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The Challenges faced by Teachers and Learners in Implementing Process Writing Approach in a Sesotho Grade 4 Classroom

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ABSTRACT

Writing is one of the skills that play a crucial role in language teaching and learning because it encourages learners to think creatively. To enhance learners' writing skills, the National Curriculum Statement recommends the implementation of the Process Writing Approach (PWA). Although the approach is highly recommended, the implementation remains a challenge in schools. This paper was guided by Constructivism Theory, and its main aim is to explore the challenges faced by Grade 4 Sesotho teachers and learners in implementing the process writing approach. Additionally, the paper suggests possible strategies that teachers can employ for the successful implementation of the approach to boost learners' writing skills. Data for this paper were collected from journal articles and were analysed using deductive analysis. The findings revealed that the use of traditional pedagogies, limited time, delayed and unconstructive feedback, teachers' perception of the approach, large classes, lack of understanding of the PWA and learners' learning styles pose a serious challenge in the teaching of writing. The paper suggests improved teacher support, provision of constructive and timely feedback, deployment of traditional teaching pedagogies, raising learners' awareness about the significance of the approach, ensuring learners' understanding of the fundamentals of language, and consideration of learners' learning styles and needs as possible strategies that teachers can employ to effectively implement process writing approach. The paper concludes that teachers should be empowered through workshops to enhance their teaching competencies. This study will help teachers of languages with the strategies on how to implement the Process Writing Approach to enhance the writing skills of learners and will serve as a guide for subject advisors on how to conduct in-service training for teachers.

***Keywords**: Writing Skills, National Curriculum Statement, Process Writing Approach, Constructivism Theory, Sesotho Teaching*

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INTRODUCTION

One of the four language skills that learners are expected to master in the Intermediate Phase (IP) is writing and presenting.[1] This skill is so crucial since it helps learners to express their feelings,

[1] Department of Basic Education, *Setatemente Sa Leano La Kharikhulamo Le Tekanyetso. Dikereiteng Tsa 4-6. Sesotho Puo Ya Lapeng* (Pretoria: Government Printers, 2011).

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imaginations, and views and to develop their creativity and language use.[2] It is through this skill that learners can think and use language creatively. Ngubane *et al*. attest to this statement by saying that writing is one of the most important language skills which plays a significant role in the learning of a language, and for that reason, it cannot be ignored.[3] Writing helps to increase learners' vocabulary and self-esteem. Due to the significance of writing in teaching and learning, enough time and proper planning are required for the effective teaching of writing.

According to the 2005 Revised Curriculum and Outcome-Based Education (OBE), the emphasis on writing was more on the final product rather than the process.[4] This method is still used by Intermediate Phase (IP) teachers to teach writing. IP learners are at a developmental stage in their writing abilities, and the methods their teachers employ can have a significant influence on their progress. This is why teachers should teach writing skills using the methodology described in the Curriculum and Assessment Policy Statement (CAPS) of 2012. Megista *et al*. state that instructional tactics seek to engage students in meaningful learning and establish a productive and positive learning environment.[5] It encourage students' growth and development by providing them with meaningful learning experiences. Therefore, to improve learners' writing abilities, the Process Wring Approach (PWA) must be used effectively.

The method used for writing and presenting should encourage students to improve their writing abilities, encourage participation and drive them, and provide a supportive learning atmosphere. To improve the writing abilities of students in the IP, teachers should be trained on how to apply this strategy.

This approach has been the subject of several earlier investigations. According to studies by Hedge, Suriyanti & Yaacob, and Hermilinda & Abd Aziz, the writing process model has long been supported since it is thought to be a suitable strategy for improving students' writing abilities.[6] This method makes learning and teaching more engaging, dynamic, and interesting. Furthermore, another study was carried out by Ngubane *et al*. and the results demonstrated that the PWA is highly effective at resolving writing issues.[7] The difficulties First Additional English teachers encounter when instructing writing were the subject of earlier research.[8] The current study focuses on the difficulties Sesotho Intermediate Phase Teachers encounter when putting the PWA into practice to improve students' writing abilities as outlined in the CAPS document.

