# MIDLANDS STATE UNIVERSITY

## FACULTY OF EDUCATION

## Department of Educational Foundations Management and Curriculum Studies

The challenges associated with the teaching of English composition writing skills in Khami District in Bulawayo Metropolitan Province in Zimbabwe

By

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## R15102B

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# APPROVAL FORM

The undersigned certify that they have supervised the student Eginia Sunguro dissertation entitled **Teaching of Visual and Performing Arts: Challenges and Opportunities in selected Primary Schools in Chitungwiza District** submitted in partial fulfilment of the requirements of the **Bachelor of Education Primary Degree** at Midlands State University.


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**DEDICATION**

To ALMIGHTY GOD for giving me strength and wisdom to accomplish my project efficiently without struggling.

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## ABSTRACT

The study sought to explore the challenges associated with teaching of English composition writing in Khami district. The study adopted a qualitative research paradigm .The study adopted a survey design in which questionnaires were distributed to teachers and interviewees were administered to teachers in charge , deputy heads and heads of primary schools in Khami district .A total of 45 questionnaires were distributed to the teachers in three primary schools of Khami district .The researcher also conducted interviews with heads of schools, deputy heads of schools and teachers in charge from three primary schools in Khami district. Both secondary and primary data sources were used to gather data. The research findings revealed that the major method which is used by teachers to teach English composition writing in Khami district is product approach .The study revealed that the major challenges associated with teaching English composition writing were grammatical difficulties faced by the learners. The study also indicated that the main measures used to effective teach English composition writing are provision of feedback on learners written assessments and provision of adequate resources for teaching English composition writing. The study recommended that the parents should support their children in learning English composition writing, the schools should avail enough resources for the teaching of English composition writing and the learners should be motivated to learn English composition writing through provision of prizes to the best performers. Further study should be conducted on the impact of the methods used by teachers in teaching English language grammar on composition writing.

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**CHAPTER 1**

**THE RESEARCH PROBLEM**

**1.0: INTRODUCTION**

The study focused on the investigation into challenges faced in the teaching of English composition writing skills in Khami district in Bulawayo Metropolitan Province. This chapter introduces this research, with the background of the study, the statement of the problem, objectives , research questions ,justification of the study ,assumption of the study ,scope of the study and limitation of the study .

**1.1: BACKGROUND OF THE STUDY**

Composition writing is a technical skill which is acquired through instruction and cannot be acquired by chance. This means that learners should be taught properly and the teachers should have effective methods of teaching composition writing so that the learners acquire such technical skills.  Without being taught, one cannot be in a position to write English composition. Omboto (2004) and Omulando (2002) are in agreement that only trained teachers possess proper strategies and methods to teach writing of English composition. Thus, in order for teachers to properly teach composition writing, they must be trained.

Omulando (2002) and Kombo and Tromp (2006) suggest that one of the challenges that teachers face in teaching English composition writing is that they themselves are not proficient in English both spoken and written .Kombo and Tromp (2006) state that the main challenge faced by teachers in teaching composition writing is that most of the learners use the mother languages in both school and home. This makes it difficult to have understanding of learning English language. There is a situation whereby the children are taught English language at school and yet at home they communicate using the native languages. This has a negative impact on the learning English language.

Frankel and Wallen (2006) concur with Kombo and Tromp (2006 ) in their study which was focused on the challenges of teaching English composition in Secondary schools of Pokot

County in Kenya . They stated that the majority of learners come from rural areas where their native languages such as Kiswahili were spoken. This resulted in problems in learning English composition writing. This was because in rural areas most children speak their native language and this makes it difficult to master English vocabulary and hence making it a challenge for teachers to teach the learners to write English composition.

Frankel and Wallen (2006 ) state that despite the prestigious status of English language , it is rarely used outside school . This means that when learners are outside the school they use their native language to communicate and this prevents them from mastering English composition writing . Basara (2005 ) blames the teachers by stating that when they are in class they communicate with learners using English language but when they communicate with learners outside the class they use their native languages and this makes it a challenge to teach English composition writing . Basara (2005 ) is also of the view that the poor reading culture among the learners was a huge challenge on the  teaching of English language .

Basara (2005 ) argues that  learners have a negative attitude towards writing English composition and as a result they have no reading culture which makes it difficult for them to write English composition . Basara (2005 ) and Omboto (2004 ) were in agreement that the mother tongue has a strong negative influence on the teaching of English composition writing . They are of the view that the learners may be so used to their mother tongue that they find it difficult to master English grammar, spellings and vocabulary .

The study on the challenges faced in the teaching of English composition writing has received attention in some countries such as Kenya (for example Nelly and Mmbone (2014 )) . However most of the studies have been focusing on the challenges faced in the teaching of English composition at secondary school level of education . The same study has not received attention in Khami district in Bulawayo Metropolitan Province . The district is composed of multilanguage societies. Thus there is a gap of knowledge in that the same study has not received attention in Khami district and also the focus of this study is at primary education level which is the developmental stage of learning . Thus this study is motivated to provide new knowledge  on the challenges faced in the teaching of English composition at Primary level of education in Khami district of Bulawayo Metropolitan Province . The focus of this study would be on the methods

used by teachers to teach English composition writing skills , challenges that teachers face in teaching English composition writing and strategies that can be used to improve teaching of composition writing skills .

## 1.2: STATEMENT OF PROBLEM

Scholars are in agreement that English composition writing skills are very important in learning English language (for example Basara (2005) and Nelly and Mmbone (2014)). Some scholars are of the mixed views as to whether the challenges faced in the teaching of English composition are teachers specific or learners specific. The major problem is that these challenges faced in the teaching of English composition writing skills despite their sources ,  have a negative impact on the academic performance of learners in English language. Despite various methods and strategies that have been put in place by schools and other stake holders to improve the teaching of English composition writing , the challenges remain having negative effects in the teaching of English composition writing . The fact is that the study on the challenges faced in the teaching of English composition writing skills has not received much attention at primary school level in Khami district hence the purpose of this study is  to investigate the challenges in teaching English composition writing in primary schools of Khami district in Bulawayo Metropolitan Province.

## 1.3: RESEARCH QUESTIONS

### 1.3.1: Major Research Question

What are the challenges associated with the teaching of English composition writing skills in Khami district ?

### 1.3.2: Sub Research Questions
1) Which methods do the teachers use to teach composition writing skills?
2) What challenges do the teachers face in teaching composition writing skills?
3) What strategies can be used to improve teaching of composition writing skills?

**1.4: SIGNIFICANCE OF THE STUDY**

The study would be of significance to various stakeholders for example teachers, the researcher, parents, pupils, education officers and the Ministry of Primary and Secondary education. The study would be important to the stakeholders as follows:

**1.4.1. Teachers**

The study would help highlight the challenges faced by teachers in teaching English composition and this would help the teachers to devise the best methods of teaching English composition. Owing to the new methods of teaching English language that would be derived , this study would also help the teachers to improve the pass rate in English language which contributes immensely to the improved  academic performance of the learners

**1.4.2 Learners**

The study would help the learners to know firstly because it will enable the teachers to have knowledge of the challenges they are facing when they teach English composition. Secondly highlighting  the challenges would help teachers to come up with improved ways of teaching English composition and this would improve the composition writing skills of learners and their overall academic performance.

**1.4.3 Ministry of Primary and Secondary Education**

The study would help Education officers and the Ministry of Education to have knowledge of the challenges faced by teachers in teaching English composition. This this would come up with proper intervention strategies and also to come up with policies that support the new and effective methods of teaching English composition.

**1.4.4 Parents**

Parents would also benefit as they will know the challenges that are faced by teachers in teaching their children. This will results in partnerships between the school and the parents in availing the resources necessary for teaching English composition writing. The parents would also benefit from the fact that the new methods of teaching English language would help improve the

composition writing skills of their children and this would contribute to the improvement in the academic performance of their children.

### 1.4.5 The Researcher

Since the researcher is also a teacher , the study would help the research in coming up with proper methods of teaching English composition writing and this would help improve the performance of the learners in English language. This study would also help the researcher to contribute to the improvement in English composition teaching techniques in schools . This will also go a long way in improving the academic performance of the learners .This study would also help the research to contribute to the academic world on the challenges faced by teachers in teaching English composition and this would contribute to new knowledge as such information was lacking and did not receive much attention from the academic world .

### 1.5: ASSUMPTIONS OF THE STUDY

The researcher held the following assumptions .

- ✓ Information on the challenges faced in the teaching of English composition writing would be available.
- ✓ Respondents have a general understanding of the challenges faced in the teaching of English composition writing.
- ✓ Respondents would co-operate, disclose accurate and relevant information for this study.

