

**UTILISING INFORMATION AND COMMUNICATION TECHNOLOGY TO ENHANCE WRITING
SKILLS IN ENGLISH FIRST ADDITIONAL LANGUAGE: TWO SECONDARY SCHOOLS,
KGAKOTLOU CIRCUIT**

MASTER OF EDUCATION (LANGUAGE EDUCATION)

T.K. MENGWAI

2021

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WRITING SKILLS IN ENGLISH FIRST ADDITIONAL LANGUAGE: TWO
SECONDARY SCHOOLS, KGAKOTLOU CIRCUIT**

BY

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**DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE BACHELOR OF EDUCATION MASTERS**

IN LANGUAGE EDUCATION

IN THE

FACULTY OF HUMANITIES

SCHOOL OF EDUCATION

**DEPARTMENT OF LANGUAGE EDUCATION, SOCIAL SCIENCES EDUCATION
AND EDUCATIONAL MANAGEMENT**

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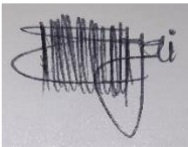
UNIVERSITY OF LIMPOPO

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2021

DECLARATION

I, Tonny Kolo Mengwai, declare that ***UTILISING INFORMATION AND COMMUNICATION TECHNOLOGY THROUGH ENGLISH WRITING SKILLS: TWO SECONDARY SCHOOLS, KGAKOTLOU CIRCUIT*** hereby submitted to the University of Limpopo, for the degree of Master of Education (Language Education) in School of Education has not previously been submitted by me for a degree at this or any other institution; that this is my work in design and in execution, and all the materials contained herein has been duly acknowledged.



MENGWAI T.K. (Mr.)

28/04/2022

DATE

DEDICATION

I personally dedicate this to my Father from above, The Almighty. He gave I both the strength and perseverance even in my darkest hours. He provided me with rigid wisdom and patience in completing this research project, and for that I send gratitude to Him. I devote to my late Grandmother, Meta Selape, My mother, Hunadi Mengwai and my siblings, Oscar Mengwai, Olgar Mengwai, Tonia Mengwai, my supervisor, Prof T.W Molotja for being very supportive through my academic journey, my sister, Bonolo Nchabeleng, my participants and friends for the faith in me and encouragement. Their love and care made this dissertation a complete structure with thoughtful information.

ACKNOWLEDGEMENT

My sincere gratitude goes to Prof TW Molotja for his continued support, guidance, and prodigious supervision throughout this project. MrsMaledu AD is also acknowledged for their support and motivation with enthusiasm, encouragement, and great supervision in preparation of this project. I acknowledgeGiven Mashaba and Thabang Masedi for their motivation, inspiration, guidance and granting good mentorship in this project. My aunts: Mrs Matlala PM and Mrs Makopo JM, my brother, Promise Selape for supporting and believing in me. Thanks to my family, friends and all participants who volunteered to be part in this project and for their moral support, patience, and love. May God flourishes his ever-lasting blessings to all of you.

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ABSTRACT

The primary aim of the study was to investigate ways in which learning and teaching of English First Additional Language writing skills can be taught through Information and Communication Technology. Four teachers from School A were interviewed and Four teachers from School B were observed. Six learners typed letters from School A, and six wrote essays from School B. The results indicated that learners and teachers from School A had more knowledge in incorporating Information and Communication Technology (ICT) into teaching and learning writing skills, and that also improved their performance. School B, due to lack of ICT skills in EFAL writing skill, resulted in learners committing errors and indicating a distress to teachers in their learning and teaching of EFAL writing skills. Nonetheless, the recommendations were clearly stated that teachers should be given sufficient training, especially from School B, regarding the application of ICT through teaching English writing skills. It should be every teacher, learner, and parent's responsibility to monitor and assist their learners through ICT learning. Lastly, relevant policies should be drafted to make ICT compulsory in learning and teaching language, together with provision of resources to support this new norm of learning and teaching.

Keywords: Technology, writing skill, communication, teaching, learning, information

CHAPTER ONE

BACKGROUND AND MOTIVATION

1.1. INTRODUCTION

This chapter outlines the background and motivation which influenced the existence of the project. It clearly stipulates the problem statement, purpose of the study, research questions and the significance of the study.

The need to have access to Information and Communication Technology (ICT) in most schools has massively become inevitable. To that extent, from the researcher's observation as an educator in the past two years, the manual and traditional methods of learning and teaching are gradually deteriorating since the establishment of ICT and its usage in some schools in Capricorn South district. Learners can learn everywhere, anytime using ICT tools. On the contrary, teachers can attempt to assess students' learning progress, get essential information from a well-designed computer language learning program, and then offer feedback tailored to students' learning needs (Gitsaki & Taylor, 2000).

Despite several studies on the integration of Information and Communication Technology (ICT) in language learning and teaching, there were insufficient studies on teaching and learning writing skills through ICT. This study aimed to investigate the learning and teaching of English First Additional Language (EFAL) writing skills through ICT to improve learners' spelling, accuracy, cohesion, coherence, sentence construction, and correct punctuation through their writing process, especially in rural secondary schools, Kgakotlou Circuit, Capricorn South District, Limpopo Province.

1.1.1. Description of Information and Communication Technology

The concept of Information and Communication Technology is derived from Information Technology (IT) and Communication Technology (CT) respectively. To unpack the concepts; methods on acquiring, storing, and processing both data and information

are known as IT. While on the other hand, method used to transmit the information efficiently is CT (Pawar, 2017). Both concepts became complementary whereby, to apply one alone was not beneficial, hence they were coined as ICT.

1.1.2. Description of Language Skills and ICT

The skills of reading and viewing, listening, speaking, writing, and presenting, are what constitutes language teaching and learning. English as a First Additional Language does not only serve as a language of medium of instruction but also for communication, learning and teaching (Department of Basic Education, 2011). Therefore, it needs to be implemented with relevant methodologies and in accuracy. In other words, language skills cannot be taught in isolation. Consequently, Information and Communication Technology should be integrated into the language skills to serve as a driving tool to teach and learn the language.

ICT has become the centre of teaching and learning around the globe. To begin with, in Russia, Khromov, Gulayeva, Zelenetskaya, Minakova and Sheketera (2015) conducted a study on the development of “An Algorithm for the Integration of Information and Communication Technologies in Teaching Languages for Special Purposes (the Example of Russian as a Foreign Language)”. The study sustained electronic platforms, checking activities for the learning of professional terminology by using video lectures in Russian, and securing collection and analysis skills on professional issues through the creation of presentations.

In Nigeria, the study conducted by Bilyalova (2017), encapsulates the most effective types of Information, and Communication Technology for the development of linguistic and communication competence of students. This includes among others, PowerPoint presentation, correspondence by e-mail, training programs on CD-ROM, internet resources in teaching of foreign languages. This paper explicitly provides the use of technology to enhance the learners’ communication skills.

Moreover, in United States of America, Paratore, O'Brien, Jimenez, Salinas, and Ly (2016), conducted a study on the integration of technology in teaching reading. The review found the ineffectiveness of technology in teaching reading skill by the pre-service teachers. This emanated from the uneven cause of knowledge and inadequate self-efficacy in integrating technology through teaching the skill. Vividly, technological resources and materials are at neutral stance not evident in their course of learning and teaching, thus, they preferred traditional way of teaching the reading skill. In line with that, Ilter (2015), in her paper: 'Strenuous on how Technology Affect the Teaching of Language', concludes that: "The main purpose of this research is to examine the teacher candidates and young learners' perspectives on technology use during language learning process."

Hubackova (2015) in his paper on E-learning in English and German language teaching from the Czech Republic, concluded that students of both English and German languages like to work with audio and video recordings. They find them advantageous and as suitable motivations when studying, especially when learning grammar, that could partially compensate missing native speaker.

English is a medium of language of communication, learning, teaching and assessment. In that regard, it needs accurate and authentic resources to be well administered and implemented in a sensible manner. Conversely, it is with any other language across the world that they introduced ICT through their learning and teaching to refine learners' certain skills or aspects in language.

Currently, computer technology (mainly) deals with reading, listening, and speaking skills (Lai & Kritsonis, 2006). The findings of their study affirms that the use of ICT is effective and most crucial in teaching language. Their paper, however, focused on the development and enhancement of reading, speaking, and listening skills, with less emphasis on writing skills through ICT.

In addition, not enough information on the teaching and learning of writing skill through ICT was given. The researcher aimed to propel the effectiveness of ICT in learning and teaching English as a First Additional Language through writing skill. Shishkovskaya,

Sokolova and Chernaya (2015) depict that modern students cannot imagine their daily lives without using different digital devices such as personal computers, mobile phones, iPads, and tablets since they (ICT devices) have become the main sources used to obtain and store information. They conclude that teachers should discover other ways and tools to maximize those devices to improve efficiency of language learning. Similarly, writing prepares learners not only to their own personal growth, but also to the real world of studying and working (Department of Basic Education, 2011).

Gandhar, Seema, Sharma, and Sharma (2011) stipulate that the world that awaits us is a world of huge technical change, inhabited by a very large number of technologists. The above authors further affirm that ICT in the classroom prepares the students for workplace environments, as they will possess the competencies of computing, i.e., as per their job description, like being administrators. Hadi, Melor, Mohamed, Norazah and Salehi (2013:12) contend that “The use of technology as a tool to develop the different language skills has received great attention”. Educators responsible for content subjects such as Physical Sciences, Life Sciences and Agricultural Sciences use ICT programmes which comprise of videos, online tutoring, and television to assist in comprehending some of the subject aspects which include both visual and auditory learning.

Furthermore, Bilyalova (2017) conducted a study on the development of communication and linguistic competence of students through ICT. Similarly, Purnima and Samir (2012), in their paper stress that ICT is only used in managing the businesses but not entirely “on improving the quality of teaching and learning”. They further indicate that the education sector involves both formal and informal forms at various levels. To this end, the usage of ICT will account for acquiring language skills effectively and increase language fluency.

Emphatically, the amended curriculum encourages educators to incorporate ICT in their respective subjects so that learning and teaching can be meaningful and enticing in classroom (Department of Basic Education, 2011). It further demands that educators integrate this in their lesson planning and preparation by aligning ICT with the skills to be taught in classroom.

1.2. RESEARCH PROBLEM

Educators in rural secondary schools of the Kgakotlou Circuit in Capricorn South District are still accustomed to the traditional methods of teaching writing skills. Regardless of whether learners are writing informally, it is always imperative for them to know all the aspects of writing to improve their writing abilities. Although some educators are doing their best in applying different methods of giving adequate information on how to develop students' writing skills, it is still insufficient to only use traditional methods of teaching. Barak and Masoud (2011:11) confirm that "Information Communication Technology breakthroughs have brought new opportunities to restructure the language learning/teaching settings".

EFAL writing skill is encompassed of several transactional texts which language educators administer in the language classroom. These transactional texts include, among others, letters, essays, emails, minutes, advertisement, flyers, and brochures to be completed by the learners at the end of each lesson. Adequate time is allocated to learners to complete these written tasks during the writing process. However, it is evident during the marking process that these learners are still struggling to spell some words correctly, apply right punctuations, construct accurate sentences, and create cohesion and coherence to bring fluent written text in all forms of writing. Furthermore, the students' inability to produce accurate text through traditional pedagogies of teaching and learning EFAL writing skills, makes marking difficult for some educators and at times becomes a burden to those educators in such a way that they opt not to teach writing skills anymore.

The study intended to evaluate the teaching and learning of English First Additional Language (EFAL) through Information and Communication Technology (ICT) to improve writing skills. Even though, the traditional form of education exists today, there is a fast expansion of web-based learning (Harasim, 2012). This web-based learning expedites the learners to access the learning sources from any part of the world, at any time.

Therefore, integrating ICT in the language and proper implementation of the writing skills will build a competent and effective society. Kasper (2000) states that the use of ICT in the language learning process has an impact beyond the language classroom.

1.3. PURPOSE OF THE STUDY AND RESEARCH QUESTIONS

1.3.1.Purpose

The purpose of the study was to investigate ways in which learning and teaching of English First Additional Language writing skills can be taught through Information and Communication Technology.

1.4. Research Questions

Main Question:

- How can Information and Communication Technology be utilized in English First Additional Language to enhance the development of writing skills?

Sub Questions:

- How can Information and Communication Technology be incorporated in the learning and teaching of writing skills?
- Which Information and Communication Technology tools can be used to improve the learning and teaching of writing skills?

1.5. SIGNIFICANCE OF THE STUDY

The study is anticipated to benefit educators and learners in the following ways:

- To provide possible ICT tools and tutorials to both educators and pupils to improve aspects of writing skills in the classroom and outside the school premises.
- Educators and Students will be able to utilize ICT applications, such as Microsoft Word, grammar online (checker), videos, online dictionary, and learn English Lab to enhance their spelling, sentence construction, cohesion, coherence, punctuation, and accuracy through writing and/or typing—and not only rely on the traditional ways of learning and teaching.
- To improve awareness of the effectiveness of ICT in other learning areas. For instance, the awareness that Computers are not only meant for certain subjects like Life Sciences, Physical Sciences, and Mathematics for learning and teaching but all subjects. They should be aware that the world is developing and demands that educators and pupils should teach and learn using ICT in English as a First Additional Language.

