



Cape Peninsula
University of Technology

**THE IMPLEMENTATION OF SHARED WRITING WHEN TEACHING THE WRITING
PROCESS IN THE INTERMEDIATE PHASE AFRIKAANS HOME LANGUAGE**

by

MARYNA MARIETTE DE LANGE

Thesis submitted in fulfilment of the requirements for the degree of

Master of Education

in the Faculty of Education

at Cape Peninsula University of Technology

Supervisor: Dr AJF Dippenaar

Co-supervisor: Prof J Anker

Wellington
September 2016

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DECLARATION

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Date

ABSTRACT

Since 2012, the poor literacy levels of intermediate phase (IP) learners have been a concern for officials in the Western Cape Education Department (WCED). Responding to the literacy crisis, the WCED has implemented the South African Curriculum and Assessment Policy Statement (CAPS), along with various other literacy interventions, but in the West Coast District, IP learners' writing skills remain poor. Focusing on the West Coast District, this thesis sheds light on the implementation of the writing-instruction practices prescribed by CAPS: specifically, the implementation of "shared writing" as a scaffolding method for teaching writing to learners. The thesis maps the theoretical and conceptual framework of the writing process, with an emphasis on shared writing. In particular, it discusses Vygotsky's and Piaget's ideas on social-cognitive development and scaffolding. The gradual release of responsibility (GRR) and balanced language approach (BLA) instruction models propose that a competent adult should interactively model the writing process to learners before group writing (practice) and independent writing (assessment) are attempted. While these stages of instruction are included in CAPS, this study investigated the extent of their implementation. Current literature in the field of writing instruction foregrounds the concepts of "thinking aloud" and "shared pen", according to which the teacher and the learner co-compose a text, allowing learners to become competent writers. In this study, quantitative and qualitative research methods were used to describe and understand West Coast District IP Afrikaans Home Language (HL) teachers' perceptions of their use of shared writing to teach the writing process. Data collection consisted of quantitative and qualitative questionnaires, as well as interviews, with results converted into percentages. Subsequent data analysis disclosed the patterns, strengths, and weaknesses experienced by IP Afrikaans HL teachers in the West Coast District. Current IP writing-instruction practices can provide the South African Department of Basic Education (DBE) with valuable insights into the implementation of shared writing, and of CAPS as a whole.

Key words: literacy, scaffolding; the writing process; shared writing; thinking aloud; shared pen

ACKNOWLEDGEMENTS

I wish to thank:

- My supervisor, Dr Hanlie Dippenaar, for her guidance, patience, motivation, and positive feedback at all times. She became a dear friend and ally.
- My co-supervisor, Professor Johan Anker, for overseeing the study with kindness and empathy.
- My neighbour, Professor Kotze, for motivating me to take on the challenge.
- Brain Prehn, Head of READ Educational Trust, for sharing his knowledge and for distributing and retrieving the questionnaires to and from his facilitators.
- My colleague, Pete Mullineux, for guidance about writing a thesis.
- My proofreader, DJ Joffe, for kindness and working long hours.
- My statistician, Dr Corrie Uys, for analysing data and reformulating content.
- All my colleagues, for their motivation and understanding.
- My eighty-year-old mother, Jess Hymans, for checking the content pages against the headings in the thesis.
- My husband, Adriaan de Lange, for his unconditional love and continuous support throughout my journey.

The financial assistance of the National Research Foundation towards this research is acknowledged. The opinions expressed in this thesis and the conclusions arrived at are those of the author, and are not to be attributed to the National Research Foundation.

DEDICATION

For

My daughter Nadene and my son Dévan, who convinced me to join them in their final year of study. They believed in their mother, and encouraged and supported her through this journey.

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GLOSSARY

Terms and abbreviations	Explanation
Afrikaans HL	Afrikaans Home Language
CAPS (KABV)	Curriculum and Assessment Policy Statement (Kurrikulum- en assesseringsbeleidsverklaring)
DBE	Department of Basic Education
IP	Intermediate Phase
Phases of writing	The five phases of writing defined in CAPS are planning, drafting, revising, editing, and publication
Shared pen	The teacher writes on behalf of the whole class, carefully guiding learners through the writing process
Shared writing	The teacher models the writing process and engages the whole class before learners apply their writing skills to a new genre
Stages of scaffolding	Demonstration and practice of independent writing
Systemic testing of literacy levels	Annual external literacy testing of three language skills: reading, reasoning, and writing
Thinking aloud	Verbal, audible explanation to a whole class that models the different skills to be processed during writing
Writing	The graphic markers of self-expression
WCED	Western Cape Education Department

CHAPTER ONE OVERVIEW

1.1 Introduction

Most South African learners are performing below the national curriculum's target for literacy skills in home language (HL) subjects (Spaull, 2013:7). In 2009, the Western Cape Education Department (WCED) introduced annual systemic testing for literacy and numeracy. The systemic test for literacy surveys literacy levels among Grade 6 learners in schools in the Western Cape, where more than 10 learners are expected to complete the curriculum. An analysis of the test results of Grade 6 English and Afrikaans HL learners between 2012 and 2014, published by the WCED (WCED, 2015a), showed some improvement in the literacy components of reading and viewing, thinking, reasoning, and writing. Overall, however, WCED education officials remain deeply concerned about the poor writing skills of learners in the Intermediate Phase (IP), as reflected in these results. The researcher, who is a language adviser in the West Coast District of the WCED, shares these concerns. The WCED set a target average score and pass rate of 50% in the systematic literacy tests, which was not achieved in the 2012–2014 period. This chapter includes an overview of the background, scope, aims, and context of the present study. It clarifies the key terms of the study, and discusses the ethical considerations and the reliability, trustworthiness, and validity factors involved (Figure 1.1).



Figure 1.1: Graphic layout of chapter

1.2 Background and rationale

The WCED's grade 6 systemic test for literacy requires that learners construct a text consisting of ten sentences, in either English or Afrikaans, on a given topic. Although the task of producing ten sentences would seem to be relatively straightforward, at the IP level, the results show that learners struggle to meet the expectations of the assignment (see Table 1.1). For the purpose of this study, the focus is on the results of the writing component in the West Coast District, where learners' progress has been unsatisfactory, as illustrated in Table 1.1 (second-last row).

Table 1.1: Results of grade 6 annual systemic test for literacy in English and Afrikaans Home Language, 2012 to 2014 (adapted from Western Cape Education Department, 2015a)

Literacy components of all Grade 6 learners, as tested		2012		2013		2014	
		Pass %	Average%	Pass %	Average%	Pass %	Average%
Reading and viewing	West Coast District	42.1	46.7	22.3	37.3	41.9	45.1
	Western Cape Province	39.5	45.4	29.5	39.3	37.9	43.2
Thinking and reasoning	West Coast District	41.8	45.9	19.4	36.6	38.8	44.5
	Western Cape Province	42.6	46.4	27.2	38.7	35.3	42.6
Writing	West Coast District	3.0	6.7	9.5	7.9	47.8	38.9
	Western Cape Province	5.1	8.4	19.3	16.0	30.9	25.6

As Table 1.1 reveals, the West Coast District showed a minor improvement in the writing component from 2012 to 2013, and a much more substantive improvement in 2014. However, a 50% pass rate and average for the prescribed writing assignment was not still obtained in the West Coast Education District in 2014, nor in the province as a whole (South Africa. Western Cape Education Department, 2015a). Despite the various literacy interventions introduced by the South African Department of Basic Education (DBE), the WCED, and officials at the district level to improve learner writing, the majority of learners were still not able to reach a passing (50%) score. When the results of the different literacy components of the annual systemic tests are compared (reading and viewing versus thinking and reasoning versus writing), it becomes evident that the teaching of writing in the Western Cape Province has historically been particularly problematic. The intermediate phase of the South African school system is responsible for literacy improvement, with grade 6 being the exit grade of this phase. This study investigated the extent to which shared writing is implemented by teachers in this phase, according to the requirements outlined in the

Curriculum and Assessment Policy Statement (CAPS) (South Africa Department of Basic Education, 2011a:12).

1.2.1 Interventions for improving literacy

Over the past three years, sub-departments of the South African Department of Basic Education (DBE) at the national, provincial, and district level have launched several interventions to address literacy development (broken down into listening, speaking, reading, writing, and language skills). The DBE initiated a series of national workbooks for this purpose, commonly referred to as the Rainbow Workbooks (South Africa Department of Basic Education, 2015). The WCED, which consists of eight districts, launched additional literacy interventions, including balanced language approach (BLA) training. The West Coast District, determined by municipal boundaries within the WCED, also drove intervention strategies of its own across its five circuits, from daily writing to teacher training to the use of writing frames, as a way to improve the systemic testing results of its learners (particularly in the writing component). These interventions are discussed in greater detail below.

1.2.1.1 National interventions

After 1994, South Africa implemented a new education system of Outcome-Based Education (OBE), which failed to address the nation's educational needs at the time. After the OBE system was revoked, the DBE introduced CAPS in 2012, covering all subjects. More time was allocated in the CAPS model to teaching languages (home language, first language, and second additional language) than in previous models. Teachers were orientated regarding the content of CAPS: the structure, the teaching plan, and the assessment programme (De Lange, 2011). The DBE did not, however, provide training for the implementation of the different phases of the writing process (planning, drafting, revising, editing, and publication), or for the use of shared writing as a methodology of writing instruction (South Africa. Department of Basic Education, 2011a:12).

In 2010, the DBE issued colourful, communicative, text- and activity-based home language (HL) and first additional language (FAL) national workbooks to all South African schools, in the eleven official South Africa. languages, in an attempt to improve academic and literacy results (South Africa. Department of Basic Education, 2015). The use of these national literacy workbooks was strongly advocated by the DBE. In a circular written by Soobrayan (2012), it was stipulated that learners were expected to complete all tasks in Language Workbooks 1 and 2 before writing the end-of-year examination. Although the Western Cape province reported high use of

the national workbooks, the writing skills of learners in the province did not improve as expected (Western Cape Education Department, 2014:16). In the West Coast District, there was only a slight improvement in writing test results (from a 3% pass rate in 2012 to a 9.5% pass rate in 2013) (see Table 1.1).

1.2.1.2 Western Cape Province literacy interventions

As part of its literacy-intervention campaign, the WCED launched a training programme for IP Afrikaans HL teachers, and other IP teachers whose area of focus included literacy. The programme ran from 2009 until December 2014. The Read Educate And Develop (READ) organisation was approached to train and assist these IP teachers in reading and writing instruction. READ managed, presented, and supported the WCED's literacy programme over the 2009–2014 period. During the five-day training sessions presented by READ, IP Afrikaans HL teachers were exposed to the shared-writing methodology outlined in CAPS, and were guided to write their own texts (READ, 2008). These sessions concluded with discussions of how Afrikaans HL learners would benefit from shared writing (READ, 2008).

The WCED contracted facilitators from READ to do on-site follow-up sessions with those teachers who had attended the training. These follow-up sessions included teacher observation and assistance, and were carried out at least twice per term over the course of a year, in order to ensure that the skills imparted during training were being successfully implemented at Western Cape schools. READ facilitators reported that teachers were willing to present lessons on reading, but were not as keen on delivering shared-writing lessons (READ, 2014:3). According to READ (2014:3), the quality of writing in these schools remained lacking. Although the READ training sessions at schools were compulsory, attendance of the shared-writing sessions was 72%, compared with the 88% attendance for shared reading at the same schools (READ, 2014:4). This discrepancy begs the question of whether there is a link between teacher absenteeism during the shared-writing development sessions, teacher interest in improving learners' writing skills, and the systemic testing results of IP learners.

The WCED literacy intervention ended in 2015, and has since been replaced by the 2016–2019 WCED literacy strategy, discussed in Chapter 5 (Western Cape Education Department, 2015b). The present study highlights the importance of implementation and support for future training and intervention programmes in the Western Cape, with a particular focus on the West Coast District.

1.2.1.3 West Coast District interventions

Each education district drives its own interventions to address educational issues in its specific context. During these interventions, district officials support and monitor teachers and learners in their district. Between 2012 and 2014, the West Coast District identified writing as a key literacy skill to be supported, advocated, and supervised by district officials. The district instructed teachers that learners in all grades and subjects should write on a daily basis. It also provided training in shared writing and other writing frames for IP Afrikaans HL teachers (who had been trained as generalists), to give more structure to writing lessons (De Lange, 2013a, 2014a).

Daily writing

In 2012, the director of the West Coast District imposed a strategy for monitoring learners' daily writing. All subject advisers had to monitor the amount of writing being done by learners each term, and communicate this information to principals (De Lange, 2012). The expectation of the district was that learners would construct and write their own ideas in all subjects on a daily basis, and that their systemic test scores for literacy would improve as a result. This intervention led to a marginal pass-rate improvement of 6.5% for the 2013 systemic tests for literacy in the West Coast District, while the rest of the province improved by 14.2% that year (see Table 1.1). Further investigation and end-of-year moderation revealed that underperforming schools (i.e., schools with poor literacy results) counted transcribed work from the chalk board or the textbook as daily writing (De Lange, 2013b; De Lange, 2014b). It can therefore be inferred that a number of IP Afrikaans HL teachers in the West Coast District misinterpreted the daily writing task, which was supposed to cultivate learners' own thoughts and ideas after a process of teaching and learning.

Writing frames

During the period 2012–2014, subject advisers invited IP Afrikaans HL teachers from underperforming West Coast District schools to attend developmental sessions, as a way to support the execution of CAPS and improve systemic test results for literacy. The developmental language sessions covered the use of shared writing and other writing frames during creative and transactional writing assignments (De Lange, 2013a; De Lange, 2014a). After these sessions, the district distributed writing frames to all its schools. At the end of the year, 20 underperforming schools from across the district were selected for moderation. The practice of daily writing and the use of writing frames were monitored by the relevant IP HL subject advisers, who reported to the district director that only 32% of the moderated schools, all of which had participated in the developmental training, showed evidence of effective writing (De

Lange, 2014b). District officials of the WCED questioned the efficacy with which the training had been implemented.

Writing process and shared writing

After three years of CAPS implementation, which included training, developmental sessions, and on-site support, teachers still were not implementing the CAPS lesson plans and the shared-writing processes outline therein (South Africa. Department of Basic Education, 2011a:32-85). The 2015 end-of-year moderation of IP Afrikaans HL writing, which surveyed the 20 underperforming schools selected by the relevant subject adviser, failed to deliver evidence that the writing process had been taught within the timeframe required by CAPS (see section 2.6). The moderation exercise suggested that IP Afrikaans HL teachers equated writing with the completion of language-structure exercises. The district official found no evidence of the use of the shared-writing methodology in any of the lesson plans presented by teachers (De Lange, 2015).

Despite its various interventions (the daily writing requirement, the provision of writing frames, the training of teachers in the writing process and shared writing), the West Coast District did not reach its target of a 50% average score and pass rate for the writing component of the systemic test for literacy. Against this backdrop, the present investigation focused on IP Afrikaans HL teachers' use of the shared-writing methodology of instruction in the West Coast District.

1.3 Scope and aim of study

Most of the available studies on writing instruction originate in other countries and do not refer to South Africa-specific factors. It was therefore necessary to research how writing practices are taught within the South African context. This study focused on writing instruction in IP classes of Afrikaans HL in the West Coast District of the Western Cape. The study considered the following contextual factors in relation to the implementation of shared writing: knowledge of the previous and current curriculum; teachers' views of their implementation of CAPS; teachers' gender; teachers' years of experience; teachers' qualifications or training in the shared-writing methodology. The Western Cape is the only South African province where learners write an annual systemic test for literacy—in either English or Afrikaans HL—in grades 3, 6, and 9. The systemic testing is designed to monitor the improvement of literacy levels against international literacy standards. This study used the systemic testing results of grade 6 learners as its point of departure, investigating the possible reasons for the inadequacy of learners' literacy test scores (especially in the writing component), as

displayed in Table 1.1. An entire school system is responsible for the successful implementation of a curriculum such as CAPS. The target group for this study was Afrikaans HL teachers for grades 4 to 6. After reviewing the relevant literature in Chapter Two below, the thesis goes on to focus on the teaching of the writing process using shared writing, as prescribed by CAPS.

The aim of this study was therefore to determine the extent to which IP Afrikaans HL teachers implement the prescribed CAPS writing process and the shared-writing methodology (engaging the whole class in the process of writing) (South Africa. Department of Basic Education, 2011a:13). Accordingly, the primary research question guiding the study was as follows:

How and to what extent do teachers in Afrikaans home language classrooms in the West Coast District use the shared-writing methodology prescribed by CAPS to teach the writing process to intermediate phase learners?

The following sub-questions were formulated to guide the study further:

- Do factors such as gender, READ training, qualification level, and teaching experience have a significant impact on the teaching of the writing process using the shared-writing methodology?
- Do teachers have a sound knowledge of the shared-writing methodology outlined in CAPS?
- What are the typical shortcomings in teaching the writing process using the shared-writing methodology?
- What evidence-based recommendations can be made regarding these identified shortcomings?

Based on the WCED systemic testing results for literacy, it can be reasoned that the underlying problem with writing was not addressed by the interventions discussed in section 1.2.1. This research study focused on one particular instructional methodology used by teachers to improve literacy results: shared writing (Van der Veer, 2007:118). The scope of this study therefore stretches beyond an “auditing” of CAPS delivery, which includes completion of the national workbook, daily writing across the curriculum, and the provision of writing frames. As proposed by Creswell and Clark (2011:153), the researcher used quantitative and qualitative methods to investigate the research questions.

1.4 Contextualising the study

In order to situate this study within the existing body of literature, an in-depth literature review was conducted. The results thereof are presented in Chapter Two. The purpose of the literature review was to shed light on writing instruction and the use of shared writing as a critical stage in writing instruction.

Chapter Two offers a conceptual frame for this study, outlining the concepts of social-cognitive constructivism and scaffolding. Bezuidenhout (2014:46) writes that scaffolding should provide learners with the guidance and skills they need to approach the writing process and become competent writers. The balanced language approach (BLA) and Pearson and Gallagher's gradual release of responsibility (GRR) approach are two models that provide insight into shared writing and that offer support for the writing process outlined by CAPS. The CAPS teaching methodology stipulates that learners be shown how the process of writing works through a scenario in which all the learners in the class participate in and contribute to an exercise in shared writing. Current literature in the field of writing instruction foregrounds the concepts of "thinking aloud" and "shared pen", according to which the teacher and the learner co-compose a text, helping learners to become competent writers (Wall, 2008:150; Lan, Hung & Hsu, 2011:150). Learners then repeat the process in pairs, and, when their skills are sufficiently developed, they are expected to work independently (Pearson & Gallagher, 1983:325).

The researcher grounded the study in a rigorous theoretical framework by reviewing the theories, concepts, and skills (i.e., seeking, finding, using, organising, digesting, and assimilating information) that underpin the process of writing (Marlowe and Page, 1998:17). This contextual framework helped elucidate what should happen in an effective IP Afrikaans HL classroom in South Africa.

1.5 Clarification of terms

Below is a list of terms frequently used in this study. The list is provided in alphabetical order.

1.5.1 Curriculum and Assessment Policy Statement

The current South African National Curriculum Statement Grades R–12 contains three documents, one of which is the Curriculum and Assessment Policy Statement (CAPS) for each grade and subject. The Afrikaans version of this document is titled Kurrikulum en Assesserings Beleidsverklaring (KABV). The document contains the curriculum content, teaching methodologies, and assessment programme for each

grade and subject. The specific document of interest for this study is entitled KABV Grades 4–6 Afrikaans Huistaal (South Africa. Department of Basic Education, 2011a), or CAPS Grades 4–6 Afrikaans Home Language. The English and Afrikaans versions of CAPS/KABV Intermediate Phase Languages contain identical information on pages 1–13, but the interpretation of the vocabulary used could be different across the two languages (South Africa. Department of Basic Education, 2011a, 2011c).

1.5.2 Home language

Afrikaans Home Language refers to the language first acquired by children through exposure at home (South Africa. Department of Basic Education, 2011a:8). CAPS divides Home Language into four broad spheres of skill: listening and speaking; reading and viewing; writing and presenting; and language structures and conventions (South Africa. Department of Basic Education, 2011a:9). Content for these different language skills is found in the CAPS teaching plans (South Africa. Department of Basic Education, 2011a:30-85). Each teaching plan is referred to as a “cycle”. Twelve instruction hours are allocated to each cycle, of which four hours are allocated to writing (South Africa. Department of Basic Education, 2011a:13).

1.5.3 Intermediate phase

The intermediate phase is part of the primary school system and refers to learners from grades 4 to 6 (South Africa. Department of Basic Education, 2011a). The ages of learners range from 9 to 13 years. In their final year of the intermediate phase, grade 6 learners are exposed to annual systemic testing in the Western Cape. IP teachers tend to teach across the curriculum and are therefore not necessarily specialists in a particular subject.

1.5.4 Phases of writing

The word “phases” is used in this study to refer to the different stages of the writing process. Different writing skills are expected in each phase.

1.5.5 Shared pen

Paquette (2007:155-163) advocates demonstrating the process of writing through the “shared pen” methodology, in which learners verbally participate in the construction of a text. The teacher writes on behalf of the whole class, carefully guiding learners through the process of writing (Wall, 2008:150). The burden placed on working memory is reduced, and knowledge is instead stored in long-term memory (Lan et al., 2011:148).

1.5.6 Shared writing

The IP English HL Grades 4–6 section of CAPS makes reference to the teaching of language skills, and includes shared writing as a teaching methodology. The CAPS document states:

Language teaching happens in an integrated way, with *the teacher modelling good practices*, the learners practising the appropriate skills in groups before applying these skills on their own. *The structure of each lesson should be one that engages the whole class* before practising in groups and applying the new skill individually. The terms used are Listening and Speaking, *Shared Reading and Writing*, Group, Guided and Independent Reading/Writing. (South Africa. Department of Basic Education, 2011c:13)

The corresponding IP Afrikaans HL section reads as follows:

Taalonderrig gebeur op 'n geïntegreerde wyse waar die onderwyser goeie praktyke modelleer, die leerders die gepaste vaardighede in groepe inoefen voordat die leerders hierdie vaardighede op hul eie toepas. Die struktuur van die les moet sodanig wees dat die hele klas eers betrek moet word, daarna in groepe oefen voordat hulle die vaardighede individueel toepas. Die terme wat gebruik word is Luister en Praat, Gedeelde Lees en Skryf, Groep, Begeleide en Onafhanklike Lees en Skryf. (South Africa. Department of Basic Education, 2011a:13).

The difference between the two versions of the text is that the English version states, “The structure of each the lesson should be one that...”, which can be interpreted as a suggestion, whereas the Afrikaans version states, “Die struktuur van die les moet [‘must’] sodanig wees dat...”, which can be interpreted as a clear instruction or command.

Shared writing, as explained in the IP CAPS, can be seen as the first stage of scaffolding. According to CAPS, writing instruction begins with the teacher first “modelling good practice”, and the structure of the lesson must be such that the whole class is first involved in the exercise before the learners practise in groups and then apply their new skill individually (South Africa. Department of Basic Education, 2011a:13).

1.5.7 Stages

The term “stages” refers to the different levels of scaffolding. The three basic stages of scaffolding are, first, demonstrating the writing process (shared writing), second, practising the writing process, and, third, independently applying the writing process.

1.5.8 Systemic testing of literacy levels

As of 2009, the Western Cape Education Department subjects grade 3, 6, and 9 learners in the province to literacy tests that are designed to determine their reading and viewing, thinking and reasoning, and writing skills. The results of these tests are compared to those of previous years, in order to determine learner progress and set action plans to improve results. The test is written either in English (Home Language or First Additional Language) or in Afrikaans (Home Language), as determined by the school. The West Coast District is a rural district, and Afrikaans is the home language of the majority of learners, which means that the systematic tests for literacy are typically written in Afrikaans HL by learners in this district.

1.5.9 Thinking aloud

Van der Veer (2007) claims that writing is best taught with the assistance of an adult, in the form of verbal thinking. “Thinking aloud” involves a teacher demonstrating the thinking process by verbally talking through the process (Aminloo, 2013). Learners gain access to the process by hearing an adult “thinking aloud”, and by participating in the process through brainstorming ideas, selecting topics, and deciding on the order in which to present them (Tann, 1991; Eggleton, 2010). The teacher shares and unpacks the thinking process step by step.

1.5.10 Writing

Writing, the focus of this study, can be defined as “a system of graphic markings that represents units of specific language” and communicates the needs, ideas, and capabilities of the brain (Schmandt-Besserat & Erard, 2008). Or, as CAPS states, “[w]riting is a powerful instrument that allows learners to construct and communicate thoughts and ideas coherently” (South Africa. Department of Basic Education, 2011c:11). At some point during the construction of their knowledge, learners need to communicate critical thinking and conceptualise and organise knowledge in the form of writing (Marlowe & Page, 1998:16; Barringer, Pohlman & Robinson, 2010:144). Writing, therefore, is a material and intellectual tool of expression that needs to be developed effectively (Daniels, 1996:177). In CAPS, effective writing in IP Afrikaans HL is a process consisting of several steps. The Western Cape annual systemic testing for literacy is a governmental means of monitoring the effective construction of

sentences among learners. Currently, writing is one of the literacy skills that learners find most challenging (see Table 1.1), and teachers also seem to find it particularly difficult to teach (see the discussion of the READ training outcomes above).

1.5.11 Writing process

The “process” approach to writing, according to CAPS, involves five steps or “phases” of constructing a text: planning, drafting, revising, editing, and presenting (South Africa. Department of Basic Education, 2011c:11,13). This study broke down the writing process to determine whether, and to what extent, teachers implement the different phases of the writing process using shared writing.

1.5.12 Western Cape Education Department

The Western Cape Education Department (WCED) is the educational department of the Western Cape Provincial Government. The WCED has eight educational districts, and each district is divided into circuits. The West Coast District is one such district, and has five circuits.

1.6 Research design

In order to determine whether scaffolding, in the form of shared writing, is implemented effectively in IP Afrikaans HL classes in the West Coast District, this study required a reliable research design. Creswell (2008:170) and Mouton (2001:57) claim that the choice of a research paradigm and method depends on the aim, design, and nature of the study. Therefore, the researcher selected an interpretivist paradigm, and included quantitative and qualitative research design methods to gain different perspectives on the research problem and to ensure trustworthiness (Creswell & Clark, 2011:104). In order to meet the aims of the study, the research methods were applied in two phases: quantitative and qualitative data collection, and quantitative comparison of data. The research-design process can be subdivided into the following components, described in detail below: sampling, instrument, procedure, data analysis, reliability, and validity.

1.7 Data collection

Data collection encompasses sampling, instruments, and procedures.

1.7.1 Sampling

Sampling was done differently for the quantitative and qualitative research methods. The quantitative research sampling process was twofold. The annual literacy systemic diagnostic quantitative testing (data set 1) assessed the level of writing skills of grade 6

learners in the West Coast District, producing the 2014 systemic testing results for literacy. A sample of 82 IP Afrikaans HL teachers, selected from a pool of 160 IP Afrikaans HL teachers in the West Coast District, was used as a non-probability sample for data set 2 (3.4.1.1). Non-probability sampling was dependent on school principals, who distributed the questionnaires to their teachers, with each participant having an equal opportunity to be selected. From this sampling method, generalisations about the larger population was made.

The qualitative method (open-ended questionnaires) was threefold. The population was purposively sampled, to afford the researcher an in-depth understanding of how and to what extent teachers implement shared writing and teach the writing process according to the requirements of CAPS (Creswell, 2009:181). Schools that underperformed in the WCED systemic tests, and that had been exposed to the READ training, were identified. 25 IP Afrikaans HL teachers from these schools in the West Coast District completed an open-ended questionnaire, and nine interviews were conducted with the same group of teachers, as recommended by Creswell (2008:153). Finally, READ facilitators were requested to share their views on the implementation of shared writing on the part of IP Afrikaans HL teachers.

The results of 82 quantitative questionnaires, 25 qualitative questionnaires, nine interviews, and two outsiders' perspectives were collected, allowing for triangulation (see Figure 1.2). This triangulated approach afforded the reader rich insight into the phenomenon being investigated.

1.7.2 Instruments

To address the aims of the study, the researcher gathered data using five separate instruments, of which two were quantitative (data sets 1 and 2) and three were qualitative (data sets 3 to 5). The data-collection process is discussed in detail in section 3.4.2. The rationale for the two separate research designs was to compare findings, as illustrated in Figure 1.2.

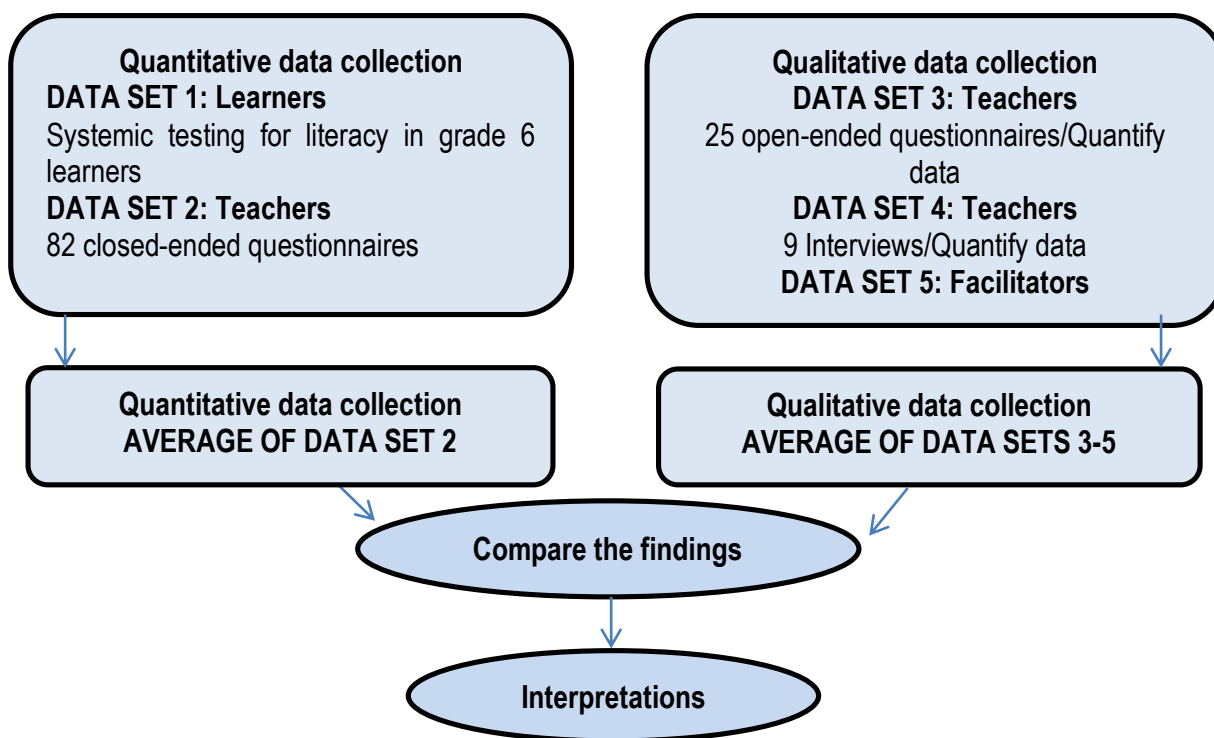


Figure 1.2: Diagram of the quantitative and qualitative research method (based on Creswell & Clark, 2011:118).

The first quantitative data set (data set 1) included the WCED quantitative systemic testing results for literacy for the period 2012–2014, and indicated a problem in the way writing is taught in the West Coast District, and in Western Cape at large (see Table 1.1). To investigate this problem, a cross-sectional survey, data set 2 (closed-ended questionnaires), was used to determine the general perspective that teachers have of their own teaching practices (Fink, 2002:102) and of their implementation of CAPS (see Appendix C). Fink (2002:102,112) proposed that quantitative questionnaires be designed using set criteria (see Appendix A), and the present study followed this approach. The closed-ended questionnaire was designed by formulating four categories, each with four descriptions in the form of statements. The statements were conceived using the expectations outlined in CAPS (see Appendices A & M). A Likert scale was used to indicate the extent to which participants agreed or disagreed with each statement (Du Plooy-Cilliers & Cronje, 2014:159).

The qualitative-design instruments (data sets 3, 4, and 5) involved descriptive questionnaires with open-ended questions and interviews. Data set 3 included open-ended questionnaires, in which teachers described their practices. These questionnaires were followed by recorded interviews (data set 4), where teachers could explain their practices verbally (Appendix D). Lastly, in data set 5, READ facilitators

completed open-ended questionnaires (Appendix E), providing their views of how teachers implement shared writing and teach the writing process in IP Afrikaans HL classrooms.

The rationale for collecting both quantitative and qualitative data was to gain exploratory and explanatory perspectives on the phenomenon being studied (Davis, 2014:75,77). Disparate data-collection instruments were used to gather in-depth knowledge on how shared writing and the writing process are implemented in the IP Afrikaans HL classroom, on the one hand, and on how teachers perceive their own teaching practices, on the other, with teachers' perceptions assessed through their responses to the quantitative questionnaires (Fink, 2002:114).

1.7.3 Data-collection procedures

The data-collection procedure occurred in three phases: phase 1 covered the administration necessary for the research study; phase 2 covered the execution of the quantitative research design; and phase 3 covered the execution of the qualitative research design. These procedures are discussed in more detail in section 3.4.2.

During phase 1, the WCED systemic results for literacy for the 2012–2014 period were obtained and analysed, which led to the identification of a problem in writing skills and teaching practices (South Africa. Western Cape Education Department, 2015a). Basit (2010:317) suggests that permission be granted for any research conducted within a social context. Ethical clearance was obtained from the CPUT Faculty of Education and from the WCED, after which consent letters (Appendices F–H) were issued to the READ Educational Trust, and to principals and teachers (3.4.2.1).

Phase 2 of the research is fully dissected in sections 4.3.1.1 and 4.3.1.2 of this thesis. The quantitative closed-ended questionnaire was distributed to principals at 50 different schools and offered to the IP Afrikaans HL teachers at those schools. During phase 3 of the research, the qualitative questionnaire (with open-ended questions) was e-mailed to eight schools. Teachers from four of the eight schools were then invited for interviews once they had completed the questionnaire, to provide more detailed information on the same questions. Finally, the researcher e-mailed qualitative questionnaires to a number of READ facilitators, gathering written descriptions of their observations of how shared writing is implemented in IP Afrikaans HL classrooms in the West Coast District. The results of phases 2 and 3 were merged and interpreted. From these different perspectives, similarities, differences, and gaps were identified and discussed (Creswell, 2009:114).

1.8 Data analysis

To ensure the validity of the research instruments, the accurate capturing and analysis of the data were crucial. As Creswell (2009:246) proposed, quantitative and qualitative categories need to be similar if the researcher wants to produce accurate findings through triangulation.

The researcher used the ordinal, nominal, and Likert scales for the biographical items, and for data set 2 (Frankel & Wallen, 2006:463; Bezuidenhout & Cronje, 2014:229). The data were collected and recorded in Excel, and analysed by the CPUT Statistical Consultation Centre. The findings were displayed numerically and statistically (Creswell, 2009:350; Fink, 2002:32). The qualitative data (open-ended questionnaires, converted interviews, and the written descriptions of the READ facilitators) were quantified and coded according to set categories (Jick, 1979:607). The categories in the three qualitative questionnaires were analysed according to a code with the potential for four categories, in order to be accurately compared (Creswell, 2009:240). The scales of the different instruments were the same across both research designs. As a result, the two sets of data could be compared and merged to determine the extent of implementation of shared writing while teaching the writing process. In Chapter Four, the data are interpreted in response to the research questions. Chapter Five offers meaningful recommendations for improving writing results in primary schools.

1.9 Measures for trustworthiness, reliability, and validity

The researcher is part of the study field and is therefore regarded as an insider. To ensure trustworthiness, reliability, and validity, the researcher aimed to generate impartial numerical and statistical findings through her quantitative and qualitative research-design methods.

1.9.1 Trustworthiness

During phase 3 of the qualitative research process, trustworthiness was ensured through the use of open-ended questions and interviews, which granted the researcher a greater understanding of how the writing process and the shared-writing methodology are implemented (Leedy and Ormrod, 2010:96). The in-depth descriptions provided by the READ facilitators offered a final contribution to the phenomenon being studied. Credibility was enhanced by the triangulation of data. Five instruments were used, of which two were quantitative and three were qualitative (Kumar, 2011:185, Leedy & Ormrod, 2010:96). The qualitative data were quantified using the same categories and rubric.

1.9.2 Reliability

To ensure that the researcher had no significant influence on the data, and that the data were reliable, purposive and non-probable sampling were selected. The close-ended questionnaire was subjected to pre-testing, as discussed in section 1.8.3 above, after which improvements were made to ensure accuracy and to allow for generalisations (Koonin, 2014:254; Leedy & Ormrod, 2010:111). The close-ended questionnaire was considered to be internally consistent, because the questions are rephrased with a slightly different angle at each stage of the instrument (Creswell, 2008a:171). The questionnaire was translated into Afrikaans, making it accessible to IP Afrikaans HL teachers, and ensuring that the questions were not misunderstood because of a language barrier (Fink, 2002:109). To further ensure reliability, the same categories and descriptions were used for data sets 2 to 5. The triangulation of data supported reliability, with different participants from different schools, organisations, groupings, and methods providing their perspectives on writing instruction and the implementation of the shared-writing methodology (Fink, 2002:66).

1.9.3 Validity

The validity of a research study is measured in terms of its content, face, criteria, construction, and internal validity. In terms of content validity, the quantitative questionnaire was aligned with the content of CAPS and had valid sample sizes. Criterion-related validity was obtained through the instruments used to compare 82 teachers' perspectives of their own teaching practices. Construct validity was ensured by the correlation among the different instruments. Moreover, details of the writing process and of shared writing (see Appendix C) were derived directly from the CAPS requirements (South Africa. Department of Basic Education, 2011a:11,12). The quantitative research-design method enabled the researcher to collect evidence and gain an in-depth understanding of the writing process and shared-writing implementation in the West Coast District (Frankel & Wallen, 2006:520). The face validity of the design of the quantitative instrument has been acknowledged by two experienced researchers, Braun (2015) and Hartley (2015). The drawbacks and threads thereof are discussed in section 3.5.3 (Fink, 2002:110).

1.10 Ethical considerations

Koonin (2014:263) states that researchers should have the support and trust of broader communities, such as the participants, the public, other researchers, the faculty, and policy makers. It was necessary in this study to gain the trust of the various stakeholders involved. Ethical clearance was provided by both CPUT and the WCED. Before the study was conducted, consent letters (Appendix G) were issued to all

participants, informing them formally of the purpose of the research, the instruments being used, the duration of the research, the date of research, the venue of the research, and how their identities would be protected. The consent forms stipulated that information would be known only to the researcher, and would not be made available to any other person (Creswell, 2008:238; Louw, 2014:264). The consent form also highlighted the fact that participation was voluntary, and that the research could potentially benefit participants' teaching and have a positive impact on education (Basit, 2010:93). Participants had to sign an acknowledgement that they had given consent for their contribution to be used in the study (Koonin, 2014:267). The contact details of the Ethics Council, the supervisor, and the researcher were made available.