Research has shown that writing is a comprehension ability involving grammar, vocabulary, conception, rhetoric, and other parts of the language. It helps the learner to expand their language skills and use the correct and appropriate words, which are relevant to the context.[9] It is considered a key element because it enables learners to think creatively and share thoughts and ideas on complex issues. In compliance, Muhammad, Almas, and Muhammad posit that writing includes creative thinking and is

[2] Laura Cutler and Steve Graham, "Primary Grade Writing Instruction: A National Survey.," *Journal of Educational Psychology* 100, no. 4 (2008): 907; Julie L Dennis and Yvonne Swinth, "Pencil Grasp and Children's Handwriting Legibility during Different-Length Writing Tasks," *The American Journal of Occupational Therapy* 55, no. 2 (2001): 175–83; F. Güneş, *Turkish Teaching Approaches and Models* (Ankara: Pegem Academy, 2016); M Müldür and A Çevik, "Secondary School Students' Perceptions of Writing Skill: A Metaphor Analysis Study," *SDU International Journal of Educational Studies* 4, no. 2 (2017): 54–70.

[3] Berrington Ntombela, Nomalungelo I Ngubane, and Samantha Govender, "Writing Approaches and Strategies Used by Teachers in Selected South African English First Additional Language Classrooms," *Reading & Writing-Journal of the Reading Association of South Africa* 11, no. 1 (2020): 1–8.

[4] Renier Jacobus Botha, "Outcomes-Based Education and Educational Reform in South Africa," *International Journal of Leadership in Education* 5, no. 4 (2002): 361–71.

[5] Hilda Megista et al., "English Teacher Strategies in Writing Activities at the Eighth Grade of Junior High Schools at Kembayan Sub-District," *Journal of Scientific Research, Education, and Technology (JSRET)* 2, no. 2 (2023): 828–37.

[6] T. Hedge, *Writing* (Oxford: Oxford University Press, 2005); Sufatmi Suriyanti and Aizan Yaacob, "Exploring Teacher Strategies in Teaching Descriptive Writing in Indonesia.," *Malaysian Journal of Learning and Instruction* 13, no. 2 (2016): 71–95; Imelda Hermilinda Abas and Noor Hashima Abd Aziz, "Model of the Writing Process and Strategies of EFL Proficient Student Writers: A Case Study of Indonesian Learners.," *Pertanika Journal of Social Sciences & Humanities* 26, no. 3 (2018).

[7] Ntombela, Ngubane, and Govender, "Writing Approaches and Strategies Used by Teachers in Selected South African English First Additional Language Classrooms."

[8] Nikiwe Nondabula and Vuyokazi Nomlomo, "Learners' Experiences of Creative Writing in English First Additional Language: Pedagogical Implications," *Journal for Language Teaching* 57, no. 1 (2023).

[9] A.A.I. Basyirudin, N. Marhaeni, and Nyoman Dantes, "The Investigation of the Teaching of Writing at the Tenth Grade of Senior High School (Sman) 1 Aikmel in East Lombok," *Jurnal Pendidikan Bahasa Inggris* 1 (2013): 118682; Ariyanti Ariyanti, "The Teaching of EFL Writing in Indonesia," *Dinamika Ilmu* 16, no. 2 (2016): 263–77.

a significant skill in language production.[10] Writing also enables learners to think about grammar and spelling.[11] It encourages learners to process the language, speeds up language acquisition, and increases accuracy. This means that writing is not just putting words together, but a creative way of putting words together to come up with a meaningful piece of work. It is a tool for the creation and expression of ideas. It allows areas of development for learners, and through it, learners will possess critical skills such as innovation, creativity, and self-expression, which are vital for their academic success.

The article, therefore, aims to understand the challenges Grade 4 Sesotho teachers encounter in the teaching of writing. The analysis of challenges will assist to suggest strategies that teachers can employ to effectively implement the PWA in enhancing learners' writing skills.