1.6. ETHICAL CONSIDERATIONS

The following sub-titles are considered. Frey, Botan and Kreps (2000) offer the following summary of moral principles commonly advocated by researchers: provide the people being studied with free choice. Protect their right to privacy. Benefits them rather than harming them and to treat them with respect. However, Wimmer and Dominick (2014) submit that regarding permission to conduct a study, researchers commonly use voluntary participation, informed consent, and confidentiality and anonymity to avoid ethical dilemmas they might encounter.

1.6.1. Request Letters

Since the study was part of large and respected schools, the researcher asked permission from the Department of Education, school governing bodies and principals—who

requested educators and learners for participation on behalf of the researcher. In this case, a request letter was sent to the Department of Education to be granted permission to conduct the research amongst Educators and Learners of the sampled schools.

Participants were not forced to respond in a way that the researcher supposedly expected them to. They were not rewarded with money or freebees to participate. Hence their responses were in favour of the inquirer and didn't rob the originality of the study during interviews. There were no penalties, punishments or fines included to restrict the participants when they decided to quit the investigation. Wimmer and Dominick (2014) acknowledge that an individual is entitled to decline to participate in any research project or to terminate participation at any time. Moreover, they state that participation in research is always voluntary, and any form of coercion is unacceptable. (Refer to Annexures A, B and C).

1.6.2. Informed Consent

Wimmer and Dominick (2014) contend that researchers have the responsibility to inform potential subjects or respondents of all the features of the project that can reasonably be expected to influence participation. Appointments were set to agree on the dates, time, and place where the study took place. Participants were given chance to ask anything before volunteering in the project and researcher was obliged to respond to participants truthfully and disclosed all information the participants wished to know (Refer to Annexure D).

1.6.3. Consent Forms

The participants were educators and learners. The consent forms were signed by parents, educators, and learners before conducting the study amongst them to seal the agreement on the implications of participating in the study (Refer to Annexure E).

1.6.4. Confidentiality and Anonymity

The researcher did not divulge the participants' names by ensuring that the information given was not publicised. In ensuring anonymity, participants were not required to make their names known when providing data or responding to questions. To assure participants' confidentiality, consent forms were given to participants assuring that participant's confidentiality and anonymity were guaranteed. Consequently, Wimmer and Dominick (2014) argue that in confidentiality, respondents should be assured that even though they can be identified as individuals, their names would never be publicly associated with the information they provide. However, in cases of follow ups, the researcher had a separate logbook in which participants' details; viz.; name, identity number, contact, and email address were noted. This corresponded with the barcodes or numbers given to each participant during data collection. The logbook was kept in a secured place and only accessed by authorised personnel, i.e., the researcher and supervisor.

1.6.5. No Harm to the participants

To ensure this aspect, the researcher did not reveal information that would demean and embarrass the participants, such as their welfare, personal characteristics, income, and other deviant behaviours. Mouton (2001) states that revealing such information usually makes them feel uncomfortable and will endanger their livelihoods, at the very least.

The researcher also ensured that data collection through interviews, observation and document analysis were performed privately, safer, and comfortably for the participants without them being scared and/or suspicious. However, would there have been any

psychological risks due to the study, the researcher would have issued a recommendation letter for the affected participants to see a professional, i.e., consulting to a local clinic or hospitals.

1.7. SUMMARY OF CHAPTER

The chapter gave an overview of what prompted the study and the significance of the study in terms of teaching and learning the English First Additional Language writing skills. It arranged the summary of the study, and the next chapter will focus on the literature reviewed to support the objective of the study and its purpose.

CHAPTER TWO

LITERATURE REVIEW

2.1. INTRODUCTION

The literature review commences by looking at the policy behind Information and Communication Technology (ICT) in education, effectiveness of ICT through teaching and learning in other countries, the impact of ICT on language, advantages, and disadvantages of ICT on language learning and teaching, ICT on language teaching and learning process, ICT on language learning skills, and the role of theory that is suitable for this study.

Information and Communication Technology has become a more unconventional pedagogy to advance the teaching and learning around the globe (Pullen, 2015). It provides meaningful resources that can equip and transform the old teaching methods into new-fangled pedagogy of teaching and learning. Therefore, the researcher found it necessary to review existing studies which were relevant and had the potential to provide supporting ideas to this study. Even though most scholars have explored different aspects of this phenomenon internationally, the current researcher believes that they can contribute to African continent, particularly the South African context. Bezuidenhout, Davis and Du Plooy-Cilliers(2014:143) state that “The purpose of literature review is to put the research study at hand into perspective, to determine what various scholars have written on the topic as well as to identify the model and theories for study”.

2.2. POLICY ON INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION

The White Paper on education Charting Our Education Future (1995: 11) cited ICT as one of the objectives of the junior cycle curriculum in stating that “all students will have achieved competence and understanding in practical skills, including computer literacy and information technology.” In 1998, the National Centre for Technology in Education (NCTE) was established with a brief to implement the Schools’ Information Technology (IT) 2000 initiative. The Schools’ Information Technology 2000 initiative had three major

strands: The Technology Integration Initiative; the Teaching Skills Initiative; the Schools Support Initiative.

Curriculum and Assessment Policy Statement document (CAPS, 2011) emphasises that learners should be problem solvers, effective decision makers using their critical and creative thinking skills. To achieve this critical outcome, more work must be given to the learners in the classroom, allowing them to become actively involved and thus integrating ICT programmes in their demanding activities to arrive at the orientated goal (Department of Basic Education, 2011).

2.3. CONCEPTUALIZING INFORMATION AND COMMUNICATION TECHNOLOGY IN OTHER COUNTRIES

2.3.1. ICT IN ENGLAND

Several studies have been piloted to evidently explicate discussions regarding the availability of ICT in this country in various schools. To begin with, a paper written by Hammond (2014) on ICT provides a critical perspective on the attempts to endorse the use of ICT in teaching and learning in England. It describes the rationale given for the introduction of ICT in terms of its potential to impact on educational standards to contribute to developing a curriculum which has more vocational or social significance and more generally, to provide a catalyst for curriculum reform.

The study further reports that the use of ICT in British schools has become prevalent in a wider area across the country and since its inception, schools have shown a higher degree of correspondence. In addition, ICT displayed a sense of inevitability and extreme optimism. ICT had only a modest impact on schools although impact must be considered in the context of what can realistically be expected: the contribution of ICT has not been negligible. Future development in the use of ICT should be more measured and adaptive, taking account of the multidimensional nature of ICT.

2.3.2. ICT IN AUSTRALIA

Study by Blundell, Lee and Nykvist (2016) in Australia buttress that Digital Technologies are an important requirement for curriculum expectations, including general ICT capability and Science, Technology, Engineering and Mathematics (STEM) education. These technologies are also positioned as mechanisms for educational reform via transformation of teacher practice. It seems, however, that wide-scale transformation of teacher practice and digital learning remain unrealised. Integration of digital technologies in schooling is positioned as a mechanism for educational reform via transformation of teacher practice and to actualize digital learning (Hammond, 2013).

It is reflected in the study that educators still need practice to utilize ICT in their respective classrooms across Australia. Moreover, the curriculum still needs to be reformed to fit into Digital Technologies the study aimed to outline.

2.3.3. ICT IN IRELAND

Ireland does not appear to be unique in this context. Ferneding (2003: 20) observes that when adopting new technologies, “educators often focus on simply acquiring the technology, leaving fundamental pedagogical issues to a mere afterthought.” However, what is perhaps unique in this study is the duration of this ‘honeymoon’ period within the Irish context. Given the long history of ICT integration and use in Irish schools the absence of a critical perspective towards its use suggests an absence of leadership in relation to defining the vision and role of ICT in the learning process. It is understandable that teachers, parents, and the wider public are drawn into the lure of new technologies and the techno-utopian dreams they represent (Ferneding, 2003).

Nevertheless, without a strong pedagogic vision and effective leadership the education system will remain constantly distracted by new and emerging technologies without any critical questioning of their value (Egea, 2014). It is critical that this constructed norm is interrogated but as Schostak and Schostak (2013) remind us ‘the social construction of the ‘normal’ is very often hard to see. Ireland, in other words, demands meaningful and saturated information on the implementation of ICT in schools.

2.3.4. ICT IN SPAIN

Orland-Barak and Craig (2015) in their paper analysed the importance of focusing on implementing technologies in the learning activities that teacher-trainers design to prepare pre-service teachers. The authors describe seven types of activities: assimilative, informative management, applicative, communicative, productive, experiential and evaluation. These technology-based learning activities, organized in learning sequences, potentially help teachers to come to terms with technological knowledge in their pedagogical content areas. Government education policy has accepted the fact that the incorporation of ICT into the teaching-learning can improve the quality of education in this country. Therefore, students were provided with personal computers to facilitate the development of more flexible learning environments. Moreover, educators were equipped with digital materials and supplied with online space to exchange digital resources.

2.3.5. ICT IN EUROPE

Wastiau (2013) asserts that more than nine out of ten students in schools already were supplied with broadband, laptops, tablets, or netbooks. Nonetheless, ICT in schools is used occasionally in the classroom.

Conversely, the literature above points out vividly that ICT forms an integral part of learning and teaching in almost all the countries around the globe. However, South Africa reflected inadequate literature on ICT learning and teaching. Therefore, it was brought to the attention of the researcher that there is insufficient literature on the integration of ICT on learning and teaching language, let alone language skills in both national and international countries with South Africa included. The researcher's experience in the teaching profession noticed that there was an immense gap on educating language educators on how ICT can be beneficial in their language classrooms, which in the case of this study, writing and presenting skills are vital. It was also discovered by the researcher that although some evidence on learning and teaching language skills literature has been provided by other authors in other countries as already stated above, but the focus was mainly on listening, speaking, and reading.

2.4. THE ADVANTAGES AND DISADVANTAGES OF ICT IN LANGUAGE LEARNING AND TEACHING

Ilter (2015) contends that ICT can be one of the ways to create real and enjoyable atmosphere for young language learners when it is used correctly and effectively. In addition, Flanagan, and Matsumoto(2008:8) argue that “ICT has not always been promising within the classroom.” This suggests that countless forms of ICT can be enrichment to learners’ learning but can also be a buttress that may thwart a learners’ knowledge of basic skills. Given such evidence, the researcher ruminates that a good selection of technological techniques or programmes by teachers can only sustain an entrenched learning and teaching of English as a First Additional Language through ICT in the classroom.

According to Dina & Ciornei (2014), the prime factor for the utilization of ICT aspects (for example, internet, videos, and audios) in language teaching is to develop the skills for communication, for oral and written messages. Computer and its attached language learning programmes could provide second language learners more independence from classrooms and allowing learners the option to work on their learning material at any time (Lai & Kritsonis, 2006:2; Ilter, 2015). To conclude the study, the time spent by the learners on their gadgets to develop their language learning, could also help develop their language more effectively. Learners become more accountable of their learning and later become experts in their language classrooms, thus, also help their peers when they encounter any loopholes in their language learning.

In line with that, Lee (2000: 33) affirms that:

Reasons behind the application of ICT in second language instruction, embrace motivation to learners, enhance achievement, surge authentic materials for studying, widen understanding, create interaction amongst the teacher and learners, emphasise the needs of individuals and lastly provide more than a single reliable source.

The researcher reckons that the effectiveness of ICT in the language classrooms does not only rely on the desktops around the school environment. Learners and teachers can still engage with personal digital assistant to seek language programmes that can enhance their language learning skills.

Conversely, Roblyer (2003) contrast that:

Unfortunately, most teachers today do not have sufficient technological training to guide their students exploring computer and its assisted language learning programs. Consequently, the benefits of computer technology for those students who are not familiar with computer are inexistent.

In addition, Gips, Dimattia, and Gips (2004) indicated that the first disadvantage of computer and its assisted language learning programmes is that they will increase educational costs and harm the equity of education. The researcher concludes that the use of technology in the classroom and outside the classroom to teach English First Additional Language will be determined by how far learners and teachers are willing to compromise in terms of internet costs to learn online. The researcher advocates that the costs reluctant towards the application of ICT in enhancing the teaching and learning of English as a First Additional Language by either the learners or stakeholders will result in using or not considering the use of ICT.

Information and Communication Technology (ICT) provide creativity and innovativeness to facilitate language teaching and learning (Shandu, 2011; Hussein, 2015). The disadvantage is that it was gathered that there is a lack of adequate ICT resources and under-utilization of ICT resources in disadvantaged schools; therefore, there is a need to improve teacher and learner access to ICT, especially in disadvantaged schools (Hussein, 2015). In addition, Kim (2000:3) states “as society moves toward ever more advanced stages, the impact of ICT on society becomes increasingly significant.” This as a result, may take time to be implemented.

Lai and Kritsonis (2006) disputes that low budget schools and low-income learners cannot afford a computer if computers become a new basic requirement to learn the language, and thus educational conditions for those poor learners will become unfair. Despite that, the researcher still reasons there can still be sufficient budget to be made from the department of basic education if the importance of ICT can be realized in the educational sector, especially learning and teaching English First Additional Language. Standard procedure will, however, be followed to meet the mutual understanding and end goal towards the amendment of the current curriculum to integrate ICT in language teaching and learning.

Laal (2011) insists that “with electronic tools, people can learn virtually anytime and anyplace they choose without obstacles”. It is further demonstrated that educational technology has recently become a major vehicle for fulfilling need of lifelong learning. ICT can be accessed easily in this time and era. Most teachers and learners have access to their personal digital assistants which can then assist them in finding solutions to their problems in language learning.

