THE ROLE OF DICTION INSTRUCTION IN ENHANCEMENT OF STUDENTS' PERSUASIVE WRITING: A REFLECTIVE SELF-STUDY IN ONE ADVANCED LEVEL SCHOOL IN LESOTHO

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ABSTRACT

Diction is one of the requisites for clarity in communication, especially written communication. However, while most language researchers seem to have looked into other language aspects as contributing factors towards underperformance in essay writing, few have considered researching diction in this area. This dearth of research-appraised evidence leads to teachers' negligence of diction instruction which, in turn, leads to students' inappropriate word choice in writing persuasive essays, which, by their nature, need clear-cut diction for credibility. This inquiry seeks to fill some of that gap in research. The focus of this inquiry is on Advanced Subsidiary level (pre-tertiary) students and ESL educators in one Advanced Level School in Lesotho. The investigation was conducted from the personal experiential stance for improvement of professional practice. The reflective self-study was underpinned by Social Constructivism theory (Vygotsky 1978), and followed a pragmatic paradigm. The study adopted a classroom action research approach where classroom observations, tests, lesson plans, teachers' interviews and reflective journal were used for data generation. Purposive non-probability sampling was used for convenience, accessibility and information richness of participants. Error analysis formed part of data collection in identifying the nature of diction-based challenges found in learners' essays. Data was analysed based on a six step procedure adopted from Creswell (2014). Findings among others include errors found in students' essays which were interpreted in terms of mismanagement of words and communication interferences in persuasive writing. It was therefore recommended that diction analysis be included in the local pre-tertiary English Language curriculum as a strategy with which learners learn how words are used for precision and specificity in writing persuasively to eliminate poor academic writing reflected in institutions of higher learning.

Key words: Diction, instruction, persuasive writing, reflective self-study, action research, diction pedagogic strategies and Advanced Level.

DEDICATION

I dedicate this dissertation to my late grandmothers, Elizabeth `Mantai Malataliana and Edith Mamotebang Kikine, whose presence completed my being in life. I also devote this study to my son, Sekonyela, and daughter, Kabelo for their unwavering support in times of academic hardships. They managed to fill me with energy to go on with this piece of work. I deem their ability to inspire me, especially at their age, bizarrely delightful. Last but not least, this dissertation is sincerely devoted to my husband, who wiped my tears when I was dejected and felt like quitting; Motlokoa, you were my pillar of strength.

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DECLARATION

This serves as a declaration that the thesis, the role of diction instruction in enhancement of students' persuasive writing: a reflective self-study in one advanced level school in Lesotho is my own work and that wherever I have used the work of other scholars I have acknowledged them. This work has not been submitted in any of the universities worldwide as an award for acquiring any degree.

List of Tables

CONTENTS

LIST OF ACRONYMS

ESL: English as Second Language

ELT: English Language Teaching

L2: Second Language

AS: Advanced Subsidiary Level

A-**Level:** Advanced Level

MKO: More Knowledgeable Other

AR: Action Research

CAR: Classroom Action Research

RP: Reflective Practice

CF: Correction Feedback

ZPD: Zone of Proximal Development

IR: Intensive Reading

ER: Extensive Reading

CIE: Cambridge International Examinations

CAIE: Cambridge Assessment International Education

IGCSE: International General Certificate of Secondary Education

LGCSE: Lesotho General Certificate of Secondary Education

INTRODUCTION

1.0 INTRODUCTION

This chapter provides an outline of the background to this study, which is validated by relevant literature in general and which is derived from the related previous studies on diction, vocabulary and lexical competence. The chapter further presents the research context, the research questions, significance of the study and methodology. Trustworthiness and ethical considerations are other factors discussed in the chapter. Finally, the chapter attempts to articulate the organisation of the study.

1.1 BACKGROUND TO THE STUDY

In the field of Applied Linguistics, especially lexicology, the term diction is used to refer to choice and use of words in writing (Moodley, 2013; Sardi, Atmowardoyon & Weda 2015; Delfia, 2017). However, different interpretations regarding definitions of diction have been provided by different authors. For Hornby (2013), diction is choice of words and the manner of speaking and writing. Unlike other authors, Sajid (2016) stipulates that diction is vocabulary with contextualised meaning, and highlights the significance of context as an important aspect of diction. Combined, these definitions point to a common understanding of diction in writing, since most writers regard diction as word choice. The definitions imply that one is expected to choose and use words carefully in spoken or written language.

Diction involves choosing optimal words for a particular audience, purpose and context. To this end, Kamps, Mason, Bourque and Feldmiller (2015) aver that vocabulary choice is more notably governed by who is saying what to whom, when and why. Diction is applied by the writer or speaker to convey a specific effect or intention (Sanders, Jordan & Magoon, 2001; Lufto 2012; Moodley, 2013; Kannan & Sarika, 2013; Delfia, 2017). The implication is that purpose would be achieved optimally through the choice of right words. This emphasises that language is a powerful tool with which a human being can communicate with others effectively.

In summation, the foregoing assertions show that scholars in linguistic lexicology define diction differently depending on their areas of study, which, in most cases, are in linguistic skills such as

speaking and writing. The interpretative gist of the concept is that diction refers to the way in which language is used in writing; wording seems to be fundamental in getting a language user's message across with accuracy. It may therefore be reasonable to assume that the application of appropriate word choice enhances the conveyance of messages. The selection of words in communication, especially in writing, seems paramount for the way that such words may affect the reader positively or negatively, as highlighted by Kamps et al (2015). It seems that, in the absence of empirical research, teachers grapple with diction-based challenges. As a result, research has to begin investigating the role of diction in persuasive writing.

Diction has been investigated in different fields of work in various parts of the world. Such studies are testaments of its significance, particularly in the context of education. Among the studies that were concerned with diction in ESL contexts was the study done by Sajid (2016) in Pakistan. The study investigated whether diction and expression can enhance academic writing of ESL university students. Through the employment of quantitative error analysis, evidence suggests that most frequently-found errors are caused due to errors in diction. This calls for further research on responsive pedagogical strategies for enhancing requisite diction application by learners who are en-route to higher education.

Of equal concern, lexical errors in diction have been subjected to research in countries like Indonesia, in which English is a foreign language. Handayani, Ihsan &Mirizon (2019), whose study's focal point is interlanguage analysis of diction errors in theses, discovered that postgraduate students still commit some diction errors in their theses. The authors opted for content analysis design with the qualitative approach. However, despite the importance of diction in enhancing students' essays, many students still disregard the concept as basic in their thesis writing. The results point to wrong choice of verbs and nouns. This deficiency suggests a need to investigate whether the teaching of diction would be profitable for academic writing. In the same country, another study by Sardi, Atmowardoyo, & Weda (2015) used the qualitative approach to examine the distinct types of diction used by the ESL teachers during the classroom interaction. The researchers' findings indicate that teachers generally produce only a couple of frequently used words despite the meaning they want to transmit. The allusion is that teachers fail to demonstrate a good command of lexis and, as a result, they would not manage to help in increasing learners' lexicon. Therefore, an inquiry to diction awareness through diction

instruction would be necessary so as to bring changes in students' language command, especially in writing persuasive essays.

In addition, a scholar (Matsoso, 2007) carried out an investigation on word choice in Lesotho. Findings from this study portray that students and lecturers concur that tasks with implied task-focusing verbs are problematic. This suggests that learners do not understand some verbs used in the formulation of assessment tasks. The implication is that it might be necessary to investigate whether the teaching of diction to post-high school (A-level) students is essential, especially to equip them with productive skills that would enable them to write effectively.

If scholarship highlights diction as an essence to communication, it would mean that diction needs further research in education in order to investigate the implications of poor diction on life-long learning. The discovery from these studies in one way or another point to diction as a concept worth investigating, as results indicate that it remains a problem in education. Niche areas that emerge from research, and that prompted this study, are the following:

- Research conducted in diction was mainly at universities elsewhere.
- Seemingly, there is dearth of research in diction in Lesotho.
- It seems that previous research was limited to either qualitative or quantitative design.

Premised on the above constraints, it remains unknown whether diction instruction plays a pivotal role in the teaching of persuasive writing at the pre-university level, since persuasive writing has been studied in isolation. The researcher therefore intends to conduct a reflective self-study to determine the role of diction instruction in enhancement of students' persuasive essays.

1.2 STATEMENT OF THE PROBLEM

The statement of the problem for this study is grounded on both documented scholarship pertaining to ESL learners' choice of words and personal experience as an A-level ESL teacher. My personal experience as an English Language teacher and a marker of LGCSE assessments has revealed that students' lexical incompetence is a concern. Diction serves an integral role in directed writing; however, most learners fail the directed writing assessments dismally, supposedly due to improper diction. At LGCSE level, learners who perform well in directed writing are those who are capable of using the language that best suits the audience, the purpose and the context. Supporting my findings, Gill (2018) argues that students fail directed writing due to informal language use, slang, contractions, and informal idiomatic expressions or informal phrasal verbs. It is the researcher's experiential knowledge that this problem still characterises even pre-university entry students' essays, for they do not only fail to apply appropriate diction in persuasive writing, but also fail to analyse diction used in persuasive extracts. Of interest in the study is whether teachers of English Language have, at one stage or other, considered the need to understand and address students' diction-related needs using a self-study perspective that is aimed at improving personal professional practice. To this end, I have found it befitting to engage in a classroom-based critical self-study for instructional activities that can enhance knowledge and skills on diction in the context of persuasive essay writing by A- Level learners in a selected school in Lesotho.