1.11 Conclusion

The overriding aim of this study was to determine the extent to which the writing process (planning, drafting, and editing) and the shared-writing (modelling) methodology are being effectively implemented in IP Afrikaans HL classrooms in the West Coast District. The study explored whether teachers have the requisite knowledge and understanding to implement shared writing and improve writing skills among IP Afrikaans HL learners in the West Coast District, as prescribed by CAPS. The study sought to identify the possible causes of the poor results of the systemic tests for literacy, as discussed in this chapter. The study raises awareness of current classroom practices and of what could be done to improve the status quo. It exposes existing problems within the system and suggests possible interventions.

CHAPTER TWO LITERATURE REVIEW

2.1 Introduction

This chapter offers an overview of the use of shared writing as an instructional methodology in the intermediate phase, as required by CAPS, as well as a discussion of social constructivism, scaffolding, and other writing methodologies. See Figure 2.1 for a representation of the chapter's structure.

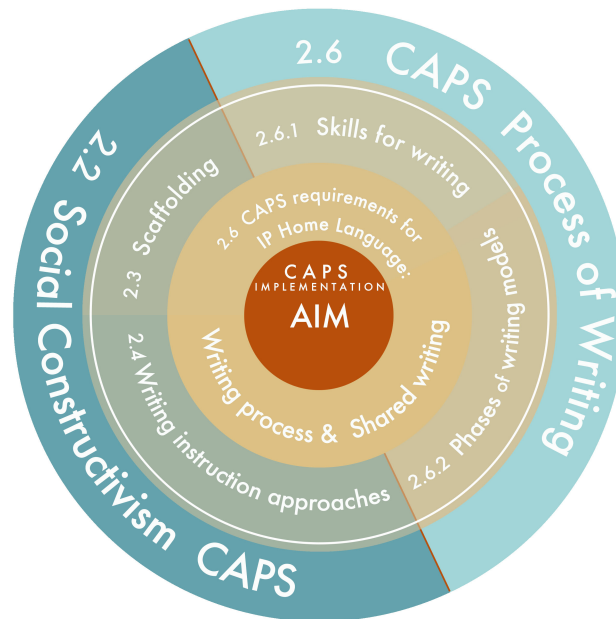


Figure 2.1: Graphic layout of the literature review chapter

Writing is a “technology for collecting, manipulating, storing, retrieving, communicating and disseminating information”, which the writer uses as part of the process of constructing knowledge (Schmandt-Besserat, 2014:5). At a certain point during the construction of personal knowledge, the subject communicates that knowledge through writing (Marlowe & Page, 1998:16). Writing requires not only the physical handling and movement of a writing tool, but also the mental ability to transform ideas into text. Writing, therefore, is a physical and mental tool of expression that needs to be developed in children (Daniels, 1996). Donald, Lazarus, and Lolwana (2010:84) argue that teaching the writing process is a powerful means of bringing about effective writing. The literature on writing highlights the fact that the writing process demands various cognitive skills (Marlowe & Page, 1998:17). These skills should be taught as part of a process, so that the demand placed on working memory is reduced (Donald et al., 2005:85). Read et al. (2014:469) and Fischer (2002:65) report that the writing abilities of primary school learners have deteriorated in recent decades. Fischer (2002:63) claims that insufficient direct teaching can result

in poor writing ability among learners. Supporting this claim, Lan et al. (2011:150) assert that inadequate teaching can lead to learners becoming apprehensive towards writing activities, because they routinely struggle and experience failure with such tasks.

The 2014 systemic results for literacy of the Western Cape province (South Africa. Western Cape Education Department, 2015a), displayed in Table 1.1 above, clearly indicate that learners in the West Coast District, as well as learners from other districts within the province, have poor writing skills. Poor literacy skills in general could be responsible for these sub-par results, with insufficient or inadequate writing instruction in schools perhaps a contributing factor. The shared-writing methodology, as well as teacher–learner interaction, has the potential to support and promote writing as an enjoyable activity, and to reduce writing anxiety among learners (Lan et al., 2011:150-151).

This literature review will provide an overview of the theoretical and conceptual background of the writing process and of the shared-writing methodology, which can assist teachers in establishing sound instructional strategies. The point of departure is social-constructivist theories of teaching, and their relevance to the writing process. The review also addresses some of important factors that enhance writing, such as memory, the levels of learners, instructional methodologies, and curriculum expectations. This chapter will explore scaffolding in general, and then focus on the first stage of scaffolding in the CAPS model, which is shared writing (South Africa. Department of Basic Education, 2011a:11).

2.2 Social constructivism

2.2.1 Background

Constructivist thinking originated with ancient writers like Plato and Aristotle, who stated that knowledge is constructed through the senses (hearing, seeing, smelling and touching) and through life experiences (Pelech & Pieper, 2010:9). In the absence of using multiple senses in constructing knowledge, teachers relied mainly on memory. Pelech and Pieper (2010:10) argue that ancient writers advocated active interpretation and discussion to help organise mentally what learners observed through personal experience. Medieval educational writers claimed that ideas originated from personal experience within a social context, and that reality was conceptualised and knowledge constructed in relation to that experience (Pelech & Pieper, 2010:11).

Karagiorgi and Symeou (2005:22) agree that it is impossible to pre-determine how learners will learn, and that all teaching efforts should aim to support learning. Within the field of education, social constructivists recognise that learners have prior knowledge, skills, beliefs, and concepts that can influence their learning (Bransford, Brown, & Cocking, 2000:10). These arguments are elaborated by Piaget's and Vygotsky's theories of knowledge construction.

2.2.2 Cognitive development theory

Piaget's theory of cognitive development (1970:15) claims that learners take responsibility for their learning by making sense of the world around them. Piaget argues that learners are natural explorers, constructing their own knowledge from their current understanding of the world. They rely on cognitive structures, making connections through a process of assimilation, accommodation, and equilibration (Bodner, 1986:874; Pelech & Pieper, 2010:13). Sensorimotor intelligence allows for prior information to be integrated with new knowledge (Bodner, 1986:874). Donald et al. (2010:80) support the view that whatever a person discovers on her or his own is what they truly know. Although learners actively construct their own knowledge by experimenting and interacting within the social context in which they find themselves, Piaget does not consider social context to be critically important for the construction of knowledge (Piaget, 1977:56; Marlowe & Page, 1998:18; Donald et al., 2005:81).

Piaget claims that learning takes place in learners' own environments and according to a specific structure of development: first, the social stage, where the learner involves others in active dialogue; then, self-centred learning; and, finally, inner speech, where the curriculum should be organised in such a way that the learner can build on prior knowledge (Piaget 1977:55; Bruner, 1983; Donald et al., 2005). Piaget maintains that internalisation occurs without the support of external players; in contrast to Vygotsky's belief in adult supporting, he does not acknowledge the role of an expert as a significant partner in the process of learning (Vygotsky, 1978:120; Bodner, 1986:875). McPhail (2015:4) criticises Piaget, stating that learners can easily construct skewed knowledge or be on the wrong track. Although the support and scaffolding offered by an adult is not a focus in cognitive-development theory, social-development theory regards it as paramount.

2.2.3 Social-development theory

Vygotsky studied mentally and physically disabled children, which shaped his views about supportive, expert-driven learning as a key element of the learning process (Van der Veer, 2007:7,16). Although McPhail (2015:4) agrees in principle with

Vygotsky's social-constructivist theory, he considers Vygotsky to be overly optimistic because one-on-one instruction can be problematic in a classroom situation in which many learners need to be considered.

For the purpose of this study, Vygotsky's "joint performance" model, in which learners work with the support of an adult in a social context, is considered essential to the process of constructing knowledge (Van der Veer, 2007:8,16). Vygotsky's social-development theory (1978:132) states that the process of knowing involves both externalisation (i.e., processing knowledge from the outside through observation), and internalisation (i.e., processing knowledge from the inside through action). Vygotsky's theory of knowledge development is therefore based on two aspects: first, social interaction and, second, scaffolding, or the "zone of proximal development" (ZPD). These two aspects, which are fundamental to this study, will now be discussed in more detail.

Vygotsky's social-interaction theory states that learning has three dimensions: the social environment in which learners find themselves; the language understood by learners; and the mediation of a competent person (Axford, Harders & Wiese, 2009:4; Donald et al., 2005:69; Moll, 1990:16). For the writing process, these three dimensions of learning imply that learners should be comfortable in their social context (i.e., with learners of the same age and competency level), exposed to a language that they understand, and exposed to the process of modelling and guidance by a teacher (Donald et al., 2005:69). The guidance of an expert here stands in contrast to Piaget's recommendations (2.2.2). Indeed, Vygotsky's theory maintains that learning and applying the writing process are enhanced when the expert and the learner interactively brainstorm, revise, and edit together, which is a more effective process initially than individual or independent work (Aminloo, 2013:803; Van der Veer, 2007:16). Piaget, by contrast, claims that learners need to discover knowledge for themselves (Piaget, 1977:60).

Van der Veer (2007:80) affirms that working under the guidance of an adult is more effective than working independently. Children can perform more difficult tasks with the help of an expert (Donald et al., 2004:69). Therefore, one could argue that interactive modelling processes, such as the shared-writing methodology prescribed by CAPS, could lead to a better understanding of the writing process among learners. Inexperienced writers need an example to work from. When learners consistently struggle to master writing during their self-discovery phase (as Piaget recommends), there is the risk of them becoming discouraged and giving up on writing. Vygotsky regards facilitation as the "engine" that drives learning (Aminloo, 2013:802).

Interactive writing, which uses auditory and visual skills, can offer learners a valuable understanding of the writing process, because they are participating in and experiencing it visually (Tann, 1991:186). Daniels (1996:144) elaborates on Vygotsky's ideas, suggesting that when learners participate in the learning process through negotiation, optimal cognitive development can take place. Arguably, self-discovery still forms part of the interaction with others, and Piaget's process of assimilation, accommodation, and equilibration still occurs in this model (Piaget, 1977:70; Pelech & Pieper, 2010:13).

Vygotsky also identifies two types of cognitive components needed for development: concepts (which learners pick up spontaneously in a social context) and function (which learners pick up through instruction from an expert). When learners participate in a process of interaction, moving from observation to involvement, these two components are synchronised by the teacher, in a language that is understood by the learners (Funderstanding, 2011:6; Daniels, 1996:144). Interactive modelling of the writing process (as occurs with shared writing) can be very helpful in clarifying concepts for learners and helping them follow the process (Aminloo, 2013:803). Bower (2011:24) supports modelling as part of a broader scaffolding strategy.

The second aspect of Vygotsky's theory is the "zone of proximal development" (ZPD) (Van der Veer, 2007:80,81). He refers to the "distance" between the current level of development (the actual level of knowledge) and the possible level of knowledge as the ZPD, and states that this distance can be overcome with the assistance of a knowledgeable person (Daniels, 1996:140). Funderstanding (2011:7) explains that Vygotsky divided learners into three categories: namely, those who can perform tasks independently; those who are not able to perform the required tasks at all; and those who are able to perform tasks with the support of an expert. For Vygotsky, the last category of learners are candidates for the ZPD (Vygotsky, 1978:84-91). Success, according to Axford et al. (2009:4), is possible when the child is ready to grow cognitively and when instruction is child-centred, for "the process of interaction must connect in the zone of proximal development if it is to be effective" (Donald et al., 2005:72). When applying Vygotsky's ZPD (1934), the child needs to be guided from where they are to a goal that is within their reach. A child should be able to operate independently after sufficient role-modelling in a social context (Wallace & Bentley, 2002:9). This logic underpins the teaching strategy outlined in CAPS (South Africa. Department of Basic Education, 2011a:13).

2.2.4 Social-cognitive constructivism

The arguments set out in sections 2.2.3 and 2.2.4 provide background information on social-cognitive development. Piaget's theory of cognitive development through interaction with the environment and Vygotsky's theory of social development through interaction with others are the main models on which social-cognitive constructivism relies. Piaget and Vygotsky share an emphasis on active participation during the construction of knowledge. Piaget claims that learners take responsibility for their own learning, while Vygotsky argues that social interaction between teacher and learners is essential for constructing new knowledge.

Contributing to the concept of social constructivism, McPhail (2015:5) describes it as a "human construct" of knowledge, which is "therefore more relative than absolute". Burr (2015:4), meanwhile, defines social constructivism as a theoretical orientation of learners, who construct the world around them while learning. Schrader (2015:23) prefers the view that the mind constructs knowledge through reflective thinking and interaction with objects and other people in its environment. Fosnot and Perry (1996:8) describe social constructivism as a mode of defining learning, while Liu, Yang, and Chan (2013:1) refer to it as a learner-team-centred model. Lastly, Doubleday, Brown, Patston, Jurgens-Toepke, Strotman, Koerber, Haley, Briggs, and Knight (2015:45) assert that learning requires discovery, self-activity, and self-organisation on the part of the learner, with reflective thought as the driving force of learning. All of the above contributions to the theory of social constructivism have a role to play in the understanding of knowledge construction.

In line with the definitions above, the social-constructivist classroom should provide learners with interactive activities and strong social and emotional support, to facilitate internalisation of the writing process (Hång, Meijer, Bulte & Pilot 2015:666). The effective execution of these principles requires a learning environment in which learners' thinking is challenged interactively in a group, alternative views are explored, and opportunities for reflection and independence are encouraged. The theory of social-cognitive constructivism should be constantly studied, developed, adapted, and evaluated to improve classroom practices, as an on-going process (Doubleday et al., 2015:45).

This research is grounded in social-cognitive constructivism. Both Piaget's and Vygotsky's theories are manifested in the methodologies of shared writing, practice writing, and independent writing outlined in CAPS (South Africa. Department of Basic Education, 2011a:13). In these methodologies, the construction of knowledge

depends on the support given to a learner through social interaction and self-discovery, with the teacher acting as the facilitator. Learners observe, explore, and take responsibility for their learning by interacting with the environment (Doubleday et al., 2015:44). Social interaction as the first stage of social-cognitive development and scaffolding is discussed in the following section.

2.3 Scaffolding

Scaffolding helps learners develop from dependent to independent learners and thinkers (Vygotsky, 1978:58; Braaksma, Rijlaarsdam, Van den Bergh & Van Hout-Wolters, 2004:2). The Western Cape's annual systemic testing for literacy is designed to monitor behavioural changes in learners in terms of writing. Gagne and Driscoll (1988:3) argue that "modification in learning" should be visible through testing results. Referring to social-cognitive development theory, this section suggests that learners need to be guided through the writing process via observation and interaction with the teacher, as is stated by CAPS. Is this 'prescribed' or 'stated'? Scaffolding, facilitated by the teacher, can ensure optimal learning conditions for learners.

2.3.1 Conditions of learning

Gagne and Driscoll (1988:11) state that different instructional methods are required for different learning outcomes, and that there is more to learning than direct instruction and being told what to do ("Do as I say"). The authors argue that cognitive levels can be organised in a way that enables learners to acquire the necessary knowledge and skills in favourable learning conditions (Gagne, 1970:141). Favourable learning conditions include staying within the limits of working memory, promoting a positive attitude through role-modelling, and offering cognitive strategies such as verbal guidance or repetitive practice (Gagne & Driscoll, 1988:103).

The writing process requires various skills to be orchestrated simultaneously, which makes writing challenging. The concept of planned instruction, according to Gagne and Driscoll (1988:12,103), Brandt (1998:1), and Vygotsky (1978: 57-99), assumes that effective teaching rests on a positive emotional climate. In such a climate, learners give "voluntary attention" to what is personally meaningful to them. To lend meaning to the task at hand, teachers provide learners with chunks of verbal information and achievable goals, helping them set out task aims. Learning should be viewed as a developmental process: teachers should first stimulate learners' prior knowledge of the writing process, as a starting point, and then provide learners with guidance by demonstrating the task to them. Furthermore, teachers should motivate learners to perform optimally by providing constructive feedback during learning

sessions and assessing performance carefully. Once the essential conditions for learning are established, the focus shifts to how learners can obtain knowledge throughout the scaffolding stages of writing.

2.3.2 Stages in the process of learning

Vygotsky recognises the social origins of constructing knowledge and the importance of communicating with others, claiming an essential role for social interaction in the development of cognition (Vygotsky, 1978:57). As discussed above, certain conditions are necessary for optimal learning in a social context, as Gagne and Driscoll (1988:12,103) and Brandt (1998:1) have argued. Similarly, Vygotsky states that “every function in the child’s development appears twice: first, on the social level, and later, on the individual level; first between people (inter psychological) and then inside the child (intra psychological)” (Vygotsky 1978:57). Aminloo (2013:802) explains that the “what” and “how” of a process (for example, writing) need to be demonstrated to learners through the facilitation of a teacher, and then communicated among peers. Thereafter, learners will internalise concepts mentally, a process referred to as inner speech.

Gal’perin agrees, in principle, with the content of Vygotsky’s theories, but claims that Vygotsky had trouble executing his theories effectively. Gal’perin suggests three stages in the process of learning (1969:51). First, learners should be exposed to the task expectations and a demonstration of how the task can be achieved. The learner’s working memory is freed, and learners can internalise the content in the long-term memory. Second, learners should practise what is expected of them by gradually dropping the support frame—here, whispering is permitted. Third, learners should now be able to execute a writing task independently, with inner speech guiding the mental processes (Moll, 1990:118). These principles of the learning process can be further categorised into four stages of scaffolding, outlined in the next section.

2.3.3 Stages in scaffolding

Vygotsky’s theory of social constructivism has propelled a move away from the traditional Piaget-type teacher’s “knowing it all” or “learning by trial and error” approach, and towards a more facilitated process of independence. Interactive writing as a scaffolding strategy offers a valuable means of teaching the writing process (Tann, 1991:187). Vygotsky (1978:58), Gal’perin (1969:159), and Dodge (2002:5) agree that scaffolding takes place in four stages.

The first stage involves the teacher modelling expectations (explaining, demonstrating, question-probing, reflecting) to learners through verbal interaction, while demonstrating how to construct a text (Donald et al., 2005:84). During this stage, learners observe and are involved in the writing process, without having to participate in the physical act of writing. Next, learners must understand the writing task and the skills needed to complete it successfully (Gal'perin, 1996:160; van der Veer, 2007:118). Dodge (2002:5) refers to the first phase as a reception phase, where learners are exposed to resources and shown how to use them for their own purposes. According to Dodge, speaking out loud, or externalisation—a central part of the shared-writing methodology prescribed by CAPS—must occur during this reception stage. If learners are not exposed to this first stage, they could have difficulty in understanding and carrying out what is expected of them (Dodge, 2002). During the drafting (second) stage of the scaffolding process, Dodge (2002:5) recommends the use of writing frames, so that inexperienced writers do not struggle unnecessarily and develop negative feelings towards writing (Lan et al., 2011:148). Learners should be given hints during the drafting stage that stimulate creativity (Sweller, 1988:257).

In the third stage, Vygotsky (1978:120), Dodge (2002:5), and van der Veer (2007) concur that learners should practise the writing skills that have been modelled to them. Dodge (2002:6) states that reception (planning), transformation (drafting), and production (editing and publication) skills should be practised while explaining, question-probing, and reflecting continue in lower-voice projection (Donald et al., 2005:88). Whispering among learners is essential for the process of “internalisation” (Van der Veer, 2007: 118). During the third stage, teachers should gradually reduce support by either removing clues from the writing frame or reducing verbal support (Vygotsky, 1978:120; Funderstanding, 2011:10). Finally, in the fourth stage, learners should have internalised the skills required of them and should be able to construct a text without a writing frame or verbal support. Inner speech of the mind controls the writing process in the fourth stage (Van der Veer, 2007:118). The fourth and last stage should demonstrate that learners have mastered the writing skill for that particular text. Bearing in mind McPhail’s criticism of Vygotsky (2015:4), certain learners will need more time at the different stages, and will progress according to their own abilities (Daniels, 1996:124).

These four scaffolding stages need to be repeated with each new text type, until that text type has been mastered (Funderstanding, 2011:8). The scaffolding process is also referred to as the gradual release of responsibility (GRR) (Pearson & Gallagher,

1983:317) or the balanced language approach (BLA) (Eggleton, 2010:5). In the CAPS model, these four stages of writing are given the following titles: “shared writing, group writing, group guided writing and independent writing” (South Africa. Department of Basic Education, 2011a:13).

2.3.4 Modelling as a form of scaffolding

From the research done by Vygotsky and Gal’perin, it is clear that modelling is an effective methodology for writing instruction and the provision of learner support (Fischer, 2002:65). Modelling helps establish Vygotsky’s three dimensions of an optimal learning environment (social context, language, and adult support) and guarantees the “stimulation of multiple senses” by requiring that learners watch, hear, and participate (Pelech & Pieper, 2010:34). Modelling ensures that learning takes place in an interactive social context. The interaction between the teacher and the learners facilitates a better understanding of the writing process, with learners observing the process and participating verbally in it (Aminloo, 2013:803).

In the modelling stage, opportunities are created where learners can engage and interact with their teacher while clarifying expectations in terms of cognitive and metacognitive processes. Aminloo (2013:803) argues that interactively applying skills is more effective than working individually. Pelech and Pieper (2010:78) claim that learners need opportunities to experience, observe, and understand the process of writing before they can apply the process themselves. After modelling, the knowledge that has been gained should be practised, to deepen that knowledge before it is applied independently. Modelling strategies could potentially enhance learners’ interest in writing and improve their attitude about becoming expert writers (Lan et al., 2011:148; Wolbers, 2007:258).

In order to progress through these scaffolding stages, opportunities to connect the different stages together, with the learners’ interest in mind, should be planned and executed (Paquette, 2007:155-163). On the whole, teachers need to understand the importance of their role in the instruction of writing, a point discussed in more detail in the following section.

2.3.5 The role of the teacher in scaffolding

Teachers and learners bring a variety of levels, expectations, and experiences of the writing process to the classroom, based on their different origins (Daniels, 1996:125). The teacher therefore plays a vital role in accommodating the different capability levels, previous learning experiences, and learning styles in order to support all

learners in mastering the complex skill of writing (Lan et al., 2011:149). When teachers model and facilitate the process of writing, they accommodate these different levels and experiences through one of the most fundamental principles of education: scaffolding (Dolya, 2010:9).

However, Funderstanding (2011:12) warns teachers against scaffolding over a long period. Support alone, without practise, encourages dependence and a loss of creativity (Axford et al., 2009:4). It can make learners fully dependent on the teacher, and instil low self-efficiency and self-esteem (Funderstanding, 2011:12). When tasks are too easy, moreover, learners can lose interest, and when they are too complex, learners can become disconnected (Funderstanding, 2011:8). Ideally, teachers should clearly identify the ZPD and scaffold to the point where learners can attain a new level of learning and work independently. The ultimate goal of scaffolding, according to Funderstanding (2011:10), should be to support and develop skills that will make learners independent, self-directed, and self-regulated. Donald et al. (2010:87), too, state that scaffolding should be a temporary measure, designed to help learners establish a solid level of understanding, as per Vygotsky's ZPD model.

The role of the teacher is to model the expectations of the specific task at hand (Funderstanding, 2011:9). In the South African context, when teachers apply the shared-writing methodology to the process of teaching writing skills, they should keep in mind that learners must eventually act independently. The responsibility to fulfil the expectations of the task should gradually be released, with learners first practising their skills in groups and then taking full responsibility for the task by working independently (South Africa. Department of Basic Education, 2011a:13). The relevant methodologies for writing instruction are discussed in the following section.

2.4 Writing-instruction approaches

The researcher has often come across the phases of the writing process written in learner workbooks (planning, drafting, revising, editing, and publication), but, contrary to the recommendation of CAPS, the implementation of these phases is rarely evident in practice (De Lange, 2012; De Lange, 2013a; De Lange, 2013b; De Lange, 2014a). Even if teachers are modelling their writing instruction on Piaget's concept of self-discovery, rather than on Vygotsky's ideas of mediated interaction, the continually poor literacy results in the Western Cape suggest that learners have not been able to implement the writing process successfully. This study was particularly concerned with why IP Afrikaans HL learners in the West Coast District are not performing at the appropriate writing level. It can be assumed that learners either do

not have applicable knowledge of the writing process (planning, drafting, and editing) or fail to apply their knowledge independently during assessments such as systemic testing. The study investigated the implementation of social-development theory as a writing-instruction methodology, as prescribed by CAPS (Vygotsky, 1978:132). CAPS requires three different stages of scaffolding, to the point where learners can act independently (see Table 2.1) (Verenikina, 2008:166; South Africa. Department of Basic Education, 2011a:13). Scaffolding models and the methodologies on which CAPS is based are discussed below.

2.4.1 Observational learning

Braaksma, Rijlaarsdam, van den Bergh, and van Hout-Wolters (2004:2) describe shared writing as a form of observational learning, calling it “stage 1” of the scaffolding process (see Table 2.1 below). The authors found that the best results were obtained when the writing process was first observed by learners, with the teacher modelling the complete process for them, and offered three reasons for this outcome. First, an observational methodology supports the development of long-term memory and reduces the load placed on working memory (Sweller, 1988:257). Second, by applying this methodology, the teacher presents the writing process clearly, and shows how it is carried out at an expert level. Learners watch and discover for themselves how to research, reflect, evaluate, and edit writing; they are exposed to high-level cognitive-thinking processes without the responsibility of having to write themselves. Third, and finally, learners apply critical and creative thinking by contributing to the conversation, still without yet having to construct a text themselves (Braaksma et al., 2004:4).

Observational methodologies such as shared writing offer learners the opportunity to add to or develop what they already know through a process of assimilation, accommodation, and equilibration (Bodner, 1986:2). This “change” is taken up in the long-term memory, which lessens the burden on working memory when independent tasks are executed. “When observing writing processes,” Braaksma et al. (2004:4) write, “students acquire (more) procedural knowledge about how to approach these writing tasks”. Observing supports metacognition, self-regulation, and the internalisation of the writing process (Braaksma et al., 2004).

2.4.2 Gradual release of responsibility (GRR) reading approach

The GRR was originally developed for reading, with learners first shown how to execute a process, then practising the process in groups, and finally working independently (Pearson & Gallagher, 1983:317). Read et al. (2014:469,470)

experimented with the GRR approach for writing instruction. Applied the GRR tool in this way, the teacher initially provides extensive input by demonstrating the writing process using the “thinking aloud” or “shared pen” approach, in which the teacher and the learners “co-construct” a text (Verenikina, 2008:185). Group practice and individual implementation occur thereafter.

The GRR model creates ideal conditions for mastering the process of writing. When learners see and experience a text being modelled, and then write collaboratively, they will eventually become better at writing independently. The model also suggests that learners should be more involved in the process of writing and should therefore be less concerned about the final written product. Read et al. (2014:476) imply that teachers will be “teaching writing instead of assigning it”. As a result, learners’ confidence in their own ability to write will increase, which will in turn reduce writing anxiety.

In a research study conducted by Read et al. (2014:476), it was found that learners significantly benefitted from the GRR approach. The shared-writing/GRR approach used in the study appeared to be successful in applying Vygotsky’s scaffolding model, but exactly *how* the model was applied is unclear. Although the study’s use of shared writing among grade 4 learners produced significantly positive effects, a number of questions remain.

One of the questions surrounding the 2014 study involves the procedures followed by Read et al., which were not clearly stated in the report and therefore cannot be repeated with the same success rate on other occasions (Fischer, 2002:65). Furthermore, the sample group that the project targeted (grade 4 learners) was not clearly defined. A profile of the learners (age, number, cognitive levels) was not provided (Creswell, 2008:170). If the authors wanted to convince the reader that the GRR approach can benefit all grade 4 learners tasked with similar writing activities, they might have provided a full learner profile and included the duration of the lessons studied. In the absence of this information, the reader does not know whether these grade 4 learners were representative of the whole class, whether they had any backlogs, or whether they had previous experience in the skills required for this methodology. Additionally, there was no control group to base the study’s conclusions on. The lesson learnt from this study is that the GRR methodology used in the experiment seems to be effective, but that adjustments will need to be made when teachers are working with different levels of learners. Eggleton’s balanced language approach, discussed below, takes into account learners’ different levels of progress.

2.4.3 Balanced language approach (BLA)

An approach similar to the GRR is the BLA, which was utilised by the READ Educational Trust in upgrading WCED primary-school teachers' literacy knowledge between 2009 and 2014, as discussed in section 1.2.1.2. This approach embodies the principles of the GRR but also addresses the shortcomings of the GRR. The BLA integrates well with the text-based approach of CAPS. It involves three stages of scaffolding: showing, practising, and individual work. These stages are similar to those prescribed by the GRR approach, but the BLA has only three scaffolding stages for reading and writing while the GRR has four. The BLA involves two forms of modelling for writing instruction: shared writing, in which the teacher and the whole class participate in co-constructing a text, and interactive or mirrored writing, in which the teacher and the whole class co-construct texts while each learner writes on a small whiteboard (Eggleton, 2010:90). Learners are prepared for writing by applying all the relevant literacy skills: namely, listening, speaking, reading, and writing. The demonstration of how to construct a text starts by involving the whole class, as ideas are "shared". Learners contribute to the text being written by listening to the teacher, who thinks aloud and talks through the process, writing or correcting what learners say using a "shared pen". The "shared" text gives learners the sense that they, too, can fulfil the task at hand, which might be why CAPS deems this stage to be a necessary part of writing instruction (South Africa. Department of Basic Education, 2011a:13). This study questions the extent to which shared writing is being implemented in practice.

2.4.4 Overview of instructional approaches

The theories of educationalists Vygotsky and Gal'perin, the GRR and the BLA scaffolding models, and the instructional methodology outlined in CAPS are all based on the principle of observational learning. Table 2.1 provides a comparison of the three basic scaffolding stages described in these various approaches to writing instruction, spanning from 1923 to 2011.

The first instructional approach was developed in 1923 by Vygotsky (Donald et al., 2005:84), and was followed by Gal'perin's scaffolding approach (1966:81-89), which is similar in content and sequence to Vygotsky's model. The GRR model (Pearson and Gallagher, 1983:317-341), the BLA model (Eggleton, 2010), and the CAPS model (South Africa. Department of Basic Education, 2011a:11-13) are also similar to one another, and to the earlier iterations of the model, but the naming of the scaffolding process evolves from "scaffolding" to "GRR for learning" to "the BLA", as illustrated in Table 2.1. The table illustrates that there are three stages in writing

instruction: namely, modelling, practising, and independent writing. Learners need to be supported by observing the teacher and practising with a peer before writing independently.

The different scaffolding techniques applied in stage 1, the modelling stage, have in common the fact that an expert does the physical writing, while the class remains involved in the process through observation, verbal contribution, and interaction. During this stage, explaining, question-probing, and reflecting through thinking aloud are all implemented (Donald et al. 2010:88). Before organising their own ideas, learners first observe how ideas are developed, how a text is drafted based on those ideas, and how that text is then edited at the group level, with the teacher doing the writing. Their working memory is freed up, adjusting and enhancing their knowledge of the skills they need for the writing task (Wolbers, 2007:276). The teacher speaks out loud and the whole class contributes to confirm what the teacher is saying, add ideas, or enhance the knowledge they have. The implementation of this stage of the scaffolding process was the focus of this study. If learners are exposed to this stage of learning, they might be better equipped to perform writing tasks in groups or individually.

In stage 2, the class is divided into smaller groups, and learners support one another in practising their new skills. Learners are more actively involved in the writing than in stage 1, and the teacher plays a facilitating role. The “external talking” (the explanation by the teacher) turns into whispering among peers, who repeat the explanation provided by the teacher (Van der Veer, 2007:118). The teacher can also reduce support by removing clues (Funderstanding, 2011:8). The different approaches differ in the specific actions that are prescribed for this stage. In the BLA, group work involves multi-level learners working together, while group-guided writing involves mono-level learners working together, with the teacher filling in gaps according to the needs of the different groups.

Developers of the different approaches agree that, during stage 3, learners are expected to have internalised the writing process. They are expected to be able to implement their new writing skills independently. They should be able to construct a text without teacher or peer support, with inner speech directing their thinking from their long-term memory (Van der Veer, 2007:118). In other words, the first two stages of scaffolding should be sufficient in assisting learners to become competent writers, and moving them from novice to expert level, without them becoming overly dependent on the teacher. This study investigated the extent to which scaffolding via

the shared-writing methodology is used to teach the writing process, as prescribed by CAPS (South Africa. Department of Basic Education, 2011a:13).

Based on the expectations set out for stage 3, it follows that if stage 1 is not implemented correctly, the learner can develop gaps in their thought processes, and can fail to deliver quality writing. If learners have not been adequately and gradually exposed to the writing process, their working memory can become overloaded, preventing them from determining the next step required and compromising their creativity. The last stage is meant to demonstrate that learners have mastered the writing skill of the particular genre being taught (Funderstanding, 2011:8). As mentioned, the CAPS document refers to stage 1 as shared writing, stage 2 as group and guided writing, and the final stage as independent writing (South Africa. Department of Basic Education, 2011a:13).

Table 2.1: Overview of the different scaffolding instructional approaches

	1923 Vygotsky's scaffolding (Donald et al., 2005)	1966 Gal'perin's scaffolding (Van der Veer, 2007)	1983 GRR model (Pearson & Gallagher, 1983)	2010 BLA Level 1-3 writers (Eggleton, 2010)	2011 CAPS: IP Afr HL (South Africa. DoBE, 2011a)
Stage 1	Modelling the expectations to learners with verbal interaction and demonstrating	Learners must understand the task, skills needed to execute tasks and talk through the process aloud	Teacher has the responsibility to show learners how to construct a text as a whole class	Teacher shows how to do what is expected as a whole class in modelled or mirrored writing	Shared writing where learners are shown <i>how</i> to do what is expected as a whole class
Stage 2	Learners practise the skills as modelled by probing questions and reflect continuously Support is reduced by either removing clues or verbal support	Learners repeat tasks and speak aloud while performing the tasks Speaking aloud turns to whispering	Learners are guided by the teacher to also repeat what has been modelled to be repeated in smaller groups Working as a group to accomplish a similar task	Guided writing Learners are guided by the teacher to repeat what has been modelled to repeat in smaller groups	Group or guided writing Learners are guided by the teacher to repeat what has been modelled to repeat in smaller groups
Stage 3	Complete tasks without a writing frame or support Use inner speech	Whispering turns silent as internalisation has occurred.	Expected to work independently	Independent writing	Independent writing

As Table 2.1 shows, in all the available methodologies and approaches learners need clear direction on *how* to write if they are to become competent writers. Writing instruction includes focused lessons, guided instruction during a practising phase of collaborative learning, and, finally, independent work. The WCED introduced teachers to the shared-writing methodology of the writing process during BLA training. Teachers were exposed to the “thinking aloud” and “shared pen” strategies, designed to help them support learners in planning, drafting, and editing texts.

2.5 CAPS writing-instruction approach

Developing young writers into competent independent writers does not depend solely on the content of a curriculum. It also depends on the instructional approach being used. CAPS outlines both the content of the writing process and the instructional approach to be used (South Africa. Department of Basic Education, 2011a:13). Arguably, literacy rates among IP learners would improve if the writing process and teaching techniques recommended by CAPS were implemented successfully. Learners in the IP are expected to construct texts by following specific steps in the writing process, but to what extent are these learners exposed to the scaffolding stages of planning, drafting, and editing? The CAPS instructional methodology is based on scaffolding, with shared writing as the first stage in the process.

According to Eggleton (2010:90), the advantage of the BLA instructional model is that it makes the writing process real, observable, and feasible to learners. The aim of the BLA’s shared-writing component is to free up learners’ working memory and allow them to concentrate on the thinking processes necessary for mastering a specific writing skill (Pearson & Gallagher, 1983:325). Shared writing captures learners’ attention, provides background vocabulary, and introduces new concepts in an interactive manner (Pearson & Gallagher, 1983:326). Before the effectiveness of shared writing can be established, however, it is necessary to conceptualise what is meant by shared writing, thinking aloud, and shared pen.

2.5.1 Shared-writing methodology

Shared writing is listed in the CAPS document for IP Afrikaans HL as a preferred teaching methodology:

Die struktuur van die les moet sodanig wees dat die hele klas eers betrek word en daarna in groepe oefen. Die terme wat gebruik word is...Gedeelde... Skryf.

[The structure of the lesson must be such that the whole class is involved and thereafter practises in groups. The terminology used is...Shared...Writing. (South Africa. Department of Basic Education, 2011a:13).

The term “shared writing” seemingly embraces the principles of Piaget, Vygotsky, and Gal’perin. Comparatively, shared writing can be seen as the first stage of a scaffolding methodology of writing instruction. Shared writing can be explained as the teacher’s demonstration of writing to learners. It consists of talking through, instructing, writing as a whole class, and interacting, with the process led or guided by the teacher while learners “discover” the process for themselves (Fischer, 2002:65). During shared writing, the different aspects of the writing process are modelled, with involvement of the whole class (Bower 2011:24; Laycock, 1991:18). Shared writing depends on the teacher’s specific aims, such as constructing sentences or demonstrating the complete writing process, and learners contribute through their interaction with the teacher (Milian, 2005:335,337). Button, Mathieu, and Zajac (1996:446) and Brandt (1998:1) argue that interactive writing involves teachers engaging in effective writing instruction, with contributions by learners adding personal and collective meaning to the writing process.

Fisher (2002:63) labels shared writing a type of metacognitive modelling, in which the awareness and understanding of one’s own thought processes become verbal. Talking through the writing process is an effective way of instructing learners about the process and providing support to those who experience barriers, lack confidence, or lack of motivation (Te Kete Ipurangi, 2015:1). Wall (2008:149) states that through shared writing learners “experience” the thought processes behind writing interactively and are guided through the procedures commonly used by experts from the planning stage to the publication stage. Shared writing is further explained as “thinking aloud” (where the teacher articulates their thoughts out loud) and “shared pen” (where the teacher writes on behalf of the learners, to free up working memory).

Thinking aloud

“Thinking aloud” refers to sharing one’s thoughts or thinking processes verbally. The teacher should share with learners the thinking or procedural processes that drive the writing process by verbalising their thoughts out loud. Van der Veer (2007:80) claims that the learning processes behind writing can best be instructed through the “verbal thinking” or “thinking aloud” of an adult. During shared writing, the teacher will, for example, “think aloud” about how to plan a specific text (Aminloo, 2013:802). As a team, the teacher and learners brainstorm ideas or decide on the order in which to

present them (Tann, 1991:186; Eggleton, 2010:90; South Africa. Department of Basic Education, 2011a:11). The teacher poses questions (for example, “I wonder where I should place these ideas – first or second paragraph?”), and learners at all levels respond spontaneously and creatively (Eggleton, 2010:90). Learners are then given an example and encouraged to follow the modelled thinking process they have been exposed to. This focused verbal interaction can be beneficial in transferring knowledge and accommodating different learning styles (Barringer et al., 2010:49).