2.5. THE IMPACT OF ICT ON TEACHING AND LEARNING PROCESS

Technology has become an integral part of learning and teaching in most schools around the world. “In recent years the integration of ICT and computers in the teaching and learning process is increasingly becoming an integral part of the educational system” (Hamiti, Reka & Imeri, 2015: 16). This is also supported by Kasapoğlu-Akyol (2010) when she ascribes that learners and teachers become efficient, practical, and successful people when they use educational technology tools more often in the classroom.

However, the effectiveness of ICT does not necessarily replace the teaching and learning process in the educational system; it can only cater where learning and teaching needs enough emphasis in terms of content delivery or because of insufficient materials, teaching and learning aids to drive the teaching and learning in the right direction. Hence, it encourages the betterment and comprehensible content in EFAL learning and teaching.

2.6.1. Impact on Teaching

According to Morgan, Humphries and Goette (2006), the impact of ICT on teaching results from the fact that most teachers cannot integrate ICT in their teaching because they lack training and preparedness. "This problem hinders the shift of integrated ICT from simple drill, to a more proactive problem solving and in-depth learning" (Santi, 2006). Keengwe, Onchwari and Wachira (2008) argue that ICT is not a replacement for good instruction; successful teachers can offer powerful technological programmes to enrich their teaching environment without undermining sound pedagogical practices. The researcher suggests that teachers should only incorporate ICT in their teaching when they need to emphasise certain aspects which demand extra illustrations to avoid confusing the meaningful role ICT plays in the teaching and learning process.

Price and Martin (2007) accede that the integration of ICT in teaching should shape the way teachers teach, and not only to transfer one practice to another.

Keengwe, Onchwari and Wachira (2008) assert that the use of ICT in teaching has altered the role of an educator to that of a facilitator. Therefore, the lack of teachers' skill and knowledge can lead to anxiety, and this lack of confidence can then reduce the use of ICT in the classroom (Morgan, Humphries & Goette, 2006). The researcher sides with Keengwe, Onchwari and Wachira (2008) that most teachers in the current classroom do not facilitate their teaching and rely much on the internet for development of their learner's knowledge based on certain aspects taught in the classroom. In any case, the teachers are not aware that ICT should only be applied to demonstrate on already given aspects

in the teaching and learning process in the classroom, and not to give new knowledge to learners all together, as that can cause delays in learning and teaching.

The researcher avows that when ICT is adequately used in the context of teaching and learning, it builds the ability to think critically, problem solving, decision making, to adapt quickly to change, to innovate and be creative. The researcher's experience in teaching observed that a lot of ICT involvement in teaching enables teachers to be effective and strategic in their teaching.

2.6.2. Impact on Learning

ICT has also changed the way information is delivered to learners. It simplifies learning and motivates learners into seeking the in-depth knowledge of given information.

The integration of ICT on learning helps learners in some schools. Most learners who use technology for their learning score higher marks on tests than those in controlled environments without computers (Kulik, 2003). It is further articulated that the biggest challenge in ICT learning is to bring ICT rich learning environment to every learner. The disturbing matter is that most learners do not have access to ICT in their respective homes to enhance their learning outside the school environment, especially regarding their home activities given during classroom interactions.

Heflin, Shewmaker and Nguyen (2017) concur that ICT in learning is associated mainly with collaborative learning. Learners, communicatively, learn best when they engage into ICT. They advance their peers with prior knowledge and get ready for assessment purposes through the usage of ICT in their learning process. "The affordances of the tablet, when used in a student-centred way, can introduce a bias towards some kinds of interactions over others" (Wakefield, Frawley, Tyler & Dyson, 2018: 23). Though tablets may be used for learning in the classroom to engage and satisfy learners, caution must be exercised by the teachers to see whether they do not affect the learning environment. For example, whether learners are doing what they were instructed to do with those technological devices or they are using them for irrelevant purposes, like socializing.

2.7. ICT ON LANGUAGE SKILLS (LISTENING, SPEAKING AND READING SKILLS)

In recent studies, many authors have managed to recognise that ICT has enhanced language skills around the continent. It has, nonetheless, provided most learners with enough knowledge and exposed them to some useful technological programmes that will in turn assist them excel in some of the skills included in language education.

Language skills can take time for learners to acquire. The study entitled “Using Educational Technology Tools to Improve Language and Communication Skills of ESL Students” conducted by Kasapoğlu-Akyol (2010) in Europe corroborates that “To be able to read, understand a language, speak it fluently and writing in it with no error takes a lot of time” (p. 12). The study aimed at investigating the use of educational technology tools to improve language and communication skills. The results from the study pinpoint that electronic dictionaries helped learners to learn new vocabulary and thus improved their reading skill. Secondly, websites like www.vocabulary.com, www.grammar.com, CNN, Time and NASA also helped them in developing the grammar and reading skills, together with the writing skill. Thirdly, using emails, chat programmes helped them to work-on and increase their informal English. Fourthly, the use of Media Player helped most learners in pronunciation and speaking skill. And lastly, it was concluded that listening to radio and watching television with English subtitles equipped their listening and communication skill. With such evidence, learners and teachers are steadily directed to ICT to rectify the challenges they encounter when acquiring the language skills, especially in South Africa where most learners and teachers are still hesitant of how to apply ICT through teaching and learning language skills.

Chinese authors, Lan and Young (1996), on Chinese EFL Students Language Problems paper, focused mainly on listening skills. According to their findings, students’ listening problem occurs with the possible difference in discourse patterns between English and Chinese (Lan & Young, 1996). Besides the difficulty on the listening part, Alderson (2000) views that most second language learners find it hard to read in the language as compared to native speakers. Moreover, Chikamatsu (2003) in his study point outs that some students might not have been skilful typists especially who use logo graphic

languages such as Japanese and Chinese, which have input processes different from those of English and other Indo-European languages, computer use by second language learners is relatively uncommon and its impact on writing is uncertain.

According to Kasapoğlu-Akyol (2010), there are numerous educational technology tools that can be used in the classroom to improve the language skills of learners. For instance, the use of internet and emails to search information, publish their work, read technology texts to develop their interest in building on their reading skill. The study concludes that the integration of ICT in language skills is rather meaningful since it can shift from behavioural to a constructivist learning approach, which in turn adopts the communicative pedagogy in the classroom.

LeLoup and Ponterio (2000) in their study explicate educational technology tools that can be used in English language classroom to improve language skills. Which include among others, electronic journals, World Wide Web, streaming audio and video, search engines, remote access to libraries and databases, chat, audio and video conferencing, and messaging. The study vividly comprises that these tools will also advance teachers' technological skills. In addition to LeLoup and Ponterio' study, Xiaoqiong and Xianxing (2008) used a film as means of teaching English language skills. They discovered that by watching and listening to captivating materials, learners get motivated to learn the language actively. And that this method improves learners' listening and pronunciation skills. Nevertheless, it is quite evident that using ICT in a language classroom gets learners motivated and active in their learning.

Another research by Chiu, Liou and Yeh (2007) in Taiwan is also on improving the learners' speaking skill in English classroom. In their study, a web-based conversation environment called Candle Talk was developed to allow the learners to talk with the computer from the application called Automatic Speech Recognition (ASR). About 29 English major and 20 English non-major learners were used to investigate their learning outcomes in English class context using the web-based language learning. Oral proficiency test was also given to learners prior and post the use of Candle Talk and an evaluation questionnaire where two instruments were used for data collection. The results indicated that the use of ASR was beneficial in terms of speech acts, especially for non-

major English learners. This explicitly verifies that the more learners and teacher engage with ICT, the more knowledge they have about the ICT tools to be utilized in their learning of language skills. Such tools could be useful in the South African schools, specifically the ones in the rural places.

Kung and Chuo's (2002) study titled "Students' perceptions of English learning through ESL/EFL websites" concluded that most learners insisted on getting recommendations from their teachers about educational technology tools to be used to develop their language skills and how they should use those tools. It further points out that learners perceived spending too much time on the internet trying to do assignments on a certain skill a waste of time. To them, a teacher should be the one to instruct them on what to do when they are exposed to computers so that they can spend less time on the computers doing the desired schoolwork. With such plain information, it will be inappropriate to spoon-feed the learners with such technological tools. Learners need to be innovative and creative. Thus, giving them enough time to be on their computers will teach them to find the quickest ways of working with computers by finding out the most effective and fast applications and websites to be used in their given assignments.

Nachoua (2012: 27) assures that "Listening skill is one of the four most important and difficult skills to be taught in EFL". In her study titled "Computer-Assisted Language Learning for Improving Students' Listening Skill", she was motivated by the fact that most learners are faced with difficulty when producing native-like English accent or pronunciation, unpreparedness of learners to function in the outside world wherein most classes learners are unmotivated and act as passive listeners. Participants were given a pre-test and post-test to evaluate the level of performance through listening audios with Computers-Assisted Language Learning. Results from this collection methods reflected that most learners were motivated to use computers to improve their listening skills. Hence, not only were they listening to aural information, but also visual texts were displayed to make them become actively involved in their learning.

With reference to the above outcomes, it is without doubt that Computer-Assisted Language Learning is more useful when one is administering language skills. Teachers often ignore the fact that language skills can be difficult for learners if they do not have

enough materials to assist them in adding more knowledge to the learner's language learning skills. Policies and the current curriculum support that ICT should be incorporated in language learning and teaching.

2.8. THEORETICAL FRAMEWORK

In this study two suitable theories were used to conduct the research. The theories helped to substantiate major arguments in this study. The theories are: Cognitive Theory of Multimedia Learning (Mayer, 2005) and Online Collaborative Learning Theory (Harasim, 2012).

2.8.1. Cognitive Theory of Multimedia Learning

This theory was invented by Mayer in 2005. The theory institutes three principles of learning; namely, the human information processing system with dual channels for visual/pictorial and auditory/verbal processing. Secondly, each channel has limited capacity for processing. And lastly, active learning entails carrying out a coordinated set of cognitive processes during learning.

The theory propels five cognitive processes in multimedia learning, and thus situates: selecting relevant words from the selected text or narration, selecting relevant images from the presented illustrations, organizing the selected words into coherent verbal representation, organizing selected images into coherent pictorial representation, and lastly integrating the pictorial and verbal representations and prior knowledge.

Therefore, the theory complements the study in a manner that technological devices will assist the learners and teachers to learn and teach by engaging themselves through advanced videos, audios, internet, and applications with both visual and auditory aspects. The theory entails how human mind works, and that it is insufficient to learn only through words. As Mayer (2005) attests "When information is presented to the eyes, such as illustrations, animations, video, or on-screen text, human mind begins by processing that

information in the visual channel". In that regard, from observation as a student-educator, most learners remain actively involved in their learning when such aspects are presented in the classroom by massive excitement and participation. He further elaborates that when information is presented to the ears, such as narration or nonverbal sounds, human begin to process that information by processing the information in the auditory channel.

2.8.2. Online Collaborative Learning Theory

Online Collaborative Learning Theory is the second theory to justify the importance of the study. The concurrence of both constructivist approaches to learning and the development of the Internet has led to the development of a particular form of constructivist teaching, originally called computer-mediated communication (CMC), or networked learning, but which has been developed into what Harasim (2012) now calls online collaborative learning theory (OCL).

This theory provides a model in which students are encouraged to; work together to create knowledge, to explore ways to innovate, to invent, which will assist them to seek the conceptual knowledge needed to solve problems rather than recite what they think is the right answer. The theory necessitates that learners should be invigorated to be engaged and active, however, it should not be considered as being enough for knowledge construction and learning. The teacher's role is to develop knowledge community, or state of art in that discipline. This theory incorporates cognitive development that focuses predominantly on the conditions for deep learning, knowledge construction, development of academic learning and conversational learning.

Harasim (2012) invented the core principles of this theory, namely, idea generating, which literally means to brainstorm ideas within a given topic. Secondly, idea organizing, learners compare, categorize, and analyse those divergent ideas previously generated. Lastly, intellectual convergence, this level means one can now agree or disagree with the generated and organized ideas. Within these last principles, ideas are put into a piece of work, i.e., an essay writing or artefact.

The role of a teacher is rather critical in these processes, not only in facilitating and providing relevant resources for learning, but they must provide knowledge to guide the learners and ensure that they adhere to reality, and everything they are doing is also authentic and reliable. The prime factor should be that all the standards within the learning cycle are fully met.