The Cambridge Examiner's Report o associates students' failure in essay writing with improper diction choice and use (CIE, 2017). The situation therefore necessitates a research-appraised understanding of diction-related challenges encountered by students in persuasive writing. Such research would inform teachers' personal decisions regarding effective and efficient pedagogic strategies towards learners' diction management. Considering the significance of choosing appropriate words relevant to the purpose, audience and context in question, there is an evident need for research on how diction instruction can assist essay writing, especially persuasive essays. Although diction is one of the knowledge areas in language that plays an important role in learners' acquisition of proficiency in language (Cameron, 2011), there is a dearth of research on the topic in Lesotho. Though studies have been undertaken on lexical competence in Lesotho, it seems that studies conducted in Lesotho have not specifically been on diction instruction.

According to Brooklyn (2014), the goal of teaching scholarly diction is to convey information and ideas clearly and precisely using the vocabulary and basic concepts that are particular to the field of interest. In the absence of research in diction in contexts such as Lesotho, the need for instructional attention to diction has no empirical evidence; therefore, it can be assumed that teachers regularly grapple with challenges associated with diction. Therefore, research featuring the strategies of teaching diction in writing persuasive texts is needed.

Further necessitating research in diction in persuasive writing in Lesotho is the fact that research attention has been to university students, thus leaving an evidence-based knowledge gap about diction used in either junior high school or Advanced Level. Matsoso (2007), Sardi *et al* (2015), Sajid (2016) and Handayani, Ihsan & Mirizon (2019) discovered that university students encounter word choice challenges in writing academically. This concern has been noted in countries like Lesotho, Indonesia and Pakistan. This constraint makes the problem even more complex, in that there should be a good foundation on lexical competence prior to university entry, as failure to expose students to diction in upper high school results in problems in producing quality texts in tertiary level. This view is substantiated by John (1997), as cited in Sajid (2016), who states that the majority of non-native speaking undergraduate and graduate students, after more than a decade learning L2 at college, frequently fail to realise why they cannot appropriately use the conventions of academic writing style, especially diction. This calls for further research on the reasons that failure to master diction at Advanced Levels translates into failure to write academic writing effectively at the university level.

The few research studies in diction have seemingly tended to be either quantitative or qualitative, but have rarely focused on classroom action research. Action research is gaining momentum in educational research, and it has intrigued the researcher enough to employ it in this study. Action research has been found ideal for teacher improvement of teacher professional practice (Hong & Lawrence 2011; Burns 2015). This is because the approach engages teachers and teacher educators. In concurrence, Khasinah (2017) positions that reflective examination of their own pedagogical actions, and those of their students' learning, are a basis for making changes. The researcher believes that teachers problematise their classroom experiences to learn more about their students, their context and their teaching practices. The implication is that teacher-

5

researchers would benefit more when conducting a self-study, for it is reflective and direct rather than employing other researchers' recommendations in their teaching, which might not even be relevant in their context.

A-Level curriculum is a new venture in Lesotho. In the context of English Language, the level calls for learners' functional knowledge of advanced requisite writing skills in different writing genres, such as the persuasive genre. Specifically, both Papers 1 (Reading) and 2 (Writing) at Advanced Subsidiary Level English Language call for learners' practical knowledge in persuasive writing. Presumably, the level calls for, among other skills, willingness and readiness among teachers of English Language to not only be abreast with learners' writing-based diction needs, but to also reflect on different instructional strategies that can improve their personal professional approaches to teaching diction. Using persuasive writing as her case, the researcher wanted to improve her teaching of diction in context. Specifically, she wanted to engage in, and learn to improve, her professional practice (as a teacher of writing) through personal processes of reflection on, and improved application of, different instructional strategies for teaching and learning of persuasive writing at A-Level. Hence, her study on the role of diction instruction in enhancement of students' persuasive writing is through a reflective self-study.

1.3 RESEARCH QUESTIONS
Below are the research questions for the present study.

1.3.1 The main research question
- What are diction-related teaching and learning strategies adopted for enhancement of A-Level students' persuasive writing?

1.3.2 Subsidiary research questions
The following, therefore, are specific questions for the study to address:

1. What is the role of diction in persuasive writing?
2. What types of diction-related errors do A-Level students make in persuasive writing?
3. What remedial pedagogic strategies can be reflectively explored and adopted to teach diction in persuasive writing at A-Level?

4. What are lessons learned from pedagogical practices for improvement of my personal professional practice?

1.4 SIGNIFICANCE OF THE STUDY

It is the researcher's hope that the findings from this reflective study benefit, first, the researcher herself, her A-Level students, and fellow teachers of English Language in the selected school and members of the central region Association of Teachers of English Language.

Improvement of personal professional practice is one of the guiding principles of action-research (Kemmis, Nixon & McTaggart, 2014; Maree, 2007). The researcher as a reflective practitioner stands to benefit in a number of ways from the results of this inquiry. Identification and analysis of types of errors emanating from my students' written persuasive tests afforded me insights into their skills,, the ability to develop error-type-based remedial strategies and to draw conclusions on corrective measures for future adoption in facilitating for proficiency in persuasive writing – thus leading to the improvement of my practice. This is in line with a commonly held assertion that classroom-action research not only enhances the teacher's confidence in initiating actions believed to improve personal pedagogical practice, but also allows the researcher to take ownership over their own teaching through reflections that eventuate decision making (Purrohman's, 2011).

Novice A-level educators are other anticipated beneficiaries. This study intended to instil in teachers skills that would help them in teaching diction, which reportedly improves students' persuasive writing. Sajid and Saddiqui (2015) position that deficiency in diction application result with poor writing style for producing texts of various genres. Discoveries of diction-based errors from students' persuasive essays would enable me to have an intuitive understanding of their causality, and to come up with remedial strategies relevant to students' ZPD levels. Conclusions were drawn on which corrective measures could be adopted by the novice A-level Teachers of English Language. This is substantiated by Purrohman (2011), who articulates that classroom action-research improves teacher professionalism and endorses teachers to develop their skills and knowledge.

In relation to students, the study's focus was on personal learning practice and experience of my English Language A-level students. The findings from the study are intended to benefit post-high

7

school (A-level) learners through the improvement of persuasive essays. Given the variety of learners and diverse learning needs present in every classroom, this action-oriented study addresses diverse learning needs to ensure progress (Sagor, 2015). While employing different strategies in diction instruction, observations were noted on the journal in order to gain information or learn about behaviour trends (Chikwature and Oyedele, 2016). This allowed the researcher to make informed decisions and judgements based on what has previously been studied. As a result, individual impediment in word management was addressed with the intention to enhance students' competence in diction management in persuasive essay writing. Most importantly, students were deemed resourceful, since their role as reflective providers of research question-based information is deemed fundamental in generation of action-oriented data.

1.5 METHODOLOGY

This section encompasses the research method, the approach, the paradigm, participants, sample and sampling techniques. Data collection procedures, data analysis, trustworthiness and ethical considerations are discussed in depth in chapter three, and scope of the study follows. The chapter summary closes the chapter.

1.5.1 Research Approach

The study employs a qualitative design of a reflective self-study approach. In particular, an action-research methodology, that is an appealing way to look more closely at classroom issues or to investigate into teaching dilemmas (Nelson, 2013), will be followed.

1.5.2 Research paradigm

The study is underpinned by two theories; namely the social constructivism learning theory and the reflective practice theory. The theories are expounded on in chapter two. The research paradigm underpinning the study is pragmatism, which is explained in detail in chapter three.

1.5.3 Participants

The participants in this study comprise of all learners from LCFC in AS-level. Details of how and why they were sampled into the study are addressed in chapter three.

1.5.4. Data Collection techniques and procedures

In line with requisites of classroom action research and the underpinning paradigm of the study, data was collected through tests, observations, reflective journal and audio-visual recordings and daily lesson plans in diction instruction (Cohen and Manion, 2007).

1.5.5 Data analysis

The collected data was analysed through Creswell's (2014) six step model. This framework is elucidated in chapter five.

1.6 BELIEVABILITY OF THE FINDINGS OF THE STUDY

Trustworthiness of the study findings is based on some of the key standards in qualitative research. These are credibility, dependability, transferability and conformability (Gunawan, 2015). Each believability standard is explained in terms of how it applies in the study in chapter four.

1.7 ETHICAL CONSIDERATIONS

Research must be conducted in an ethical manner (Akaranga and Makau, 2016). In the same manner, this research would adhere to all research ethics, which are explicated in chapter four.

1.8 ORGANISATION OF THE STUDY

 The study comprises of six chapters.

Chapter one provides the background to the study, the statement of the problem, research questions, significance of the study, highlights of the methodology, trustworthiness and ethical considerations, as well as the organisation of the study and the chapter summary.

Chapter two is a presentation of a theoretical framework and operationalisation of the theories.

Chapter three embarks on the critical review of related literature, operationalisation of key terms, literature review on the key terms and literature review on research questions. A brief summary of the chapter is added.

Chapter four expounds on the research design, participants, sample and sample technique, data collection tools and procedures, data analysis, and how trustworthiness and ethical considerations were ensured. A chapter summary is provided.

9

Chapter five consists of findings and interpretations, while the last **chapter six** deals with conclusions and recommendations before giving a chapter summary.