### 1.6: DELIMITATIONS OF THE STUDY

The scope of the study was limited to the investigation of challenges faced in the teaching of English composition in Khami district in Bulawayo Metropolitan Province. The study was focused on the methods the teachers use to teach English composition writing skills, challenges faced in the teaching of English composition writing, skills and the strategies that can be used to improve the teaching of English composition writing skills. The study focused on three primary schools in Khami district.

## 1.7: LIMITATIONS TO THE STUDY

Some respondents did not answer all the questions due to other commitments and did not disclose information for confidential reasons. However, the researcher requested for a letter from the Midlands State University and the Ministry of Primary and Secondary Education which showed that the research was for academic use only. This was made to ensure that the respondents had confidence in answering questions .The researcher  used questionnaires to gather primary data so that the respondents were given much time to respond to questions.

There was lack of adequate funds by the researcher to finance the research and collect enough information. This is because the researcher had other commitments other than this research that required funds .If the funds had been adequate funds, the researcher would   have added other schools from the Khami District in the sample .The researcher compiled a budget in order to determine the cost of the whole research.

Time constraint was a challenge since the researcher was carrying out this study concurrently with work and other courses which also needed attention. The researcher made a time table so as to effectively allocate time for the study, work and also concentration on the courses.

## 1.8: DEFINITION OF TERMS

The following terms were defined as they were related to this study :

**Composition**

According to Clay (2001), composition is the body of vital attributes established by the writer through the creation of literature .

**Essay**

Raju (2003) is of the view that it was difficult to define essay as the definition is not clear as it overlaps with those over pamphlets and articles. Sadek (2002) defines an essay as a piece of writing which gives a writer's own argument

**Teaching**

According to Jackson (2005), teaching is the process of helping others to acquire knowledge, values and competences.

**1.9: CHAPTER SUMMARY**

The chapter started with the introduction of the study , then the background of the study as highlighted ,then the organization of the study was also highlighted ,then the statement of the problem is stated ,research questions are also stated .The chapter further proceeded by highlighting the assumption of the study , the significance of the study , delimitation of the study , limitations of the study and the definition of terms .The next chapter that is chapter 2 , reviews the literature on the challenges associated with teaching of English composition .

**CHAPTER 2:**

**LITERATURE REVIEW**

**2.0: INTRODUCTION**

In this chapter the researcher analyses and evaluates the literature on the challenges associated with the teaching of English composition writing skills. The researcher analysed and evaluated available literature concerning the methods used by teachers in teaching composition writing , the challenges faced by teachers in teaching composition writing and the strategies that are used by teachers to effectively teach composition writing .

**2.1: THEORETICAL FRAMEWORK**

This study used the Process Genre approach model to explain the challenges faced by teachers in teaching composition writing . Badger and White (2000) states that the process genre approach considers that effective teaching is as a results of the integration of product, process and genre approach. This is because the strength of in one approach can complement the other methods as it would encourage the learners to develop appropriate inputs of skills and knowledge in composition writing. Gathumbi and Masembe ( 2005 ) are of the view that integrated approach which combines the product , process and the genre approach maximises integration in the classrooms . Process genre approach fosters information sharing , development and experiences of values . It gives learners necessary tools for learning. Barger and White (2000 ) are of the view that the process genre approach enables the teachers to draw up the potential of learners in the classroom and hence not making them to be passive listeners .

The process genre approach encourages the teachers to access the needs of the learners . Tangpermpoon (2008 ) is of the view that teachers provide inputs which are in form of the instruction on the use of language structures such as grammar and vocabulary and content . On the other hand the learners do group discussions on how to apply the text in composition writing . Tangpermpoon (2008 ) is of the view that the process genre approach enable teachers to use

learning and teaching resources which include flow chart to make an illustration on a particular genre . Tangpermpoon (2008 ) and Badger and White (2000 ) are in agreement that using the integrated approach model which uses the combination of three methods namely product , process and genre methods would enable the learners to be able to learn composition writing in the second language .

## 2.2:METHODS OF TEACHING COMPOSITION WRITING

Scholars who included Sengupta ( 2000) , Archibald (2001 ) and Tangepermpoon (2008 ) are in agreement that the methods of writing composition are product approach , process approach and the genre approach .

## 2.2.1:Product Approach

Badger and White (2000 ) , Myles (2000) and Sengupta (2000 ) are in agreement that the product approach involves drills and also highlight syntax and forms . The main aim of the product approach is on the output ( product ) and does not take into account the process the learners take to come up with a written text . Badger and White (2000 ) were of the view that under product approach , the teacher provides text which the learners should use to write the composition . Myles (2002 ) are of the view that the learners need to be exposed to written model of text so that mistakes in writing cannot persist . Badger and White (2000) were of the view that learners should try many different exercise which makes them  to be able to write text in their own understanding and writing . Badger and White (2000 ) were of the view that this method has an overemphasise on the necessity of syntax , mechanics and grammar and also leaves a little room for audience and also the purpose of writing . Badger and White (2000 ) stated that the product approach restricts the process of skills which involves drafting , prewriting  and revising and does not consider the skills and knowledge which are brought by learners in the classroom . This method does not motivate learners and also makes them to have pressure when coming up with their writing task as the teachers are concerned with language structures accuracy.

## 2.2.2: Process Approach

According to Hyland (2002 ) , the process approach does not focus on the outcome or the product but on how a text is written . Thus according to Hyland (2002 ) , the process approach has an impact on the way the composition writing is being taught and on the understanding of the nature of the composition writing . Myles (2000 ) is of the view that the process approach is

concerned with procedures of composition writing which include drafting , pre writing and revising . Hyland (2002 ) is of the view that process approach consist of introduction of methods which aid learners in engaging in a topic . This means that learners make decisions on writing by using certain procedures such as discussions , feedback and revision choices . According to Myles (2000 ) , under the process approach the learners are taught to come up with ideas as groups through brainstorming and thereafter start to write . Myles (2000 ) states that the peers share their drafts with other learners so that the mistakes can be discussed and corrected . Thereafter the individual learners correct the composition . Myles (2000 ) concurs with Boughay ( 1997 ) that the process approach was the most effective method of teaching composition in second languages  as it facilitated the learners to come up with ideas and get feedback from the teachers . Myles (2002 ) is of the view that the learners are able to learn and improve on writing composition as the teachers guide them during the entire process of writing composition and also are given feedback of their performance and comments for what should be done . Process approach encourages interaction among learners which encourages them to share ideas .

Freeman and Freeman (2004 ) are of the view that this process is tiresome and labour intensive in a situation when the teachers to learners ratio is high . This means that the major setback of this method is that the teachers may be limited by time to attend to each and every problems encountered by the learners in writing compositions .Badger and White (2000 ) states that in order to eradicate the restriction  of time ,teachers should provide text type which learners have to write in order to make them have clarity on the objective and writing type . Badger and White ( 2000 ) are of the view that learners should be trained by the teachers to give comments on the writing of their classmates so as to revamp the writing abilities of the learners . The study which was carried out in Kenya by Owuondo (2011 ) and was based on the survey of the instructional methods which are used by the teachers to teach composition writing in French in secondary school of Kenya  revealed that there were inadequate methods of instruction and the learners hated composition writing and had no confidence in  composition writing and this was also as a result of teachers having little or no interest and no confidence in teaching composition writing in French .According to Owuondo (2011 ) , teaching methods coupled with the interest and confidence of teachers determine learners achievement in composition writing .

### 2.2.3:The Genre Approach

Badger and White (2000) stated that the genre approach of composition teaching is also called the eclectic approach . Barger and White (2000 ) are of the view that the genre approach is a combination of genre knowledge and the process approach . Tangpermpoon (2008 ) is of the view that  the genre approach assist the learners in understanding the attribute of the genre that is targeted and also helps in making them creative . Kim and Kim (2005 ) is in agreement with Tangpermpoon (2008 ) by stating that the genre approach provides knowledge of language and form simultaneously and this assist the learners in comprehending the way a particular form works in a specified context and this improves the proficiency of learners . Tangpermpoon (2008 ) is of the view that genre approach combines communicative purposes and the knowledge of the particular genre and this enhances learners to come up with their written products so that they are able to communicate with other learners .

Tangpermpoon (2008 ) and Nunan (1999) are in agreement that the genre approach exposes learners to different types of text . Cope and Kulantzis (2000 ) is of the view that as a result of exposure to different genres , the learners are able to apply what they learn in composition writing . Matsuda (2003 ) states that the genre approach helps the learners to do appropriate writing and also makes learners to be aware of the  genre arrangements , forms  and organisation of writing . Thus the genre approach helps the learners to master different text and how they can be applied to composition writing  ( Flowerdew , 2000 ) . Badger and White (2000 ) are of the view that  in genre approach , there is under estimation of writing skills which are important to the learners in coming up with composition . Badger and White (2000 ) are of the view that the genre approach does not take into account learners writing abilities in certain areas . Flowerdew (2000 ) concurs with Badger and White (2000 ) that another disadvantage of the genre approach is that it lacks knowledge to apply  the appropriate vocabulary in expressing what the learners intend to communicate to various audience . Flowerdew (2000 ) are of the view that it is difficult to teach the second language and that no teaching method on its own is effective in teaching composition writing in the second language .