The next page illustrates Harasim's diagram on how the theory works in each context, where in the case of this study is a language classroom:

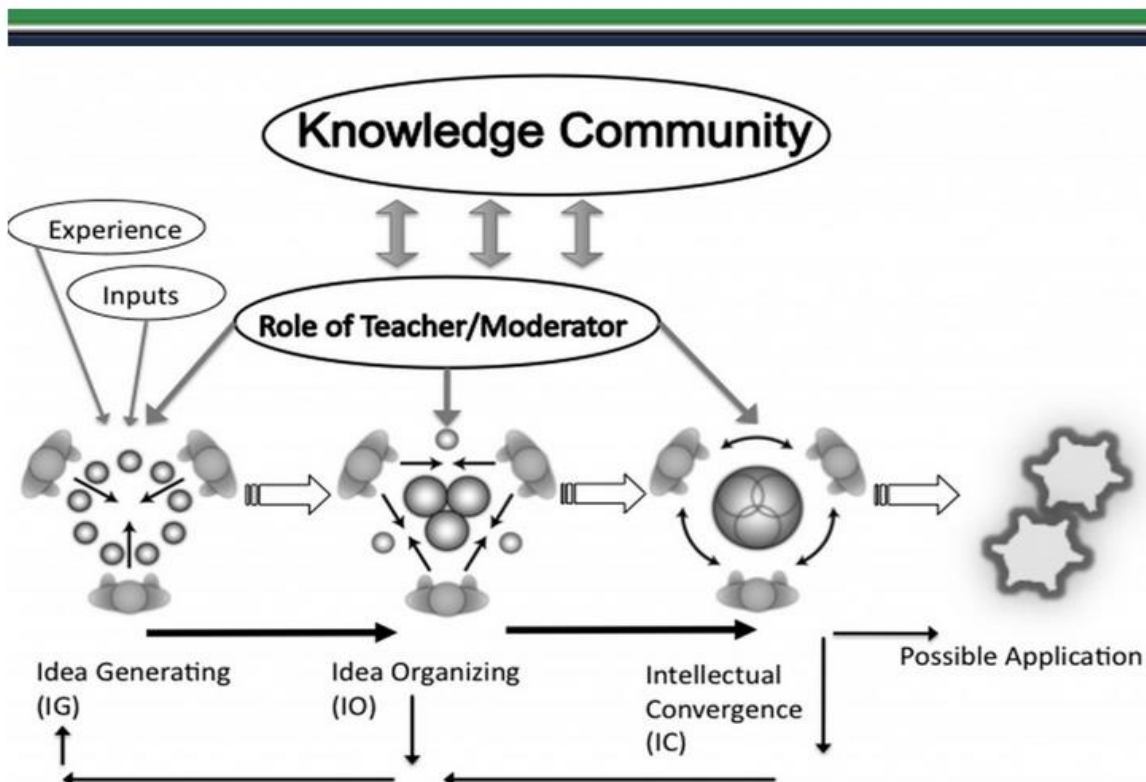


Figure 2.8.2.1. Harasim's Diagram of Online Collaborative Learning Theory

The theory complements the study in a sense that it situates around integrating technology into the process of learning. The idea is not to replace the presence of the teacher in the classroom, but to use technology primarily to improve the process of learning. Writing skills are subjected to three steps, which include planning or pre-writing, (this step is related to the first principle of the theory, which is idea generating), secondly, is the drafting step, (which correlates with the second principle of the theory, thus, idea organizing), and lastly is editing, which incorporates revising, proofreading and presenting, which in this case intertwines with the third principle, namely; the intellectual convergence—which entails producing the final draft from the given work. It is, therefore, crucial to note that the theory uses online activities to collaborate in the learning process, and further drives the readers back to the title of the study, and the study.

2.9. SUMMARY OF THE CHAPTER

In the chapter, sufficient literature was reviewed to give an outline of what already exists. The literature made it possible to identify gaps which prompted this study. This also delineated the significance of the study and its related objectives to achieve and give possible solutions to the problem identified. Towards the end of the chapter, the researcher noted theories supporting the study at large. These theories were adopted because they complement the study and support existence and validity of the study.

CHAPTER THREE

METHODOLOGY

3.1. INTRODUCTION

This chapter discusses the research methodology as applied in the study. It focuses on how the research design and the methods of data collection were employed in this study. Moreover, it also outlines the population, sampling techniques, and methods of data analysis and limitations of the study. According to Kepe (2014), research methodology has a detailed account of the overall research: research methods, data collection [sampling] and analysis including required statistical method tools which will be used to address the research problem.

However, Kothari (2004:17) states that research methodology is not only the methods, but logic behind the methods we use in the context of our research study and explain why we are not using others. Therefore, it remains essential for the researcher to clarify the methods adopted in a study to provide the direction in which the study is substantiated. In support of the above statement, Wimmer and Dominick (2011:112) defined methodology as a "...research process of dealing with the question "why" to embark on research and served as a director/monitor to what problems are worth investigating and how the research should proceed."

In the study, qualitative method was adopted to conduct the research. Shank (2002) captures the qualitative research methods as “a form of systematic empirical inquiry into meaning”, Rhodes (2014) attest this by indicating that it gathers “information on describing a phenomenon across a larger number of participants”.

The researcher believes the truth is from personal experience and individual expressions. This means that collecting insight information from participants allows the researcher to describe a phenomenon and provide substantive meaning towards a particular investigated problem rather than relying on numbers and systematic data. Qualitative approach is more subjective than objective, hence, it was suitable.

3.2. RESEARCH DESIGN

Research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose. In addition, Creswell (2012) explains research design as a systematic plan to study a scientific problem.

The study adopted the interpretive paradigm. This paradigm was adopted because it is centred on the personal experiences, subjective, and believes that the researcher can get the truth through expressions and interactions, which is the researcher’s ideal goal. Phenomenology design was applied to conduct the study. This design “begin with an assumption that multiple realities are rooted in subjects’ perspectives” (Ary, Jacobs, Razavieh, & Sorensen, 2006: 10). The researcher arrived at this design to know the in-depth of the participant’s ideal experiences, attempts to determine the meaning and describe common characteristics or essences, which is also subjected to the researchers’ chosen methodology. This emanated from the primary focus of the study, which was to investigate the teaching and learning writing skill through Information and Communication Technology in English First Additional Language.

3.3. POPULATION

The population is understood or generally described as a society, place, or universe with/through which the researcher investigates. Population is a set or group of variables, subjects, concepts, or phenomenon (Wimmer, 2005). On the other hand, Kothari

(2004:14) states that “Population denotes the study of all items under consideration in any field of inquiry.” Therefore, population means all aspects involved in the study. It is then defined generally as a large collection of individuals or objects that are deemed as the focus of a scientific query. Subsequently, the population of this study was comprised of Capricorn South District, Limpopo Province.

The population of this study consisted of educators and learners under Kgakotlou Circuit, Capricorn South District, Limpopo province. Even though Kgakotlou Circuit consists of 11 secondary schools, only 2 secondary schools participated in the study.

School A has 28 educators and 865 learners. School B consists of 13 educators and 322 learners. The study was populated on the Further Education and Training (FET) phase, Grade 10. Nonetheless, School A had 3 Grade 10s (A, B and C), with about 184 learners. School B had 2 Grade 10s (A and B) with about 94 learners. This means that, only Grade 10 learners and educators from both schools participated in the study. Thus, the entire population was not studied due to time limitations and resources available to complete the study.

As a result, the researcher found School A fit because it was the only school under Kgakotlou Circuit which was more advanced, and it had computers, and utilized ICT to learn and teach as a way of expanding knowledge. On the other hand, School B was suitable because it was an underperforming, and disadvantaged school from Kgakotlou Circuit which still relied only on the textbooks to learn and teach. More so, it was also convenient for the researcher in terms of costs, resources, and materials to be utilized for data collection. Therefore, School A served as the Experimental school, and School B, as the Controlled school respectively. The researcher found it suitable to sample the population to accomplish a manageable data. Sampling plays a crucial role in reducing the amount of work to be done by the researcher.

3.4. SAMPLING

Ritchie, Lewis, and Elam (2013) explain sampling as an act, process, or a technique of selecting a suitable representative part of a population for the purpose of determining parameters or characteristics of the whole population.

The study adopted purposive sampling. This sampling method involves purposive selection of units of the universe to form a sample. According to Kumar and Rajendra (2008: 18), “when population elements are selected for inclusion in the sample based in the case of access, it can be called purposive sampling.” This means one must target the most relevant participants or sources.

This sampling was applied because it gave the researcher a platform to decide on what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience, which is also supported by (Bernard 2002; Lewis & Sheppard, 2006). Simply put, the researcher sought to understand which way of teaching can improve English writing skills, hence, the two different schools, the one with ICT tools, and the other without ICT facilities, were sampled.

Two rural secondary schools, under Kgakotlou Circuit, Capricorn South District, Limpopo province were selected to participate in this study. Six learners from the FET Phase (Grade 10) from each school participated in the study. They were chosen according to their performance levels, thus, from lower, middle, and high levels using their marks from the pre-test set and administered by the researcher. Only 4 EFAL educators from each school teaching FET phase participated in the study. Therefore, the overall sample of the study comprised of 12 learners and 8 educators.

3.5. DATA COLLECTION

Qualitative data was collected through interviews, observations, and documents analysis. These instruments were chosen to find out the insight of the teachers’ knowledge and the integration of Information and Communication Technology to improve the learners’ writing skills. In addition, the instruments ensured the underlying truths within the participants.

The interviews were chosen so that the underlying truths within the participants become revealed especially with ICT integration within the language learning and teaching. Observations were used to understand how writing skills are taught in the classroom. The instruments were used on both the educators and learners, except for documents analysis which comprised of an essay and a letter written and typed by learners only.

School A was an experimental school since it had computers. The learners typed letters using the computers from their school and explored various aspects of ICT through learning EFAL writing skills. School B was a controlled school as learners wrote the essays manually since it is a disadvantaged school with no access of ICT tools to learn EFAL writing skills. To that extent, data from both schools were then compared. The comparison focused on the typed letters and handwritten essays from learners on both schools.

3.5.1. Interviews

Kwale (2016) sees interviews as an interchange of views between two or more people on a topic of mutual interest with the centrality of human interaction for knowledge production. In view of this, the researcher used interviews to establish trust because when the respondents trust the researcher, they can give valuable information (Maree, 2007). The aim was to see the world through the eyes of the respondents. The researcher adapted face to face interviews to get relevant and truthful responses (Refer to Annexure F).

3.5.2. Observations

The researcher can decide whether they notify the participants that they will observe them or just observe them without alerting them. Observation is when one captures information without one-on-one conversations or exchanging any form of information, but it lies on the preferences of the researcher on what they want to observe (Kabir, 2018). The researcher conducted classroom observation of EFAL writing skills from school B in lessons and notified participants in advance(Refer to Annexure G).

3.5.3. Document Analysis

School A was given a computer session to type their letters using Microsoft Word. School B wrote essays manually. This was to serve as a tool to diagnose the learners' levels of spelling, correct punctuations, constructing accurate sentences and creating cohesion and coherence which will then lead to a fluent written text in all forms of writing. The handwritten and printed documents on both sampled schools were later analysed by comparing the results from the letters (typed) and essays (written) to draw conclusions(Refer to Annexure H).

Learners followed all the steps in the writing process, which included: planning/pre-writing, drafting, revising, editing, proofreading, and presenting, from both handwritten essays and typed letters.

Learners from School A were expected to write a Letter about the following topics:

TOPICS FOR LETTER TYPING:

1. You are nearing the end of the year, and your school has organized a school to Durban. Write a **FRIENDLY LETTER** to your parents who are working in Gauteng and request money to pay for the trip.

2. Jacob, your uncle, wants to apply for a job in a certain restaurant at Paledi Mall, help him write a **FORMAL LETTER** to the manager to apply for the job.

Learners from School B were expected to write an Essay following all the necessary writing process stages:

INSTRUCTION:

- Choose **ONE** topic of your choice.
- Write either a narrative, descriptive or argumentative essay.
- The length of your essay should be between 210 – 300 words, about 7- 8 paragraphs.
- Include introduction, body, and conclusion in your essay.
- Do **NOT** write the subheadings in your essay.

TOPICS FOR ESSAY WRITING:

1. Everyone has their own destiny and what they want to achieve in life, even myself, when I grow up, I want to become...
2. The Fourth Industrial Revolution comes with both good and bad intentions.
3. In a nutshell, Primary School Educators are responsible for learners' inability to read fluently.
4. But wait, what if our President was Patrice Motsepe?
5. My Dream Car...

3.6. QUALITY CRITERIA

3.6.1. Credibility

Credibility deals with the focus of the research and how well data and process of analysis address the intended focus. Moreover, Mertens (2010) states that credibility refers to the issue that the inquirer ensures that the respondents' views fit with the inquirer's reconstruction and representation. However, De Vos (2005: 217) ascribes credibility as "The change to internal validity, in which the goal is to display that the enquiry was conducted in such a manner as to ensure that the subject was accurately identified and described."

The researcher ensured this by asking and presenting data from the participants which only gave corresponding outcomes about technology in language teaching and learning. The findings, should however, relate with intended purpose of the study and be directed by the problem identified.

3.6.2. Confirmability

It outlines the traditional concept of objectivity. Neergaard (2007:134) states that "The influence of the researcher's judgment is minimised, in addition, the data and their interpretation are not figments of the researcher's imagination". Additionally, Teddie and Tashakkori (2009:296) avow that confirmability is "The extent to which the product of the inquiry is comfortable, including whether results are grounded in data [and] whether inferences are logical." Moreover, Rohleder and Lyons (2015:58) state that "Confirmability refers to how legit are the participant's responses and not the researcher's biasness, interests or perspective."

Results were not fabricated because this is about truthfulness and the fact that there were indeed participants and authentic data. Therefore, the researcher ensured that relevant participants were selected to participate in the study to bring truthful and consistent outcomes to draw some conducive and reliable conclusions.

3.6.3. Dependability

According to Finkbeiner (2017: 22), dependability can be described as “the degree to which the process of research is reliable.” Moreover, Neergaard (2007:134) discuss it as “...the inquiry process that is appropriate and has high quality strategies or focus may change as the study continues.”