Shared pen

When a teacher writes on behalf of the learner to free up their working memory, the process is referred to as “shared pen”. Through the “thinking aloud” strategy of the teacher and learners, thoughts are shared and discussed. The learners can then inform the teacher of what to write on their behalf as they “share a pen” (Paquette, 2007:163). For example, the teacher might think aloud, “I wonder what type of sentence I should write next?” Learners then react, and the teacher writes the sentence on their behalf. Learners can also indicate and correct mistakes that the teacher implements according to their instruction (Wall, 2008:150; Lan et al., 2011:150). Little is required of working memory, and the thinking process can be absorbed by long-term memory. When learners master the process, the brain allows working memory to operate spontaneously, inspiring learners to be creative (Galbraith, Ford, Walker & Ford, 2005:118).

This instructional approach helps create the ideal conditions for learning (Brandt, 1998:1). The writing process is broken down into manageable chunks of information in an attempt to free up the learner’s working memory and store information in the long-term memory (Gagne & Driscoll, 1988:12; Fischer, 2002:65). This approach can be an effective means of visually creating (using Vygotsky’s mediated memory) an example of the required written task, as a way to support successful writing (Lan et al., 2011:151). Teachers need to be informed of this instructional approach for the benefit of learners’ writing abilities.

2.5.2 Training of shared writing by WCED

To ensure optimal learning, CAPS states that an appropriate instructional methodology should be used in the classroom (South Africa. Department of Basic Education, 2011a:13). Over the period 2009–2014, the WCED exposed IP teachers to the READ literacy training (see section 1.1). Teachers were trained in the shared-writing methodology prior to the implementation of CAPS. The principles of the READ training included Vygotsky’s scaffolding approach (Donald et al., 2005:84), Gal’perin’s

stages of scaffolding (Van der Veer, 2007:118), the GRR model (Pearson & Gallagher, 1983:317:26), the BLA model (Eggleton, 2010), and the CAPS requirements (South Africa. Department of Basic Education, 2011a:11-13). Teachers were familiarised with the terminology of the writing process and shared writing, but they were not expected to demonstrate their own capabilities in this sphere. The aim of this study was to determine whether, and to what extent, IP Afrikaans HL teachers in the West Coast District taught the writing process using the shared-writing methodology of instruction. The content of the writing process, which needs to be instructed to IP learners over a period of three years, according to the CAPS requirements for IP home languages (grades 4–6), will now be discussed.

2.6 The writing process

As mentioned at the start of this chapter, this study contained two main focus points: teaching methodology, and the writing process. Teaching methodology was covered through the theory of social constructivism. The theory highlights how the cognitive skills necessary for executing the writing process can be acquired through a scaffolding approach (see Table 2.1). This section focuses on the types of writing processes that should be supported. Writing can include completing grammar exercises, answering comprehension questions, or writing an essay. This study investigated sentence construction, which is the task expected of learners in the systemic test for literacy, where learners are evaluated on the different phases of writing (planning, drafting, revising, editing, and publishing). The theoretical framework grounding this section of the study consists of a review of the writing process model, and of the concepts most relevant for IP Afrikaans HL learners. The implementation of the different phases of the writing process, as prescribed by CAPS, is also discussed. These phases of the writing process constitute the lens through which the present research was conducted. This section of the thesis addresses the factors influencing writing, the cognitive skills needed for writing, the phases of the writing process, the various contributors to the writing process, the factors influencing the implementation of the writing process, the instruction of the writing process, and the CAPS requirements.

2.6.1 Cognitive skills needed for writing

The cognitive skills involved in writing, and how these skills can be applied at different phases of the writing process, are outlined in this section. A summary of the different theories on how cognitive skills are applied in the various phases of the writing process is provided in Figure 2.2.

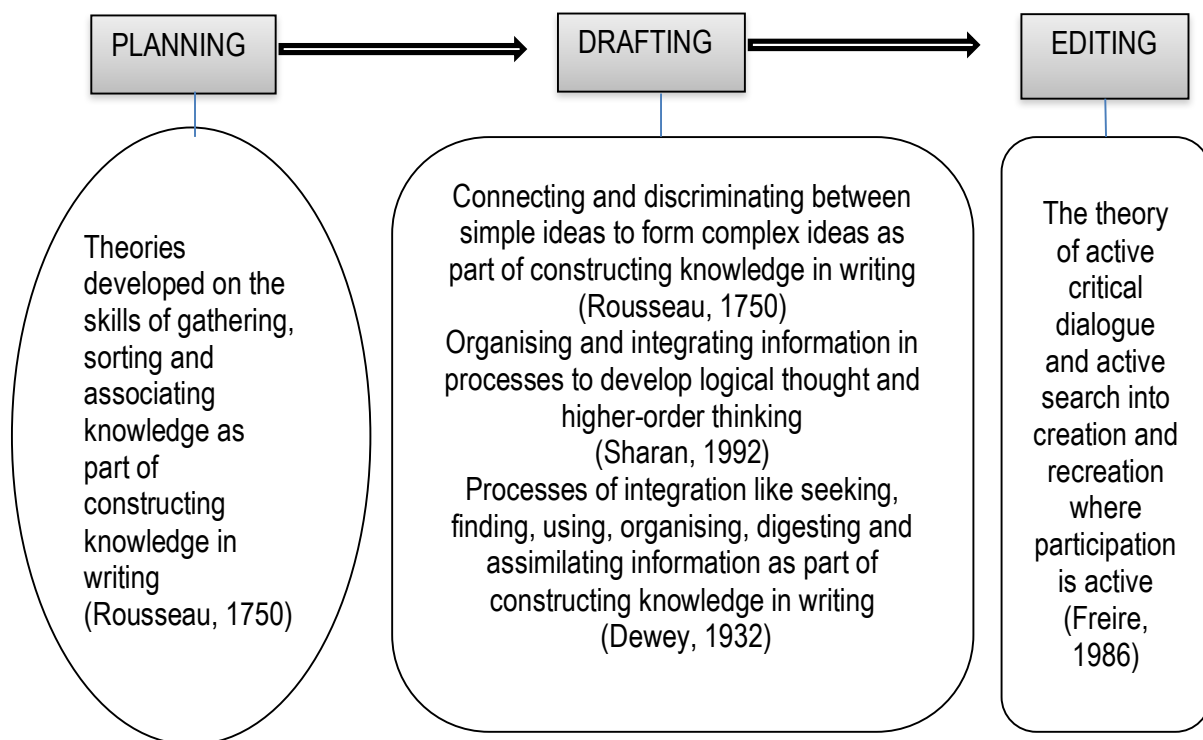


Figure 2.2: Constructivist theories in the different stages of the CAPS writing process (adapted from Marlowe & Page, 1998:16-17)

Figure 2.2 demonstrates the three basic phases of the writing process (planning, drafting, and editing), which were also used during data collection for this study (see Chapter Three). Planning skills, as identified by Rousseau (1750), include gathering, sorting, and connecting the ideas needed in the planning phase of writing. Drafting skills, as identified by Rousseau (1750), Sharan (1992), and Dewey (1932), include seeking, finding, using, organising, digesting, and assimilating information. For the final editing phase, learners require the skill of critical thinking (Freire, 1986) as they evaluate, assess, and improve their own work (Marlowe & Page, 1998:17). It is important to understand the complexity behind the application of these different skills for a writer.

Owing to this complexity, research since the early 1300s has been aimed at disburdening working memory during management of the writing process (Galbraith, 2009:8,136). Researchers have expanded their work and developed writing models based on the different constructivists' theories: Bruner, Feire, Sharan, Dewey, and Rousseau. According to Van der Veer (2007:118), writing models involve organising and sequencing the skills required for writing (seeking, sorting, organising, and evaluating) into frameworks or processes. Effective implementation of these writing models is needed. What follows is an overview of the development of writing-process models by various researchers, including Hayes (1996), Hayes and Chenoweth

(2001), Kellog (1996:2), Bereiter and Scardamalia (1987), and Pearson and Gallagher (1983). The overview also critically analyses the writing process prescribed by CAPS, which was the second focus of this study.

2.6.2 Phases in the writing process

The use of writing models dates back to the late twentieth century. The first significant writing model was introduced in 1980/1981, and developed by Flower and Hayes (Flower & Hayes, 1986:380). The basic phases were planning, translating (drafting), and reviewing (reformulation). Later, in 1986, Flower and Hayes produced the “cognitive process theory of writing” as a writing model for constructing texts. The original three phases of the writing process remained important, but the updated model also took into account the specific assignment at hand (the environment) and the writer’s long-term memory (topic knowledge, writing plan, language structure, and convention). In 1996, the Hayes model was adjusted in three ways. First, the demand on working memory was recognised, and its contribution to effective learning included. Second, a more clearly defined writing process was introduced, from generating ideas during planning, to translating the ideas into text, to commenting on the draft. Third, reflecting, reviewing, and revision were introduced as sub-processes.

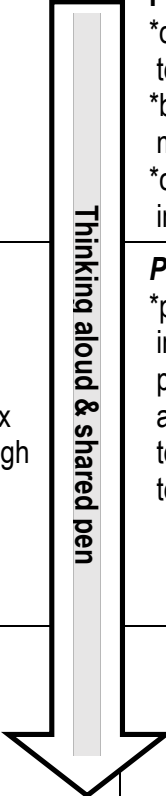
In addition to Hayes’ 1996 model for writing, Hayes and Chenoweth (2001:80) stressed the fact that more support and resources should be made available for teaching effective writing. They maintained that, during the planning phase, the format, purpose, and audience of the text should be made clear to learners, to help them generate ideas from long-term memory. During drafting, the expert should give learners advice on how to make their editing more effective. Reformulation was proposed as another important phase, in which verbal interaction and metacognitive and metalinguistic awareness support novice writers in constructing and refining their texts (Milian, 2005:336). During this phase, learners reread parts of the text, debate any proposed changes, offer advice, ask for clarity, discuss vocabulary and spelling, modify the text, offer ideas, reach agreement about final phrasing, and revise the text (Milian, 2005:335).

It seems that the Department of Basic Education (DBE) has adopted the Hayes (1996) method, also incorporating some of the factors addressed by Hayes and Chenoweth (2001:83). As Table 2.2 illustrates, the model was supported by the theorists mentioned above with only a change in terminology. The first column of the table lists the skills needed for writing, based on the ideas of early theorists, and the second column indicates where these skills are placed within the phases of the

writing process, as suggested by Flower and Hayes (1996:365). The last column indicates the requirements of CAPS (South Africa. Department of Basic Education, 2011a:11-12). The table, in short, displays the skills identified for writing, places these skills into a writing model (with different phases), and highlights their position in the CAPS curriculum.

Table 2.2: Theoretical timeline of the process of writing

Skills needed for learning 1750–1992	Writing process (Hayes, 1996:1-27)	Curriculum for writing process (South Africa. DBE, 2011a:11-12)
Gathering, sorting, and associating knowledge (Rousseau: 1750)	Phase 1: Planning gathering ideas sorting ideas	Phase 1: Planning *decide on the purpose and audience of a text to be written *brainstorm ideas using, for example, mind maps, flow charts or lists; *consult relevant sources, select relevant information and organise ideas
Connecting and discriminating between simple ideas to form complex ideas (Rousseau: 1750) Integration of information (Dewey: 1932) Organisation and integration of information to develop logical thought & higher-order thinking (Sharan: 1992)	Phase 2: Translation Working from simple ideas to complex sentences through logical thought and higher-order thinking	Phase 2: Drafting *produce a first draft which takes into account: purpose, audience, topic, and text structure
Critical dialogue and active searching into creation and re-creation. Participating actively (Freire: 1986)	Phase 3: Reflecting Revision and active participation	Phases 3 and 4: Revising/Editing/ Proofreading *read drafts critically and get feedback from others; *edit and proofread the draft
	Transcribe	Phase 5: Publishing/presenting *produce a neat, legible, edited final version



Even when learners are aware of the five phases of the CAPS writing process, it cannot be assumed that they will automatically implement these phases successfully. The writing process needs to be instructed to IP learners, with the skills involved in each phase taught individually, and managed as a whole (Hayes and Chenoweth, 2001:82). The arrow in Table 2.2 indicates the conceptual framework and instructional methodology of shared writing, composed of the “thinking aloud” and “shared pen” teaching strategies, as outlined in CAPS (South Africa. Department of Basic Education, 2011a:13).

The writing-process model prescribed by CAPS is not a new addition to the South African curriculum. Use of the writing process has its roots in the Revised National Curriculum statement (South Africa. Department of Education, 2002) and Curriculum 2005 (South Africa. Department of Education, 2000). The researcher was a presenter at the 2011 CAPS orientation in the West Coast District, where she helped explained the layout of CAPS and the teaching plans and assessment programmes required by the WCED. Despite the orientation they received, teachers may feel that they have not been sufficiently trained to teach the writing process. Many IP Afrikaans HL teachers did not receive such training during their tertiary studies, if they completed their studies prior to 2000, nor as part of their in-service training. Teachers also did not have the opportunity to demonstrate their understanding of CAPS before the programme was implemented in 2012.

2.6.3 Factors that influence the implementation of the writing process

Although the five phases of the writing process are explained in CAPS (South Africa. Department of Basic Education, 2011a:11-12), factors such as the level of competency of writers, the influence of working and long-term memory, and the instruction of the process were not addressed by Flower and Hayes (1981:365). This study sought to emphasise the importance of these factors and the reasons CAPS considered them.

Levels of learners

The level of learners refers to the academic level of IP learners and what is expected of them. The learners in the IP progress from the foundation phase, where they are taught to read and to implement the physical mechanism of writing. These learners are regarded as inexperienced writers and, according to CAPS, it is unlikely that they will approach a writing task with a general plan, know how to draft from their planning, or automatically edit their own work (Gagne & Driscoll, 1988:143). Learners enter the next level, the intermediate phase, of writing, where the writing process is introduced, taught, practised, and assessed. CAPS states that instruction of the writing process to IP learners should begin with a modelling exercise (South Africa. Department of Basic Education, 2011a:13). Learners should understand the task as well as the skills needed to complete the task successfully at their level (Van der Veer, 2007; South Africa. Department of Basic Education, 2011a). In the senior phase, learners are expected to implement the writing process according to advanced expectations, and shared writing still applies in this phase (South Africa. Department of Basic Education, 2011b:9,36,37). Button et al. (1996:454) argue that interactive instruction, of which

shared writing forms a part, can be useful in creating “holistic literacy experiences and teaching basic skills”.

Although Bereiter and Scardamalia (1987:15 -17) agree with the basic components of the Flower and Hayes’ 1986 writing-process model, their model takes into account the development of writers, classifying them into two groups: experts and novices. The “knowledge-telling” model is applicable to novice writers—in this study, IP learners—who produce a text by finding, organising, and using existing knowledge stored in long-term memory. In a study by Braaksma et al. (2004:140), it was found that poor writers tend to focus on presentation, mechanics, and grammar, and immediately proceed to constructing their texts. On the contrary, more confident writers tend to focus on text structure and spend time on forming ideas, analysing their work and language using the “knowledge-constituting” model. The shared-writing methodology can accommodate both groups of learners.

Galbraith, who developed the “cognitive models of writing”, supports Bereiter and Scardamalia, viewing writing as both a knowledge-retrieval and a knowledge-constituting process (Galbraith, 2009:137). This process needs to be adjusted to the writer’s ability and developmental stage, as suggested by Vygotsky’s ZPD (Daniels, 1996). When the academic level of the learners is taken into account, the ideal conditions for learning and scaffolding are created, allowing for a demonstration of the entire writing process in the IP. Demonstration, which includes the shared-writing methodology, enhances understanding and also addresses the limitations of working memory, a point discussed in greater detail below.

Memory

Writing involves the integration of various intellectual skills and memory levels. Vygotsky (1978:50) maintains that a child’s thinking depends on both long-term and working memory. Gagne and Driscoll (1988:103) add that intellectual skills are constrained by the limitations of working memory. Vygotsky focuses on mediated memory, which corresponds in his theory to the mediation between adult and child (Vygotsky, 1978:132). After 2000, theorists started to move beyond the basic components of the writing process and into the processes of human memory. According to Barringer et al. (2010:175-176), writing support comes in different forms, such as brainstorming, planning, drafting, editing, and physical writing, all of which place heavy demands on working memory. Therefore, a more balanced approach to teaching writing (one that begins with modelling, continues with group practice, and concludes with independent work) is recommended, so as to relieve to burden placed

on working memory (Becker, 2006:31; South Africa. Department of Basic Education, 2011a:13). Barringer et al. (2010:46) further suggest that observation tends to support the expansion of long-term memory and reduce the pressure on working memory. The working memory of the brain uses the visual-spatial sketchpad and the phonological loop to acquire knowledge. On the other hand, listening, contributing ideas, and observing during shared writing strengthen long-term memory for retrieval at a later stage (Becker, 2006:36). At the later stage, when long-term memory is required for the *what* and *how* of executing a writing task, less demand is placed on working memory, which handles creativity and physical writing (Braaksma et al., 2004:4). Modelling the writing process via the shared-writing methodology can therefore be essential for effective writing.

Instruction of the writing process in CAPS

Writing can be complex, as Figure 2.2 makes clear. Van Weijen (2008:5) states that all the available writing models (Table 2.2) involve the integration of the cognitive and motor-sensory skills responsible for the execution of the writing process, and remain within the limits of working memory. Current models must also integrate the different academic levels and memory abilities of learners if they are to guarantee the effective implementation of the writing process. Vygotsky believes that adults can nurture children's learning in an intentional and systematic manner. Children should be taught systematically how to implement the writing process (Aminloo, 2013:802; Pelech & Pieper, 2010:52; Galbraith, 2009:136). Therefore, planned shared-writing lessons that create opportunities for learners to interact socially with their peers and the teacher are essential in the South African context.

CAPS specifies that precisely such an instructional methodology should be used (see South Africa. Department of Basic Education, 2011c:13). The document for IP Afrikaans HL emphasises “goeie praktyke modelleer” (modelling good practices), with “die hele klas...betrek” (the whole class involved), using a methodology of “Gedeelde...Skryf” (Shared Writing).

When planning for shared-writing lessons, IP Afrikaans HL teachers should consider the expectations set out by CAPS (content and methodology) and the time allocated to the writing task (South Africa. Department of Basic Education, 2011a:14).

2.6.4 CAPS writing-process requirements for intermediate phase Afrikaans home language

Social-cognitive constructivism manifests in the South African curriculum for IP learners. As discussed above, learners should ideally observe and discover the writing process for themselves with the support of an adult. In 2011, CAPS was introduced to IP Afrikaans HL teachers in South Africa. In 2012, CAPS IP Afrikaans HL teaching plans were provided for each cycle. (A cycle is a period of 10 school days and consists of 12 hours of teaching time.) The CAPS document for IP Afrikaans HL requires that four hours per cycle be allocated to writing and presenting. The content of the writing process for grade 6 is provided on pages 73, 74, 79, 81, and 83 of the CAPS document for IP Afrikaans HL, and the scaffolding of the writing process is described on page 13 (South Africa. Department of Basic Education, 2011a).

The CAPS writing process involves the stages of pre-writing/planning, drafting, revision, editing/proofreading, and publishing/presenting (South Africa. Department of Basic Education, 2011a:11). One of the aims of this study was to determine whether teachers expect their learners to implement the five phases of the writing process, as required by CAPS. To simplify the scope of the research, three of the five phases (planning, drafting, and editing) were used as categories in the quantitative and qualitative questionnaires during the data-collection stage of this study. The categories are based on the following criteria, specified in CAPS, each with four descriptives:

Learners need an opportunity to put this process into practice and they should:

Plan:

- decide on the purpose and audience of a text to be written and/or designed
- brainstorm ideas using, for example, mind maps, flow charts or lists; consult relevant sources
- select relevant information
- organise ideas

Draft:

- produce a first draft which takes into account purpose, audience, topic and text structure
- introduction
- middle
- end

Edit:

- read drafts critically and get feedback from others (classmates or the teacher)
- revision
- edit and proofread the draft
- produce a neat, legible, edited final version

(South Africa. Department of Basic Education, 2011a:11,12)

A shared-writing lesson to teach the writing process could be executed as follows: During the first phase of teaching, the teacher would discuss the purpose and audience of the text to be written with their learners, model how to consult resources and brainstorm ideas (e.g. using mind maps), model how to select relevant information for the purpose and audience of the text, and model how to sort and organise ideas into the specific format of the text type. Then, the teacher would model to learners how to produce a first draft that takes into account the purpose, audience, topic, and structure of the text, and model how to write the beginning, middle, and end of the text from the planning. Thereafter, the teacher and learners would read the drafts critically and give feedback, with the teacher modelling how to edit a draft and the learners identifying and correcting mistakes in the written draft. Finally, the class would produce a neat, legible, edited final version of the text.

2.7 Conclusion

The literature surveyed in this chapter suggests that writing in intermediate phase Afrikaans Home Language classrooms in the West Coast District, as in every classroom, is a complex issue, especially with regard to the implementation of shared writing. The literature review provided an overview of scaffolding instructional approaches and methodologies and their various stages. This background information on the scaffolding of the writing process sheds light on the shared-writing methodology prescribed by CAPS, which IP Afrikaans HL teachers are expected to implement (South Africa. Department of Basic Education, 2011a:11-13).

The aim of the present study was to determine the extent to which IP Afrikaans HL teachers implement the instructional methodology of shared writing to improve literacy results among their learners. With CAPS providing opportunities for shared writing, certain questions arise: Do IP Afrikaans HL teachers implement the different phases of the writing process? Do teachers apply the shared-writing methodology to model these phases?

Following on from this chapter's overview of the existing body of relevant knowledge, Chapter Three outlines the philosophical stance, methodology, sampling methods, and instrument design that this study used to answer the research questions described in section 1.3.

CHAPTER THREE METHODOLOGY

3.1 Introduction

The research design and methodology of a study indicate how the researcher carried out their study. In order to achieve the aims of a study, the research method must include the philosophical stance, sampling method, instruments, procedure, data analysis, interpretation, and reporting method used in the study (Creswell, 2008b). This chapter provides an explanation of the research design and methodology underlying this study. It describes the use of quantitative and qualitative research methodologies and provides the researcher's rationale for selecting a survey-design approach. The chapter describes how sampling was done and how the data-collection instruments were chosen. It also explains the processes of data collection and analysis in detail. Issues related to trustworthiness, validity, reliability, and ethics are also explained. According to Creswell (2008:170), the purpose of a study is conveyed through its research aims and research questions. In the case of this study, the purpose was to determine how IP Afrikaans HL teachers in the West Coast District teach the writing process using the shared-writing methodology.

In order to answer the research questions, five sets of data were collected: quantitative (data sets 1 and 2), and qualitative (data sets 3, 4 and 5). Qualitative data were quantified to allow a comparison of how teachers view and describe their own practices. Towards the end of the chapter, the analysis and interpretation of data are discussed (Figure 3.1). A detailed discussion of all data sets from various perspectives follows in Chapter Four.

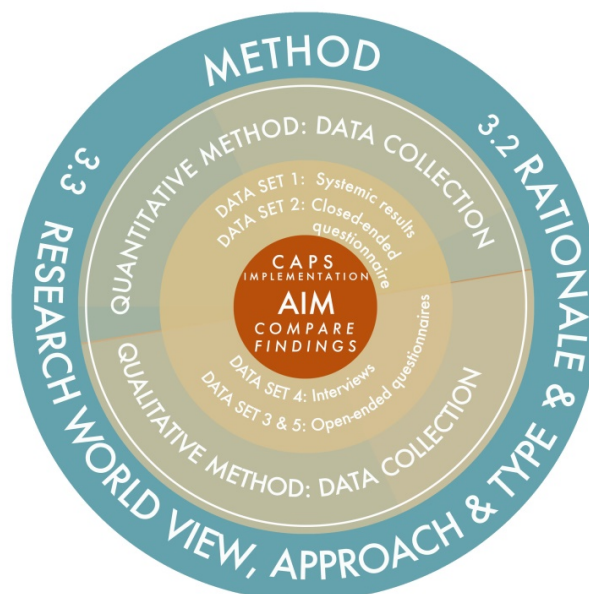


Figure 3.1: Graphic layout of the methodology chapter

3.2 Rationale for empirical research

As discussed in section 1.2 of this thesis, education officials of the WCED are concerned about the poor writing skills of learners in the IP, as reflected in the results of the 2012–2014 systemic test for literacy. In this study, the focus was on the writing component of the systemic test carried out in the West Coast District over the 2012–2014 period. The research question involved how and to what extent the shared-writing methodology prescribed by CAPS is used to teach the writing process in IP Afrikaans HL classrooms in the West Coast District.

For the study, it was assumed that not all IP Afrikaans HL teachers apply the shared-writing methodology when teaching the writing process. An empirical research investigation was set up to confirm this assumption.

3.3 Research design

A “research world view” can be defined as a researcher’s general position towards the nature of research (Creswell, 2009:6). The worldview, research approach, research type, and research method underpinning this study are discussed in the following sections.

3.3.1 Research worldview

This study is located within an interpretivist worldview (Baumfield et al., 2013:16; Hall & Wall, 2013:16). According to Baumfield et al. (2013:16), a worldview involves the uncovering of truth (ontology) and how truth is generated and accessed (epistemology). Interpretivist approaches are largely associated with the view that “human beings change all the time and the environment in which they find themselves constantly influences them” (Du Plooy-Cilliers, 2014:27). Truth, in this model, is limited to a particular point in time. Unlike positivists, interpretivists challenge phenomenology. The aim of the interpretivist researcher in this study was to gain an understanding of how IP Afrikaans HL teachers view their world.

This study sought to determine how and to what extent IP Afrikaans HL teachers from the West Coast District use the shared-writing methodology set out in CAPS to teach the writing process. Du Plooy-Cilliers (2014:8) states that the task of the researcher is to describe human actions from the point of view of the group being studied. Thus, the researcher in this study took up a metatheoretical position in order to describe and interpret how a group (IP Afrikaans HL teachers) in a particular context (the West Coast District) conduct their practice (writing instruction), and in order to arrive at an understanding of a specific phenomenon (the implementation of the shared-writing methodology and the writing process). The aim is to gain insight into a particular

identified problem, which in this case was the continuous poor writing results of learners (Du-Plooy-Cilliers, 2014:30).

Another key aspect of the interpretivist view is the issue of objectivity. The researcher, as insider, addresses objectivity by using the triangulation of quantitative closed-ended questionnaires and qualitative open-ended questionnaires, completed by IP Afrikaans HL teachers and READ facilitators, as well as qualitative open-ended interviews, conducted with the same teachers (Jacobs, 2014:199). Furthermore, common-sense theory—or, more specifically, scholarly theory—was used to construct an understanding of the phenomenon through a thorough research process. This thesis provides in-depth and precise findings that explain and describe the implementation of writing (Bezuidenhout, 2014:38). According to Bezuidenhout (2014:39), an assumption should be made as a point of departure. This researcher made the assumption that teachers teach the writing process but do not apply the shared-writing methodology prescribed by CAPS.

3.3.2 Research approach

In order to obtain a proper understanding of the phenomenon being investigated, a quantitative and qualitative research approach was chosen, with the five sets of resulting data and findings triangulated. The rationale for collecting both quantitative (exploratory) and qualitative (explanatory) data was to an in-depth knowledge and a deeper understanding of teachers' application of the shared-writing methodology while teaching the writing process (Sukamolson, 2012:2; Davis, 2014:75,77). The different instruments or data sets (WCED systemic results for literacy, closed-ended questionnaires, open-ended questionnaires, interviews, and open-ended questionnaires with READ facilitators) were the vehicles for collecting data. Participants returned the questionnaires anonymously. Furthermore, the data were analysed in sets to determine general trends rather than individual responses. The triangulation of collected data promoted trustworthiness, reliability, and validity.

3.3.3 Research type

An inductive grounded-theory methodology was chosen for this study. The methodology is based on Vygotsky's social-constructivist theory, which holds that learning should take place in a social environment with the teacher demonstrating processes. The application of shared writing as a methodology for teaching writing has been discussed in Chapter Two. The purpose of using grounded theory in this study was to analyse and compare people (i.e., by looking at gender) and their background (i.e., by looking at training, qualifications, and teaching experience), and to create new thinking and argumentation patterns among education officials

(Strydom & Bezuidenhout, 2014:149). Based on data obtained in the social setting of a classroom, a theory was developed regarding teachers' implementation of the writing process and their application of the shared-writing instructional method. This theory was investigated through a quantitative cross-sectional survey (Fink, 2002:102), with the aim of getting a detailed description of the implementation of the writing process at a specific point in time (du Plooy-Cilliers & Cronje, 2014:149). The strategy was to conduct cross-sectional surveys using quantitative and qualitative instruments. CAPS served as the channel for the collection, analysis, and interpretation of the data.

3.4 Research methods

The 2012–2014 WCED grade 6 systemic results for literacy offer insight into the education system (including the level of instruction provided by IP Afrikaans HL teachers). For this study, the accessible group included West Coast District IP Afrikaans HL teachers in their own teaching environment. The sampling, sites, pilot-research instruments, data-collection procedures, consent for research, and data interpretation involved in the study are discussed and presented sequentially below.

3.4.1 Site and sampling

The quantitative and qualitative research approach relies on different perspectives from the same research study, ensuring trustworthiness, reliability, and validity. The sampling of participants for both the quantitative and qualitative approaches is detailed in this section. This section describes participants, selection criteria, and the procedures followed.

3.4.1.1 Quantitative sampling

Data set 1

Once a year, the WCED subjects primary schools in the Western Cape with more than 12 enrolled grade 6 learners per class to a literacy test, written in either English or Afrikaans Home Language (Table 3.1). In the West Coast District, the majority of learners' home language is Afrikaans. The first quantitative data set (data set 1) in this study was the West Coast District grade 6 systemic results for literacy between 2012 to 2014 (see Table 1.1), which identified possible problems in writing aptitude and instruction. Due to the poor writing skills of West Coast District grade 6 learners, evidenced by the systemic test results, the researcher investigated the instruction of writing and the use of the shared-writing methodology in the West Coast District's five circuits. The procedures followed in collecting data set 1 are discussed in section 3.4.2, while the analysis of the data set is discussed in section 3.4.3.1 and the findings in 4.2.2.

Data set 2

Data set 2 was derived from a sample group of 43 (n=43) schools. A total of 80 West Coast District primary schools write the annual systemic test for literacy (Table 3.1). Of these schools, 50 were purposefully selected for participation based on the availability of secure internet connectivity and the presence of Afrikaans HL teachers. Principals from these schools across the West Coast District were requested to distribute a closed-ended questionnaire to their IP Afrikaans HL teachers, as a way to randomise the selection process. The researcher had no influence on which teachers would participate in the research. The expected respondents could vary from between three to five teachers per primary school. 43 schools responded. A group of 82 IP Afrikaans HL teachers from these 43 schools, representative of the 170 IP Afrikaans HL teachers from the 50 relevant schools in the West Coast District, was selected as a non-probable, purposive, and self-selecting sample group. Non-probability and self-selecting sampling was dependent on principals who distributed the questionnaires to their teachers. Participants thus had an equal opportunity of being selected.

Not all the selected teachers responded; therefore, a complete generalisation could not be made from this sampling method. However, this limitation does not diminish the importance of the findings. The sample can be seen as a sufficient, representative cross-sectional cut of the target group, used to determine the extent to which the writing process is implemented through shared writing, from their perspective. Although the researcher was known to the participants and operates as an insider, the participants were not known to the researcher on a personal level. To ensure reliability, the questionnaires were completed at the schools where participants worked, e-mailed to the researcher, and answered anonymously, as discussed in section 3.5.1.

3.4.1.2 Qualitative sampling

Open-ended questionnaires were distributed (data set 3) and interviews were conducted (data set 4) to triangulate the data and gain a deeper understanding of the phenomenon being investigated. The purpose of the open-ended questionnaires and interviews was to gain detailed data regarding the extent to which IP Afrikaans HL teachers implement the writing process using the shared-writing methodology. 25 teachers from the ten largest under-performing Afrikaans primary schools from four circuits in the West Coast District, who had completed the quantitative questionnaires, were requested to also complete the qualitative questionnaires, as per Creswell's

(2009:181) recommendations for data collection (see Table 3.1). Lastly, data set 5 collected the views of facilitators who had worked with the same group of IP teachers in supporting shared writing. A qualitative view of the phenomenon was developed.

Data set 3

The ten largest under-performing Afrikaans primary schools in the Western Cape Province were purposefully selected on the basis of the 2014 systemic results for literacy (South Africa. Western Cape Education Department, 2015a). These schools had a significant impact on district results, and were therefore purposefully selected to participate in the research. Another reason for the selection of these ten targeted Afrikaans primary schools was that the schools were all exposed to the READ literacy training (and BLA) and supported by READ facilitators and district officials (Table 3.1). The open-ended questionnaires were e-mailed, along with the quantitative questionnaires, to the selected ten Afrikaans primary schools, and nine of the schools returned the questionnaires (Table 3.1). It could be argued that, out of the 43 schools, the nine under-performing primary schools are a further cross-sectional cut of the accessible group, used to represent the larger population of IP Afrikaans HL teachers in the West Coast District.

Data set 4

Furthermore, of the nine Afrikaans primary schools in the West Coast that underperformed in the systemic test for literacy and successfully completed the open-ended questionnaire, four Afrikaans primary schools were identified for interviews, and interviews were conducted with nine IP Afrikaans HL teachers at these schools who were available on the day (Table 3.1). The selection of schools for interviews was based on the distance from the researcher's home base, travelling time, time off from work, and travelling costs (Creswell, 2008:153). The purpose of the interviews was to provide a better understanding of how IP Afrikaans HL teachers implement shared writing during interactive sessions, as prescribed by CAPS. Another purpose was to determine the extent to which the qualitative questionnaire and interviews agreed or disagreed with one another, ensuring validity. In line with Strydom and Bezuidenhout's (2014:174) suggestions, the schools and the IP Afrikaans HL teachers were contacted prior to the interviews to confirm their consent and willingness to participate. Nine teachers agreed. Schools were informed of the purpose of the interviews and the time commitment involved, and a date was negotiated. They were informed that the interviews would be recorded and that all potential participants had agreed to participate in the study voluntarily.

Data set 5

Lastly, the perspectives of two facilitators from READ (see section 1.2.1.2) were necessary to ensure reliability in the qualitative approach. Between 2009 and 2014, the two facilitators, designated by READ, observed and supported 75 schools in the five West Coast District circuits in implementing the READ literacy training, of which shared writing was one of the components (see Table 3.1). Their views provided an additional perspective on IP Afrikaans HL teachers' implementation of the writing process using shared writing. The open-ended questionnaire was e-mailed to them and returned via their managers (Appendix K).

Table 3.1: Number of circuits, schools, participants, and instruments used

	Quantitative method			Qualitative method				
	Data set 1	Data set 2		Data set 3		Data set 4		Data set 5
Circuits	80 literacy systemic recorded schools that took part 2012-2014 literacy systemic testing	50 targeted schools	82 retrieved closed-ended questionnaires from 43 schools	10 targeted schools	25 retrieved open-ended questionnaires from 9 schools	4 targeted schools	9 interviews from 4 schools	2 READ Facilitators' observations of 75 schools
1	17	10	21	2	11	1	1	16
2	17	7	11	0	0	0	0	15
3	17	9	18	4	8	3	8	15
4	11	6	11	1	2	0	0	12
5	18	11	21	2	4	0	0	17
Final total	80 participated over three years	43 retrieved	82 retrieved	9 responded	25 retrieved	4 participated	9 participated	75 observed/supported

With these different instruments, the triangulation of data was made possible through the purposive sampling of participants. As Table 3.1 shows, 82 closed-ended personal perspectives from 43 schools (quantitative, data set 2) and 25 open-ended accounts from nine schools (qualitative, data set 3) were retrieved for analysis, illustrating IP Afrikaans HL teachers' views of their own teaching practices. Questionnaires were completed anonymously in Afrikaans. Therefore, the number of questionnaires was calculated per circuit and not per school. Nine teachers from four schools were then interviewed in Afrikaans (data set 4). In circuit 1, only one teacher could do the interview. In circuit 3, three schools agreed to interviews. Two interviews from one school and three interviews from two other schools were conducted. Lastly, an open-ended questionnaire was presented to two of the READ facilitators who had visited 75 schools across the district, providing outsiders' observations of the same focus area (data set 5). The views of these two facilitators were combined to form a general view of the phenomenon.

The three sets of qualitative data were compared to the two sets of quantitative data (closed-ended questionnaires). The qualitative data were quantified, as explained in

section 3.4.3 below. The triangulated results led to a clearer, more rigorous understanding of the research questions.

3.4.2. Data collection

In order to fully investigate the implementation of the writing process and shared writing without bias, five reliable data-collection instruments were developed after an extensive literature review was conducted (Chapter Two). The literature review shed light on the instruction of the writing process and on the shared-writing methodology prescribed by CAPS, and determined the data-collection instruments that would be used in this study to provide measurable findings from different points of view (Du Plooy-Cilliers, 2014). All qualitative data were quantified and converted to numeric indicators. Descriptives from CAPS were used for each phase of the writing process, and the descriptives for shared writing (teacher, models, whole, class) were used to code the qualitative data (see Table 3.7) (South Africa. Department of Basic Education, 2011a:11-13). The quantified data were used to compare the quantitative findings fairly.

As indicated in section 3.2, both quantitative and qualitative research-design methods were used for data collection, which was done in four phases. Phase 1 reflected on the systemic results for literacy, the administrative requirements for the study, the distribution of consent letters, and the piloting of the questionnaires. In phase 2, quantitative and qualitative questionnaires were distributed, completed, and returned. In phase 3, interviews were recorded and converted to text. All questionnaires and interviews were presented and completed in Afrikaans, with English versions included for the readers (see Appendices C, F, and I). Phase 4 involved the completion of questionnaires by READ facilitators: one questionnaire was completed in English and the other in Afrikaans, according to the specific facilitator's choice.

3.4.2.1 Consent

Permission was obtained from Cape Peninsula University of Technology (CPUT) Ethics Committee and the Western Cape Educational Department (WCED) Research Department in July 2015 (see Appendix O). Permission was also obtained from the West Coast District, according to a new set of guidelines, which led to a rescheduling of the initial research plans. Data collection only took place after permission had been granted by the ethics committee (Basit, 2010:93). Consent letters (see Appendices N.1–3) were issued to participating schools along with invitations to take part in the research, detailing the purpose of the study, the type of activity, the time required to complete the questionnaire, the benefits for the school community, and how the data

would be used, and also confirming the confidentiality and anonymity of the data (Creswell, 2009).

Quantitative data collection was achieved through the distribution of closed-ended questionnaires to 50 Afrikaans schools, of which 43 schools returned the questionnaires (Appendix C). From the same target group, ten underperforming schools also received qualitative questionnaires (Appendix I). Copies of the questionnaires were made available for teachers at the schools who were willing to take part in the research (3.4.2.4). One school reported cable theft and apologised for its non-participation. The researcher received 82 usable quantitative questionnaires from 43 schools and 25 qualitative questionnaires from nine schools (Table 3.1). The researcher was not present during the completion of the closed-ended questionnaires. No follow-up calls were made, to avoid schools feeling forced to participate. The interviews took place at four different Afrikaans schools, of which three were in the town where the researcher lived and one was en route to the district office. See section 3.4.1 for a discussion of the criteria for selecting schools. Lastly, a consent letter and questionnaire were sent to the head of the READ Educational Trust in October 2015 (Appendix K), who managed the distribution and retrieval of questionnaires to and from the facilitators (section 1.2.1.2).