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CHAPTER TWO

THEORETICAL FRAMEWORK

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2.0 INTRODUCTION

In this chapter, the theoretical framework underpinning the study is presented. This chapter consists of two sections; a section on theoretical underpinnings, and a section on the

operationalisation of the theories in the context of the inquiry. A theoretical framework serves as a foundation upon which research is constructed (Grant and Osanloo, 2014).

2.1 THEORETICAL UNDERPINNINGS

A theory is an overall perspective from which one sees and interprets the world (Kivunja, 2018). This study is guided by Social Constructivism and reflective practice theories. Social constructivism is a variety of cognitive constructivism that emphasises the collaborative nature of much learning (Vygostky, 1978). Reflective practice theory, as understood by Schon (1983) and Gibbs (1988), is learning from, and reviewing, practice in order to describe, analyse, evaluate, and subsequently inform. Both theories interrelate and apply to classroom action-research, which the present study is. They are highlighted in **2.1.1 and 2.1.4** of the chapter.

2.1.1 Social constructivism learning theory

Social constructivism is a sociological theory of knowledge focusing on how individuals construct and apply knowledge in socially mediated contexts (Thomas, Menon Boruff, Rodrigues and Ahmed, 2014). The premise of this theory is that knowledge is a human construction. Translated to teaching and learning, the theory spells the need for the active participation of both teachers and learners in the facilitation and enhancement of learning. With specific reference to this action-research, Creswell (2014) notes that, in a social constructivist classroom, learners are expected to do more work than their teachers and to question the viability of their understanding. Creswell's position is emphatic about the need for participation of both teachers and learners to be characteristically interactive and aimed at empowerment, transformation and emancipation of learners and teachers from the conventional dominance of teachers in the teaching and learning process.

One of the principles of social-constructivism is that all knowledge develops as a result of social interaction through use of language. Knowledge is, therefore, a shared, rather than an individual, experience (Kim, 2001 Eastwell, 2012). Kim (2001) notes also that communications and interactions entail socially agreed-upon ideas about the world and the social patterns and rules of language use. A reasonable deduction from the cited claims by Eastwell (2012) is that conceptualisation and communication of these ideas about the world and social patterns depend on functional knowledge and management of diction for meaningfulness and effectiveness in

different communication contexts. A further assumption could be that peers' and teachers' verbal interaction with learners has the potential to enhance lexical growth in the learners' communicative ability. Translated to the teaching and learning environment, the postulation above spelled the need for teachers to actively reflect on how the activities in their pedagogical practice at classroom level facilitate learners' ability to be participatory in the effective use of diction. The classroom-action researcher is in line with the principle of knowledge creation through interactive use of language, which includes adopting interactionist teaching and learning activities for the acquisition and enhancement of situation-based diction management skills in learners (Bruner, 1983). The researcher critically reflected on these instructional strategies for their effectiveness or non-effectiveness, and explored alternative measures that could transform and emancipate learners in their persuasive writing abilities. Such a practice led to the researcher's action- and reflection-informed conclusions about the social constructivist principle being discussed in this paragraph. As a principle, social constructivism is guided by two highly overlapping constructs which, in the opinion of the researcher, underpin classroom-action research. The constructs are the zone of proximal development (ZPD) and instructional scaffolding (Vygostky 1978; Silver 2011). They are reviewed below for how they situate the inquiry.

2.1.2 Zone of Proximal Development (ZPD) and adult/ MKO learning conditions

Zone of Proximal Development (ZPD) refers to the difference between what a learner can do without help and what a learner can achieve with guidance and encouragement from a skilled partner (McLeod, 2019). The term proximal in the construct refers to those skills that a learner is close to mastering. Vygotsky (1978) posits that a learner should be assisted through the zone of proximal development by a more knowledgeable other (MKO) who possesses skills beyond those of the learner. He further avers that social interactions with a skilful tutor play a pivotal role in allowing the learner an opportunity to observe and practice the required skills. In consistence, McLeod (2019) contends that the learner seeks to understand the actions or instructions provided by the tutor, then internalises the information, using it to guide or regulate their own performance. It is assumed in this study that while learners demonstrated diction-related competencies, they still had deficiencies in those diction-related skills they are close to

mastering (proximal). For purposes of this action-research study, the researcher, through tasks assigned to learners, established diction-related deficits. In line with the ZPD, the researcher paired those with challenges with the more knowledgeable others (MKO) so that they could learn from their more knowledgeable peers. The researcher also created social activities in which more knowledgeable others modelled diction used in formal settings. Providing such assistance boosted students in achieving a given task.

Collaborative learning is documented as effective in a ZPD-grounded classroom setting (Vygotsky 1978, Kim, 2001; Maree, 2007; McLeod, 2019). Teachers should, therefore, assign tasks that students cannot do on their own, but can do with assistance. Teachers should provide enough guidance for students to learn in order for them to complete tasks independently. Following this should be creation of a pedagogical environment that enables students to do harder tasks (Shabani, Khatib, Ebadi, 2010). Ideally, peer teaching as an element of collaborative teaching and learning in social constructivism terms characterised facilitation of mastery of choice and use of diction in students headed to tertiary education. Thus, more competent peers, normally referred to as critical peers in action-research (Maree, 2007), were involved in facilitating the acquisition of diction-based knowledge and competence skills by fellow students to support collaboration and success. In this inquiry, collaborative teaching and learning as the principle of ZPD was deemed valuable. Hence the intention to not only use the principle to benchmark teaching and learning strategies in my English language lessons, but to critically reflect on each one of the strategies mentioned in this study for their role in students' acquisition of diction-related competences and skills, and also to inform my professional practice in this regard.

2.1.3 Instructional scaffolding and its principles

Instructional scaffolding is a term coined by Wood, Bruner and Ross (1976). The authors define scaffolding as a process that enables a child or novice to solve a task or achieve a goal that would be beyond his unassisted efforts. Scaffolding consists of the activities provided by the educator, or more competent peer, to support the student as he or she is led through the ZPD (McLeod, 2019). In close consonance with ZPD, the guiding principle in scaffolding posits that knowledgeable peers and the teacher work collaboratively to support the novice by providing

hints and instruction (Vygostky, 1978). In doing so, struggling learners gradually stop relying on the more knowledgeable others as they work on ZPD levels. Instructional scaffolding techniques range from modelling to bridging, contextualising, schema building, re-presenting text and developing meta-cognition (Walqui, 2006). Some of these techniques were employed in this study.

Advanced Level learners have a serious challenge writing persuasive texts. This is due to, among other factors, improper diction application (CIE, 2017). To address this challenge through instructional scaffolding, the researcher assigned students a persuasive task and asked them to present it before the class and share their hunches and ideas about the kind of diction used. It was hoped in this study that adoption of instructional scaffolding teaching and learning strategies would help the researcher to reflect on the strategy for not only whether or not, and how, it enhances functional literacy and skills in diction management, but, more importantly, to reflect on lessons for her personal professional growth as an English Language teacher at Advanced Level. Such an approach was in consonance with Silver's (2011) inference that a teacher that scaffolds their instruction unfolds new material slowly and builds numerous supports into their teaching, moving on only when every student has reached comprehension. I set up situations to make learners' understanding easier and then gradually pulled back in my role of supporter, leaving learners to handle the task more independent of assistance as they become skilled enough to manage it (Bruner, 1983). For example, while studying diction analysis, I demonstrated with few words how language is analysed and then left learners to do it on their own. Similarly, Pressly (2002) exemplifies skilfully that, when a building is to be constructed, it cannot stand on its own without support around it. In the same vein, Presly (2002) maintains that, when the construction stage is completed, the support is removed to let it stand liberally. The researcher's assistance seemed to motivate learners to learn even more complex topics like context clues and lexical bundles. In support of this view are Meyer and Turner (2002), who insist that scaffolding is an instructional process in which a teacher supports students cognitively and emotionally in learning, while simultaneously helping them to further develop autonomy.

Literature in this section is on the use of instructional scaffolding as a technique to facilitate the use of diction in writing persuasive essays, and it shows that scaffolding strategies are effective in the teaching and learning of diction. Some of the salient features of instructional scaffolding

14

are collaborativeness and the transfer of responsibility (Gonulal & Loewel, 2018). These features seem to have an important role in the teaching of diction since collaborativeness enhances lexicon learning while transfer of responsibility encourages learner-centered learning. The status of the scaffolding metaphor designates its conceptual significance and practical worth for teaching. Educators find the metaphor interesting as it resonates with their own perceptive conceptions of what it means to intervene successfully in students' learning, and offers what is lacking in much literature on education; an effective conceptual metaphor for the quality of teacher mediation in teaching (Mercer, 1994). There is an accord that Vygotskian socio-cultural philosophy and the notion of the zone of proximal development are central to the concept of scaffolding (Berk, 2001; Daniels, 2001; Wells, 2001 and Krause *et al*, 2003). However, the understanding and explanations of the precise ways that scaffolding relates to Vygostkian theory have been different. These range from considering scaffolding a direct submission and operationalisation of Vygotsky's concept of teaching in the zone of proximal development (Wells, 1999), to the view that the notion of scaffolding only partially reflects the profuseness of Vygotsky's zone of proximal development (Daniels, 2001). In this reflective self-study, observations as data collection techniques were used, among other techniques, to determine effective scaffolding techniques in the teaching and learning of diction used in persuasive essays. Additionally, evaluations were done in order to produce the needed support to accommodate learners of different intelligences.