The presentation of results contained essays, letters, open-ended interview responses and observation schedule record to prove the authenticity of the results. This data was kept safe for future references to validate the trustworthiness behind the findings.

3.6.4. Transferability

Transferability is equivalent to external validity. Neergaard (2007:134) concurs in stating that “...like external validity for qualitative research, the researcher must give a thick description so that the readers know whether it will apply to their situation.” De Vos (2005) elucidates transferability as an alternative to external validity or generalization, in which the burden of demonstrating the applicability of one set of findings to another context rests more with the investigator who would make the transfer. Mertens (2015) further adds that Transferability refers to the issue that the inquirer should provide the reader with sufficient case formation so that he/she could make generalization in terms of case-on-case transfer.

This implies that the study gave fair results on pressing issues which were already outlined throughout the paper. The findings of the study remained as truthful and honest as possible so that they can be reliable for future references and be transferred to other field of work to assist in making right inferences when someone decides to research on the same topic or even expand on it.

3.7. LIMITATIONS OF THE STUDY

The researcher experienced few challenges during the study in the sense that Turfloop is a large community which comprises of numerous schools. It carries several advanced schools in terms of Information and Communication Technology. This also includes computers, projectors, and other technological devices to aid lesson delivery. In addition, most teachers in those schools are more equipped and trained to utilize the computers for learning and teaching.

In terms of data collection, there are instruments that could have been used to collect data, such as focus groups, surveys, and questionnaire to list a few, however, the study was limited to an extent that only interviews, observation and document analysis were used to collect data. Nonetheless, study was limited due to resources and time constraints, so this aspect requires unlimited scholarly investigation. Moreover, it required enough time to examine and expose the critical aspects that the study did not investigate and explore.

The study also required mixed method to be more objective, but due to time constraints, only one method which is qualitative approach was used, which mainly subjective. The researcher also limited the sample size in the sense that only participants who were regarded as more relevant and expected on this study were selected. The researcher had a purpose in selecting the population and using purposive technique instead of other techniques such as random, systematic, pilot etc.

3.8. SUMMARY OF CHAPTER

The study adopted the qualitative approach to unfold the proceedings and recognised the phenomenological design to enable the inquiry to be made in the realities of characteristics of essence. This chapter specifically gave an overview of how the study is going to reach its intended goal, through tools and instruments for data collection under

purposive sampling. The uses of different tools allowed flexibility and triangulation so that the results could be justified. More importantly, this is the part of the study where the data collection tools were outlined for the next chapter to be understood when presenting and analysing the data as per the techniques already discussed in this chapter.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1. INTRODUCTION

This chapter elicits the data presentation and analysis collected from both School A and School B on utilizing Information and Communication Technology through English First Additional Language writing skills.

The data was analysed using thematic analysis. Braun and Clarke (2006: 34) explain the thematic analysis as “Identifying, analysing, and reporting patterns or themes within data. It minimally organizes and describes your data set in detail”. This qualitative analytic method internalizes the core existence of ideas in a research. Learners in School A were tested through letter typing and School B through essay writing. Educators from School A were interviewed using the interview schedule, and School B educators were observed using the observation tool. The researcher considered the factors which had the potential to bring inaccurate results and tried to minimize the data collection tools to meet the required purpose and not cause any discomfort to the participants.

To that extent, School A learners were tested through typing of letters, and educators were interviewed as already indicated above. The decision was taken with the consideration that typing an essay takes longer than expected as opposed to writing an essay, especially with the limited time given by the schools’ principals to collect data amongst their educators and learners. In this regard, learners would have taken a lot of time typing the essays and would have been behind with time for the timeframe given by the school principal to collect data. Consequently, that would have stemmed inaccurate outcomes. School B could not be interviewed, and it was observed instead. The main question of this research was “How can Information and Communication Technology be utilized in English First Additional Language to enhance the development of writing skills?” The aim of the researcher was to compare the results of traditional teaching of

writing skill versus the use of Information and Communication Technology to teach writing skills. Thus, since School B was under-resourced, and the controlled school throughout the research, it would have been difficult for the participants to adhere to the aim of the research. In School A (since it is advanced), interviews were used on educators to have both accurate results from School A and School B and compare the results to get to the best way of how writing skills can be improved.

This simply means that ICT is more practical than theory. Therefore, interviewing educators from School A was to understand how writing skills can be enhanced using ICT. School B on the other hand was observed because of the experience the researcher had on how writing skills had always been taught and some encounters the researcher had with other educators. Both instruments were chosen based on what the researcher already have as a reference and experience in the teaching of English writing skills, thus, the main ideal was to determine if these different tools can give the researcher similar or different results in terms of the writing process produced by their respective learners.

From the data collected, the researcher critically analysed the findings and arranged them in themes for concrete discussion.

4.2. TEACHER PROFILE

The data collected included eight educators: 4 educators from School A and 4 educators from School B, together with twelve learners, 6 learners from School A, and 6 learners from School B. The table below summarizes their profiles.

Table 4.2.1. TEACHER PROFILE

	Gender	Age	Qualification	Teaching Experience
SCHOOL A (EXPERIMENTAL SCHOOL)				
Teacher 1	Female	20-30	Degree	3 years.
Teacher 2	Female	20-30	Honours	4 years.
Teacher 3	Female	30-40	Honours	9 years.
Teacher 4	Male	20-30	Degree	10 years.
SCHOOL B (CONTROLLED SCHOOL)				
Teacher 1	Female	20-30	Degree	3 years.
Teacher 2	Female	50-60	Degree	21 years.
Teacher 3	Female	40-50	Honours	19 years.
Teacher 4	Male	20-30	Degree	5 years.

4.3. LEARNER PROFILE

Table 4.2.2. LEARNER PROFILE

SCHOOL A (EXPERIMENTAL SCHOOL)		
	Gender	Age
Learner 1	Male	15
Learner 2	Male	17
Learner 3	Male	16
Learner 4	Male	16
Learner 5	Female	16
Learner 6	Female	17
SCHOOL B (CONTROLLED SCHOOL)		
Learner 1	Female	16
Learner 2	Female	16
Learner 3	Female	16
Learner 4	Male	17
Learner 5	Male	15

Learner 6	Male	15
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The data collected was divided into three segments:

Data Segment 1: Interviews (School A; Experimental School)

Data Segment 2: Observations (School B; Controlled School)

Data Segment 3: Document Analysis (for learners in School A and School B)

4.4. PRESENTATION OF DATA AND FINDINGS FROM THE INTERVIEW SCHEDULE

To remain as objective as possible, the researcher relied on collected data to develop themes for data analysis. The first segment would outline the following themes:

4.4.1. Computer Purposes

Research Question 1: What are the purposes of computers in the school environment? Explain.

The educators in School A, replied to the question by giving different opinions. When the educators were asked this question, for example teacher 1 replied by saying: "Is that both teachers and learners will have access to information that is lacking in the textbooks". This teacher further added that learners learn how to use computers at an early age, and that some important documents can be downloaded and at times perform some online teaching to create a positive learning environment.

Similarly, teacher 2 replied that “Computers make learning and teaching more interesting and simpler as educational services can be accessed easier.” She spoke with delight when she acclaimed that she was thankful her school have computers to make their work enjoyable and easy.

However, teacher 3 answered: “For storing essential details of the school like learners’ personal information”, and she further elaborated that the computers are useful for the teachers to prepare lesson presentations, to increase communication skills and to be used to engage in various activities to help learners with special needs to overcome communication barriers. Equally, Sperling (2005) asserts that ICT gives more opportunities for communication between peer learners such as exchanging information in real time, work in teams on different projects and search for information.

The last teacher, teacher 4 concluded by commenting that computers in schools would mean nothing than to replace chalkboards and to also improve learners’ computer skills. This teacher was very specific as he also indicated that he uses computers in their school to record grades, calculate averages and manage attendance and access data on learners’ performances on some of the online programmes he normally uses.

“In recent years the integration of ICT and computers in the teaching and learning process is increasingly becoming an integral part of the educational system” (Hamiti, Reka, & Imeri, 2015: 32). What is evident from these brief responses is that the teachers understand the purpose of computers in the school environment and are willing to go beyond bounds to utilize them to improve their learners’ learning abilities for a better learning environment. The core understanding of having computers in a school environment is imperative towards achieving their intended goal as educators or teachers.

4.4.2. Learning and Teaching EFAL through ICT

Research Question 2: Have you used Information and Communication Technology for learning and teaching English First Additional Language in your classroom? If No, Why? If Yes, How?

Teachers were unambiguous when answering this question as they had their share of lessons through ICT in their EFAL classrooms. Their responses gave the researcher an insight that ICT meant everything to them, and that they were ready to expand their knowledge in making teaching and learning of EFAL through ICT a norm. According to Dina & Ciornei (2014), the prime factor for the utilization of ICT aspects (for example, internet, videos, and audios) in language teaching is to develop the skills for communication through oral and written messages.

Teacher 1 indicated that: “Yes, I have used it to show my learners pictures, cartoons, and other visual activities in my lesson.” She was confident that there were programmes she encountered online which were related to the curriculum and shared them with her learners in the EFAL classroom, and that her learners were very cooperative and enthusiastic to be exposed to such experiences. In line with that, Skehan (2000) contends that in such programmes, learners can listen to recordings, watch videos, and learn words by clicking on pictures and hearing their pronunciation.

Teacher 2 expounded that: “Yes, through the use of PowerPoint presentation where the objectives and aims of the topic were outlined and presented all the information to learners through the use of overhead projectors”. She added that she discovered more methods of teaching and through E-learning; she was able to bring more knowledge to her classroom, allowed her learners to type using Microsoft applications, and created e-readers for learners’ reading materials.

Teacher 3’s answer was: “No, because I still lack a proper training to utilize the computers, however, I use other ICT tools to develop my learners’ pronunciation and guide them on how to access materials on the internet such as advertisements, newspapers and magazines for oral activities.”

Likewise, teacher 4 also emphasised lack of training to use the available computers at their school and that he recommends a variety of learning platforms to his learners to

access information which the textbook does not provide. He shared that those recommended programs are then to be discussed in the classroom the next day and engage with his learners to help equip their EFAL skills anyway possible he sees it fit. Harmer (2005) attests that computer programmes can be adapted by teachers to suit their students' needs and level of language knowledge. The author further extends that unlike books, which are produced in a single uniform format and need to be taught irrespective of students' problems, computer programmes are more learner friendly.

4.4.3. Learning and Teaching Writing Skill through ICT

Research Question 3: How can Information and Communication Technology be incorporated into the learning and teaching of English First Additional Language writing skills? Expatiate.

Teacher 1 expressed that: "During my transactional texts teaching, for instance, SMS, email, fax etc...I use applications such as emails, either Gmail or Outlook to teach my learners on how to construct meaningful mails, allow them to type those mails and submit them via email". She continued: "Some of my projects, I let them use the internet to find information, surf it to the best of their ability, and give a report which is typed and printed, or at times submit them via my email". This teacher confidently said that since the introduction of ICT in their school, she has dealt with less spelling errors, punctuations, and accuracy as her learners had adopted quickly on how to utilize the applications such as Word, PowerPoint, and Publisher to write some of her activities.

She concluded that she realized that as a teacher, she was aware that some learners fail to write correct spelling since she would mispronounce those words or sounds. However, since the inception of ICT, she can use some recordings and audios from the internet on how to pronounce certain sounds, or even at times record herself sounding the letters and then play the record and allow the learners to listen to the correct way of spelling those words. She believes that learners can never know how to spell words if they do not understand phonics. Yagelski (2005) suggests that online language labs have multi-access for learners to listen to the audios and can understand the different accent used.

The learners can speak, and they can record their voices. Thus, learners' pronunciation levels could be improved by listening to the standardized materials.

The second teacher indicated that she first teaches the content on writing verbally, either essay writing, letter writing, advertisement writing, or any other transactional text activities. Afterwards, she downloads some videos, and audios on how to construct sentences, spelling and pronunciation to allow her learners gain more knowledge before they practice what they have been taught. She further elaborated that: "I record a series of words with a specific sound, supported by digital spelling exercises, having a word sounded out and ask learners to type in the correct spelling in their exercise book". She attested that this is easier to her as she uses the desktops, laptops, and overhead projectors to allow her learners to type during her English writing class.

When teacher 3 was asked this question, she acknowledged that: "I use Word Processor to teach most of my writing activities, I find Word Processor very useful since it has an option of spelling and grammar editor, research, thesaurus, and under the insert tab, learners do explore on a lot of commands to help them bring to the table meaningful transactional texts such flyers, brochures, posters and advertisement by using the symbols, pictures, clip art, and shapes".

The teacher specified that these tools were not only for them to pass and be promoted to the next grades, but since we are in line with a world of technology, they will come in handy when one wants to start their own business, especially on making brands and marketing. "I am glad writing skill does not only end in elementary or secondary schools, but it is a skill which continues until one retires from studying That is, even now, we still write letters to apply for jobs, email, create brochures and flyers, advertise and make posters. This indeed increases the learners' cognitive skills", she amicably concluded.

The last teacher was very excited when he said this: "Using the tools already mentioned, ICT again in the writing skills allow our learners to move away from the pencil and paper and gives us and the learners' new possibilities of interaction and learning". He wrapped up by signifying that "learners are able to enhance their writing abilities by adding more precise detail into their writing pieces and it initiates self-revisions".