**2.3:THE CHALLENGES FACED BY TEACHERS IN TEACHING COMPOSITION WRITING**

Various scholars are in agreement that the challenges faced by teachers in the teaching of composition writing are grammar difficulties among the learners , lack of vocabulary among the learners , unattractive topics , few hours of teaching English composition and high number of learners in a class .

**2.3.1:Grammar difficulties faced by learners**

According to Stickland et al (2002 ) , most of the learners have problem with grammar and this present problem to teachers when teaching English composition writing . Stickland et al (2002 ) is of the view that the learners were used in speaking their mother language and hence when they are taught the second language they face problems in grammar . Stickland et al (2002 ) states that the families where the learners come from do not speak English language , therefore they do not assist the learners in English language learning and this causes a problem to teachers when they are teaching English language .The study which was carried out by  Almubark (2016 ) in Saudi Arabia that was based on the assessment of challenges faced by teachers in teaching writing of English composition revealed that 85% of the participants who included teachers stated that the major challenge in the teaching of English language were grammatical problems faced by learners .However Liu (2002 )  disagrees with Stickland et al (2002 ) and Almubark (2016 ) by stating that grammar was not a major challenge in teaching English composition writing but the major challenge was the class environment . O donnell et al (2002 ) states that most of the teachers do not give  the learners the space to ask questions and this makes it difficult for learners to familiarise with grammar . Staywitz (2003 ) states that the problem was that the teachers do not show the learners the problems that are associated with poor grammar and hence the learners fail to improve on their grammar and this causes problem in the teaching of composition writing . According to Farooq (2012 ) , grammar is very difficult for the learners who are learning to write composition in the second language . Farooq ( 2012 ) states that the biggest challenge about grammar is that it is evolving that is changing from time to time . Kleisar (2005 ) states that the knowledge  by learners of constructing sentences does not necessarily mean that they are able to apply sentences properly . Kleisar ( 2005 ) is of the view that teachers have traditional ways of

teaching grammar and the learners do not practise grammar which makes it difficult for teachers to teach composition writing .

### 2.3.2:Lack of vocabulary among learners

According to Ouman (2005 ) , another challenge which is faced by teachers in teaching composition writing is lack of vocabulary in another language . Abaya (2006 ) and Ouman (2005 ) are in agreement that when learners are engaged in composition writing in the second language , they lack vocabulary in the second language . According to Rababah (2003 ) , lack of vocabulary makes it difficult for  learners to accurately and freely express ideas . Bex (1996 ) concurs with Rababah (2003 ) by stating that learners fail to produce  coherent and orderly piece of writing . According to Ahmad (2010 ) , the structure , lexis and grammar and the organisation of English language is very different from other languages and this makes the learners to struggle in writing composition . Ahmad (2010 ) is of the view that insufficient vocabulary among the learners results in strained expression of the second language . According to the study which was carried out by Abaya (2006 ) in Nyamira district in Kenya on grade five learners and was focussed on the assessment of the low achievement of grade five learners  , it was found that learners made incomplete sentence which indicate lexical mistakes in writing English composition . Abaya (2006 ) states that the teachers should encourage the learners to practise reading the text so that they can be exposed to new sentence structures and vocabulary . The study which was conducted by Almubark (2016 ) in Saudi Arabia which was focussed on the assessment of the challenges faced by teachers in teaching English composition writing revealed that 93% of the respondents who included the parents of the learners and the teachers stated that lack of vocabulary among learners was a serious challenge in the teaching of composition writing in the second language .

### 2.3.3:Topics in text books for writing skills are not attractive and persuasive enough

According to Almubark (2016 ) , one of the challenges faced by learners in the teaching of English composition writing is that the topic in the text books was not persuasive and attractive enough . According to Almubark (2016 ) ,lack of attractiveness and persuasiveness of the topics results in learners having a negative attitude towards English language composition writing . Almubark (2016 ) concurs with  Abaya (2006 ) by stating that teachers should select attractive

and also persuasive composition topics so that the learners have an interest in the topic and hence this results in in learners having a motive of writing composition . The study which was carried out by Almubark (2016 ) in Saudi Arabia which was based on the assessment of the challenges faced by learners in writing composition found that unattractive topics resulted in learners losing interest in writing compositions in the second language . Ahmad (2010 )  is in agreement with Abaya (2006 ) and Almubark (2016 ) by stating that topics in textbooks discouraged teachers from teaching   English composition writing . Thus unattractive topics in textbooks are a challenge in the teaching of composition writing in the second language.

**2.3.4:Lack of motivation among the learners**

According to Chan (2004 ) , lack of motivation and negative attitude among the learners in learning English composition writing   is a challenge in the teaching of English composition writing . According to Eaglestone (2000 ) , most of the learners do not listen to the teachers and are not willing to learn English composition writing  . Eaglestone (2000 ) and Chan (2004 ) are in agreement that repetition in English composition writing is tiresome and boring and hence the learners have a negative attitude in learning composition writing . Chan (2004 ) is of the view that the learners do  not listen to their teachers and they do nothing to boost the discussions with their teachers and this results in them not taking English composition writing serious . Elis (2003 ) is of the view that motivation and attitudes among learners had an impact on how the learners understand composition writing . Myles (2002 ) is of the view that the learners who have a positive attitude towards learning English composition writing were successful in writing composition . Myles (2002 ) is of the view that learners with negative attitude towards learning composition writing failed to write proper compositions . Jarvis (2005) is of the view that lack of motivation among the learners in learning composition writing results in them having low levels of proficiency in composition writing . Jarvis (2005 ) is of the view that negative attitudes and lack of motivation among the learners in writing English composition stem from the failure by teachers to write comments concerning the achievements of the learners in composition writing and also lack of verbal reinforcement . Myles (2002 ) is of the view that in order for the learners to be motivated to learn English composition writing skills , they should be encouraged by teachers to read text and also work in groups . Myles (2002 ) is of the view that lack of motivation and negative attitudes by learners was as a result of the failure by learners to practise

reading the academic text . Jarvis (2005 ) is of the view that positive comments of the teachers on the performance of learners makes them to have interest in composition writing .

### 2.3.5:Few hours of English composition teaching

According to Jarvis (2005 ) , teaching composition writing is availed few hours . Jarvis (2005 ) is also of the view that the methods teachers were using to teach English composition writing are poor and old dated and hence are not attractive to the learners . Myles (2002 ) is of the view that few hours are devoted to the teaching of English composition writing . Thus at the end of the day teachers have challenges in teaching composition writing due to limited time . Myles (2002 ) states that in teaching English composition writing , involves too much content and also many areas need to be covered and the limited time in teaching English composition writing is both a challenge to teachers and learners . According to Myles (2002 ) limited time versus the fact that the learners at primary school lack adequate listening , speaking , writing and reading skills makes it a challenge in the teaching of  English composition writing . The study by Almubark (2016 ) in Saudi Arabia revealed that in most of the primary schools in Saudi Arabia , the teachers had limited time to teach English composition writing . Almubark (2016 ) is of the view that more time should be added on English composition writing so as to give much time to learners to listen , read and write . Ninety seven percent of the participants who included teachers and parents who participated in the study by Almubark (2016 ) on the challenges faced by primary school teachers in the teaching of English composition writing revealed that limited time was a challenge to teachers on the teaching of English composition writing . Almubark (2016 ) and Myles (2002 ) are in agreement that limited time devoted to the teaching of English composition writing result in  learners failing to listen , read and write composition .

### 2.3.6:High number of learners in a class

According to Chan (2004 ) , the more the learners in the class , the less effective is the teacher in teaching English composition writing . Chan (2004 ) is of the view that the high number of learners is an obstacle to teachers in teaching English composition writing. Eaglestone (2000) concurs with Chan (2004 ) by stating that learners have different rates of understanding and hence teachers should meet various understanding needs of the learners , Chan (2004 ) further states that if there are many learners in a class , the teacher fails to tailor the instruction to each and every learner . The study by Almubark (2016 ) in Saudi Arabia which was focused on the

challenges faced by teachers in teaching English composition writing revealed that fifty one percent of the respondents stated that high number of learners in a class was a barrier to the teachers in achieving the goals of English composition writing .