LITERATURE REVIEW

Several studies on the approaches to teaching of writing, such as the product writing approach[12], genre-based approach,[13] and process writing approach[14] have been conducted. This followed that writing is deemed the most difficult cognitive activity. The complex nature of the activity makes it difficult for students to deal with writing exercises,[15] thus requiring teachers to use appropriate and effective approaches in teaching. In writing, the learner is expected to demonstrate creativity in putting his or her ideas together about a particular topic and express them on paper, in such a manner that his/her feelings and imagination are carried over to the reader. How to produce such a piece of work for a creative writing activity can be quite challenging for learners. It requires proper planning, and effective teaching strategies to equip learners with such skills.[16] In South Africa, as it is in other countries, such as Malaysia, Korea, Saudi Arabia, Kenya, and Tanzania, teaching writing remains a challenge to teachers. In the study conducted in Korea by Sebetoa, most intermediate learners in Korean schools need extra help in their reading and writing to gain balanced EFAL competence.[17] Research also shows that in Malaysia, teachers are experiencing difficulties in teaching writing skills because of learners' lack of vocabulary, poor grammar, punctuation, and spelling mistakes.[18] In Saudi Arabia, teaching language skills comes as the last skill even though this skill cannot be disregarded and needs considerable attention from both teachers and students to cope with their daily academic lives.[19] In Kenya, it is not only that learners have difficulty in reading and writing, but also that teachers do not use literacy practices that are sufficiently effective in ensuring that each child learns and masters basic reading and writing skills, as well as other language skills.[20]

Tanzania has experienced a 31% drop in the literacy rate for the past 33 years. As a result, this has become a worrying factor for the country. Poor literacy skills have been contributing to the high

[10] Muhammad Fareed, Almas Ashraf, and Muhammad Bilal, "ESL Learners' Writing Skills: Problems, Factors and Suggestions," *Journal of Education and Social Sciences* 4, no. 2 (2016): 81–92.
[11] Department of Basic Education, *Setatemente Sa Leano La Kharikhulamo Le Tekanyetso. Dikereiteng Tsa 4-6. Sesotho Puo Ya Lapeng*.
[12] Chunling Sun and Guoping Feng, "Process Approach to Teaching Writing Applied in Different Teaching Models.," *English Language Teaching* 2, no. 1 (2009): 150–55.
[13] J. Hammond and B. Derewianka, "Genre," in *The Cambridge Guide to Teaching English to Speakers of Other Languages*, ed. R. Carter and D. Nunan (Cambridge: Cambridge University Press, 2001); Tuan Trong Luu, "Teaching Writing through Genre-Based Approach," *BELT-Brazilian English Language Teaching Journal* 2, no. 1 (2011).
[14] Pauline Gibbons, *Scaffolding Language, Scaffolding Learning* (Heinemann Portsmouth, NH, 2002); Johana Yusof, Nor Ashikin Ab Manan, and Ahmad Ashaari Alias, "Guided Peer Feedback on Academic Writing Tasks Using Facebook Notes: An Exploratory Study," *Procedia-Social and Behavioral Sciences* 67 (2012): 216–28; Pei-ling Wang, "Effects of an Automated Writing Evaluation Program: Student Experiences and Perceptions.," *Electronic Journal of Foreign Language Teaching* 12, no. 1 (2015).
[15] Salim Nabhan, "University of PGRI Adi Buana Surabaya Grand Semanggi Residence C-21 Surabaya, Indonesia Email: Salimnabhan@ Yahoo. Com," in *Proceeding of the 7th International Conference on Educational Technology of Adi Buana (ICETA-7)*, 2016; Chieko Onozawa, "A Study of the Process Writing Approach," *Research Note* 10 (2010): 153–63.
[16] A R Alves, "Process Writing (Issue July). The University of Birmingham," 2008.
[17] Phillimon More Sebetoa, "Learners' Challenges in Reading and Writing in English First Additional Language in the Intermediate Phase in Mankweng Circuit" (2016).
[18] Rachel Nyanamoney Moses and Maslawati Mohamad, "Challenges Faced by Students and Teachers on Writing Skills in ESL Contexts: A Literature Review," *Creative Education* 10, no. 13 (2019): 3385.
[19] Amin Ali Almubark, "Exploring the Problems Faced by the Teachers in Developing English Writing Skills for the Students in Saudi Arabia," *International Journal of English Language Teaching* 4, no. 10 (2016): 10–23.
[20] A.W. Gathumbi, " Underachievement in Reading and Writing Skills and Implications in Promoting Life-Long Learning," *Journal of Education and Practice* 4, no. 13 (2013).