When asked how it initiates self-revisions, he asserted that “You see, with the likes of Word Processor, we have squiggly lines; the red squiggly, which clearly explains spelling error in a word typed; the blue squiggly line, which clearly tells you about cohesion and coherence amongst your words, and lastly, the green squiggly line, which amount to grammatical errors. So, with those directives, a learner, I mean even us as educators, you are bound to work on your text until you do not have those mistakes. You are obliged to polish your work, edit, proofread, and then present a well organised accurate work, unlike when you write where you can simply pass and get away with those massive mistakes”.

With reference to the responses, Jayanthi and Kumar (2016) confirm that teachers can utilize PowerPoint, projectors, videodiscs to teach different writing tasks that learners may be engaged in. The teacher made it evident that no matter how much they can engage in holding back to the traditional way of teaching writing skill, they can never be perfect. Therefore, ICT is much important when teaching this skill for their learners to be as effective and prepared for the world awaiting them.

4.4.4. The impact of ICT in enhancing learning and teaching of writing skills

Research Question 4: Do you think Information and Communication Technology have any impact on teachers and learners regarding teaching and learning writing skills in the classroom environment? Elucidate.

Although the teachers from School A were optimistic about the inception of ICT in their day-to-day teaching and learning of EFAL, especially when teaching writing skills through ICT; they were, however, also aware of the impact of ICT that can be brought forth because of using it for learning and teaching purposes. Jayanthi and Kumar (2016) avow that proper utilization of ICT in the teaching and learning of English changes the teacher’s role from being transmitter of knowledge as in the traditional classroom to a facilitator.

To that extent, teacher 1’s response was: “ICT can have negative impact if not managed properly and monitored. For example, it can perpetuate laziness on learners as they will no longer use their thinking skills and rely on the ICT tools for problem solving”. In contrast

to her earlier response, she also specified that: “Nonetheless, it also has positive impact, as it instils confidence in learners. Learners are learning and at the same time they are having fun”.

On the other hand, teacher 2’s reply was: “No, from my teaching experience learners find it more interesting when writing lessons are presented using electronic devices, leaning through online, their performance has steadily improved, and therefore, even their participation in the classroom is intriguing”.

Teacher 3 suggested that: “Teachers have to also not rely too much on the internet as this will instil laziness. For instance, information on the internet is not always relevant, but a teacher might mistakenly think that everything as it appears on the internet is relevant and correct, only to feed his or her learners with wrong information if he or she did not verify the content before presenting it to the class. So regardless of whether a teacher found some teaching and learning materials on the internet, that information still needs to be reworked to meet the needs of the learners”.

The fourth teacher’s thought did not differ much from the first teacher. He said: “Apart from learners being dependent on ICT, it should not be ignored that the society we live in, the world we are subjected to, and education system demands us to prepare the learners to be entrepreneurs given the amount of poverty and unemployment across the world. Whether we like it or not, we will end-up be sitting around and ICT will take all our jobs. That is, ICT allows a creation of a wider variety of individualized and differentiated lessons on writing skills and this makes learning more and more interesting”. UNESCO (2002) believes that the modern way of teaching-learning process depends on Information and Communication Technology.

4.4.5. ICT and Writing Skill on Expanded Opportunities

Research Question 5: How can you use your skills of writing through ICT to develop your academic skills, workspace skills or any of your interpersonal skills? i.e. What are the applications you can use to draft letters, envelopes, emails etc...? Elaborate.

All the educators confirmed that teaching writing skills through ICT made them realise that indeed expanded opportunities were met. Given the fact that writing skills comprise of activities such as letters, emails, posters, brochures, obituaries, envelopes, instructions, advertisements, diaries, and essays to say the least, learners will grasp the knowledge learnt in the classroom together with their ICT abilities through the writing activities to create some meaningful texts after school.

Teacher 2 pointed that: “I can design catalogues, and make cards, adverts and flyers to run my business”. She was enticed by the fact that one can promote their own business without paying any penny. She was supported by teacher 4: “in a nutshell, ICT and writing skill on expanded opportunities is very helpful in professional development and beyond the classroom”.

Harmer (2005) stresses that the knowledge of ICT in writing skills helps one to participate in blog discussions, to engage in different online projects and in exchanging emails.

4.5. PRESENTATION OF DATA AND FINDINGS FROM THE OBSERVATIONS

4.5.1. Background Information on Participant Observation

Teachers Observed	Total Number of Learners	Length of Period	Phase	Grade	Subject
1	79	1 hour	FET	11	English FAL
2	55	1 hour	FET	10	English FAL
3	68	1 hour	FET	11	English FAL
4	71	1 hour	FET	10	English FAL

The teachers in School B, the controlled school, were observed using the observation tool which centred on the following themes throughout:

4.5.2. The Writing Process

Under the writing process, the researcher was focused on the activities, methods, and assessment the teachers use for teaching and learning through the process of writing. The teachers were observed during their teaching and learning times in their EFAL respective classrooms.

4.5.2.1. Activities

Teacher 1; 2; 3; and 4 in their learning and teaching of writing skills took learners through the first step of the writing process, which is the planning stage on essay writing. Department of Basic Education (2011) and Okotie (2010) make sense of pre-writing or planning, during writing and post writing stages, as well as recommended strategies to employ in teaching writing skills in everyday classroom situations. In this stage, the teachers varied in establishing the stages to the learners:

Teacher 1 started first by teaching learners' different kinds of essays; descriptive, narrative, and argumentative. As she taught, learners listened attentively without asking questions. The teacher then moved straight into giving learners some different topics and allowed them to decide to write an essay of their choice.

Teacher 2 and 3 on the other hand, just gave the learners topics using previous question papers and instructed them to write an essay. They emphasised that the learners should first plan, write a draft, edit, and then transfer their work to the final answer sheet which was to be submitted.

Teacher 4, who has been in the teaching profession for more than five years, taught writing like teacher 1, except for the fact that he allowed his learners to go and find topics

for themselves and then write essays. He then gave examples of topics on different type of essays and discussed them with the learners in class.

Nonetheless, the teachers focused only on content topics during their lessons and no evidence of sentence construction, paragraphing, coherence, cohesion, and spelling techniques were presented to learners to assist the learners to produce a required meaningful text. In fact, they insist that learners should follow all the instructions which were written on their question paper on the structure of their essay writing.

4.5.2.2. Methods

The teachers were still traditional in their teaching of writing skill in a sense that they used inductive approach, question and answer, explanation, and teacher-centred approach. ICT plays vital roles in facilitating teaching and learning as it has made teaching and learning of English language interactive and collaborative instead of the traditional teaching and learning process where the teacher is the only embodiment of knowledge (Ogiriki, 2017).

Teacher 1 in her class, started first by applying an inductive approach. She mentioned types of essays and explained them to the learners. She then asked learners some questions about whether they understood what is expected of them when it came to essay writing. Her learners' responses were to confirm that they were aware of what must be done after the lesson.

Teacher 2 started first with some questions on previous lessons, from previous grades on writing as it was not for the first time, they were taught writing skills. The learners showed a lot of knowledge about writing. They mentioned all activities attached to writing skills, and some even tried to explain how they are written. The teacher, who had been the English FAL subject for 21 years, moved to inductive approach, wherein she taught them on how to write an essay. She explained types of essays and later adopted communicative approach, where she engaged all her learners to discuss with each other

on the different topics she gave to them. Her learners demonstrated cooperation, and no one was left out during the lesson.

Teacher 3 just explained to learners on how to write an essay. She started by explaining the structure of an essay and gave them topics to start writing immediately.

Similarly, teacher 4 used explanation method mostly than question and answer. He spent time highlighting on the steps to be followed when writing an essay, which included, the planning or pre-writing stage, where learners analyse the structure, brainstorm ideas for the topic chosen, research the topic and identify main ideas. Secondly, he emphasised on the drafting stage, here, he explained to his learners to write a rough draft, choose appropriate words, organise their work and establish their individual voice. Lastly, he told them to revise, edit, proofread by considering sentence and paragraph structure, eliminate any verbosity, ambiguity and produce their final draft.

In a nutshell, the teachers in their teaching and learning of writing skills are still held up in their traditional way of teaching. Learners are much active when they are given tasks which will require them to be hands-on, and unlike the olden times, more work should be done by the learners, and not the teachers. This indicates that some teachers are still orthodox even in the current education system which demands that a chalk and board alone can never bring effective learning and teaching in classroom.

Nevertheless, Eastment (2000) acknowledges that ICT cannot replace traditional teaching methods, textbooks and any other printed materials are very necessary in the teaching and learning process. But ICT lessons can alternate traditional classes or traditional activities can be improved by using the computer or the internet.

4.5.2.3. Assessment

The assessment criteria used by teachers was both formative and summative. For the assessment activities, teachers gave learners previous question papers and let them choose one topic to write an essay. On the assessment, the following instructions were indicated for the learners to adhere to:

ESSAY

INSTRUCTIONS:

- Choose **ONE** topic of your choice.
- Write either a narrative, descriptive or argumentative essay.
- The length of your essay should be between 210 – 300 words, about 7- 8 paragraphs.
- Include introduction, body, and conclusion in your essay.
- Do **NOT** write the subheadings in your essay.

This was followed by the different topics which learners had to choose from. The teachers were very strict that learners should follow instructions or that will affect their performance severely. Lastly, they gave an input-on time limit, that it takes only an hour for them to complete their essays. Learners were also instructed to submit their first drafts and their final drafts.

4.6. PRESENTATION OF DATA AND FINDINGS FROM DOCUMENT ANALYSIS

This subsection focuses entirely on data derived from the letters typed by learners from School A—which was the Experimental School throughout the research. Later, the data collected from the essay writing by learners from School B will be synthesised. The data presented is grouped according to the learners' performance level, that is, 2 lower, 2 middle, and 2 higher from both schools. The data were analysed in consideration of the writing aspects discussed under Research Problem, i.e., spelling, punctuation, coherence, cohesion, and accuracy.

4.6.1. Letter Typing from School A (Experimental)

TOPICS FOR LETTER TYPING:

1. You are nearing the end of the year, and your school has organized a school to Durban. Write a **FRIENDLY LETTER** to your parents who are working in Gauteng and request money to pay for the trip.
2. Jacob, your uncle, wants to apply for a job in a certain restaurant at Paledi Mall, help him write a **FORMAL LETTER** to the manager to apply for the job.

Learners were engaged in the process of writing through typing their letters using Word Processor, commonly known as Microsoft Word. They began by typing their plans and using tools such as SmartArt, Shapes, WordArt, Text Boxes, Themes, Page Colour and Page Borders. The results of spelling, punctuations, coherence, and cohesion through the stage of editing, revising, and proofreading when learners were engaged in the typing process using Microsoft Word had shown improvements by not having red, blue or green lines under their words in the letter text on the computer before they could be printed. Nomass (2013) suggests that it is most effective when learners use ICT, especially computer programmes to write because they can do italics, underlining, change colours, change font size, and control spelling and grammar with the help of the computer programmes such as Microsoft Word.

The two lower performance level learners have been slow during the typing process, but very willing and finally worked on their final drafts to produce well organised letters. Even though they worked on their spelling and punctuations, the issues of coherence and cohesion were still not promising. Their works could easily be read yet accuracy was not fully determined.

The four other groups of learners, two for middle performance level, and two for higher performance level, have produced meaningful letter typing. Their letters could be read as they were very logical and consistent. Although the learner's creativity was lacking, their ideas in the letters were solicitous and comprehensible.

This was because, the learners produced misspelled words during their typing processes. The writing errors were depicted by underlined words with the red squiggly line,

grammatical errors with the green squiggly line and the blue squiggly line which indicated the violation of coherence and cohesion between words, sentences, and paragraphs. Learners used their cognitions to try and rectify the errors already indicated by the lines. Under review on their Microsoft Word, learners opened Spelling, Grammar and Language command option to edit their texts. Learners then used Spelling and Checker application on their documents to improve their language use to produce meaningful letters. Other learners were introduced to the learning programme “Learn English Lab” on YouTube to learn how grammar is used.

According to Fidaoui, Bahous and Bacha (2010), the use of ICT in teaching writing skills has always supported and encouraged learners’ writing skills in terms of quality and allows learners to discover themselves and their independence. Correspondingly, Nomass (2013) agrees that it can be easier and fun to do writing work on computer programmes as errors can easily be determined by the software.

4.6.2. Essay Writing from School B (Controlled)

TOPICS FOR ESSAY WRITING:

1. Everyone has their own destiny and what they want to achieve in life, even myself, when I grow up, I want to become...
2. The Fourth Industrial Revolution comes with both good and bad intentions.
3. In a nutshell, Primary School Educators are responsible for learners’ inability to read fluently.
4. But wait, what if our President was Patrice Motsepe?
5. My Dream Car...

4.6.2.1. Spelling and Punctuation

The following table presents the spelling and punctuation errors extracted from the learners’ essays. It also provides suggestions on how learners would have applied the

words misspelled and incorrect punctuations. These results were extracted from essays that had the last stages of the writing process; viz; editing, revising, and proofreading.