**2.3.7:Lack of skills among teachers**

According to Chan (2004 ) , many teachers have no skills in teaching composition writing and this makes it difficult for the teachers to teach English composition writing . Eaglestone (2000) is of the view that teachers fail to apply the knowledge of English composition writing when they are teaching learners. Chan (2004 ) and Eaglestone (2000) are of the view that some teachers are not proficient in English and hence they have a difficulty in teaching English composition writing . Myles (2002 ) states that most of the schools fail to provide training and development to teachers through refresher courses which makes them stick to old and outdated methods of teaching which makes teaching English composition writing not effective . Myles (2002 ) is of the view that insufficient skills in teaching English composition writing make it very difficult for teachers to achieve their goal of English composition writing skills . Myles (2002 ) is also of the view that in colleges teachers do not master composition writing , they learn to just write examinations and pass and this negatively affects them when they' are teaching English composition writing . The study which was conducted by Almubark (2016 ) which was based on the challenges faced by teachers in teaching English composition writing in Saudi Arabia revealed that eighty five percent of the participants stated that teachers lacked skills in teaching English composition writing .

**2.4:STRATEGIES THAT CAN BE USED TO IMPROVE TEACHING OF COMPOSITION WRITING SKILLS**

The following is the discussion of the strategies that can be used to improve the teaching of composition writing skills . Many scholars are of the view that provision of feedback on learners written assessment , assessing learners writing skills and use of the teaching methods can be used to enhance effectiveness in the teaching of composition writing .

**2.4.1:Provision of feedback on students written assessment**

According to Kroll (2003 ) , there should be feedback for learners written composition . Kroll (2003 ) is of the view that feedback assist in equipping learners with skills to improve proficiency in writing composition and they will be in a position to know what is expected of them . Myles (2002 ) and Kroll (2003 ) is in agreement that learners should be taught to analyse feedback so that they become effective in writing composition .Myles (2002 ) is of the view that the feedback helps learners correct mistakes and without feedback improvement will not take place . Myles (2002 ) states that teachers had the responsibility to ensure that learners develop methods of correcting themselves . Williams (2005 ) is of the view that there were two types of feedback which are given by teachers to learners which are feedback on content and form . Williams (2005 ) is of the view that feedback on form consist of the situation where teachers give out right corrections to learners . Williams (2005 ) is of the view that underlining also show that there are mistakes and also marking of the learners work shows where errors are . Williams (2005 ) is of the view that feedback on comment is whereby teachers write comments on the learners work to indicate errors and air suggestions for corrections . Thus the learners use the comments from the teachers to correct the mistakes . Gathumbi and Masembe (2005 ) are of the view that teachers should provide feedback to learners very fast . Gathumbi and Masembe (2005 ) states that poor sentencing and poor organisation of paragraphs , omission of important information , poor tense and ambiguity are the main areas where the corrections should come from . Gathumbi and Masembe (2005 ) are of the view that the learners' should be trained on how to deal with feedback . The study which was carried out by Nthiga (2010 ) in Kenya which was based on the second language writing revealed that error feedback and the written comments by teachers were the feedback provision methods used by teachers .Thus this study further revealed that the feedback from teachers revealed weakness on learners which negatively affect their confidence in writing composition in the second language . Therefore according to Nthiga (2010 ) teachers need to be prepared as far as composition writing is concerned . Okwara ( 2012 ) is of the view that feedback on written composition positively affect their writing skills . This means that teachers should provide the feedback to learners so that the learners can realise where they are going wrong in terms of writing composition . Feedback helps to correct the learners, highlight mistakes and hence ensure that the learners would not repeat the same mistakes.

## 2.4.2:Assessing students writing skills

Kroll (2003 ) is of the view that it is important to akssess the writing skills of learners . Kroll (2003 ) is of the view that assessment of the writing skills of the learners helps the teachers in coming up with guidance or revision and also feedback . According to Kroll (2003 ) , assessment helps the teachers in improving learning and teaching of composition writing skills . Isaacson (1996 ) concurs with Kroll (2003 ) by stating that assessment6 is an effective way of teaching and learning . Kroll (2003 ) is of the view that assessing writing skills of learners ensures success of the learners and helps in making adjustment in instruction which is very important . According to Kroll (2003 ) assessment helps the learners to have the mentality and feeling that they are learning .

## 2.4.3:Use of teaching methods

Omulando (2009 ) states that resources are very important in teaching composition writing . Minae (2004 ) concurs with Omulando (2009 ) by stating that teachers were restricted in teaching composition writing by limited resources .Minae (2014 ) states that the resources facilitated the process of instruction . Minae (2004 ) is of the view that teachers should integrate resources to instruction . Minae (2004 ) concurs with Gathumbi and Masembe (2005) by stating that teachers use resources such as class readers and pictures in order to teach writing of the composition as they generate ideas in writing . Gathumbi and Masembe (2005 ) are of view that the use of diagrams and pictures helps in making learners aware of the composition writing content . Ouman (2005 ) is of the view that the learning material such as the pictures make the learners realise the usefulness of writing . According to Ouman (2005 ) ,learners who are learning in schools or classes with enough resources achieved better in composition writing as compared to the learners from schools with inadequate resources . Ouman (2005) is of the view that resources availability has a strong impact of the teaching or learning of composition writing.

## 2.5: CHAPTER SUMMARY

This chapter looked at the literature concerning the methods used by teachers in teaching composition writing, the challenges faced by teachers in teaching composition writing and the strategies that can be used to improve teaching of composition writing skills .The following chapter , which is chapter 3 deals with research methodology that was used in the study .

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# CHAPTER 3

## RESEARCH METHODOLOGY

### 3.0: INTRODUCTION

This chapter focused on the research methodology which the researcher adopted .The research design which was used was explained in detail. The research population and sample procedures were described in detail and the justification of the sampling procedure .The techniques which were used to gather data, present and analyse the data were explained .The aim of the research was to investigate the challenges faced in the teaching of English composition writing in Khami district in Bulawayo Metropolitan province.

### 3.1: RESEARCH DESIGN

The research made use of the survey method so as to investigate the challenges faced in the teaching of English composition writing in Khami district. The survey method allowed the participants to air their views, attitudes, beliefs and also their facts on the challenges faced in the teaching of English language in Khami district. The tables, bar graphs and pie charts were used to present the findings.

### 3.2: TARGET POPULATION

The target population was the teachers, deputy heads of the schools and heads of the schools of the selected school in Khami district. This was because the teachers, deputy heads and the heads of the schools are the ones who are teaching the learners in English composition writing skills and they have knowledge on the challenges faced in the teaching of English composition writing skills.

### 3.3: SAMPLE SIZE

Frankel and Wallen (1996) highlighted that the study population includes all individuals whom the researcher is interested in getting information from and making conclusions. There are

mainly two types of research population where data can be extracted that is the target population and the accessible population. The accessible population refers to the population that is able to generalize the outcome or results of the research. On the other hand target population entails that group of people from which to obtain some information. The target population for this research constituted of the teachers, deputy heads of the schools and heads of the schools from selected schools in Khami District. The researcher selected the representative sample which consisted of teachers, deputy heads of schools, heads of school and teachers in charge from the primary schools in Khami district so as to manage cost of research and also manage time for the research

**Table 3.1: Sample size**

| Type of respondents | Number of respondents |
|---|---|
| Teachers | 45 |
| Deputy Heads | 3 |
| Heads | 3 |
| Teachers in Charge | 3 |
| Total | 54 |

The researcher distributed 45 questionnaires to teachers, 3 questionnaires to the teachers in charge, 3 interviews were administered to the heads of schools and 3 interviews were administered to the deputy heads of schools from three selected primary schools in Khami district.

## 3.4: SAMPLING PROCEDURE

Cluster sampling was used to divide Khami district into clusters. The researcher thereafter used random sampling to select one schools from each of the three clusters of Khami district. The selected participants formed the representative sample for Khami district.

## 3.5: DATA COLLECTION INSTRUMENTS

The researcher used primary data collection instruments such as questionnaires and interviews and secondary data collection methods which were used in literature review section of the study .The primary data gathering methods assisted the researcher in gathering data which helped the

researcher to get data which was appropriate for the study. The researcher was able to control the research location and the number of participants .

### 3.5 .1: Primary data

 The primary data was utilized as it addressed the issues which were accurate and appropriate for the study and hence enabled proper distribution of the research resources .The primary data gathering sources such as interviews and questionnaires permitted the researcher to gather the data which was appropriate to the study and which effectively addressed the research objectives .The researcher had a control of the population as a results of using primary data sources . Questionnaires and interviewees were the primary data sources which were used to gather data from the field .