dropout rate.[21] In Matavire's observation, South Africa has recorded a very low rate of learners' literacy achievements.[22] Learners often face challenges in grappling with concepts and skills at the Intermediate Phase (IP) if their reading and writing skills are not adequately addressed in the Foundation Phase (FP). Based on this, Condy and Blease state that schooling in South Africa is a national disaster as most schools are simply not producing the outcomes that are their chief objective.[23] They further argue that writing remains an area of weakness in a school system that leaves much to be desired. Research further shows that in South Africa, poor writing skills of learners have been mostly associated with teachers' lack of knowledge of effective writing approaches to constructively support the development of writing.[24]

The reviewed literature shows that writing is one of the most difficult skills to acquire yet the key element in the search for meaning. Literature also shows that learners have trouble in dealing with writing exercises at different levels of their education tour in many countries, inclusive of South Africa. The process writing approach was recommended due to its merits to help improve students' writing skills.[25] However, South African Sesotho learners still experience challenges in expressing their imagination in creative writing and this affects their chances to prosper in life. This can be attributed to the ineffective implementation of the process writing approach in the teaching of writing in Sesotho HL classrooms.

THEORETICAL FRAMEWORK

The study is guided by the constructivism theory. Constructivism is built upon the premise of a social construction of reality.[26] Dagar and Yadav claim that in constructivism theory, meaningful activities are proposed to students, and they reflect, search, and use their capacity for taking initiative and being creative.[27] The theory further encourages the scaffolding of learners and the facilitation of their understanding. Therefore, this theory advocates that learners should be given the opportunity to construct their own understanding based on an interaction between the new knowledge and what they already know. The theory assisted the researchers in understanding the challenges that teachers and learners encounter in the implementation of different steps of the process writing approach.

Epistemologically, the constructivist view of knowledge acquisition emphasises four aspects: 1) knowledge construction, 2) new learning builds on prior knowledge, 3) learning is enhanced by social interaction and 4) meaningful learning develops through authentic tasks.[28] In using this theory, comprehension of the stages comprised in the process writing approach enabled the researchers to identify possible strategies that teachers can engage in to effectively implement the process writing approach in the teaching of writing.

METHODOLOGY

The data for this study was collected from different search engines and from various journal articles. Google Scholar and CORE were among the search engines which were used. The researchers read the abstracts from different articles before they could download them. The reason for that was to get the articles that talk to the aim of the paper. Using purposive sampling, the researchers selected the articles which are most relevant to the study. Additionally, the Grade 4 Sesotho National Curriculum and Assessment Policy Statement (CAPS) was used to determine which approaches and strategies it stipulates regarding the implementation of process writing approach to teach writing.[29]

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[21] Neema Kusekwa Ngussa, "Factors Contributing to Low Literacy among Primary School Pupils: A Case of Mkuranga District, Tanzania" (Sokoine University of Agriculture, 2015).
[22] Juniel Shoko Tanga Matavire, "Transitional Literacy in Gauteng Primary Schools: Two Collective Case Studies of Reading and Writing Experiences of Grades 3 and 4 Learners" (2016).
[23] Janet Condy and Bernita Blease, "What Challenges Do Foundation Phase Teachers Experience When Teaching Writing in Rural Multigrade Classes?," *South African Journal of Childhood Education* 4, no. 2 (2014): 36–56.
[24] Ntombela, Ngubane, and Govender, "Writing Approaches and Strategies Used by Teachers in Selected South African English First Additional Language Classrooms."
[25] Department of Basic Education, *Setatemente Sa Leano La Kharikhulamo Le Tekanyetso. Dikereiteng Tsa 4-6. Sesotho Puo Ya Lapeng*.
[26] J.R Searle, *The Construction of Social Reality* (London: Penguin Books, 1995).
[27] Vishal Dagar and Aarti Yadav, "Constructivism: A Paradigm for Teaching and Learning," *Arts and Social Sciences Journal* 7, no. 4 (2016): 1–4.
[28] Dagar and Yadav, "Constructivism: A Paradigm for Teaching and Learning."
[29] Department of Basic Education, *The Status of the Language of Learning and Teaching (LoLT) in South African Public Schools* (Pretoria: Department of Basic Education, 2010).