	Spelling	Punctuation	Comments
Lower Performance Level			
Learner 1	dactor, tha, gaven, caus, learneing, presone, playying, wich, sarturday, magwheels, becuuse,	“These career of BeingDactor is my future” “is career that will take a long time. to be.”	The learners committed so many mistakes in terms of spelling and punctuation in their essay writing. Although, they went through all the stages in the process writing, they still produced errors in their essays. They had a draft, and a final product, however, the content from their draft and their final product did not differ that much, in fact, they just copied everything from the draft as it appeared.
Learner 2	femely, thak, evriday, yello, slading doo, playin, winduo, babaes, focuos,.	“ when I grow up... Because ...have it now”	
Middle Performance Level			
Learner 3	Coulor, beutifulness, dilivat, familia,	No punctuations from the first paragraph to the last.	What is most evident is that the learners write words as to how they say them rather than how the word is pronounced. This means

		<p>E.g. “The car that I like will give me time to know about people and to see the world and is very beutifulness and people will like it to travel with me.”</p>	<p>that they lack knowledge of phonics and pronunciation.</p> <p>Results from the punctuations showed that these learners would write capital letters in the middle of sentences.</p>
Learner 4	<p>cuse, lagecy, vacity, texi, reapeat, yestaday, pregenent</p>	<p>Sentences are not started with capital letter, commas applied wrongly.</p> <p>E.g. “when, i grow up I want to go to vacity to Study being a texi Driver so, that I can drive People who aRe pregenent to the clinic...”</p>	
Higher Performance Level			
Learner 5	<p>axcelleretar, engirn,</p>	<p>“I heart it has...sit”</p>	<p>Some learners would start sentences with small letters, and</p>

		“it has nice engin...very fast”	put no commas, full stops, colons, or semi-colons where necessary.
Learner 6	wamth, tayrs, mistaik,	“my dream car tayrs I want... any mistaik”	The outcomes indeed indicated that the learners need assistance in terms of mastering their spelling and punctuation abilities.

4.6.2.2. Coherence and Cohesion

	Coherence and Cohesion
Lower Performance Level	
Learner 1	Both learners wrote about topic number five[My Dream Car...] on the Topic List under Essay Writing, but they wrote the heading of topic number five [But wait, what if our President was Patrice Motsepe?] on the chosen topic in their answer sheets.
Learner 2	<p>The learners supposedly did not understand the topic, as their writing did not make sense and hence, there was no logic and flow of ideas in their writing.</p> <p>In some instances, sentences were incomplete; some were produced without considering concord.</p> <p>E.g., Learner 1 wrote: “I want to buy it when I finish vacity, I go to work to the hospital. not going to work by taxi.”</p> <p>Learner 2 wrote: “I luv aud coz are betiful and I want to drive it whe I grow up...”</p>

	<p>This indicates clearly that there is no coherence or cohesion in this sentence, and from their entire scripts, the same mistakes have been made.</p>
<p>Middle Performance Level</p>	
<p>Learner 3</p>	<p>Nevertheless, these learners did not commit many errors as compared to the lower performance level ones, but their paragraphs did not flow as expected and as it was supposed to be. They were slightly logical and consistent in their writing. Their essay writing was comprehensible and relatable.</p> <p>E.g., Learner 3 wrote: “I will dilivat my familia to the shop and take them back home. I like how fast my car will be...”</p> <p>This learner in this paragraph, was describing what they would normally do with their car, however, the next paragraph they introduced a different topic altogether.</p> <p>E.g.,The learner wrote: “people don lik my familia coz thy ar good people, they want to see thm suffer, but me I won’t suffer...”</p> <p>Learner 4 wrote; for example: “I want leave a lagecy when I gro up by doing a career that people don’t like... I don’t want to reapeat what my father did yestaday...”</p> <p>The above example shows no logic in the sentence the learner produced.</p>
<p>Learner 4</p>	
<p>Higher Performance Level</p>	

Learner 5	
Learner 6	<p>These learners' texts were logical. Their sentences made sense and their meanings were fathomable. They lacked skills of spelling and punctuation for their works to flow and be enticing and captivating. Conversely, their overall performance in terms of writing an essay is commendable.</p> <p>Learner 5, for instance wrote: "The engirn of my car will be 2.0. and have very nice leather seats. I want a car which axcelleratar at a speed of 150km per hour..."</p> <p>While learner 6, wrote: "I wish to drive a car which has wamth, and very nice. The tayrs must be black, and not have many technical mistaiks..."</p> <p>The sentences can be read with understanding of the portrayed message. There is logic and the learners understood what was expected of them.</p>

4.6.2.3. Mechanical Accuracy

Accuracy can be achieved through texts which have covered the aspects of writing such as spelling, punctuation, coherence, and cohesion to mention the least. This means, for a text to be read with understanding, one needs to understand issues of grammar and how they are applied in sentences, paragraph and to the entire text. For instance, be able to distinguish the relationship between a subject, verb, and an object in a sentence and how to construct a sentence with all these three aspects. Therefore, from the learners' texts, it was discovered that most learners, especially learner 1 and 2, were unable to produce meaningful texts. Learner 3 and 4 produced partially eloquent texts. This means

that accuracy was not met and until the learners are able to grasp the aspects of writing, they will not master the writing skills. Learner 5 and 6 attempted to produce accurate sentences, and their writings were thoughtful and could be improved if they can get enough support through teaching and learning techniques to enhance the development of writing skills [refer to the table on cohesion and coherence above].

The presentation of the results from School B is an indication that ICT in the teaching and learning of English First Additional Language writing skills is required. West (2008) confirms that when teachers move from traditionally written answers to online forums, learners can create their personality in their work and own style. The reason for this is that learners realize that there is an online social context for their work and they, therefore, try to influence their peers and build positive attitudes towards their writing abilities.

4.6. SUMMARY OF CHAPTER

This chapter presented the data collected from the schools mentioned in the previous chapter. It used themes to classify the data and gave a description of the researcher's views based on the data. Towards the end, it affirmed and gave comparison between the written texts and typed texts based on the evidence provided by the document analysis. ICT can lead to motivation and attention, as well as keeping time, classroom control, disruption of unnecessary communication amongst learners and distractions, especially when effective ICT integration is done by the teacher. The chapter concludes by stating that the results will further be discussed on the next chapter and provides recommendations to address the identified problem as per the research objectives.

CHAPTER FIVE

DISCUSSION OF FINDINGS, RECOMMENDATIONS, AND CONCLUSION

5.1. INTRODUCTION

This chapter is a continuation of the previous chapter. It presents discussion of the findings and provides recommendations regarding the utilization of Information and Communication Technology through learning and teaching of English First Additional Language writing skills. There have been some concern and complaints in some schools that most learners commit a lot of errors during the writing process, especially on essays and transactional texts such as letters, advertisements, postures, and instructions to name the least. High ICT usage knowledge has higher ICT integration competencies and can assist both learners and teachers to improve their learning and teaching writing skills rather than focusing only on traditional methodologies (Hsu, 2010). The researcher found out that this problem can be addressed by incorporating Information and Communication Technology to develop and enhance the learners' writing abilities especially schools which have access to computers but do not utilize them to serve and merge such challenges. Ilter (2015) contends that technology can be one of the ways to create real and enjoyable atmospheres for young language learners when it is used correctly and effectively.

5.2. DISCUSSION OF FINDINGS

This study comprised various data sets, i.e., data from interviews, observations, and document analysis. The interviews were conducted in School A, which has been the Experimental School in the research. Observations were performed in School B, which was the Controlled School throughout the study. In addition, teachers were interviewed and observed. Document analysis consisted of an Essay and a Letter. Learners from School A typed the letters, and learners from School B wrote the essays. The discussion

of the findings will begin with themes that emerged from the interviews as developed in the previous chapter, observation tools, and lastly document analysis.

5.2.1. INTERVIEW EMERGING THEMES

5.2.1.1. Computer Purposes

The study solicited the views of teachers on the purposes of computers in the school environment. The study firstly revealed in 4.3.1 that participants claim that computers can be used to search information from the internet prior to the one from textbooks. Also, to record learner and teacher information, and for improving learning and teaching in the school environment. This information indicates that teachers in School A (Experimental) have enough knowledge about computers and how they can be utilized during learning and teaching. According to Dina and Ciornei (2013), the prime factor for the utilization of technology aspects (e.g., internet, videos, and audios) in language teaching is to develop the skills for communication for oral and written message. This implies that computers in a school environment do not only serve as a tool to capture marks, access pacesetters, prepare Integrated Quality Management System (IQMS) and work on SA-SAMS like in the olden days. However, the educational system in this time and era demands that ICT be incorporated in learning and teaching across all learning areas in a school environment. Moreover, computers or any other digital devices like smartphones, iPad, Personal Computers, Projectors, Screen, and any other programme can assist in enhancing a certain learning aspect which may need more emphasis for the learners and teachers to understand the concept better. That is, a textbook alone is not sufficient.

The truth of the matter is that this draws the results back to the teacher, that ICT started with them, by first engaging it in their day-to-day teaching, having computers in the school environment and using them for good purposes, and later giving learners confidence that they can improve their learning through using ICT. This will prevent learners and teachers from (only) using computers in their school for social networking and searching for irrelevant information. Teachers were a good example to the learners, and with the responses from this theme, the researcher was pleased that the teachers in this school

were aware of what they are doing and therefore, even the learners will be able to follow in their footsteps and make use of ICT after school for good purposes. Hence, the issue of computer purposes generalizes every device which will require computing skills to be operated. In using these skills, both teachers and learners will bring a positive learning and teaching atmosphere.

5.2.1.2. Learning and Teaching EFAL through ICT

Information and Communication Technology (ICT) provide creativity and innovativeness to facilitate language teaching and learning (Shandu, 2011; Hussein, 2015). Most teachers lack sufficient knowledge on how to merge the learning content with ICT. They still believe that these are two separate lessons. In 4.3.2 on the data set, teachers confirmed that ICT can be incorporated in language since it contains a lot of activities and tools. Enough literature from chapter two has shown that the use of ICT through teaching language is simpler than traditional ways of teaching and learning, since learners like to be hands-on (Kasapoğlu-Akyol, 2010). The teachers in 4.3.2 contend that they never only relied on the textbooks, but applied ICT in their language classroom, such as showing learners visual activities to intrigue their learning, programmes which are related to the curriculum, application for typing and presentations, oral activity tools, and recommendation of other learning tools on television, radio or internet were also shared with their learners to engage them in taking responsibility for the learning.

Consequently, the learners show a lot of knowledge in 4.3.2 on the collaboration of the two, ICT integration in language learning. As the teachers expressed their ideas, they indicated that their learners treasured being given tasks which will require them to use the computer lab, smartphones, or personal computers from their school for both typing purposes and researching. They verily asserted that they never deprived their learners such fun and enjoyment through their learning of English language. Besides, more work of the curriculum should be done by the learners as per the new amended policy

statement (Caps, 2011). It is very important for learners to be exposed to being independent in their learning to prepare them for the world ahead of them.

5.2.1.3. Learning and Teaching Writing Skill through ICT

In response to question 3 [How can Information and Communication Technology be incorporated into the learning and teaching of English First Additional Language writing skills? Expatiate.] of the interview schedule, teachers affirmed that they use ICT to teach writing skill. They mentioned application like Gmail, Outlook, PowerPoint, Publisher, Word, and programmes which helps their learners enhance their spelling abilities, punctuation, pronunciation, and phonics. They confirmed that videos and audios sometimes aid mainly for the development of sentence construction, paragraphing and dealing with issues of coherence and cohesion. Writing skill, as broad as it is, Publisher and Word are very crucial when they teach transactional texts and essay writing. Microsoft Word has tools such as thesaurus, spelling and grammar and other language tools to assist the learners when they complete their writing activities.

The novice teachers [teachers between the age of 20-30 from the data set] attested that Information and Communication Technology through language writing skill learning will minimise mistakes committed during writing. This evidence claims that these teachers are aware that the use of ICT can improve the writing skills of their learners, specifically, the spelling competencies, punctuations, coherence, and cohesion. It is evident that they are not in deferment to apply such techniques in their classroom as they are confident and motivated.

Furthermore, it was indicated in the data that ICT will bring learners to class, make them be involved in their learning and stimulate them from being inattentive from their learning. Thus, it would eradicate apathy towards writing as learners will be spending a lot of time typing. In addition, Kim (2000:3) states “As society moves toward ever more advanced stages, the impact of technology on society becomes increasingly significant.”

5.2.1.4. Impact of ICT through Learning and Teaching writing skill

Technology makes learning and teaching to be advanced. Moreover, everything can be simplified when applied appropriately. In response to question 4, in 4.3.4 teachers believe that ICT has both negative impact and positive impact. Even so, the negative impact can be overshadowed by the positive impact of ICT to be established correctly and monitored (Yunus, 2013). The fear is that ICT will make their learners lazy and use the technological programmes for fruitless fun. They strongly believe that these learners will immensely use ICT tools to play games or spend more time on social media rather than doing the actual schoolwork. Though some evidence reflects that, it won't have any negative impact since it will help learners develop their learning. According to Morgan, Humphries and Goette (2006), Information and Communication Technology on teaching results from the fact that most teachers cannot integrate ICT in their teaching due to lack of training and preparedness. In addition, teachers are afraid that they will be challenged by learners when they involve the use of ICT in their language learning since these learners are more advanced than them. This, again, will drive anxiety and cause a lot of misconceptions about whether to look at ICT as being the common enemy in the classroom or problem-solving gizmo.