### Questionnaires

Wegner (1995) defined a questionnaire as a scientific instrument for measuring and collecting a specific type of data in all interview situations .The design of a questionnaire is critical to ensure that the correct research questions are addressed and that accurate and appropriate data is collected. The research used both open ended and close ended questions. The open ended questions allowed the respondents to express their emotions, views or attitudes in their own words which provided the researcher with an insight into their attitudes. Closed ended questions were used as they were easier for respondents to fill and were less time consuming. The researcher used one type of questionnaire. The questionnaires were distributed  to the target population namely the teachers and the senior teachers .The  questions in the questionnaires were made in such a way that the answered  research questions .

Questionnaires had advantages over other types of surveys in that they had standardized answers that made it simple to complete data. The respondent has adequate time to respond to questions at the time that is convenient to them. Questionnaires also gave respondents a great feeling of anonymity and encouraged open response to sensitive questions. Questionnaires covered a wide geographical area. The use of questionnaires allowed a larger sample of respondents to be reached.

Questionnaires were cheaper and saved time as compared to research methods such as observation .However the disadvantage with the questionnaires was that some respondents did not answer some questions and some questionnaires.

**Interviews**

The research used structured interview in order to obtain data from the deputy heads and the heads of schools in Khami district. The interviews were administered to the deputy heads and the heads of Khami district. The interviewees were used so that the researcher get clarity on the issues which were not highlighted in the questionnaires. Face to face interviews were used so that the research was able to see the facial expression of the interview and also ascertain whether they were aligned with the answers provided by the interviewees. Before conducting the interviewees the researcher arranged a common time with the interviewees who were the deputy heads and the heads of Khami district. The questions in the interview guide were aligned to the research questions and research objectives.

## 3.6: DATA ANALYSIS PLAN

The data which was collected from the field enabled the researcher to come up with an analysis on the investigation of the challenges faced in the teaching of English composition writing skills in Khami district of Bulawayo Metropolitan Province. Micro Soft excel was used to analyse data. The answers for the research instruments were categorised into questions so as to come up with frequencies and percentages. Tables, graphs and pie charts were used to present data.

## 3.7: VALIDITY AND RELIABILITY

The researcher conducted was piloting of the research instruments to selected participants who consisted of the colleagues of the researcher so as to ascertain and detect errors in the instruments, recommend for corrections in the questions , recommend for the additional questions so as to ascertain their accuracy , relevance and also their acceptability to participants .This was carried out to eliminate bias .

## 3.8: ETHICAL CONSIDERATION

According to Singleton and Straits (2010), research ethics consists of standards of right and wrong; they tell researchers to act in morally responsible ways and ethics come from two sources which are: society at large and research professions. Prior to data gathering , the researcher was cleared to gather data by the supervisor. After that the researcher got a letter from Midlands State University (M SU) to gather data. The researcher then asked for the permission from the District Education Offices of the Khami district and the heads of school of the selected primary schools of Khami district to gather data. The researcher used the right to withdraw, informed consent, , anonymity , confidentiality, privacy and protection from harm in order to ensure that the research ethics were upheld .

## 3.9: CHAPTER SUMMARY

This chapter explained in detail the methodology that was used. The research design which was used was explained in detail. Target population, sampling procedure and sample size were also explained in this chapter. The methods and procedure which was used to gather data were also explained in detail. The way the data was presented and analysed was also explained and also justice was done to validity, reliability and also ethical considerations. The following chapter which is chapter 4 looks at data presentation and analysis.

## CHAPTER 4

## DATA PRESENTATION, ANAYSIS AND DISCUSSION

## 4.0 INTRODUCTION

This chapter dealt with data presentation, and analysis of the findings of the study. Gathered data was organized and summarised and interpretation was focused through ensuring that all the results of sub-questions were discussed. Presentation is based on the findings from the field study and comparisons were made to data reviewed in the literature review section of the study. Tables, bar graph and pie charts were used to present data.

## 4.1 DATA PRESENTATION AND ANALYSIS

The following is the discussion of the questionnaire response rate.

### 4.1.2 Questionnaire Response rate

A total of 45 questionnaires were distributed to the teachers in three primary schools of Khami district.

**Table 4.1 Questionnaire Response rate**

| Type of the Respondents | Distributed | Returned | Percentage Response rate |
|---|---|---|---|
| Teachers | 45 | 32 | 71 |
| **Total** | **45** | **32** | **71** |

**Source: Primary Data (2018 )**

The questionnaire response rate was 71%. This response rate was satisfactory for the study due to the fact that the respondents were busy with their work and had limited time to respond to the questions.

### 4.2.2  GENERAL CHARACTERISTICS OF THE RESPONDENTS

The following is the description of the attributes of respondents using gender and work experience .

**Table 4.2 Level of Education of the respondents (n=32 )**

| Work Experience | Frequency | Percentage (% ) |
|---|---|---|

| | | |
|---|---|---|
| Diplomas | 13 | 41 |
| Degrees | 16 | 50 |
| Masters | 3 | 9 |
| **TOTAL** | **32** | **100** |

Source : primary Data (2018 )

Table 4.2 shows the level of education of the respondents .Forty one percent of the respondents stated that they had diploma in education , fifty percent of the respondents stated that they had degrees in education and 9% of the respondents stated that they had masters in education . This indicates that the indicated that Khami district has qualified teachers . This also means that the teachers have skills in teaching English composition writing . The following pie chart shows the level of the work experience of the respondents .
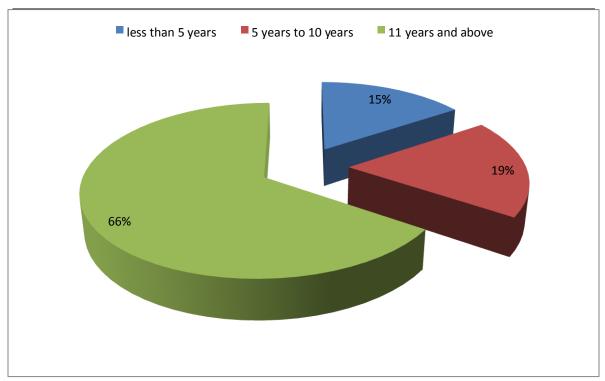
less than 5 years ■ 5 years to 10 years ■ 11 years and above

15%

19%

66%

**Source : Primary Data (2018 )**

**Figure 4.1 Level of work experience of respondents**

Figure 4.1 above shows the level of education of the respondents .Sixty six percent of the respondents stated that they had work experience which is 11 years and above .Nineteen percent of the respondents stated that they have work experience of between 5 years and 10 years . Fifteen percent of the respondents stated that they had work experience which is less than five years . This indicates that the teachers who participated in the study are very experienced .

**4.3 SUB QUESTION 1: WHICH METHODS DO THE TEACHERS USE IN TEACHING ENGLISH COMPOSITION WRITING?**

The following pie chart shows the languages that are taught in primary schools of Khami district.
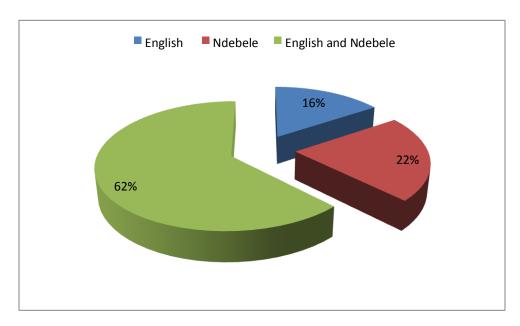
**Source : Primary Data (2018 )**

**Figure 4.2 Languages taught in School**

Figure 4.2 shows the languages taught in Khami primary schools .Sixty two percent of the respondents stated that both English and Ndebele languages are taught in school . Twenty two percent of the respondents stated that only Ndebele language is taught in school and 16% of the respondents stated that English language in taught in schools . This means that the primary schools in Khami district teach both English language and Ndebele . This concurred with all the interviewees who stated that Ndebele language is the most spoken language in Khami district and English language is the language used for mass communication in Bulawayo and therefore both English language and Ndebele language are taught in Khami district on a larger scale than other languages .

**Table 4.3 The most spoken language in school ( N= 32 )**

|  |  | Frequency | Percent |
|---|---|---|---|
| Valid | English language | 24 | 75.0 |

| | Frequency | Percent |
|---|---|---|
| Ndebele | 8 | 25.0 |
| Total | 32 | 100.0 |

Table 4.3 shows the most spoken languages in primary schools of Khami district .Seventy five percent of the respondents stated that English language is the most spoken language in the primary schools of Khami district . Twenty five percent of the respondents stated that Ndebele language was the most spoken language in the schools of Khami district . This indicates that English language is the most spoken language in the schools of Khami district .This indicates that the teachers encourages learner to speak English language which make their attitudes positive towards learning English language .The following table shows teachers responses on the extent to which learners are other languages .

