped so that more data were captured because relying on memory only was impossible (Creswell, 2012).

(a)   Advantages of using interviews

It has been stated in Kumar (2014:181) that the same considerations and techniques used in constructing questionnaires could be used in constructing interview schedules. Interview can be regarded by the same authors as having the following advantages:
The researcher is able to get facial and other expression of the participants. The reaction and expression of participant may add flavour or even unspoken content to the research process. Interviews are able to provide meaning out of the information provided by participants. Interviews are more appropriate for complex situation, but preparing participants before asking question is necessary. They are useful for collecting in-depth information through further probing participants. Information can be supplemented from that gained from observation of non-verbal reactions. Questions can be explained or be restructured so that participants can understand. An interview can be used with almost any type of population.

(b) Disadvantages of using interviews
Interviews are regarded as time-consuming and expensive, especially when participants are scattered over a wide geographical area. The quality of the data depends upon the quality of the interaction, which can affect the quality of the information. The quality of data also depends upon the quality of the interviewer, and the experience, skills and commitment of the interviewer can affect the quality of the data. The quality of data may vary when multiple interviewers are used, multiple interviewers may magnify the problems mentioned in the previous two points. There is a possibility of researchers' bias, especially in the framing of questions or in the interpretation of responses obtained. Mixed method approach is used to supplement the weaknesses of each other so both qualitative and quantitative were used to build on the strengths of both. Cresswell (2014) posits that

mixed method is used when one method of collecting data is not enough to address the research problem or even answer the research questions. The study used semi-structured interview schedule to conduct in-depth interviews. The purpose of the interviews was to explore participants at the teacher training colleges were trained on writing skills and competent to impart knowledge to the trainees. The interviews also probed the competences teachers have in the teaching of writing skills.

3.5.2 Questionnaire

Van Rensburg (2010) defines questionnaire as 'a printed document that contains instructions, questions and statements that are compiled to obtain answers from the respondents.' Straits and Singleton (2011) state that questionnaires are 'designed to gather numerical data or that can be easily converted into numerical values.' The questionnaire is a data gathering instrument through which respondents answer questions or respond to statements in writing or by marking an answer (Fraenkel and Wallen, 2000). The questionnaire was chosen because it reduces any interviews bias and gives anonymity to respondents as to get true and unbiased information. Questionnaires have advantages and disadvantages. According to Campbell, McNamara and Glory (2004:4) questionnaires give the researcher a chance to collect information from respondents about their attitudes, personal history, perceptions and many other things.

Kumar (2014:181) have identified the following disadvantages of a questionnaire:
- It offers greater anonymity as there is no face-to-face interaction between respondents and interviewers.
- It is less expensive, as it does not interview respondents, it saves time, human and financial resources. The use of a questionnaire, therefore, is comparatively convenient and inexpensive. Particularly when it is administered collectively to a study population, it is an extremely inexpensive method of data collection.
- Useful when the instructions and questions asked are simple and the purpose of the survey can be explained clearly in print.

- The absence of an interviewer, or third party, contributes to the standardisation of responses, as variations in voice inflection, word emphasis, or the use of probes, are eliminated.

- Through the use of questionnaire errors resulting from the recording of responses by interviewers are reduced.

- Furthermore, the interviewer, whose personal appearance, mood or conduct may influence the results of an interview, is not present when the questionnaire is completed.

Disadvantages of using a questionnaire

Questionnaire has several drawbacks. But according to Kumar (2014: 181) it is important to note that not all data collection using this method has these disadvantages. The prevalence of disadvantages depends on a number of factors, but you need to be aware of them to understand their possible bearing on the quality of the data (Burns, 2000: 581), Imenda and Muyangwa (2006:123). Kumar (2014: 181) Leedy and Ormrod (2005: 185) have identified the following advantages:

- People are generally better able to express their view verbally than in writing.

- One main disadvantage is that its application is limited to a study population that can read and write. It cannot be used on a population that is illiterate, very young or very old.

- Questionnaires are notorious for their low response rate; that is, people fail to return them. If you plan to use a questionnaire, keep in mind that because not everyone will return their questionnaire, your sample size will in effect be reduced.

- Respondents may be limited from providing free expression of opinion as a result of instrument-design consideration

- If, for any reason, respondents do not understand some question, there is no opportunity for them to have the meaning clarified.

- The response to a question may be influenced by the response to other questions. As respondents can read all the questions before answering, the way they answer a particular question may be affected by their knowledge of other questions.

- Written questionnaires do not allow the researcher to correct misunderstanding or answer questions that the respondent may have. Respondents might answer incorrectly or not at all due to confusion or misinterpretation.

Questionnaires in this study were used to assess the kinds of issues that were relevant and important in the training needs of primary school educators in the Shiselweni region. The questionnaire was divided into two sections: Section (A) provided biographic information and Section B reflected on the training needs of primary school teachers. Section A had closed-ended questions, questions called for short check mark responses. That made it easy to fill out the questionnaire. It kept the respondent on the subject and thus fairly easy to tabulate and analyse (Fraenkel & Wallen, 2000). Section B had both the closed-ended questions and open-ended questions. The open-form of questions called for a free response in the respondent's own words, and revealed the true thoughts and feelings of the respondents and the respondents used their own words. This study used closed form where responses were quantified. It also ensured that all subjects had the same frame of reference in responding to the questions. The researcher administered the instrument and distributed the questionnaires in all schools selected.

3.5.3 Observation

Observation was the technique the researcher employed. Observation, as a method of collecting research data, involves observing behaviour and systematically recording the results of those observations (Creswell, 2009). Kumar (2014) asserts that observation is a purposeful, systematic and selective way of watching and listening to an interaction as it takes place. He further says the researcher may design observation sheet or observational protocol and recording is done in descriptive or narrative form and observation can be participant or non-participant. Disadvantages of observation; behaviour of participants observed may change when they know that they are observed. Change can be positive or negative, possibility of researcher being bias, interpretation may vary from observer to observer and method of recording may lead to incomplete observation of which incomplete observation can distort information.

Observations were guided by the research questions. Therefore, the observations were consciously planned. A researcher should take the following into consideration when doing observation; the researcher should not get involved in the activities of the group being observed, the researcher must remain passive observer, watching, listening and drawing conclusions, all groups are to be observed in the same manner, make notes and recordings as you observe and may use video camera or other electronic device. The researcher was a non-participant in this study. Observation was used to counter check what had been said by the participants in their interview. The observation helped the researcher to see how teachers teach writing skills and if participants were able to display knowledge for teaching the writing skills they obtained from the teacher training institutions. The observations differ from casual everyday observations of behaviour which are often casual, selective, and inaccurate.

Observations were systematically recorded, using an observation checklist. The researcher observed lessons in the classroom and documents were analysed. Each classroom was visited three times.

The researcher visited educators' classrooms to observe how educators teach, teaching strategies and methodology they used when teaching writing skills. The observation was structured by means of a worksheet. The observation helped the researcher to determine what the educators did is what they said they did in interviews.

3.5.4 Document Analysis

According to Bowen, (2009) Document analysis is a "Social research method and it is an important tool in its own right and it is a valuable part of most schemes of triangulation of methodologies in the shade of the same phenomenon.' Furthermore, corroborating finding across data sets can reduce the impact of potential bias by examining information collected using different methods.

Advantages of document analysis

Document analysis accesses inaccessible subjects. It eliminates the researcher effect. A Larger sample size is possible. It can contain spontaneous data relatively at low cost. Many documents are good quality; some are very detailed. There is access to confessional style document.

Disadvantages of document analysis

Document analysis can be viewed as too subjective. It is time consuming. It also depends on role of researcher. Overt: may affect the situation and thus validity findings. Covert: ethical principles contravened high potential for role conflict for practitioner. Document analysis was the last technique a researcher used to collect data. Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice around an assessment. Furthermore, analysis of document incorporates coding content into themes similar to how focus groups or interviews are analysed (Bowen, 2009). In this study documents that were analysed include a scheme of work, lesson preparation books, test books and learner's exercise books. Check list was used (checklist …) to seek information the following information such as if teachers: followed a syllabus when scheming for writing skills, prepared writing skills activities. Lesson Plans were analysed to find out if educators' instructional activities were prepared and presented to learners also to find out the methods teachers used in teaching writing skills. Lesson plans informed the researcher about materials teachers use for teaching writing skills as well as the amount of time they would teach writing. Every activity learners do has to be assessed, so the learners' exercise books as well as test books were analysed. That helped the researcher see if learners did writing activities and tests which help develop them to develop on writing skills.

3.5.5 Validity

According to Creswell, (2003) validity determines whether the research truly measures what it was intended to measure or how truthful the research results are. It requires the

researcher to take a long hard look at the steps taken to empirical reality. Researchers generally determine validity by asking a series of questions, and will often look for the answers in the research of others. According to Singleton and Strait (2005) validity refers to congruence or goodness to fit between an operational definition and the concept it is purported to measure The research instrument was developed by the researcher and the questionnaires were given to teachers who were not part of the study to answer them and then give feedback.

3.6.   Internal validity

The intention of the study was to get a true reflection of the phenomenon. Internal validity of a qualitative design, according to McMillan and Schumacher (2014), is the degree to which the interpretations and concepts had mutual meanings between the participants and the researcher. Strategies that increased internal validity in this study were semi-structured interviews which were conducted in a natural setting that reflected reality and were more accurate. Questions were presented in simple understandable English and were phrased closely to the participant's language proficiency. The researcher spent extensive time in the schools to ensure validity of the study so that participants would ask any question about the study and triangulation was used as the study followed mixed research method. Creswell (2012) states that researchers triangulate among resources of data to enhance accuracy of their study. Furthermore, triangulation is often used to indicate that two or more methods are used in the study in order to check the results. According to O' Drighue and Punch (2003) triangulation is a method of cross checking data from multiple sources, checking for the regularities in the research data.

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3.7   Reliability

Creswell (2007) defines reliability as the extent to which independent researchers could discover the same phenomena and to which there is an agreement on the description of the phenomena between the researcher and participants. Leedy and Ormorod (2010) define reliability as 'the degree to which the finding is independent of accidental circumstances of research.' In addition, it is the degree of consistency with which the

instrument or procedure measures whatever it is supposed to measure. Reliability means that the measurements made are consistent and if the same experiment is performed under the same measurement it will be obtained (De Vos, Strydom, Fouche & Delport, 2005). This means that, if this measuring instrument is administered to a different group of respondents, under different circumstances such as time and venue, it would lead to the same observations and conclusions.

3.7.1 Reliability in the study

To enhance reliability in the study, the researcher paid attention to the researcher's role, data collection and data analyses strategies. The researcher assumed the role of the interviewer, and began with the first contact with the interviewees to request an appointment and to explain the purpose of the study, assured them about confidentiality and ethical considerations of the research.

Data collection strategies in this study were both observations scale instrument and interviews with semi structured interview guide used. Responses were recorded by means of field notes. Data was recorded then transcribed to identify units of analyses and from these themes and categories were then identified.

3.7.2 Reliability in data collection

The researcher piloted all the data collection instruments in one school in the Shiselweni region, which despite having the same characteristics as schools that took part in the study, did not take part in the study. The purpose of trying out these research instruments was to determine if the individuals in the sample would be able to understand the questions. The responses from the participants in the pilot test helped the researcher to modify and change the questions before sending them out to the actual sample of the study.

The pilot testing of instruments ensured reliability of the data collection instruments before they were given to the sample in the study (Cresswell, 2005; Leedy & Ormrod, 2010). A pilot study according to Macmillan and Schumacher (2010:206) is 'a small scale study in which a small sample of population is used, but not the same group that will eventually form part of the sample group in actual research. The functions of the pilot

study are to gather information prior to the large study in order to improve the quality and efficiency of the study (McMillan and Schumacher, 2010). The pilot study was done to check for bias in the procedures, the questionnaire and interview. At the end of the pilot study, the participants are requested to freely give their comments and criticism about the study. The piloting was done to help the researcher to note where the participants were not comfortable to make responses and where they did not fully understand the questions. That was also done to address the deficiencies in the instrument and its validity then improve the questions, format and scales to ensure validity of the instrument, this was done to improve the questions that the researcher was going to ask the chosen participants in order to avoid ambiguity.

For this study, a pilot study was conducted with 7 educators from a local primary school from grades 1-7. The pilot study helped the researcher to note where the participants were not comfortable and where they did not fully understand the questions. This addressed the deficiencies in the design, so, the validity of the instruments was to improve questions, format and the scales.

3.7.2 Data analysis and Presentation

Baxta and Jack (2008:556) contend that 'the collection of data analysis can increase the level of quality in the research findings.' Data was analysed and interpreted after administering questionnaires, conducting interviews, observation and document analysis as it is the last stage in the study. Corbin and Strauss (2008: 01) assert that data analysis is 'a process of examining and interpreting data in order to derive meaning, gain understanding and develop empirical knowledge. Data were analysed and interpreted to extract all information that was related to the study.

Data were analysed and presented according to the research questions. The researcher used the programme called Statistical Package for Social Sciences (SPSS) version 21 to analyse quantitative data. The quantitative made use of numbers which implies that the researcher had to have good knowledge of both descriptive and inferential statistical parameters, such as calculations and interpretations. Quantitative data analysis involved simple descriptive statistics. Frequencies, tables, (cross-tabulation), histograms and pie

charts and percentages were used for the analysis of quantitative data. Textual analysis was used to analyse qualitative data from interviews. For qualitative data, the researcher used descriptive procedures to generate meaning and understanding of how writing skills were taught in schools.

Content analysis was used when analysing the observations and semi-structured interviews. According to Leedy and Ormrod (2001) content analysis is a detailed and systematic examination of the contents of a particular body of material for the purposes of identifying patterns and themes or biases. Content analysis as a data analysis procedure was used because it was appropriate for qualitative research where the researcher has used observations and interviews (Creswell, 2014). Responses from interviews were notes taken during observations were used in the analysis with relevant themes as outputs.

3.8. Ethical Consideration in research

Babbie (2001:118) defines ethics as 'a matter associated with morality.' Ethical guidelines are standard, used by researchers to evaluate their conduct. Creswell (2013) defines ethical consideration as 'rules of right conduct and practices in research.' He further says that when a researcher is conducting a research dealing with issues of what is right or wrong; proper or improper good or bad, so it means participants have a right to refuse a researcher to assess certain information and the researcher is expected not to use false threats. To conduct this study, the researcher had to comply with the following ethical standards:

- Before the research was conducted the ethical clearance certificate was applied for from the University of Zululand and the ethical clearance certificate was issued. An application to the Director of Education in the Ministry of Education and Training at eSwatini was made to request for permission to conduct the study. Permission for conducting research was granted. In the letter to the principals of

the selected schools I explained the purpose of the study and then requested permission to conduct the study in their schools.

- Participants chosen were assured that they had a right to refuse to participate and that was respected by the researcher. The participants were asked officially to be part of the study and they were also assured of confidentiality and anonymity and the researcher did that face to face before the commencement of the research.

- The privacy of the participants was also considered by the researcher that their participants' names and schools were not going to be used. The researcher ensured participants that the information collected would be kept in a safe place. Hard data were stored in a locked cabinet and data were destroyed after completion of analysis and electronic data were stored on a computer which had a pass word only known by the researcher.

- Consent forms were hand delivered to the participants and were standard ones which were developed by the University of Zululand.

- The participants were asked to read the consent forms and there also given time to decide whether to be part of the study before they signed. The researcher explained to the participants that the study was part of her Doctoral Degree.

Participants who participated in the study were primary school teachers, there were no minors. Confidentiality and anonymity were assured in person by the researcher before the commencement of the research. Questionnaires and consent forms were personally delivered to the participants. Participants were asked to read carefully and sign if they agreed to be part of the study. The researcher respected participants' sites. These would include schools, homes and organisations (Cresswell, 2014). The researcher did not lie about research findings. The participants were provided with details of the study before they could participate. Participants were not forced to participate in the study and if they would not give information to the researcher they would not be forced to. Some

participants selected refused to take part in the study, and the researcher respected their decisions. The researcher allowed participants to withdraw when they decided to do so.

3.9 Chapter Summary

In this chapter a description of the research methodology for the study which includes research paradigm, research design, sampling procedures, instruments for data collection, data analysis and presentation validity, reliability and ethical consideration have been provided. The next chapter provides discussion of the findings and data interpretation.

CHAPTER FOUR

DATA PRESENTATION, ANALYSES AND INTERPRETATION

4.1 Introduction

This Chapter presents data presentation analyses and interpretation of the findings of the study. Chapter 3 focused on research design, methodology and instruments used to collect data. Data are interpreted to determine the in-service training needs of educators in the teaching of writing skills in primary schools at eSwatini. This chapter also gives an in-depth analysis of the results of the research questions presented in Chapter 1, which are; To what extent are educators teaching languages trained in teaching writing skills to primary school learners? 2. What in-service training needs do educators have regarding teaching and writing skills of primary school learners. 3. Which competencies do educators possess for teaching writing skills? Data is the base material on which a researcher findings are based (Terblanche and Durrhem, 2002).

The researcher carried this study based on the following background and context of teaching writing skills in primary schools at eSwatini.

- There is incessant high failure rate in primary schools.
- All subjects are learnt in English and it is a passing and failing subject.
- A majority of educators do not have English as a major.
- Some educators do not qualify to teach in the primary school.
- Only 69% of Primary school educators have appropriate qualifications to teach in the primary schools.
- One fifth of educators still need to undergo training or even be replaced by qualified educators.
- One fifth of learners may be taught by a teacher who does not have adequate skills to teach a primary school learner.

- Primary school student educators only take up majors in the final year of their 3 year training diploma programmes.

- Primary school educators are expected to teach all subjects, with varying interests and proficiencies.

The study used a mixed methods approach to investigate the in-service needs of educators in the teaching o0f writing skills in primary schools at eSwatini. Fifty-six primary school educators from grades 1-7 from eight schools participated in the study. Data were collected from questionnaires, open ended question focus group interviews, document analyses and classroom observations. Data analysis and interpretation will be presented in two strands of research, which are quantitative and qualitative.

The first strand will focus on quantitative data from questionnaires capturing demographic information of the respondents, and classroom observations which will present statistics. The quantitative data were analysed using the Statistical Package for Social Sciences (SPSS). The results from quantitative data are presented descriptively in frequency tables (cross tabulation). The second strand of the research will focus on qualitative data from open ended questions from questionnaires and interviews

This section contained questions concerning the participants' backgrounds, and personal information on their in-service training needs in the teaching of writing skills in the primary schools.

Qualitative data were used to identify the responses for interviews which were the data collected through the means of interviews, documentary data and lesson to fill the gaps that were shown in the open ended questionnaires.

4.2 **Analysis of Quantitative Data**

4.2.1 Section A: Demographic Data of Participants

This section presents a summary of the statistics and responses emanating from the questionnaires and it is followed by detailed analysis. The quantitative data from the closed ended questions were edited, coded and analysed using the statistical Package

for Social Sciences (SPSS). The results were then presented descriptively in the form of frequency (cross- tabulations)

4.2.1.**1 Details on gender representation of respondents**

Table 4.1*: Gender representation of respondents (n=56)*

Gender		Frequency	Percent
	Female	41	73.2
	Male	15	26.8
	Total	56	100.0

Table 4.1 above indicates that 56 educators from primary schools in the Shiselweni region participated in the study. The table further indicates that 41 (73.2%) female and 15 (26.8%) male educators participated in the study. It also indicates that the female participants dominated the study as they were more than the male participants by 26 educators. Female educators are usually referred to as "mothers" who have some knowledge of dealing with young learners since they are parents themselves. Research done by Haugen, Klees, Stromquist, Lin, Choti, and Corneilse, (2014) illustrates that teacher's gender affected primary school outcomes more than secondary school outcomes. According to Mashiya (2014) teaching in the early grades is often accompanied by simplistic images of FP teachers as 'nannies' and 'caregivers,' both of which are generally associated with a woman's rather than a man's role in society. Female educators are known to be passionate, motherly and considerate towards learning and learners feel safe around them. Such a learning environment could be more relaxed and conducive for learning.

4.2.1.2 Age of the respondents

Table 4.2: Age of the respondents (n=56)

Age of years		Frequency	Percent
	20-24	2	3.6
	25-29	4	7.1
	30-34	5	8.9
	35-39	18	32.1
	40-44	7	12.5
	45-49	8	14.3
	50-54	6	10.7
	55-59	6	10.7
	Total	56	100.0

Table 4.2 reveals that 2 (3.6%) of respondents were from 20-24 years of age, 4 (7.1 %) of respondents were 25-29 years of age, 5(8.9%) of the educators were from 30-34 years of age, 18 (32.1 %) of the educators were between 35-39 years of age, and the study also revealed that 7 (12.5 %) of respondents were from 40-44 years of age. The Table further shows that 6 (10.7%) respondents were from 50-54 years of age. Six (10.7%) respondents were from 55-59 years of age. The table shows that the majority of teachers 50 (89.2%) are over the age of 30, - it can be said that they have adequate experience to teach writing skills.

4.2.1.3 Teaching experience of the respondents

Table 4.3: Teaching experience of the respondents (n=56)

Years	Frequency	Percent
0-4	10	17.9
5-9	12	21.4
10-14	12	21.4
15-19	7	12.5

20-24	6	10.7
25-29	6	10.7
30-34	2	3.6
35-39	1	1.8
Total	56	100.0

Table 4.3 reveals that 10 (17.9%) of the respondents had 0-4 years of teaching experience,12 (21.4%) of the respondents had 5-9, another 12 (21.4%) had 10-14 years of teaching experience, 7(12.5%) of the respondents had 15-19 years of teaching experience, 6 (10.7%) of the respondents had 20-24, another group had 25-29 years of teaching experience, 2 (3.6%) of the respondents had 30-34 years of teaching experience, and 1 (1.8%) of the respondents had 35-39 years. The table reveals that the less experienced educators had 4 years of teaching experience while the most experienced educators had 39 years teaching experience. In a study done by Matara (2014) it was found that years of teaching experience have an impact on teaching. The table shows that 34 (60.7%) respondents had more than ten years of teaching experience which can mean that they are in a position to handle writing skills, if that teaching experience determines competence and efficiency. This implies only 1 teacher is quite experienced.