3.4.2.2 Piloting of quantitative instrument (data set 2)

As discussed in section 3.4.2, during phase 1, the questionnaires, the interview schedules, and the descriptions of items were developed according to the literature review and the CAPS statements. After ethical clearance was obtained, the researcher tested the quantitative instrument, to eliminate any problematic areas or discrepancies that might lead to unreliable findings (Creswell, 2008). The questionnaire (Appendix B) was piloted with 21 full-time teachers who were registered for the module Research Methodology as part of their BEd Honours degree. The questionnaire was also assessed by the same teachers under the guidance of their lecturer. The problems that arose during the pilot, as well as the suggestions that were made, are listed in Table 3.2 below. The instrument was adjusted according to these recommendations (see revised questionnaire, Appendix C). After the pilot test, the actual test could be conducted.

Table 3.2: Problems arising during the pilot and suggestions to improve the questionnaire

Problems that arose from pilot	Suggestions from students and supervisor
Questions 19 and 20 were not answered. See Appendix B.	The demographics could be grouped and placed at the start of the questionnaire. It could also provide teachers with a smooth transition into more complicated statements that follow.
"HOD" was interpreted incorrectly.	Provide examples of qualifications and ask teachers to circle a symbol.
The placing of a column for the researcher to capture data confused some students.	The column for researchers was placed at the bottom of the last page.
The scores were higher than expected. Words like "try/probeer" misled teachers and prevented them from evaluating themselves accurately.	Remove "try/probeer" from all the statements.
Instructions were not read due to inconvenience, and student teachers relied on their own interpretations.	The instructions on the coding were placed on the same page as the statements. It was added in the heading of "Never" and "Always" at the start of each section.
The repetitive use of certain words could lead to the repetitive choices of coding.	Different words were used in the statements to ensure a thorough reading of the statements.
The groupings of the teaching experiences and of the qualifications were confusing.	Teaching experience and qualifications were quantified in three choices: A, B, and C to eliminate confusion and open interpretation of options.
How will an unsigned consent form be treated?	Disregard the questionnaire.
How will a consent form be treated if one of the statements is marked "No"?	Disregard the questionnaire.
How will a questionnaire be treated if one the statements is incomplete?	Disregard only the statement. The rest of the questionnaire could be used.

All the suggestions made during the pilot test were addressed, to ensure a reliable and accurate instrument that could project the views of teachers, and also take into account their gender, qualifications, teaching experience, and exposure to READ training as possible contextual factors that could have an influence on the findings.

3.4.2.3 WCED systemic results for literacy (data set 1)

Phase 1 involved the analysis of the WCED systemic results for literacy from 2012 to 2014, in an attempt to identify the problems in writing aptitude and instruction, as seen in Table 1.1 and in a summarised version in Table 3.3 below (South Africa. Western Cape Education Department, 2014). Although the results of the West Coast District improved significantly over the two-year period, the concern remains that the interventions discussed in section 1.3 did not lead to the target of a 50% pass rate and average. Teaching the writing process, using the shared writing method, is under investigation in this study as a possible reason for targets not reached in the WCED annual Grade 6 literacy systemic test.

Table 3.3: Systemic writing results of Western Province grade 6 learners, 2012–2014 (extracted from Table 1.1)

Pass percentage of 50% or higher for learner	2012		2013		2014	
	Pass %	Average %	Pass %	Average %	Pass %	Average %
West Coast District	3.0	6.7	9.5	7.9	47.8	38.9
Western Cape Province	5.1	8.4	19.3	16.0	30.9	25.6

3.4.2.4 Quantitative closed-ended questionnaire (data set 2)

Chapter Two covered the approaches and theories that were investigated in this study through a two-pager quantitative cross-sectional survey, as seen in Appendix C (Fink, 2002:102). The first page of the closed-ended questionnaire started with the cover letter, consent form, instructions, and requests for biographical information (gender, years of teaching experience, exposure to READ, and highest qualification). The biographical information defined the contextual background against which the data were discussed, in cases where it had a noteworthy influence. Statements were to be circled, as suggested by Du Plooy-Cilliers and Cronje (2014). Du Plooy-Cilliers and Cronje (2014:159) also recommend that a binominal scale (Table 3.4) be applied to the biographical information of number 1: gender and number 3: exposure to READ, as these items of the questionnaire would otherwise have no mathematical significance.

Table 3.4: Gender and exposure to READ

1. Gender: Circle: Male or Female	3. Have you been exposed to the READ Literacy training: Circle: Yes or No
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Similarly, number 2: years of experience and number 4: qualifications used the ordinal scale (Table 3.5) to rank the context in which teachers found themselves (Du Plooy-Cilliers & Cronje, 2014:152).

Table 3.5: Experience and qualifications

2. Number of years teaching at a primary school: Circle: A B C 0-7 years or 8-20 years or 21-40 years	4. Highest qualification: Circle: A B C Pre-graduates Degree Postgraduate E.g. Diploma E.g. BA E.g. Honours, HOD BEd Master's, PhD
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On the second page, instructions for the coding system of statements were included. 16 statements were listed and numbered 5 to 20. As Table 3.6 illustrates, each statement (column a) lends itself to evaluation or coding using an ordinal scale (column b) of the particular statement (Du Plooy-Cilliers & Cronje, 2014:152). The code "1" refers to *never* and the code "5" to *always*.

Table 3.6: The Likert scale

(a) Statement	(b) Coding				
5. My learners plan their writing assignments.	1	2	3	4	5
6. I show my learners how to consult resources and brainstorm ideas using e.g. mind maps.	1	2	3	4	5
7. I show learners (by "thinking aloud" and "shared pen") how to write the beginning of the text from the planning.	1	2	3	4	5
8. I show learners (by "thinking aloud" and "shared pen") how to edit a draft.	1	2	3	4	5

The Likert scale was used to indicate how the participants viewed their own practices (Du Plooy-Cilliers & Cronje, 2014:159). In the survey, statements were randomised to ensure objectivity by participants. The statements were also categorised: for example, statements 5, 9, 13, and 17 dealt with the writing process (Wp), while statements 6, 10, 14, and 18 dealt with planning (PI); statements 7, 11, 15, and 19 dealt with drafting (Dr) and statements 8, 12, 16, and 20 dealt with editing (Ed). All the questionnaires were presented and completed in Afrikaans by the Afrikaans HL teachers.

The purpose of the closed-ended questionnaire used in this study was to simplify and quantify responses relating to how teachers view their implementation of the writing process using the shared-writing methodology (Du Plooy-Cilliers & Cronje, 2014:152:). Each statement contained expectations stipulated in CAPS: showing learners how to select relevant information for the purpose and audience; sorting and organising ideas into the format of the text type; producing a first draft; and writing the beginning, middle, and end of the text from the planning, as a whole-class activity (South Africa. Department of Basic Education, 2011:11-12). The quantitative questionnaire was also designed to determine the number of teachers who teach the writing process using shared writing.

3.4.2.5 Qualitative open-ended questionnaires for teachers (data set 3)

To further understand the current implementation of the writing process and shared writing, an open-ended descriptive questionnaire (Appendix D) was distributed to a smaller group of IP Afrikaans HL teachers from the original group that had been previously exposed to the quantitative questionnaire (see section 3.4.2.4). The same categories were used in the closed-ended questionnaire, as seen in Appendix A (Creswell & Clark, 2011:118). Instead of coding statements, IP Afrikaans HL teachers were requested to describe their implementation of the writing process and of the shared-writing methodology prescribed by CAPS.

The qualitative questionnaire consisted of five open-ended questions. Questions posed to teachers required a “Yes” or “No” answer. If teachers answered “Yes”, IP Afrikaans HL teachers had to explain the steps they follow, in order for the researcher to gain a detailed understanding of their current practice. If they answered “No”, the teachers had to explain how they instructed writing. The questions were structured as follows:

- Question 1 dealt with the implementation of the writing process, as prescribed by CAPS.
- Question 2 addressed the components of shared writing according to CAPS.
- Questions 3–5 described the demonstration processes of planning, drafting, and editing a writing task, in line with CAPS.

3.4.2.6 Qualitative open-ended interview with teachers (data set 4)

A smaller group of IP Afrikaans HL teachers were interviewed in Afrikaans at their schools (see section 3.4.1). The purpose of the interviews was to gain clarity on how the writing process and shared writing, as outlined in CAPS (see Appendix A), are implemented. Teachers could express themselves verbally and the researcher could probe with follow-up questions to gain clarity on how writing takes place in classrooms. The interviews, conducted in Afrikaans, started with questions about the implementation of the writing process (Appendix I), followed by a request for an explanation of the teachers' practices of shared writing with regard to planning, drafting, and editing. Teachers were prompted with clues, in the form of questions, when they experienced difficulty in describing their practices.

Each interview was audio-recorded and transcribed. Bezuidenhout and Cronje (2014:233) state that data should be analysed using a systematic method, which this study did. First, categories were established under the same statements used for the quantitative and qualitative questionnaires (Appendix A). These categories represent the phases of the writing process and the demonstration of planning, drafting, and editing. Each statement in the interviews was grouped into these categories (Bezuidenhout & Cronje, 2014:235). Second, as Table 3.7 indicates, four words or sentences were provided for each category. Thereafter, each sentence in each category was systematically analysed to search for the words, phrases, perspectives, or sentences that aligned with the expected content set out in Table 3.7 (and discussed in 2.6.3.3 and 2.6.4). A value out of a potential of four (1, 2, 3, or 4) was assigned to indicate one of the four statements.

Table 3.7: Categories, descriptives/statements, and the maximum code to be awarded

Categories from CAPS	Descriptives of the categories (South Africa. Department of Basic Education, 2011a)	Maximum code awarded
	Each description that corresponded to descriptives of the phases of the modelled writing process (shared writing) was awarded a "1". The quantifying of qualitative data was done as follows: if one descriptive of the shared-writing method was met, a "1" was awarded; if two descriptives were met, a "2" was awarded; if three descriptives were met, a "3" was awarded; if four descriptives were met, a "4" was awarded.	

Writing process	<ul style="list-style-type: none"> • Planning • Drafting • Revision/Editing • Publishing 	4
Planning phase of shared writing	<i>Teacher models to learners ... (shared writing)</i> <ul style="list-style-type: none"> • how to discuss the purpose and audience of the text to be written • how to consult resources and brainstorm ideas • how to select relevant information for the purpose and audience • how to sort and organise ideas into the format of the text type 	4
Drafting phase of shared writing	<i>Teacher models to learners ... (shared writing)</i> <ul style="list-style-type: none"> • how to produce a first draft that takes into account the purpose, audience, topic, and structure of the text • how to write the beginning of the text from the planning • how to write the middle of the text from the planning • how to write the end of the text from the planning 	4
Editing phase of shared writing	<i>Teacher models to learners ... (shared writing)</i> <ul style="list-style-type: none"> • how to read drafts critically and get feedback from others • how to edit a draft • how to identify mistakes and correct sentence construction in the written draft • how to produce a neat, legible, edited final version 	4
All codes converted to percentages		

3.4.2.7 Qualitative open-ended questionnaires for facilitators (data set 5)

Up to this point, only teachers were involved in data collection. They were seen as insiders in terms of their perspectives on writing instruction. A questionnaire (Appendix F) was e-mailed to the head of the READ Educational Trust, who passed it onto two of his facilitators to complete and return to the researcher. The READ facilitators had reported to the West Coast District office on their observations of IP Afrikaans HL teachers' implementation of shared writing in the 75 primary schools that participated in the training. In the open-ended questionnaire of this study, the READ facilitators shared their views of how IP Afrikaans teachers in their appointed schools implement the shared-writing methodology, offering an outsider's view on shared writing that helped to triangulate the data. The questionnaire addressed the following concerns (Appendix F):

- whether IP Afrikaans HL teachers implement the writing process as prescribed by CAPS, and the challenges they experience in doing so; and
- the components of the shared-writing methodology with regard to planning, drafting, and editing.

The facilitators' responses were categorised and analysed in the same way as data sets 3 and 4.

3.4.3 Data analysis and interpretation

To address the aims of this study, triangulation was established by quantifying the qualitative data through descriptive statistics. The purpose was to determine accurate relationships and to compare how teachers perceived their own practices of shared writing to teach the writing process (Babbie, 2010:467; Fink, 2002:114). This study is predominantly a qualitative study (data sets 3-5) with quantitative input (data sets 1 and 2), designed to expose the shortcomings of teaching the writing process using shared writing. Similar coding for the quantitative and qualitative data sets was used (see Table 3.7), from which the final findings emerged. All numerical data were converted to percentages to allow for fair comparisons of the different data sets.

3.4.3.1 WCED systemic results for literacy (data set 1)

The analysis of the WCED systemic test results for literacy highlighted the writing component as an area of concern. Focusing on the West Coast District, the researcher identified the implementation of the writing process, using the shared-writing methodology, as a factor to be investigated. Table 3.8 shows the writing results from 2012 to 2014 for the West Coast District alone, and reveals that only 3% of learners achieved a 50% score in 2012. An improvement occurred in 2013, from 3.0% to 9.5%, and in 2014, from 9.5% to 47.8%. (The latter jump was inconsistent with results from previous years and with the 2015/2016 results, which were not part of this research.) The average for the three years is 20.1%.

Table 3.8 Data set 1: Systemic writing results of West Coast District grade 6 learners (extracted from Table 1.1)

Pass percentage of 50% or higher per learner	2012	2013	2014	Average Pass % over three years
	Pass %	Pass %	Pass %	
West Coast District: writing component	3.0	9.5	47.8	20.1

Based on the test results, a question was raised regarding whether effective writing instruction was implemented in IP Afrikaans HL classrooms, in line with the CAPS requirements. The CAPS requirements (planning, drafting, and revising) were used to determine categories for analysing data (South Africa. Department of Basic Education, 2011:13).

3.4.3.2 Quantitative data (data set 2)

Biographical information

The biographical context of the IP Afrikaans HL teachers was used as a backdrop against which the quantitative data could be interpreted. Biographical data were

captured using a binominal scale for gender and exposure to READ training (Table 3.9). 57 teachers were female and 25 were male. 59 participants were exposed to READ training and 23 were not. Two teachers did not complete these particular statements. The biographical data, including gender and exposure to READ training, are discussed separately in Chapter Four.

Table 3.9: Data set 2: Gender and exposure to READ training

Gender		Exposure to READ training	
Female	57	Yes	55
Male	25	No	25
82 participants			

An ordinal scale was used to generate three categories of capturing teaching experience and educational qualifications (Table 3.10), as discussed in section 3.4.2.4 above. 26 participants had less than eight years of experience, 21 had between eight and 20 years, and 35 participants had more than 20 years of experience. In terms of qualifications, 39 teachers had diplomas, 34 had a degree, and nine were postgraduates. The findings on teaching experience and qualifications (and their significance for the study) are discussed in more detail in Chapter Four.

Table 3.10 Data set 2: teaching experience and qualifications

Teaching experience		Qualifications	
A: 0-7 years	26	A: Pre-degree	40
B: 8-20	21	B: Degree	34
C: 21-40	35	C: Postgraduate	8
82 participants			

Statements

Statements 5–20 from the 82 questionnaires, classified as descriptive data, were transformed into numerical findings (Frankel & Wallen, 2006; Bezuidenhout & Cronje, 2014), to determine how teachers view their implementation of the CAPS shared-writing methodology when instructing the writing process (planning, drafting, and editing). The purpose of using the Likert scale was not to determine the cause of implementation or non-implementation of the writing process and shared writing, but rather to capture teachers’ perspectives of implementation, at one point in time, from their point of view (Khan, 2014:206; Du Plooy-Cilliers & Cronje, 2014:149). With the

analysis of the quantitative cross-sectional survey, one must bear in mind that the findings cannot be applied to teachers at other given times. The quantitative data were captured in two steps: first, the statements were grouped into categories (writing process, planning, drafting, and editing) per participant, as illustrated in Table 3.11; second, the average percentage per individual statement was calculated, as illustrated in Table 3.12. The results for Participant 1 (P1) are discussed below, as an example of the approach that was followed in both data-collection procedures.

The four statements were grouped into categories (row 2 of Table 3.11) and each category was assigned a value of 5, as the Likert scale indicates. The first category, “writing process” in the second column, has the potential of a maximum of 20, as do the other categories. The responses by Participant 1 (P1 in first column) to statements 5, 9, 13, and 17 (second column) added up to a total of ten out of a potential of 20 for P1’s implementation of the writing process (Wp). The same applies for the other three categories, and for all 82 participants (Appendix A).

Table 3.11: Data set 2: Example of capturing statements

Participants (P)	Categories			
	Writing process (Wp) Maximum 20	Planning (PI) Maximum 20	Drafting (Dr) Maximum 20	Editing (Ed) Maximum 20
Statements	5, 9, 13 & 17	6, 10, 14 & 18	7, 11, 15 & 19	8, 12, 15 & 20
P1	10	11	11	11

Table 3.12 indicates the average total score per category for all 82 participants. One participant in each category did not complete a statement, but this did not make a difference to the scores. As the fourth row of Table 3.12 shows, the average score of all the participants was 15.3 out of a potential of 20 for the “writing process” category; 14.5 for “planning”; 14.1 for “drafting”; and 13.6 for “editing”. To enable further comparison between the quantitative and qualitative data, the average scores were converted to percentages. Therefore, the implementation of the writing process amounted to 77%, the use of shared writing to teach planning to 73%, the use of shared writing to teach drafting to 71%, and the use of shared writing to teach editing to 68% (see Table 3.12, last row).

Table 3.12: Data set 2: Averages of participants per category by SSPS (Version 23)

82 participants	Categories			
	Writing process (Wp)	Planning (PI)	Drafting (Dr)	Editing (Ed)
Statements	5, 9, 13 & 17	6, 10, 14 & 18	7, 11, 15 & 19	8, 12, 15 & 20
Average out of twenty	15.3	14.5	14.1	13.6
Percentage (%)	77	73	71	68

The same quantitative data were then used to determine the average of the 82 participants (P) per question, in order to reveal the weakest areas scored by teachers. Table 3.13 displays the Likert scale, used as an example of the scoring of codes for each statement (S). The first row represents statements 5–20, and the second row represents the coding of each statement. For example, in column 2, P1 was awarded 3 out of a potential 5 for statement 5; 3 for statement 6; and so forth (Appendix D).

Table 3.13: Data set 2: Capturing quantitative data: Statements 5 to 20 of Participant 1

S	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
P1	3	3	3	2	4	4	3	3	2	2	3	2	2	2	2	4

The same process was followed for all 82 participants, after which a total per statement was calculated, and an average was determined by dividing the total by 82. Although one participant in each category did not address a statement, there was no noteworthy difference in the average scores. The averages per questions were converted to percentages, displayed in the last row of Table 3.14. Statements where the average was below 80% (8, 12, 14, 15, 16, 18, and 19) were deemed problematic statements, and an indication of where support might be needed (Appendix E).

Table 3.14: Data set 2: Averages percentage per statements of the 82 participants

S	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Ave	80	80	80	60	80	80	80	60	80	60	80	60	80	60	60	80

Khan (2014:209) emphasises the importance of accuracy and precision. Therefore, the data were recorded in Microsoft Excel and analysed by the statistical consultant at the Centre for Postgraduate Studies at CPUT. Data were analysed using SPSS 23. Descriptive statistics determined differences between categories and pointed out the position between 1 and 5. Microsoft Excel was also used to analyse the data by way of averages, and the Microsoft Excel pivot table functions were used to describe the biographical data (Creswell, 2009:350; Fink, 2002:32). The interpretation of the results will be discussed in Chapter Four.

3.4.3.3 Qualitative data (data sets 3, 4, and 5)

Interpretivism concerns itself with the construction of what is real for the participants. Bezuidenhout and Cronje (2014:232) argue that data analysis is based on language, which is imperfect and fluent in describing practices. The researcher relied on

quantitative data (data sets 1 and 2) to deepen her understanding of the qualitative data (data sets 3, 4, and 5). An analysis procedure of reducing, organising, and interpreting the data was executed on both the open-ended questionnaire and the interviews, as suggested by Bezuidenhout and Cronje (2014:232).

This procedure required numbers to be developed as codes, so as to represent the qualitative data. Once the open-ended data (data sets 3 and 5) and verbal data (data set 4) were collected and transcribed, the data sets were placed into the same four categories as the quantitative data. To implement the coding, words or phrases that corresponded with CAPS were indicated per category (Appendix M). The CAPS rubric contains four descriptives, and a maximum of four correlations could be made in each category (Driscoll, Appi ah-Yeboah & Douglas, 2007:25). As explained in section 3.4.2.6 above, the coding was done as follows: if one descriptive of the shared-writing methodology was met, a “1” was awarded; if two descriptives were met, a “2” was awarded; if three descriptives were met, a “3” was awarded; if four descriptives were met, a “4” was awarded (see Table 3.7). This strategy quantified the presence or absence of each correlation. Examples of how the procedure was applied, using anecdotal evidence, are provided in sections 4.2.4, 4.2.5, and 4.2.6. The application of the rubric with reference to Table 3.7 is also discussed.

Data set 3

The categories (writing process, planning, drafting, and editing) were clearly defined in the open-ended questionnaire. First, the researcher read and reread the data sets to familiarise herself with the content. A sifting process followed whereby the words or phrases that aligned with the expectations of CAPS (Table 3.7) were placed into each category. Once the required key words, phrases, sentences, or ideas corresponded with a statement in the category of the rubric, they were coded with “1”. A maximum of four correlations could be identified in each category, as discussed above. Thereafter, a code (1 to 4) was awarded for each of the four categories. For example, each sentence P1 wrote was analysed according to the statements set out in Table 3.7.

Table 3.15: Data set 3: Capturing open-ended questionnaire (teachers)

Participants	Categories			
	Writing process	Planning	Drafting	Editing
P1	3	1	0	0

For P1, three corresponding words and phrases were found for the writing process, as shown in Figure 3.2. One corresponding sentence was found for planning, and zero were found for both drafting and editing, as recorded in Table 3.15 (see also Appendix H).

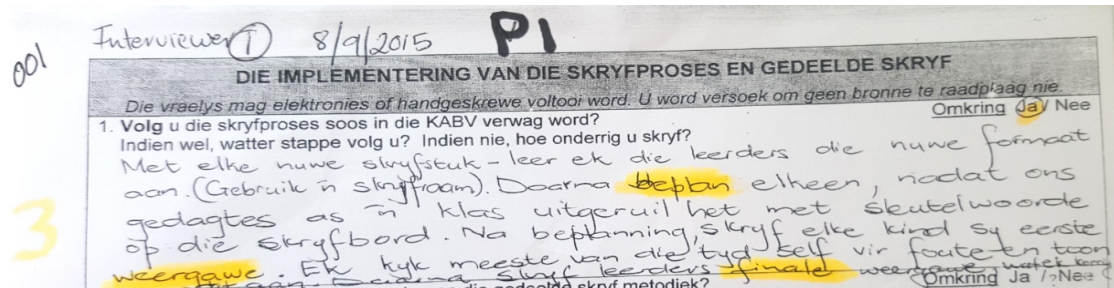


Figure 3.2: Example of quantifying the qualitative data

Data were analysed using descriptive statistics. This method of coding was used to quantify qualitative data, in order to compare the different perspectives of teachers and facilitators reliably (Chi, 1997:7).

The analysis of the open-ended questionnaire (data set 4) and the interviews (data set 5) was done in a similar manner (see Appendices H and J). Question 1 dealt with the implementation of the writing process and the steps thereof. A correlation with CAPS was run to identify whether the prescribed writing process was followed. If it was, a quantifiable code, of a potential of four, was assigned, as well as one for planning, drafting, editing, and publication, respectively. Question 2 dealt with teachers' knowledge of shared writing, discussed in section 2.6.3, but the data were captured individually because this content was already covered in the other questions. The data were intended to support and elaborate on teachers' understanding of shared writing. Questions 3 to 5 dealt with how teachers model planning, drafting, and editing to learners using the shared-writing methodology prescribed by CAPS (South Africa. Department of Basic Education, 2011a:13).

The averages of the 25 open-ended questionnaires for each category were calculated; they are displayed in Table 3.16. All codes were converted to percentages, as explained in section 3.4.3. To interpret the average code of 3.0 (out of a maximum of 5.0) for the writing process, it was converted to 60%, while the planning code average of 0.9 was converted to 22%, the drafting code average of 0.2 was converted to 6%, and the editing code average of 0.6 was converted to 15%.

Percentages were used to show the extent to which the CAPS requirements are implemented, according to teachers' descriptions.

Table 3.16: Data set 3: Average of open-ended questionnaires (teachers)

Open-ended coded according to Table 3.7				
Average of 25 participants	Categories			
	Writing process	Planning	Drafting	Editing
	3.0	0.9	0.2	0.6
Percentages	60	22	6	15

Data set 4

The nine interviews were recorded, with teachers elaborating on their practices in the classroom (as discussed in section 2.6.3). Each sentence of the interviews was grouped into the four coding categories and analysed in the same way as data set 3 (Bezuidenhout & Cronje, 2014:235). The analysing procedure for the open-ended questionnaire and the transcribed interviews was similar. As with the open-ended questionnaire, the interviews were coded individually according to the four categories (see Table 3.17). Thereafter, the average code of the nine participants was calculated as 3.3 and converted to a percentage of 83% (Table 3.17). The same process was followed for planning (1.9/65%), drafting (1.2/48%), and editing (1.3/33%).

Table 3.17: Data set 4: Average of interviews (teachers)

Interviews coded according to Table 3.7				
Voice recordings	Categories			
	Writing process	Planning	Drafting	Editing
01	4.0	1.0	1.0	1.0
02	4.0	2.0	4.0	2.0
03	4.0	1.0	0.0	1.0
04	3.0	2.0	0.0	2.0
05	3.0	1.0	1.0	2.0
06	3.0	3.0	0.0	1.0
07	4.0	1.0	0.0	0.0
08	4.0	3.0	0.0	1.0
09	1.0	3.0	4.0	3.0
Averages	3.3	1.9	1.0	1.4
Percentage	83.0	47.5	25.0	33.0

Data set 5

Qualitative data (Table 3.18) were captured from the two READ facilitators who had supported teachers in executing the writing process, as discussed in section 1.2.1.2. The purpose was to present their observations of teachers' implementation of the writing process and shared writing. The analysing process was similar to that used for the teachers' open-ended questionnaire (section 3.4.3.3). Codes were awarded to

each category, as shown in Table 3.18. Facilitators 1 and 2 had different views. Their views were captured individually in the different categories and an average was calculated. According to their views, the implementation of the writing process was quantified and converted to 75% (from 3.0), the use of shared writing to teach planning to 38% (from 1.5), the use of shared writing to teach drafting to 13% (from 0.5), and the use of shared writing to teach editing to 25% (from 1.0).

Table 3.18: Data set 5: Examples of READ facilitators' open-ended questionnaires on shared writing: Drafting

Open-ended data coded according to Table 3.7				
Facilitators' views	Categories			
	Writing process	Planning	Drafting	Editing
1	3.0	2.0	1.0	1.0
2	3.0	1.0	0.0	1.0
Average	3.0	1.5	0.5	1.0
Percentage	75.0	38.0	13.0	25.0

3.4.3.4 Comparison of quantitative and qualitative data sets

Triangulation was used to determine *whether* (data set 2) and *how* (data set 3 to 5) IP Afrikaans HL teachers in the West Coast District instruct the writing process using the shared-writing methodology, in an attempt to explain the 2012–2014 systemic results for literacy. The different instruments produced different results. Table 3.19 compares the quantitative (data sets 1 and 2) and qualitative (data sets 3, 4, and 5) average implementation percentages. The systemic results for literacy (data set 1) exposed the problem, as seen in the last row of Table 3.19. The quantitative questionnaires (data set 2) revealed whether IP Afrikaans HL teachers apply shared writing and teach the writing process according to the CAPS requirements, as represented in the third row of Table 3.19. Furthermore, the qualitative data, consisting of the open-ended questionnaires (data sets 3 and 5) and interviews (data set 4), were quantified, revealing how teachers described their instruction of the writing process and their use of the shared-writing methodology (South Africa. Department of Basic Education, 2011a:13).

Table 3.19: Comparison between quantitative and qualitative data

Average implementation % of data sets	Averages of categories (%)			
	Writing process	Planning	Drafting	Editing
2: 82 teachers Closed-ended questions	77	73	71	68
3: 25 teachers Open-ended questions	60	22	6	15
4: 9 teachers Interviews	83	65	48	33
5: 2 facilitators Open-ended questions	75	38	13	25
1: Systemic writing results for grade 6	20			

The quantitative data (data set 2) revealed that the average implementation rate of the CAPS writing process for the 82 IP Afrikaans HL teachers, according to the teachers themselves, was 77%, the average implementation rate of shared writing during planning was 73%, the average implementation rate of shared writing during drafting was 71%, and the average implementation rate of shared drafting during editing was 68% (see Table 3.12).

The qualitative data, meanwhile, consisted of three data sets. First, according to data set 3 (Table 3.16), the 25 teachers described their rate of implementing the CAPS requirements for teaching the writing process as, on average, 60%. The implementation of shared writing during planning was described with an average rate of 22%, the implementation of shared writing during drafting was described with an average rate of 6%, and the implementation of shared writing during editing was described with an average rate of 15% (Table 3.19). Second, the interviews in Afrikaans (data set 4), during which nine teachers had the opportunity to elaborate on their written description of their CAPS implementation, revealed higher percentages of implementation: 83% for the writing process, 65% for planning, 48% for drafting, and 33% for editing (Table 3.17). Third, the two facilitators (data set 5: open-ended questionnaire) placed the implementation of the CAPS writing-process requirements at 75%, of planning at 38%, of drafting at 13% and of editing at 25% (Table 3.18). The data collected in each set were quantified using the same procedure for all three sets, as discussed in section 3.4.3.3.

From the data, a pattern could be established. For this study, a difference of less than 10% between the groups was considered not noteworthy, and a difference of greater than 10% was considered noteworthy. Data set 2 indicated that IP Afrikaans HL teachers apply the writing process with an average implementation result of 77% (Table 3.12), while the teachers' qualitative description of their implementation (data sets 3 to 5) was 73%, as displayed in Table 3.18. With regard to the writing process, then, no noteworthy differences were found between the quantitative and qualitative data sets. However, data on shared writing showed a noteworthy difference between the quantitative and qualitative data sets. Teachers' viewed their demonstration (shared writing) of planning as 73% in the quantitative survey, but their described implementation of the CAPS requirements varied between 22% and 65% in the qualitative assessments. They viewed their demonstration (shared writing) of drafting as 71%, while their qualitative description of their implementation varied from 6% to 48%. They viewed their demonstration (shared writing) of editing as 68%, while their qualitative description varied from 15% to 33% (see Table 3.19). The measures for trustworthiness, reliability, and validity are covered below, before the discussion of the findings in Chapter Four.

3.5 Measures for trustworthiness, reliability, and validity

To ensure trustworthiness, reliability, and validity, the researcher aimed to generate measurable, numerical, and statistical results in the proposed convergent quantitative and qualitative research-design methods.

3.5.1 Trustworthiness

Since the purpose of interpretivist research is to describe the phenomena of interest from the participants' viewpoint, the participants are the only ones who can rightfully judge the integrity of the results. Hammersley (1992:69) points out that no knowledge can be counted as certain. Therefore, the trustworthiness of the qualitative data summarised in section 3.4.3.3 is determined by their credibility, transferability, confirmability, and dependability.

Credibility is enhanced by the triangulation of data. The reliability of the assumption that teachers do not implement the writing process using shared writing was revealed during the analysis of the data. Transferability refers to the degree to which the results of qualitative research can be applied to other contexts (Kumar, 2011:185). As seen in Table 1.1, the systemic test results for grade 6 learners in the West Coast District did not comply with the target score set for writing. With the cross-sectional survey of 82 teachers in the West Coast, a further assumption can be made that the

findings can be "transferred" to other parts of the district. Confirmability refers to the degree to which the findings can be investigated or certified by others (Kumar, 2011:185). To this end, the researcher filed all the data, to be verified by any interested party (as discussed in section 2.6.3).

3.5.2 Reliability

Creswell (2008:169,171) claims that, for any research to be respected, scores need to be internally consistent, ensuring the accuracy of the quantitative instrument used. The quantitative questionnaire was piloted by BEd Honours students. It is reasonable that a generalisation could be made from these results (Koonin, 2014:254; Leedy & Ormrod, 2010:111). The questionnaire was considered internally consistent, because, after the pilot, the questions were rephrased with an adjusted angle at different stages of the instrument (Creswell, 2008:171). Furthermore, the same questionnaire was used for all 82 IP teachers (Fink, 2002). Participation was voluntary, in Afrikaans, and random and without coercion (Pascoe, 2014:135). The data were also reliable because the researcher was not present and could not have had any influence on the teachers' perspectives while they completed the questionnaire. The answering of the questionnaire was anonymous, to avoid teachers feeling that they were "checked up on" by their adviser.

IP Afrikaans HL teachers at the selected schools had an equal opportunity of being part of the study once their principals distributed the questionnaires to them. The researcher had no control over this. The triangulation technique supports reliability, with different participants and facilitators from different types of schools, groupings, and data-collection methods providing their perspectives on the implementation of the shared-writing methodology (Fink, 2002:66). The quantitative and qualitative data were all presented as percentages, to allow for fair comparisons.

3.5.3 Validity

Hammersley (1992:67) refers to validity as the degree of consistency with which an instrument measures the variable it is designed to measure. Validity is recognised through three main aspects: content validity, criterion-related validity, and construct validity. A degree of consistency is ensured when the same category can be coded by different observers, or by the same observer on different occasions.

In terms of content validity, the quantitative questionnaire was valid in sample size and content, with the description of the category leading to the identification of the statements (Appendix A). A large sample of 82 IP Afrikaans HL teachers in the West

Coast District took part in the quantitative research. A further 25 teachers from the same IP Afrikaans HL group and nine interviewees were invited to participate in the qualitative research. The instruments used in the study were based on the CAPS requirements, outlined in Appendix A. The research aims—involving the implementation of the writing process and shared writing—were incorporated into each statement of the instruments.

As for criterion-related validity, the instruments and findings were used to compare IP Afrikaans HL teachers' perspectives of their own practices with the WCED grade 6 systemic writing results, which reveal the problematic educational areas. The quantitative instrument, described in section 3.2 above, measured the implementation of the writing process and shared writing. Construct validity was ensured by aligning the instruments with the implementation of the writing process and shared writing. Each statement in the quantitative instrument (see Appendix C) was directly derived from the CAPS requirements (South Africa. Department of Basic Education, 2011a). The teachers had the opportunity to reflect on their own practices without the influence of the researcher. The follow-up qualitative questionnaire (Appendix F) and interviews (Appendix J) were issued to the same participants. The same categories and statements, as well as the facilitators' views (Appendix K), were used to investigate further how teachers view their own writing practices. The quantitative and qualitative methods enabled the researcher to use both a survey and teachers' qualitative views to collect convincing evidence (Baumfield et al., 2013:23). The establishment of triangulation allowed for an in-depth understanding of the writing process and shared-writing implementation (Frankel & Wallen, 2006:520).

The face validity of the design of the quantitative instrument was acknowledged by two experienced researchers, Drs Braun and Hartley (Braun, 2015; Hartley, 2015). The terminology was piloted to ensure further validity and to evaluate language, content, duration, and format, as well as to determine whether the instructions were coherent and the statements were correctly interpreted, as explained in section 3.4.2.2 (Creswell, 2008:172; Koonin, 2014:257; Mouton 2001:103). The quantitative questionnaire is internally valid since it allowed the research question to be answered. Externally, the data had the capacity to generalise the results from a sample (a third of the population) to a broader population. The questionnaires and descriptions could be administered to the same group on more than one occasion and still present the same results when measuring the methodology of shared writing.

A possible limitation to the research was that teachers could have provided false answers. Teachers could have assumed that they were being “tested for compliance and [might have] wanted to cover their possible inefficiency or lack of knowledge” (Fink, 2002:110). The qualitative data sets 3 and 4 gave teachers the opportunity to express themselves clearly to counter false responses. A drawback was that one participant did not feel that it was voluntary. That particular questionnaire was disregarded. Three questionnaires were incomplete, but the information provided was still analysed. The incomplete parts had no noteworthy influence on the average values. The 25 teachers who completed the quantitative questionnaire (data set 2) did so before they started with the qualitative questionnaire (data set 3). They therefore had exposure to the requirements set by CAPS. One could argue that the teachers did not realise that they were being exposed to the same statements as in the quantitative questionnaire. Another limitation could be that the more experienced teachers or postgraduate teachers could have been more critical of their weaknesses than the less experienced or less qualified teachers.

The limitations of the qualitative data sets were the diagrams certain teachers made to express themselves, which did not align with the CAPS requirements. Some teachers had difficulty expressing themselves clearly, possibly owing to a possible lack of terminology. The researcher tended to give teachers the benefit of the doubt. This tendency led to her being more lenient towards teachers and a higher scoring of their implementation efforts.

Given the validity of the instruments, and notwithstanding the threats to the research, the incorporation of triangulation allows the research to be declared trustworthy, reliable, and valid. It is the researcher’s view that the theoretical framework and instruments correlate well to produce meaningful data. An interpretation and discussion of the data will follow in Chapter Four.

3.6 Conclusion

This chapter provided an overview of the method, data collection, and analysis procedures applied in this study. The study was located within an interpretivist worldview, and it gained insight into the implementation of the writing process and shared writing using quantitative and qualitative approaches. Beyond the theory, the chapter also discussed the practical implications of quantitative and qualitative research and the rationale for the instrument design and data collection. The sampling techniques were explained, focusing on how the population was identified for the purpose of enriching the data. The issues of validity and reliability were

fleshed out, and the chapter closed with a detailed explanation of how ethical considerations were maintained throughout the data-collection phase of the study. In Chapter Four, the data are analysed, interpreted, and discussed, informing the researcher of IP Afrikaans HL teachers' knowledge and implementation of shared writing, and providing an answer to the research question. Evidence-based recommendations regarding the implementation of the writing process and shared writing will be made in Chapter Five.

CHAPTER FOUR DISCUSSION

4.1 Introduction

This chapter offers a discussion of the findings and an interpretation of data sets 1 to 5. The data-collection procedure has been described in detail in the previous chapter. The interpretation of the data is influenced by the literature and the data findings. The findings, in turn, are connected to the literature review and the research questions. A number of factors could have an influence on the data; these factors are discussed in 4.2. First, the biographical data are discussed in section 4.2.1, to determine the possible effect they might have on the findings. Second, quantitative data set 1 (systemic results for literacy) is discussed separately from quantitative data set 2 (teachers' closed-ended questionnaire), in sections 4.2.2 and 4.2.3 respectively. The qualitative data are discussed in sections 4.2.4 (teachers' open-ended questionnaire), 4.2.5 (interviews with teachers), and 4.2.6 (facilitators' open-ended questionnaires), after which the qualitative data are merged in 4.2.7. Lastly, a comparison between the quantitative and qualitative data is performed (see Figure 4.1). It should be kept in mind that teachers completed both the quantitative and qualitative questionnaires based on their personal understanding of the terminology. The researcher's analysis, discussion, and interpretation are based on the findings presented by the data. The findings thus cannot be made in absolute terms. The purpose of the interpretation is to gain a better understanding of the implementation of the writing process and the shared-writing methodology.