**Table 4.4 The extent to which the learners are taught other languages ( N=32 )**

| | Frequency | Percent |
|---|---|---|
| Greater Extent | 28 | 88 |
| Moderate extent | 1 | 3 |
| Lesser Extent | 3 | 9 |
| TOTAL | | 100 |

Table 4.4 shows the extent to which the learners are taught other languages .Eighty eight percent of the respondents stated that to a greater extent learners are taught other languages other than English language. Nine percent of the respondents stated that to a lesser extent learners are taught other languages other than English languages .Three percent of the respondents stated that to a moderate extent the learners are taught other languages. This indicates that learners are taught other languages other than English language and this poses a challenge on the extent to which the learners grasp English concepts. The following pie chart shows the extent to which parents support their children in learning English language .
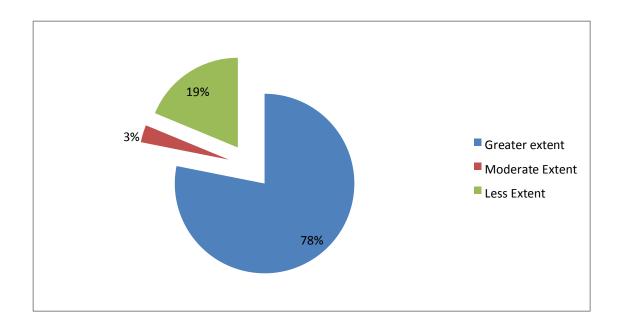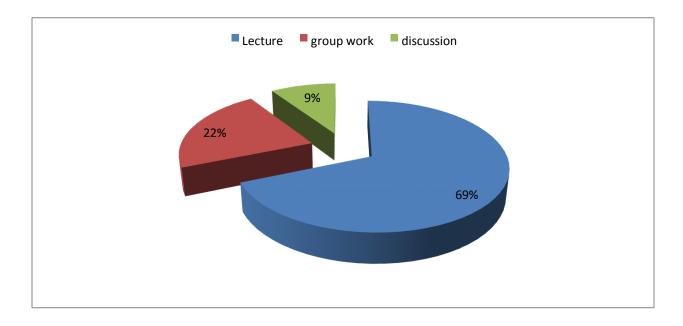
**Source : Primary Data (2018 )**

**Figure 4.3 The extent to which parents support their children in learning English language**

Figure 4.3 shows the extent to which parents support their children in learning English language .Seventy eight percent of the respondents stated that to a greater extent parents  do not support their children in learning English language .Nineteen percent of the respondents stated that to a lesser extent  the parents support their children in learning English language .Three percent of the respondents stated that to a moderate extent parents support the education of their children  This means that the parents do not support their children in learning English language. This also indicates the lack of concern of the parents about the education of their children and this leads to lack of motivation in children of learning English language and composition. The following table shows the number of times English composition is taught in primary schools of Khami district. The interviewees who were head stated that most of the parents in Khami district do not care about the education of their children and they do not assist their children in doing English composition writing home work .

**Table 4.5 The number of times English composition is taught ( N= 32 )**

|  | Frequency | Percent |
|---|---|---|
| Twice a week | 23 | 71.9 |
| Once a week | 3 | 9.4 |
| Once in 2 years | 6 | 18.8 |
| Total | 32 | 100.0 |

Source : primary Data (2018 )

Table 4.5 shows the number of times English composition is taught .Seventy two percent of the respondents stated that English composition is taught twice a week . About 9% of the respondents stated that English composition writing is taught once a week . About 19% of the respondents stated that English composition writing is taught once in 2 weeks . This indicates that English composition writing is taught twice a week . This indicates that it is taught more frequently in the primary schools of Khami district . The following pie chart shows the methods of teaching English composition writing . The heads and deputy heads who were interviewed revealed that the in the school time table English composition writing have two lessons a week and this indicates that it is prioritised since it appears on the school time table .The following pie charts indicates the methods used by teachers to teach English composition writing in Khami district .

Source : Primary Data (2018 )

**Figure 4.4 Methods of teaching English composition writing**

Figure 4.4 shows the methods of teaching English composition .Sixty nine percent of the respondents stated that they used lectures a way of teaching English composition writing , twenty two percent of the respondents stated that they used group works to teach English composition writing . Nine percent of the respondents stated that they used discussion to teach English composition writing. This indicates that the teachers mainly use lectures to teach English composition writing. Six out of nine interviewees stated that lecturing style of teaching was common during English composition writing lessons . This is in agreement with teachers who stated that they used lectures to teach English composition writing , which is a product approach to composition writing .

**4.3.1 Discussion of Findings**

The study revealed that both English and Ndebele languages are taught in the primary schools of Khami district as indicated by 62% of the respondents . The study also indicated that the most spoken language in the primary schools of Khami district is English language as indicated by75% of the respondents .

The study revealed that the learners are taught other languages other than English language and this was indicated by 88% of the respondents . This indicates that the learners know different languages and this affect the way they grasp composition writing concepts . This concurs with Stickland et al (2002 ) who stated that the families where the learners come from do not speak English language , therefore they do not assist the learners in English language learning and this causes a problem to teachers when they are teaching English language .The study revealed that parents do not support the teaching of English composition to their children as indicated by 78% of the respondents . This means that the parents are not concerned about the education of their children .

The study also revealed that on average the learners are taught English composition writing twice per week and this was indicated by 72% of the respondents . The study indicated that the major method used by teachers to teach English composition writing was through lectures .This

concurs with . Badger and White (2000 ) were of the view that under product approach , the teacher provides text which the learners should use to write the composition .

## 4.4 SUBQUESTION2:WHAT ARE THE CHALLENGES TEACHERS FACE IN TEACHING ENGLISH COMPOSITION WRITING ?

This section discusses the challenges the teachers face in teaching English composition writing in the primary schools of Khami district.

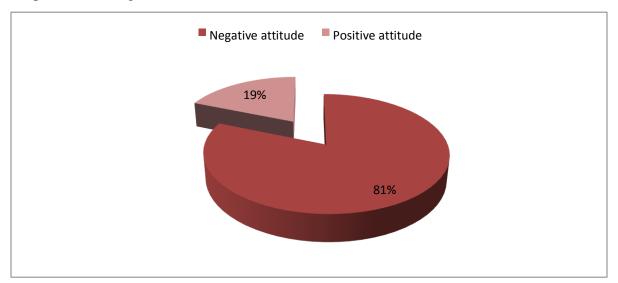**Table 4.7 The extent to which it is easy to teach English composition writing (N=32 )**

|  | Frequency | Percent |
|---|---|---|
| Greater extent | 7 | 21 |
| Moderate extent | 5 | 16 |
| Lesser extent | 20 | 63 |
| TOTAL | 32 |  |

**Source : Primary Data (2018 )**

Table 4.7 shows the extent to which it is easy to teach English language composition writing .Sixty three percent of the respondents stated that to a lesser extent it is easy to teach English composition writing. Sixteen percent of the respondents stated that to a moderate extent easy to teach English composition writing and 21% of the respondents stated that to a greater extent it is easy to teach English composition writing. This means that it is not easy to teach English language composition writing. The respondents stated that the learners find it difficult to put across the foreign language ( English language ) and this coupled with the fact that the learners speak indigenous language at home makes it difficult for them to be taught English composition . The following is the pie chart which shows the attitudes of learners towards English composition writing .

All the nine interviewees stated that it was not easy to teach English composition writing because the learners in Khami district speak indigenous language and hence they have difficult in

grasping English language concepts which makes it difficult for them to learn English composition writing . The following pie chart shows the attitudes of teachers towards English composition writing .