According to Seed (2008: 587) educators can learn how to enhance their instruction by learning from others who have prior experience with teaching writing, therefore, they will begin to promote more teaching change in the teaching of writing curriculum.

4.2.1.4 Professional Qualifications

Table 4.4: Professional Qualifications of respondents (n=56)

Qualifications	Frequency	Percent
Secondary Teacher Certificate (STC)	7	12.5
Primary Teacher Diploma (PTD)	32	57.1
Bachelor of Education (BED)Primary	12	21.4
Bachelor of Education (BED) Secondary	1	1.8

Post graduate certificate in education (PGCE)	4	7.1
Total	56	100.0

The findings of the study in Table 4.3 reveal that 7 (12.5%) of the respondents Secondary teacher certificate, 32 (57.1 %) of them have Primary Teacher Diploma, 12 (21.4%) had Bachelor of Education in Primary, 1(1.8%) had a Bachelor of Education in Secondary, and 4 (7.1%) had Post Graduate Certificate in Education (PGCE). These educators are qualified, and a majority of them had a teaching diploma which is a recognised teaching qualification which qualifies them to be educators to teach writing skills in the primary schools. Qualifications such as PTD or BED are considered enough, or sometimes enhanced for the sake of promotion or for financial increment purposes (Dastgeer, Tanveer & Naushaba, 2007). Moseti (2007) noted that the effectiveness of any curriculum depends on the quality of teachers that are there to translate the syllabus into practical instructional material in class. This competence, according to Matara (2014), is built upon mastery of subject content, pedagogical training and teaching experience. However, in a country like South Africa, teachers with only teaching diplomas are regarded as still requiring re-skilling and more professional development initiatives. Fisher (2006) posits that teachers with little or no training tend to use authoritarian and inefficient methods that make learners to see school as a repressive place with little to enjoy.

In no uncertain terms, educators who are not well trained cannot give what they do not have (Mckinsey, 2007). Educators need to be well trained and skilled so that every learner receives an excellent education through good instruction. Mckinsey further advances this debate by stating that the top performing countries recruit educators from the top third of their cohort graduate from their school system.

Olugble (2013) states that poor quality of educators in the system is responsible for poor performance of learners, more especially in the public examinations and, normally, if these educators do not possess the teaching skills, that affects the quality of education.

4.2.1.5 Institutions of higher education where qualifications were obtained

Table 4.5 Institutions of higher education where qualifications were obtained (n=56)

		Frequency	Percent
	AMADI	3	5.4
	Ngwane	23	41.1
	Solusi	2	3.6
	SANU	10	17.9
	UNESWA	5	8.9
	William Pitcher	2	3.6
	Other	11	19.6
	Total	56	100.0

The findings of the study (Table 4.4) reveal that 3 (5.4%) of the respondents did their training at AMADI, 23 (41.1%) of the respondents trained at Ngwane Teacher Training College, 2 (3.6%) of the respondents did their training at Solusi, 10 (17.9%) of the respondents did their teacher training at SANU, 5 (8.9%) of the respondents did their teacher training at UNISWA, 2 (3.6%) of the respondents did their teacher training at William Pitcher and 11 (19.6%) of the respondents did not mention where they did their teacher training. A majority of educators have qualifications to teach writing skills in the primary school.

4.2.1.6 Majors subjects

Table 4.6 Majors Subjects (n=56)

		Frequency	Percent
	Yes	43	76.8
	No	13	23.2
	Total	56	100.0

The findings in Table 4.7 show that 43 (76%) of the respondents had majors, 13 (23.2%) of the respondents did not have subjects they majored in, and it can be said that 13 educators were not qualified and can still be referred to as underqualified.

4.2.1.7 Subject Majors

Table 4.7 Speciality (n=56)

		Frequency	Percent
	Agriculture	5	8.9
	Languages	6	10.7
	Mathematics	5	8.9
	HE / CS	5	8.9
	RE	18	32.1
	Science	4	7.1
	Social Studies	10	17.9
	Other specialty	3	5.4
	Total	56	100.0

The findings in Table 4.8 show that 5 (8.9%) of the respondents majored in Agriculture, 6 (10.7%) of the respondents majored in Languages, 5 (8.9%) of the respondents majored in Mathematics, 5 (8.9%) of the respondents majored in Consumer Science, 18 (32.1%) of the respondents majored in Religious Education, 4 (7.1%) of the respondents majored in Science, 10 (17.9%) of the respondents majored in Social Studies, and 3 (5.4%) did not indicate their majors. The findings reveal that very few educators did not major in languages, yet the feelings of the participants in the interviews were that only those who majored in languages are suitable to teach writing skills.

4.2.1.8 Where other primary schools' teachers have served at

Table 4.8 No of Primary schools taught in (n=56)

		Frequency	Percent
	1	24	42.9
	2	16	28.6
	3	4	7.1
	5	2	3.6
	6	1	1.8
	Not responded	9	16.1
Total		56	100.0

The findings in Table 4.8 show that 24(42.9%) of the respondents taught only in one primary school, 16(28.6%) of the respondents have served at two primary schools, 4 (7.1%) of the respondents have served at three primary schools, 2 (3.6%) of the respondents have served at five primary schools, 1 (1.8%) of the respondents have served at six primary schools and 9 (16.1%) of the respondents did not give information.

4.2.1.9 Number of years teaching at the current school

Table4.9 No of Years Teaching (n=56)

	Frequency	Percent
0-4	26	46.4
5-9	8	14.3
10-14	9	16.1
15-19	3	5.4
20-24	2	3.6
25-29	3	5.4
Not Responded	5	8.9
Total	56	100.0

The findings in Table 4.9 show that 26 (46.4%) of the respondents have for four years been teaching at the school, 8 (14.3%) of the respondents have for five to nine years been teaching at the school, 9 (16.1%) of the respondents have for ten to fourteen years been teaching at the school, 3 (5.4%) of the respondents have for fifteen to nineteen years been teaching at the school, 2 (3.6%) of the respondents have for twenty to twenty-four years been teaching at the school, 3 (5.4%) of the respondents have for twenty-five to twenty-nine years been teaching at the school and 5 (8.9%) of the respondents did not give information.

4.2.1.10 knowledge and skills equipped with to teach writing skills to primary school learners

Table 4.10 Language Skills (n=56)

	Frequency	Percent
Spelling	21	37.5
Grammar	17	30.4
Punctuation	18	32.1
Total	56	100.0

The findings in Table 4.10 show that 21(37.5%) of the respondents were equipped with spelling, 17(30.4%) of the respondents were equipped with grammar and 18 (32.1%) of the respondents were equipped with punctuation.

4.2.1.11 Participation in in-service training

Table 4.2.1.11Training (n=56)

	Frequency	Percent
Yes	49	87.5
No	7	12.5

	Frequency	Percent
Total	56	100.0

The findings of the study in Table 4.9 revealed that 49 (87.5%) of the respondents had undergone training to become teachers, and 7 (12.5%) of the respondents did not undergo any training to be teachers. This can imply that 12.5% who had not participated in in-service training might be new teachers who had just been employed.

4.2.1.12 No. of in-service trainings attended

Table4.12 No. of in-service trainings attended (n=56)

	Frequency	Percent
0	11	19.6
1	4	7.1
2	12	21.4
3	13	23.2
4	7	12.5
5	5	8.9
6	2	3.6
7	1	1.8
8	1	1.8
Total	56	100.0

The findings in Table 4.10 shows that 11 (19.6%) of the respondents had not attended in-service training, 4 (7.1%) of the respondents had attended one in-service training, 12 (21.4%) of the respondents had attended in-service training twice, 13 (23.2%) of the respondents had attended in-service training thrice, 7 (12.5%) of the respondents had attended in-service training four times, 5 (8.9%) of the respondents had attended in-service training five times, 2 (3.6%) of the respondent had attended in-service training six

times, 1 (1.8%) of the respondents had attended in-service training seven times and 1 (1.8%) of the respondents had attended in-service training eight times.

4.2.1.13 Last in-service training attended

Table4.13 Last Attended (n=56)

	Frequency	Percent
February 2018	14	25.0
3rd term 2017	7	12.5
2nd term 2017	7	12.5
1st term 2017	5	8.9
2016	10	17.9
2015	5	8.9
Not Responded	8	14.3
Total	56	100.0

The findings in Table 4.12 reveal that 14 (25%) of the respondents attended in-service training in February 2018, 7 (12.5%) of the respondents last attended in-service training in the 3rd term of 2017, 7 (12.5%) of the respondents last attended in-service training in the 2nd term of 2017, 5 (8.9%) of the respondents last attended in service in the 1st term of 2017, 10 (17.9%) of the respondents last attended in-service training in 2016, 5 (8.9%) of the respondents last attended in-service training in 2015 and 8 (14.3%) of the respondents did not give information.

4.2.1.14 Classroom arrangement

Table 4.14 Classroom Arrangement (n=56)

	Frequency	Percent
Group work	8	14.3
Pair work	16	28.6
Individual work	30	53.6
Not Responded	2	3.6
Total	56	100.0

The findings of the study in Table 4.14 reveal that 8 (14.8%) of the respondents' learners worked in groups, 16 (28.6%) of the respondents' learners worked in pairs, 30 (53.6%) of the respondents' learners worked as individuals, 2 (3.6%) of the respondents did not reveal how their learners sit in class when doing their work. Jacobs and Farrel (2003) suggest that the use of small groups or pairs by teachers enhances the learner autonomy. Furthermore, Jacobs and Farrel state that group activities help learners harness the power and by doing so they build their pool of learning resources because they can receive assistance from peers, not just from the teacher. Pair work is a learner centred approach. Richards (2006) points out that learner centeredness requires that learners in the classroom participate in work cooperatively rather than individually.

4.2.2 Section B Competencies educators have in teaching writing skills to primary school learners

4.2.2.1 Preparation of the lesson on daily basis

Prepare Daily Lessons

- 1%
- 3%
- 31%
- 36%
- 29%

Legend:
- Very Poor
- Poor
- Neither
- Good
- Very Good
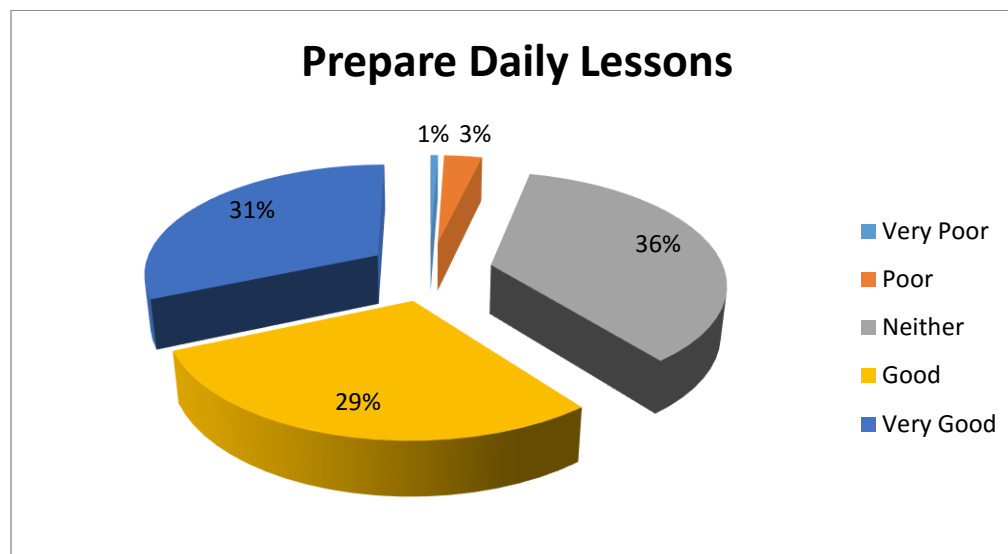
Figure: 4.1 Educators prepare lessons daily (n=56)

Figure 4.1 indicates that 17 (31%) of the respondents were very good in preparing their lessons on daily bases, 2 (3%) of the respondents were very poor in preparing their lessons plans on daily bases, 20 (36%) of the respondents were neither poor nor good in preparing their lessons on daily bases, 16 (29%) of the respondents were good in preparing their lessons on daily bases.

Results showed that educators were not in favour of preparing their lessons daily. One participant indicated that the preparation of lesson is a good thing to do, but it is not easy to do when one has to do it every day. According to Pokhrel (2006: 99) "educators create lesson plans to communicate their instructional activities regarding specific matter."

4.2.2.2 Educators Use of teaching aids
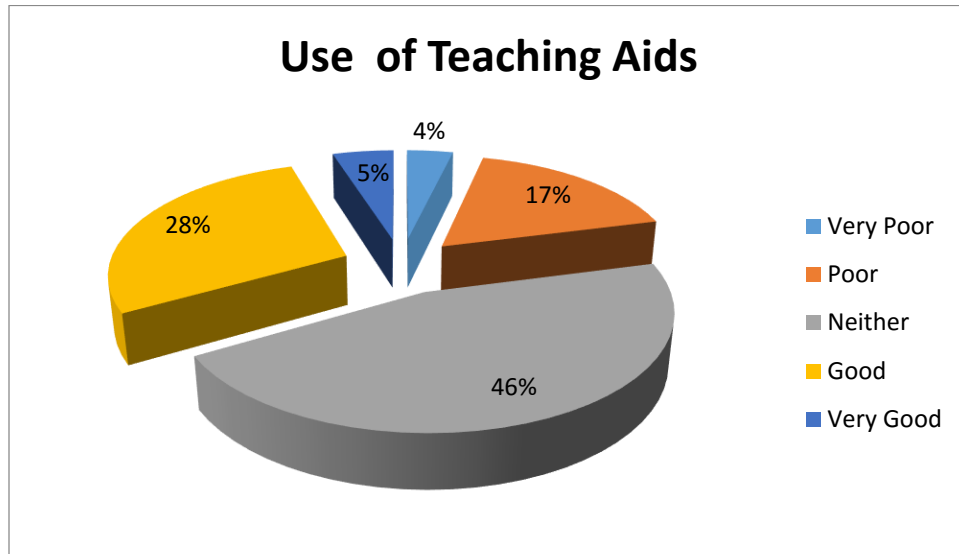
Figure: 4.2 Educators use Teaching Aids (n=56)

Figure 4.2 indicates that 2 (4%) of the respondents were very poor with regard of the use of teaching aids, 9 (17%) of the respondents were poor with the use of teaching aids, 26 (47%) of the respondents were neither poor nor good in the use of teaching aids, 16 (28%) of the respondents were good in using teaching aids, and only 3 (5%) of the respondents were very good in using teaching aids. Matara (2014) posits that lack or inadequate teaching materials and resources can create challenges and problems in achieving intended teaching and learning outcomes, especially in teaching young learners. In this regard, in-service training may be able to empower educators with skills that they can use to create their own teaching resources. Nzabihimana (2000) states that facilities and resources below approved standard can lead to reduction of quality of teaching and learning in schools, leading to poor performance.

4.2.2.3. Educators Motivate Learners to do writing skills

Motivate Learners

- Very Poor
- Poor
- Neither
- Good
- Very Good

2% 5% 4% 27% 62%
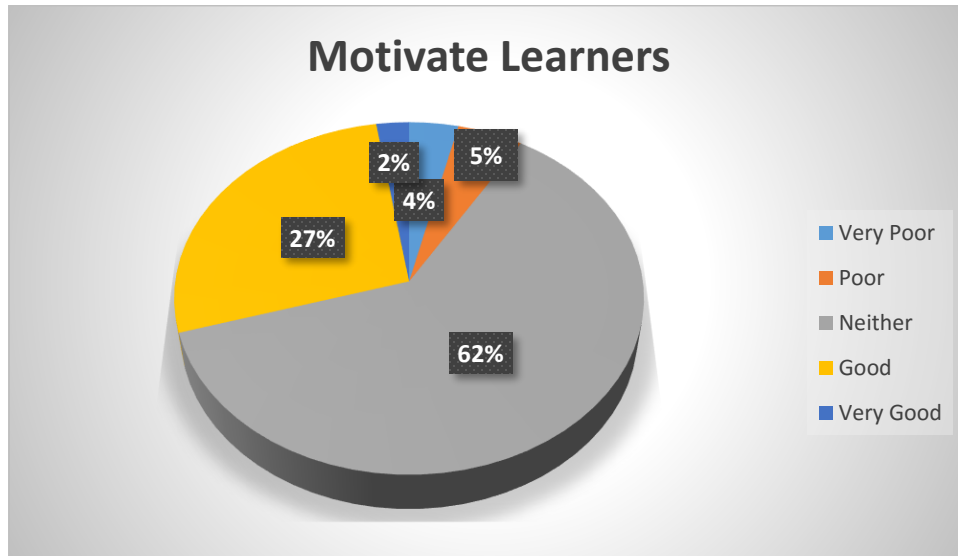
Figure: 4.3 *Educators motivate learners to do writing skills (n=56)*

Figure 4.3 illustrates that educators are not motivating learners enough. The results show that 1 (2%) of the respondents were very good in motivating learners, 2 (4%) of the respondents were very poor in motivating learners, 3 (5%) of the respondents were poor in motivating learners, 35 (62%) of the respondents were neither poor nor good in motivating learners, 15 (27%) of the respondents were good in motivating learners. Graham (2007) suggests that educators need to foster learners' interest, enjoyment and motivation to write by giving them assignments with real meaning, like writing a letter to a real person. He further says that classroom environment should be motivating and supportive to writing, for example, peers and educators should give positive feedback, like mentioning what they liked best about the piece of writing. Learners need demonstration, stimulation and motivation when learning to write. They should become self-directed and independent. They need to be taught to rethink their writing (National Commission on writing, 2004).

Dornyei (2001) suggests that educators should make learning more enjoyable and stimulating by incorporating various class activities to increase learners' involvement and their motivation to learn. This can imply that educators invite parents and other guests to

reading of classwork and encourage learners to write different genres to a variety of audiences and they can write letters and different forms of compositions. Tan (2008:95) suggests that "Sometimes learners are not interested in writing and just want to get to the end of it. They do not pay attention to the development of their ideas. It is difficult to sustain their interest".

4.2.2.4. Educators mark learners' work
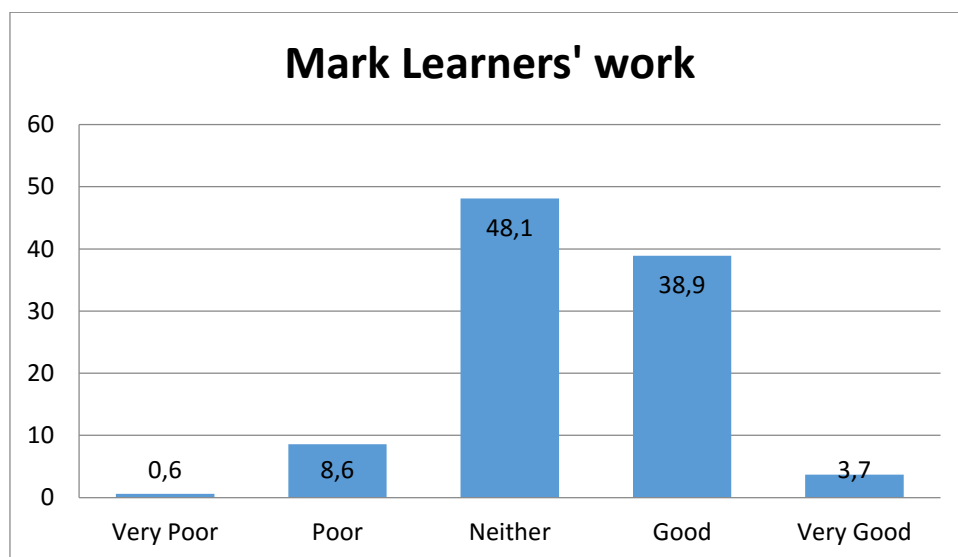
Figure 4.4 Educators mark learners' work (n=56)

The findings in Figure 4.4 revealed that 1 (0.6%) of the respondents were very poor in marking learners' work, 5 (8.6%) of the respondents were poor in marking learners' work, 27 (48%) of the respondents were neither poor nor good in marking learners' work, 21 (38.9%) of the respondents were good in marking learners' work and only 2 (3.7%) of the respondents were very good in marking learners' work. Graham, Harris and Herbert (2011) assert that learners improve their writing when they receive frequent feedback and they also learn to assess their own writing. According to Graham and Perin (2007) teachers must give learners feedback to become effective learners. Feedback is seen through marking the work learners have written. Graham (2008) maintains that feedback allows the educator to determine if their writing programme is working or whether it needs to be adjusted and if learners need extra help. Educators need to show learners relevant

features of a variety of texts such as word choice, structure and style. Educators need to have feedback on preliminary drafts that allow learners time to review and to ask questions to ensure understanding. Learners must be shown relevant features of a variety of authentic texts, such as word choice, structure and style (Education Alliance, 2005). Feedback is used to meet learners' needs through response. Educators learn their learners' needs as writers in variety of ways through observing and listening to learners engaged in writing, asking them to discuss their writing, reading and sampling of learners writing.