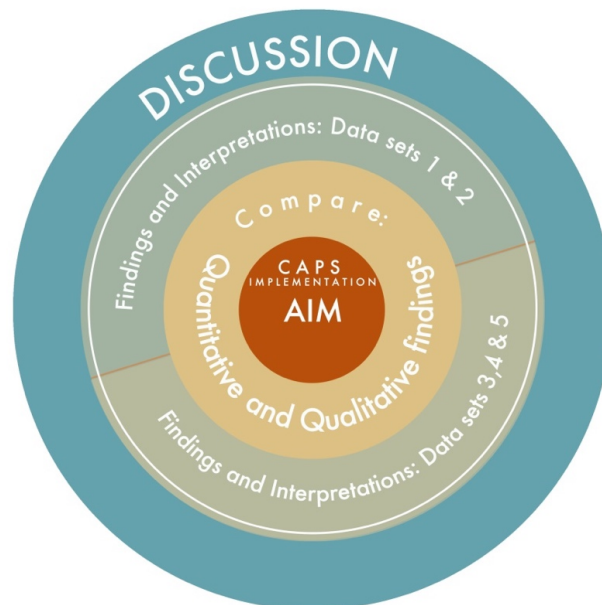


Figure 4.1: Graphic layout of discussion chapter

4.2 Findings of the research process

To answer the research questions regarding IP home language teachers' knowledge and implementation of the writing process and shared writing, according to CAPS, data were collected using quantitative and qualitative instruments. Another aim of the study was to determine whether biographical factors had a noteworthy influence on the data. A third aim was to determine whether there are any shortcomings in teaching the writing process using the shared-writing methodology, and to make evidence-based recommendations to address these shortcomings. The analysed data, findings, and original qualitative data will be discussed in this chapter and connected to the aims of the study. All data were converted to percentages to allow for fair comparisons. A difference above 5% between the compared data sets was deemed noteworthy for this study, but a difference of 0–5% was judged to be not noteworthy. Before a discussion of the findings, the impact of the biographical data on how teachers perceive their implementation of the CAPS requirements for writing will be assessed.

4.2.1 Biographical data findings and interpretation

Biographical data, included in data set 2 (closed-ended questionnaire), consist of four factors: gender, exposure to READ training, qualifications, and teaching experience. Microsoft Excel was used to calculate the participants' individual scores (using the pivot table function). The impact of these biographical factors on the balanced learning approach (BLA) advocated by CAPS was investigated, to better understand the findings. The data were converted into percentages and grouped into the four biographical factors. These percentages were determined by calculating the scores per individual and the average of all the participants for each factor, to see whether that factor had a noteworthy influence on the quantitative findings under discussion. A percentage of 100% would mean that the instruction of the writing process using the shared-writing methodology was entirely in line with CAPS. For the purpose of this study, a difference of 5% or higher signified a noteworthy impact on the interpretation of findings in this study.

Gender

The sample consisted of 82 participants, of which 57 were female and 25 were male. The 57 female teachers were in the majority, and the scored data showed an average of 71.2% for their perceived implementation of the writing process and shared writing, compared to the 25 male teachers' average of 72.1% (see Table 4.1). The difference was 1% and was not regarded as noteworthy. There is therefore no noteworthy

difference between the average implementation rate for male and female teachers (T-value = 0.306, d.f. = 81, p-value = 0.761). Although gender was not a noteworthy factor in this study, female teachers tend to discuss support strategies with the researcher more often than male teachers do during school visits and workshops.

Table 4.1: Data set 2: Comparing gender

Gender	Number	Implementation % rate to a maximum of 100% from the SPSS data
Female	57	71.2%
Male	25	72.1%
82 participants		

Exposure to READ

From the same group of teachers, the majority (55) had been exposed to the READ training (Table 4.2). Excel's pivot table function calculated the perceived implementation scores of those who had been exposed to READ as an average of 72.2%, compared to a 70.6% average for non-trainees (a difference of 1.6%), as seen in Table 4.2. There was therefore no noteworthy difference between the average implementation rate for the group that was exposed and the groups that were not exposed to READ training (T-value = 0.548, d.f. = 79, p-value = 0.585).

Table 4.2: Data set 2: comparing READ training

Exposure to READ training	Number	Implementation % rate to a maximum of 100% form the SPSS data
Yes	55	72.2%
No	25	70.6%
82 participants (two participants did not answer that statement)		

Teaching experience

As for teacher experience data were analysed according to three criteria as seen in Table 4.3. Data were analysed by using Excel's pivot table function which indicated that Criteria A's (experience between 0 – 7 years) perceived an average implementation of 73.4%, which was the highest average percentage of the three groups. The average percentage of Criteria B (experience between 8 – 20 years) was 69.5% and the lowest average percentage of Criteria C (experience between 21 – 40 years) was 71.9% as seen in Table 4.3. The results of a One-Way ANOVA test shows that there is no noteworthy difference between the three groups of teaching experience ($F_{2;80}$ -value = 0.625, p-value = 0.538). Teaching experience only, appears not to be enough for effective teaching with the changing of curricula over years. In-depth training is recommended when curricula changes are implemented to ensure that teachers have a sound knowledge of what is expected.

Table 4.3: Data set 2: Comparing teaching experience

Teaching experience criteria	Number	Implementation % rate to a maximum of 100% from the one-way ANOVA test
A: 0-7 years	26	73.4%
B: 8-20	21	69.5%
C: 21-40	35	71.9%
82 participants		

One would expect that teachers with the least experience would have the lowest scores. In fact, it was the opposite, as seen in Table 4.3. Possible reasons for this result could be that tertiary institutions equip new IP Afrikaans HL teachers to implement CAPS more effectively. There is also the possibility that less experienced teachers could not accurately evaluate themselves, on account of either their inexperience or a lack of role models to whom they can compare themselves (as the researcher often experiences in her capacity as a subject adviser). This possibility needs to be researched further. One could argue that the criteria B teachers are still transitioning from the previous curricula (the pre-1994 curriculum, the outcomes-based curriculum of 2005, the NCS, and the Revised Curriculum) to the latest CAPS curriculum (2012), which has left them uncertain of the current expectations. They could also have been more honest about their practices than the criteria A teachers. However, criteria C teachers, who are the most experienced, failed to project the highest implementation scores, as one would expect. It is possible that these IP Afrikaans HL teachers were harsh on themselves when reflecting on their teaching practices because they set high expectations for themselves and recognise their own shortcomings. It is also possible that these teachers are hesitant about implementation due to regular changes in the curriculum, or that they struggle to adapt to the new expectations placed on them because they do not have the relevant skills or knowledge. On the whole, it seems that IP Afrikaans HL teachers, irrespective of their teaching experience, do not have sound knowledge of shared writing.

Qualifications

Three criteria for qualifications were used in this research to determine whether qualifications influence the implementation of shared writing (see Table 4.4). Criteria A (without a degree) showed an average implementation percentage of 71.9%. IP Afrikaans HL teachers in this category, also the majority, were not compelled to have a degree, and were exposed to in-service training. Criteria B teachers (with a degree) showed the highest average implementation percentage, 73.1%, which might indicate that these teachers were exposed to the shared-writing methodology during their tertiary education. Postgraduates, criteria C teachers, had the lowest average

implementation percentage, 66.4%, but they were also the fewest in terms of numbers (8 out of 82). The results of the one-way ANOVA test for qualifications did not show a noteworthy difference between the three criteria for teaching qualifications ($F_{2,80}$ -value = 1.12, p-value = 0.332).

Table 4.4 Data set 2: Comparing qualifications

Criteria for the teachers' qualifications	Number	Implementation % rate to a maximum of 100% from the one-way ANOVA test
A: Pre-degree	40	71.9%
B: Degree	34	73.1%
C: Post graduate	8	66.4%
82 participants		

One would expect that postgraduate teachers would attain the highest implementation score due to their advanced academic knowledge of teaching matters. It is arguable, however, that these teachers did not necessarily specialise in curriculum studies, in CAPS, or, more specifically, in shared writing. On the other hand, postgraduate students are usually expected to develop critical evaluation and analytical skills. They might therefore judge their practices more severely, resulting in a lower score for implementation.

Overall, there was little difference between the participants in terms of the biographical data factors included in the study. One can therefore conclude that these biographical data did not have a noteworthy influence on the rest of the findings, which are discussed in this chapter.

The phases of the writing process, as prescribed by CAPS, are planning, drafting, editing/proofreading, and publication (South Africa. Department of Basic Education, 2011a:11-12). CAPS also specifies the instructional method to be used when teaching the phases of the writing process to learners: “with the teacher modelling good practices...that engage the whole class...Shared Writing...before practising in groups and applying the new skill individually” (South Africa. Department of Basic Education, 2011a:13). The five data sets, of which two were quantitative and three qualitative, will be discussed in this section, bearing the implementation of the CAPS writing process and the use of the shared-writing methodology in mind. For the interpretation and discussion of the data analysis, percentages will be used (as explained in section 3.4 above).

4.2.2 Findings and interpretation of quantitative data set 1: systemic results for literacy

The first data set, the WCED 2014 grade 6 systemic results for literacy, discussed in sections 1.1 and 3.4.3.1, motivated the researcher—who is also a subject adviser for the WCED in the West Coast District—to investigate the lack of in-depth training and provide recommendations to improve the poor literacy results among IP Afrikaans HL learners (Table 3.3). The WCED systemic test for literacy expects grade 6 learners to construct a text in their home language. The results show that learners struggle to meet these expectations at the appropriate (50% pass rate) level. The West Coast District's systemic test results for literacy showed that only 20% of the grade 6 learners were able to obtain 50% or higher and show their competency in writing, as depicted in Table 3.3. It is the researcher's observation that teachers are effectively implementing the writing process, but not the shared-writing methodology prescribed by CAPS (South Africa. Department of Basic Education, 2011:13), as a result of either a lack of knowledge or a lack of in-depth training.

4.2.3 Findings and interpretation of quantitative data set 2: closed-ended questionnaire

The research question, whether teachers implement the writing process using the shared-writing methodology, was addressed quantitatively and qualitatively. The quantitative data projected IP Afrikaans HL teachers' views of their implementation of the writing process (CAPS content) and the CAPS shared-writing methodology in their own classrooms (Appendix D). As mentioned before, the closed-ended questionnaire was interpreted in two ways. First, the extent to which teachers implement the writing process successfully was assessed by grouping statements into categories (writing process, the shared-writing methodology of planning, drafting, and editing), and the average rate of implementation was determined to be 77% (see Table 3.7, Table 3.12, and section 3.4.3.2). One can conclude from this figure that IP Afrikaans HL teachers do teach and implement the CAPS writing process. Second, the average per individual statement helped establish the problem areas (planning, drafting, and editing) within shared writing for IP Afrikaans HL teachers, in line with one of the research aims (Appendix E). The findings in the different categories and for individual statements were compared and discussed. The findings were also discussed in terms of the CAPS writing process (see second column of Table 4.5 and section 2.6) and the CAPS shared-writing methodology (see column three, "planning", column four, "drafting", and column five, "editing", of Table 4.5, and see section 2.5).

Table 4.5: Data set 2: Average percentages per category (CAPS content and methodology)

82 Participants	Categories			
	CAPS content	CAPS shared-writing (SW) method		
	Writing process	SW Planning	SW Drafting	WS Editing
Average percentage	76.3%	72.2%	70.7%	68.1%
Averages for writing process and shared writing	76.3%	70.34%		

As seen in Table 4.5, 76.3% of the teachers indicated that they implement the CAPS writing process successfully. As for the use of shared writing to teach planning (72.2%) and drafting (70.7%), the percentages were lower than for the writing process. The findings can be considered acceptable due to the high percentages that emerged. The average of 68.1% for the use of shared writing to teach editing could show that teachers were the least comfortable with demonstrating to learners how to edit their written work. The average score for the shared-writing methods across the three phases was calculated and found to be 70.34%. The high percentages could imply that IP Afrikaans HL teachers thought they were teaching the writing process (76.3%) by using the shared-writing methodology (70.34%). Indeed, from these results alone, there would seem to be no noteworthy concerns with regard to the implementation of CAPS using the shared-writing methodology. However, the poor results of the WCED systemic test for literacy, where the average percentage over three years is a mere 20% (Table 4.5), raise questions about the implementation of CAPS. The results of quantitative data set 2 differed from the results of qualitative data sets 3, 4, and 5 (the teacher interviews and the observations of the facilitators), which led to a number of interesting findings and conclusions that are discussed later in the thesis.

Although the percentages for the different statements were high, the next step in the analysis of the data was to examine the average responses per statement (statements 5–20), in order to determine any possible problematic areas highlighted by the responses of the IP Afrikaans HL teachers. In Table 4.6, these statements are numbered 5 to 20, in the first row of the table. The second row shows the average responses (calculated as a percentage) of the 82 participants for each statement.

Table 4.6: Average of individual statements on the closed-ended questionnaire

Statements	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
% average coding	80	80	80	60	80	80	80	60	80	60	80	60	80	60	60	80

The statements relating to the writing process (5, 9, 13, and 17) were recorded at 80% or higher, which could be interpreted to mean that the CAPS requirements are being implemented in IP Afrikaans HL classrooms. The result seems to confirm that IP Afrikaans HL teachers consider the writing process to be implemented. In Table 4.6, scores of 60% (as discussed in section 3.4.3.2) are taken to signify partial implementation of the CAPS requirements for teaching the writing process. This partial implementation might be the result of gaps in the teaching and learning of the writing process. The six statements (8,12,14,16,18,19) with an average of 60% all refer to the demonstration (shared writing) of planning, drafting, and editing (see section 3.4.2.4), which is only partially implemented by teachers.

Table 4.7: Statements indicating partial implementation (at 60%) on the part of teachers

Shared-writing (SW) phases	Partially implemented	Content of statements
SW Planning	14	I show learners (by “thinking aloud” and “shared pen”) how to select information for the purpose/audience of the writing assignment.
	18	I demonstrate to my learners (by “thinking aloud” and “shared pen”) how to sort and organise ideas into the format of the text type.
SW Drafting	19	I show learners (by “thinking aloud” and “shared pen”) how to write the end of the text.
SW Editing	8	My learners read drafts critically and get feedback from others.
	12	I show learners (by “thinking aloud” and “shared pen”) how to edit a draft.
	16	I show learners how to identify mistakes and correct sentences (through “thinking aloud” and “shared pen”) in the construction of the written draft.

The partially implemented shared-writing statements (60%) shown in Table 4.7 could be interpreted to mean that learners were not guided by their teachers through the writing process with the “thinking aloud” and “shared pen” strategies discussed in section 2.5.1. Regarding the demonstration of planning, IP Afrikaans HL teachers indicated that they were partially (60%, Table 4.7) scaffolding for their learners how to select information for the purpose of the writing assignment and how to sort and organise those ideas into the format of the text type. With drafting, teachers indicated that they do not always (60%, Table 4.7) show learners how to write the end of the text. During editing, teachers viewed themselves as only partially (60%, Table 4.7) guiding their learners on how to read drafts critically, get feedback from others, edit a draft, and identify and correct mistakes. These partially implemented statements (8,12,14,16,18, and 19) could point to IP Afrikaans HL teachers’ uncertainties regarding the shared-writing methodology prescribed by CAPS. If these findings correlate with the qualitative data, they could be listed as possible shortcomings that need to be addressed, because without adequate guidance, producing a high-quality writing assignment task would be challenging for most learners (see section 2.3.3). The data could provide motivation for educational departments to consider additional

support for IP Afrikaans HL teachers (see the recommendations made in Chapter Five).

4.2.4 Findings and interpretation of qualitative data set 3: questionnaire for teachers

In addition to the IP Afrikaans HL teachers' quantitative views of their practices, a deeper understanding was necessary to produce a more accurate analysis and interpretation of the findings, and to answer the research sub-questions. The qualitative data describe and cross-examine how teachers instruct the writing process and use shared writing, indicating the shortcomings and lack of sound knowledge that need to be addressed. Three instruments were used to collect qualitative data about IP Afrikaans HL teachers' implementation of the CAPS shared-writing methodology: namely, open-ended questionnaires for IP Afrikaans HL teachers (data set 3), interviews with IP Afrikaans HL teachers (data set 4), and open-ended questionnaires for READ facilitators (data set 5). The analysis and discussion of the qualitative data in this section are guided by the CAPS requirements for teaching the writing process, which include using the shared-writing method to demonstrate planning, drafting, and editing to learners before learners work in groups or independently (see sections 2.6.4 and 2.6.3).

Writing process

The 25 participants described their implementation of the CAPS writing process and their knowledge of the use of shared writing to model planning, drafting, and editing. Scoring was done against the rubric (Table 3.7) and analysed through the process described in 3.4.3.3 and Table 3.16. Table 4.8 indicates that the average for the 25 participants' implementation of the CAPS requirements for the writing process is noticeably higher than the averages for their implementation of shared writing (during planning, drafting, and editing).

Table 4.8: Data set 3: Open-ended questionnaires by teachers (summarised from Table 3.16)

Average of 25 participants' implementation of CAPS requirements	Categories			
	CAPS content	CAPS shared-writing (SW) method		
	Writing process	SW Planning	SW Drafting	SW Editing
	75%	22%	6%	15%

IP Afrikaans HL teachers may have found that the implementation of the writing process, which is composed of five short steps, was easier to describe than the implementation of shared writing, which requires a lengthy description. Nevertheless, the findings of the open-ended questionnaire (data set 3) stand in contrast to those of

the closed-ended questionnaire (data set 2). The data from the open-ended questionnaire (data set 3) show that IP Afrikaans HL teachers believe that they execute, on average, 75% of the CAPS writing process, whereas they believe that they execute shared writing during planning at an average rate of 22%, shared writing during drafting at an average rate of 6%, and shared writing during editing at an average rate of 15% (see Table 4.8). Table 4.9 is an example of how Participants 2 and 3, both IP Afrikaans HL teachers, explained themselves, and how coding was awarded (as discussed in section 3.4.2.5 above).

Table 4.9: Data set 3: Examples of qualitative data on the writing process

Participant	Teacher's description Any word that indicated teachers' involvement or modelling was underlined and the criteria for each phase were highlighted (South Africa. Department of Basic Education, 2011a:11-13).	Code awarded	CAPS: Writing process editing requirements as set in Table 3.7
2	<i>"Beplanning, eerste weergawe, finale weergawe"</i> Planning, first draft, final publication	3	<ul style="list-style-type: none"> • Planning • Drafting
3	<i>"Beplanning, eerste weergawe, redigeer, finale weergawe"</i> Planning, first draft, editing, final publication	4	<ul style="list-style-type: none"> • Revision/Editing • Publishing

Shared writing: planning

However, when describing the shared-writing methodology, teachers admitted to finding it more challenging to implement. For example, Participant 4, whose response is representative of many of the other responses, described the shared-writing planning phase as follows:

"Begin by voorkennis van die teks...Bespreek/identifiseer/maak kind bewus van kenmerke van die teks."

[Start with foreknowledge of the text...Discuss/identify/make child aware of the features of the text.] (Appendix H)

This response can be compared to the more robust CAPS description of this stage, which includes discussing the purpose of the text and audience, demonstrating how to consult resources, brainstorming ideas, selecting relevant information, and sorting and organising ideas (see section 2.6.4).

The quantifying of the qualitative data was performed as follows: Any reference to shared writing (any word that indicated teachers' involvement or modelling) was underlined, and the criteria for each phase were highlighted (South Africa.

Department of Basic Education, 2011a:11-13). The highlighted words were awarded a “1” (only when the teachers were involved).

Participant 4, discussed above, was coded 2 out of a possible 4. See also the second column of Table 4.10 for examples of teachers’ descriptions of shared writing during planning. The last column of the table shows how coding was assigned in relation to the CAPS requirements.

Table 4.10: Data set 3: Examples of open-ended questionnaires on shared writing: planning

Participant	Teacher's description	Code awarded	CAPS: Writing-process editing requirements as set in Table 3.7
11	Any word that indicated teachers’ involvement or modelling was underlined, and the criteria for each phase were highlighted (South Africa. Department of Basic Education, 2011a:11-13). “ <u>Wys na <i>templa</i>at</u> ” (Point at template)	1	<ul style="list-style-type: none"> • discuss purpose and audience • show how to consult resources, brainstorm ideas • select relevant information • sort and organise ideas
12	“ <u>Ek skryf beplanning op die bord. Hul moet dan self hoofgedagtes saamstel.</u> ” (I write the planning on the board. They must add main ideas on their own.)	1	
15	“ <u>Bring ’n voorbeeld van die teks saam skool toe. Lees dit aan leerders en beplan ’n storie.</u> ” (Bring example of text to school. Read it to learners and plan a story.)	2	

Although the IP Afrikaans HL teachers in the study made reference to mind maps, there was no evidence in the teachers’ descriptions of them showing their learners how to utilise resources (such as a mind map), how to gather information (e.g. by using pictures), or how to sort and organise information (e.g. deciding which ideas are necessary for an introduction) for a writing task (see, for example, Table 4.10). Barringer et al. (2010:176) warned against overloading learners’ working memory during the planning phase (see section 2.6.3), yet the teachers’ descriptions of their practices suggest that this might occur. Currently, most learners work from an example or work on their own by using a mind map (De Lange, 2012; De Lange, 2013a, De Lange, 2013b, De Lange, 2014a.) According to CAPS, the instructional method should be such that the teacher involves learners in drawing a mind map while the teacher writes, thus modelling the process for them. Table 4.8 shows that CAPS is only implemented at an average rate of 22% during the planning phase. The planning phase is arguably neglected, then, due to insufficient support or scaffolding (see section 2.3.3). The implication is possibly that teachers do not know how to implement shared writing effectively, and that additional training is necessary.

Shared writing: drafting

The modelling of drafting had the lowest coding, as this response from Participant 7, representative of similar responses, makes clear:

“Die DBO is van groot hulp in hierdie verband.”

[The national workbook is of great support in this regard.]

This teacher indicated that the shared-writing methodology is implemented but referred to the national workbook as the aid used to support drafting. According to the CAPS shared-writing methodology (Table 4.11), IP Afrikaans HL teachers are expected to model for learners how to write a first draft that takes into account the purpose, audience, topic, and structure of the text, and how to construct the beginning, middle, and the end of the text (Appendix H). Teachers should “engage the whole class”, according to CAPS (South Africa. Western Cape Education Department, 2011c:13). With specific reference to the examples in Table 4.11, one can assume that learners are not being guided through the benefits of planning effectively or being shown how to construct a text from the planning phase, as suggested by Vygotsky (see section 2.2.3) and as prescribed by CAPS (South Africa. Western Cape Education Department, 2011c:13). If teachers do not draft a text interactively with their learners, learners might not know how to transition from planning to drafting. During in-depth training, teachers might experience and grasp how the shared-writing method can assist learners in acquiring the necessary skills for effective drafting (in line with the theories discussed in section 2.4).

Table 4.11: Data set 3: examples of open-ended questionnaires on shared writing: drafting

Participant	Teacher's description	Code awarded	CAPS: Writing process editing requirements as set in Table 3.7
8	<i>“<u>Gee 'n voorbeeld – bespreek</u>”</i> (Give an example – discuss.)	1	<ul style="list-style-type: none">• show how to produce a first draft• how to write the beginning of a text• the middle of a text• end of a text
20	<i>“Doen eers deeglike beplanning. Pak elke paragraaf individueel aan.”</i> (Do planning first. Start each paragraph individually.)	0	
23	<i>“Skryf formaat reg op bord.”</i> (Write format correctly on board.)	0	

Shared writing: editing

Table 4.12 contains examples of IP Afrikaans HL teachers' responses regarding editing, as set out in CAPS and discussed in section 2.6.4. No demonstrating action for editing could be identified in the responses. Participant 18, representative of similar responses, stated the following:

“Korrigeer verkeerde spelling en taalgebruik deur leiding te gee dmv voorbeelde op die bord te skryf.”

[Correct wrong spelling and language use by providing support by writing examples on the board.] (Appendix H)

According to CAPS (last column, Table 4.12), IP Afrikaans HL teachers are expected to let learners read drafts critically and get feedback from others. The teacher should model for learners how to edit a draft, identify mistakes, and correct sentences interactively as a whole class (South Africa. Department of Basic Education, 2011a:13). Few of these criteria were evident in the teachers' responses, as Table 4.12 shows. Based on the similar responses displayed in Table 4.12, the assumption can be made that learners are not shown how to edit texts and therefore will not be able to understand the process of editing. Teachers expect, as Participant 24's response in Table 4.12 reveals, that learners know or develop their own understanding of writing without guidance by an expert. One could argue that these teachers revert to Piaget's trial and error approach (see section 2.2.2), but also that IP Afrikaans HL teachers might not have sound knowledge of the shared-writing methodology.

Table 4.12: Data set 3: Examples of open-ended questionnaires on shared writing: editing

Participant	Teacher's description	Code awarded	CAPS: Writing process editing requirements as set in Table 3.7
6	Any word that indicated teachers' involvement or modelling was underlined, and the criteria for each phase were highlighted (South Africa. Department of Basic Education, 2011a:11-13). <i>“Leerdere beskik nie die vermoë om foute te korrigeer nie.”</i> (Learners do not have the ability to correct mistakes.)	0	<ul style="list-style-type: none">• read critically, get feedback• how to edit a draft• identify mistakes and correct sentences;• expect a neat legible, edited final version
4	<i>“Gebruik simbole om te merk. Laat maats mekaar se werk redigeer...”</i> (Use symbols to mark. Let peers edit each other's work.)	1	
24	<i>“Leerdere weet hoe om teks te redigeer, maar sê hulle elke keer om redigering te onthou en seker te maak dat die formaat en teks reg is.”</i> (Learners know how to edit a text, but tell them every time to edit and to remember and to make sure that the format and text is correct.)	1	

The feedback of IP Afrikaans HL teachers, displayed in Tables 4.10, 4.11, and 4.12, leads to the general conclusion that teachers do not have sound knowledge of shared writing. The major shortcoming that emerges from data set 3 is that teachers do not seem to effectively model or demonstrate the writing process by using the shared-writing methodology and engaging the whole class.

4.2.5 Findings and interpretation of qualitative data set 4: interviews with teachers

The purpose of the nine interviews in Afrikaans was to provide teachers with the opportunity to describe in detail their implementation of the writing process and the shared-writing methodology. For example, in the open-ended questionnaire, Participant 1 described drafting as follows:

“Wanneer die skryfstuk vreemd is dan wys ek.”

[When the text is new, then I show.]

The teacher could have meant that when learners work with a new type of text, the teacher models how to plan or draft the text. However, none of the words, phrases, or sentences correlating with the criteria for the drafting phase of the writing process, set out in Table 3.10, were used. During the interview, the researcher could enquire further and support the participating teachers in giving clarity on how they use shared writing:

“So dit wat jy nou verduidelik het is hoe julle oorgaan na die skryf?”

[So this that you have explained is how you go over into writing?]

The same participant (Interviewee 1) could then explain, in accordance with section 2.5.1:

“Ons doen dit op die bord en ek sorg dat almal deelneem...en dan praat hulle hom.”

[We do it on the board and I make sure that everyone takes part...and then they discuss it.] (Appendix J)

Though not all the criteria set for the shared-writing methodology were met in this particular example, the IP Afrikaans HL teachers had an opportunity to explain themselves against the set criteria (see Tables 3.13, 3.14, and 3.15, last column) and elaborate on how they use shared writing to model planning, drafting, or editing. While the scores were higher during the interviews than in the open-ended questions, the results remained low. Compare, for example, the questionnaire responses of Participants 4, 6, and 7 with their interview responses, juxtaposed in Table 4.13

(planning), Table 4.14 (drafting), and Table 4.15 (editing). The method for quantifying qualitative data was discussed in section 4.2.4.

Table 4.13: Data set 4: Examples of interviews on shared writing: planning

Participant	Teacher's open-ended description compared to interviews in Afrikaans Any word that indicated teachers' involvement or modelling was underlined, and the criteria for each phase were highlighted (South Africa. Department of Basic Education, 2011a:11-13).	Code awarded	CAPS: Writing process: planning requirements as set in Table 3.7
Participant 6	<i>"Die spinnekop uitleg werk baie goed. <u>Leerders</u> weet dat die temas die <u>hoofkomponente</u> is en <u>subidees</u> volg."</i> (The spider layout works well. Learners know that the themes are the main components and sub-ideas follow.)	1	<ul style="list-style-type: none"> • discuss purpose and audience • show how to consult resources, brainstorm ideas • select relevant information • sort and organise ideas
Interviewee 2	<i>"<u>Dan</u> die <u>beginpunt</u> sal wees die kopkaart of gebruik die spinnekop...byvoorbeeld 'n sokkerwedstyd...en dan moet hulle <u>uitbrei</u>..."</i> (Then the first step will be the mind map or spider web...for example, a soccer game...and then they need to expand...)	2	

Table 4.14: Data set 4: Examples of interviews on shared writing: drafting

Participant	Teacher's open-ended description compared to interviews in Afrikaans Any word that indicated teachers' involvement or modelling was underlined, and the criteria for each phase were highlighted (South Africa. Department of Basic Education, 2011a:11-13).	Code awarded	CAPS: Writing process: drafting requirements as set in Table 3.7
Participant 9	<i>"<u>Skryframe</u>."</i> (Writing frames.)	0	<ul style="list-style-type: none"> • show how to produce a first draft • how to write the beginning • the middle and end of a text
Interviewee 7	<i>"<u>Ek</u> sal...die <u>breinkaart</u> gebruik. Ek sal nooit 'n fisiese storie op die bord skryf nie en ek sal net sê hoe ek die <u>paragraaf</u> wil hê..."</i> (I will...use the mind map. I will not write the story on the board and just say how I want the paragraph...)	0	

Table 4.15: Data set 4: Examples of interviews on shared writing: editing

Participant	Teacher's open-ended description compared to interviews in Afrikaans Any word that indicated teachers' involvement or modelling was underlined, and the criteria for each phase were highlighted (South Africa. Department of Basic Education, 2011a:11-13).	Code awarded	CAPS: Writing process: editing requirements as set in Table 3.7
Participant 4	<i>"<u>Gebruik simbole om te merk. Laat maats mekaar se werk redigeer</u>..."</i> (Use symbols to mark. Let peers edit each other's work.)	0	<ul style="list-style-type: none"> • read critically, get feedback • how to edit a draft • identify mistakes and correct sentences; • expect a neat legible, edited final version
Interviewee 4	<i>"<u>Ek skryf die teks op die bord met foute en dan moet leerders dit lees en foute reg maak...dan moet hulle idiome en alliterasie...invoeg</u>"</i> (I write the text on the board and then learners must read and correct mistakes...then they must add idioms and alliteration...)	2	

Table 4.16: Data set 4: Interviews with teachers (extracted from Table 3.16)

Average of 9 audio recordings	Categories			
	CAPS content	CAPS shared-writing (SW) method		
	Writing process	SW Planning	SW Drafting	SW Editing
	83%	48%	25%	33%

The implementation percentages for the planning, drafting, and editing phases of shared writing were low compared to the implementation percentages for the writing process (see Table 4.16), since teachers could not convincingly describe their shared-writing implementation in relation to the CAPS requirements laid out in Table 3.7. Therefore, one can make the assumption that the implementation of the shared-writing methodology, and especially the drafting and editing phases, remains a concern when teaching the writing process. The research done by Button et al. (1996:446) supports the research proposition that during shared writing teachers should engage in effective writing instruction by using the “thinking aloud” and “shared pen” strategies (2.5.1). Recommendations addressing the shortcomings of shared writing will be made in Chapter Five.

4.2.6 Findings and interpretation of qualitative data set 5: questionnaire to facilitators

The IP Afrikaans HL teachers’ responses (from the open-ended questionnaire and the interviews) were compared to the responses of the READ facilitators, who had been responsible for observing and supporting the trained teachers in the writing process and shared writing, as one of the BLA methodologies. As part of their training, teachers were requested to prepare and present shared-writing lessons. Tables 4.17 (planning), 4.18 (drafting), and 4.19 (editing) capture the responses of the facilitators. The READ facilitators’ reports to West Coast District officials on teachers’ implementation of shared writing confirm the lack of scaffolding of the writing process, as required by CAPS (Appendix L). The process of quantifying the qualitative data was discussed in section 4.2.4.

Table 4.17: Data set 5: Examples of READ facilitators’ open-ended questionnaires on shared writing: planning

Facilitator	Facilitators’ description of IP Afrikaans HL teachers Any word that indicated teachers’ involvement or modelling was underlined, and the criteria for each phase were highlighted (South Africa. Department of Basic Education, 2011a:11-13).	Code awarded	CAPS: Writing process: planning requirements as set out in Table 3.7
1	“The <u>teachers</u> first discuss the <u>topic</u> checking for prior knowledge and also use the <u>Why, When, Where</u> and <u>Who</u> questions. <u>Mind maps</u> are also used by some. A <u>rough copy</u> is then written.”	4	<ul style="list-style-type: none"> • discuss purpose and audience • show how to

2	“Beplanning hoofsaaklik in ’n breinkaart gedoen en hoofpunte/-opskrifte word <u>klassikaal</u> gedoen.” (Planning mainly in mind map and headings are done in class.)	1	consult resources <ul style="list-style-type: none"> • brainstorm ideas, select relevant information • sort and organise ideas
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Often, learners are only given a framework with which to complete the writing task, which indicates that shared writing does not take place. According to CAPS, teachers should model the writing process by discussing the topic, its purpose, and the audience of the text to be written. Teachers should involve learners and demonstrate to them how to consult resources (e.g. pictures, textbooks or the Internet) and select relevant information for the topic, by showing them an example (see section 2.5.1). One can therefore infer that teachers either do not know the CAPS requirements for shared writing or do not have the skills to apply the shared-writing methodology.

Table 4.18 Data set 5: Examples of READ facilitators’ open-ended questionnaires on shared writing: drafting

Facilitator	Facilitators’ description of IP Afrikaans HL teachers Any word that indicated teachers’ involvement or modelling was underlined, and the criteria for each phase were highlighted (South Africa. Department of Basic Education, 2011a:11-13).	Code awarded	CAPS: Writing process: drafting requirements as set out in Table 3.7
1	The <u>learners</u> then <u>re-write</u> the rough copy by putting the sentences in the correct sequence.	1	<ul style="list-style-type: none"> • show how to produce a first draft • how to write the beginning • the middle and • end of a text
2	“Hulle is onseker oor die aantal ondersteuning wat aan leerders gebied moet word. Meestal word slegs ’n <u>raamwerk</u> gegee.” (They are uncertain of the level of support to give to learners. Mostly a framework is given.)	1	

As for modelling the drafting process (see Table 4.18), IP Afrikaans HL teachers were, according to the facilitators, not sure of the level of support that they should provide to learners. This uncertainty speaks, again, to a lack of sound knowledge of shared writing. If teachers knew the different cognitive levels of their learners (see section 2.6.3), considered the best learning conditions for their learners (see section 2.3.1), and planned scaffolding accordingly (see section 2.3.5), they would not be uncertain of the kind of support they should provide. CAPS states that learners should first be shown how to complete a writing task before attempting to write on their own (see section 2.5). Therefore, it would be advisable that teachers first write what learners suggest, using a “shared pen”, and guide and model their thinking process for the learners, as discussed in section 2.5.1. Facilitators, who had asked teachers to present a lesson on shared writing, observed that teachers expected

learners to first write a rough copy, and observed further that learners were unable to edit their own work (see Table 4.19). Instead, IP Afrikaans HL teachers should have modelled the writing process, involving the whole class, as recommended by CAPS (South Africa. Department of Basic Education, 2011a:12). Despite having the support of the READ facilitators, teachers relied on the instructional methods they were familiar with.

Table 4.19: Data set 5: Examples of READ facilitators’ open-ended questionnaires on shared writing: editing

Facilitator	Facilitators’ description of IP Afrikaans HL teachers Any word that indicated teachers’ involvement or modelling was underlined, and the criteria for each phase were highlighted (South Africa. Department of Basic Education, 2011a:11-13).	Code awarded	CAPS: Writing process: editing requirements as set out in Table 3.7
1	The <u>teacher together with the learners</u> check for <u>spelling errors</u> and the correct punctuation. Peers are also used to check their work before writing the final draft. Teachers say learners cannot edit their own work.	1	<ul style="list-style-type: none"> • read critically, get feedback • how to edit a draft • identify mistakes and correct sentences
2	<i>“Punte vir redigering word gegee, bv. Let op na die korrekte gebruik van leestekens:...spelling.”</i> (Marks for editing are given, e.g. correct use of punctuation...spelling.)	1	<ul style="list-style-type: none"> • expect a neat, legible, edited final version

In terms of the CAPS requirements, listed in the last column of the table above, editing did not take place as expected, because the criteria of reading critically and producing a neat, legible, and edited version of the draft, as well as other components of editing (such as identifying spelling errors), were not mentioned by facilitators, as the examples in Table 4.19 suggest. Teachers should model editing to learners by using the “shared pen” and “thinking aloud” strategies (see section 2.5.1), which do not seem to have been implemented. The facilitators’ findings are similar to those of the open-ended questionnaires (see Tables 4.10, 4.11, and 4.12) and the interviews (see Tables 4.13, 4.14, and 4.15), implying that the implementation of shared writing is problematic and that teachers tend not to demonstrate the writing process to learners, especially the drafting (Tables 4.11, 4.14, and 4.18) and editing (Tables 4.12, 4.15, and 4.19) phases. The extent to which shared writing is used to teach the writing process is not satisfactory, according to the facilitators’ responses.

The WCED literacy intervention was aimed at improving the systemic results for literacy. The READ facilitators reported their observations—which pointed to, among other things, a lack of sound knowledge of shared writing—to principals, district officials, and the WCED (READ 2014:3). The possible impact of these observations

on the systemic results is the responsibility of the Education Department, and will be discussed in Chapter Five.

Table 4.20: Facilitators’ view of teachers’ implementation of the writing process (extracted from Table 3.16)

Average of 2 facilitators’ views	Categories			
	CAPS content	CAPS shared writing (SW) method		
	Writing process	SW Planning	SW Drafting	SW Editing
	75%	38%	13%	25%

The facilitators did, however, comment that the teachers were positive and seemed to understand why teaching the writing process is important (Appendix K). According to the facilitators, teachers often point to learners’ lack of imagination, lack of prior knowledge, and limited vocabulary as key challenges. All of these “learner shortcomings” could be addressed during shared writing if the methodology is applied regularly and with confidence by the IP Afrikaans HL teachers (2.4), which was the intention of the READ training and support.