2.1.4 The Reflective Practice Theory

Reflective practice is the ability to reflect on one's actions so as to engage in a process of continuous learning for personal development and organisational impact (Amulya, 2004). From a learning perspective, the most crucial component of reflective practice is the theory-in-use (Osterman, 1998). For Ambady (2018), reflection is commonly reported as a process of self-examination and self-evaluation that teachers should engage in regularly in order to interpret and improve their professional practices. All these attempts are made to transform both learners' performance and teachers' personal, as well as professional, practice. In this regard, the self-reflection was intended to evaluate the researcher's instructional practices in teaching diction to enhance students' persuasive writing as a means for the researcher to grow professionally.

Reflective practice is not only cognitive but also concrete in that teachers reflect on their practice and provide evidence of the reflections. Ambady (2018) suggests that teachers need to compile solid data about what is really happening in their classrooms. Evidenced reflection is important because it helps teachers to make more informed decisions about their teaching. I planned my lesson content, went to class to implement the teaching strategies, observed how learners reacted and reflected on my observation over and over until the desired results could be noted. Reflective practice means more than fleeting thoughts before, during, or after a lesson; it means examining what you do in the classroom and why you do it (Kemmis and McTaggart, 2000). The idea is to build on established relationship, consider the setting and negotiate expectations and agendas among stakeholders (Mills, 2012). It could therefore be assumed that reflective practice strengthens participation, collaboration and progress. The study adopted reflective practices as it is reflective and reflexive in nature. In particular, the study adopted Nelson's (2013) reflective cycle, in which he emphasises on the following activities: Plan, Act, Observe and Reflect. Action research is described as cyclical, while Johnson (2018) describes the process of action research as being recursive and non-linear with the answer unknown. The process is cyclical because stages repeat while the researcher is trying to understand an unknown answer to a problem. In this particular inquiry, I implemented the diction-based strategies and observed that learners were struggling with how to suggest their own lexical bundles and identify the context clues in passages, so I scaffolded and observed them for notable changes after being supported. Later on, I reflected on my observations and those of my critical peers – one of the observations was that learners worked best in groups since they were able to brainstorm and come up with correct answers. Students who were ahead of others managed to guide their peers. It could therefore be conclusive that the four steps are continuous since I managed to move my learners from one ZPD to another.

2.1.5 The Action Research Cycle
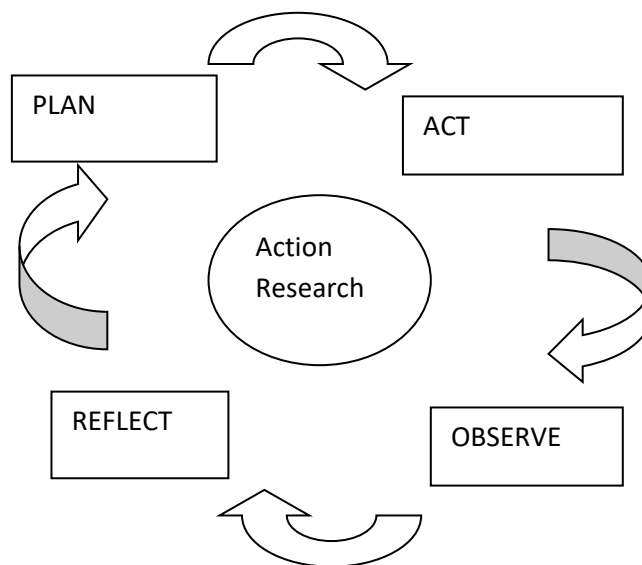
Action Research (AR) is a term for a set of approaches to research which, simultaneously and systematically, investigate a given social situation and promote democratic change and collaborative participation (Burns, 2015). The action-oriented study's focus was mainly on investigating the role of diction instruction in the improvement of learners' persuasive writing in an Advanced Subsidiary Level of a selected school where I teach. I adopted Nelson's (2013) reflective cycle, which comprises the following stages: Plan, Act, Observe and Reflect. Reflective practice is central to the notion that ideas and actions are integral and interdependent (Schon, 1983; Osterman, 1992). In adaption to Nelson's reflective cycle, my teaching circulated within the activities suggested by Nelson (2013) in an attempt to repeat experiences and to learn from them. The adoption of reflective practice in teaching and learning diction strategies (lexical bundles, context-clues and diction analysis) helped the researcher to reflect on whether or not each strategy enhances word learning for enhancement of persuasive essay writing. In particular, I introduced lexical bundles to my learners by assessing their pre-requisite knowledge of lexical-bundles: their silence taught me that they were not familiar with lexical bundles. I modelled to them what lexical bundles are and I provided four examples: "**in terms of, in order to, in other words and as well as.**" Through this practise, learners gained knowledge on what lexical bundles are and they noticed their usefulness and learned that lexical bundles are important indicators for determining the success of language users within specific discourse communities. After learning what lexical bundles are, learners learned different lexical bundles and their purposes in a written text. As a result, they applied lexical bundles in their persuasive texts for direction and cohesion in texts.

This reflective self-study adopts a reflective practice theory for the aim of transforming my practice and for the emancipation of my learners. Transformation and emancipation, in this case, mean combining the elements of constructivism and diction-based strategies to empower students to examine critically their understanding and knowledge with the goal of developing a reflective knowledge base and appreciation of multiple perspectives in the learning of diction for enhancement of persuasive writing (Ukpokodu, 2019).Whilst I was teaching lexical bundles, context-clues and diction analysis, I used constructivist teaching strategies. For example, I used the interactive methods, collaborative modes of learning and supported my learners for their success in writing persuasively. I reflected on my learners' abilities and offered assistance where necessary. Apps (2014) contents that transformation cannot be mandated as it involves much more than mere change. Transforming existing ways of teaching and learning diction strategies required the participants to be convinced that there is, indeed, a need for the transformation. In consistence, Gravett (2014) explains that transformation further involves some unlearning, which insinuates that old knowledge must be examined in the light of the current situation, and that this examination should involve analytical reasoning. The two terms are in line with Mbembe's (2016) concept of decolonisation in education. In concurrence, Mbembe (2016) states that the aim of higher education is to encourage students to develop their own intellectual lives as independent individuals; it is therefore necessary for my post-high school students to be liberated from the old ways of learning diction via vocabulary teaching. My observation was that, with the simultaneous application of both constructivist approaches and diction-based strategies, reflections prompted me to vary teaching approaches and to move to another ZPD when necessary to do so. My reflections forced me to apply a concept of the more knowledgeable other whenever my students encountered problems. The basic principle underpinning action research is that this research involves "identifying a challenging area, imagining a possible solution, trying it out, evaluating it to see if it worked and changing practice in the light of the evaluation" (McNiff, 2002, p.45). I had identified that my learners had diction-based challenges when writing persuasively, and I therefore came up with a plan of remedying such challenges using diction-based strategies such as lexical bundles, diction analysis and context-clues. I evaluated the strategies and the constructivist teaching method to see which could work best so as to encourage autonomy in writing persuasively. It could therefore be concluded that reflective

teaching and learning result in independence and educational liberation. Subsequent is the operationalisation of the theories.

2.5 OPERATIONALISATION OF THE THEORIES

2.5.1 MEDIATION

Vygostky's theory of social constructivism overlaps with the social-cultural theory, as the society co-exists with culture. I therefore found it befitting to adopt Vygostky's socio-cultural concept called mediation. According to Schimidt and Gibbs (2009), mediation is the use of ways of communicating, while Wertsch (2007) defines mediation as the use of tools, especially psychological tools. Tompson (2013) argues that mediation tools are both physical (web applications, books, media, and computers) and psychological (language and signs). For Macohon (2014), such mediation tools aid memory after the activity has stopped. Since the study is action-oriented, mediation was used to attempt to solve learners' lexical incompetence.

In the context of this inquiry, the researcher became the mediator to enable students to continuously challenge themselves. This was done in order to facilitate new knowledge based on experiential and collaborative efforts in an attempt to deal with diction impediments in order to enhance students' persuasive writing. Additionally, the computer supported learning took place as a way of teaching lexical bundles, which are believed to enhance communication. Additionally, Eun (2010) asserts that contextualised and activity-oriented instructions supported by technology assist learners to learn in action. In this particular study, learners learned how to write effectively by learning lexical bundles via a web-link which readily presents word strings, synonyms and collocates. The use of English as a medium of instruction is also one of the mediation tools employed (Tompson, 2013). The instructional diction-based strategies are lexical bundles, context-clues and diction analysis, while language and a web application are mediation tools and are an integral part of this study because they were key in the success of the intervention process.

2.5.2 MEDIATION TOOLS

The mediation tool's function is to serve as the conductor of human influence on the object of activity; it is a means by which human external activity is aimed at mastering and triumphing over reality (Mustafa, Alias, Isa, Mat and Abdullah 2019). Language, lexical bundles, diction

analysis, ZPD, scaffolding and MKO are mediation tools that were employed to promote ways on how English Language learners may improve their English proficiency.

2.5.2.1 Language

Language was used as a psychological tool in this action-oriented research. Higher individual mental functions are mediated by psychological and cultural tools, especially language (Vygotsky, 1978). English, in this case, was both a target and a medium of education since my learners were not only learning English as a subject but are learning through it as well. The following diction-based teaching strategies were used as the mediation tools for learners to apply persuasive writing effectively.