Educators do not have to focus on errors alone when they respond to learners' work. Errors can be a sign or are needed for progressing as a writer, though, educators and learners should not overlook errors. Learners need to have response to their writing and the response can occur throughout the writing cycle. Responses focus on developing the writer. Sibanda (2009) says though in marking of learners' work there is an obligation every teacher should meet, but not every exercise learners write should count for a grade and sometimes what learners need is confirmation and reassurance of what they communicated and not necessarily grades. Educators should approach learners' writing to get information and not just enjoy evaluating it. Educators do not have to over- correct learners' work because work which is excessively marked and scribbled over by teacher is no longer the learner' work but the teacher's.

Graham and Perin (2007) state that educators need learners' feedback so that they become effective writers. Learners improve their writing when they receive frequent feedback and they also learn how to assess their own writing. Learners' exercise books showed that educators did not give feedback to learners on time. Not giving feedback on time affected the teaching and learning process because feedback helps learners identify the concepts they need to improve on. Learners need to get feedback from their tests immediately so that they use it to improve in the concept they lack in (Graham, Harries and Herbert, 2011).

4.2.2.5 Educators write Positive Comments

Write Positive Comments

- Very Poor
- Poor
- Neither
- Good
- Very Good

1%
4%
21%
36%
38%
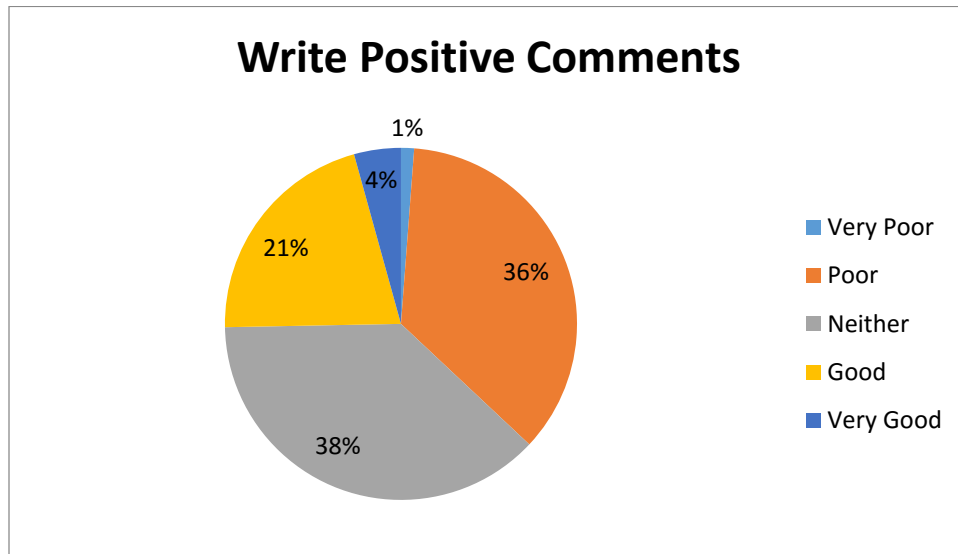
Figure: 4.5 Educators write positive comments (n=56)

Figure 4.5 reveals that 2 (4%) of the respondents were very poor in writing positive comments after marking learners' work, 1 (1%) of the respondents were very good in writing positive comments after marking learners' work, 20 (36%) of the respondents were poor in writing positive comments after marking learners' work, 21 (38%) of the respondents were neither poor nor good in writing positive comments after marking learners' work, and 12 (21%) of the respondents were good in writing positive comments after marking learners' work.

4.2.2.6 Educators Use centeredness method
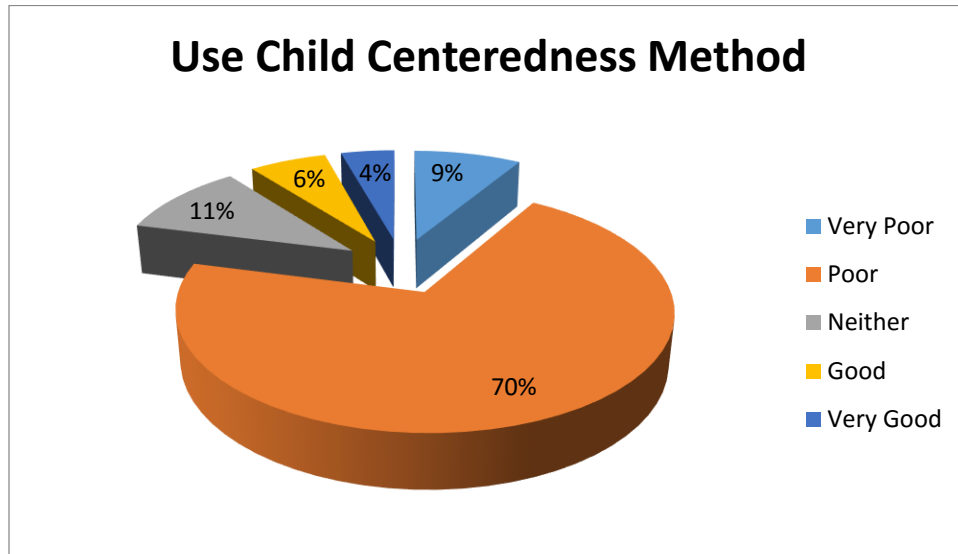
Figure: 4.6 Educators Use child centeredness method (n=56)

Figure 4.6 illustrates that 5 (9%) educators were very poor in using child centeredness as a teaching method, and it is so alarming that 39 (70%) of the respondents did not use child centeredness when teaching. However, it is still shocking that 6 (11%) of the respondents were neither poor nor good in using child centeredness as a method of teaching and, in addition to that, 3 (6%) of the respondents were good in using child centeredness as a method of teaching and only 2 (4%) of the respondents use child centeredness method in teaching. According to Graham and Perin (2007) learners should be encouraged to work together, particularly when they are planning, drafting, revising and editing their compositions. Participants reported that in their classroom writing, learners were engaged in what was highly individualised and lonely activities. The educators were policing learners who tried to discuss what they were writing. The educators were having red pens in their hands and marking learners' work. Educators were using traditional approaches to the teaching of writing skills. Learners were not taught to write, but writing to teach (Simpson, 2006). The way writing was taught showed that educators were interested in the end product /end result. They wanted a piece which was free from grammatical errors and the process of writing was disregarded (Mirhossein, 2009: 40). Writing actively is likely to be more fun when learners work together and this is most effective when the process of writing together is structured so that each person

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knows what they are expected to do. Productive collaboration occurs when learners help each other as they plan, draft, revise, edit, and publish their work. Educators can use a variety of techniques to arrange collaboration, including:

- Arranging classroom furniture so that learners can work together.
- Modelling and discussing effective methods of collaboration.
- Providing checklist and forms to guide learners.
- Arranging for learners to share and discuss drafts.
- Organising writing peers or small groups.

Learners need to be provided with a social context whereby they have an audience of their work outside of themselves and that is also a powerful motivator. A good motivator is 80% child talk and 20% teacher talk (Grainger, Gouch & Lambirth, 2005).

4.2.2.7 Educators follow the Syllabus
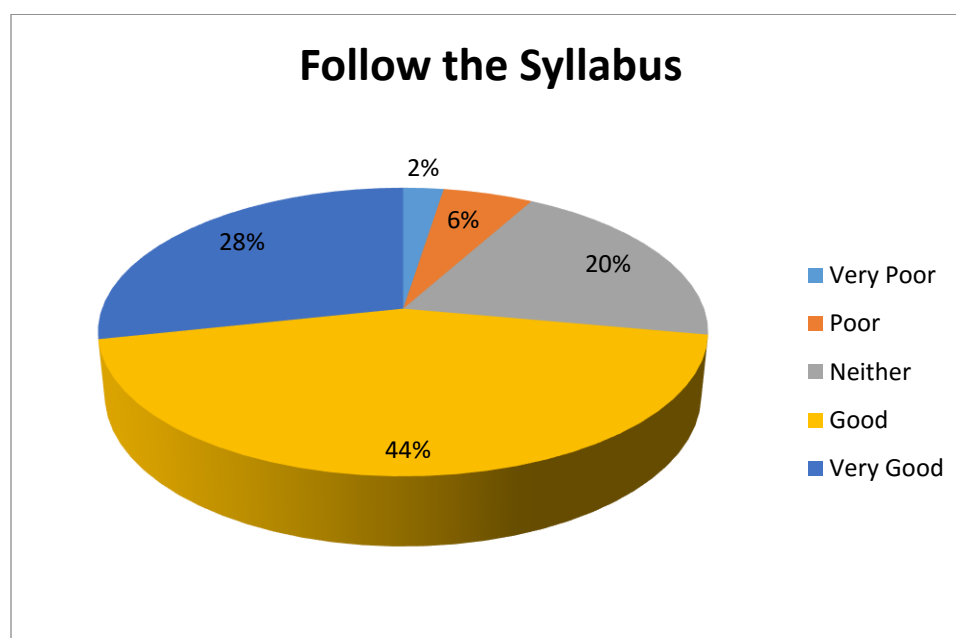
Figure: 4.7 Educators follow the syllabus (n=56)

The data presented in Figure 4.7 indicate that 1 (2%) educator was very poor, he/she did not follow the syllabus, and 3 (6%) educators were poor in following the syllabus. It is a challenge that 11 (20%) educators were neither poor nor good in following the syllabus, which can be challenging as the very same educators are expected to implement the

curriculum that is supposed to assist learners to improve their writing skill. The data further show that 25 (44%) educators were good in following the syllabus, 16 (28%) educators were very good in following the syllabus.

4.2.2.8 Educators ask questions according to Bloom's Taxonomy theory
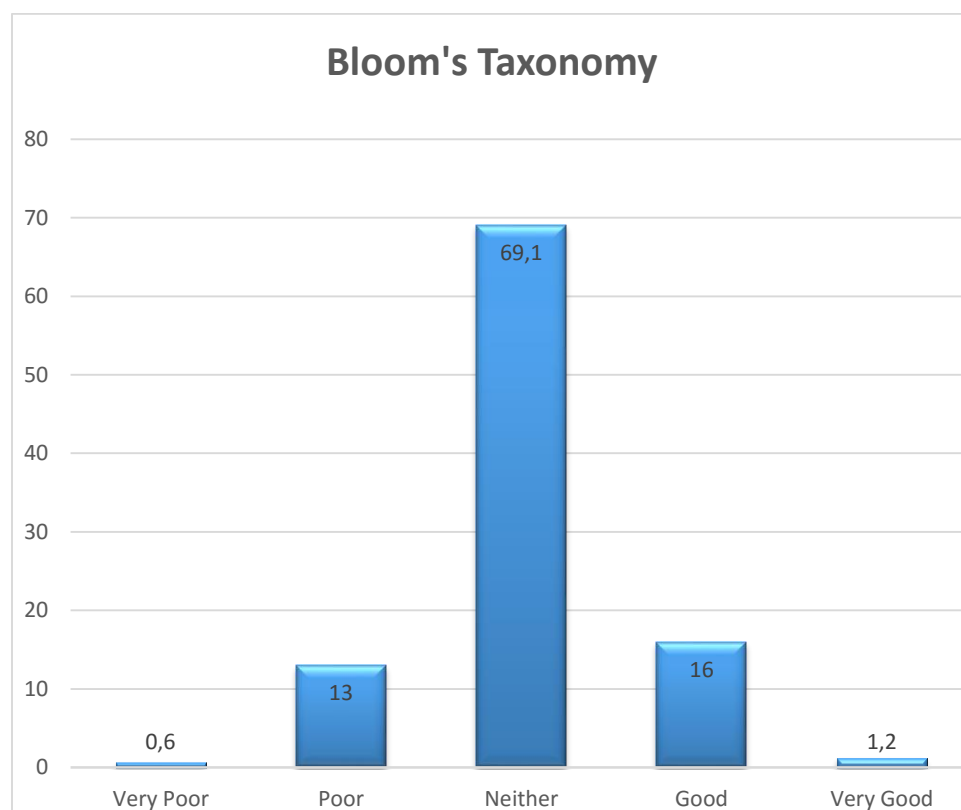
Figure: 4.8 Educators ask questions according to Bloom's Taxonomy theory (n=56)

The result of the study shows that a majority of educators did not test learners on writing skills frequently, which should be on a monthly basis. Figure 4.9 reveals that 3 (6%) educators were very poor in asking questions according to Bloom's Taxonomy theory, 7 (13%) respondents were poor in asking questions according to Bloom's Taxonomy theory, 39 (69.1%) respondents were neither poor nor good in asking questions according to Bloom's Taxonomy theory, only 5 (16%) respondents were good, they asked questions

according to Bloom's Taxonomy theory and only 2 (1.2%) educators were very good in asking questions according to Bloom's Taxonomy theory. A majority of educators tested knowledge and comprehension as opposed to constructivist capabilities that encourage reflective, independent thinking decision making. According to Bloom's Taxonomy, cognitive domain (1956) knowledge is remembering previously learned material and that involves the recall of a wide range of materials from specific facts to complete theories. The levels of cognitive domain in ascending order are: knowledge, analysis, synthesis and evaluation. Waugh (2010) asserts that the questioning techniques can be used to foster the thinking ability of learners. Therefore, educators would sometimes ask open ended questions to challenge the thinking capacity of the learners. Furthermore, Waugh states that open ended questions seek a variety of correct answers and foster learner centred discussions and encourage higher level thinking, with questions that apply to Bloom's higher level of analysis, evaluation and creating.

4.2.2.9 Educators set tests on writing skills

Test writing skills

Category	Value
Very Poor	3,1
Poor	8,6
Neither	54,9
Good	32,7
Very Good	0,6
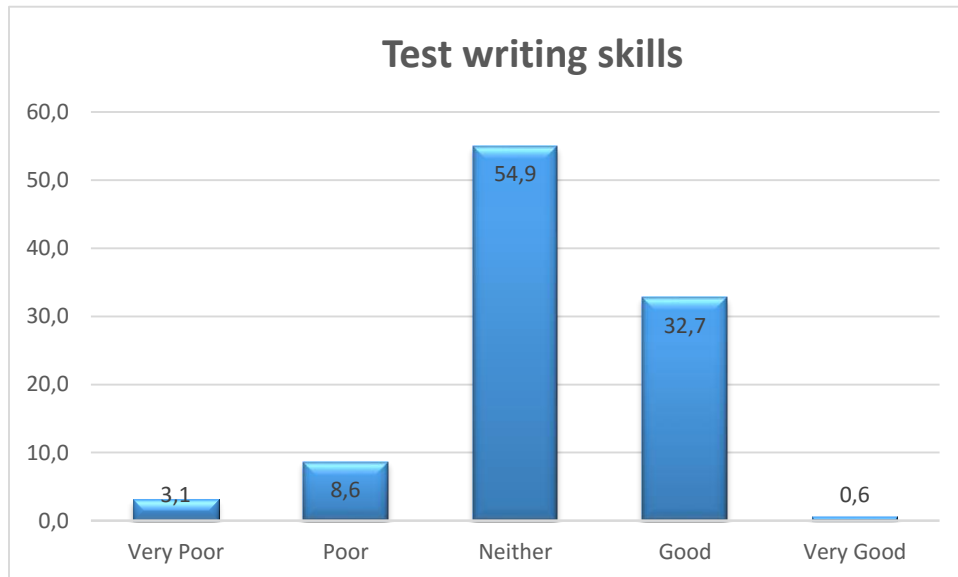
Figure: 4.9 Educators set tests on writing skills (n=56)

According to Figure 4.10 a total of 1 (1.7 %) respondents are very poor in setting tests, 5 (8.6%) respondents are poor in setting tests, 31 (54.9%) respondents are neither poor nor good in setting tests, 18 (32.7%) respondents are good in setting tests, and 1 (0.6%) respondent is very good in setting tests. This implies that the majority of respondents did not test writing skills. The process of writing can be assessed informally by observing children as they engage in different stages of writing processes such as planning, drafting and reviewing in greater depth by using a framework such as 6+1 traits of writing model (Culham, 2003).

According to Calkins (2001) assessment in writing should focus on two broad aspects: the process of writing and the product. In the early school years learners should be engaged in composing their own text rather than copying material or completing workbook exercises. Avery (2002) suggests that assessment in writing should focus on two broad aspects. These are:

a) *The process of writing:* According to Avery (2002) the writing process means engaging learners in different stages of writing, such as planning, drafting, reviewing and evaluating. These processes can be assessed informally by observing learners as they engage in each stage.

b) *The product:* The end product is completed work, such as a composition, and in that case it is when learners are made to write it without being engaged in writing processes. Sometimes learners are made to copy material or complete work book exercises.

The results revealed that when educators were assessing writing skills learners were not engaged in the process of writing, but the focus was on the product. Furthermore, Avery (2002) says that the process of writing can be assessed informally by observing learners as they engage in different stages of writing, processes planning, drafting, reviewing and evaluating. Teachers need to consider assessment procedures which are formative, diagnostic and summative as these provide necessary evidence to them. The evidence will tailor the specific teaching of writing skills to meet learners' individual needs in each class (Estyn, 2008). Assessment is not only about giving a grade to learners, but it has to

be informative, regarding the learners' progress towards achieving the learning objectives (Goodman, 2012).

4.2.2.10 Educators do remedial work
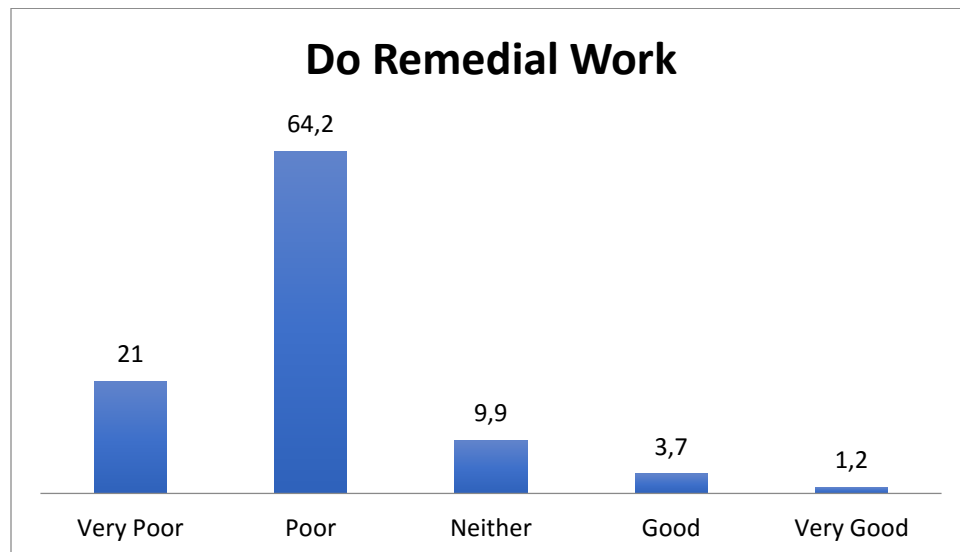
Do Remedial Work

Figure: 4.10 Educators do remedial work (n=56)

The data displayed in figure 4.11 reveal that 12 (21%) respondents were very poor in doing remedial work for their learners. It is alarming that 36 (64.2%) educators were poor in doing remedial work for the learners. 5 (9.9%) educators were neither good nor poor in doing remedial work for the learners, 2 (3.7%) educators were good in doing remedial work for their learners and only 1 (1.2%) educator was very good in doing remedial work. Clark and Pearson (1996:16) states that timely remediation would significantly reduce repetition rate and may reduce the drop- out rate and make the education system more efficient. Furthermore, learners need to be provided with enrichment activities including expanded opportunities so that such learners are not bored and that helps to increase their learning outcome. In classrooms it was observed that there were no remedial activities prepared for the learners. Probably, it was because a majority of educators could not manage time and, as a result, learners were given some work to write when time was almost up.

4.2.2.11 Educators are Knowledgeable about content

Knowledgeable about Content

- Very Poor
- Poor
- Neither
- Good
- Very Good

1% 1%
17%
43%
38%
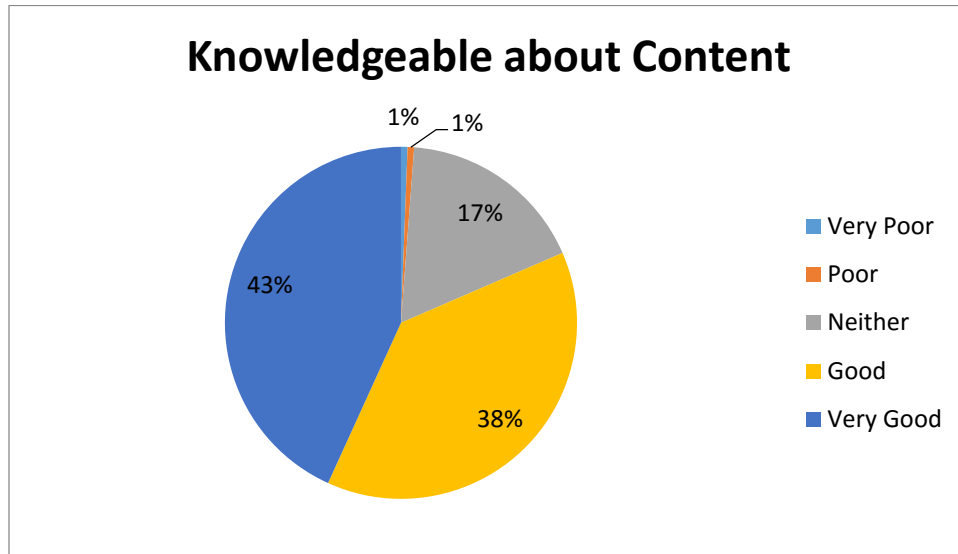
Figure: 4.11 Educators are Knowledgeable about content (n=56)

The data displayed in figure 4.12 reveal that 24 (43%) respondents were very good and they were Knowledgeable about content, 21 (38%) respondents were good in being knowledgeable about content, 9 (17%) respondents were not knowledgeable about content, 1 (1%) respondent was poor and knowledgeable about content and 1 (1%) respondent was very poor in being knowledgeable about content. According to Graves (2004) educators who are not good at writing, they could not effectively teach writing. Richards and Farrel (2005) maintain that the pre-services courses for pre-service educators were theoretical and were not relevant to their teaching**.** A majority of educators were knowledgeable about the content, but writing skills were not taught to learners after teaching. Learners were given work to do without being shown how to write it**.** Pre-service does not lessen the needed for continued in- service for educators' professional growth. Furthermore, it does not matter how much time they spent either in university or college, but they still need to be prepared for classroom tasks because new techniques introduced in education system make it necessary for the educators to be in-serviced (Amadi, 2010). Also, educators need to have these abilities in these three areas of writing: knowledge, skills and dispositions to teach writing to learners. Sowtherd and Clay 2004) suggest that there is a need for teacher training institutions to be aware of needed remedial support

for pre-service educators. Grave (2004) says focus on the in-service of educators in teaching writing remains a gap in research literature.