Source: Primary Data (2018)

**Figure 4.5 The attitudes of teachers towards English Composition writing**

Figure 4.5 shows the attitudes of teachers towards English composition writing .Eight one percent of the respondents stated that the teachers have negative attitudes towards teaching English composition writing . Nineteen percent of the respondents stated that teachers have positive attitudes towards teaching English composition writing. This means that teachers have negative attitude towards teaching English composition writing as indicated by 81% of the respondents. Seven out of nine interviewees stated that teachers have negative attitude towards English composition teaching . They stated that teachers allocated little time for teaching English composition writing and they communicate with learners in native languages out of class .This is inline with the teachers who stated that teachers have negative attitudes towards English composition writing . The following graph shows the challenges in the teaching of English composition writing .
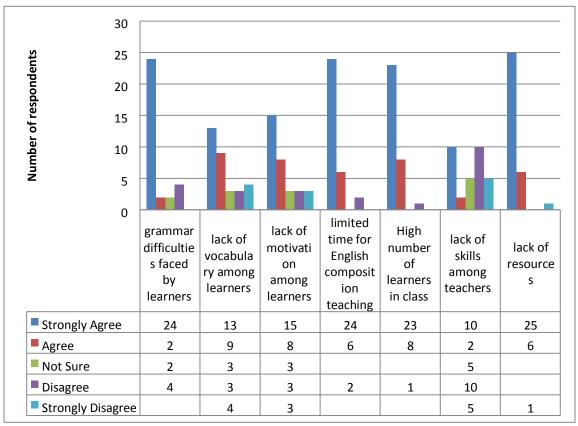
| | grammar difficulties faced by learners | lack of vocabulary among learners | lack of motivation among learners | limited time for English composition teaching | High number of learners in class | lack of skills among teachers | lack of resources |
|---|---|---|---|---|---|---|---|
| Strongly Agree | 24 | 13 | 15 | 24 | 23 | 10 | 25 |
| Agree | 2 | 9 | 8 | 6 | 8 | 2 | 6 |
| Not Sure | 2 | 3 | 3 | | | 5 | |
| Disagree | 4 | 3 | 3 | 2 | 1 | 10 | |
| Strongly Disagree | | 4 | 3 | | | 5 | 1 |

Source : Primary Data (2018 )

**Figure 4.6 Challenges faced in the teaching of English composition writing**

Figure 4.6 shows the challenges in the teaching of English language composition writing .The respondents were in agreement that the challenges in teaching English composition writing are grammar difficulties faced by learners , lack of vocabulary among the learners , lack of motivation among the learners , limited time for the English composition writing teaching , high number of learners in a class , lack of skills among the teachers and lack of resources . The majority of the respondents were in agreement that the main challenges faced in the teaching of English composition writing are grammar difficulties faced by learners , limited time for English composition teaching , high number of learners in a class and lack of resources . All the interviewees stated that the learners have difficulties in grammar and this was as a result of the fact that they speak indigenous language at home and outside the class and that the parents do not help them in English language composition writing .

**4.4.1 Discussion of Findings**

The study revealed that it is not easy to teach English composition writing and this was indicated by 63% of the respondents. The study revealed that the difficulties in the teaching of English

composition writing were due to the fact that English language is a foreign language and the learners only speak it in class and at home they speak their native indigenous languages and this makes it difficult for the learners to learn English composition writing . This concurs with Stickland et al (2002 ) who stated that the families where the learners come from do not speak English language , therefore they do not assist the learners in English language learning and this causes a problem to teachers when they are teaching English language .

The study revealed that the teachers had negative attitudes towards teaching English composition writing and this was indicated by 81 % of the respondents . The study revealed that the negative attitude stemmed from the fact that most of the  learners have grammatical challenges in English and also the parents are not supportive of the education of their children .

The study revealed that the main challenge faced in the teaching of English composition writing are grammatical difficulties faced by the learners, limited time for English composition teaching , high number of learners in a class and lack of resources .This is in agreement with  Myles (2002 ) who was of the view that few hours are devoted to the teaching of English composition writing . Thus at the end of the day teachers have challenges in teaching composition writing due to limited time .

## 4.5 SUB QUESTION3: WHAT ARE THE STRATEGIES WHICH ARE USED TO IMPORVE THE TEACHING OF ENGLISH COMPOSITION WRITING ?

The following is the discussion on the strategies to improve the teaching of English composition writing. The following table shows the extent to which the schools are supportive in teaching English language composition writing.

**Table 4.8 The extent to which the schools is supportive in teaching English composition writing (N=32 )**

|  | Frequency | Percent |
|---|---|---|
| Yes | 24 | 75.0 |

| | | |
|---|---|---|
| No | 8 | 25.0 |
| Total | 32 | 100.0 |

Source : primary Data (2018 )

Table 4.8 shows the extent to which the school is supportive in teaching English composition writing .Seventy five percent of the respondents stated that the schools in Khami district were supportive in the teaching of English composition writing. Twenty five percent of the respondents stated that the schools were not supportive in the teaching of English composition. This means that the schools are supportive in the teaching composition writing. These respondents also stated that the schools supported the teaching of English composition writing through staff development programs. This means that the schools strive to keep the teachers abreast of the new composition teaching techniques. The following table shows the availability of the measures to effectively teach English composition writing.

**Table 4.9 Availability of the measures to effectively teach English composition writing (N=32 )**

| | | Frequency | Percent |
|---|---|---|---|
| Valid | Yes | 28 | 88 |
| | No | 4 | 12 |
| | Total | 32 | 100.0 |

Source : Primary Data (2018 )

Table 4.9 shows the extent of the availability of the measures to teach English composition writing in in primary schools of Khami district . Eighty eight percent of the respondents stated that there are measures to effectively teach English composition writing in the primary schools of Khami district . Twelve percent of the respondents stated that they were no measures in place to effectively teach English language composition writing . This indicates that there are measures in place to effectively teach English composition writing in the primary schools of Khami district.

**Table 4.10 Measures to improve English composition writing ( N=32 )**

| | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| Provision of feedback on student written assessments | 26 | 4 | 1 | | 1 |
| assessing students writing skills | 26 | 6 | | | |
| Adequate time | 20 | 6 | 1 | 2 | 3 |
| Adequate teaching Staff | 26 | 5 | | | 1 |
| Motivation of the learners | 21 | 7 | 3 | | |

Source : Primary Data (2018 )

Table 4.10 above shows the measures to improve English composition writing .The respondents stated that the measures which are in place to effectively teach the learners English composition writing are provision of feedback on learners written work , assessing learners written work , adequate time for English composition writing , provision of adequate teaching staff and motivation of the learners . The respondents were in agreement that the main measures which were in place in Khami district schools were provision of feedback on student written assessment , assessing student writing skills and provision of adequate teaching staff so as to reduce the learners to teachers ratio .

The respondents who were teachers also indicated that in order for the teaching of English composition writing skills to be effective , the learners should be provided with learners composition writing skills books and there should be involvement of parents . The respondents stated that the positive attitude towards teaching of English composition writing to their children motivates the learn to learn English composition writing .

### 4.5.1 Discussion of findings

The study revealed that the schools are supportive of teaching of English composition writing in Khami district as indicated by 75% of the respondents. This means that English composition teaching has blessing of the school administrators. The study also revealed that there are measures to effectively teach English composition writing as indicated by 88% of the respondents.

The study revealed that the main measures which are used to effectively teach English composition writing in Khami district are provision of feedback on learners written assessments, assessing learners writing skills and provision of adequate resources. This is in line with Kroll (2003 ) who was of the view that it is important to assess the writing skills of learners . Kroll (2003 ) was of the view that  assessment of the writing skills of the learners helps the teachers in coming up with guidance or revision and also feedback . According to Kroll (2003 ) , assessment helps the teachers in improving learning and teaching of composition writing skills . Kroll (2003 ) was of the view that feedback assist in equipping learners with skills to improve proficiency in writing composition and they will be in a position to know what is expected of them . Myles (2002 ) and Kroll (2003 ) were in agreement that learners should be taught to analyse feedback so that they become effective in writing composition .Myles (2002 ) was  of the view that  the feedback helps learners correct mistakes and without feedback improvement will not take place .

The study also indicated that the teachers suggested that for the teaching of English language to be effective , the learners should be provided with learners" composition writing skills books and there should be involvement of parents in the teaching of English composition writing .This supports Minae (2004 ) who concurred with Gathumbi and Masembe (2005) by stating that teachers use resources such as class readers and pictures in order to teach writing of the composition as they generate ideas in writing . Gathumbi and Masembe (2005 )  were of view that the use of diagrams and pictures helps in making learners aware of the composition writing content .

**4.6 CHAPTER SUMMARY**

This chapter looked at data presentation and analysis . Data presentation and analysis was done in accordance to research objectives and research questions. Tables, bar graphs and pie charts were used to present data . The following chapter , which is chapter 5 is about summary, conclusions and recommendations .

**CHAPTER 5**

**SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

**5.1 INTRODUCTION**

This chapter is concerned with the highlights of the study from chapter 1 to chapter 4. The major findings are summarized and conclusions are made in relation to the research questions. The information obtained, enabled the researcher to make conclusions and recommendations on the research undertaken.

**5.2 SUMMARY OF CHAPTERS**

The study was carried out to investigate the challenges faced in the teaching of English composition writing in Khami district .

Chapter one outlined the background of the research problem , the statement of the problem , research questions , the significance of the study , the limitations of the study , the delimitations of the study , the assumptions of the study and definitions of terms .

Chapter two reviewed literature on the challenges on the challenges faced in the teaching of English composition writing in Khami district. The theoretical framework was also explained in detail . The study reviewed the literature on the methods which are used in the teaching of English composition writing , the challenges faced in the teaching of English composition writing and the strategies that are used to mitigate the challenges faced in the teaching of composition writing .

Chapter three used a cluster sampling approach from the qualitative paradigm design to unpack the issues on the challenges faced by the teachers in the teaching of English composition writing in Khami district .