2.5.2.2 Lexical-bundles

Lexical bundles are defined as word co-occurrence or frequently-used word combinations (Chen and Baker, 2010). In the process of my intervention, lexical bundles were assisting my students to gain quicker access to vocabulary that suits a persuasive essay (Lehmann, 2017).While technology is now generally accepted as an important educational and auxiliary tool across a range of teaching and learning contexts, it is particularly true of English language teaching since it affords a number of potential opportunities to enhance both the content and delivery of the pedagogies typically associated with traditional English language instruction (Mofareh, 2019). I selected the web as part of the intervention process since there is readily available internet at school. I assessed for independence and noted a great difference. Learners were, at a later stage, able to surf the internet for lexical bundles used for different purposes in writing.

2.5.2.3 Diction-Analysis

Diction analysis refers to how the writer conveys meaning through language techniques, and how such words affect the audience (Gould and Rankin, 2014). Diction analysis is equivalent to intensive reading; reading word by word. As I was doing the diction analysis, I realised that there was an element of intensive reading, especially when I was analysing modelling essays, as we were critically and analytically reading comprehension passages. I used the same process to analyse learners' model essays. I also employed an intensive reading strategy for learners to

understand how they can manipulate diction that is suitable for persuasive essays, because it is only through language analysis that they can learn how words are manipulated for credibility of a writer. Muchtar (2019) defines intensive reading as the reading that is only limited to the short text and carried out with the aim of understanding the whole content of reading. For Lampariello (2017), intensive reading refers to the practice of reading through every word in a text from beginning to the end, thoroughly and deeply. Lampariello further explains that intensive reading involves focusing on question-and-answer teaching methods, and uses the explanation of presentations and representation to communicate meanings of words and describe the vocabulary and its rules. In this regard, scaffolding students during the diction analysis task seemed beneficial.

2.6 Zone of Proximal Development

The Zone of Proximal Development refers to the range of abilities a student can perform with the guidance of an expert, but cannot yet perform on their own (Filipatali, 2013). Hawkins (1994) as cited in Filipatali (2013) proposes that facilitators help the learners to get to understand the content by encouraging students' critical thinking. Vygotsky (1978) argues that learners are challenged within close proximity to their current level of development; therefore, by experiencing the successful completion of challenging tasks, learners gain confidence and motivation to embark on more complex challenges. The above assertion affirms that one of the measure strengths of this action-based inquiry is to assist learners to understand how lexical bundles are helpful in making a clear, concise piece of writing. Based on the above articulation, Vygotsky (1978) infers that it is the responsibility of the teacher to create a favourable atmosphere to facilitate learning. The idea of being in constant contact with my learners advocates for collaborativeness in teaching and learning (McLeod, 2019). This is in contrast with the progressivism principle, which promotes individual learning. The researcher, as the more knowledgeable other, partnered with more knowledgeable students to guide other learners towards achieving proficiency in writing persuasively through diction-based instructional strategies.

In the process of mediation, learners asked questions and the researcher scaffolded to assist learners to grasp what lexical bundles and context clues are and how to manipulate them to improve persuasive writing. While teaching diction analysis, the researcher picked the word

'ills' from the passage on **African unity** and demonstrated how language is analysed by asking students what ills are and why the writer chose to apply such diction in the context. In this manner, learners were able to detect how language is analysed. It is therefore crucial for the researcher to work hand in hand with learners, guiding them and motivating them to succeed and progress to another ZPD. What I established with my learners is that they did not have an idea of what lexical bundles and context clues are, and they were therefoer demotivated to even provide answers. But, through modelling, I managed to make them aware that they can access a range of lexical bundles that can be assistive in writing persuasively from the web application. The upcoming section is on scaffolding.

2.7 SCAFFOLDING

Gonulal and Lowen (2018) explain that Scaffolding is not synonymous with teacher support; rather, it is specific just-in time support that provides learners with the pedagogical drive that enables them to work at a higher level of cognitive activity. In the same vein, Walqui (2006) demonstrates that learners are more likely to succeed in learning a language when their teachers, and their peers, provide targeted support when necessary. In modelling, learners are provided with representative demonstrations of what is expected of them, which give them concrete guidelines (Gonulal & Lowen, 2018). In the context of this self-study, the researcher ensured that learners are given support for them to be proficient in writing persuasive essays effectively.

I scaffolded my learners while analysing texts. As a result, diction analysis became an easy task to them after the support. By supporting my learners with diction analysis task, I bridged the gap between what they already know (text analysis) and what they are about to learn (language analysis). In bridging techniques, teachers build up on skills by activating learners' prior knowledge (Van de Pol, Volman, & Beishuizen, 2010). The scaffolding techniques, which are modelling and bridging, assisted my learners in learning what diction analysis is. This is in contrast with the traditional approaches that have been used in schools for teaching and learning vocabulary choice in writing.

Teachers in schools have been using extensive reading for learners to learn choice of words. Extensive reading is one language learning aspect in which learners are expected to learn and acquire vocabulary on their own. Krishnan, Rahim, Marimuthu and Abdullah (2009) stress that extensive reading is vital for increasing learners' repertoire of vocabulary in context, which

cannot be acquired even by referring to the dictionary. This progressivist approach in teaching has been used, but it has not proved to be efficient since most students, even post-graduate students, are still regarded lexically incompetent. More so, Cotterall and Reinders (2015) state that independent language learning is an essential complement to classroom-based learning, both for reasons of efficiency in learning and as a means to develop learner autonomy. In contrast, learners seem to be demotivated while they are left to learn independently since they cannot afford to buy books on their own for them to read for pleasure. Scaffolding has proved to be essential, in that learners are motivated to learn concepts on their own after concepts have been modelled to them. According to Maybin, Mercer and Stierer (1992), Mercer (1994), Wells (1999), Mercer (2000), Hammond (2001) and Gibbons (2002), scaffolding is not just any assistance which helps a learner accomplish a task. It is, instead, help which will enable a learner to accomplish a task that they would not have been quite able to manage on their own, and it is help which is intended to bring the learner close to a state competence that will enable them to eventually complete such a task on their own. In the context of this study, I gave students a task, a post-test, to see if they can write independently after being assisted by the MKO.

2.8 MORE KNOWLEDGEABLE OTHER

The concepts of ZPD, scaffolding and more knowledgeable other co-exist. In this class, I was the more knowledgeable other, as were the few students who were ahead of other students. Vygotsky's work makes it clear that more knowledgeable others play a major role in an individual's learning. Vygostky (1978) believes that, for efficient learning, there should be social interactions that are geared toward learning. In consistence Abtahi, Mellony and Stephen (2017), purport that more knowledgeable others are conceptualised as people (teachers or learners ahead of others) and interactions within the ZPD as sign-mediated and inter-subjective.

The technological device that learners used to learn lexical bundles is also regarded as the MKO, as it was used by learners to quickly access vocabulary that can assist them in writing cohesively. Tools are also products of social activity. Monaghan,Trouche & Borwein (2016) assert that, like all other cultural products (language, technology), tools precede us. Because there is internet that is readily available at school, I made arrangements with the Information Technology educator in charge of the computer laboratory to allow me to have classes in there. In these lessons, I gave learners a web-link to access a list of collocates, synonyms and word strings. This was done for

learners to access words that can be used in writing persuasively. I demonstrated to them how they can do that, but some had computer literacy challenges, so students who were ahead of others assisted their peers. I asked them to find collocates of the word 'conclusion'. These words popped on their computer screens in response to their search: 'arrive at, come to, draw, reach, jump to'. I then asked them to find lexical bundles of their choice. Ultimately, all learners could use the web application autonomously and even outside the classroom to acquire vocabulary used in persuasive essays. This resonates with Abtahi's (2016) explanation that her proposal to treat tools as possible more knowledgeable others emanates from her view that the origin of the tools is socially designed, created and developed in certain historical contexts and over time.

2.9 SUMMARY

The chapter highlighted the theories underpinning the study, and how such theories were beneficial in the study. The social constructivism constructs, such as ZPD, instructional scaffolding, more knowledgeable other, mediation and mediation tools are expounded on for how they feature in the study. The next chapter discusses the literature related to the study.

CHAPTER THREE

LITERATURE REVIEW

3.0 INTRODUCTION

This chapter is a critical review of literature on issues pertinent to the study. The literature review may be seen as critical thinking, in the sense that it includes analysing a wide variety of arguments, evaluating, reading through similar studies and solving a specific problems at hand (Lai, 2011). This chapter consists of two main sections. The first section is a blueprint of key terms operationalised in the study. A critical review of literature by research question follows.

This section is wrapped up with a synthesis of claims from the literature and how they probe the inquiry in question. The chapter closes with a summary section.

3.1 OPERATIONALISATION OF KEY TERMS IN THE STUDY

This section intends to explicate and contextualise keywords used in the present study. The following concepts guide the study: diction, instruction, persuasive writing, Advanced level and action research.

3.1.1 Diction

Diction means word choice in writing. In this study, it is understood to denote an appropriate word choice and usage harmony to express the idea in order to obtain a certain effect (Delfia, 2017). Further, Delfia (2017) posits that diction can affect behaviour, thought, and orientation of readers. For the purpose of this study, diction is used interchangeably with word management, word choice and vocabulary choice.