4.2.2.12 Educators have adequate teaching materials
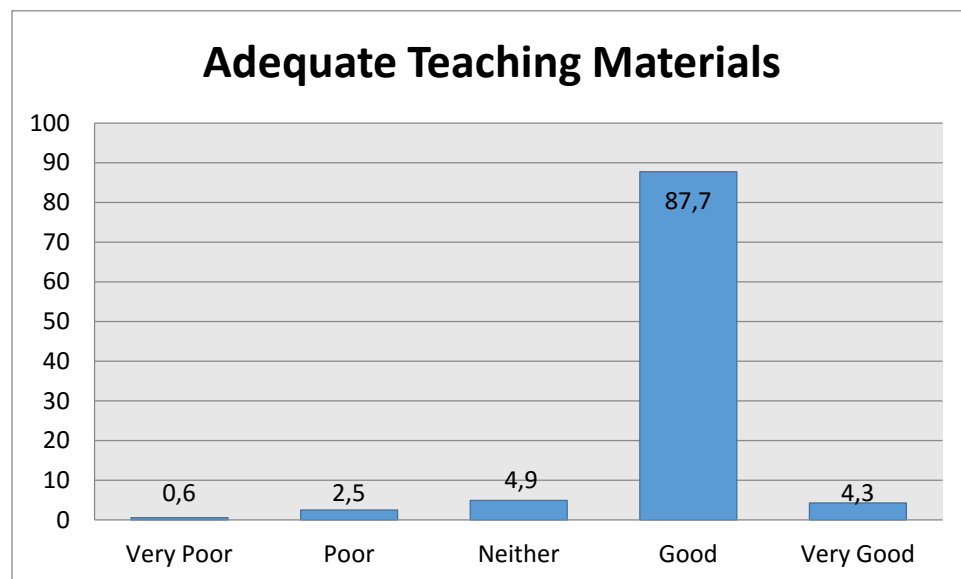
Figure: 4.12 Educators have adequate teaching materials (n=56)

The data obtained (in figure 4.13) indicates that the majority of the educators had adequate teaching materials. A total of 49 (87.7%) respondents had adequate teaching materials, 2 (4, 3%) educators had inadequate teaching materials, 3 (4.9%) had neither inadequate nor adequate teaching materials, 1 (2.5%) educator did not have enough teaching materials and only 1 (0.6%) educator did not have enough teaching materials. Textbooks are the resource materials that most educators describe as the primary instructional material (Bishop, 1985). Additional material could be the internet. Primary school books have improved since the government of eSwatini in 2002 and 2004 provided exercise books, furniture and stationery to primary schools. Learners get stationery and books at schools which are supplied by the government. There is no shortage of furniture in the majority of schools.

According to Kellog (2008) writing requires resources - even a paper and a pencil. Written language can operate with scant resources as well as expensive (high production)

resources such as computers and mobile phones and printing processes. Books, furniture and stationery is supplied by the Ministry of Education and Training to learners free of charge since the free primary education (FPE) was introduced. Very few primary schools have computers. Instructional materials have substantially improved since the government's 2002 initiative to provide free text books and in 2004 extended schools were provided with exercise books and stationery (Marope, 2010).

4.2.2.13 Classrooms are Print Rich
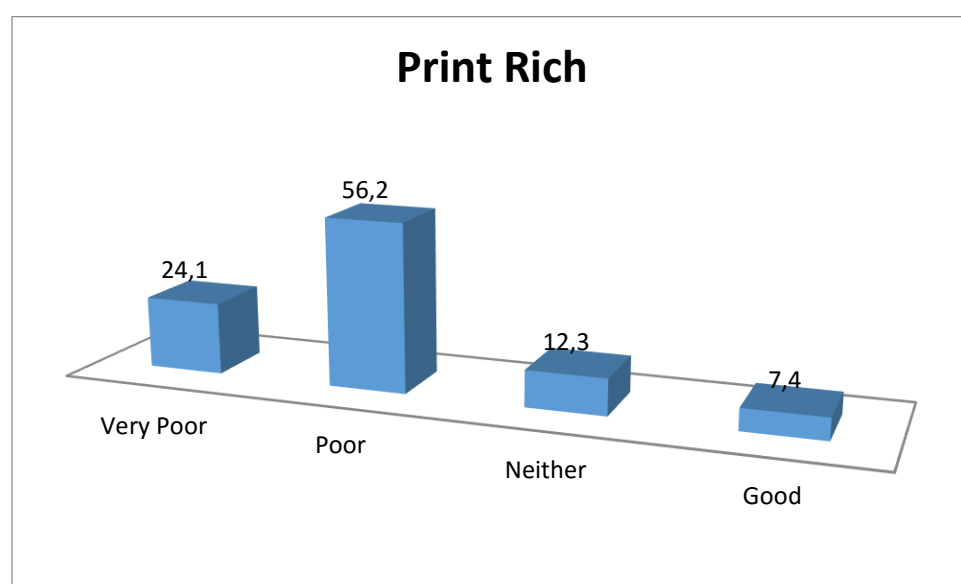
Print Rich

Figure 4.13 Print rich Classrooms (n=56)

Figure 4.14 indicates that 31 (56.2%) of the respondents' classrooms were poor in making their classrooms print rich, 13 (24.1%) of the respondents' classrooms were very poor in print rich, 7 (12.3%) of the respondents' classrooms were neither poor nor rich in print rich and 4 (7.4%) of the respondents' classrooms were good in print rich.

Learners' work needs to be placed on the wall to be read like any other literature that provides an incentive for learners' writing (Ensio and Boxeth, 2000:31). Displaying learners' work at assembly and displaying it on the bulletin board are aspects of sharing which boost learners' confidence in writing and their sensitivity to audience (Preis, 2006:7).

Most classrooms were not print rich. There were no teaching/ learning aids that were pasted on the walls as well as learners' projects. In the classrooms there were time tables and few old pictures, particularly in lower grades, grades 1 & 2.

4.2.2.14 Classrooms had adequate space
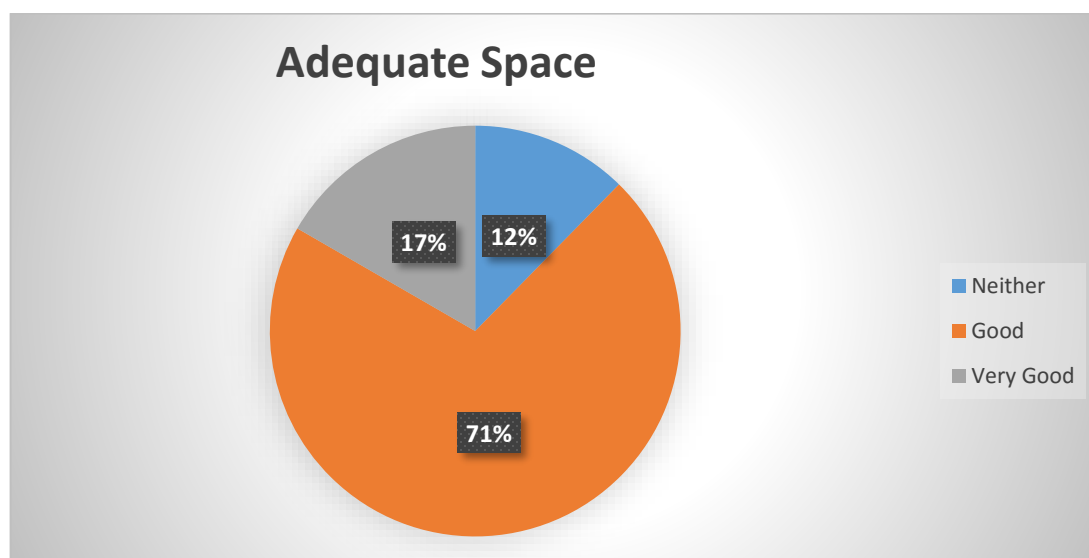
Figure.4.14 Classrooms had Adequate Space (n=56)

Figure 4.15 indicates that 40 (71%) of the respondents' classrooms had good adequate space, 9 (17%) of the respondents' classrooms had a very good adequate space and 7 (12%) of the respondents' classrooms had inadequate space. Most classrooms were big enough and were accessed by all learners, but learners were not made to sit in groups. There were educators who tried to make their learners sit in groups, but there was no activity given to them to work as groups, they worked as individuals. Those educators made too large groups, like 16 and 17 learners in each group, so other learners would not participate. The teacher- learner ratio is still at level of education benchmark.

The classrooms were big enough to accommodate all the learners. The environment was safe and clean almost in all the schools 100% and that should be giving the learners an opportunity to learn efficiently.

4.2.2.15 Educators use Lecture method
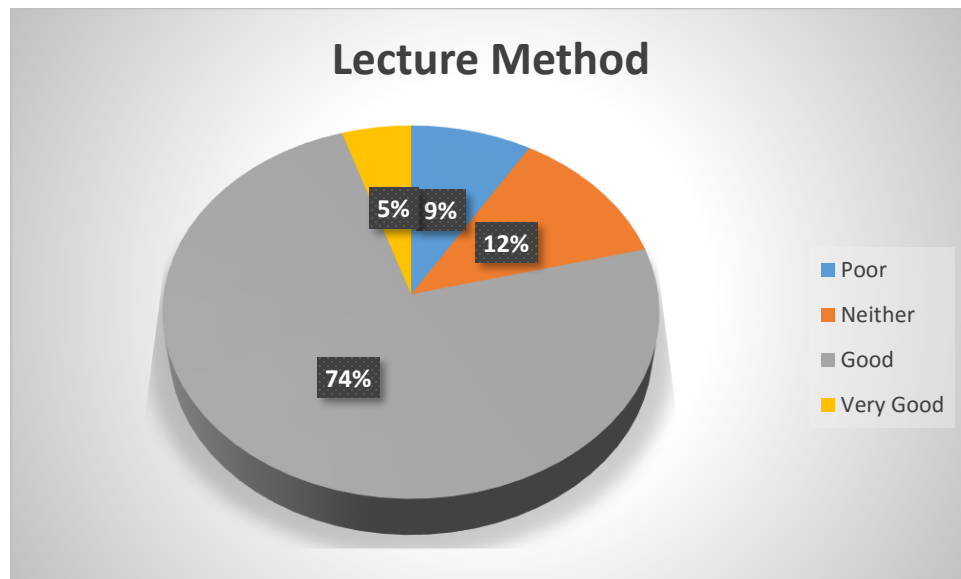
Figure4.15 Educators uses lecture method (n=56)

The data obtained in figure 4.16 reveal that 41 (74%) of the respondents were good in using lecture method, 3 (5%) of the respondents were very good in using lecture method, 5 (9%) of the respondents were poor in using lecture method and 7 (12%) of the respondents were not using lecture method in teaching their learners.

Thornberg (2009) states that teachers use too much lecture method during instruction which does not relate to everyday life and writing is not an abstract topic, so educators need to use a learner- centred method when teaching it.

4.2.2.16 Educators model writing

Educators Model Writing

- Very Poor
- Poor
- Neither
- Good
- Very Good

1%
6%
7%
24%
62%
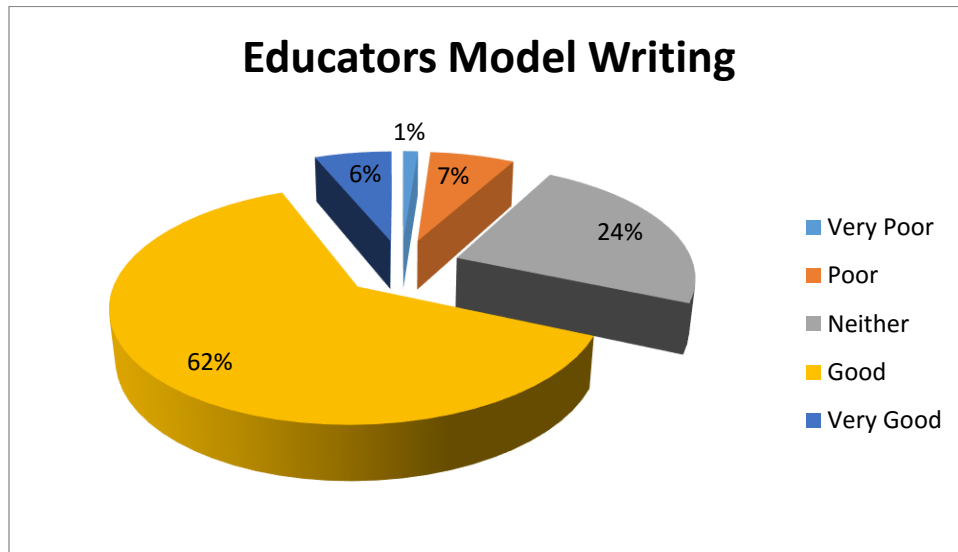
Figure 4.16 Educators model writing (n=56)

Figure 4.17 reveals that 3 (6%) of the educators were very poor in modelling writing for learners, 4 (7%) of the educators were poor in modelling writing for learners, 13 (24%) of the educators were neither poor nor good in modelling writing for learners, 35 (62%) of the educators were good in modelling writing for learners and only 1 (1%) of the educators was very good in modelling writing. Estyn (2008) argues that learners cannot make progress unless educators demonstrate teaching. Good teaching includes modelling of writing, regular opportunities to develop their skills and effective assessment practice that can help learners improve their work. Therefore, learners need to be guided to become effective writers and that cannot happen unless they are taught the mechanics of writing which are spelling and punctuation. Learners can learn through observing the teacher do the writing. Learning by observing has a unique advantage as it overloads executive attention because in observing a mentor, the learner can focus attention on the models behaviour instead of attending to cognitive process and motor execution needed to do the task (Kellogg, 2008).

4.2.2.17 Learners do group work

Work As Groups

- 1%
- 14% — Very Poor
- 25% — Very Good
- 60% — Poor
- Good
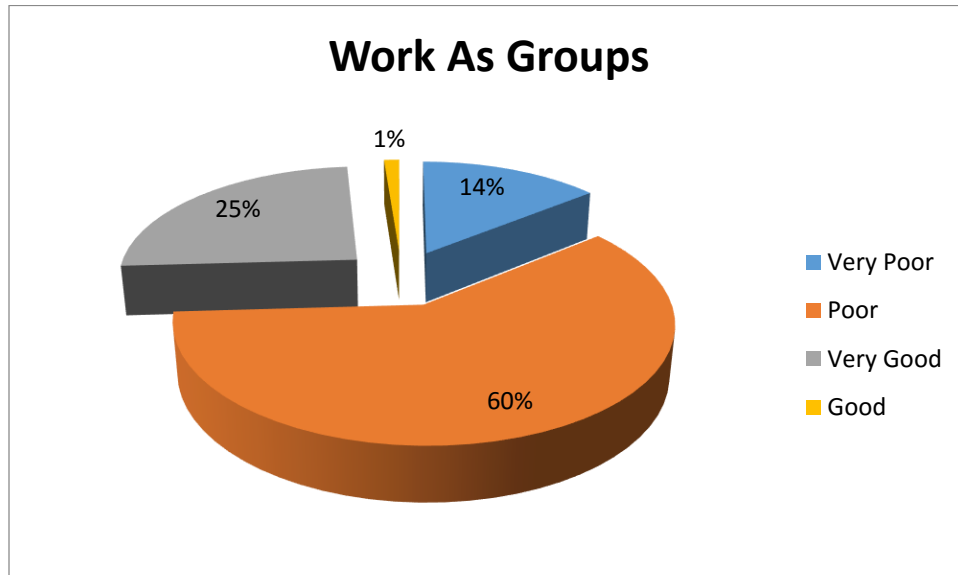
Figure. 4.17 Group work or pair work (n=56)

Figure 4.19 indicates that 33 (60%) of the respondents were poor in making their learners work in groups, 14 (25%) of the respondents were very good in making their learners work in groups, 8 (14%) of the respondents were very good in making their learners work in groups and 1 (1%) of the respondents was good in making his/her learners work in groups

If learners communicate their ideas to others in a group, it will compel them to articulate their ideas more clearly and realise new links that lead to better differentiation and organisation of their cognitive structures. Jacobs and Farrel (2003: 11) suggest that the use of small groups or pairs by educators enhances the learner's autonomy and therefore, group activities help learners harness the power of learning and by doing so they build their pool of learning resources, because they can receive assistance from peers, not just from the teacher. Richards (2006: 5) points out that learner centeredness requires that learners in the classroom work cooperatively rather than individually. Richards further says that learners assume a degree of responsibility of their learning and educators become facilitators of their learners and in that way their motivational level might increase.

The classroom observation results show that learners did not sit in groups. The classroom observed had ample of space to learn writing skills efficiently. In one class there was an educator who made their learners sit in too big groups of 17 and 18 each. In those groups only a few learners were participating. In most classrooms learners did not sit in groups nor did they work in pairs and there were no projects that were done by learners. Learners did activities as individuals.

4.2.2.18 Learners' seating arrangement
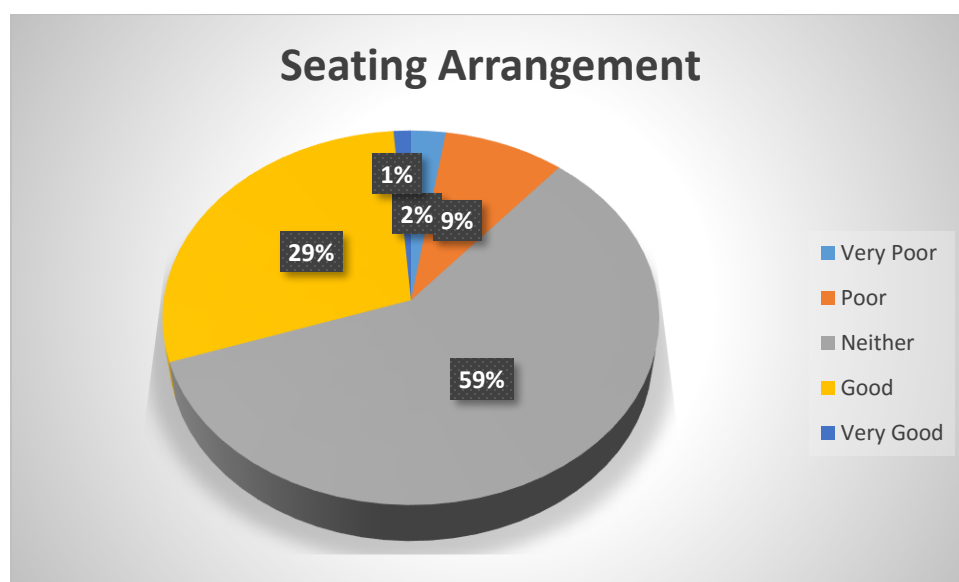
Figure 4.18 Seating Arrangement (n=56)

Figure 4.19 indicates that 33 (59%) of the learners' seating arrangements were neither good nor poor, 16 (29%) of the learners' seating arrangements were good, 5 (9%) of the learners' seating arrangements were poor, 1 (1%) of the learners' seating arrangements was very poor and 1 (1%) of the learners' seating arrangements was very good. The way learners were seated led educators towards lecture method teaching and the learners listened passively. Hence, the classroom environment gave the educators authority. They spoke in authoritative voice. They occasionally allowed learners' input. The majority of educators in terms of the classroom environment leaned towards the authoritative pedagogy style and the classrooms had a traditional straight –row seating arrangement which visibly distinguished between the instructor and student (Mauke, 1997). This

practise opposes the required student- centred, active learning approach where learners sit in groups.