However, some teachers' perception to this issue suggested that it will entirely depend on how the teacher manage and facilitate the computer language learning classroom. It was further noted that learners cannot be disadvantaged from learning through ICT because of the fears which come with this new norm. The accumulated data sets indicated that some activities would lead to boredom as they usually do and end-up if learners know certain things, especially in writing activities as they are habitually not taught. Keengwe, Onchwari and Wachira (2008) argue that ICT is not a replacement for good instruction; successful teachers can offer powerful technological programmes to enrich their teaching environment without undermining sound pedagogical practices.

5.2.1.5. ICT and Writing Skills on expanded opportunities.

Spelling, punctuation, coherence, and cohesion are an integral part of the writing process amongst other aspects. It is through these aspects that we can make sense of a text, thus, bringing in accuracy for the text to be read fluently. Therefore, it should be a prime focus to develop these competencies every time a teacher delivers any writing activity.

In 4.3.5 teacher also tried to name some of the technological programmes that learners can go through to develop the competencies already mentioned above. English language writing activities combined with the knowledge of ICT, as indicated by the teachers in 4.3.5., can enable one to design wedding cards, apply for jobs using typed letters, write motivational letters, create advert for their businesses, obituaries, posters, emails, and online diaries for their personal growth. It appears that this knowledge of transactional writing does not only end in the classroom, but it can also manifest to other context of life.

5.2.2. OBSERVATIONS

5.2.2.1. The Writing Process

Teachers from School B were observed as they were using activities and conducting assessment in class and their teaching methods were also observed. The results from the observations indicated that teachers from School B still apply traditional way of teaching writing skills. The teachers still induct, explain, and ask the learners in an old-fashioned way. Most learners would cause distractions during the language classroom, especially when lessons were delivered by female educators.

5.2.3. DOCUMENT ANALYSIS

5.2.3.1. Letter Typing from School A (Experimental)

The higher, middle, and lower performing learners from School A typed their letters using computers. They spent an hour typing to produce eloquent letters. The outcomes of the letters that the learners typed from School A plainly signposted reasonably typed letters. This was because the learners from School A had mastered and were used to using ICT in their day-to-day lives. Therefore, tasks which involve any tool of ICT is done accurately. The learners were enticed by the platform of typing as they also explored on some aspects they never thought existed.

Learners produced well-structured texts with the tools they utilized during their typing process. They also helped them in improving spelling, punctuation, coherence, cohesion and lastly, the letters were read fluently. In contrast, accuracy was not fully met, especially from learner 1 and 2 as they struggled with constructing meaningful sentences and arranging their ideas logically. However, this implied that the errors created a room for improvement and that the teachers still had more work to be done especially on infusing ICT through learning and teaching English as First Additional Language.

5.2.3.2. Essay Writing from School B (Controlled)

Data from the essays clearly shows that most learners still struggle to produce correct spelled words. Learners in their initial stages that is pre-writing or planning stage had some difficulty in constructing right words to produce a clear mind-map. They took more time to connect the dots, and only the higher performers could at least finish up early. The middle and lower performers started building ideas in their heads and asked for more time to plan their mind-maps, which again consumed a lot of time.

During their drafting stages, the higher performers organized their thoughts quite clearly but still had some few misspelled words in their writing. The middle and lower performers had more words which were misspelled and few of those words were highlighted from the previous chapter.

The learners, lower, middle, and higher performers did not meet the other aspects of writing skill, specifically: punctuation, coherence, cohesion, and accuracy. The lower and

middle performers' ideas were least organized properly with no clear logic and consistency level was also low. It was only the higher performing learners who managed to write properly but with little errors in spelling and punctuations. Otherwise, accuracy was not fully met since these competencies are the ones which bring an accurate text.

When learners had to edit, revise, and proofread, the higher performers did a great job since they worked on their misspelled words even though they could not correct all of them. The middle and lower learners were still the same. Punctuations, coherence, and cohesion were slightly met by middle performers, the lower performers could not make any differences from their drafting stage, and the higher performers could apply the correct editing techniques.

5.3. RECOMMENDATIONS

Cobuild (2001) maintains that recommendation of something is the proposition that someone should have or use because it is good. The researcher propose that these are the alternatives to apply in overcoming the challenges.

5.3.1. DEPARTMENT OF BASIC EDUCATION

- The training of language teachers through technology learning and teaching should be compulsory in their curriculum during their training period in colleges and varsities.
- Policies on language learning and teaching should be implemented, practical and monitored.
- Teachers should be encouraged to deviate from traditional method of learning and teaching into the ICT integration. The department should see to it that they give full support to their employees to promote meaningful learning and teaching.

5.3.2.SCHOOLS

5.3.2.1. Teachers

- It should be a priority for every teacher to incorporate Information and Communication Technology in their learning and teaching of language skills.
- Policies around the utilization of ICT in learning and teaching language should be developed.
- Teachers must involve their learners in the lesson planning so that they reach an agreement on the kinds of technological programmes that will enhance their specified skills.
- Attend workshops which will enhance and give them enough knowledge about Information and Communication Technology through the teaching and learning of language.
- Teachers need to use the technological devices in their respective schools to develop their learners' language skills if enough materials cannot be reached.
- Teachers should improvise and not ignore the fact that the integration of ICT in English language teaching and learning writing skills is needed for learners to produce good texts. Secondly, time management, especially in a lesson where ICT is integrated plays a vital role. Thirdly, ICT instil classroom discipline, and lastly, ICT furnishes for adequate motivation, skills, and knowledge for teachers on numerous strategies to teach and learn English First Additional Language writing skills.

5.3.2.2. Learners

- Learners must be monitored and facilitated through their contact sessions during computer lessons as they develop some skills.
- Avoid adopting informal language and transferring it into their formal essay writing.
- They should read more books and go through many videos, audios, internet and do a lot of written activities.

5.3.2.3. Parents

- Every parent should make sure that they monitor the technological devices of their children whether they use them for chatting or doing schoolwork.

5.4. SUMMARY OF CHAPTER

This chapter discussed the findings and recommendations of the study. It was an overview of the objective of the study and what the study intended to overcome. Nachoua (2012) maintained that though teachers may have to impart knowledge of English writing skills in their classrooms without necessary training acquired which affect their interest, they still need to endure and act as writers and knowledge reservoirs. In a nutshell, the chapter briefly outlined the outcomes which emerged from the previous chapter.

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APPENDIX

1.1. Annexure A

1.1.1. Request Letter

UNIVERSITY OF LIMPOPO
PRIVATE BAG X1106
SOVENGA
0727

MARCH 2020

DEPARTMENT OF EDUCATION

To Whom It May Concern

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I, Tonny Mengwai, a Masters student from the University of Limpopo, under the Faculty of Humanities, School of Education wish to request to conduct research in two of the schools associated with the Department of Education, under Capricorn South District, Kgakotlou Circuit; namely, Malatswa Secondary School and Gerson Ntjie Secondary School. My focus area is on the role of Information and Communication Technology (ICT) in learning and teaching English as a First Additional Language writing skill.

I will take upon myself to respect the local customs and schools' image and promise to give copies of all reports on request by the department.

The learners and their teachers will be expected to complete in-depth interviews, document analysis (transactional texts) and observations by the researcher during the timeframe given by the school. There will be no financial incentives for participating in the research, but findings will be made known to the department.

I hope my request is in order. Thank you in advance.

Yours Faithfully,
Tonny Mengwai

1.2. Annexure B

1.2.1. Request Letter

UNIVERSITY OF LIMPOPO

PRIVATE BAG X1106
SOVENGA
0727

MARCH 2020

SCHOOL GOVERNING BODIES (SGB)
P. O BOX 03
THOLONGWE
0734

To Whom It May Concern

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL

I, Tonny Mengwai, a Masters student from the University of Limpopo, under the Faculty of Humanities, School of Education wish to request to conduct research in your institution. My focus area is on the role of Information and Communication Technology (ICT) in learning and teaching English as a First Additional Language writing skill.

I will take upon myself to respect the local customs and school image and promise to give copies of all reports on request by the school. Your learners and their teachers will be expected to complete in-depth interviews, document analysis and observations, for data analysis.

I hope my request is in order. Thank you in advance.

Yours Faithfully,
Tonny Mengwai

1.3. Annexure C

1.3.1. Request Letter

UNIVERSITY OF LIMPOPO
PRIVATE BAG X1106
SOVENGA
0727

MARCH 2020

THE PRINCIPAL
P. O BOX 03
THOLONGWE
0734

Dear Sir/ Madam,

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL

I, Tonny Mengwai, a Masters student from the University of Limpopo, under the Faculty of Humanities, School of Education wish to request to conduct research in your institution. My focus area is on the role of Information and Communication Technology (ICT) in learning and teaching English as a First Additional Language writing skill.

I will take upon myself to respect the local customs and school image and promise to give copies of all reports on request by the school. Your learners and their teachers will be expected to complete in-depth interviews, and document analysis (transactional texts), for data analysis.

There will be no financial incentives for participating in the research, but findings will be made known to your teachers. Teachers and learners' privacy, rights and choices will be considered and therefore they may withdraw at any time if they feel like and data collected before a withdrawal will not be used any further.

I hope my request is in order. Thank you in advance.

Yours Truly,
Tonny Mengwai

1.4. Annexure D

1.4.1. Informed Consent

The purpose of the study is to investigate ways in which learning and teaching of English First Additional Language writing skills can be taught through Information and Communication Technology. The transactional (essay and letter) writing and typing will take roughly take an hour, together with the in-depth interview sessions upon completion. Please answer every question accurately as possible. Participation is voluntary. Your grades will not be affected if you choose not to participate. Your participation will be anonymous, and you will be recorded when responding to questions. No discomfort, stress or risks are anticipated.

I, _____ agree to participate in research entitled “**Utilizing Information and Communication Technology through English writing skills: Two Secondary Schools, Kgakotlou Circuit**” in the Department of Languages, at the University of Limpopo. I understand that this participation is voluntary. I can withdraw my consent at any time with no penalty.

Researcher's signature: _____ Date: _____

Participant's signature: _____ Date: _____

1.5. Annexure E

1.5.1. Consent Form

The purpose of the study is to investigate ways in which learning and teaching of English First Additional Language writing skills can be taught through Information and Communication Technology. Learners will be expected to complete transactional text (essay and letter) writing and typing. Learners will also be observed during their writing process period and might be recorded through audios or videos during lessons.

I, _____ (parent) hereby consent and agree that _____ (learner) has the right to take part or participate in the study titled **“Utilizing Information and Communication Technology through English writing skills: Two Secondary Schools, Kgakotlou Circuit”**. I fully understand the implications that might arise in the study and that my child can withdraw at any time he/ she feel to with no penalty charged.

I consent that my child to being audio/video as part of the project. I understand that any information recorded in the investigation will remain confidential and no information that identifies my child will be made publicly available.

Parents Name/s:

Signature:

Date:

___/___/___

Learner Name/s:

Signature:

Date:

___/___/___

Researcher:

Signature:

Date:

___/___/___

1.6. Annexure F

1.6.1. Interview Schedule

Answers should be meaningful with substantive reasons.

Date of Interview (s): _____

School: _____ **Barcode** _____

1. What are the purposes of computers in the school environment?
2. How do you think computers can be used in your classroom?
3. Do you think Information and Communication Technology have a negative impact on learners and teachers in the classroom environment? Expatriate!
4. Have you used Information and Communication Technology before when learning and teaching English as a First Additional Language? If no, why? If yes, how?
5. Why do you think Information and Communication Technology crucial when learning and teaching English as a First Additional Language?
6. How can you use Information and Communication Technology for learning and teaching in your English Language classroom?
7. How can Information and Communication Technology be utilized in English First Additional Language to enhance the development of writing skills?
8. How can Information and Communication Technology be incorporated in the learning and teaching of writing skills?
9. Which Information and Communication Technology tools can be used to improve the learning and teaching of writing skills?
10. How can Information and Communication Technology enhance the learners' spelling, coherence, cohesion, punctuation and accuracy abilities or skills?
11. Do you think application of Information and Communication Technology can change the attitude of learners towards the learning of English as First Additional Language? If yes, how?

12. How can Information and Communication Technology enhance your ability of learning to other context of learning from your English writing skill? Are there any expanded opportunities through ICT in English writing skills? Elaborate!

1.7. Annexure G

1.7.1. Observation Schedule

The observation schedule caters for both School A and School B.

Date(s) of Observation: _____

School: _____

Description	Observation Preferences
Teaching Activities	
Teaching Methods	
The Writing Process	
Interaction between stakeholders (learners and educators)	
Assessment Administration	
Interpretation:	

1.8. Annexure H

1.8.1.Document Analysis

Learners from School A and School B will be expected to write an essay and a letter in this section.

Instructions:

Write neatly and legibly.

Choose only one topic and write one and half pages of an essay, and one page for a letter.

Clearly show your mind-map and your draft work.

TOPICS FOR ESSAY WRITING:

1. Everyone has their own destiny and what they want to achieve in life, even myself, when I grow up, I want to become...
2. The Fourth Industrial Revolution comes with both good and bad intentions.
3. In a nutshell, Primary School Educators are responsible for learners' inability to read fluently.
4. But wait, what if our President was Patrice Motsepe?
5. My Dream Car...

TOPICS FOR LETTER TYPING:

3. You are nearing the end of the year, and your school has organized a school trip to Durban. Write a **FRIENDLY LETTER** to your parents who are working in Gauteng and request money to pay for the trip.
4. Jacob, your uncle, wants to apply for a job in a certain restaurant at Paledi Mall, help him write a **FORMAL LETTER** to the manager to apply for the job.