4.2.7 Comparison of quantitative and qualitative data findings

Table 3.19 indicates a clear difference in how teachers perceive their use of the shared-writing methodology versus how they *describe* their practice of shared writing. The purpose of the study was to explore whether the lack of implementation of shared writing could be a contributing factor to grade 6 learners’ poor performances in provincial writing tests. The systemic results for literacy (data set 1) show that only 20% of grade 6 learners performed at the required level. If teachers could fully implement and grasp the CAPS shared-writing approach (outlined in section 2.6.3), the results might increase.

The writing process, as a model for teaching writing, was introduced to the educational world in 1980 (see section 2.6.2), whereas scaffolding, including shared writing, has been referred to since 1923 (see section 2.4.4). A combination of these two models is incorporated in the IP Afrikaans HL CAPS, which has been in place since 2012 (South Africa. Department of Basic Education, 2011a:12). Although the writing process was introduced in the 2005 curriculum, shared writing is a relatively new prescribed methodology (see section 2.5.4). IP teachers in the Western Cape have been exposed to shared writing since 2009, but the READ training manual did not expect teachers to demonstrate their competency in shared writing (see section 1.2.3). One could therefore argue that the combination of the writing process and

shared writing is a “new” instructional methodology that South African teachers require sound knowledge and in-depth training to implement.

The aim of this research was to determine whether and to what extent IP Afrikaans HL teachers in the West Coast District implement the writing process and use the shared-writing methodology outlined in the IP Afrikaans HL CAPS in their classrooms, according to the teachers themselves. Data set 2 was used to determine “whether” teachers implement the CAPS writing process using shared writing. Data sets 3, 4, and 5 were used to determine and describe “how” teachers implement shared writing. The quantitative and qualitative findings will now be compared and discussed (Figure 4.2). In order to make a fair comparison between the quantitative and qualitative data regarding teachers’ implementation of the writing process and shared writing, all the data are presented as a percentage. Gender, qualifications, exposure to READ training, and teaching experience (data set 2) did not have a noteworthy influence on the findings. The quantitative data (data sets 1 and 2) were analysed in sections 3.4.3.1 and 3.4.3.2, and the qualitative data (data sets 3, 4, and 5) were analysed in section 3.4.3.3. Three patterns were detected, of which two were contrasting (see Figure 4.2).

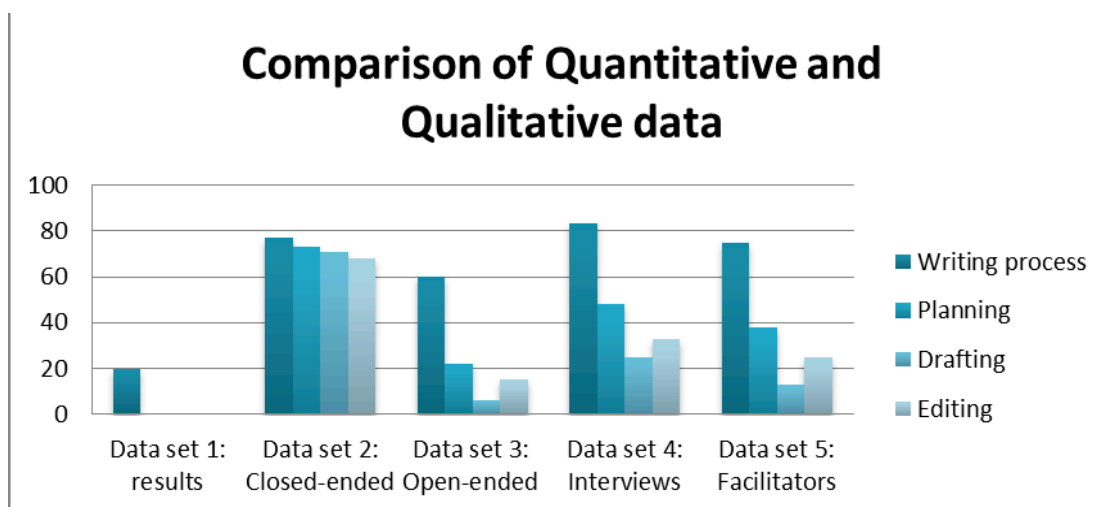


Figure 4.2 Comparison between quantitative and qualitative data

First, there was a correlation between data sets 2, 3, 4, and 5 with regard to the writing process. It can be inferred from the data that teachers know and implement the five phases of the writing process. However, data sets 2, 3, 4, and 5 regarding the implementation of the writing process stand in sharp contrast to the grade 6 Home Language results presented in data set 1 (see Table 1.1). The evidence indicates that teachers instruct the writing process according to the five phases stipulated in CAPS,

but the effectiveness of this instruction is questionable. According to the literature surveyed in Chapter Two, effective instruction consists of various stages of scaffolding, of which the first stage would be shared writing. The question, therefore, remains: “Do teachers model the writing process using shared writing?” (South Africa. Department of Basic Education, 2011a:13).

Second, data sets 3, 4, and 5 indicate that the CAPS shared-writing methodology (Table 3.7) is not implemented according to the steps discussed in section 2.6.3. Data set 1, the WCED systemic results for literacy, indicated that only an average of 20% of West Coast District grade 6 learners (Table 4.1) passed the writing component of the systemic test. This means that 80% of grade 6 learners in the West Coast District find writing challenging, which could be the result of teachers’ ineffective implementation of shared writing as a scaffolding method. Considering the systemic results for literacy and the results of the qualitative data sets, one could question the in-depth knowledge that teachers have of shared writing. Indeed, the quantitative findings (data set 2) show that teachers do not use shared writing as a scaffolding method for teaching the writing process in IP Afrikaans HL classrooms in the West Coast District.

Third, data set 2 (82 participants) shows a gradual drop in average implementation percentages from the writing process, to planning, to drafting, to editing. Data sets 3 (25 teachers), 4 (nine interviews), and 5 (two facilitators) show the same pattern: the highest percentages for the writing process, with low percentages for editing and the lowest for planning. Although the scores were higher during the interviews, the pattern in the qualitative data is the same. In terms of the shared-writing scaffolding methodology prescribed by CAPS, it might be that teachers themselves are not sure what modelling the planning, drafting, and editing phases entails (see Table 3.7 and section 2.6.4). One can assume that shared writing, on the whole, is not effectively used to teach the writing process. Learners are often blamed for their poor writing skills (see section 2.5). If learners are exposed to the shared-writing methodology, as required by CAPS, they will be shown how to use the planning phase, how to draft a text from effective planning, and how to edit a text, after which they will practice the writing process in pairs or groups. Teachers cannot expect learners to develop their own understanding of writing without guidance or without their teacher’s example, since there are many complex skills involved in writing (see section 2.6).

One IP Afrikaans HL teacher from an underperforming school appears to implement the shared-writing methodology successfully. She seems to understand all the

components of shared writing (the modelling of planning, drafting, and editing by involving the whole class in an interactive manner), which she described in detail in her interview. She concluded her interview by stating that she considered shared writing to be the most important stage in teaching the writing process:

“Ek sal nie sê daar is ’n plek vir gedeelde skryf nie—dit moet dié plek hê in jou klas...”

[I will not say there is a place for shared writing—it must have *the* place in your class...] (Interviewee 9)

However, the other IP Afrikaans HL teachers at the same school did not show the same understanding or implementation of the CAPS shared-writing methodology during their interviews. This discrepancy suggests that there are, in fact, IP Afrikaans HL teachers in the West Coast District who are implementing shared writing, but that possibly not enough teachers are doing so to make a significant impact on the systemic test results for literacy. The ideal scenario would be for all IP Afrikaans HL teachers to have a similar understanding and implementation of CAPS shared writing. After extensively and effectively implementing shared writing over a period of three years (from grade 4 to grade 6), the impact of shared writing on the grade 6 systemic results for literacy in the district could be assessed again, to determine whether shared writing is indeed a determining factor.

One could argue further that the qualitative data sets reveal a lack of sound knowledge and implementation of shared writing, in line with the findings of Saumure and Given (2008:196). The last qualitative instrument was the observations of the two READ facilitators, who had a supportive approach towards teachers. Their views also affirmed the low implementation rate of the shared-writing methodology, although they indicated that teachers were willing to learn. This finding indicated to the researcher that the problem could lie somewhere other than with the teachers themselves. IP Afrikaans HL teachers in the West Coast District need to be trained and supported in their execution of CAPS.

4.3 Connection with literature and research aim

Vygotsky’s theory of teacher-led instruction in social settings (such as a classroom) was used to research teachers’ implementation of the writing process via the shared-writing methodology outlined by CAPS. Existing theories were investigated through a quantitative cross-sectional survey, with the purpose of providing a detailed

description of the implementation of the writing process at a specific point in time (Fink, 2002:102; Du Plooy-Cilliers & Cronje, 2014:149).

As discussed in section 2.1, when writing instructions are neglected, the effect is low motivation among learners and poor results (Fischer, 2002:63,65). The particularly poor results of IP Afrikaans HL in the West Coast District led to this study. As discussed in section 2.2.4, the effective execution of writing needs to take place in a social, interactive learning environment, where the learners' thinking is firstly guided and challenged within a group or class. Thereafter, alternative views can be explored in smaller groups, with opportunities for reflecting on and practising the activity. The aim of this research was to uncover the extent to which IP Afrikaans HL teachers in the West Coast District demonstrate or model the writing process to their learners, using the shared-writing methodology prescribed by CAPS (South Africa. Department of Basic Education, 2011a:12).

The theoretical foundation for the implementation of the writing-process phases, discussed in section 2.5, is captured in CAPS. Through the evidence gathered in the quantitative and qualitative data sets, this study has established that IP Afrikaans HL teachers do introduce and expose learners to the five phases of the writing process, but that some teachers do not expose learners to the first stage of scaffolding (the shared-writing methodology), described in sections 2.3.4 and 2.5.3. The research has shown that shared writing did not manifest in teachers' responses or in data sets 2–4. Reflecting on the literature reviewed in Chapter Two, the findings revealed the following areas of concern relating to CAPS shared writing: the stages of scaffolding (see section 2.3), taking the levels of learners into account (section 2.5.3.1), taking long-term and working memory into account (section 2.5.3.2), and the use of an appropriate instructional method (section 2.5.3.3) (see Figure 4.2). One could reason that if shared writing were implemented over three years (from grade 4 to 6), learners could be expected to produce a text at the appropriate level in the systemic test for literacy.

Based on the interpretation of the data, one could argue that the CAPS shared-writing methodology for teaching the writing process should be implemented, monitored, and supported further. Additional questions that arose during the research include:

- Has the Department of Basic Education (DBE) taken into account the previous training and curricula that teachers were exposed to before the implementation of CAPS (see section 2.4.5)?

- How well are current teachers prepared and trained to instruct the writing process using shared writing, as prescribed by CAPS (see sections 2.5 and 2.6)?
- To what extent do teachers have the opportunity to demonstrate their capability to execute shared writing?
- Rather than spending time and costs on testing learners' writing abilities, perhaps teacher training should be invested in instead?

4.4 Conclusion

In order to make evidence-based recommendations in Chapter Five, this chapter discussed the findings and interpretation of the quantitative and qualitative data regarding the implementation of the writing process using the shared-writing methodology. The study achieved its research aim, stated in Chapter One (section 1.3), of determining the extent to which shared writing is implemented during instruction of the writing process, as prescribed by the IP Afrikaans HL CAPS. As the results outlined in section 4.2.7 suggest, shared writing is not fully implemented. CAPS describes in detail the various elements of shared writing, as discussed in sections 2.3 and 2.6 and Table 3.7. Currently, learners are being taught the phases of the writing process (planning, drafting, editing). However, if these phases of the writing process are not *modelled* for learners using the shared-writing methodology, most IP learners will not be able to implement the writing process effectively. Presumably, then, the same can be said for IP Afrikaans HL teachers, who cannot be expected to teach what they personally have not yet been exposed to or mastered. Adequate training in, and exposure to, the CAPS writing process and the shared-writing approach is the responsibility of the DBE on the national, provincial, and district level. The next chapter will focus on recommendations and possible solutions to address these shortcomings.

CHAPTER FIVE RECOMMENDATIONS

5.1 Introduction

This chapter will provide an overview of the results and their relationship to the research questions and sub-questions. The findings, shortcomings (philosophical and theoretical), problem areas, challenges, and assumptions emerging from the study will be discussed, as will possible ways of improving the current state of writing. Suggestions for future research will also be made (see Figure 5.1). The chapter will conclude with a personal reflection.



Figure 5.1: Graphic layout of recommendations chapter

5.2 Answering the research questions

The aim of this research study was to determine whether and to what extent IP Afrikaans HL teachers implement the writing process using shared writing (see section 2.6.3.3) in the West Coast District. Results from the qualitative and quantitative data indicated that teachers do teach the process of writing, as prescribed in CAPS. However, the qualitative data showed that, with one exception, teachers do not fully apply the shared-writing methodology outlined in CAPS. IP Afrikaans HL teachers who took part in the study appeared to be unfamiliar with shared writing, which is derived from Vygotsky's three dimensions of learning (see section 2.3). Based on the findings and the research aims, discussed in section 4.2.7, one can claim that the shared writing approach

required by CAPS is generally not applied. In the ideal scenario, as one teacher stated (see section 4.4), shared writing would be seen as the most important methodology of all when it comes to teaching writing (see sections 2.4.3, 2.5, 2.6.3, and Table 3.7). Since this seems not to be the case, IP Afrikaans HL teachers should be guided to successfully implement the writing process through shared writing and to assist learners with writing. The typical shortcomings of implementing the shared-writing methodology will be discussed next, with evidence-based recommendations following thereafter.

5.3 Shortcomings and problematic areas

During data analysis, it became clear that teachers did not implement shared writing. A possible reason for their lack of implementation is that IP Afrikaans HL teachers are orientated, not trained, in the expectations and implementation of the writing process and the shared-writing methodology. A gap has been exposed in what IP Afrikaans HL teachers know about writing instruction from past exposure and experience versus the current expectations placed on them in this regard. West Coast District teachers were expected to answer questions on the current national curriculum (CAPS) and comment on their previous experience, which led to a gap in writing instruction being identified.

The exposed gap shows that IP Afrikaans HL teachers thought that they understood the CAPS requirements and implemented them. Their description of the criteria for each phase of the writing process and for implementing shared writing did not correlate with those outlined in CAPS, however (see Table 3.7) (South Africa. Department of Basic Education, 2011a:11-13). At a language conference hosted by the Cape Teaching and Leadership Institution in September 2015, IP language teachers listed the challenges they experience with IP learners' writing (see Appendix K), without mentioning their own instructional practices:

“Te kort aan verbeelding; gebrek aan woordeskat en sinskonstruksie; gebrek aan belangstelling; spelling; volg nie instruksies nie; kan eie foute nie raaksien nie.”
[Limited imagination; lack of vocabulary and sentence construction; lack of interest; spelling; do not follow instructions; cannot see own mistakes.]

The challenges that these teachers identified could be addressed by incorporating shared writing or scaffolding into their lesson plans (see section 2.5). The data have shown that IP Afrikaans HL teachers in the West Coast District do not effectively implement shared writing. The argument can be made that teachers might not have been exposed to in-depth training in the CAPS method by the DBE, or that the skill of shared writing was not mastered during training sessions, as suggested in section 4.2.

Data set 2 indicated certain weak areas in the use of shared writing to teach planning, drafting, and editing, as prescribed by CAPS. Data sets 3–5 exposed detailed and specific areas of concern. For example, data set 3 provided evidence that IP Afrikaans HL teachers tend to rely on given examples or writing frames to support learners, as illustrated in Table 4.10. Learners are expected to add their own ideas to an example or a writing frame, or learners are talked through the process. Convincing evidence was not found that teachers model for learners what the writing process is or how it unfolds. Although several IP Afrikaans HL teachers referred to using a mind map, there was no evidence in their descriptions of them showing their learners how to utilise resources, gather information, or sort and organise information for a writing task (Table 4.10). Shared writing (modelling the writing process to the whole class by involving learners) is not, according to CAPS, an exercise in transcription (see Table 4.11). Support in most classrooms seems to be limited to examples on the chalk board or the use of writing frames, yet teachers complain that learners are not creative enough and that they cannot construct sentences (see Table 4.12 and Appendix H). During the interviews, it again became clear that shared writing is not part of teachers' instructional methodology. As Appendix J shows, modelling the three different phases of the writing process was mentioned by Interviewee 5, but no such detail was provided by other teachers (see also Tables 4.14, 4.15, and 4.16). It also became evident that teachers are unfamiliar with the shared-writing methodology outlined in CAPS. The READ facilitators confirmed from their observations and site-based support that IP Afrikaans HL teachers provide learners with limited support (mind maps and writing frames), and do not model the writing process as a whole using shared writing (see Tables 4.17, 4.18, and 4.19). At times, inappropriate methods are used (i.e., transcription, or rearranging sentences instead of developing sentences), which hampers the development of learners' own creative ideas. CAPS states that learners should first be shown, via shared writing, how to use the writing process, before going on to practise in groups and then, finally, writing on their own (South Africa. Department of Basic Education, 2011a:13).

The lack of implementation of shared writing could arguably be due to teachers' lack knowledge of and/or training in CAPS expectations. Taking into consideration the various changes in curriculum over the last twenty years (see section 2.2.3), one can understand why the focus on sound instructional methods has been largely neglected, but this shortcoming could be addressed by the WCED Language Strategy 2016–2019 (South Africa. Western Cape Education Department, 2015b). The lack of training and support of IP Afrikaans HL teachers in shared writing can be considered a possible reason for the poor writing results of grade 6 learners, since the biographical factors measured in this study did not play a noteworthy role.

Tertiary training for teachers and developmental sessions over the last three decades (pre-1994 and in preparation for Curriculum 2005, for the NCS, and currently for CAPS) has involved a broad spectrum of IP Afrikaans HL teachers, all teaching at different levels (see section 4.1) Because of the different methodologies that teachers follow with regard to writing, one could argue that there is very little continuity from one grade to the next. As discussed in section 1.2.1, interventions at the national, provincial, and district levels did not incorporate the scaffolding that needs to take place if progress is to be made. When CAPS was introduced to teachers during orientation sessions, moreover, no specific focus was placed on the scaffolding phases mentioned in the document, and an enquiry has not yet been launched into whether teachers model the writing process to learners according to the guidelines provided by CAPS.

The WCED systemic results for literacy included a breakdown of different classes' performances within schools. The results of one of the participating schools showed that, within the same school, one teacher, who teaches in the same educational environment, obtained better results than other teachers. One can therefore assume that the teaching methodologies used by this teacher differ from those used by his or her colleagues (see section 4.2.7). Using such breakdowns, the WCED could approach successful teachers and invite them to share their knowledge and skills. The discrepancy within schools further points to a lack of inter-teacher academic discussion, and a lack of forums where teachers can share their practices and learn from one another. Finally, education departments do not always align their efforts with one another (see section 1.2.1), and one can expect the lack of explicit, cohesive long-term writing goals to reflect in learners' academic performances.

Theoretically, the writing-instruction shortcomings are as follows:

- There is a lack of social interaction between IP Afrikaans HL teachers and learners during writing instruction (see the discussion of social constructivism in section 2.2.4).
- Teachers seem to be unfamiliar with the conditions for learning, the process of learning, and the methodology of shared writing (see sections 2.3.1, 2.3.2, and 2.6.3).
- Scaffolding is not yet effectively implemented. Hattie (2012:2) promotes “teaching primarily in terms of its impact on student learning” (see section 2.3.5), but the Balanced Language Approach (BLA) or similar approaches, discussed in section 2.4.3, are not yet fully understood or effectively implemented.
- Discussing and understanding writing methodology within and among schools are not yet common practice (see section 4.2.7).

Following the results of this study, one can safely point to the following problematic areas:

- According to Hattie (2012:3), teaching and learning are “visible” in results when teachers are clear on what and how learners are supposed to learn. Using shared writing to teach the planning, drafting, and editing phases of the writing process is essential, since these phases are usually unfamiliar to the IP learner, having only been added to the national curriculum in 2012. These three writing-process phases rely on high cognitive skills as well as the long-term and working memory of learners (see section 2.5.3.2). If learners are not exposed to shared writing (via the “thinking aloud” strategy) while being taught the writing process, their independent execution of the writing process could be problematic, especially for those learners who need scaffolding.
- IP Afrikaans HL teachers often teach learners the *steps* of the writing process, but neglect to model how to plan, produce, and edit a first draft according to the CAPS requirements, as discussed in section 4.2 and as noted in Table 4.11. This neglect could lead to many gaps in learners’ understanding of the writing process. Teachers often assume that once learners have a mind map they are able to produce a first draft. In reality, working memory becomes overloaded and learners either struggle to make sense of the expectations or they simply use the teacher’s example (see section 4.4), as the researcher often finds in schools. If learners are not taken through the process of producing ideas and organising them into the genre structures, drafting can be problematic (see sections 4.3, 2.5, 2.6.3, 2.6.4 and Table 2.2). IP Afrikaans HL teachers are expected to know the methodologies stated in CAPS in order to show learners how to execute the writing process (South Africa. Department of Basic Education, 2011a:12). The results of this study have shown that teachers are unfamiliar with shared writing and therefore do not model the writing process for their learners using the shared-writing method (see sections 4.3 and 4.15, and Table 4.9). In addition, it emerged that perhaps teachers themselves had not been exposed to the demonstration of the writing process. They might first need to experience personally the value of a scaffolding process before they can successfully model the writing process to learners.
- The Department of Basic Education (DBE) should have sufficiently trained IP Afrikaans HL teachers prior to the effective implementation of a new curriculum, placing emphasis on shared writing (2.5.2).

5.4 Limitations, challenges, and possible solutions

This study had several limitations that need to be addressed. It also identified several challenges that IP Afrikaans HL teachers and officials experience. Possible solutions will be offered to remedy these challenges.

5.4.1 Limitations

Limitations regarding the research method were discussed in section 3.5.3. In addition, the researcher, who is also an IP Afrikaans HL adviser, often observed first-hand teachers' failure to scaffold writing. Her experience as a subject adviser in the field could have resulted in a potential bias on her part. A further limitation might be the fact that, owing to anonymity, the same IP Afrikaans HL teachers could not be traced and compared across data sets 2, 3, and 4. If teachers had been made traceable, the anonymity of the study would have been compromised, and teachers might have grown wary of their subject adviser for "checking up" on them. The teacher–adviser relationship, which many teachers consider solid and useful, might have been affected. Another limitation could be that the study was confined to only one district. If another rural education district, where the adviser is unknown, were compared to the rural West Coast District, the data sets could be analysed in tandem. In addition, the research could have gained insight into why implementation is unsatisfactory if this research had been done shortly after the READ training, which would have shown whether the training had any effect on the systemic results for literacy. Lastly, other writing-instruction scaffolding techniques could have been compared to the CAPS shared-writing methodology.

5.4.2 Challenges

Education officials and teachers differ in their understanding of the challenges, needs, and solutions regarding poor literacy skills (South Africa. Western Cape Education Department, 2015b:1). Each role-player brings their own understanding of shared writing and the writing process, as outlined in CAPS. This understanding may also differ depending on the genre being taught (see sections 2.3.1, 2.3.5, 2.4.2, 2.4.4, and 2.5.1).

The key challenges, as the findings indicate, are as follows:

- The WCED systemic results for literacy do not provide specific details of the poor results in writing (see section 1.2 and Table 1.1). One can only speculate about the possible reasons for the poor literacy systemic results. They could be the result of learners' inability to implement the writing process independently, learners' lack of practice (see section 2.5.4), teachers' lack of implementation of shared writing, or teachers' lack of knowledge of shared writing (see sections 2.3.4 and 2.3.5, and Chapter 4).
- One can assume that teachers do not have sound knowledge of the CAPS writing process and shared writing (see section 4.2.4). Teachers could not recall the content of CAPS in their descriptions during the open-ended questionnaires or interviews. Therefore one can infer that the CAPS orientation process and training

were insufficient to convince or motivate teachers to implement the CAPS content using the CAPS shared-writing methodology.

- Teachers showed that they are not all familiar with the scaffolding stages, terminology, and implementation (see sections 4.2.3, 4.2.4 and 4.2.5). Then again, teachers did not have the opportunity to demonstrate their understanding of the shared-writing methodology before implementation was expected. Training should include an opportunity to demonstrate skills.
- Good practices are not identified, exposed, and managed to support teachers in need (see section 4.2.7).

5.4.3 Solutions

Because one of the main challenges that emerged in this study was that the shared-writing methodology could not be clearly communicated by teachers, making successful implementation difficult (see section 4.4), the following possible solutions are recommended:

- Knowledge of the CAPS methodologies is needed among all role players in order to plan, support, and monitor implementation (see sections 1.2.1 and 2.6). The WCED's Language Strategy 2016–2019 states:

The Language Strategy promotes the professional development of all those involved in language teaching in the province: teachers, officials, learners, parents, higher education institutions and other subject relevant partners. (South Africa. Western Cape Education Department, 2015b:10)

- Teacher-training facilities should provide in-depth training on the CAPS shared-writing methodology, in order to scaffold teaching and address learners' limitations (see sections 1.2.1, 2.3.3, 2.3.4, 2.3.5, and 2.6). Training should include demonstration sessions, and opportunities for delegates to practise writing and ensure that they personally experience and grasp the stages of scaffolding. The training should convince teachers of the importance of shared writing (see section 2.6.3).
- Education officials and educational tertiary institutions should collaborate to provide further support to teachers in service of the education department. This collaboration could lead to a system that supports a culture of scaffolding.
- Advisers or IP Afrikaans HL teachers successful in teaching writing could support identified teachers or schools in need of training and monitor their progress (see section 4.2.7). Education officials and principals could identify successful teachers and manage their sharing processes to support other teachers in need. The WCED has highlighted professional learning communities as a priority that needs to be established:

Guide subject advisers, school management teams and lead teachers to set up, facilitate and use professional learning communities (PLCs) at and between schools to promote the sharing of best practices and collaboration. (South Africa. Western Cape Education Department, 2015b:10)

The study has identified the need for in-depth training with regard to the implementation of the writing process using shared writing, as required by CAPS. Such training might improve the execution of the writing process and, ultimately, academic results.

5.5 Recommendations

The results of this study suggest the need for the effective and sufficient training of teachers with regard to shared writing, which would establish a common understanding of the scaffolding methodology prescribed by CAPS (South Africa. Department of Basic Education, 2011a:12). Hattie (2012:201) has stated that subject knowledge does not improve external results: more important is the expertise of teachers with regard to their knowledge, and implementation of the methodology of shared writing. Accordingly, WCED has undertaken to promote “the appointment of capable Language specialist teachers” (South Africa. Western Cape Education Department, 2015b:10). All role players responsible for the execution of CAPS (education officials, principals, and teachers), in terms of content and methodology (including shared writing), need to be carefully selected, supported, and monitored. The implementation of this policy must be aimed at addressing learners’ limitations, the burden on working memory, ideal conditions for learning, the phases of learning, and scaffolding, as discussed in sections 1.2.1, 2.3.3, 2.3.4, 2.3.5, and 2.6. The WCED also included this recommendation in the Literacy Strategy 2016–2019:

“[M]onitoring and evaluation practices that will sustain better language teaching and learning depend on reflection at different levels of the education system and should guide changes to the Language Strategy. (South Africa. Western Cape Education Department, 2015b:13)

Training and monitoring should include a theoretical awareness of scaffolding (see section 2.3), instructional methodologies for writing (see section 2.4), cognitive skills, and the phases needed for implementing writing (see sections 2.5.1 and 2.5.2). Also included should be factors that influence the writing process (see sections 2.5.3, 4.2, and 4.3). Shared writing, as prescribed by CAPS, should be used to train teachers. Teachers should be exposed to practical knowledge of the phases of the writing process, and should have an opportunity to demonstrate their skills in shared writing (section 4.2.7). Training should also cater for the different educational levels of teachers,

and should model the IP language classroom. Thereafter, teachers can be expected to implement shared writing and be monitored. Education officials should also be available to support schools that have difficulty in mastering the methodology. After these interventions, the systemic testing for literacy would monitor not only learners' abilities, but also teachers' implementation of shared writing (Figure 4.2). Training on all levels should demonstrate scaffolding and provide teachers with opportunities to demonstrate their competency (see section 2.6.3). Monitoring is part of scaffolding, and support should be provided to fill the educational gaps that remain and ensure that training has a positive effect on the systemic test results.

Any future literacy interventions, and any future implementation of a new curriculum, should be systematically researched and carefully designed to lead to the improvement of systemic test results for literacy in the Western Cape. Education officials and principals could identify best practices and provide incentives for teachers to mentor and support other teachers in need (see section 4.2.7). The Education Department could train literacy coaches, establish professional learning communities, and support clusters of schools on a daily basis. The Department would need to define the mentors' responsibilities clearly (Coskie et al., 2005:61), and monitor their effectiveness in supporting teachers and school interventions.

Irrespective of the type of writing being implemented, whether handwritten or in electronic format, the process of writing needs to be modelled to learners (see section 4.2.7). The in-depth training of teachers should be carried out if the Western Cape province wants to achieve literacy improvement among its learners (Sweany, 2010:121). Experienced teachers, literacy coaches, or subject advisers could train teachers in need of knowledge and skills. In the technological age, good practices could be filmed and sent to teachers in need of a model lesson. Alternatively, Sweany (2010:124) promotes video clips in which learners can see and hear how the writing process needs to be executed in a variety of ways. Teachers could also invite successful authors into their classrooms to teach and motivate learners how to write. In this study, it became clear that teachers find editing challenging. Sweany (2010:125) also promotes online word-processing programmes, where teachers can train themselves in writing skills.

5.6 Contribution of the study

This study highlights the effect of insufficient training before implementation of a new curriculum. This effect manifested in teachers not knowing how to scaffold the writing process in their classrooms. Teachers are expected to implement strategies they might not be familiar with. The systemic results for literacy tend to reflect on instructors'

teaching abilities, but also on systems at school that IP Afrikaans HL teachers cannot be held accountable for.

5.7 Future research

This study focused on the assumption that a lack of implementation of shared writing could be a possible cause of the poor systemic test results for writing among grade 6 learners. To test this assumption further, a follow-up study could be conducted that, first, identifies two underperforming schools with similar contexts and a similar number of learners. Second, the recommendations above could be carried out on one of the two schools, with all the programmes aligned and teachers receiving in-depth training, support, and monitoring in shared writing over at least three years. Third, the impact of shared writing could be determined and compared to the control school, which would receive no additional support over the period. This proposed study could either support or refute the assumption that shared writing is essential for writing.

The use of recommended videos for teacher training (see section 5.5), instead of training by officials, can also be investigated as an alternative form of training and support. This method could be more cost effective, and more accessible to teachers in rural areas, where the establishment of professional learning communities might be challenging. The WCED's literacy strategy (South Africa. Western Cape Education Department, 2015b) is being implemented in 2016. The implementation and effect thereof could be monitored over the next few years to identify gaps and recommend solutions, ensuring that the strategy has the desired effect of improving literacy skills by 2019.

The factors that come into play immediately after training could be investigated, in order to better understand what hampers the implementation of training. For example, are external or internal factors involved, or did the training fail to consider the teachers' context at schools? If either of these scenarios is the case, then training should be more specific.

5.8 Concluding remarks

As mentioned in Chapter One, most learners in the WCED, including the West Coast District, which was the focus for this study, are performing poorly in writing. Two focus areas involving the CAPS requirements for writing instruction were identified as possible causes of the poor results. This study aimed to determine whether the writing process (planning, drafting, editing, presenting) is implemented in IP Afrikaans HL classrooms. Based on the results, one can confidently confirm that the writing process is indeed being implemented. In addition, the researcher was not convinced that shared writing

(modelling writing to a whole class and involving learners) is being implemented in the West Coast District. This suspicion was confirmed by the quantitative and qualitative data, which showed low average rates of shared-writing implementation while teaching the planning, drafting, and editing phases of writing. Chapter Three gave a detailed outline of the methodology that was used in the study, and Chapter Four included an in-depth discussion of the results, from which evidence-based recommendations were made in Chapter Five. The WCED Literacy Strategy 2016–2019 is considered to be a wider approach (including people development, productive pedagogies, resource/facility provision, and monitoring/evaluation) to improving literacy. The implementation of the strategy will be determined by the developmental stage of the learner, the curriculum, and school context (South Africa. Western Cape Education Department, 2015b:9).

The identified shortcomings in the educational system included a lack of training in scaffolding and shared writing. The WCED’s Literacy Strategy has emphasised that “[t]here is general consensus that high-quality learning can be facilitated through ‘appropriate’ teaching approaches” (South Africa. Western Cape Education Department, 2015b:9). In-depth training, demonstration of mastery, and monitoring are necessary to ensure that writing is taught in a way that meets the requirements of the instructional methodology prescribed by CAPS, over at least a three-year educational period (for example, the intermediate phase). The end result should deliver more competent grade 6 writers, which could have a positive impact on the WCED annual systemic testing for literacy.

Final thoughts

“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates.” – William Arthur Ward

“Example isn’t another way to teach. It is the only way to teach.” – Albert Einstein

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APPENDICES

APPENDIX A: RUBRIC FOR QUANTITATIVE AND QUALITATIVE QUESTIONNAIRES

Outline of the quantitative questionnaire with closed-ended statements (Koonin, 2014:254):

- Statements 1 and 2: Gender and teaching experience
- Statements 3 and 4: Exposure to READ training and Qualifications
- Statements 5, 9, 13 and 17: Statements regarding the writing process
- Statements 6,10,14 and 18: Statements regarding shared writing: planning
- Statements 7,11,15 and 19: Statements regarding shared writing: drafting
- Statements 8,12,16 and 20: Statements regarding shared writing: editing

Statements against which open-ended and interview data will be counted.

Categories	Description	Statements
Writing process (South Africa. Department of Basic Education, 2011a:11)	Writing process stages	<ul style="list-style-type: none"> • Planning • Drafting • Revision/Editing • Publishing
Implementation of writing process (South Africa. Department of Basic Education, 2011a:11)	Extent to which teacher implements the writing process.	<p>I expect my learners to follow the writing process.</p> <p>I expect my learners to plan their writing assignments.</p> <p>I expect my learners to revise and edit their drafts before the final version.</p> <p>I expect my learners to present their writing assignment after proofreading.</p>
Shared writing ⁴ (South Africa. Department of Basic Education, 2011a:13)	Shared writing components	<ul style="list-style-type: none"> • Teacher • Modelling • Engages/interactive • Whole class
Evaluating the planning phase of shared writing (South Africa. Department of Basic Education, 2011a:12,13)	Extent to which the teacher demonstrates, by “thinking aloud”, planning through shared writing and interactive (engagement) instruction.	<p>I discuss with my learners the purpose and audience of a text to be written or designed.</p> <p>I model/show/demonstrate learners how to consult resources and brainstorm ideas e.g. using mind maps.</p> <p>I model/show/demonstrate learners (by “thinking aloud” and “shared pen”) how to select relevant information for the purpose and audience.</p> <p>I model/show/demonstrate learners (by “thinking aloud” and “shared pen”) how to sort and organise ideas into the format of the text type.</p>
Evaluating the drafting phase of shared writing	Extent to which the teacher demonstrates, by “thinking aloud”	<p>I model/show/demonstrate my learners how to produce a first draft that takes into account the purpose, audience, topic and text structure.</p> <p>I model/show/demonstrate learners (by</p>

<p>(South Africa. Department of Basic Education, 2011a:12,13)</p>	<p>and “shared pen”, drafting through shared writing and interactive (engagement) instruction.</p>	<p>“thinking aloud” and “shared pen”) how to write the beginning of the text from the planning. I model/show/demonstrate learners (by “thinking aloud” and “shared pen”) how to write the middle of the text from the planning. I model/show/demonstrate learners (by “thinking aloud” and “shared pen”) how to write the end of the text.</p>
<p>Evaluating the editing phase of shared writing (South Africa. Department of Basic Education, 2011a:12,13)</p>	<p>Extent to which the teacher demonstrates, by “thinking aloud” and “shared pen”, editing through shared writing and interactive (engagement) instruction.</p>	<p>My learners read drafts critically and get feedback from others. I model/show/demonstrate learners (by “thinking aloud” and “shared pen”) how to edit a draft. I ask learners to identify mistakes and correct sentences (through “thinking aloud” and “shared pen”) construction of the written draft. I expect my learners to produce a neat, legible, edited final version.</p>

<ul style="list-style-type: none"> Choose a number according to your personal practice in the class. Refer to the explanation of terminology of “thinking aloud” and “shared pen”. 	<p>READ: Literacy intervention training conducted during June/July holidays for the last six years: Shared reading/writing; Group/Guide reading; Independent reading/writing</p>
<p>1. Gender: <u>Circle</u> Male or Female</p> <p>2. Number of years teaching at a primary school: <u>Circle</u> 0-5 or 6-10 or 11-20 or 21-40</p>	<p>Coding: 0-have not done it before 1-do it once or twice a year 2-do it once or twice a term 3-do it with every new genre and more when needed 4-do it with every assignment in a differentiated way</p>
<p>Circle one number per statement.</p>	<p>Never Always</p>
<p>3 I expect my learners to follow the writing process.</p>	<p>0 1 2 3 4 W p</p>
<p>4 I discuss the purpose and audience of a text to be written with my learners.</p>	<p>0 1 2 3 4 P I</p>
<p>5 I try to show my learners how to produce a first draft that takes into account the purpose, audience, topic and text structure.</p>	<p>0 1 2 3 4 D t</p>
<p>6 My learners read drafts critically and get feedback from others.</p>	<p>0 1 2 3 4 E d</p>
<p>7 I expect my learners to plan their writing assignments.</p>	<p>0 1 2 3 4 W p</p>
<p>8 I try to show learners how to consult resources and brainstorm ideas using e.g. mind maps.</p>	<p>0 1 2 3 4 P I</p>
<p>9 I try to show learners (by “thinking aloud” and “shared pen”) how to write the beginning of the text from the planning.</p>	<p>0 1 2 3 4 D t</p>
<p>10 I try to show learners (by “thinking aloud” and “shared pen”) how to edit a draft.</p>	<p>0 1 2 3 4 E d</p>
<p>11 I expect my learners to revise and edit their drafts before the final version.</p>	<p>0 1 2 3 4 W p</p>
<p>12 I try to show learners (by “thinking aloud” and “shared pen”) how to select relevant information for the purpose and audience of the writing assignment.</p>	<p>0 1 2 3 4 P I</p>
<p>13 I try to show learners (by “thinking aloud” and “shared pen”) how to write the middle of the text from the planning.</p>	<p>0 1 2 3 4 D t</p>
<p>14 I ask learners to identify mistakes and correct sentences (through “thinking aloud” and “shared pen”) construction of the written draft.</p>	<p>0 1 2 3 4 E d</p>

15	I expect my learners to present their writing assignment after proofreading.	0	1	2	3	4	Wp
16	I try to show learners (by “thinking aloud” and “shared pen”) how to sort and organise ideas into the format of the text type.	0	1	2	3	4	Pl
17	I try to show learners (by “thinking aloud” and “shared pen”) how to write the end of the text.	0	1	2	3	4	Dt
18	I expect my learners to produce a neat, legible, edited final version.	0	1	2	3	4	Ed
19	Highest qualification:						
20	I have been exposed to the READ Literacy training. (Circle): Yes or No						
Only for Researcher’s purposes: Wp : _____ Pl: _____ Dt: _____ Ed: _____							

- Thank you for your participation.
- Your contribution gives the research in the field of education important information. (Braun, 2015)
- If you have any questions, please feel free to e-mail or contact the researcher at:
Maryna.Delange@westerncape.gov.za or 082 398 7707

Afrikaans version:

Geagte Intermediêre Fase Afrikaans Huistaal Onderwyser

DIE IMPLEMENTERING VAN DIE SKRYFPROSES EN GEDEELDE SKRYF

- Dankie dat u bereid is om aan die navorsing deel te neem.
- Omtrent 10 minute sal nodig wees om die vraelys te voltooi.
- Die studie poog om die onderrig van skryf in die klaskamer te verduidelik en te verstaan.
- Die navorser sal u absolute eerlikheid waardeer, want sodoende kan u bydrae help om die onderwys te verbeter.
- Die navorsing is anoniem. U mag u naam vrywilliglik verstrek. Wees verseker dat u bydrae vertroulik sal bly tydens die verslaggewing daarvan.