4.2.2.19 Learners Copy Notes
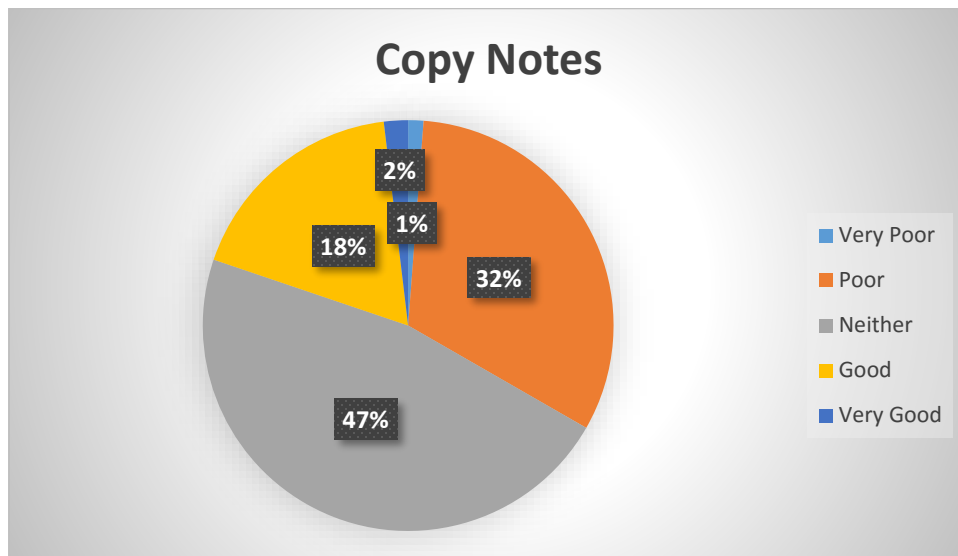
Figure 4.19 Copy Notes (n=56)

Figure 4.21 indicates that 1 (2%) of the respondents was very poor in copying notes, 18 (32%) of the respondents did not copy notes, 26 (47%) of the respondents were neither poor nor good in copying notes, 10 (18%) of the respondents were good in copying notes, 1 (2%) of the respondents was good in copying notes, and 2% made their learners copy notes. Activities such as summarising, note taking and writing help learners solidify new concepts and make concepts, make connections to what they already know (Graham 2007).

4.2.2.20 Educators use English as Medium of Instruction
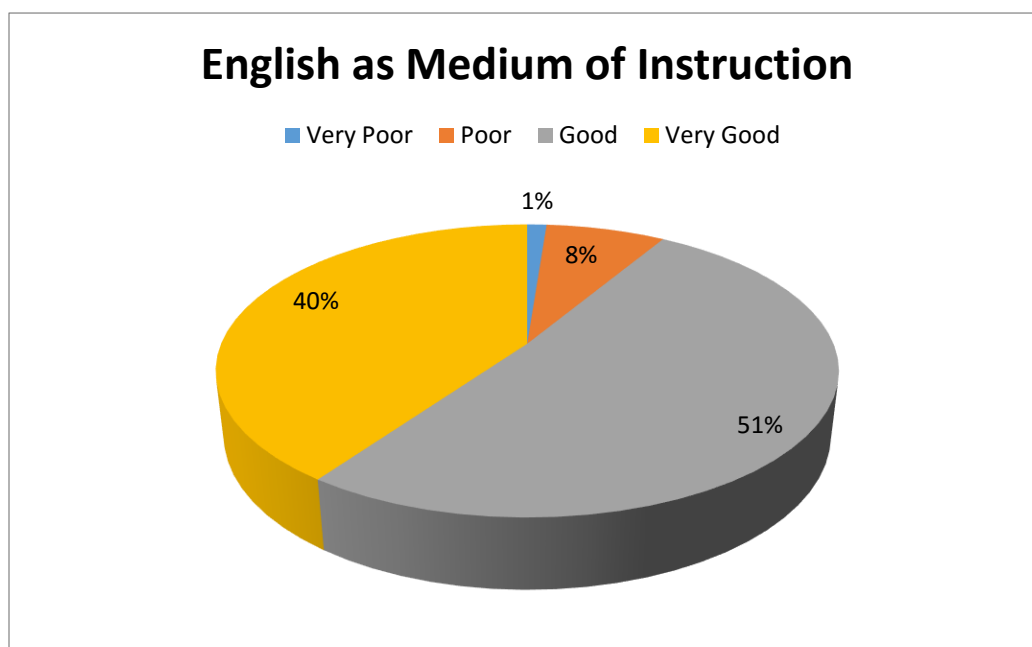
Figure 4.20 English as Medium of Instruction (n=56)

Figure 4.21 indicates that 29 (51%) of the respondents were good in using English as medium of instruction, 22 (40%) of the respondents were very good in using English as medium of instruction, 4 (8%) of the respondents were poor in using English as medium of instruction and 1 (1%) of the respondents was very poor in using English as medium of instruction. In the Kingdom of ESwatini from grades 1-4 the media of instruction are siSwati and English, but the curriculum is written in English. In secondary schools and at tertiary institutions the medium of instruction is English. Melchers and Shaw (2003: 154) suggest that it would be very expensive to provide textbooks in every mother tongue.

4.3 QUALITATIVE DATA ANALYSIS

Educators Focus Group Interview

Sixteen educators were interviewed in a focus group, 2 per school and their pseudonyms were PA & PB for educators; the schools were given codes as School 1(S1) –School 8(S8).

The analysis of responses was done according to themes that were extracted from the tool that was used to collect data. Seven themes and sub-themes were formulated from interviews based on the following objectives of the study. The section below shows the themes:

1. Importance of writing
2. Experience of teaching writing skills
3. Institutions that provide relevant training
4. Training that helps you develop writing language skills
5. Curriculum Reform
6. Perception for training to teach
7. Self –perceived in-service training needs

1.   Importance of writing

The participants revealed that writing skill is important as it is used to communicate between the teacher and the learners. Educators mark the work of the learners and learners have to respond to the teachers' feedback through correction. If learners are not good in writing, they struggle to progress to the next grade.

Participant A: school 1 "Very important because they are used for communication and we express ourselves through writing. It is used by learners and teachers at school."

Participant B: school 2 "I think writing is a very important skill because we communicate through it except that we use a pen and paper. It is not different from speaking in terms of communication. Learners use it for learning. Writing is for feedback. As teachers we read what learners have written then we award them marks. Both teachers and learners use writing for communication."

Participant a: school 2 "I think we use writing for communication. In the examinations learners use writing. Only one subject has orals and that is French for those schools that are doing it. Writing is important. No learner can learn without knowing how to write. Writing is used for communication by using a pen and paper."

Participant A: school 3 "Obviously writing is a very important language skill. At schools it is used daily. Learners give responses through writing. Writing is important for many reasons, for example, at school learners and us teachers use it every day. Learners give answers through writing. Teachers give marks and comments through writing".

Participant A: school 4: "*Writing is important at school and for people who are working. I will give an example, at school, learners write in every subject. They get marks and pass or fail through writing. You know a learner who does not write properly is in trouble because he cannot pass and be promoted to the next grade. Here at school as teachers, we mark pupils' work and write comments. I think it is important for learners because they learn through writing and if they cannot write correct responses they cannot pass and go to the next class."*

Participant A: School 5: "Writing plays a major role in schools because it is used for many activities in all subjects and it is done daily. I also think writing is important for everyone. We teachers set tests and after marking we write comments for learners to read and then make some improvements."

Participant B School 5: "I think writing is more important than speaking. Why am I saying this, it is because in order to see that learners understand something they must show it through writing. We grade what learners have written. In our schools the work that is graded is the written work because many subjects are not practical."

Participant A School 6: "Writing is important because it is used by everyone not only learners. Everyone who wants to be promoted to the next level undergoes writing. For example, learners write exams and these are graded, and adults at the place of work write interviews which could be written by hand or computer."

Participant B: School 6: "Writing is important for communication and for writing examinations. Learners who cannot write properly, meaning who write wrong responses, do not pass. Also writing is a vehicle for leasing all subjects in school. I have noticed that even if learners are not good in speaking they pass if they are good in writing, so writing is a very important skill."

Participant A School 7: "I think writing is important for communication. So, writing is like speaking because one can give feedback through it except that writing needs resources such as a pen and a paper. Nowadays writing is done through technology which is the use of a computer whereby one can type and send communication to someone or send an email. These days we write SMSs, and that is writing. I think writing is more important than speaking."

Participant B: school 7: "I think writing is important because everyone uses it. Learners in schools write in every subject. A child who passes is the one who knows how to write. All professionals write, for example we teach, set tests, scheme of work, mark learners' work – so, they do that through writing."

Participant A: school 8: "Without writing as a person you suffer because it is used for communication. With writing you communicate with the whole world. If you have a computer with internet, you can write e-mails."

From the findings teachers recognised the importance of communication and they understood its use.

2.   Experience of teaching writing skills

The participants indicated that teaching writing skills to primary school learners is so difficult because they lack phonetics. Phonetics assists learners with reading and writing.

The results revealed that the in-service training provided for educators is not adequate to teach writing skills to learners. They need to be continuously capacitated on writing skills,

and this creates challenges as most educators struggle to implement a writing skills curriculum.

Participant A school 1: "Learners struggle with writing because I am not good in modelling writing to them and what I am good at is showing them how to write letters of the alphabet. My learners are not good at spelling. I cannot teach them composition because I do not know how to."

Participant B school 1: "Learners are not good in spelling and composition writing because I do not know how to teach my learners spelling and composition. I have tried giving them words to memorise so that they can end up writing them correctly. As for teaching them to write composition writing, I always avoid that as I give them a topic to write and do not know how to mark it."

Participant A school 2: "My learners are not good in writing composition because I am also not good in teaching them composition writing. It frustrates me teaching learners writing composition, I prefer teaching them grammar."

Participant B: school 2: "My experience in teaching writing is a challenge because I am not good in some topics, particularly the teaching of compositions. I also do not know how to teach them how to answer comprehension questions."

Participant A: school 3: "My learners are good in grammar because they are able to follow the grammatical rules. I am also good in creating teaching aids. The problem I have is the teaching of compositions."

Participant B: school 3: "I think my learners are good in blank filling exercises when we are doing grammar. The challenge is composition writing. I think I am the one who is not good in teaching it."

Participant A: school 4: 'I teach my learners grammar because I am good at it. You know the teaching of essays is a challenge. I can't even make good topics for my children to unite, I rely on the topics I get from books."

Participant B: school 4 "What I can say, in the lower grades that is much of a challenge, because once I show my learners how letters are shaped, they were able to write a lot of words. We practice together and do a lot of writing in blank filling.'

Participant A: school 6: "I have a problem in the teaching of compositions, but with grammar it is ok."

Participant B: school 6: "I enjoy teaching writing skills. I had always been enjoying teaching writing because I was good at high school and college. I did languages, so I cannot complain. I was lucky because here at school I teach languages which I am good at."

Participant A: school 7: "My learners are not good in languages. My learners are poor in spelling. A challenge I have is the teaching of composition because I fail to teach my learners the genres of composition and I do not know the methods of teaching them."

Participant B: school 7: "Teaching compositions is a challenge, but grammar is better with me because I teach my learners the rules and I make teaching aids for learners to refer to as they are always on the walls, e.g. the tenses, prepositions, verbs and adverbs."

Participant A: school 8: "My learners are not bad. Once I explain how and what they have to write, they do it. In grammar they are good, but not good with the compositions because I am also not good, but I am trying."

Participant B: school 8: "My learners are not bad in writing because I am good in languages."

In the way educators responded it showed that they had challenges in teaching writing skills particularly composition writing. They revealed that they lacked those skills.

3. Institutions that provide relevant training

The majority of participants mentioned that they learnt how to write composition in high school. They stated that at college they learnt mostly grammar. They also revealed that what was mostly learnt was theory on composition writing.

Participant A: school 1: "My learners are not good in speaking because a majority of them come from homes where they do not speak English. They are good in speaking siSwati. They are not good in writing siSwati - they are better in writing English. With reading they are also struggling because of the sounds which I am also not good in teaching them."

Participant B: school 1: "my learners are not good with all the skills. Speaking English is a challenge because in their homes they speak siSwati. They speak siSwati very well, but they have a problem in writing good siSwati spelling, they are better in English spelling."

Participant A: school 2: "In all the skills my learners are struggling. I am not good myself in teaching language skills because in college I did languages where the four (4) skills are learnt."

Participant B: school 2: "My learners are good in reading because I have skills to teach them. I acquired the skills from literacy boost workshop where we were capacitated on reading skills. The learners are also not good in speaking English because at school we do not force them to speak English."

Participant A: school 3: "My learners are good at reading because I have reading skills we acquired from literacy boost workshop. My learners are good in grammar, but they have a challenge in spelling."

Participant B: school 3: "My learners are trying with speaking and reading because they are in the upper grades. They still struggle with composition writing."

Participant A: school 4: "In my school learners are forced to speak English (in which they are not bad), and they also speak Home Language siSwati very well.

Participant B: school 4: "I am in the lower grade so my learners enjoy speaking English and they have no problem with siSwati. They are learning to read and they are trying."

Participant A: school 5: "My learners try to read and write. I think with time they will improve? They need me to show them how to do it then they will improve. The learners I am teaching are not difficult, but I think I need to be workshopped, particularly with writing skills to help my learners."

Participant B: school 5: "My learners try to speak English. SiSwati is difficult for them only when they are writing spelling and composition writing."

Participant A: school 6: "My learners enjoy learning all the skills because I enjoy teaching languages myself, even at college I had no problem. I am happy that even in my school I teach languages only."

Participant B: school 6: "I think my learners are trying in other skills, even the writing of the composition shows that they can improve. I am the one who needs to be capacitated."

Participant A: school 7: "My learners are not good in reading and writing."

Participant B: school 7: "The learners at school are forced to speak English, so they have no problem with speaking both siSwati and English. They are also not bad with reading and listening. The challenge is more evidently when learners are supposed to work on the composition writing."

Participant a: school 8: "I think what is a challenge among all skills is writing. Grammar is not a challenge, but composition writing is."

Participant b: school 8: "Because I was workshopped in reading skills where there was Literacy Boost Workshop, it helped me in the teaching of reading. Listening and speaking are not much of a challenge. Learners are struggling with composition writing, but we are getting there."

The responses by participants are in line with what Richards & Farrel (2005) suggest that writing experiences at college level were not extensive. Teachers felt they were poor writers themselves and those who consider themselves poor writers are less likely to provide frequent instruction to their learners.

Educators revealed that in teacher training institutions they were not trained on writing skills. They also revealed that their learners are not good in reading which help them develop writing skills.

4. Training that helps you develop language

Respondents revealed that a theory that they received at college helped them develop the language though it was mostly grammar.

Participant a: school 1: "What is a challenge is modelling the teaching of writing composition because I lack strategies to teach it."

Participant b: school 1: "I don't have skills to teach writing skills except the following skills, chalkboard writing, teaching handwriting and grammar."

Participant A: school 2: "The challenges is that we were not skilled enough to teach writing skills. I need more training."

Participant B: school 2: "The challenge is to model the writing of composition to learners, the rest is not a problem to me."

Participant A: school 3: "I think my teaching is a challenge because I am not skilled enough to teach writing skills."

Participant B: school 3: "At school we have all the resources for teaching writing, but I feel I need to be workshopped in the teaching of writing so that I can improve."

Participant A: school 4: "I don't have any problems with teaching writing because at school we have all the resources to teaching writing, but it would be much better if our school had a library for learners to read. Reading helps learners to improve in their writing. Learners who are not helped by their parents at home are a bit slow in their learning."

Participant B: school 4: "I teach the lower grade and in our school we have all the resources to teach learners.

Participant A: school 5: "In our school we have all the things to teach learners writing. I think as teachers we need workshops for writing because all along we have been workshopped on reading."

Participant B: school 5 "The challenge that we have as teachers is we need a workshop on writing skills."

Participant A: school 6: "I think we need workshops on writing skills. That would be okay because our learners have stationery to use and books."

Participant B: school 6 "I need a workshop on writing skills to improve in the teaching of writing skills."

Participants A: school 7: "There is no challenge as far as the school. Resources are there to teach learners, but what is lacking are workshops for us to be skilled on writing strategies."

Participant B: school 7: "I need to be skilled on writing skills and methods for teaching."

Participant A: school 8: "I think the challenge is workshops on writing skills." Participants of the study in the interview lamented that they lacked writing skills as they learnt writing skills through theory so in their classroom they cannot demonstrate writing skills to their learners. In the interview it was revealed that learners have also a challenge in SiSwati writing.

5.   Curriculum Reform

Participants revealed that the curriculum in school is irrelevant.

Participant A: school 1: "The curriculum is difficult to follow. It does not show you a way as a teacher exactly how you can teach certain skills to learners. What is straightforward is the teaching of grammar."

Participant B: school 1: "I think the curriculum is not appropriate because our learners are not fond of writing and we are also not helping our learners to develop because we lack the writing skills ourselves."

Participant A: school 2: "The curriculum we use for languages is not effective to make our learners competent writers."

Participant B: school 2: "The curriculum is outdated - it needs to be reviewed. I fail to use it because if I want to teach composition, the skills are not stipulated."

Participant A: school 3: "The curriculum is difficult for primary school learners, especially the siSwati curriculum. Hence, the exams for learners in Grade 7 are almost the same as the Form 3 one."

Participant B: school 3: "This curriculum needs to be reviewed. It should be made easier for the teacher to teach it and it is also outdated. It does not show how to teach learners technology through writing."

Participant A: school 4: "This curriculum is not user- friendly to both teachers and learners. It does not show the teacher the skills to teach and how to teach them."

Participant B: school 4: "I wish this curriculum could be changed, because I fail to use it and I don't know exactly where it is lacking."

Participant A: school 5: "The curriculum as far as I see is too old. It does not show current skills to be taught on writing skills."

Participant B: school 5: "I think this curriculum is too old."

Participant A: school 6: "This curriculum is teaching some skills which are not current. It does not have themes. Time is not stipulated on how each subject should be taught."

Participant B: school 6: "I have a challenge using this curriculum. SiSwati, which is our mother tongue, is made difficult. The teaching materials or resources are not properly stipulated to be used to teach different writing skills."

Participant A: school 7: "This curriculum lacks direction, so, it is not easy to use it, yet in the primary school we teach all the subjects, even the ones we did not major in."

Participant B: school 7: "I have a number of years, but I don't get used to it. It is not user-friendly to both the teacher and the learner. It does not stipulate skills a learner has to acquire after each topic."

Participant A: school 8: "It is time this curriculum is changed. One, it is difficult. Secondly, it is not easy to follow."

Participant B: school 8: "I think this curriculum must be in line with the 21st century whereby as teachers we should be using computers and internet to do research on writing skills."

6.   Self perceived training to teach

Participants B; school 1: "I need more knowledge on writing skills so that I can be comfortable to teach them."

Participant A: school 2: "The only thing that can help me to be effective in the teaching of writing is to be workshopped in all writing skills, because I am lacking on writing skills."

Participant B: school 2: "I am not good in teaching writing skills. I don't have confidence in teaching them. So, we need to be workshopped."

Participant A school 3: "I am lacking in this skill. I am not happy that I teach something I was not fully trained on. I think workshops on writing skills can be a solution."

Participant A: school 4: "I perceive myself as not that bad, but I need to be capacitated on new knowledge."

Participant B: school 5: "Writing skill is a challenge to most of us, so, the in- service department needs to workshop us."

Participant A school 6: "I lack writing skills. These skills are the most difficult among the four skills. They need to be taught by teachers who are well trained."

Participant B school 6: "I feel I am lacking in this skill. When I am teaching composition I am not confident."

Participant A: school 7: "I am not good in writing skills but I have no choice but to teach it though it is not fair to the learners. So, in-service must upskill us in this skill."

Participant B school 7: "I am not quite skilled in this skill."

Participant A school 8: "In writing skills I need more training to be confident when I am teaching them."

Participant B: school 8: "Because writing skills are important for learning, they need competent and knowledgeable teachers. So, I feel I am not well trained in the skill, so, I wish I could be workshopped from time to time."

This is confirmed by literature. Marope (2010) highlighted the needs for teacher workshops in order for teachers to be competent in what they do. The curriculum being used does not show the skill leaners need to learn. The curriculum at eSwatini does not clearly stipulate skills and competencies that the learners should acquire at each level and knowledge and skills that teachers must have to facilitate such acquisition.

7.   Self- perceived in-service training needs

The majority of respondents revealed that they had a dire need for in-service training on writing skills. They revealed that they were lacking on composition writing and all genres of composition and teaching reading, and they further mentioned that the in-service department must play an active role in training them on those skills. Furthermore, the respondents mentioned that they need to be provided with computers and internet to do research on such skills. At college writing skills should be a compulsory course for every student teacher.

Participant A: school 1: "I need to be capacitated in composition writing, teaching methods, testing and marking writing skills."

Participant B: school 1:"Since I am lacking on composition writing, I need workshops on that and the strategies to teach."

Participant A school 2: "In the examinations learners are tested on writing skills. So, I need to be capacitated on composition writing and how to use appropriate methods to teach it."

Participant B from school 2: "I wish I can be workshopped on the following skills: composition writing, strategies to teach as well as to use computer and internet to research on writing skills."

Participant A: school 3: "I lack a lot on writing skills, so, I think workshops can be a solution to my problem."

Participant B: school 3: "I need skills to teach all composition genres. I wish to be capacitated on setting test items on writing skills. Since reading helps learners to develop writing, the government needs to capacitate us on library skills to help our learners to read appropriate books that can help them to become good writers."

Participant A: school 4: "Writing is done in all subjects, so we need the ongoing knowledge so that I can teach writing in all the subjects. In our schools we need computers with internet so that we can do research on writing skills."

Participant B: school 4: "I need to be workshopped on compositions, methods of teaching, writing scheming and lesson planning. I would like to know what the teacher is expected to teach in writing skills."

Participant A: school 5: "Learners in school are not doing well in composition writing because I fail to impart writing skills to them. So, I need to be workshopped to be effective as a teacher. I am not good in making learners work in groups or peers."

Participant B: school 6: "I need to be capacitated on all genres of composition and how it is taught. I would like to know how group activities work when teaching writing skills."

Participant A: school 7: "I lack on writing skills and in composition writing as well as on how to scheme for composition writing skills. I don't know how to make teaching and learning aids when teaching compositions when learners have to answer questions on reading comprehension."