The inductive analysis was used to synthesise and draw meaning from selected data. The rationale for using inductive analysis is that, through it, the researchers were able to read and deduce relevant information. The inductive analysis is appropriate for this paper since it helps researchers to identify the multiple realities potentially present in the data.[30]

UNDERSTANDING THE PROCESS WRITING APPROACH

Of the many approaches employed in teaching writing, the process writing approach is the most favoured and recommended in the Intermediate Phase for various reasons. Firstly, the process approach encourages collaboration, makes learners take control of their writing, and fosters creativity.[31] Secondly, the process approach does not focus on the product but the process, thus allowing learners the time to think about what they are going to write and improve their writing skills. The process writing approach encourages and motivates learners to write because the teacher does not overemphasise the flawless presentation of writing, but rather focuses on the meaning.

Several authors have explained process writing approach (PWA) and the steps involved.[32] They believe that even though there is no clear definition of what the process writing approach is, its focus is to improve the product that learners must present and in developing this product. Planning, drafting, revising, editing, proofreading, and presenting are the key steps in the process.[33] The PWA is an effective approach in teaching writing since teachers do not mainly focus on the product but on the process of improving the product. They observed that PWA has affected the writing of learners in positive and statistically significant ways. This follows that both the teacher and learners engage in the production of the text together and several steps are followed before the final product can be produced, hence learners spend more time in writing. [34]

The PWA as described by Graham and Abdullah *et al*. treats all writings as creative acts which require time and positive feedback to students.[35] They claim that in this approach, a teacher moves away from being someone who assigns learners a topic to write about and awaits the final product for corrections without any intervention in the process, to a teacher who acts as a facilitator aiding learners throughout the process. Teachers should allow communication so that learners can exchange ideas and express their opinions orally to produce a meaningful piece of work. Sun, states that PWA includes several stages that are aimed at making the final product better.[36] Stages as outlined by Sun are prewriting (brainstorming, group discussion, and assessing ideas), drafting, seeking feedback from peers, revising, proofreading, and publishing. This means that in PWA learners are allowed to make mistakes, but as writers, they should work towards perfecting them following the PWA steps.

The literature shows that there are dissenting views on the number and outline of the stages involved in the process. According to Kamal and Faraj, the process comprises five fundamental parts which student need to follow when producing a piece of writing, namely prewriting, drafting, revising, editing, and publishing.[37] Hedge and Ozonowa stipulate that there are three major activities involved in writing.[38] Although they agree on the number, they differ with the last part of the process, which Hedge refers to as editing and Ozonowa labels as revising.[39] Contrarily, the Curriculum and Assessment Policy

[30] J.K. Maree and A. Di Fabio, *Complete Your Thesis or Dissertation Successfully. Practical Guidelines* (Juta and Company Ltd., 2012).
[31] What is Process Writing?, "Zakime, Andreia ," WhatisELT, June 2018, https://www.whatiselt.com/single-post/2018/06/04/what-is-process-writing.
[32] K. Hyland, "Writing and Teaching Writing," in *Second Language Writing*, ed. J.C. Richards (Cambridge: Cambridge University Press, 2003); What is Process Writing?, "Zakime, Andreia ."
[33] Department of Basic Education, *Setatemente Sa Leano La Kharikhulamo Le Tekanyetso. Dikereiteng Tsa 4-6. Sesotho Puo Ya Lapeng*.
[34] What is Process Writing?, "Zakime, Andreia ."
[35] S. Graham, "Strategy Instruction and the Teaching of Writing: A Meta-Analysis," in *Handbook of Writing Research*, ed. A. MacArthur, S. Graham, and J. Fitzgerald (New York: Guilford Press, 2006), 187–207; Ragad M. Tawafak et al., "Framework Design of University Communication Model (UCOM) to Enhance Continuous Intentions in Teaching and e-Learning Process," *Education and Information Technologies* 25 (2020): 817–43.
[36] Sun and Feng, "Process Approach to Teaching Writing Applied in Different Teaching Models."
[37] Avan Kamal Aziz Faraj, "Scaffolding EFL Students' Writing through the Writing Process Approach.," *Journal of Education and Practice* 6, no. 13 (2015): 131–41.
[38] Hedge, *Writing*; Onozawa, "A Study of the Process Writing Approach."
[39] Hedge, *Writing*; Onozawa, "A Study of the Process Writing Approach."