Voltooi die onderstaande tabel voordat u met die vraelys begin.

Merk die	Ja	Nee
toepaslike kolom		
Ek verstaan die doel van die navorsing.		
Ek verstaan wat die navorsing van my vra.		
Ek neem vrywilliglik deel aan die navorsing.		
Ek weet dat ek enige tyd kan onttrek.		

Teken asseblief die toestemmingsvorm. U kan 'n afskrif op versoek bekom.

Handtekening van deelnemer

_____ 2015

Datum

Die implementering van die skryfproses en gedeelde skryf	
Instruksies vir die vraelys: <ul style="list-style-type: none">• Omkring een kode per stelling.• Kies 'n kode wat u eie praktyk die beste weerspieël.• Verwys na die verduideliking van die terminologie “hardop dink” en “gedeelde pen”.	“hardop dink”- onderwyser demonstreer en verduidelik deur die denkproses vir skryf met leerders deur te praat.
	“gedeelde pen”- die leerders en onderwyser skryf saam op die bord. Bv. Leerders kan sê wat onderwyser moet skryf en help mekaar.
	READ Geletterdheid Intervensie-opleiding aangebied gedurende Junie-Julievakansie vir die laaste ses jaar: Gedeelde lees/skryf; Groep/Begeleide lees/skryf; Onafhanklike lees/skryf

<p>1. Geslag:</p> <p><u>Omkring</u> Manlik / Vroulik</p> <p>2. Aantal jare onderrig by 'n primêre skool:</p> <p><u>Omkring</u> 0-5 of 6-10 of 11-20 of 21-40</p>	<p>Vir die stellings wat volg:</p> <p>Kodering:</p> <p>0-het dit nog nooit voorheen gedoen nie</p> <p>1-doen dit een of twee keer per jaar</p> <p>2-doen dit een of twee keer per kwartaal</p> <p>3-doen dit met elke nuwe genre en meer</p> <p>4-doen dit met elke taak en gedifferensieerd</p>
--	--

OMKRING die kode wat u praktyk die beste beskryf		Nooit					Altyd					N
3	Ek verwag van my leerders om die skryfproses te volg.	0	1	2	3	4	0	1	2	3	4	Wp
4	Ek bespreek die doel en teikengroep van die teks met my leerders.	0	1	2	3	4	0	1	2	3	4	Pi
5	Ek probeer my leerders wys hoe om 'n eerste konsep saam te stel met die doel, teikengroep, onderwerp en teksstrukture ingedagte.	0	1	2	3	4	0	1	2	3	4	Dt
6	My leerders lees 'n konsepweergawe krities en kry terugvoering van ander leerders.	0	1	2	3	4	0	1	2	3	4	Ed
7	Ek verwag dat my leerders hul skryftake beplan.	0	1	2	3	4	0	1	2	3	4	Wp
8	Ek probeer my leerders wys hoe om bronne te gebruik en genereer idees deur bv. Kopkaarte/"mind map"/dinkskrum	0	1	2	3	4	0	1	2	3	4	Pi
9	Ek probeer my leerders wys (deur "hardop dink" en "gedeelde pen") hoe om die begin van 'n teks te skryf vanaf die beplanning.	0	1	2	3	4	0	1	2	3	4	Dt
10	Ek probeer my leerders wys (deur "hardop dink" en "gedeelde pen") hoe om 'n konsepweergawe te redigeer.	0	1	2	3	4	0	1	2	3	4	Ed
11	Ek verwag van my leerders om hul konsepweergawe te redigeer voordat die finale weergawe geskryf word.	0	1	2	3	4	0	1	2	3	4	Wp
12	Ek probeer my leerders wys (deur "hardop dink" en "gedeelde pen") hoe om toepaslike inligting te selekteer volgens die doel en teikengroep vir die skryftaak.	0	1	2	3	4	0	1	2	3	4	Pi
13	Ek probeer my leerders wys (deur "hardop dink" en "gedeelde pen") hoe om die middel van 'n teks vanaf die beplanning te skryf.	0	1	2	3	4	0	1	2	3	4	Dt
14	Ek vra my leerders om foute te identifiseer en sinne te korrigeer deur "hardop dink" en "gedeelde pen" tydens die samestelling van die konsepweergawe.	0	1	2	3	4	0	1	2	3	4	Ed

15	Ek verwag van my leerders om hul skryftaak te proeflees vóór inhandiging.	0	1	2	3	4	W p	
16	Ek probeer my leerders wys (deur “hardop dink” en “gedeelde pen”) hoe om idees te sorteer en te organiseer in die formaat van die tekstipe.	0	1	2	3	4	P I	
17	Ek probeer my leerders wys (deur “hardop dink” en “gedeelde pen”) hoe om die einde van ‘n teks te skryf.	0	1	2	3	4	D t	
18	Ek verwag van my leerders om ‘n netjiese, leesbare, geredigeerde finale weergawe in te handig.	0	1	2	3	4	E d	
19	Hoogste kwalifikasie:							
20	Ek was blootgestel aan die READ Geletterdheidsopleiding.						Omkring: Ja of Nee	
Slegs vir die navorser: Wp : _____ PI: _____ Dt: _____ Ed: _____								

- Dankie vir u deelname. Dit word opreg waardeer
- U bydrae gee die navorsingsveld belangrike inligting.
- Indien u vrae het, kontak gerus die navorser by:
Maryna.Delange@westerncape.gov.za of 082 398 7707

1. Gender: <u>Circle</u> Male or Female	2. Number of years teaching at a primary school: <u>Circle</u> A B C 0-7 years or 8-20 years or 21-40 years
3. Have you been exposed to the READ Literacy training. Circle: Yes or No	4. Highest qualification: Circle: A B C Pre graduates Degree Post graduate E.g. Diploma E.g. B.A. E.g. Honours HOD B.Ed. Masters, Ph.D.

		Never			Always		
5	My learners follow the writing process.	1	2	3	4	5	
6	I discuss the purpose and audience of a text with my learners.	1	2	3	4	5	
7	I show my learners how to produce a first draft that takes into account the purpose, audience, topic and text structure.	1	2	3	4	5	
8	My learners read drafts critically and get feedback from others.	1	2	3	4	5	
		Never			Always		
9	My learners plan their writing assignments.	1	2	3	4	5	
10	I show my learners how to consult resources and brainstorm ideas using e.g. mind maps.	1	2	3	4	5	
11	I show learners (by “thinking aloud” and “shared pen”) how to write the beginning of the text from the planning.	1	2	3	4	5	
12	I show learners (by “thinking aloud” and “shared pen”) how to edit a draft.	1	2	3	4	5	
		Never			Always		
13	My learners revise and edit their drafts before the final version.	1	2	3	4	5	
14	I show learners (by “thinking aloud” and “shared pen”) how to select information for the purpose/audience of the writing assignment.	1	2	3	4	5	
15	I show learners (by “thinking aloud” and “shared pen”) how to write the middle of the text from the planning.	1	2	3	4	5	
16	I show learners how to identify mistakes and correct sentences (through “thinking aloud” and “shared pen”) construction of the written draft.	1	2	3	4	5	
		Never			Always		
17	My learners proofread their writing assignment.	1	2	3	4	5	
18	I demonstrate to my learners (by “thinking aloud” and “shared pen”) how to sort and organise ideas into the format of the text type.	1	2	3	4	5	
19	I show learners (by “thinking aloud” and “shared pen”) how to write the end of the text.	1	2	3	4	5	
20	My learners produce a neat, legible, edited final version.	1	2	3	4	5	

- Thank you for your participation. It is appreciated.
- Your contribution gives the research in the field of education important information. (Braun, 2015)
- If you have any questions, please feel free to e-mail or contact the researcher at: Maryna.Delange@westerncape.gov.za or 082 398 7707

For researcher only			
Wp	Pl	Dr	Ed

Afrikaans version:



Geagte Intermediêre Fase Afrikaans Huistaal-Onderwyser

DIE IMPLEMENTERING VAN DIE SKRYFPROSES EN GEDEELDE SKRYF

- Dankie dat u bereid is om aan die navorsing deel te neem.
- Omtrent 10 minute sal nodig wees om die vraelys te voltooi.
- Die studie poog om die onderrig van skryf in die klaskamer te verduidelik en te verstaan.
- Die navorser sal u absolute eerlikheid waardeer, want sodoende kan u bydrae help om die onderwys te verbeter.
- Die navorsing is anoniem. Wees verseker dat u bydrae vertroulik sal bly tydens die verslaggewing daarvan.

Voltooi die onderstaande tabel voordat u met die vraelys begin.

Merk die toepaslike kolom	Ja	Nee
<u>Ek verstaan die doel van die navorsing.</u>		
<u>Ek verstaan wat die navorsing van my vra.</u>		
<u>Ek neem vrywillig deel aan die navorsing.</u>		
<u>Ek weet dat ek enige tyd kan onttrek.</u>		

Teken asseblief die toestemmingsvorm. U kan 'n afskrif op versoek bekom.

_____ 2015
 Handtekening van deelnemer Datum

Die implementering van die skryfproses en gedeelde skryf	
Instruksies vir die vraelys:	“hardop dink”- onderwyser demonstreer en verduidelik deur die denkproses vir skryf met leerders deur te praat.
• Omkring een kode per stelling.	“gedeelde pen”- die leerders en onderwyser skryf saam op die bord. Bv. leerders kan sê wat onderwyser moet skryf en help mekaar.
• Kies 'n kode wat u eie praktyk die beste weerspieël.	READ Geletterdheid-Intervensie-opleiding aangebied gedurende Junie-Julievakansie vir die laaste ses jaar: Gedeelde lees/skryf; Groep/Begeleide lees/skryf; Onafhanklike lees/skryf
• Verwys na die verduideliking van die terminologie “hardop dink” en “gedeelde pen”.	
1. Geslag:	2. Aantal jare onderrig by 'n primêre skool:
<u>Omkring</u> Manlik / Vroulik	<u>Omkring</u> A B C 0-7 jare 8-20 jare 21-40 jare

3. Het u blootstelling aan READ se Geletterheidsopleiding gehad? Omkring: Ja / Nee	4. Hoogste kwalifikasie: Omkring: A B C Voorgraads Graad Nagraads Bv. Diploma Bv. B.A. Bv. Honneurs HOD B.Ed. Meesters, Ph.D.
---	---

OMKRING die kode wat u praktyk die beste beskryf.						
Kodering: 1 - nog <u>nooit</u> voorheen gedoen nie 2 - doen dit een of twee keer per jaar- selde 3 - doen dit een of twee keer per kwartaal- gereeld 4 - doen dit met elke nuwe tekstipe/genre en meer- meestal 5 - doen dit <u>altyd</u> met elke skryftaak						
		Nooit			Altyd	
5	My leerders volg die skryfproses om skryftake te voltooi.	1	2	3	4	5
6	Ek bespreek die doel en teikengroep/gehoor van die skryftaak met my leerders.	1	2	3	4	5
7	Ek wys my leerders hoe om 'n eerste konsep saam te stel met die doel, teikengroep, onderwerp en tekskenmerke in gedagte.	1	2	3	4	5
8	My leerders lees 'n konsepweergawe krities en kry terugvoering van ander leerders.	1	2	3	4	5
		Nooit			Altyd	
9	My leerders beplan hul skryftake.	1	2	3	4	5
10	Ek wys my leerders hoe om bronne te gebruik en genereer idees deur bv. Kopkaarte/"mind map"/dinkskrum	1	2	3	4	5
11	Ek modelleer aan my leerders (deur "hardop dink" en "gedeelde pen") hoe om die begin van 'n teks te skryf vanaf die beplanningsfase.	1	2	3	4	5
12	Ek lei my leerders (deur "hardop dink" en "gedeelde pen") hoe om 'n konsepweergawe te redigeer.	1	2	3	4	5
		Nooit			Altyd	
13	My leerders redigeer hul konsepweergawe voordat die volgende weergawe geskryf word.	1	2	3	4	5
14	Ek lei my leerders (deur "hardop dink" en "gedeelde pen") hoe om inligting te selekteer volgens die doel/teikengroep vir die skryftaak.	1	2	3	4	5
15	Ek demonstreer aan my leerders (deur "hardop dink" en "gedeelde pen") hoe om die middel/inhoud van 'n teks vanaf die beplanning te skryf.	1	2	3	4	5
16	Ek wys my leerders hoe om foute te identifiseer en te korrigeer (deur "hardop dink" en "gedeelde pen") vanaf die konsepweergawe.	1	2	3	4	5
		Nooit			Altyd	
17	My leerders proeflees weer die finale weergawe van hul skryftaak vóór inhandiging.	1	2	3	4	5
18	Ek demonstreer aan my leerders (deur "hardop dink" en "gedeelde pen") hoe om idees te sorteer en te organiseer in die formaat van die skryftaak.	1	2	3	4	5
19	Ek wys my leerders (deur "hardop dink" en "gedeelde pen") hoe om die slot/einde van 'n teks te skryf.	1	2	3	4	5
20	My leerders lewer 'n geredigeerde finale weergawe in.	1	2	3	4	5

Dankie vir u deelname. Dit word opreg waardeer. U bydrae lewer belangrike inligting tot die navorsingsveld. Indien u vrae het, kontak die navorser:
Maryna.Delange@westerncape.gov.za of 082 398 7707

Alleenlik vir die navorser			
Wp	PI	Dr	Ed

APPENDIX D: DATA SET 2: CALCULATIONS PER CATEGORY IN AFRIKAANS

Calculation per category				
Participant	Writing process	Planning	Drafting	Editing
1	10	11	11	11
2	12	16	16	15
3	18	16	17	17
4	17	12	11	15
5	8	11	11	9
6	19	16	16	14
7	20	16	17	17
8	11	9	8	8
9	17	17	16	16
10	13	15	15	13
11	16	13	14	12
12	12	13	14	14
13	12	14	13	11
14	12	14	16	15
15	18	16	13	18
16	17	14	13	12
17	16	17	17	14
18	11	15	19	19
19	12	12	13	10
20	17	14	14	13
21	14	14	11	10
22	15	12	14	13
23	20	20	19	17
24	18	17	18	17
25	14	13	-	13
26	17	13	11	11
27	16	12	11	16
28	15	16	16	13
29	16	16	14	14
30	17	15	12	12
31	16	15	13	13
32	15	17	15	15
33	7	6	5	4
34	14	14	-	15
35	12	14	14	13
36	16	14	14	15
37	13	17	15	-
38	12	12	9	11
39	16	13	15	12
40	15	12	14	12
41	12	11	11	11
42	16	17	17	17
43	18	14	13	14

Gender	Years	READ training	Qualification	
M	B	YES	C	
F	B	YES	A	
F	B	YES	A	
F	A	NO	B	
F	C	YES	A	
M	C	YES	B	
F	B	YES	B	
F	B	YES	A	
F	C	YES	A	
F	C	YES	B	
F	A	NO	B	
F	C	YES	A	
F	C	YES	A	
M	C	NO	A	
M	C	NO	A	
M	B	YES	C	
M	A	NO	B	
M	A	YES	B	
M	C	YES	A	
F	C	YES	A	
F	A	NO	B	
F	C	NO	C	
F	C	YES	A	
F	A	YES	B	
F	C		B	INCOMPLETE
F	A	YES	A	
M	A	NO	B	
F	A		B	
F	A	NO	B	
F	A	NO	B	
F	A	YES	B	
F	B	YES	A	
M	B	NO	A	
F	B	YES	A	INCOMPLETE
F	A	NO	B	
F	B	YES	A	
M	A	NO	A	INCOMPLETE
F	C	YES	B	
F	C	YES	A	
F	A	YES	C	
M	C	YES	A	
F	C	NO	A	
F	A	YES	B	
F	A	YES	B	
M	A	YES	B	
F	B	YES	B	
M	B	YES	A	
F	C	NO	A	
F	C	YES	A	
M	B	NO	B	
M	B	NO	C	
F	B	YES	A	
M	B	YES	C	
M	B	YES	A	
F	A	YES	B	
F	B	YES	B	
F	A	NO	B	DISREGARD
F	C	YES	A	
M	C	YES	A	
M	C	YES	A	
F	C	YES	A	
F	A	NO	B	
F	A	YES	B	
F	A	YES	B	
M	C	YES	A	
M	C	YES	A	
F	A	NO	B	
F	C	YES	A	
F	C	YES	A	
F	C	YES	A	
F	A	YES	B	
F	A	YES	B	
F	B	YES	C	
F	B	NO	A	
F	B	YES	A	
	ABC	Yes/No	ABC	
25	26	59	39	A

44		-	12	13
45	16	13	12	13
46	15	15	18	13
47	17	15	13	16
48	16	15	13	14
49	13	13	13	13
50	15	18	17	15
51	18	16	14	14
52	17	16	14	16
53	20	15	16	18
54	19	16	16	15
55	19	17	19	18
56	20	17	20	17
57	19	20	20	16
58	16	14	15	16
59	9	12	11	10
60	11	13	12	12
61	11	13	15	11
62	17	17	15	12
63	13	13	12	12
64	13	8	4	11
66	19	13	9	12
67	15	15	15	14
68	18	14	12	12
69	10	12	12	0
70	13	12	13	12
71	13	14	13	11
72	19	15	15	16
73	17	15	16	16
74	19	18	18	17
75	16	16	16	16
76	16	16	16	16
77	16	16	16	16
78	16	16	16	16
79	16	16	16	16
80	16	16	16	16
81	16	16	16	16
82	17	15	17	17
83	18	20	20	16
Total	1253	1192	1151	1127
Average	15.3	14.5	14.2	13.7
Max marks	20	20	20	20
Percentage	77	73	71	68

APPENDIX E: DATA SET 2: CALCULATIONS PER QUESTION

DATA SET 2: CODING PER QUESTION to identify problematic areas																
Statements	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	3	3	3	2	4	4	3	3	2	2	3	2	2	2	2	4
2	3	4	4	3	3	4	4	4	3	4	4	5	3	4	4	3
3	4	4	4	3	4	4	5	5	5	4	4	4	5	4	4	5
4	5	4	3	3	5	3	3	3	5	3	3	4	2	2	2	5
5	3	3	3	3	2	2	2	2	2	2	2	2	1	4	4	2
6	5	4	4	2	5	4	4	4	5	4	4	4	4	4	4	4
7	5	4	5	4	5	4	4	4	5	4	4	4	5	4	4	5
8	3	2	2	2	3	3	2	2	2	2	2	2	3	2	2	2
9	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4
10	4	4	4	3	5	4	4	3	3	3	3	3	4	4	4	4
11	4	3	4	3	5	4	4	3	3	3	4	3	4	3	3	3
12	3	3	4	3	4	4	3	3	3	3	3	3	4	4	3	3
13	5	4	4	2	3	4	3	3	3	3	3	4	3	3	3	2
14	3	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4
15	5	5	3	5	5	4	3	3	3	3	3	3	3	3	3	3
16	5	4	3	1	5	4	4	4	4	4	4	4	4	4	4	4
17	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4
18	3	4	5	3	3	4	5	5	5	5	5	5	5	5	5	5
19	4	3	4	3	4	3	4	4	4	4	4	4	4	4	4	4
20	5	4	4	3	4	4	3	3	3	3	3	3	3	3	3	3
21	4	4	3	2	4	4	3	3	3	3	3	3	3	3	3	3
22	3	3	5	2	5	4	3	3	3	3	3	3	3	3	3	3
23	5	5	5	4	5	5	4	4	4	4	4	4	4	4	4	4
24	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
25	4	3	4	3	4	4	4	4	4	4	4	4	4	4	4	4
26	3	5	5	2	5	4	2	2	5	2	2	2	4	2	2	5
27	4	4	4	4	4	4	2	4	4	2	3	4	4	2	2	4
28	4	4	4	3	4	4	4	4	3	4	4	3	4	4	4	3
29	3	5	3	3	5	5	4	3	4	3	4	4	4	3	4	4
30	5	4	3	2	5	5	3	3	5	3	3	3	2	3	3	5
31	5	4	3	4	4	4	4	3	5	4	3	3	2	3	3	3
32	5	5	4	4	3	4	3	4	4	4	4	4	3	4	4	3
33	2	2	1	1	2	2	1	1	1	1	2	1	2	1	1	1
34	3	3	3	4	3	4		4	4	3	3	4	4	4	4	3
35	4	4	4	3	3	3	3	3	2	3	3	4	3	4	4	3
36	4	4	4	3	4	3	3	4	4	4	3	4	4	3	4	4
37	4	5	4		3	4	4	3	3	4	4	4	3	4	3	3
38	4	4	3	3	4	3	2	2	3	2	2	3	2	3	2	3
39	4	3	4	2	4	4	4	3	4	3	3	3	4	3	4	4
40	4	3	5	2	4	3	4	4	4	3	3	3	3	3	3	3
41	3	3	2	2	3	2	3	3	3	3	3	3	3	3	3	3
42	5	5	5	5	4	3	4	3	4	4	4	5	3	5	4	4
43	4	3	4	2	5	4	3	3	4	3	3	4	5	4	3	5
44	3	4	3	3	3	3	3	3			3	4	2	3	3	3
45	4	3	3	3	4	3	3	3	4	4	3	3	4	3	3	4
46	4	5	5	3	4	3	5	4	4	3	4	3	3	4	4	3
47	5	4	3	4	4	4	4	4	4	4	3	4	4	3	3	4
48	4	4	3	3	4	4	3	3	4	4	4	4	4	3	3	4
49	4	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3
50	4	5	4	3	4	4	4	5	4	5	5	4	3	4	4	3
51	5	4	3	3	4	5	4	3	5	3	3	4	4	4	4	4
52	5	5	4	4	5	5	4	4	3	3	3	3	4	3	3	5
53	5	4	4	5	5	3	4	4	5	4	4	4	5	4	4	5
54	5	4	4	4	5	4	4	3	5	4	4	4	4	4	4	4
55	5	4	4	5	5	4	5	4	5	4	5	4	4	5	5	5
56	5	4	5	4	5	5	5	4	5	4	5	4	5	4	5	5
57	5	5	5	3	5	5	5	4	5	5	5	5	4	5	5	4
58	4	3	4	4	5	4	4	4	4	3	4	3	3	4	3	5
59	2	3	2	3	3	4	3	3	2	3	3	2	2	2	3	2
60	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3
61	4	4	4	2	2	3	4	4	3	3	4	3	2	3	3	2
62	3	4	4	3	5	5	4	3	5	5	4	3	4	3	3	3
63	4	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3
64	4	2	1	1	4	2	1	3	2	2	1	3	3	2	1	4
66	5	3	3	1	5	4	2	3	5	3	2	3	4	3	2	5
67	4	4	4	3	4	4	4	4	4	4	4	3	3	3	3	4
68	5	4	3	3	5	3	3	3	4	3	3	3	4	4	3	3
69	4	3	4	2	3	4	3	3	1	3	2	2	2	2	3	2
70	4	4	3	4	4	4	3	3	3	2	4	3	2	2	3	4
71	3	4	3	2	3	3	3	3	3	4	4	3	4	3	4	3
72	4	4	4	4	5	4	3	3	5	3	4	4	5	4	4	5
73	4	3	4	3	4	4	4	4	4	4	4	3	5	4	4	5
74	5	5	5	4	5	4	5	4	4	4	4	4	5	5	4	5
75	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
76	3	3	3	3	4	4	3	3	3	3	3	3	4	3	4	4
77	4	4	4	3	3	3	4	4	3	4	4	4	3	3	3	3
78	3	3	3	3	3	4	3	3	3	3	4	4	4	3	3	3
79	3	4	4	4	3	3	3	3	3	3	4	3	4	3	4	4
80	3	3	3	3	4	4	3	3	3	3	4	3	4	3	4	4
81	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
82	4	4	4	4	5	4	5	3	4	3	4	3	4	4	4	4
83	4	5	5	4	5	5	5	4	5	5	5	4	4	5	5	4
Total	329	314	304	252	330	311	285	280	299	276	288	284	291	282	283	303
QUESTIONS	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
AVERAGE	4	3.8	3.7	3.1	4	3.8	3.5	3.4	3.7	3.4	3.5	3.5	3.5	3.4	3.5	3.7
%	80	80	80	60	80	80	80	60	80	60	80	60	80	60	60	80

**APPENDIX F: DATA SET 3: QUANTITATIVE QUESTIONNAIRE (OPEN-ENDED):
DESCRIPTION OF TEACHING WRITING: IP AFRIKAANS TEACHERS
HL AT IDENTIFIED PRIMARY SCHOOLS (Based on Creswell, 2009:144)**

English version:



THE PRINCIPAL

THE IMPLEMENTATION OF THE WRITING PROCESS AND SHARED WRITING

Dear IP Afrikaans Home Language Teacher

- Thank you for participating in the survey.
- The study is intended to understand the practices of writing instruction in the IP classrooms.
- The researcher will appreciate your brutally honest contribution towards improving writing by completing the questionnaire (Basit, 2010:93).
- The results will be used to improve understanding and follow-up interventions regarding writing instruction.
- The survey is anonymous but you may add your name if you want to. You will be named according to a code during the interview. The interview will be recorded. You can be assured of the confidentiality of data when the findings of the research are reported.
- Approximately 10 minutes will be needed to complete the questionnaire and 30 minutes for the interview. (Braun, 2015)

Complete the table below before participating in the research (Research Strategy, 2012).

Statement column	Tick the appropriate	Yes	No
I understand the purpose of the research.			
I understand what the research requires of me.			
I understand that I have the right to ask for the recording equipment to be turned off at any time during the interview.			
I volunteer to take part in the research.			
I know that I can withdraw at any time.			

Please sign the consent form. You could be given a copy of this form on request.

_____ 2015

Signature of participant

Date

Open-ended questions to teachers
<p>1. Do you follow the writing process as stated in CAPS? <u>Circle</u> Yes / No If so, which steps are followed? If no, how do you teach writing?</p>
<p>2. Are you familiar with the components of the Shared Writing methodology? <u>Circle</u> Yes / No If so, name the components? If no, what would your understanding be?</p>
<p>3. Do you show (not tell) learners how to plan before the construction of a text? <u>Circle</u> Yes / No If so, how do you do it? If no, how do learners know what to do?</p>
<p>4. Do you show (not tell) learners how to write a draft? <u>Circle</u> Yes / No If so, how do you do it? If no, how do learners know what to do?</p>
<p>5. Do you show (not tell) learners how to revise a text? <u>Circle</u> Yes / No If so, how do you do it? If no, how do learners know what to do?</p>

- Thank you for your participation.
- Your contribution gives the research in the field of education important information. (Braun, 2015)
- If you have any questions, please feel free to e-mail or contact the researcher at: Maryna.Delange@westerncape.gov.za or 082 398 7707

Afrikaans version:



DIE SKOOLHOOF

Geagte Intermediêre Fase Afrikaans Huistaal onderwyser

DIE IMPLEMENTERING VAN DIE SKRYFPROSES EN GEDEELDE SKRYF

- Dankie dat u bereid is om aan die navorsing deel te neem.
- Die studie poog om die onderrig van skryf in die klaskamer te verduidelik en te verstaan.
- Omtrent 10 minute sal nodig wees om 'n vraelys te voltooi en direk daarna sal 'n gespek, as groep, oor dieselfde vrae volg van ongeveer 30 minute.
- U het 'n keuse om dit elektronies of skriftelik te voltooi.
- Die navorser sal u absolute eerlikheid waardeer, want sodoende kan u bydrae help om die onderwys te verbeter.
- Die navorsing is anoniem. U mag u naam vrywillig verstrek. Wees verseker dat u bydrae vertroulik sal bly tydens die verslaggewing daarvan.

Voltooi die onderstaande tabel voordat u met die vraelys begin.

Merk die toepaslike kolom	Ja	Nee
Ek verstaan die doel van die navorsing.		
Ek verstaan wat die navorsing van my vereis.		
Ek neem vrywillig deel aan die navorsing.		
Ek weet dat ek enige tyd kan onttrek.		
Ek verstaan dat ek my enige tyd kan vra dat die opname gestaak word.		

Teken asseblief die toestemmingsvorm. U kan 'n afskrif op versoek bekom.

Handtekening van deelnemer

Datum

2015

Oop-geslote vrae aan onderwysers

1. Volg u die skryfproses soos in die KABV? Indien wel, hoe, wanneer en hoe lank neem die skryfproses? Indien nie, hoe onderrig u skryf?	<u>Omkring</u> Ja / Nee
2. Is u bekend met die komponente van die gedeelde skryf-metodiek? Indien wel, noem die komponente van gedeelde skryf. Indien nie, wat sou u verstaan daarvan wees?	<u>Omkring</u> Ja / Nee
3. Wys (nie sê nie) u aan leerders hoe die beplanning van 'n teks aan leerders gedoen word? Indien wel, hoe doen u dit? Indien nie, hoe weet leerders wat om te doen?	<u>Omkring</u> Ja / Nee
4. Wys (nie sê nie) u aan leerders hoe om 'n konsepweergawe van die beplanning te skryf? Indien wel, hoe doen u dit? Indien nie, hoe weet leerders wat om te doen?	<u>Omkring</u> Ja / Nee
5. Wys (nie sê nie) u aan leerders hoe om 'n teks te redigeer? Indien wel, hoe doen u dit? Indien nie, hoe weet leerders wat om te doen?	<u>Omkring</u> Ja / Nee

- Dankie vir u deelname. Dit word opreg waardeer
- U bydrae gee die navorsingsveld belangrike inligting.
- Indien u vrae het, kontak gerus die navorser by:
Maryna.Delange@westerncape.gov.za of 082 398 7707

APPENDIX G: CALCULATIONS OF DATA SET 3

QUALITATIVE DATA SET 3: OPEN-ENDED QUESTIONNAIRE							
CAPS CONTENT		CAPS SHARED WRITING APPROACH					
WRITING PROCESS		PLANNING		DRAFTING		EDITING	
Participant	Code	Participant	Code	Participant	Code	Participant	Code
1	3	1	1	1	0	1	0
2	4	2	1	2	0	2	3
3	4	3	1	3	0	3	1
4	2	4	2	4	0	4	1
5	2	5	0	5	0	5	0
6	2	6	1	6	0	6	0
7	3	7	2	7	0	7	0
8	4	8	1	8	2	8	0
9	4	9	1	9	0	9	0
10	3	10	1	10	0	10	0
11	1	11	1	11	0	11	0
12	1	12	1	12	0	12	0
13	2	13	0	13	0	13	1
14	4	14	0	14	0	14	2
15	4	15	2	15	0	15	1
16	4	16	1	16	0	16	0
17	4	17	1	17	0	17	1
18	3	18	0	18	3	18	1
19	4	19	1	19	0	19	0
20	4	20	1	20	0	20	1
21	1	21	0	21	0	21	0
22	4	22	1	22	0	22	1
23	4	23	1	23	0	23	1
24	4	24	1	24	0	24	1
25	0	25	0	25	1	25	0
Average	3	Average	0.88	Average	0.24	Average	0.6
%	75	%	22	%	6	%	15

APPENDIX H: EXAMPLES OF DATA SET 3: OPEN-ENDED QUESTIONNAIRE

Interviewer ① 8/9/2015 V

DIE IMPLEMENTERING VAN DIE SKRYFPROSES EN GEDEELDE SKRYF

Die vraelys mag elektronies of handgeskrewe voltooi word. U word versoek om geen bronne te raadplaag nie.

1. Volg u die skryfproses soos in die KABV verwag word? Omkring Ja / Nee
 Indien wel, watter stappe volg u? Indien nie, hoe onderrig u skryf?
 Met elke nuwe skryfstuk lees ek die leiders die nuwe formaat aan (Gebruik in skryfboom). Daarna beplan ek, sodat ons gedagtes as 'n klas uitgeruil het met skutelwoorde op die skryfbord. Na beplanning skryf elke kind sy eerste weergawe. Ek kyk meesde van die tyd self vir fouten in toets. Daarna maak leiers finale weergawe, wat ek korrigeer.

2. Is u bekend met die komponente van die gedeelde skryf metodiek? Omkring Ja / Nee
 Indien wel, noem die komponente van gedeelde skryf? Indien nie, wat sou u verstaan daarvan wees?
 Skryfboom → beplan → woordeskat opbou → skryf gebruik skutelwoorde om sinne te bou. Ek en elke klasgroep werk saam lede van sinne, ek skryf op flipchart. Les saam by skryfboom.

3. Wys (nie sê nie) u aan leerders hoe die beplanning van 'n teks gedoen kan word? Omkring Ja / Nee
 Indien wel, hoe doen u dit? Indien nie, hoe weet leerders wat om te doen?
 Na aanleiding van die skryfboom, afen ons as klas, hoe (op witbord) opvoeder besaam met klas. Ek gebruik 'n onderwerp (in lyn met wat geskryf word) en doen as klasgroep ons beplanning.

4. Wys (nie sê nie) u aan leerders hoe om 'n konsepweergawe van die beplanning te skryf? Omkring Ja / Nee
 Indien wel, hoe doen u dit? Indien nie, hoe weet leerders wat om te doen?
 Nie met elke nuwe skryfstuk. Wanneer die skryfstuk voltooi is (nutteloos bekend is) wys ek. Ek wys nie meer by sinne nie, want die meesde weet hoe.

5. Wys (nie sê nie) u aan leerders hoe om hul eie teks te redigeer? Omkring Ja / Nee
 Indien wel, hoe doen u dit? Indien nie, hoe weet leerders wat om te doen?
 Ja, maar nie met elke teks. Die ateenere foute (wat deur die meesde begaan is) probeer ek wys; veral woordesde.

• Dankie vir u deelname. Dit word opreg waardeer.
 • U bydrae gee die navorsingveld belangrike inligting.
 • Indien u vroeë het, kontak gerus die navorsers by: 082 398 7707

DIE IMPLEMENTERING VAN DIE SKRYFPROSES EN GEDEELDE SKRYF

Die vraelys mag elektronies of handgeskrewe voltooi word. U word versoek om geen bronne te raadplaag nie.

1. Volg u die skryfproses soos in die KABV verwag word? Omkring Ja / Nee
 Indien wel, watter stappe volg u? Indien nie, hoe onderrig u skryf?
 a) Vooraf n. Stel die skryfboom bekend.
 b) Gebruik die skryfboom. Leiers help mee die sinne.
 c) Idem en redigeer teks.
 d) Grafiese skryf - gebruik die voorbeeld van gedeelde skryf, sodat leiers dit kan gebruik as 'n model.

2. Is u bekend met die komponente van die gedeelde skryf metodiek? Omkring Ja / Nee
 Indien wel, noem die komponente van gedeelde skryf? Indien nie, wat sou u verstaan daarvan wees?
 Die stappe het ek reeds uitgewys. Ek wys ook by my beplanning van die teks as deel van die voorafskryf.

3. Wys (nie sê nie) u aan leerders hoe die beplanning van 'n teks gedoen kan word? Omkring Ja / Nee
 Indien wel, hoe doen u dit? Indien nie, hoe weet leerders wat om te doen?
 As die genre bekend gestel word, wys ek een 'n voorbeeld van 'n skryfboom en ons gesels oor die kenmerke van die genre.

4. Wys (nie sê nie) u aan leerders hoe om 'n konsepweergawe van die beplanning te skryf? Omkring Ja / Nee
 Indien wel, hoe doen u dit? Indien nie, hoe weet leerders wat om te doen?
 Ja, ek maak gebruik van 'n raam (skryfboom) by elke skryfstuk. Die DEO is wat groot hulp in hierdie verband.

5. Wys (nie sê nie) u aan leerders hoe om hul eie teks te redigeer? Omkring Ja / Nee
 Indien wel, hoe doen u dit? Indien nie, hoe weet leerders wat om te doen?
 Nie houek nie. Het die 'n paar maal gewys, maar besef dit 'n leerte.

• Dankie vir u deelname. Dit word opreg waardeer.
 • U bydrae gee die navorsingveld belangrike inligting.
 • Indien u vroeë het, kontak gerus die navorsers by: 082 398 7707

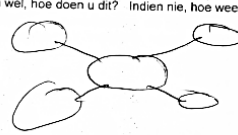
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DIE IMPLEMENTERING VAN DIE SKRYFPROSES EN GEDEELDE SKRYF

Die vraelys mag elektronies of handgeskrewe voltooi word. U word versoek om geen bronne te raadplaag nie.

1. Volg u die skryfproses soos in die KABV verwag word? Omkring Ja / Nee
 Indien wel, watter stappe volg u? Indien nie, hoe onderrig u skryf?
 Besprek die onderwerp. Skryf (kern) hoofgedagtes met, doen 'n kopkaart, eerste poging, redigeer, finale poging.

2. Is u bekend met die komponente van die gedeelde skryf metodiek? Omkring Ja / Nee
 Indien wel, noem die komponente van gedeelde skryf? Indien nie, wat sou u verstaan daarvan wees?
 Klasbespreking - groepsverband

3. Wys (nie sê nie) u aan leerders hoe die beplanning van 'n teks gedoen kan word? Omkring Ja / Nee
 Indien wel, hoe doen u dit? Indien nie, hoe weet leerders wat om te doen?


4. Wys (nie sê nie) u aan leerders hoe om 'n konsepweergawe van die beplanning te skryf? Omkring Ja / Nee
 Indien wel, hoe doen u dit? Indien nie, hoe weet leerders wat om te doen?
 Begin 1/2 sinne
 Liggaam - paragraaf 2
 paragraaf 3
 Slot - 1/2 sinne

5. Wys (nie sê nie) u aan leerders hoe om hul eie teks te redigeer? Omkring Ja / Nee
 Indien wel, hoe doen u dit? Indien nie, hoe weet leerders wat om te doen?
 Korrigeer verkeerde spelling en taalgebruik deur leiading te gee dmv voorbeelde en bord te skryf, kral hoe om sinne te begin. Besk nie elke keer "en" of "en toe" te gebruik.