Participant A: school 8: "I want to be trained through workshop on writing skills for languages because I did not major in languages. I want to be taught how to prepare lessons, schemes test and the marking of compositions."

Participant B: school 8: "I lack in the teaching of writing skills. I don't need to be told that. I don't need to be told that I am not good, particularly the teaching of compositions and I don't even know how its lesson plan is done and how one schemes for it."

Interview responses showed that there was a dire need for the educators to be trained on composition writing. Some revealed that they could not teach writing skills effectively because they did not major in languages so they need to be workshopped in writing skills.

A professional development course can empower teachers with useful skills for teaching writing skills; and this is supported by Cheung (2013) and Avery (2002). Teaching reading influences development in children's writing and broadens the repertoire of writing genres, adopting techniques, language registers and text structures.

The open-ended questions in a questionnaire where participants answered in writing; the following responses emerged and are summarised below:

Challenges faced by educators

The challenges faced by the educators relate to the government, school administrators, parents, learners and the teachers themselves. Educators lack the skills and strategies to teach reading and writing. Teachers complained that the government had failed to build proper libraries in schools. Moreover, the few books that are supplied in the schools are outdated. Even the books that were donated are not suitable for primary school learners. School administrators exacerbate the situation by failing to support the teachers and putting more pressure on the teachers to finish the syllabus instead of spending time teaching learners to read. Some school principals keep the donated books in their offices because they believe that the learners will lose them. Therefore, the learners are deprived the opportunity to read so as to develop their reading and writing skills. One teacher said;

'Parents do not provide the necessary support to their children by encouraging them to read. This is due to the fact that most of the parents are illiterate. Some of the parents do not have time because of work. Even those parents who try to buy books for their children, buy unsuitable books. The learners themselves are not motivated to read. They also fail to take care of their own text books. Some learners have difficulties in recognising letters.' One of the teachers lamented that:

'According to Lemmer and Van Wyk (2009: 83) parents need to be involved in curriculum related activities occurring at home such as assignments, reading with their children and brainstorming ideas for school projects. These activities are sometimes called "the curriculum of the home".' Participants of the study reported that parents cannot support their children and do not assist the curriculum activities at home because they are illiterate. Lemmer and Van Wyk (2009: 83 further say schools can enhance curriculum at home by providing information and values about how to help children with homework and other curriculum related activities, decisions and planning.

Woodhead and McGrath (1988: 319) state that parents and educators should not work in isolation, there should be a relationship developed between these stakeholders. Therefore, school administrators should develop the climate whereby parents are involved in the activities of the school. This in known as parental involvement in curriculum activities Cotton and Wikellend (2002: 04) argues that children learning is positively related to the achievement and that the most effective forms of parental involvement are those which engage parents in working directly with their children on learning activities in the home. Davids (2010: 1) states that learners need parental involvement, especially when they came from backgrounds where their parents have not matriculated and who cannot support them with their schooling. According to Lemmer & Van Wyk (2009: 38) activities parents help their children with are sometimes called the curriculum of the home. Learners need parental support at home not just assistance with homework, but as role models who can show dedication. Considine and Zappala (2002) state that if parents are educated they can foster a higher level of achievement in their children because they provide psychological support for their children and the parents tend to provide a more conducive learning environment that propels their children to go to school and succeed.

Some of the teachers who participated in the study confessed that they do not have the necessary skills and strategies to teach reading.

Suggested solutions to improve the teaching of reading skills

Teachers suggested that the government must build libraries and provide relevant books. Teachers should also be equipped with the necessary library skills through in-service training in order to motivate learners to read and also to choose appropriate books suitable for their grade level. School administrators should play a decisive role in ensuring that learners read the donated books. School administrators should ensure that a library period is allocated in the timetable so that learners get time to read besides reading their textbooks. One of the teachers who participated in this study said;

'Parents are expected to provide important support by encouraging their children to write at home. They need to help their children read and they also need to create time to be with their children. Parents also need to ensure that their children take care of their books, and when the parents buy books they should buy books that are suitable for the age levels of the learners.

'The learners should be intrinsically motivated to read. Learners need to be taught letter knowledge, phonemic awareness, skills vocabulary, reading comprehension so that they can enjoy reading and they need to be taught the importance of reading magazines. Teachers also need to be in-serviced on reading skills because in colleges they were not trained in this skill.'

Suggested areas of skills on in-service training for improving the teaching of writing skills

Teachers identified the need for workshops on reading and writing skills. They argued that it is difficult for them to teach writing skills since they were not trained in writing skills. Therefore, the teachers have no skills and strategies to teach writing skills and there is no genre of composition they are comfortable to teach. One teacher lamented that.

Writing should be taught in all disciplines. Educators therefore, need to teach writing in a consistent way across the whole school. Writing instruction should not be limited to English or language (Beers and Nagy, 2011). Writing should be used to stimulate thinking

about Science, Social Studies, Mathematics and other subjects (Bangert-Drowns, Harley and Wilkinson, 2004). It is important that learners get off to a good start in writing because as learners move towards the middle grades, teaching of writing becomes more complex as it no longer revolves around a single teacher at each grade level. Writing should be shared responsibility across disciplines: English, Science, Social Studies and other content, so, educators must all advocate significant attention to teaching of writing, if they expect learners to write effectively (Graham and Perin, 2007).

Writing instruction should not be limited to English or language arts. Integrating writing into subject area instruction develops deeper comprehension and higher order thinking processes. Writing reinforces learning across all subject across. They (teachers) mentioned that in-service workshops should not be a once off when a new curriculum is introduced to them. Educators need workshops now and then because writing is broad. In- service should be an ongoing process not a once-only remedy. Educators' needs cannot be met unless the in-service cycle is followed through.

Suggested key areas that teacher training institutions (colleges and universities) should focus on to improve the teaching of writing skills at eSwatini

The majority of participants suggested that writing skills must be taught as a course and that qualified lectures (with primary school teaching experience) in language arts must teach writing skills to student educators. Moreover, writing skills should be taught to all student educators not those who have a major in language arts because when they get into the field they are expected to teach languages they did not major in. Lecturers must also model writing skills and how genres of compositions are taught.

ICT must be introduced in colleges with internet so that student teachers must research about strategies of teaching writing skills not to rely on the lecturers. Warschauer (2010) states that new technologies can help educators teach writing in second language. Gonglewski, Melon and Brant (2001) claim that e-mail provides much more valuable

communicative interaction in the target language than ever possible in the traditional foreign language classroom.

In-service workshops

Teachers stated that educators need in-service training on writing skills. In-service department has to organise workshops, courses and seminars for educators' developments because educators need to be prepared and supported for successful execution of their task (Jacobs, Vakalisa & Gawe, 2011). Black (2007) holds to the fact that continuous and progressive professional development is beneficial to the learners. Courtney (2007) contends that in-service training must be provided to both trained and untrained and as well as those who are experienced teachers. Mohr (2009) revealed that writing preparation during teacher training was not adequate. In order for educators to teach persuasive writing skills across a variety of discipline they need to attain necessary proficiencies.

According to Kellogg (2008) many educators are not adequately prepared to teach writing, some have received minimal to no preparation to teach writing. This included the preparation they received at college, from their districts and through their efforts. Those who were better prepared were more likely to use the writing practices with a proven record of success and to make instructional adjustments for struggling writers.

4.4.1 Documentary Data

Document analysis

The following documents, preparation books, scheme books, test books, learners' exercise books were analysed. These documents were analysed to check how often teachers prepare lesson for writing skills and the contents teachers focus on, and also the activities that teachers assess. For analysing these documents the check list was used (appendix …) to seek information if teachers followed a syllabus when scheming writing skills, prepare activities for writing skills and give feedback to learners that can

help learners improve in their writing. Their writing therefore, document analysis involved analysing official books such as scheme of work, preparation lesson with writing skills activities make pupils give feedback to improve their writing skills . In preparation books to check the teaching methods teacher use including love and understanding of writing skills.

Scheme book

The scheme work of teachers has topics to be covered, including lessons, accompanied by teaching methods, teaching materials and other reference materials that can be used by teacher and learners. The challenges with the scheme book were that:

- The teachers were not following the scheme of work properly as they were relying more on the learners' book.
- Time allocated for certain activities was little as teachers were unable to finish some wrting task with learners as some activities from the teachers' and learners' sides were incomplete.
- Intepretation of the syllabus for writing skills was a challege to teachers.
- Learners' activities were not corresponding to the classroom activities and the learners' work.

Preparation Books

Preparation books are submitted to the office of the head teacher every morning before assembly (at all the eight schools). Preparation books must have the following components:

- Grade taught and number of learners
- Lesson topic
- Date and time
- Lesson aims and objectives
- Teaching strategies

Challenges on lesson preparation:

- Some lessons were done for the sake of compliance, but they were not focusing on responding to the expectation of the syllabus.
- There were inconsistencies with documents of other participants.
- It seems quite a number were responsible for so juggling many activities in the school.

Test books

These books are meant to have all the tests given to learners. The test books also have marking guides. Teachers use the test book for assessing learners' performance. Learners also get feedback after a teacher has marked. Challenges identified with text books for teachers were:

- There were no activities like compositions which can be used to enhance writing skills..
- The quality of the activities was not aligned with the criteria of setting a good assessment which is aligned to Bloom's Taxonomy level of cognitive development.
- Tests are written monthly even when learners have not mastered certain skills.
- It is a hindrance because learners cannot be frequently tested because of large numbers as we cannot finish marking.

Learners' exercise books

Learners' exercise books were analysed for the following reasons:

- To check if the teachers' scheme books and daily lesson plans matched with the learner's actual work.
- To check the type of feedback teachers give to learners.
- To assess the quality of work given to learners.

The following challenges were identified:

- Some learners did not bring their exercise books to class.

- Learners did not write correct responses and they had not written corrections.

- Learners did not read comments, so they did not improve - they kept doing one and the same mistakes.

Conclusion on Document Analysis

A check list was used (Appendix 3) to seek information if the educators followed official document such as syllabus when scheming for writing skills, preparing lesson activities for writing skills. Preparing lesson activities had to be shown in the lesson preparation books for writing skills. Therefore, researcher checked the preparation books to find out if the educators used appropriate teaching methods which inculcate love and understanding of writing skills. Test books were analysed to find out if the educators assessed learners on writing skills.

There is minimal congruency between the lesson plans and what the educators were teaching. There were imbalances between the numbers of lessons prepared by each teacher. Lesson plans had missing information such as teaching objectives, teaching methods, and lessons were not learner-centered. The objectives of the lessons were not evaluated. It had also been observed that quite a number of teachers did not have schemes of work which are informed by the syllabus; but instead, they schemed from the text book. In the scheme book, target data and dates when the work was to be completed, was not stated in most schemes of work. There were four educators who had not finished the scheming, yet scheming should have been completed by the end of the first term and the data were collected in the second term. Some educators schemed from the syllabus. The test books did not have the number of tests as stipulated by the syllabus, which indicates that some of the topics to assess writing skills were not taught by the teachers.

4.4.2 Lesson Plans

Lesson plans are road maps for educators of what learners need to learn and how will be done effectively during the class time. The researcher wanted to check the teaching and learning objectives and learning activities, and the strategies educators were use in

the teaching of writing skills. The use of a lesson plan also communicates what materials teachers give to their learners on writing skills as well as time given to do writing skills. According to Jansen (2001) a lesson plan gives teachers the opportunities to think deliberately about their choice of lesson objectives and the type of activities that will meet the objectives, the sequence of those activities, the material needed and how learners should be grouped. According to Reed and Michaud (2010) the lesson planning allows teachers to evaluate their own knowledge with regard to the content to be taught.

Lesson plans are presented to the different grades in primary schools (Grades 1-7). The lesson plans were 1-hour periods. Lessons were observed from all grades. The lessons taught were reflected in educators' lesson plans. All lessons observed were taught in English. The medium of instruction is siSwati or English for grades 1-4, but educators used English except for siSwati lessons. A few lessons were observed because the schools had their extra mural activities in which they were engaged and writing is a skill that is done at the end of the period - the teaching periods were cut to 35 minutes. So, writing was to be visited three times, but six classes were observed once.

The topic was Usmindvo "Nn'' the teacher used a number of objectives to teach this sound in grade 1. All the language skills listening, speaking, reading and writing were taught by the teacher. Repetition was a strategy the teacher used to help learners pronounce the sound 'Nn'. Learners showed the upper and lower case of the sound. The teacher had prepared the lesson, but she had not brought live teaching aids to refer to in future and, instead, she wrote the letter on the board in Upper "N" and lower "n". Learners were made to pronounce it for themselves. Learners were asked to say the letter as a whole class and individually. The educator told the learners names and verbs which begin with the letter 'Nn'. The names the teacher gave were Nomfundo, Notsile, Nakile and the verbs she gave were "natsa" "nakekela". Learners mentioned the following words: 'Naka' (pay attention) 'natsa' (drink) 'nweba' (stretch).

The lesson was a good one because learners were participating actively, but it would have been interesting if learners worked in groups or pairs. The teacher showed learners

how they could use the words in making sentences. The lesson was evaluated. Learners were asked to write the sound in Upper 'N'

- Write three words which begin with "Nn"
- Write one sentence with a name or verb which has words with 'Nn'

Learners did not finish writing, so the work was to be done as an assignment. The educator was not a facilitator, but she used the question and answer method with learners being given an opportunity to write. Dockerel, Mashala and Connelly (2015) emphasise that learners need to be provided with opportunities to write on a daily basis. On writing processes, Graham (2008) asserts that learners need to be taught all types of sentences and strategies, planning, revising and self-regulation.

In a Grade 4 lesson, the lesson presented was for Past tense and its objectives were: tell the past tense or irregular verbs: 'go', 'see', 'sit', 'write' and 'eat'. The learners filled in the gaps using the past tense of the verb. The learners gave the past tense forms by writing them on the board. Some learners got them correct and others did not. Those who were not writing on the board were telling those who were writing if they were correct or not. The teacher had a chart for regular and irregular verbs in the past tense. At the end of the lesson, learners wrote the exercise of filling in the blanks and they were also asked to identify the regular past tense from irregular past tense verbs, not only the ones they had read in class. Learners were able to tell why some verbs were regular and others were not. Learners seemed to enjoy the exercise, but still there were those who still needed some help. Learners did not work in groups or pairs, so they could not learn from each other.

The lesson observed was an e-mail. The educator had prepared the lesson. She had not brought teaching aids. She used a cell phone to show an e-mail lay out. What was lacking was that one cell phone was used yet the learners were more than forty in the class. Learners participated by writing the subject, senders and the recipient of the e-mail and address. The lessons were practical. In that lesson, writing skills we depicted. All learners were involved in the lesson. At the end of the lesson, learners answered questions from their text book. The learners' work was marked, but what was lacking in this lesson was

that learners worked as individuals, and not as pairs or groups. Does lack of resources hinder the teacher to achieve the intended objectives?

Grade seven was presented for narrative composition, and the lesson topic was titled 'What I did last weekend'. The teacher wrote the topic on the board. Learners were asked what a composition should have. Responses learners gave were: a topic, introduction, body and conclusion. The teacher reminded the learners that the composition was to be in paragraphs. Learners were not given an opportunity to brainstorm and there were no processes learners were engaged in. Learners wrote the composition as individuals. There was no peer learning, they struggled on their own. No skills were given to help learners develop points. Learners need specific strategies to employ each stage of the process such as brainstorming, outlining, goal setting or self-evaluation, and educators need to model each step in the process (Saddler and Graham, 2005). Effective instruction incorporates both task specific strategies such as using graphic organiser that is used in planning writing (Luke, 2006).

The educator did not guide learners or make learners work as pairs, yet learners need scaffolding and shared writing which can be used to scaffold independent writing (Vygotsky, 1987). Scaffolding can be used among the learners themselves with the teacher participating (Gagne and Parks, 2013). Baradaram (2011) argues that learners who receive scaffolding principle outperform those who do not experience it.

Educators are expected to outline the various stages in the teaching of writing. Educators in this study did not give attention for planning, reviewing and revising and that showed there were some gaps on educators' practices. According to Dockerell, Marshall and Wyse (2015) pre- writing activities help learners to be effective writers. A learner should not be given an empty sheet of paper and title and be told to write, except in the examination. The empty page makes learners fear, particularly those who have not been prepared. The processes are important to be taught because learners do not feel devoid of ideas and expertise. If not taught these processes they became demoralised, lose confidence and they can hate writing for their entire lives (Estyn, 2008).

The effective writing strategies in writing can help learners develop in their writing skills. The main idea of writing process today is for learners to choose their own interest and their own topics, which allows them to provide material of which they desire to take ownership.

The learners mixed points in their paragraphs. Learners can write effectively as long as their educators guide them. Learners were given a task to do as individuals. They were asked to write a letter to their friend and invite her/him to the birthday party. Learners wrote the letter which had paragraphs which did not write sentence topics. Some wrote the letter out of topic and there are those who ran out of points.

Most lesson plans seemed to be written because it was a requirement for educators to prepare them. Some lesson plans did not have teaching aids and objectives were not presented. Objectives did not correspond with presentation and evaluation. In some cases, in all the classes, time was a factor as the educators spent the time talking without giving learners time to write. Learners were given home written assignments instead of class work.

Lesson plans had information such as pre-requisite knowledge required for each topic, lesson objectives, teaching and learning aids, resource material, methods of teaching evaluation and conclusion. A lesson plan is done daily for each lesson. Most of the lessons plans had missing information of some of the concepts. At eSwatini school inspectors pointed out the weak teacher skills and competencies with respect to English proficiency, learner-centred pedagogy, and facilitation of higher order thinking skills that resulted to high repetition rates which suggest weak teacher quality and/ or poor teaching effectiveness (Marope, 2010).

Objectives guide the teacher on what is to be taught. The articulation of objectives helps in that the teacher knows exactly what to emphasise when teaching knowledge of objectives including national documents that outline for guiding decision making with respect to the curriculum that may include the syllabus.

Some lessons were not evaluated. The majority of educators did not evaluate the lessons they were teaching, yet evaluation helps educators assess learners' knowledge, skills and attitudinal development.

There were no teaching methods which showed how learners were going to be engaged in activities. No group/ pair work activities were prepared for learners to learn from each other. Some lessons did show the educator and learners' activities. Most lessons were not evaluated. A majority of educators were not facilitators, they used the lecture method. There were those educators who did not follow a syllabus and some of them taught lessons they did not scheme from for a syllabus. The scheme of work should indicate information such as content to be taught, teaching materials required for each topic and the actual date of completing a topic. The educators lacked writing skills, and for this reason, among the lessons observed one educator had prepared a narrative composition. Hayes and Olinghouse (2015) argue that teaching of writing must use several models rather than just single model, because different models can provide different perspectives on teaching. Evaluation was done orally for some lessons, yet the researcher was interested in seeing how learners were taught writing skills. Graham and Perin (2007) opine that learners need to be provided with opportunities to write on daily bases.

There was a lot of laxity among educators and, to some extent, lower grade educators tried to teach learners writing skills as they showed them lower levels of the skills. They taught names of the people beginning with letters of alphabet and made learners write activities based on the letters. Teaching aids that were pasted on the wall were those made by educators. There were no pictures or work done by learners, yet learners like to see work done by them and that motivates them.

4.4.4 Trainers focus group interviews

There were trends emerging from 6 trainers' focus group interview data. Trainers were interviewed to find out their competencies in the teaching of writing skills to pre-service educators. Educators are expected to have sufficient knowledge they have received from teacher training institutions. Another reason was to find out if the educational programmes they use to train the students if are interactive, practical and purposeful. Their responses are provided in a table below:

A Training	Trends and patterns emerging from data
1. Do you have language skills?	• Yes, we have, we wouldn't be teaching languages if we did not have.
2. Do you teach language skills?	• Yes, this is our core business. • We teach the four skills speaking, reading, listening and writing.
3. Recent training on reading development and writing skills you recently attended?	• We have attended literacy boost workshop whereby five core reading skills were taught and those were letter knowledge, phonetic awareness, reading comprehension, fluency and vocabulary. • We have not attended any workshop on writing skills.
B Assessment	Trends and patterns emerging from data
1. How often do you test trainers?	• Once a month, end of semester and end of academic year.

2. Are training educators assessed on writing skills?	• Yes, they are assessed.
C Relevant qualification for primary school educators	**Trends and patterns emerging from data**
1. Tertiary qualification	• Diploma, degree or Masters with majors in languages
2. Experience in teacher training in this aspect	• BA in languages (siSwati or English) for teaching English + 1 year post graduate certificate in education • 3 years Primary Teacher's Diploma (PTD) + 4 years bachelor of education with language arts (English and siSwati) • 3 years Masters' Degree with major in Curriculum or languages (English to teach and siSwati to teach)
D Curriculum	**Trends and patterns emerging from data**
1. Curriculum Reform	• Curriculum Based Bducation.
E Self Perceived	**Trends and patterns emerging from data**
1. Training trainee educators on writing skills	• We are adequately trained to teach writing skills.

2. Plans to develop yourself in this aspect	• Yes, we want to attend workshops and conferences on writing skills.
3. Training needs in this regard	• We need to be trained more in innovative ways of writing skills.
4. Training needs for serving educators	• Yes, of course, because the time they were in training institutions some of them had not mastered quite well the essay writing. • And there is no amount of knowledge that can ever be enough.

The responses that emerged from trainers showed that they were all qualified to teach pre-service teachers. However, their language programmes do not prepare pre-service educators enough with regard to teaching writing skills.

4.5 Chapter Summary

This chapter presented and discussed results of the study, using both quantitative and qualitative data analysis methods. The next chapter presents summary, conclusion and recommendations.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the study. The Chapter is divided into three sections. The first part is the summary and its findings. The next part of the chapter discusses major findings in relation to the research questions. The last part gives the recommendations and limitations of the study.