Statement (CAPS) refers to six steps which teachers should follow in teaching writing namely: Planning/Pre-writing, drafting, revising, editing, proofreading, and presenting.[40]

DISCUSSION

Teaching is a two-way process through which the instructor imparts knowledge to the learners and the learners give feedback to demonstrate their understanding of the content delivered. This indicates that when teaching happens, learning also happens; hence, the challenges encountered in the teaching of writing are two-fold as unpacked in this section.

Challenges faced by the learners during the teaching and learning of writing

There are many reasons why learners struggle to cope with writing in the classroom. Their difficulty involves generating and organising ideas, developing details, choosing correct words, and presenting ideas in correct sentences as well as maintaining paragraph unity. In trying to do this, they encounter several challenges discussed in this section.

Time factor is one of the challenges. Many teachers expect the learners to complete the writing of a text, story, and essay within one setting. This denies learners time to think, write, and correct their work. This practice worsens during examination times because they are expected to produce a draft and a final draft on a suggested topic within the stipulated examination time. Limited time does not allow them to generate ideas during the writing process. They do not have enough time to brainstorm although brainstorming would help them to gather ideas for the writing exercises.[41]

The lack of comprehension of a given topic is another challenge. On many occasions, teachers impose topics on learners without discussing them and expect learners to produce a piece of a meaningful text.[42] Teachers should bear in mind that during writing, many integrated activities and processes are involved such as cognitive effort, attentional control, and self-regulation. These activities help the learner to produce a coherent and meaningful text.[43] Therefore, giving learners a topic that they do not understand makes it difficult for them to generate ideas to write about. In such instances, learners feel frustrated when they cannot comprehend the given topic and they develop a feeling of fear, anger, and sadness.[44] Eventually, they leave or submit the text, which is incomplete, meaningless, or illogical resulting in anxiety as they know that their text will be evaluated.

Another challenge learners encounter is unconstructive or absence of feedback from the teachers. The teachers use keys such as (mop, mt, /, - , +, p, ^ , ← ,↑↓, //) while others do not even bother to give feedback to learners. Such keys are meaningless in the process of writing, especially when they are introduced early to a grade 4 learner. The learners are unable to interpret the meanings, as a result, they insert the symbols in their writing because they think this is how their teacher wants them to write. Not giving feedback to learners, demotivates them. Other teachers focus on giving feedback on grammatical mistakes rather than on content. This kind of feedback hinders the production of meaningful texts.

The other challenge faced by learners is the lack of language fundamentals needed to produce a meaningful text such as morphemes, words, sentence construction, and paragraph writing. Learners who are unable to construct meaningful sentences and coherent texts, find it difficult to start writing. When learners experience writer's block, the condition affects their academic performance because they lose confidence and self-esteem.

Another challenge is the lack of teacher support. In process writing, the teacher is expected to scaffold the learners. Lack of intervention during the writing process leads to frustrations and incomplete work. While teachers complain about overcrowded classrooms, they should attend to the needs of individual students. Learners learning styles and paces differ and teachers should adopt teaching

[40] Department of Basic Education, *Setatemente Sa Leano La Kharikhulamo Le Tekanyetso. Dikereiteng Tsa 4-6. Sesotho Puo Ya Lapeng*.
[41] Ekaning Dewanti Laksmi, "Scaffolding Students' Writing in EFL Class: Implementing Process Approach," *Teflin Journal* 17, no. 2 (2006): 144–56.
[42] Ariyanti, "The Teaching of EFL Writing in Indonesia."
[43] S. Graham and K.R. Harris, *Students with Learning Disabilities and the Process of Writing. A Meta-Analysis of SRSD Studies* (New York: Guilford, 2003).
[44] Murat Özbay and Kemal Zorbaz, "Adaptation of Daly-Miller's Writing Apprehension Test to Turkish," *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi* 8, no. 16 (2011): 33–48.

strategies that allow for scaffolding individual learners throughout the writing process to avoid taking shortcuts during the teaching of writing.

Challenges faced by teachers and possible strategies to implement PWA

This section discusses challenges that teachers encounter in implementing the process writing approach. Teachers are the delivering side and are responsible for the implementation of the process. It is crucial not to only identify challenges but also to suggest possible strategies that can facilitate the implementation of the PWA in teaching writing.

The process writing approach as defined earlier, involves several stages. This means that learners engage in various activities throughout the process and require support. With full teacher support, learners learn how to write different texts and strive to produce their own texts. However, it is observed that teachers still employ traditional pedagogies in which they consider themselves knowledge transmitters, thus failing to provide guidance to learners to be successful composers of texts.