3.1.2 Instruction

Instruction refers to any structured classroom teaching. This notion draws from Engelmann and Carnine's (2016) theory of instruction. Engelmann and Carnine (2016) articulate that the process that is designed to transmit skill or knowledge is instruction. In this study, instruction provides the basic evidence of what can be achieved in altering student performance.

3.1.3 Persuasive writing

Persuasive writing is a type of essay writing that is intended to persuade and convince readers to adopt a certain point of view over the other (Crusius and Channell, 2013). The authors further profess that persuasion attempts to influence not just thinking, but also behaviour. Persuasive writing is perceived to be a style of writing that attracts readers for its precision, clarity and credibility.

3.1.4 Advanced level

The Advanced Level is a two-year pre-tertiary qualification accredited by the education body, Cambridge International. A-level as a bridging programme that is intended to bridge the gap

between tertiary and high school education, particularly meant to secure admission in international universities (Oxford, 2017; CIE, 2018; UCAS, 2019). The focal point of the study is the Advanced Subsidiary level, which is the first year of A-level currently actualising at LCFC.

3.1.5 Action-Research

Action-research refers to teacher-initiated classroom investigation which seeks to increase the teacher's understanding of classroom practices (Gregory, 1988 in Richards & Lockhart, 2009). In action research, teachers use their experiences as a resource for their research and problematise their own practice situations with the intent of reframing their beliefs and practice (Feldman, 2002). Action-research, as one type of self-study, seeks to promote professional growth and independence by engaging the researcher as an active and reflexive participant in the study.

3.2 RESEARCH QUESTION-BASED LITERATURE REVIEW
This literature review is based on the research questions of this study.

3.2.1 What is the role of diction in persuasive writing?
Diction plays a paramount role in a written text, especially in a persuasive essay. The role of diction in a written text includes establishment of voice, tone and purpose, economy of expression, vocabulary accuracy and the diction's appeal to audience (Flower, 2012; Ahmed, 2013; Robinson, 2019). In the next section, these inclusions of diction are unpacked for their implications for classroom action-research, which this study is.

3.2.1.1 Diction for establishment of voice, tone and purpose
Word management is paramount in writing, for it is used to establish voice, tone and purpose. Understanding persuasive language involves being able to engage in socially complex issues, advertising, formal letters, media concerns and social networking matters (Whitfield, 2010). It would, therefore, be essential to learn using clear-cut diction that expresses the appropriate tone and voice to adhere to the purpose. Israel (2010) explains that common purposes take account of

26

plans to inform, to instruct, to persuade and to entertain. Considering the significance of purpose in writing, Shen (2014) proposes that the writer must first identify what will interest the prospective reader. On the other hand, readrs should examine a piece of writing to determine the tone in an attempt to better understand the writer's purpose for writing (Shen, 2014). Flower (2012) affirms that writers must establish a common ground between themselves and readers through the employment of tone and voice. It could therefore be reasonable to say diction plays a significant role in communication, as it establishes purpose, tone and voice.

Given the theoretical orientation of the study in question, the researcher employed, and critically reflected on, teaching and learning strategies that are premised on principles of social constructivism and reflective theories, and, from this experience, she derived lessons and conclusions on how these enhance students' ability to use diction for establishment of voice, tone and purpose. One of the interests of the study was to introduce voice, tone and purpose, and then view how they are used in texts to improve persuasive essays. Gee (2012) introduces the concept of discoursal purpose by stressing that discourse comprises much more than its commonly assumed purpose of conveying information. Gee maintains that language forms the basis upon which members associate, and it enables members of the community to identify with each other. It may therefore be assumed that purpose is established through the use of tone and voice. Without the two aspects, a written text is pointless.

3.2.1.2 Diction for Economy of Expression

Diction enhances economy of expression. Writers repeat statements in their written work and have a problem of eliminating them. This results in a series of loose sentences and incomprehensible phrases (Nation, 2001; Robinson, 2019; Sajid, 2016). For Robinson (2019), concise writing involves more than pruning redundancy or avoiding excessive detail, because, in some situations, the writer may have no idea what counts as redundant or excessive. For example, employees who possess superior word choice help their organisations to achieve their goals by employing specific instead of general words. This may be because the former are much more informative and expressive and can make writing clear and striking. However, Tella (2012) argues that the extent of specificity depends mainly on the goals of one's communication. This is further affirmed by Sayed (2010), who suggests that business professionals need to write clearly, quickly and convincingly in today's exceedingly competitive, technology-driven worldwide

economy. Tella (2012) draws a difference between specific and general register by pointing out that the broad perspective sees register as a social genre of linguistic usage, while the narrow perspective equals register with jargon. The aforementioned assertions are affirmed by the examiner, CIE (2016), who articulates that learners who write precisely and economically, maintaining a close focus upon style and tone, are those who tend to achieve best results. The foregoing postulations point to the need for proficiency in choice and use of diction in writing for clearly, authentically and concisely written texts.

The teaching approaches that have been believed to instil language proficiency in writing seem to be ineffective, since learners are left to read and learn vocabulary independently through extensive reading. According to Muchtar (2019), extensive reading is to read widely and in large quantities, and its main aim is to enjoy reading activities, while the intensive reading is the reading that is only limited to the short text and carried out with the aim of understanding the whole content of reading. In contrast to Rao (2017), who believes that learners familiarise with different types of texts and jargons and also learn new vocabulary through extensive reading, it is the researcher's belief that intensive reading, rather than extensive reading, plays a pivotal role in developing learners' writing skills, especially for economy of expression. My teaching of vocabulary via intensive reading seems to be more effective than teaching with extensive reading since, in this particular study, I did not neglect my learners to read and learn vocabulary on their own. Guided learning in the form of scaffolding and MKO assisted my learners, as we moved to another ZPD level only when we were sure that all learners had understood (McLeod, 2019). Rao (2017) posits that, since most of the learners get information from newspapers, magazines and journals, teachers should encourage them to read them to enhance their writing skills. This strategy for learning diction has proved to be ineffective, since, to date, learners are still struggling to write effectively (Matsoso, 2007; Handayani *et al*, 2019). Diction analysis in collaboration with a context-clues strategy is equivalent to intensive reading, since learners intently and critically analyse passages word by word. L2 literacy research supports intensive reading as a methodology, particularly as it applies to vocabulary development (Miller 2011). It is, therefore, reasonable to conclude that concise diction is achieved through the use of clear, authentic writing using the most straightforward language possible. Biber (2019) purports that writing clearly and concisely means choosing your words deliberately and precisely, constructing

your sentences carefully to eliminate deadwood, and using grammar properly. By writing clearly and concisely, writers get straight to the point in a way the audience can easily comprehend.

Literature has proved that using clear-cut diction enhances economy of expression (Nation, 2001; Robinson, 2019; Sayed, 2010; Sajid, 2016). Sayed (2010) contends that writing with brevity is not just an option but a necessity to young people; hence the researcher found it crucial to investigate diction instructional strategies through action-research. In line with a social constructivism theory, I strengthened participation and collaborativeness to enhance writing concisely by reflecting on students' actions and progress. Learners did not only write essays independently, but also collaborated to correct their peers by providing more straightforward language to encourage precision. Learners were given exercises on language analysis in which they collaboratively performed the tasks. Having read and discovered from literature (Vygostky, 1978; McLeod, 2019; Abtahi et al, 2017) that scaffolding and mediation tools, such as lexical bundles and the more knowledgeable other, are social constructivism principles, this research has adopted the AR to intervene in improving the use of diction in persuasive writing. Other approaches, such as learning vocabulary in isolation, have failed to yield desirable results. This was experienced in the 2018 English Language examination performance, in which the 16% pass rate was witnessed in the school the research was conducted. Based on the poor English Language results witnessed at LCFC, it is apparent that the traditional teaching strategies like teaching vocabulary out of context and teaching vocabulary through extensive reading have not been assistive in developing learners' diction for economy of expression, hence the failure rate. This spelt the need for the researcher to not only reflect on her chosen teaching strategies for how they are likely to enhance students' ability to choose and use diction for economy of expression, but, more importantly, how the use of remedial pedagogical strategies she learned during the study can be used in enhancing personal professional development regarding the teaching of persuasive writing. It is my belief that choosing contextualised diction instructional strategies along with scaffolding may yield desired results. To this end, I adopted teaching strategies that include diction analysis and post-teaching reflection of each one with regards to how they have enhanced, or have shown the potential to improve, my students' ability to effect economy of expression. Diction analysis has proved to be effective, since learners do not randomly memorise words they came across in a bulky text they read for pleasure: rather, memorisation occurs when students analyse diction where they look for meaning of words, word

29

by word, slowly and reading for purpose (Muchtar, 2019). It could therefore be reasonable to conclude that diction analysis can train students in using words economically but purposively in their persuasive essays.