The aim of the research was to investigate the in-service training needs of educators in teaching writing skills in the primary schools at eSwatini. To answer the research questions, the researcher used a research design within the interpretive paradigm. The researcher wished to obtain a rich, in- depth description of the experiences and perceptions of the educators who were teaching writing skills in primary schools.

In chapter 1 the background of the problem was explored. The purpose was set out after the formation of the problem statement and the concepts that are in this study were defined.

The study aimed to answer the following questions:

(a) To what extent are educators teaching languages trained in teaching writing skills to primary school learners?

(b) What in-service training needs do educators have regarding teaching writing skills of primary school learners?

(c) Which competencies do educators possess for teaching writing skills?

Chapter 2 provided review of the literature and theoretical framework underpinning the study, with special attention to educators' training on writing skills teaching, learning strategies, instructional approaches and constructive approaches.

Chapter 3 provided research methodology which included research paradigm, research design, research population and sample, data collection, instruments, data analysis and data interpretation which were described. Data were generated by means of semi-structured questions and measures were taken to support the validity and credibility thereof.

In chapter 4 the findings of the study were presented, analysed and interpreted quantitatively and qualitatively. This chapter focused on the overview of the findings, recommendations and conclusion based on research questions and objectives.

5.2 Summary of discussion of findings and recommendations of the study

The findings of the study are with regard to the three objectives in chapter 1. The major findings and recommendations of the study are as follows:

5.3.1 Teaching of writing skills in Primary School requirements

Educators who should be teaching writing skills in primary are educators with Primary Teacher's Certificate, Primary Teacher's Diploma and Bachelor of Education- Primary. The study results showed that the majority of the respondents qualified to teach writing skills. 44 (77%) combined, 32 (57.1%) had Primary Teacher's Diploma and 12 (21.4%) had Bachelor of Education- Primary. That implied that 12(23%) of the respondent did not have primary school PCK so there were irrelevant. According to Moseti (2007) the effectiveness of any curriculum depends on the quality of teachers that there are there to translate the syllabus into practical instructional material in class. Olugble (2013) states that poor quality of educators in the system in responsible for poor performance of learners, more especially in the public examinations and normally, if these educators do not possess the teaching skills they are affecting the quality of education.

According to the data from the interviews and questionnaires, educators in the primary schools at eSwatini teach all subjects. In all the subjects they teach, they are expected to teach writing skills as well. Twelve (23%) of the participants who did not have

qualifications to teach in primary school had special subjects they were trained in, so the subjects they found themselves teaching were through trial and error. Educators with Primary Diploma Certificate and BED primary studied other subjects at least for two years at college and then they majored for one year. Mckinsey (2007) states in no uncertain terms that educators who are not well trained cannot give what they do not have.

5.3.1 Training for educators in regard to teach writing skills

The interview data revealed that educators in the primary schools at eSwatini teach all subjects and they are expected to teach writing skills. Educators who did not qualify to teach writing skills in the primary had special subjects they were trained in. Respondents with Primary Teacher's Diploma and BED primary were trained for two years for the subjects they did not major in. Respondents from interviews revealed that at high school they learnt composition writing and at college they learnt Grammar and communication skills. The data also revealed that a lot of theory was learnt at college and practicals on writing skills were not enough. According to Richards and Farrel (2005) the pre-service courses for pre-service educators were theoretical and were not relevant to writing. The classroom observation data revealed that 45 (81%) respondents combined were knowledgeable about content, but writing skills were not taught to learners after teaching. Learners were given work to write without being shown how to write it. Vygotsky (1978) asserts that children learn language through hands- on experience and learning happens if there is timely sensitive intervention by adults. Furthermore, Vygotsky emphasises that in order for the child's learning to be a success it has to go via a teacher. Graham (2008) states that learners who cannot write at school earn lower grades. Dockerell, Marshala and Connelly (2015) emphasise that learners need to be provided with opportunities to write on daily bases.

Observation data revealed that 41(72%) of the respondents combined followed a syllabus when teaching. The quantitative data revealed that the respondents were trained on the following skills: spelling 21 (37.5%), grammar 17 (30.4%) and punctuation 18 (32.1%), and this implies that there were no respondents who were trained in any language skills which are listening, speaking, reading and writing. Only 6 (10.7%) of the respondents

majored in languages, which was the focus of the study. The respondents lacked professional development for writing skills. America Federation of Teachers (1995) state that educators must have principles for professional development that they need to follow and they must; ensure depth of content knowledge; provide a strong foundation in pedagogy; and provide more general knowledge about teaching and learning processes.

The interview data also revealed that respondents believed that educators who were relevant to teach writing skills were those who majored in languages. Filmore and Snore (2000) suggest that learners need to practise their writing in all subjects of the curriculum. Kizilaslan (2011) suggests that learners need competent teachers to learn effectively, and literature showed that educators cannot be proficient in teaching writing skills if they were not trained adequately in training colleges because learners need knowledgeable educators to guide them (Vygotsky, 1987). Writing should be a shared responsibility across disciplines: English, Science, Social Studies and other content, so, teachers must all advocate significant attention to teaching writing if they expect learners to write effectively (Graham & Perin, 2007).

5.3.2 In-service Training

According to Kellog (2008) many educators are not adequately prepared to teach writing. Some educators have received minimal to no preparation to teach writing and that included the preparation they receive at college, from their districts, and through their efforts. The interview revealed that educators need to be in- serviced on writing skills because in pre- service training they were not trained on this skill. The data results revealed that workshops are needed for the following skills: methods of teaching, writing skills, child centred skills, composition writing, scheming, lesson preparation, marking and setting of tests.

The results showed that INSET must play an active role and workshop all the educators, particularly on writing skills. Gallivants, Bowels and Young (2007) note that educators need in- service training to address the concerns with regard to pre- service abilities in writing knowledge, skills and dispositions competence to write correctly. A study that was

carried in Welsh Assembly (2010) showed that teachers needed to be in-serviced in writing skills because there was less good and outstanding work in writing than in reading. Teachers in most schools assumed that learners know how to write so they assumed there was no need to explicitly teach writing skills or even provide sufficient guidance on how to improve writing. Cheng (2013), in the study he conducted in Singapore, revealed that a professional development course can empower teachers with useful skills in teaching skills and the course can also change teachers' attitude towards their practise teaching writing skills.

Ling (2014) states that in- service training must be given to practicing teachers who have practical experiences in the classroom Interviews results of the trainers revealed that educators need in-service training because during pre-service training some of them had not mastered quite well the composition writing skill. Furthermore, there is no amount of knowledge that can ever be enough. Black (2007) holds to the fact that continuous and progressive professional development is beneficial to the educators because they can improve their teaching which can make their learners improve writing skills. Frank (2003) suggests that in- service teachers need writing support in writing workshops, seminars so that they can overcome the concept of thinking like poor writers and have an ability to teach writing effectively. Amadi (2010) states that pre-service does not lessen the need for continued in- service for educational growth. In- service training must be provided to both trained and untrained as well as those who are experienced (Courtney, 2007).

Lesson observation made it possible for the researcher to capture the process of curriculum and configured whether educators had PLK for teaching writing skills. In most lessons, learners were not motivated to learn. Learners need demonstration, stimulation and motivation so that they can become self- directed and independent. They need to be taught to rethink their writing (National Commission on writing, 2004). In the lesson for reading comprehension learners had to rethink through prediction and use a story map to come up with the concept as setting of the story, characters, plot and resolution of the story.

The interview results revealed that participants voiced out that the curriculum was outdated, not appropriate, not effective and not adequate. They lamented that it was

difficult to teach siSwati and English and learners find it difficult to understand them. They lamented that they teach what they understand, such as grammar, but teaching compositions was a challenge to them.

In some lessons observed only one teacher taught narrative composition and the teacher did not help learners with writing processes. Kellog (2008) argues that teachers need to provide a scaffold to support writers to plan and generate points to write a composition. Learners were not given time to compose and, as a result, they took too much time to start writing. Learners did not work in groups so that they could do the writing processes together. Graham and Perin (2007) state that collaboration in writing occurs when teachers revise and edit. Educators do not treat composition writing as a process, instead they wanted a complete composition within a short space of time.

Preparation of the lesson is a curriculum issue which has to be taken into consideration by educators. According to INSET (2015c) a lesson plan involves imagining the lesson before it happens, it includes: prediction, anticipation, and sequencing, organising and simplifying a content to be taught. It is written on a paper. Barraso and Pon (2005) state that a lesson plan addresses and integrates three components, which are: objectives for learners' learning, teaching learning activities and strategies a teacher uses to check learners' understanding. Educators had a challenge in preparing lessons on daily bases and they hold different views about it. A majority of educators complained bitterly that it was not easy for them to prepare.

In most schemes of work some important information was missing and some educators schemed from learners' text books.

The result showed that respondents knew the importance of the scheme of work and they gave responses that topics emanate from the syllabus and it must show teaching methods, teaching and learning materials, reference materials, and objectives. In our school we scheme uniformly. We scheme according to the inspectors' expectations.

5.4. Challenges educators encountered in teaching reading skills

5.4.1 Shortages of Reading Books

Qualitative data revealed that in schools there were no books for learners to read. There are also no libraries. According to Graham and Perin (2007) reading also provides a vehicle for learning about different purposes and forms of writing. As learners read an autobiography, for instance, they are likely to notice how the author presents himself. Therefore, educators can enhance the process of reading by engaging learners in a discussion of what the author is trying to achieve and then asking them to apply the same procedures to their own writing.

Reading should be emphasised to learners because reading and writing can be seen as reciprocal processes that support and strengthened each other. Therefore, learners need to be taught to read quality literature so that they can be in a better position to evaluate their own writing. The wide reading influences development in children's writing (Graves 1994; Calkuns, 2001).

5.4.2 Lack of support from the government

The primary schools at eSwatini do not have libraries, but there are national libraries in towns, which means learners in the rural areas do not benefit from those libraries. A school should have at least a library corner which can assist learners on research and provide other resource materials. This can provide a culture of reading (Ministry of Education Sector Policy, 2011).

5.4.3 Parental Involvement

With regards to parental involvement in learners' learning with regard to reading, qualitative results revealed that parents were not helping their children with reading because some of them do not have time for their children since they were illiterate, and

there were those who thought teaching children reading was not their job, but for educators. According to Cotton & Wikelund (2002) parental involvement in curriculum activities helps children to learn positively and that relates to their achievement. Furthermore, Cotton and Wikelund suggest that parental involvement is that which engages parents in working directly with their children on learning activities in the home.

5.4.4 Learners

The results revealed that learners are not interested in reading even their own text books. They fail to take care of their books. Almost all participants revealed that they get demoralised when they are reading and what causes that was lack of reading skills which are: letter knowledge, phonemic awareness, vocabulary, reading comprehension and fluency. Participants also mentioned that in their schools there are no books which can motivate learners to read.

5.5 Contribution of the study to the In-service Training needs of educators in teaching writing skills

5.5.1 Contributions of the study to the teaching of writing skills

The study has made an important contribution with regard to teaching of writing skills to primary school learners at eSwatini. The study was underpinned by Vygotsky's theory (1970). The theory views writing skills as a social activity whereby all stakeholders have an impact on children's learning and how they acquire writing skills. Vygotsky's theory believes in repeated social interaction of learners with experts who can develop them. Learners should learn through collaboration. Collaboration is known as cognitive development according to Piaget. Educators scaffolding learning is the key for learners to learn writing skills. According to this theory, reading and writing are important instructional activities, so, both skills have to be taught to learners.

The study also makes a contribution on the following aspect: writing skills will be taken seriously by all educators as they play a major role in teaching and learning and in work places. Training institutions will be made aware of the importance of these skills so that they may teach the training students about it. All general populace should involve themselves in helping children to learn this important skill. The Ministry of Education and Training, particularly INSET and schools' inspectors, should use the platform available to afford educators the opportunity to be in-serviced where they are lacking.

This research sought to develop model linking outputs of the analysis of the examination results from Examinations Council of eSwatini (ECOE), with educators' experiences and inspectorate reports. This will be used to inform the identification of training needs as well as the development of training programmes (a responsive in-service training provision) and curriculum revision/ transformation. Ultimately, this will help in the training of educators to equip them with writing skills as well as learners' challenges in acquisition of some skills of which educators would inform teacher training and provision of the targeted in-service training.

The study drew the following conclusions based on Vygotsky Zone of Proximal Development (ZPD) that describes the range of tasks that are too difficult for the child to master alone, but which they can learn through the assistance of the teacher who is skilled (Vygotsky, 1978). Therefore, educators need competence to teach writing skills. The training can broaden their knowledge, skills and professional approaches in order to teach writing skills. Educators need to require high level of proficiency in their subject knowledge.

The study revealed the dire need for the educators to be in-serviced in the teaching of writing skills for primary school learners. The data revealed that a majority of educators lack writing skills due to irrelevant training, inadequate training, and inappropriate curriculum, lack of teaching and learning skills, which include teaching methods, scheming, lesson preparation and testing. The data also revealed that schools did not have libraries and computers and they are not skilled on computers. Without effective learning and development, writing skills will continue to be a challenge. Therefore, the

Ministry of Education and Training should prioritise these problems so that this very important skill can be a reality in schools and in the country at large.

5.6 Conclusion

The study investigated in- service training needs of educators in the teaching of writing skills in the primary schools at eSwatini. The results revealed that educators need in-service training to teach writing skills effectively. They showed that the pre-service institution did not lay a good foundation with regard to teaching this skill. During observation sessions educators were confused and frustrated when teaching writing.

Writing skills alone cannot make learners efficient writers, but reading can enhance their understanding in writing. It means educators need to teach leaners reading skills as well. The government needs to support schools by providing library books and computers for both educators and learners to do research. Educators lacked PCK and that was articulated through the responses in the interview and during classroom observations. Educators employ traditional methods of teaching and they had challenges in lesson preparation, scheming, testing and marking.

In the researcher's point of view, educators had no negative attitude in teaching of writing skills, but they lacked knowledge and skills to teach them. In- service training can be a solution to the challenges educators face in teaching the skill.

5.7 Recommendations

5.7.1 Educators teaching writing skills should have training

In primary schools at eSwatini educators teach writing skills in all the grades – grade 1-7. Educators have a huge responsibility of teaching all the subjects, including those they did not major in. Some educators do not even qualify to teach primary school learners,

so, most teachers do not have writing skills to teach learners. Parents should also take responsibility for the learning of their children.

Data revealed that the curriculum used for language was irrelevant and difficult. They (respondents) felt that the writing skills are not clearly stated as to how they could be taught. This means there is a need for National Curriculum designers to review the curriculum with regard to the learners' needs and show how writing skills should be taught hence, the curriculum should be in line with ESwatini's vision of 2022.

Learners need to be sensitised about the importance of reading and how to take care of their books. They need to be taught reading skills as well so that their writing skills can improve. Teachers need to dedicate time to writing, and all teachers in all disciplines should commit themselves to teach writing skills so that learners' knowledge may increase and become more competent writers. The model that was developed in this study will be used as a guide by the educators in their school based, cluster schools and regional workshops to be guide to teach writing skills.

5.7.2 Educators need in-service training to teach writing skills

Teacher training colleges must revise their curriculum to develop writing skills programmes. The emphasis must be placed in composition writing and methods of teaching writing skills. Writing should be a course or there should be a module for all student teachers to study.

Principals should invite in-service department for school based workshops for writing skills and methods of teaching and workshopping all the educators in the school. They should ensure that there is a period for reading in all grades in the school so that learners can develop love for reading.

5.7.3 Educators need to be competent to teach writing skills

Teacher training colleges must revise their curriculum to develop writing skills programme. The emphasis must be placed on composition writing and methods of

teaching writing skills. Writing should be a course or there should be a module for all student teachers to study.

Principals should invite in-service department for school based workshops for writing skills and methods of teaching and workshop all the educators in the school. They should ensure that there is a period for reading in all grades in the school so that learners can develop love for reading.

The government has responsibility to ensure that qualified teachers are posted to all primary schools for the effective teaching and learning in schools. The data revealed that educators were not trained on writing skills, so, there is a need for the government to provide them with computers and internet. They also revealed that educators need to be capacitated on the use of computers so that they can research on writing skills. Government also needs to in-service teachers on reading skills so that they can teach learners in schools. The schools do not have libraries, yet it is a very important resource the schools need to have for learners.

In service department has a responsibility of in- servicing educators on methods of teaching writing skills so that educators should not get frustrated when they are teaching writing skills. The data revealed that educators lack skills for lesson preparation, testing, and scheme of work and marking of essays.

According to Amadi (2010) educators' success depends solely on quality teaching. Educators do not have tools to use to teach learners effectively because they are not engaged in ongoing professional development. Educators do improve once they attend seminars, workshops and classes.

 The following were some of the concepts they wanted to be workshopped on:

a) Composition writing
b) Pair work writing
c) Learner centred approach teaching
d) Writing for other subjects
e) Handwriting
f) How to motivate learners to write

g) Processes of writing – they mentioned they heard that there are processes of writing and they do not know what they are.

h) Marking of compositions and letter writing

i) Learner centred lesson plans

j) Phonics

k) Assessing writing skills/ setting tests on writing skills

5.8 Proposed model for teaching and implementation of writing skills

In this study the researcher suggests the model of writing process according White and Arndt (1991). The model is a cycle which helps learners to do the following in writing:

- Generate ideas
- Structuring
- Drafting
- Reviewing
- Focusing
- Evaluating

White and Arndt suggest that it is not a linear process, so, it does not go straight line from start to finish. The model shows that writing is a constant cycle of thinking, drafting and reviewing. This process has a brief explanation about each stage which can guide educators to use in teaching learners how to write essays.

Diagram of Process Writing
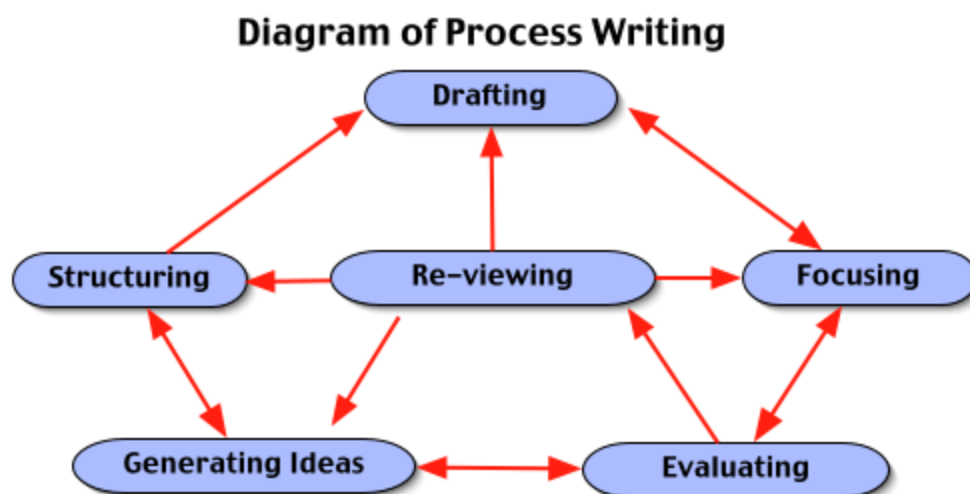
Figure 5.1 process of writing

In the process of writing by White and Arndt (1991), the parts that are shown in the figure 5.1 cannot operate simultaneously for any writer because it uses more information yet a human being has a short term memory, which means there is no one who can do all the writing process at once. Furthermore, White and Arndt state that there are two ways of solving this problem, and these are:

If the writer is making parts of process automatically he or she can require little thought as there are very few writers who think of individual letter when they are writing overtime. Writers can use a range of strategies to think about each of the important parts of the composing process separately for learners to use. Educators need to outline the skills involved in each stage of the composing process. The process skills are learned in the context of the problem assignment. The process has sub- process as follows:

1. Generating Ideas

Generating of ideas in figure 5.1 is drawn from long-term memory, writers' knowledge, experience and belief and these are selected and refined according to the following:

a) The writers intended meaning, that is the information the writers wish to input to his readers.

b) The writers' intended audience, taking into account its knowledge, experience and beliefs

c) The image of himself / herself the writer's projects through the writing.

There are ways of generating ideas into 'guided' and 'unguided'. Guided ways of generating ideas usually use specific questions to help writers remember ideas or create new ones. Unguided ways are ways of generating ideas that do not use prompts, but generate ideas themselves.

2. *Focusing*

Focusing means deciding the central idea. When a writer focuses his/her writing he/she also reveals his/her attitude towards the topic which he/she is writing. For example, writing a letter to the editor of news is a good way of learning focus writing.

3. *Structuring*

In structuring, we combine ideas and put them into categories and then decide how useful they are in solving writing problems as you write, and do not be afraid to change the structure or organisation of writing. Writing on a computer makes it easier to restructure our writing as we write.

When structuring you need to ask yourself these questions.

1. Why am I writing?
2. What do I want to achieve by writing?
3. Do I want to: shock? Persuade? Criticize? Entertain? Inform?
4. What is the purpose? What is the most important, significant or interesting idea I want to show my readers?
5. Do all ideas in my composition relate to my main idea?
6. Where should I put my new idea? Should I put it at the start? Save it till the end? Lead up to it gradually? Repeat it in different ways throughout my composition?
7. Will my readers expect me to arrange my ideas in a certain way?
8. Do I want to arrange my ideas for my readers? Will I surprise them by using an unusual arrangement?