Chapter four presented the finding following three objectives of the study. Data collected through interviews and questionnaires on the methods which are used in the teaching of English

composition writing , the challenges faced in the teaching of English composition writing and the strategies that are used to mitigate the challenges faced in the teaching of composition writing .

Chapter 5 looked at research summary ,findings , conclusions and recommendations .

### 5.3 FINDINGS AND CONCLUSIONS

The following are the research finding and conclusions.

### 5.3.1  Methods of teaching English composition writing

The study revealed that both English and Ndebele languages are taught in the primary schools of Khami district as indicated by 62% of the respondents . The study also indicated that the most spoken language in the primary schools of Khami district is English language as indicated by75% of the respondents .

The study revealed that the learners are taught other languages other than English language and this was indicated by 88% of the respondents . This indicates that the learners know different languages and this affect the way they grasp composition writing concepts . The study revealed that parents do not support the teaching of English composition to their children as indicated by 78% of the respondents . This means that the parents are not concerned about the education of their children . The study also revealed that on average the learners are taught English composition writing  twice per week and this was indicated by 72% of the respondents . The study indicated that the major method used by teachers to teach English composition writing was through lectures .

It can be concluded that the major method used by teachers to teach English composition writing was through lectures .This concurs with . Badger and White (2000 ) were of the view that under product approach , the teacher provides text which the learners should use to write the composition .

### 5.2.3 Challenges faced  in the teaching of composition writing

The study revealed that it is not easy to teach English composition writing and this was indicated by 63% of the respondents . The study revealed that the difficulties in the teaching of English composition writing were due to the fact that English language is a foreign language  and the

learners only speak it in class and at home they speak their native indigenous languages and this makes it difficult for the learners to learn English composition writing .

The study revealed that the teachers had negative attitudes towards teaching English composition writing and this was indicated by 81 % of the respondents . The study revealed that the negative attitude stemmed from the fact that most of the  learners have grammatical challenges in English and also the parents are not supportive of the education of their children .

The study revealed that the main challenge faced in the teaching of English composition writing are grammatical difficulties faced by the learners, limited time for English composition teaching , high number of learners in a class and lack of resources .

It can be concluded that the difficulties in the teaching of English composition writing were due to the fact that English language is a foreign language and the learners only speak it in class and at home they speak their native indigenous languages and this makes it difficult for the learners to learn English composition writing . This concurs with Stickland et al (2002 ) who stated that the families where the learners come from do not speak English language , therefore they do not assist the learners in English language learning and this causes a problem to teachers when they are teaching English language .

**5.3.3 Strategies to improve the teaching of English composition writing**

The study revealed that the schools are supportive of teaching of English composition writing in Khami district as indicated by 75% of the respondents. This means that English composition teaching has blessing of the school administrators. The study also revealed that there are measures to effectively teach English composition writing as indicated by 88% of the respondents.

The study revealed that the main measures which are used to effectively teach English composition writing in Khami district are provision of feedback on learners written assessments, assessing learners writing skills and provision of adequate resources. The study also indicated that the teachers suggested that for the teaching of English language to be effective, the learners

should be provided with learners" composition writing skills books and there should be involvement of parents in the teaching of English composition writing.

It can be concluded that the main measures which are used to effectively teach English composition writing in Khami district are provision of feedback on learners' written assessments, assessing learners writing skills and provision of adequate resources. This is in line with Kroll (2003 ) who was of the view that it is important to assess the writing skills of learners . Kroll (2003 ) was of the view that  assessment of the writing skills of the learners helps the teachers in coming up with guidance or revision and also feedback .

## 5.4 RECOMMENDATIONS

The researcher makes the following recommendations.

- Parents should support their children in teaching English composition writing .
- Staff development programs should be availed to equip teachers with best skills of teaching English composition writing.
- The schools should provide adequate resources for the teaching of English composition.
- Teachers should further their education so as to improve their skills of giving instruction.
- More teachers should be hired so as to reduce the learners to teacher ratios. This would improve the efficiency of teaching of English composition.
- The learners should be motivated to learn English composition writing through provision of prizes for the best performers.

## 5.5 AREAS FOR FURTHER STUDY

The study revealed that the grammatical mistakes are the main challenges faced by the learners when learning English composition writing. Further study should be carried out on the impact of the methods used by teachers in teaching English language grammar on composition writing .

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**APENDICES  QUESTIONNAIRE FOR TEACHERS**

Dear Sir/Madam

My name is Nonhlanhla Gumpo and I am a final year student at the Midlands State University

(MSU), Registration number R15102B , and currently doing a Bachelor of Education in English
. As part of my course, I am required to do a research project and I therefore request your assistance to this end.

May you kindly assist by answering the following questions? The research is purely for academic purposes and therefore the information provided will be treated with highest level of confidentiality.

Thank you in anticipation

**DEMOGRAPHIC INFORMATION**

1a) Gender   Male (          )                    Female     (            )

b) Age       21 to 30 years (          )    31 to 40 years (            ) 41 years and above (        ) c)

Level of Education

Diploma (        )      Degree (        )      Masters (        ) PhD  (          )

d) Work Experience

Less than 5 years (            )      5 years to 10 years (          ) 11 years and above (      )

e)Job title      teacher (        )            Senior teacher (        )

**METHODS OF TEACHING OF TEACHING ENGLISH COMPOSITION WRITING**

2a) Which languages are taught in your school ?

Ndebele (    )    Shona (      ) English (        )      Tonga (      ) other ,specify

………………………………

b) Which one is the most spoken language in your school ?

Ndebele (      )    Shona (        ) English (        )      Tonga (        ) other ,specify

………………………………

c) How often do you teach English composition writing ?

………………………………………………………………………………………………………………………

…………………………………………………

d) Do you teach composition writing in any language other than English language ?
Yes (       )                                                            No (        )

e) Do the parents support their children in learning English composition writing?

Yes (        )                                                          No (        )

f)  Which methods do you use to teach English composition writing?

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**CHALLENGES TEACHERS FACE IN TEACHING ENGLISH COMPOSITION WRITING**

3a) Is it easy to teach English language composition writing?

Greater extent (      )      Moderate extent (        ) lesser extent (        )

b) If no , why is it not easy to teach English composition writing ?

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c) What is the attitudes of the learners towards English composition writing ?

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d) Rate the following challenges faced in the teaching of English composition writing among infants by ticking in the appropriate box . .  SA – Strongly Agree , A – Agree , NS – Not Sure , D – Disagree , SD -Strongly Disagree

|  | SA | A | NS | D | SD |
|---|---|---|---|---|---|
| Grammar difficulties faced by learners |  |  |  |  |  |
| Lack of vocabulary among the learners |  |  |  |  |  |

| | | | | | |
|---|---|---|---|---|---|
| Lack of motivation among the learners | | | | | |
| Few hours for English composition writing | | | | | |
| High number of learners in class | | | | | |
| Lack of skills among teachers | | | | | |

e)What are other challenges faced by teachers in the teaching of English composition writing?

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## STRATEGIES TO IMPROVE THE TEACHING OF ENGLISH COMPOSITION WRITING

4a) Is the school administration supportive to the teaching of the English composition writing?

Yes (        )                                        No (        )

b) How does the school administration support the teaching of English composition writing?

……………………………………………………………………………………………………………

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c) Are they any measures to ensure effective teaching of English composition writing?

Yes (        )                                        No (        )

e)      Rate the following measures used to improve English composition writing by ticking the appropriate box? .  SA – Strongly Agree, A – Agree, NS – Not Sure, D – Disagree, SD -Strongly Disagree

| | SA | A | NS | D | SD |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| Provision of feedback on student written assessments | | | | | |
| Assessing students writing skills | | | | | |
| Adequate time | | | | | |
| Adequate teaching staff | | | | | |
| Motivation of the learners | | | | | |

f)      As a teaching staff, what do you think should be done to improve the teaching of English composition writing?

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**THANK YOU VERY MUCH**

**INTERVIEW GUIDE FOR DEPUTY HEADS, HEADS OF THE SCHOOLS AND TEACHERS IN CHARGE**

1)  Job Title ………………………………………………………………………………
2)  Work Experience …………………………………………………………………………….

3)  Which languages are taught in your school?

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4)  Which one is the most spoken language in your school?

…………………………………………………………………………………………………..

5)  How often do you teach English composition writing?

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6) Do you teach composition writing in any language other than English language?

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7) Do the parents support their children in learning English composition writing?

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8) Which methods do you use to teach English composition writing?

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9) What are the challenges faced by the teachers in teaching English composition writing?

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10) What are the measures in place to ensure effective teaching of English composition writing?

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11) What should be done to improve the effectiveness of teaching English composition writing?

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**THANK YOU VERY MUCH**