The process requires that a teacher becomes a facilitator, not a knowledge disseminator because the former blocks the learners' minds from thinking. Learners should be involved in all the stages of the process including the evaluation part. In guiding the process, the teacher should, for example, provide a tool and allow learners to evaluate their peers.[45] This follows that in many cases, as Abdullah et al. posits, students consider the teacher as the assessor of their work.[46]

Time constraint is another challenge for teachers. As it has been indicated, the approach requires time. Looking at the two-week cycle in which a particular text is taught, teachers experience challenges because learners' cognitive levels differ. Moving from one stage of the process to another can be daunting task. The teacher should consider what learners already know and should close the knowledge gap before starting the process. The time allocated for teaching of writing a particular text might force teachers to adopt different strategies, thus denying learners to think constructively.

Another challenge relates to delayed feedback. Feedback is an important tool that not only helps learners identify their flaws but also motivates them. Feedback arouses learners' interest in what they do and encourages them to own their learning and become self-disciplined. It should therefore be timely and constructive. With the numbers teachers have in Sesotho classes, they are likely to delay feedback thus hindering students' progression in writing. Timely feedback becomes more meaningful to learners. However, as Abdullah et al. advise, in providing feedback teachers should avoid overemphasizing learners writing errors.[47] Mistakes should be part of learning and should not be overemphasized as this demotivates learners and makes them lose interest or develop a dislike for writing.

The teachers' perception of the process writing approach is another challenge. While the process involves many stages, it should not be understood to be linear. The implication here is that teachers should consider moving in circles depending on the needs of the students, thus using instructional scaffolding. Scaffolding refers to the support given during the learning process which is tailored to the needs of the learners with the intention of helping learners achieve their learning goals.[48] Teachers should be cautious of students' needs and strive to successfully address them rather than observe the ordering of the activities of the process. Teachers, therefore, should understand not only the approach and its various stages but also their roles in the implementation of the process. The effective implementation of the process writing approach should help learners succeed in producing meaningful texts because if they fail to master the skill in the intermediate phase, they will struggle throughout the phase up until they exit the school level.[49]

[45] What is Process Writing?, "Zakime, Andreia ."

[46] Hazlina Abdullah et al., "A Process Approach in the Teaching of Writing: Saving 21st Century Learners from Writer's Block," *Universal Journal of Educational Research* 8, no. 12 (December 2020): 7160–74, https://doi.org/10.13189/ujer.2020.081283.

[47] Tawafak et al., "Framework Design of University Communication Model (UCOM) to Enhance Continuous Intentions in Teaching and e-Learning Process."

[48] R.K. Sawyer, *Explaining Creativity: The Science of Human Innovation* (Oxford University Press, 2006).

[49] Department of Basic Education, *Setatemente Sa Leano La Kharikhulamo Le Tekanyetso. Dikereiteng Tsa 4-6. Sesotho Puo Ya Lapeng*; Hatice Degirmenci Gündogmus, "The Difficulties Experienced by Teachers in the Process of Primary Reading and Writing Instruction and Their Solution Offers for Eliminating These Difficulties.," *Universal Journal of Educational Research* 6, no. 2 (2018): 333–39.

RECOMMENDATION

Based on the findings and discussion, the researchers recommend workshops for Sesotho teachers to capacitate them on strategies for the effective implementation of the process writing approach to enhance learners' writing skills.

CONCLUSION

The study aimed to identify the challenges faced by teachers and learners in the implementation of the process writing approach. The approach has been considered appropriate, thus highly recommended in teaching writing. Several studies have been conducted to prove the approach as appropriate and relevant in different teaching contexts, but the implementation phase has not been fully explored. The study has revealed several challenges encountered by both learners and teachers in implementing the PWA. In the teaching process, learners are on the receiving side while teachers are on the delivering side. The latter should be considerate of factors that negatively impact the process. The understanding of the approach and the learners accord the teachers the opportunity to overcome the barriers to the smooth implementation of the approach. Engaging appropriate teaching strategies, providing learners with constructive and timely feedback, and addressing learners' individual needs as advocated by the constructivist view, could assist teachers in overcoming the identified challenges.

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