4. *Drafting*

Drafting (writing) requires a number of skills.

a) Meaning- writers decide how much information they must state and explain in the text, how much readers will understand from previous information in the text and how much they can assume the audience already knows.
b) Syntax- being able to form understandable sentences according to the grammar.
c) Word choice – involving how well the word is chosen and carries the intended meaning, What the audience associate the world with, how the world functions

in the discourse of the text, is it a key term such as " therefore", and how the word appeals to the writers' sense of beauty.

d) Physical layout, i.e. the use of heading, paragraphs, lists, graphs space, etc.

e) Spelling and punctuation must follow the conventions the audience experts.

f) Motor skills the actual skills of forming the letters that make up words

The teacher plays a role of a guide and facilitator. Grammar is used as means not an end. This approach is a creative process, meaning is essential, evaluation and feedback are done only at the end. The researcher used this model because the process of writing offers a positive, motivating and collaborative atmosphere for the learners to write about. This process gives extreme importance to the learners' needs, interest, problems and motivation. It makes the learner the canter of the process. It requires real or authentic context, and the researcher opted for this model because a majority of educators lamented that they lacked knowledge for teaching writing skills. So, this model will help to guide their learners.

The suggested model, according to White and Arndt (1991), will help the educators in the teaching of writing skills, because it is a model which is accommodative to all learners. It can be used to challenge more abled and confident writers. The teachers' duty is to be a facilitator - he/she should supervise and intervene in the learning of the processes. This model promotes ownership to the young writers. The educators supervise all the process of writing learners do. Learners work as groups and discuss and exemplify alternatives with the rest of the group. When learners write in their small groups, they gain confidence because they all share ideas. They get an opportunity to focus on their needs and abilities.

Facilitating the processes of writing is demanding on the part of the teacher because he/she has to prepare for groups and so, the teacher needs to have management skills on how to draw out and steer discussions among the groups. The teacher needs to pose questions about what they are writing. While learners are preparing to write, the teacher might ask the following, questions. Why are we writing this? Who is it for? What do we

want to say? Which ideas shall we use together? How could we start? How will we end? The list of questions the teacher might ask is endless.

This model is scaffolding learners' writing to learn difficult concepts from the teacher who is guiding them. The teacher is not a source of information. Scaffolding can be used among learners themselves with the teacher participating (Gagne & Parks 2013).

The writing processes help learners produce writing that makes sense. They learn to use correct punctuation marks and correct spelling. When writing, they do not rush to finish, but they keep checking what they are writing if it still makes sense. Processes writing promotes learners to be independent and competent writers. Marking of the learners' work is first done by other learners – peer assessment. Learners read their work out to correct each other's mistakes. They redraft their work to correct mistakes.

According to Kellog (2008) teachers need to model writing to learners so that they can see how it is done. According to this model, teachers show the learners how writing is done, and learners observe. Learning by observing has unique advantages because it overloads the executive attention from the learner. A learner can focus his/ her attention on the model's behavior instead of attending to execution needed to do the task.

When learners do writing together and not as individuals that can be very effective and when the process of working together is structured so each learner knows what is expected to do. Productive collaboration among learners happens when they help each other as they plan, revise, edit and publish their work.

5. Evaluating

Learners need to be taught all types of writing processes which include evaluation. Learners can work in pairs when doing writing so that they can evaluate each other. Evaluation is part of feedback for both the teacher and learner to check progress in acquiring such skills. A teacher can give feedback to a whole class by showing a sample writing from a learner from some previous years so that learners should not be discouraged that they are not doing their work incorrectly. There is a most common

response that they write on learner's note book. This type of response can have either positive or negative impact to the learner because teachers can model good responses or bad ones.

The researcher suggests the writing process model as proposed by White and Arndt (1991) as a model that can be used in the teaching of writing skills in the primary schools. This model is relevant in the teaching of writing skills in the sense that it promotes learner-centeredness in teaching and learning approaches; whereby teachers facilitate learning activities. It can also enhance the understanding of writing skills to learners. Therefore, educators can use the model as a guide to teach continuous writing, and in this way, learners will be involved in the creation of knowledge. This model also promotes collaboration learning as it was stated in the theoretical framework of this study.

5.9 Limitations of the study

The study was conducted to investigate the in- service needs of educators in the teaching of writing skills in the Shiselweni primary schools of educators who participated in this study. The study needed to cover the other three regions of the country so that the researcher would find out about their stand of those teachers in regard to teaching writing skills. The study focused on primary school educators who were teaching languages from grade one to seven. The population selected was representative of a larger population. The study was conducted in the Shiselweni region where there are 140 primary schools and the whole country has 619 primary schools (EMIS, 2015).

The other limitation of this study was that in school's educators and colleges were doing a lot of activities such as athletics, sports, music and cultural activities. Time for collecting data was not extended and other participants could not participate in some sessions because they were involved in those activities. Teaching periods were reduced to 40 minutes instead of 60 minutes and the school calendar too was a factor, together with examinations, and that disturbed the researcher's schedule for classroom observation and interviews.

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Appendix 1

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APPENDIX 1

PARTICIPANT INFORMED CONSENT DECLARATION

INFORMED CONSENT DECLARATION
(Participants) (Teachers and college lecturers)

Project Title: In-service Training Needs of Educators in the teaching of writing skills. A case study of Primary Schools in Swaziland

The researcher is registered for the Doctor of Education (D.Ed.) degree at the University of Zululand, Department of Curriculum and Instructional Studies.

The nature and the purpose of the research project and of this informed consent declaration have been explained to me in a language that I understand.
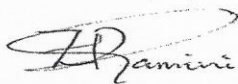
I am aware that the purpose of this study is to explore the In-service Training Needs of Educators in the teaching of writing skills of Primary Schools in Swaziland

1. The purpose of the research project is to
2. The University of Zululand has given ethical clearance to this research project and I have seen/ may request to see the clearance certificate.

3. By participating in this research project I will be contributing towards the improvement of the teaching of writing skills through assisting district authorities to adaptively plan in-service training of primary school teachers in Swaziland.

4. I will participate in the project by completing a questionnaire providing my perspectives about how can writing skills be improved through in-service training of primary school teachers. I will also participate in a focus group interview highlighting the needs for in-service training with the purpose of developing writing skills.

5. My participation is entirely voluntary and should I at any stage wish to withdraw from participating further, I may do so without any negative consequences.

6. I will not be compensated for participating in the research, but my out-of-pocket expenses will be reimbursed.

7. There may be risks associated with my participation in the project. I am aware that

a. the following risks are associated with my participation: information disclosure and identification of the participants
b. the following steps have been taken to prevent the risks: consideration of ethical issues.
c. there is no chance of the risk materialising.

8. The researcher intends publishing the research results in the form of journal article and forwarding them to the Department of Basic Education. However, confidentiality and anonymity of records will be maintained and that my name and identity will not be revealed to anyone who has not been involved in the conduct of the research.

9. I will receive feedback in the form of empirical findings and access to the copy of this report regarding the results obtained during the study.

10. Any further questions that I might have concerning the research or my participation will be answered by **Mrs Zodwa Priscilla Dlamini** on the following mobile number and email: +26 876122026 or email: zodwadladla11@gmail.com

11. By signing this informed consent declaration I am not waiving any legal claims, rights or remedies.

12. A copy of this informed consent declaration will be given to me, and the original will be kept on record.

I, ...have read the above information / confirm that the above information has been explained to me in a language that I understand and I am aware of this document's contents. I have asked all questions that I wished to ask and these have been answered to my satisfaction. I fully understand what is expected of me during the research.

I have not been pressurised in any way and I voluntarily agree to participate in the above-mentioned project.

Participant's signature

Date: 18 SEPTEMBER 2017

Appendix 2

The Government of the Kingdom of Swaziland

Ministry of Education & Training

Tel: (+268) 2 4042491/5
Fax:(+268) 2 404 3880

P. O. Box 39
Mbabane, SWAZILAND

14th February, 2018

Attention:
Head Teacher:

Sibovu Nazarene Primary School	Edwaleni Primary School
Evelyn Baring Primary School	Tfokotani Primary School
Nhlangano Central Primary School	Eqinisweni Primary School
Kontjingila Primary School	New Warm Primary School

THROUGH
Shiselweni Regional Education Officer

Dear Colleague,

RE: REQUEST FOR PERMISSION TO COLLECT DATA FOR UNIVERSITY OF ZULULAND STUDENT – MS. ZODWA PRISCILLA DLAMINI

1. The Ministry of Education and Training has received a request from Ms. Zodwa Priscilla Dlamini, a student at the University of Zululand that in order for her to fulfill her academic requirements at the University of Zululand she has to collect data (conduct research) and her study or research topic is: *CI-service Training Needs of Educators in the Teaching of Writing Skills: A Case Study of Primary Schools in Swaziland.* The population for her study comprises of teachers who teach English Language of the above mentioned school. All details concerning the study are stated in the participants' consent form which will have to be signed by all participants before Ms. Dlamini begins her data collection. Please note that parents will have to consent for all the participants below the age of 18 years participating in this study.

2. The Ministry of Education and Training requests your office to assist Ms. Dlamini by allowing her to use above mentioned school in the Shiselweni region as her research site as well as facilitate her by giving her all the support she needs in her data collection process. Data collection period is one month.

M.E. KHUMALO
DIRECTOR OF EDUCATION AND TRAINING

cc: Regional Education Officer – Shiselweni
    Chief Inspector – Primary
    8 Head Teacher of the above mentioned school
    H.R. Mhlongo and Dr. M.S. Mabusela – Research Supervisor

Appendix 3

Section C: Observation addresses this question:

What competencies do educations have in teachings writing skills of primary school learners?

1= very poor 2=poor=3= neither 4 =good 5=very good

Educators…	Rating				
	1	2	3	4	5
Prepare lessons daily					
Use teaching aids					
Motivate learners					
Mark learners work					
Write positive comments					
Use child centeredness method					
Follow the syllabus					
Uses positive discipline					

Ask questions according to Bloom Taxonomy's theory					
Set tests on writing skills					
Manage classrooms					
Use old method of teaching					
Demonstrate good hand writing on the board					
Do remedial work					
Adhere to time table					
Late coming					
Knowledgeable with content					
Adequate teaching materials					
Medium of instruction					

Learners…	Rating				
	1	2	3	4	5
Participate actively					
Well behaved					
Work as groups					
Write corrections					
Do projects					
Always bring books to class					
Write assignments, quizzes and tests					
Copy notes					
Do not have enough learning materials					
Late coming					
Language use					

Classrooms…	Rating				
	1	2	3	4	5
Have adequate space					
Can be accessed by all learners					
Provide enough space for individual learners					
Print rich					
Clean classrooms					
Enough furniture					

Appendix 4

Training Needs of Primary School Teachers' Study

Teacher Focus Groups

1. How important are writing skills at primary schools?
2. The experience of teaching writing skills to primary school students
3. What are the experiences with regards to teaching other language skills: listening, reading and speaking
4. Challenges with regards to teaching language skills
5. College experiences of training and language skills development: any experiences had, and if so, share
    a. Which institutions provided relevant training?
    b. Which cohorts: years of entry graduation?
6. College experiences of training to teach and help develop language skills (especially writing skills): any experiences had, and if so, share
7. School curriculum and curriculum reform:
    a. Perceptions about the curriculum, positive and negative aspects, SWOT analysis
    b. Suggest areas that require reform and strengthening
    c. Suggest additions
8. Perceptions regarding training and training to teach and help develop language skills (especially writing skills): appropriate, relevant, effective, adequate
9. Self-perceived training needs: let us share. How do we think we would need to be capacitated, developed to teach learners in line with *Vision 2022*; to develop language skills of *First World Status Swaziland*?

Appendix 5

INSTRUCTION

Please complete this part as honestly as you possibly can, with assistance of the enumerator.

DEMOGRAPHIC CHARACTERISTICS

1. Your school

Primary School	1
Primary School	2
Primary School	3
Primary School	4
Primary School	5
Primary School	6
Primary School	7
Primary School	8

2. Grades taught in 2017

Grade	1
Grade	2
Grade	3
Grade	4
Grade	5
Grade	6
Grade	7

3. Your Gender

Female	1
Male	2

4. Your Age Group

20-24 years	1
25-29 years	2
30-34 years	3
35-39 years	4
40-44 years	5
45-49 years	6
50-54 years	7
55-59 years	8

5. Primary school teaching experience

0-4 years	1
5-9 years	2
10-14 years	3
15-19 years	4
20-24 years	5
25-29 years	6
30-34 years	7
35-39 years	8

6. Highest teaching qualification

Swaziland Primary Teachers Certificate	1
Primary Teachers Diploma	2
B. Ed Primary Teaching	3
B. Ed School Teaching	4
P.G.C.E	5
B. Sc. + CDE	6
Secondary Teachers Certificate	7
Secondary Teachers Diploma	8
Other qualification	9

Name

qualification: _____

7. From which institution of higher education was the qualification obtained?

AMADI	1
Ngwane Teachers' College	2
SOLUSI College	3
Southern Africa Nazarene University	4
University of Swaziland	5
William Pitcher Teacher Training College	6
	7
Other institution	8

Name

institution: _____

8. What qualification did you obtain from the institution above

Swaziland Primary Teachers Certificate	1
Primary Teachers Diploma	2
B. Ed Primary Teaching	3
B. Ed School Teaching	4
P.G.C.E	5
B. Sc. + CDE	6

30-34 years	7
Other qualification	8

Name
qualification:

_____

9. Are there any specialty areas (MAJORS) in your teacher training?

Yes	1
No	2

10. If you have had specialty training areas, please name them

Agriculture	1
Languages	2
Mathematics	3
Home Economics, Consumer Science	4
Religious Education	5
Science	6
Social Studies	7
Other specialties	8

Name specialty:

_____

11. How many other schools, besides your current school, have you served in?

Number of Primary Schools

12. Number of years teaching at the school

0-4 years	1
5-9 years	2
10-14 years	3
15-19 years	4
20-24 years	5
25-29 years	6
30-34 years	7
35-39 years	8

Teacher Competencies

13. **How would you rate your competencies in teaching the following language skills?**

Language Skill	Rating				
	Very poor	Poor	Neither	Good	Very Good
Reading	1	2	3	4	5
Listening	1	2	3	4	5
Speaking	1	2	3	4	5
Writing	1	2	3	4	5

14. **How would you rate the learners in your classes with regard to the following skills?**

Language Skill	Rating				
	Very poor	Poor	Neither	Good	Very Good

Reading	1	2	3	4	5
Listening	1	2	3	4	5
Speaking	1	2	3	4	5
Writing	1	2	3	4	5

School Facilities

15. **What is your opinion about the facilities necessary for the teaching of the following at your school?**

Skill/ Subject Area	Rating				
	Very poor	Poor	Neither	Good	Very Good
Reading	1	2	3	4	5
Listening	1	2	3	4	5
Spoken language	1	2	3	4	5
Writing (aspects of writing)	1	2	3	4	5
Mathematics	1	2	3	4	5
Science	1	2	3	4	5
Religious Education	1	2	3	4	5
Social studies	1	2	3	4	5

Language Skills

16. What knowledge and skills were you equipped with to teach writing skills to primary school learners?

Spelling	1
Grammar	2
Punctuation	3
	4
	5
	6
	7
	8

17. Have you participated in any in- service training workshop conducted by in-
service department and inspectorate?

Yes	1
No	2

18. If you have attended in service workshops, how many do you recall attending?

Number of workshops attended

19. When was the last one that you attended?

Last month	1
Third School term last year (2017)	2
Second School term last year (2017)	3
First School term last year (2017)	4

2016	5
2015	6
2014	7
2013	8
2012	9

Classroom Management

20. What classroom arrangement do you use for teaching writing skills?

Co-operation group work	1
Pair work	2
Individual work	3

21. What methods do you use when teaching writing skills? You can highlight more than one method.

	1
	2
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22. What classroom arrangement do you use for teaching reading skills?

Co-operation group work	1
Pair work	2
Individual work	3

23. What methods do you use when teaching reading skills? You can highlight more than one method.

	1
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24. What would you consider to be classroom pre-requisites for the teaching of writing skills?

Appropriate writing materials such as pictorial and diagrammatic when teaching writing skills	1
Seating plan	2

Adherence to time	3
Teaching aids	4
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25. What challenges do you encounter in teaching reading skills?

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Schools and School Administrators

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Own/ Teacher Competencies and factors

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26. What challenges do you encounter in teaching writing skills?

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27. What solutions would you suggest to improve the teaching of reading skills?

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28. What solutions would you suggest to improve the teaching of writing skills?

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Schools and School Administrators

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Own/ Teacher Competencies and factors

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29. What areas of skills or in-service training would you suggest to improve the teaching of writing skills?

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30. What areas would you suggest that teacher training institutions (colleges and universities) focus on to improve the teaching of writing skills in Swaziland?

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Appendix 6

Trainers' Focus Group Discussions

Training
Training on language skills

Training to teach language skills

Training to teach
Training and development reading and writing skills

Training and development to teach reading and writing skills

Assessment
- On campus
- Field
- Post training

Trainers (language and technical subject trainers)

- Tertiary qualifications (relevance to primary school teaching?)
- Work experience (have you been training teacher trainees in these aspects?): length and variation of college training experience; primary school teaching experience
- Experiences/ history of curriculum reform at the institution (and what drives the reform)

- Self-perceived competency to train language skills (including experiences and opportunities for own training)
- Institutional training plans?
- Self-perceived own training needs
- Perceived needs for training of serving teachers

Appendix 7

DEMOGRAPHIC CHARACTERISTICS

Higher Education & Teacher Training

Teaching Experience and Service

Perceptions about Training and Demands of Teaching Service

- **Subjects comfortable teaching**
- **Subjects teaching enjoyed**
- **Subjects difficult teaching**
- **Subjects of discomfort teaching**

Self-assessed competencies, in teaching

- **Reading**
- **Listening**
- **Spoken language**
- **Writing (aspects of writing)**
- **Mathematics**
- **Science**
- **RE**
- **Social studies**

Facilities necessary for the teaching of

- **Reading**
- **Listening**
- **Spoken language**
- **Writing (aspects of writing)**
- **Mathematics**
- **Science**
- **RE**
- **Social studies**

Perceptions about Curriculum Relevance and Adequacy

INSTRUCTION

Please complete this part as honestly as you possibly can, with assistance of the enumerator.

31. Gender

Female	1
Male	2

32. Age Group

20-24 years	1
25-29 years	2
30-34 years	3
35-39 years	4
40-44 years	5
45-49 years	6
50-54 years	7
55-59 years	8

33. Primary school teaching experience

0-4 years	1

5-9 years	2
10-14 years	3
15-19 years	4
20-24 years	5
25-29 years	6
30-34 years	7
35-39 years	8

34. Highest teaching qualification

Swaziland Primary Teachers Certificate	1
Primary Teachers Diploma	2
B. Ed Primary Teaching	3
B. Ed School Teaching	4
P.G.C.E	5
B. Sc. + CDE	6
	7
Other qualification	8

Name
qualification:

_____

35. From which institution of higher education was the qualification obtained?

AMADI	1
Ngwane Teachers' College	2
SOLUSI College	3
Southern Africa Nazarene University	4
University of Swaziland	5
William Pitcher Teacher Training College	6
	7
Other qualification	8

36. What qualification did you obtain from the institution above

Swaziland Primary Teachers Certificate	1
Primary Teachers Diploma	2
B. Ed Primary Teaching	3
B. Ed School Teaching	4
P.G.C.E	5
B. Sc. + CDE	6
30-34 years	7
Other qualification	8

Name

qualification: ....

37. Are there any specialty areas (MAJORS) in your teacher training?

Yes	1
No	2

38. If you have had specialty training areas, please name them

Agriculture	1
Languages	2
Mathematics	3
Home Economics, Consumer Science	4
Religious Education	5
Science	6
Social Studies	7
Other specialties	8

Name specialty:

39. Which other schools have you served in? Name of school

Primary School	1
Primary School	2
Primary School	3
Primary School	4
Primary School	5

Primary School	6
Primary School	7
Primary School	8

40. Number of years teaching at the school

0-4 years	1
5-9 years	2
10-14 years	3
15-19 years	4
20-24 years	5
25-29 years	6
30-34 years	7
35-39 years	8

Language Skills

41. What knowledge and skill were you equipped with to teach writing skills to primary school learners?

Spelling	1
Grammar	2
Punctuation	3
	4
	5

214

	6
	7
	8

42. Have you participated in any in- service training workshop conducted by in-
service department and inspectorate?

Yes	1
No	2

43. If you have attended in service workshops, how many do you recall attending?

44. When was the last one that you attended?

Last month	1
Third School term last year (2017)	2
Second School term last year (2017)	3
First School term last year (2017)	4
2016	5
2015	6
2014	7
2013	8

Classroom Management

45. What classroom arrangement do you use for teaching writing skills?

Co-operation group work	1
Pair work	2
individual work	3

46. What methods do you use when teaching writing skills?

	1
	2
	3
	4
	5
	6
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	9

47. What would you consider to be classroom pre-requisites for the teaching of writing skills?

	1
	2

	3
	4
	5
	6
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	8
	9

48. Have you participated in any in- service training workshop conducted by in-service department and inspectorate?

Yes	1
No	2

49. If you have attended in service workshops, how many do you recall attending?

50. When was the last one that you attended?

Last month	1
Third School term last year (2017)	2
Second School term last year (2017)	3

First School term last year (2017)	4
2016	5
2015	6
2014	7
2013	8
2012	9

Classroom Management

51. What classroom arrangement do you use for teaching writing skills?

Co-operation group work	1
Pair work	2
individual work	3

52. What methods do you use when teaching writing skills?

	1
	2
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53. What would you consider to be classroom pre-requisites for the teaching of writing skills?

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	9