3.2.1.3 *Vocabulary accuracy*

Some writers resort to complex and uncommonly used words when writing. Literature displays different opinions on this. Shen (2014) calls it using pompous and ambitious diction in writing. Concise diction involves avoidance of showy vocabulary, which is usually the signature of the writer (Robinson, 2019; Ahmed, 2013). Ahmed (2013) associates ambitious vocabulary with inexperienced writers, for they often believe that fancier is better, and try to show off words they know. For example, one would say "felicitation on your natal day" for "Happy Birthday". Ahmed (2013) believes that such people give the impression of insecurity and perhaps even insincerity. In this study, the peer educators observed learning while different strategies are employed in word learning to see whether or not they encourage vocabulary accuracy in writing persuasively. One of the pedagogical strategies is lexical bundles strategy, which was to be technologically explored for essay writing. Since there was readily available internet in the school where the research was conducted, it was easy to implement my plan of teaching lexical bundles through technology to enhance accuracy in writing. Reflections were noted on the journal to determine whether the use of such a web link (a web address or resource on the World Wide Web) is helpful or not in dealing with incompetency caused by vocabulary inaccuracy in word choice, and lessons learnt by the researcher were noted for their impact on her professional growth. The foregoing explanations imply that use of ambitious vocabulary in writing is sometimes discouraged because such words are believed to distort the intended message since they are inaccurate. If learners lack vocabulary knowledge, they soon discover that their ability to comprehend or express themselves clearly is limited (Decarrico, 2001; Nation, 2001). Several authors and researchers have come up with various strategies to remedy vocabulary inaccuracy in writing. Such strategies are inclusive of, among others, provision of feedback to correct the learners' errors in writing. According to Ellis (2008), there are different strategies in error correction that can be applied in ELT classrooms; namely Direct CF (correction feedback) and Indirect CF (correction feedback). Bitchener and Knoch (2010) define direct CF as the provision of some form of explicit correction of linguistic form or structure above or near the linguistic error, such as crossing out a word. The co-authors further define indirect CF as the indication

that an error has been made without correction being provided. These are approaches which were believed to remedy language inaccuracy in writing. However, students ranging from basic education to post graduate still commit lexical errors in writing irrespective of the language teaching approaches employed. Hence the researcher found it fitting to teach learners diction through analysis of language, in which they had a close range of words and critically reflected on the connotative and denotative meaning embedded in words (Pavich, 2018). The direct and indirect correction feedback had been used for quite a long time to correct learners' lexis-based errors in writing but, to this end, these strategies seem to be in vain. To this day, teachers still use traditional ways of teaching vocabulary, and these do not seem to be effective. Nation (2001) categorises the methods of teaching and learning vocabulary in two different ways: traditional or de-contextualised teaching and contextualised teaching methods. Nation (2009) argues that words taught in isolation are generally not remembered by the learners. Another argument is that de-contextualised teaching makes vocabulary learning difficult (Mediha and Enisa, 2013). Consequently, the researcher critically employed and reflected on teaching strategies (context-clues, lexical bundles and diction analysis) for whether or not they enhance the learning of vocabulary accuracy in word management based on the theoretical orientation of the study; namely social constructivism and reflective practice.

3.2.1.4 Diction appeals to audience

Writing becomes effective when writers produce a text that is directed at a specific audience and that serves a purpose. Writers have to keep audience in mind so as to be appealing and to convey the intended meaning to the audience (Rahmat, 2016). Samlin (2018) purports that when writers have an audience in mind, they relay ideas by using straightforward language. Writers often appeal to different emotions to convince the audience of a particular point of view. By the writers addressing audience members' feelings about a particular subject, the audience is put in a suitable mood (Shen, 2014). In contrast, Shi Jian (2010) argues that, although emotional appeals often make a writer's feelings and ideas alive, people should never substitute emotional appeals for evidence and reasoning, since too many emotion-laden expressions can distract the attention of the audience. Literature in diction's appeals to audience seems related to diction, for words are chosen based on the kind of audience to be addressed (Sardi *et al*, 2015). As alluded to the

theoretical orientation of this study, the researcher adopted and reflected on scaffolding pedagogical strategies, such as modelling, for the enhancement of students' ability to identify and use diction that appeals to audience. Additionally, two extracts were compared where cacophonous (harsh) and euphemistic (polite) words are used to draw a line of demarcation between such diction applications especially for their effect on the reader. This diction analysis strategy was reflected upon for its ability to enrich learners' skills to employ diction that appeals to audience in writing.

3.2.1.5 Summative Perspectives

Literature shows that diction plays a significant role in writing (Nation 2001; Shen 2014; Robinson 2019 and CIE 2016). Among other things, diction establishes tone, purpose and audience, enhances economy of expression and vocabulary accuracy. The presence of these language aspects in written essays perfects such work in terms of diction. However, prior research proves that learners in tertiary institutions fail to express themselves in academic writing (Matsoso, 2007; Sayed, 2010; Sajid, 2016; Handayani *et al,* 2019) due to lack of diction instruction in high school level. On the face of it, it seems that not much is known on the role of diction instruction in enhancement of persuasive essay writing, especially through exploration of classroom action-research. Hence the researcher critically reflected on, and continually improved, personal practice of the pedagogic strategies that skill learners in choice and operationalisation of diction for depiction of tone, purpose, voice, expression and vocabulary in persuasive writing.

3.3 What are pedagogic strategies that can be used as an intervention to teach diction in persuasive writing?

This sub-section features pedagogic strategies that can be used in the teaching of diction that can be used in persuasive writing. Susanto (2017) indicates that teaching diction can be considered problematic, as some teachers are unsure about the best instructional practice for word meanings. However, different authors contribute a pool of knowledge on pedagogic approaches for teaching diction. These include context clues, lexical bundles and diction analysis (Snowling, 2016; Gould and Rankin, 2014 & Khan, 2019. This contribution points to a need for teachers of writing to subject these approaches to test at classroom level and critically reflect on their personal

execution of these for future adoption. For purposes of this study, I adopted these approaches with the hope that they are going to contribute to action-research-appraised knowledge to scholarship on action research since they are contextualised, as opposed to the traditional approaches, in which teachers teach vocabulary choice in isolation (Nation, 2001). These traditional strategies for teaching word management are criticised by authors such as Mediha and Enisa (2013), who assert that one of the main criticisms of using traditional methods is that there are lots of words in the language and it takes a long time to teach through direct teaching. Arguably, teaching from context is taken to mean the incidental teaching of vocabulary from reading while the learners just concentrate on the message of the text (Nation, 2009). The authors emphasise that words taught in isolation are generally not remembered. To prove this, Mediha and Enisa (2013) in their study found out that learners who were taught through the contextualised method could remember words more frequently than learners who were taught through the traditional method. It could therefore be concluded that the three contextualised diction teaching strategies, namely context-clues, lexical bundles and diction analysis, are effective for teaching word management in writing, since learners have a chance to read intensively and apply the criticism skills to analyse language in an attempt to adopt how words are used in writing persuasively. Having a chance to see how diction is applied and deducing meaning in context, as well as finding the effect words have in context, seem to be valuable in the teaching of word management in writing (Nation, 2001). In short, the contextualised vocabulary teaching gives learners a glimpse of what is expected of them in writing persuasively. In the next sub-sections, each one of the diction-related teaching approaches is explained and unpacked for how they probe the present inquiry.

3.3.1 Context clues

The context clues strategy is one of the strategies used in diction instruction. According to Snowling (2016), using a contextual approach to instruction provides greater vocabulary gains compared to lessons that emphasised learning word definitions. Context clues, according to this author, prove to be fundamental in diction learning since exposure to vocabulary in context is critical to the development of language and literacy. Building upon the significance of context in word meaning learning, Glass (2019) asserts that this skill supports self-agency so that students can define unfamiliar words independently. Furthermore, in this teaching strategy, learners are taught that authors normally give hints in all kinds of ways to assist readers to figure out word

meanings (Glass, 2019). It is believed that authors give context clues like word parts (prefixes and suffixes), definitions, synonyms, examples, antonyms and opposites for readers to figure out word meanings. The essence of the cited claims is that employment of context clues in teaching diction could be associated with empowering learners, as they manage to learn meanings of unfamiliar words in written texts. Context clues is one word learning strategy in which learners read passages intently for meaning; therefore, it is also equated to intensive reading.

Alluded to in the above sections, it is evident that, in intensive reading tasks, learners read purposively while in extensive reading learners read for pleasure. Although Rashidi and Pirans' (2011) postulate in their study that both intensive and extensive reading have a significant impact on learners' vocabulary choice, the authors clearly articulate that students who benefited most are those who participated in intensive reading. Premised on the study, it could therefore be conclusive that reading intensively can lead to vocabulary development, in the sense that word choices of each learner in terms of synonym, antonym and collocation use improve significantly. In execution of context clues strategy, learners were grouped to read collectively in search of context clues that are believed to inform word learning and diction. Observations were done to determine whether or not context clues in shared reading activities give significant improvement to word learning. It was observed that learners learn words quickly with the employment of the context clues strategy without consulting dictionaries, since all they did was to deduce meaning in context. It is therefore reasonable to conclude that intensive reading in the form of searching context clues in the reading passage is efficient, since learners have a chance to critique individual words for their meaning. Aquiring vocabulary from the context clues strategy will assist learners in writing, as vocabulary is indispensable for successful communication in any language (Rashidi and Piran, 2011).

Literature indicates that teaching words in isolation is not beneficial, since meaning is grounded in context (Zhuangling, 2002; Noren & Linell, 2007; Matsoso, 2007; Xu, 2013). In his research, Kesler (2010) found that the context clues strategy gives expansion to students' vocabulary knowledge and comprehension. It is more efficient to spend class time on the strategy of guessing from context (Almunawaroh, 2016). The essence of the claims of the authors seems to be appropriately operationalised, since context clues are found around unfamiliar words in sentences or paragraphs. Similarly, I followed this perspective, for I found teaching diction in

context more appropriate. I therefore taught word learning through context clues. Given the theoretical premise of the study, the researcher employed, and critically reflected on, diction instructional strategies that are grounded on social constructivism and reflective practice and, from these occurrences, derived lessons and conclusions on how these enhance students' ability to write persuasively. I had in place goal setting for identified weaknesses or strengths, and I also did reflective journaling in which I noted reflections for implemented or observed lessons.