• Dankie vir u deelname. Dit word opreg waardeer.
 • U bydrae gee die navorsingveld belangrike inligting.
 • Indien u vroeë het, kontak gerus die navorsers by: 082 398 7707

**APPENDIX I: DATA SET 4: QUALITATIVE INTERVIEW (OPEN-ENDED):
DESCRIPTION OF TEACHING WRITING AT IDENTIFIED AFRIKAANS
PRIMARY SCHOOLS (Based on Creswell, 2009:144)**

English version:

Open-ended questions for interviews
<p>1. Do you follow the writing process as stated in CAPS? <u>Circle</u> Yes / No If so, which steps are followed? If no, how do you teach writing?</p>
<p>2. Are you familiar with the components of the Shared Writing methodology? <u>Circle</u> Yes / No If so, name the components? If no, what would your understanding be?</p>
<p>3. Do you show (not tell) learners how to plan before the construction of a text? <u>Circle</u> Yes / No If so, how do you do it? If no, how do learners know what to do?</p>
<p>4. Do you show (not tell) learners how to write a draft? <u>Circle</u> Yes / No If so, how do you do it? If no, how do learners know what to do?</p>
<p>5. Do you show (not tell) learners how to revise a text? <u>Circle</u> Yes / No If so, how do you do it? If no, how do learners know what to do?</p>

Oop-geslote vrae vir onderhoude
<p>1. Volg u die skryfproses soos in die KABV?</p> <p><u>Omkring</u> Ja / Nee</p> <p>Indien wel, hoe, wanneer en hoe lank neem die skryfproses? Indien nie, hoe onderrig u skryf?</p>
<p>2. Is u bekend met die komponente van die gedeelde skryf-metodiek?</p> <p><u>Omkring</u> Ja / Nee</p> <p>Indien wel, noem die komponente van gedeelde skryf. Indien nie, wat sou u verstaan daarvan wees?</p>
<p>3. Wys (nie sê nie) u aan leerders hoe die beplanning van 'n teks aan leerders gedoen word?</p> <p><u>Omkring</u> Ja / Nee</p> <p>Indien wel, hoe doen u dit? Indien nie, hoe weet leerders wat om te doen?</p>
<p>4. Wys (nie sê nie) u aan leerders hoe om 'n konsepweergawe van die beplanning te skryf?</p> <p><u>Omkring</u> Ja / Nee</p> <p>Indien wel, hoe doen u dit? Indien nie, hoe weet leerders wat om te doen?</p>
<p>5. Wys (nie sê nie) u aan leerders hoe om 'n teks te redigeer?</p> <p><u>Omkring</u> Ja / Nee</p> <p>Indien wel, hoe doen u dit? Indien nie, hoe weet leerders wat om te doen?</p>

APPENDIX J: EXAMPLE OF DATA SET 4: AFRIKAANS INTERVIEWS

Interviewer 005:

Skryfproses

In die begin van die jaar dan moldelleer hoe die skryfproses geskied
Dan het hy daar is daar is genoeg tyd maar dan is daar tyd om bietjie verder te gaan met die skryfproses

Gedeelde skryf

In die begin van die jaar dan moldelleer ek vir hulle hoe dit (skryfproses) gedoen gaan word
Doen ek dit weer maar hierdie keer betrek ek vir hulle een hulle begint te help
En dan doen ons dit saam
Soos hulle vir ons gedemonstreer het by die READ
En um is een manier waarop ek dit doen soos binne die eerste kwartaal al
Dan is dit die kinders wat alles gee- ek skryf ek skryf net en uhm
En en ek sal nie se daar is 'n plek vir gedeelde skryf nie- dit moet die plek he in jou klas in.

Planning

As hulle nou sien ek aanvaar hulle idees netso
En ek gebruik dit netso en ek prys hulle baie oor die idees
Ek gebruik oor die algemeen verkies ek om prente te gebruik want ek het hulle belangstelling en vir my is dit te oulik hoe hulle 'n storie om 'n prent kan bou
Kinders se stories, verskillende stories wat jy kry, dan besluit hulle mos nou self watter enetjie hulle
Hulle gee 'n klomp idees en dan se hulle mos nou
Ek vra vir hulle wat hulle dink ons nou moet volg
Nou bou ons die storie daarvolgens
Voor lees omdat ek nie wil he die kind moet die leesstuk moet sy skryf beïnvloed nie
As hy klaar die storie ken, dan gaan hy dieselfde storie skryf
Dis vir my die pre-leesfase ook want die kind, hulle antisipeer mos waaroor die storie gaan en dan is hulle heeltemal af van die storie. Maar gee vir jou 'n beter storie op die ou einde

Drafting

Ek skryf mos net soos hulle dit vir my gee, maar die problem le soms by die paragrawe en die indeling van die paragrawe
Hulle lei na wie, daai vrae, ons wil net daai in die eerste paragraaf beantwoord he
In die middel
En die einde is mos nou die oplossing
By die prente soos ek het onlangs het ons 'n prent van veiligheid gedoen
Toe begin hulle nou eerste paragraaf
Hulle raak bietjie opgewonde dan gee hulle al daar vir jou die problem in die eerste paragraaf en skryf ek dit ook nou so neer
Se wanneer ek die volgende papargraaf moet skryf
Dit was opvallend gewees by daai spesifieke enetjie dat die paragrawe loop nie lekker nie en dit was spesifiek op die probleem en die oplossing
Stuur hulle weer terug na die opdrag, toe skuif ek weer die bord terug, titel en die opdrag
En toe kan hulle nou vir my mooi se waar die paragrawe eintlik geeindig het

**The implementation of the Writing Process and Shared Writing Methodology
in the West Coast District**

1. Describe IP Afrikaans Home Language teachers' positive/negative perception and challenges observed in implementing the writing process as stated in CAPS?

Circle Yes / No

2. Are teachers familiar, in your opinion, with the components of the Shared Writing methodology? Circle Yes / No

If yes, how do you know it.

If no, what do you think the lack is?

3. Do teachers demonstrate/show/model to learners how to plan before the construction of a text? Circle Yes / No

If so, how do they do it?

If not, why do you think they do not?

Do teachers demonstrate/show/model to learners how to write a draft? Circle Yes / No

If so, how did they do it?

If not, why do you think they do not?

Do teachers demonstrate/show/model to learners how to revise a text? Circle Yes / No

If so, how did they do it?

If not, why do you think they do not?

- Thank you for your participation.
- Your contribution gives the research in the field of education important information. (Braun, 2015)
- If you have any questions, please feel free to e-mail or contact the researcher at: Maryna.Delange@westerncape.gov.za or 082 398 7707

Afrikaans version:



Geagte READ fasiliteerders

DIE IMPLEMENTERING VAN DIE SKRYFPROSES EN GEDEELDE SKRYF

- Dankie dat u bereid is om aan die navorsing deel te neem.
- Omtrent 40 minute sal nodig wees om die vraelys te voltooi.
- Die studie poog om die huidige onderrig van skryf in die intermediêre fase (IF) klaskamer te verduidelik en te verstaan.
- Die navorser sal u absolute eerlikheid waardeer om sodoende 'n bydrae te lewer om die onderwys te verbeter.
- Die navorsing is anoniem. U mag u naam vrywillig versterk. Wees verseker dat u bydrae vertroulik sal bly tydens die verslaggewing daarvan.

Voltooi die onderstaande tabel voordat u met vraelys begin.

Merk die kolom van toepassing	Ja	Nee
Ek verstaan die doel van die navorsing.		
Ek verstaan wat die navorsing van my vra.		
Ek neem vrywillig deel aan die navorsing.		
Ek weet dat ek enige tyd kan onttrek.		

Sal u so gaaf wees om die toestemmingsvorm te teken en te faks aan 086 596 8976?

Handtekening van deelnemer

_____ 2015
Datum

Die implementering van die skryfproses en gedeelde skryfmetodiek in die Weskus onderwysdistrik

1. Beskryf die IF Huistaal-onderwysers se positiewe/negatiewe persepsie en uitdagings wat u waargeneem het met die implementering van die skryfproses soos in die KABV?

Omkring: Ja / Nee

Onderwyser se persepsie:

Uitdagings wat onderwysers ervaar:

2. Is onderwysers bekend, in u opinie, met die komponente van die gedeelde skryfmetodiek?

Omkring: Ja / Nee

Indien ja, hoe weet u dit?

Indien nee, wat dink u is die probleem?

3. Demonstreer/wys/modelleer onderwysers aan leerders hoe om 'n teks te beplan?

Omkring: Ja / Nee

Indien wel, hoe doen hulle dit?

Indien nie, hoekom dink u doen hulle dit nie?

4. Demonstreer/wys/modelleer onderwysers aan leerders hoe om 'n konsep teks te skryf?

Omkring: Ja / Nee

Indien wel, hoe doen hulle dit?

Indien nie, hoekom dink u doen hulle dit nie?

5. Demonstreer/wys/modelleer onderwyser aan leerders hoe om 'n teks te redigeer?

Omkring: Ja / Nee

Indien wel, hoe doen hulle dit?

Indien nie, hoekom dink u doen hulle dit nie?

- Dankie vir u deelname. Dit word opreg waardeer
- U bydrae gee die navorsingsveld belangrike inligting.
- Indien u vrae het, kontak gerus die navorser by:
Maryna.Delange@westerncape.gov.za of 082 398 7707

**APPENDIX L: DATA SET 5: FINDINGS OF QUALITATIVE DESCRIPTION
TEACHING WRITING IN AFRIKAANS: READ FACILITATORS**

Facilitator 1

<p align="center">The implementation of the Writing Process and Shared Writing Methodology in the West Coast District</p>
<p>1. Describe IP Afrikaans Home Language teachers' positive/negative perception and challenges observed in implementing the writing process as stated in CAPS? <i>Generally teachers are positive and seem to understand why teaching the writing process is important. Most of them are trying to implement the writing process, but some major challenges include the learners' lack of imagination, prior knowledge and limited vocabulary. Teachers are also confused at times because the DBE Workbooks and CAPS sometimes differ when it comes to focus writing pieces.</i></p>
<p>2. Are teachers familiar, in your opinion, with the components of the Shared Writing methodology? Circle Yes / No If yes, how do you know it. <i>Mostly, but not all. The correct procedure is followed when doing this methodology. The learners are actively involved in composing the text. The teacher together with the learners then write the text and the teacher occasionally stops to make sure the learners are still following. They then edit the text together. In some instances Writing Frames are used to help the learners before they write it independently. Although many teachers are implementing the Shared Writing steps, the actual skills that can be targeted are sometimes forgotten or fall by the wayside. Too little Shared Writing is often modelled before learners are expected to write independently and teachers are not always sure how much support learners differing needs.</i> If no, what do you think the lack is?</p>
<p>3. Do teachers demonstrate/show/model to learners how to plan before the construction of a text? Circle Yes / No If so, how do they do it? <i>The teachers first discuss the topic checking for prior knowledge and also use the Why, When, Where and Who questions. Mind maps are also used by some. A rough copy is then written</i></p>
<p>Do teachers demonstrate/show/model to learners how to write a draft? Circle Yes / No If so, how did they do it? <i>The learners then re-write the rough copy putting the sentences in the correct sequence.</i></p>
<p>Do teachers demonstrate/show/model to learners how to revise a text? Circle Yes / No If so, how did they do it? <i>The teacher together with the learners check for spelling errors and the correct punctuation. Peers are also used to check their work before writing the final draft.</i> <i>If not, why do you think they do not?</i> <i>In many cases where teachers do not model enough for learners regarding all above aspects, time is often mentioned as a factor. Teachers often rush and do not give learners enough practice because they say they have to finish work and move onto the next section required by CAPS and officials. Teachers say learners cannot edit their own work.</i></p>

Die implementering van die skryfproses en gedeelde skryfmetodiek in die Weskus onderwysdistrik
<p>1. Beskryf die IF Huistaal-onderwysers se positiewe/negatiewe persepsie en uitdagings wat u waargeneem het met die implementering van die skryfproses soos in die KABV? <i>Onderwyser se persepsie:</i> <i>Onderwysers is oor die algemeen positief en verstaan hoekom die hele skryfproses aangeleer moet word.</i> <i>Uitdagings wat onderwysers ervaar:</i> <i>Die grootste uitdaging was dat die KABV se fokus-skryfstukke verskil van dié in die DBE-boeke.</i></p>
<p>2. Is onderwysers bekend, in u opinie, met die komponente van die gedeelde skryfmetodiek? Ja / Nee Indien ja, hoe weet u dit? <i>Indien nee, wat dink u is die probleem? Onderwysers is meestal onseker oor die aantal ondersteuning wat vir die onderskeie vlakke waarop die leerders se skryf is, gebied moet word.</i></p>
<p>3. Demonstreer/wys/modelleer onderwysers aan leerders hoe om 'n teks te beplan? Ja / Nee Indien wel, hoe doen hulle dit? <i>In die Intermediêre Fase, veral, word beplanning hoofsaaklik in 'n breinkaart gedoen en hoofpunte/-opskrifte word klassikaal gedoen.</i></p>
<p>4. Demonstreer/wys/modelleer onderwysers aan leerders hoe om 'n konsep teks te skryf? Ja / Nee Indien nie, hoekom dink u doen hulle dit nie? <i>Weereens omdat hulle onseker is oor die aantal ondersteuning wat aan leerders gebied moet word. Meestal word slegs 'n raamwerk gegee.</i></p>
<p>5. Demonstreer/wys/modelleer onderwyser aan leerders hoe om 'n teks te redigeer? Ja / Nee Indien wel, hoe doen hulle dit? <i>Dit word nie noodwendig gemodelleer nie, maar punte vir redigering word gegee, bv. Let op na die korrekte gebruik van leestekens; Gaan spelling na; ens.</i></p>

APPENDIX M: RUBRIC TO QUANTIFY QUALITATIVE DATA

Categories	Question	Statements
Writing process (South Africa. Department of Basic Education, 2011a:11)	Question 1 Writing process phases Four possibilities	<ul style="list-style-type: none"> • Planning • Drafting • Revision/Editing • Publishing
Shared writing (South Africa. Department of Basic Education, 2011a:13)	Question 2 Shared writing components Four possibilities	<ul style="list-style-type: none"> • Teacher • Modelling • Engages/interactive • Whole class
Evaluating the planning phase of shared writing (South Africa. Department of Basic Education, 2011a:12,13)	Question 3 Extent to which the teacher demonstrates planning Four possibilities	<ul style="list-style-type: none"> • Discuss the purpose and audience of a text to be written • Teacher models to learners how to consult resources and brainstorm ideas • Teacher models to learners how to select relevant information for the purpose and audience. • Teacher models to learners how to sort and organise ideas into the format of the text type.
Evaluating the drafting phase of shared writing (South Africa. Department of Basic Education, 2011a:12,13)	Extent to which the teacher demonstrates drafting Four possibilities	<ul style="list-style-type: none"> • Teacher models to learners how to produce a first draft that takes into account the purpose, audience, topic and text structure. • Teacher models to how to write the beginning of the text from the planning. • Teacher models to learners how to write the middle of the text from the planning. • Teacher models to how to write the end of the text.
Evaluating the editing phase of shared writing (South Africa. Department of Basic Education, 2011a:12,13)	Extent to which the teacher demonstrates editing Four possibilities	<ul style="list-style-type: none"> • Learners read drafts critically and get feedback from others. • Teacher models to learners how to edit a draft. • Teacher models to learners how to identify mistakes and correct sentences construction of the written draft. • Teacher expects learners to produce a neat, legible, edited final version.

APPENDIX N: CONSENT LETTERS
APPENDIX N.1: CONSENT FORM FOR RESEARCH ON WRITING
INSTRUCTION AT PRIMARY SCHOOLS

*Sent to principals of West Coast District schools and Head of READ along with the questionnaires after ethical clearance was granted by CPUT faculty and WCED.
 English version*



Faculty of Education and Social Sciences
 Department of Research
 Prof Rajendra Chetty
 Email: chettyr@cput.ac.za
 Mowbray Campus

September 2015

Dear Intermediate Phase Afrikaans Home Language teacher

CONSENT FORM FOR RESEARCH ON WRITING INSTRUCTION

You are invited to take part in a quantitative research study that could benefit education. I would appreciate approximately 10 minutes of your time to complete a questionnaire.

The information below is to help you decide whether you wish to participate in the study. You are free to decide not to participate or withdraw at any time without affecting your relationship with the researcher or the District office.

Title of the research: **Effective teaching of writing in the Afrikaans home language (Intermediate Phase)**

The purpose of this study is to shed light on writing methodology in the Intermediate Phase Afrikaans Home Language classes. Data will be collected by using a questionnaire after the 2016 Orientation session in 19-30 October 2015 at the same venue. The questionnaire will be anonymous and you only have to rate your own practice. (See example below). There are no known risks associated with this study. The expected benefit associated with your participation is the information gained from ±80 teachers' views on writing practices. If this study is later submitted for publication, a by-line will indicate the participation of teachers in the West Coast Education District.

Example of an item	Never					Always				
	0	1	2	3	4	0	1	2	3	4
I try to be honest during a research study.										

You are welcome to ask questions about the study before participating in the research or during the study. The findings will be shared with you after the research has been completed.

Looking forward to having you as part of the research study.

Kindest regards

Researcher: Maryna de Lange
CPUT student: 215053664
082 398 7707
Maryna.Delange@westerncape.gov.za

Supervisor: Dr AJF Dippenaar
CPUT Lecturer
082 202 2122
dippenaarH@cput.ac.za

Afrikaans version:



Fakulteit van Onderwys
Departement van Navorsing
e-pos: chettyr@cput.ac.za
Mowbray Kampus

September 2015

Geagte Afrikaans Huistaal (Intermediêre Fase) onderwyser

TOESTEMMING VIR NAVORSING OOR DIE ONDERRIG VAN SKRYF

U word hartlik uitgenooi om deel te neem aan 'n kwantitatiewe navorsing in die vorm van 'n vraelys wat die onderwys kan help verbeter. Ek sal omtrent 10 minute van u tyd waardeer.

Die onderstaande inligting is om u te help om te besluit of u deel van die navorsing wil wees. U is onder geen verpligting nie en u mag enige tyd daarvan onttrek sonder dat dit u verhouding met die navorser sal beïnvloed.

Titel van die navorsing: **Die onderrig van skryf in Huistaal (Intermediêre Fase)**

Sistemiese uitslae dui aan dat leerders steeds sukkel met skryf. Die doel van die navorsing is om lig te werp op die onderrig van skryf in die Afrikaans Huistaalklasse (Intermediêre Fase). Data sal versamel word deur die anonieme voltooiing van 'n vraelys. Dit sal plaasvind by u skool gedurende die tydperk 20 Augustus en 30 September 2015. Die navorsingsessie sal nie deur my persoonlik hanteer word nie, maar wel deur 'n kollega in dieselfde lokaal waar u sal wees. Daar sal van u verwag word om slegs u eie onderrig te gradeer tussen Nooit en Altyd. Sien onderstaande voorbeeld:

Voorbeelditem: Omkring een kode	Nooit		Altyd		
Ek probeer eerlik wees tydens navorsing.	0	1	2	3	4

Die verwagte voordeel geassosieer met die deelname is die inligting wat van sowat 100 onderwysers se perspektiewe, aangaande die onderrig van skryf, aan die lig sal kom. Daar is geen bewuste risiko of ongerief aan die navorsing verbonde nie. U word versoek om die vraelys nie tydens kontaktyd te voltooi nie. Indien die studie later vir publikasie ingestuur word, sal aandui dat onderwysers in die Weskus Distrik aan die navorsing deelgeneem het.

U is welkom om vrae oor die studie te stel vóór u deelname aan, of gedurende die navorsingstudie. Die bevindinge sal met u gedeel word nadat die navorsing afgehandel is.

Ek sien uit daarna om ú bydrae as deel van die navorsing te hê.

Weskusgroete

Navorsers: Maryna de Lange
082 398 7707
M.Ed. Student
Maryna.Delange@westerncape.gov.za

Studieleier: Dr AJF Dippenaar
082 202 2122
Dosent aan CPUT
dippenaarH@cput.ac.za

APPENDIX N.2: CONSENT FORM FOR RESEARCH ON WRITING INSTRUCTION AT EIGHT FOCUS SCHOOLS¹

*Sent to the 8 principals of West Coast District schools along with the questionnaires after ethical clearance was granted by CPUT faculty and WCED.
English version*



Faculty of Education and Social Sciences
Department of Research
Prof Rajendra Chetty
Email: chettyr@cput.ac.za
Mowbray Campus

September 2015

THE PRINCIPAL
ST HELENABAAI/ ST ANDREWS/LIEBENBERG/DIAZVILLE PS

AFRIKAANS HOME LANGUAGE TEACHERS

Dear Intermediate Phase Afrikaans Home Language teacher

CONSENT FORM FOR RESEARCH ON WRITING INSTRUCTION

You, as Language teacher in the West Coast District, are invited to take part in a qualitative research study in the form of a group interview after a school visit that could benefit education. I would appreciate approximately 40 minutes of your time: 10 minutes to complete a questionnaire and 30 minutes a group discussion on the same questions.

The information below is to help you decide whether you wish to participate in the research study. You are free to decide not to participate or withdraw at any time without affecting your relationship with the researcher or the District office.

Title of the research: **Effective teaching of writing in the Afrikaans Home Language (Intermediate Phase)**

The purpose of this study is obtain information on how writing is being instructed in your school. Data will be collected by asking questions on which the group members can respond at your school during the afternoon session. The members of the group will be anonymous. The interview will be recorded for reference purposes. There are no known risks associated with this study. The expected benefit associated with your participation is the information gained about the execution of writing practices. If this study is later submitted for publication, a by-line will indicate the participation of teachers in the West Coast Education District.

You are welcome to ask questions about the study before participating in the research or during the study. The findings will be shared with you after the research has been completed.

Looking forward to having you as part of the research study.

Kindest regards

Researcher: Maryna de Lange
CPUT student: 215053664
082 398 7707
Maryna.Delange@westerncape.gov.za

Supervisor: Dr AJF Dippenaar
CPUT Lecturer
082 202 2122
dippenaarH@cput.ac.za

Afrikaans version:



Fakulteit van Onderwys
Departement van Navorsing
e-pos: chettyr@cput.ac.za
Mowbray Kampus

September 2015

PRINSIPAAL
AFRIKAANS (HUISTAAL)- ONDERWYSERS
ST HELENABAAI/ ST ANDREWS/LIEBENBERG/DIAZVILLE PS

Geagte Afrikaans Huistaal (Intermediêre Fase)-onderwyser

TOESTEMMING VIR NAVORSING OOR DIE ONDERRIG VAN SKRYF

U word hartlik uitgenooi om deel te neem aan kwalitatiewe navorsing in die vorm van 'n vraelys wat die onderwys kan help verbeter. Ek sal omtrent 40 minute van u tyd waardeer: 10 minute om 'n vraelys te voltooi en 30 minute direk daarna om as groep te gesels oor dieselfde vrae.

Die onderstaande inligting is om u te help om te besluit of u deel van die navorsing wil wees. U is onder geen verpligting nie en mag enige tyd daarvan onttrek sonder dat dit u verhouding met die navorser sal beïnvloed.

Titel van die navorsing: **Die onderrig van skryf in Huistaal (Intermediêre Fase)**

Sistemiese uitslae dui aan dat leerders sukkel met skryf. Die doel van die navorsing is om lig te werp op die onderrig van skryf in die Afrikaans Huistaalklasse (Intermediêre Fase). Data sal versamel word deur die anonieme voltooiing van vyf vrae. Dit sal plaasvind ná 'n skoolbesoek aan u skool. 'n Opname van die gesprekke sal gemaak word. U kan enige tyd vra dat die opname gestaak word.

Die verwagte voordeel geassosieer met die deelname is die inligting wat van sowat 100 onderwysers se perspektiewe, aangaande die onderrig van skryf, aan die lig sal kom. Daar is geen bewuste risiko of ongerief aan die navorsing verbonde nie. U word versoek om die vraelys nie tydens kontaktyd te voltooi nie. Indien die studie later vir publikasie ingestuur word, sal 'n bylaag aandui dat onderwysers in die Weskus Distrik aan die navorsing deelgeneem het.

U is welkom om vrae oor die studie te stel vóór u deelname aan die navorsing of gedurende die studie. Die bevindinge sal met u gedeel word nadat die navorsing afgehandel is.

Ek sien uit daarna om ú bydrae tot die navorsing te ontvang.

Weskusgroete

Navorser: Maryna de Lange
082 398 7707
M.Ed. Student
Maryna.Delange@westerncape.gov.za

Studieleier: Dr AJF Dippenaar
082 202 2122
Dosent aan CPUT
dippenaarH@cput.ac.za

APPENDIX N.3: CONSENT FORM FOR RESEARCH ON WRITING INSTRUCTION TO READ FACILITATORS

READ facilitators: Open-ended questions to facilitators to describe the implementation of the Writing Process and Shared Writing Methodology. *Sent after ethical clearance was granted by CPUT faculty and WCED.*

English version



Faculty of Education and Social Sciences
Department of Research
Prof Rajendra Chetty
Email: chettyr@cput.ac.za
Mowbray Campus

October 2015

The Head
READ Educational Trust
Cape Town
8000

Dear READ Facilitators

CONSENT FORM FOR RESEARCH ON WRITING INSTRUCTION

You, as facilitators in the West Coast district, are invited to take part in a qualitative research study in the form of a group interview that could benefit education. I would appreciate approximately 40 minutes of your time.

The information below is to help you decide whether you wish to participate in the research study. You are free to decide not to participate or withdraw at any time without affecting your relationship with the researcher or the District office.

Title of the research: **Effective teaching of writing in the Afrikaans Home language (Intermediate Phase)**

The purpose of this study is obtain information on how writing is being instructed in West Coast Education District during period of support to teacher after the training. Data will be collected by your general observation of teachers' implementation the writing process en shared writing methodology. Your recommendations will be much appreciated.

There are no known risks associated with this study. The expected benefit associated with your participation is the information gained about the execution of writing practices. If this study is later submitted for publication, a by-line will indicate the participation of READ facilitators in the West Coast Education District.

You are welcome to ask questions about the study before participating in the research or during the study. The findings will be shared with you after the research has been completed.

Looking forward to having you as part of the research study.

Kindest regards

Researcher: Maryna de Lange
CPUT student: 215053664
082 398 7707
Maryna.Delange@westerncape.gov.za

Supervisor: Dr AJF Dippenaar
CPUT Lecturer
082 202 2122
dippenaarH@cput.ac.za



Fakulteit van Onderwys
Departement van Navorsing
Prof Rajendra Chetty
e-pos: chettyr@cput.ac.za
Mowbray Kampus

Oktober 2015

Die Hoof
READ Educational Trust
Kaapstad
8000

Geagte READ-fasiliteerders

TOESTEMMING VIR NAVORSING OOR DIE ONDERRIG VAN SKRYF

Baie dankie vir u toegewyde ondersteuning as fasiliteerders van die Weskusonderwysers wat ná die geletterdheidsopleiding van 2009-2015 aan u toevertrou is. In hierdie verband word u hartlik uitgenooi om deel te neem aan 'n kwalitatiewe navorsing deur 5 vrae elektronies te voltooi. Ek sal omtrent 40 minute van u tyd waardeer.

Die onderstaande inligting is om u te help om te besluit of u deel van die navorsing wil wees. U is onder geen verpligting nie of u mag enige tyd daarvan onttrek sonder dat dit u verhouding met die navorser sal beïnvloed.

Titel van die navorsing: **Die onderrig van skryf in Huistaal (Intermediêre Fase)**

Sistemiese uitslae dui aan dat leerders sukkel met skryf. Die doel van die navorsing is om lig te werp op die implementering van die gedeelde skryf in die Afrikaans Huistaalklasse (Intermediêre Fase). Data sal versamel word deur die anonieme voltooiing van 'n vraelys. U bydrae sal met die ander fasiliteerders se bydrae in berekening gebring word. U kan dit voltooi in u eie tyd en twee dae later weer aan my terugbesorg.

Die verwagte voordeel geassosieer met die deelname is die inligting van sowat 100 onderwysers se perspektiewe, wat aan die lig sal kom ná u ondersteuning met die onderrig van skryf. Daar is geen bewuste risiko of ongerief aan die navorsing verbonde nie. Indien die studie later vir publikasie ingestuur word, sal 'n bylaag aandui dat READ- fasiliteerders in die Weskusdistrik aan die navorsing deelgeneem het.

U is welkom om vrae oor die studie te stel vóór u deelname aan, of gedurende die navorsingstudie. Die bevindinge sal met u gedeel word nadat die navorsing afgehandel is.

Ek sien uit daarna om ú bydrae tot die navorsing te ontvang.

Weskusgroete

Navorsers: Maryna de Lange
082 398 7707
M.Ed. Student
Maryna.Delange@westerncape.gov.za

Studieleier: Dr AJF Dippenaar
082 202 2122
Dosent aan CPUT
dippenaarH@cput.ac.za

**APPENDIX O: ETHICAL CLEARANCE
O.1: CPUT RESEARCH ETHICS CLEARANCE**



<i>***For office use only</i>	
Date submitted	
Meeting date	
Approval	P/Y/N
Ethical Clearance number	

FACULTY OF EDUCATION

RESEARCH ETHICS APPLICATION FORM

This form is to be completed by students, staff members and other researchers intending to undertake research in the Faculty. It is to be completed for any piece of research the aim of which is to make an original contribution to the public body of knowledge.

Please note:

- Complete the form in MS Word – no handwritten forms will be accepted.
- All attachments are to be included in this document – your email submission should include only **one** MS Word attachment.
- Your surname must appear at the beginning of the file name, e.g. SMITH Ethics application

1 Applicant and project details

Name(s) of applicant(s):	Maryna Mariette de Lange
Project/study Title:	Effective teaching of writing in the home language (Intermediate Phase)
Is this a staff research project, i.e. not for degree purposes?	No
If for degree purposes:	Degree: M.Ed. Supervisor(s): Dr AJF Dippenaar, Co- Prof J Anker
Funding sources:	None yet

2 Abstract of study

Over the last three years there has been a growing concern amongst officials from the Western Cape Education Department regarding the literacy levels of intermediate phase (IP) learners. Although the South African Curriculum and Assessment Policy Statement (CAPS) is highly rated, the writing skills of learners have not yet improved in the West Coast Education District. The proposed study is twofold and wishes to shed light on the current writing instruction as prescribed in CAPS: (1) the instruction of the writing process and (2) executing the shared writing methodology. It sketches the theoretical background of the writing process and Vygotsky's social cognitive processes from where The Gradual Release of Responsibility instruction model originated. It argues that a competent adult should interactively demonstrate the writing process to learners; a process which is referred to as shared writing in CAPS. Current literature elucidates explains the concepts of "thinking aloud" and "shared pen" where the teacher and learner compose a text together to guide learners to become competent writers. A convergent mixed method design will be used to describe and understand IP teachers' current perception of their implementation of the writing process and shared writing. Data collection will consist of quantitative (100 teachers) and qualitative questionnaires (30 teachers and two facilitators) as well as focus group interviews with 30 teachers which will be converted to counts. Data analyses will disclose strengths, weaknesses, limitations and threads experienced by IP teachers. Current IP writing instruction practices could provide the South African education department with valuable insight of the implementation of CAPS.

3 Ethical considerations specific to the intended study/project

Provide explicit and concise answers to the following questions:

3.1 Sampling: How will you recruit participants?

All teachers in the West Coast Education District will receive a consent letter a month prior to the data collection to inform them about the research after the next training session where teachers will be invited to complete the quantitative questionnaire.

The focus group and facilitators will be contacted orally to participate in qualitative questionnaire. The focus group will also be informed of the interview.

Is there any possibility that participants might feel coerced to take part and if so how can you manage this issue?

Teachers might feel that the subject adviser is "checking" on their practices. A colleague from another subject will conduct the quantitative data collection.

3.2 How will participants be made aware of what is involved in the research [prior to, during and after data collection]?

Participants will be requested to sign a consent letter which will contain all relevant information. See Attachment: Quantitative and qualitative consent letters.

3.3 How will you ensure that participants really do understand their rights?

Before they are handed the questionnaire, they will be asked if they understand the purpose of the research and informed that they can withdraw at any time. See Attachment 3: Quantitative consent letter and qualitative consent letters.

3.4 How will you collect data?

Teachers will attend a training session where they will complete the questionnaire. The focus group will be met after school to complete the qualitative questionnaire and conduct the interview. The facilitators will complete their questionnaire electronically.

3.5 Is there a risk of harm to participants, to the participants' community, to the researcher/s, to the research community or to the University? If so how will these risks be managed? **No**

3.6 What plans do you have for managing the confidentiality and anonymity of participants in this study?

No names will be required on any of the questionnaires. As soon as the questionnaires are completed, they will be placed in an envelope and stapled in the presence of the teachers. It will only be opened at the venue of data analysis. During the interviews, the participants will be numbered: Interviewer 1-20.

The facilitators are only two. Their names will not be mentioned and their data will be merged.

3.7 Are there any potential conflicts of interest for you in undertaking this study? **No**

3.8 How will the findings be used on completion of the study?

Data analysis will be done in numerical, statistical and graphical format. No names of participants will be mentioned, only numbers or codes. The qualitative data will be converted to quantitative data in counting themes after the study.

3.9 Does this work raise any other ethical issues and if so, how will you manage these?

It could be that the participants may answer according to the expectations of the subject adviser, in this case the researcher will ask a colleague to present the questionnaires to the teachers.

3.10 What training or experience do you bring to the project that will enable you to recognize and manage the potential ethical issues mentioned above?

My training and experience as a language teacher for 23 years, my previous interaction with the teachers in the West Coast Education District in the capacity of language subject adviser over the last 6 years and the respect we have for one another.

4 Research Ethics Checklist

Ethical considerations:		Yes	No
4.1	Does the study involve participants who are unable to give informed consent? Examples include children, people with learning disabilities, or your own students. Animals?		X
4.2	Will the study require the co-operation of a gatekeeper for initial access to the groups or individuals to be recruited? Examples include students at school, members of self-help groups, residents of nursing homes — anyone who is under the legal care of another.		X
4.3	Will it be necessary for participants to participate in the study without their knowledge and consent at the time — for example, covert observation of people in non-public places?		X
4.4	Will the study with the research subject involve discussion of sensitive topics? Examples would include questions on sexual activity or drug use.		X
4.5	Will the study involve invasive, intrusive, or potentially harmful procedures of any kind (e.g. drugs, placebos or other substances to be administered to the study participants)?		X
4.6	Will the study involve prolonged or repetitive testing on sentient subjects?		X
4.7	Will financial inducements (other than reasonable expenses and compensation for time) be offered to participants?		X
4.8	Does your research involve environmental studies which could be contentious or use materials or processes that could damage the environment? Particularly the outcome of your research?		X



5 Attachment checklist

Please Tick:

The following documents have to be included at the end of this document:

Attachment	✓
5.1 Consent form	✓
5.2 Data collection instrument(s)	✓
5.3 Other relevant documentation Proposal: One pager	✓

Signatures:

Researcher/Applicant:		Supervisor or Senior investigator (if applicable):	
Date:	6 August 2015	Date:	6 August 2015

Effective teaching of writing in the home language (Intermediate Phase)

By Maryna Mariëtte de Lange (215 053 664)

M. Ed in the Faculty of Education at CPUT

Supervisor: Dr AJF Dippenaar & Co-supervisor: Prof J Anker

1. Proposed title:

Effective teaching of writing in the home language (Intermediate Phase)

4. Literature review

4.1 Vygotsky's social context theory

4.2 The "thinking aloud" and "shared pen" approaches

4.3 Shared writing methodology as prescribed by CAPS

5. Theoretical Framework

5.1 Theories on skills needed for writing

5.2 Writing models

5.3 Constructing writing in a social context

5.4 A reading model adapted as a writing model in CAPS

6. Research Design and Methods: A convergent parallel mixed methods design will to ensure triangulation.

6.1 Sampling: The focus will be on estimated at 80 IP HL teachers (Afrikaans) in the West Coast Education District voluntary attend a development session by the researcher. The qualitative methods will be applied to an estimated 20 Afrikaans HL IP teachers focus groups at 5 schools from across the district. The READ facilitators, who were appointed to support and facilitate the West Coast District after the training, will be approached. Their written description of their observations during the last three years could provide valuable data towards the study.

6.2 Data Collection: attach the instruments and consent letters

6.3 Data collection procedures: An outline on the procedures will be discussed in three phases: phase 1 covers the administration necessary for the research study, phase 2 and 3 are the execution phases of the quantitative and qualitative research design. These procedures will be discussed from the preparation to the point of analysing the data.


6.4 Reliability and Validity has been established

7. Ethical considerations:

Before the study is conducted, consent letters will be issued to all participants to formally inform them of the purpose of the research, instruments to be used, duration of the research, date of research, venue and how their identities will be protected. Interviews will be recorded and recording can be turned off at any time. Information will only be known to the researcher and will not be made available to anyone other person (Creswell, 2008:238; Louw, 2014:264). The consent form will also highlight that participation should be absolutely voluntary and that participants will have the right to withdraw from the research at any time. Participants will however be shown how this research could benefit their teaching, particularly in the reflection which will follow after the data collection (Basit, 2010:93). Participants will sign an acknowledgment that they have been informed of the true purpose of the research and that they give consent for their contribution to be used (Koonin, 2014:267). The contact details of the ethic council, the supervisor and the researcher will be made available. Ethical clearance will be obtained from Cape Peninsula University of Technology (Appendix 9) as well as from the Western Cape Education Department (Appendix 10).

The reputation of the faculty and that of the researcher is of the utmost importance and therefore all stakeholders should trust the conclusions of the research. If a sound research study could be conducted, the recommendations will carry enough weight to have a positive impact on education.

Comments by Education Faculty Ethics Committee:

Applicant has complied with the EFEC directive of 3 August 2015 to (i) Use the correct form and (ii) remove names of sample schools from all documentation.		
Approved: X	Referred back:	Approved subject to adaptations:
Chairperson: CM Kwenda		Date: 11 August 2015
Approval Certificate/Reference: EFEC9-8/2015		

O.2: WCED ETHICAL CLEARANCE



Directorate: Research

Audrey.wyngaard@westerncape.gov.za

tel: +27 021 467 9272

Fax: 0865902282

Private Bag x9114, Cape Town, 8000

woed.wcape.gov.za

REFERENCE: 20150805-2013

ENQUIRIES: Dr A T Wyngaard

Ms Maryna De Lange
41 Van Riebeeck Street
Saldanha
7395

Dear Ms Maryna De Lange

RESEARCH PROPOSAL: EFFECTIVE TEACHING OF WRITING IN THE HOME LANGUAGE (INTERMEDIATE PHASE)

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **10 August 2015 till 18 March 2016**
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:
**The Director: Research Services
Western Cape Education Department
Private Bag X9114
CAPE TOWN
8000**

We wish you success in your research.

Kind regards.

Signed: Dr Audrey T Wyngaard

Directorate: Research

DATE: 07 August 2015

Lower Parliament Street, Cape Town, 8001
tel: +27 21 467 9272 fax: 0865902282
Safe Schools: 0800 45 46 47

Private Bag X9114, Cape Town, 8000
Employment and salary enquiries: 0861 92 33 22
www.westerncape.gov.za