3.3.2 Lexical Bundles

Another diction instruction strategy is through the teaching of lexical bundles. Lexical bundles are a recurring sequence of three or four words that collocate (Khan, 2019). Collocation refers to a group of words that often go together, or an expression consisting of two or more words that corresponds to some conventional way of saying things (Fernandes, 2019). Firth, who is widely considered as the father of collocation, claims that meaning of a word is determined by the co-occurring words (Fernandes, 2019). Lexical bundles are important not only because of their pervasiveness in oral and written discourse, but because they are necessary for appropriate, fluent language production and comprehension (Meunier, 2012). It could be concluded that the above mentioned assertions are fittingly chosen and used, as lexical bundles are most frequently occurring lexical sequences in a register. As compared to other conventional approaches to teaching word choice, lexical bundles are outstanding since they function as basic building blocks of discourse. Teachers have been teaching decontextualised vocabulary in traditional classrooms, but never taught lexical bundles for word management in writing. Several studies on lexical bundles have been conducted, such as Biber, Conrad and Cortes (2004), whose focal point was to analyse lexical bundles in university teaching and textbooks, since lexical bundles are arguably more important registers in academic life, and Hyland (2008) views lexical bundles for being disciplinary varied. However, Biber *et al* (2004) do not present lexical bundles as one type of word management strategies for they enhance fluent linguistic production. Nonetheless, Hyland (2008) insists that the absence of such clusters might reveal lack of fluency of a novice in a speech community.

To date, studies that I am aware of which focused on lexical bundles used in L2 were conducted outside Africa; in particular Malaysia, Europe, China and in United States of America. Therefore, this inquiry is likely to bring different results. Most importantly, there is dearth of

research on the lexical bundles strategy used as a tactic to enhance diction in a general persuasive writing. Indeed, Chen and Baker's (2010) study, which was conducted in China, was mainly focusing on use of L1 and L2 academic writing, but it was not intended to investigate whether lexical bundles can enhance diction and expressiveness in persuasive writing. Rather, the study was aimed at comparing L1 and L2 essays for their use of lexical bundles. Through investigation of three groups of academic writing, it was found that there was a gap in terms of the use of lexical bundles. One more study on lexical bundles, which was conducted in Europe, is Dontcheva-Navratilova's (2012) study, which is concerned with the use of lexical bundles in non-native speaker academic discourse. While addressing the issues of accuracy, first language interference and the role of different functional types of bundles in coherent discourse production, the author considers some approaches to teaching genre- and discipline-specific lexical bundles. Dontcheva-Navratilova's population size was fifteen Master's degree theses, and mine was eleven pre-university tertiary essays. Dontcheva-Navratilova's study (2012) is more related to the present study since, in my analysis of student essays, I looked into the discourse learners used to attempt different tasks on different occasions and the first language interferences were noted. The findings of Dontcheva-Navratilova's research into lexical bundles in a corpus of Master's theses written by postgraduate students evidenced that the frequency of use of lexical bundles is low, and that novice writers in a non-native language use a limited repertoire of lexical bundles (Dontcheva-Navratilova, 2012). However, the main difference is that both studies (Dontcheva-Navratilova's and Chen and Bakers') focus on academic writing, while my study focuses on the role of diction in enhancement of situational persuasive writing. This implies that my study remains unique to this end, since it is mainly an action research carried out in a Cambridge Advanced Level school. Therefore, it is likely to yield different results, especially to tertiary education, since the present study paves a solid foundation for language fluency in tertiary.

Moreover, teachers are expected to incorporate unprecedented technological marvel in their teaching subjects. Word management teaching and learning is not an exception, since multiple technological strategies have been researched and found successful. The lexical bundles teaching strategy was discovered by Khan (2019) in 2018 on the webpage https://corpus.byu.edu/iweb. The web page offers a series of three to four collocated words at a click of a button. Khan (2019) discovered that it provides a wide range of information on each word: frequency information,

definitions, synonyms, WordNet entries, related topics, clusters, and key words in context. The implication is that the corpus web enhances learners' independence in writing since they could use the system to search for word meanings even outside the classroom setting. For the purpose of this study, learners were asked to independently write words of their choice and then find collocates of such words from the website. Learners were then observed for their attempts in using a web link. Later, learners were asked to contextualise such words in sentences, then in persuasive writing. I asked learners to present and comment on others' sentences constructed. I also engaged learners in exercises that demanded them to share their own lexical bundles, and reflected on whether or not such exercises worked towards improvement of language production in writing persuasively. All these exercises were performed for learners to reflect on their and their peers' use of lexical bundles, so that they can learn how lexical bundles enhance flow in writing. Grounded on the theoretical orientation of this study, I used a post-test to reflect on the lexical bundles strategy that I employed for whether or not it improves the teaching and learning of diction, and especially for whether or not it enhances persuasive writing. Reflections on students' persuasive writing after being introduced to the link were noted on a reflective journal for whether or not lexical bundles strategy improves students' essays. It may therefore be assumed that having lexical bundles easily accessible through technology enabled learners to improve their persuasive essays since they easily manipulate the web page to access lexical bundles suitable for persuasive writing. However, the growing interest in identifying phraseology with corpus tools during the past decade does not appear to have encouraged ELT practitioners to put more emphasis on computer-retrieved formulaic language in the curriculum (Chen and Baker, 2010). Unlike other traditional methods of teaching vocabulary via a dictionary, which has a limitation of word strings, learners were able to use the technological devices to access lexical bundles of their choice. The use of dictionary in learning vocabulary restricts learners because dictionaries have limited word collocations and word clusters. This means that not all words in the dictionary have their collocations outlined. According to Welker (2010), dictionary users' limited lexical knowledge, lack of ability to infer and lack of experience in dictionary use also accounted for the failure of dictionary access to have positive effect on vocabulary development. This is an indication that diction is best learned in context rather than in isolation.

3.3.4 Diction analysis

Diction analysis means to understand, analyse and evaluate words based on the context of the text (Gould and Rankin, 2014). Documented scholarship points to diction analysis as another strategy for teaching diction. Diction analysis entails analysis of the denotative (literal) and connotative (figurative) meaning of words, vocabulary, tone, register and their effects on the reader (CIE, 2016). Gould and Rankin (2014) suggest that an effective analysis does not only involve using correct terminology when identifying a language feature, but also commenting on the meaning and effects of that particular feature. The Cambridge English Language (9093) syllabus demands that learners analyse and comment on language and style. In diction analysis, learners gain pleasure and awareness of how words are used in different ways, for different purposes and audiences (Gould & Rankin, 2014; CIE, 2019). CAIE (2018) reveals that diction analysis enhances life-long learning skills, since learners learn the ability to appreciate how texts are shaped by word choice and acquire skills in creating their own persuasive writing. The cited authors concur that language analysis enhances learning of word meanings, word effect and register, which contribute much to persuasive writing. The essence of the claim of the authors seems to be suitably used since diction analysis involves analysing style and language use in a text. Diction analysis is one aspect of intensive reading. In view of this, adopting diction analysis in English intensive reading teaching can guide students to study and analyse the semantic meaning of words, and it also has certain positive significance for improving students' English writing ability (Pang, 2019).

The author further articulates that the application of language analysis in intensive reading teaching makes up for the deficiency of the traditional teaching model. Pang (2019) adopts the idea of 'not only seeing trees but also wood.' This indicates that, in teaching diction analysis, learners do not only learn how to read, but also see how words are manipulated to suit their essay writing. Dissimilar to intensive reading, teachers have been using extensive reading for teaching vocabulary, but in vain. Learners have been encouraged to read newspapers and novels extensively, but such strategies are a cause for the deficiencies in writing since learners are left to read and infer meaning on their own. This is an indication that diction analysis used with intensive reading outclasses extensive reading, as learners analyse words intently word by word for how such words shape meaning.

Literature shows that diction has been explored in other countries through discourse analysis (Sardi *et al*, 2015). I also employed discourse analysis in analysing students' scripts, but the present study's focus is mainly on the role of diction in enhancement of students' persuasive essays, while Sardi *et al*'s (2015) inquiry was mainly on the distinct types of diction used by the EFL teachers in classroom interaction. In the same vein, Sardi *et al* (2015) show the necessity to develop teachers' diction, unlike my study, which focuses on the root cause of poor diction and how such deficits could be eradicated. Similar to my study is Chuenchaichon's (2011) study, which investigated the impact of incorporating reading into writing, investigating the EFL writing of 54 second year students at a Thai University in which intensive reading tasks were incorporated into a paragraph-writing classroom. Findings highlight the benefits of paragraph-writing instruction in such a context, and may help writing teachers to recognise the importance of reading tasks for EFL writing classrooms in university contexts. Even though the present study was conducted in a pre-tertiary institution, it is likely to yield good results as well since its focal point is the development of writing skills in L2 writers through the use of a reading-into-writing method. To this end, I adopted diction-based teaching strategies, including diction analysis, in my teaching and engaged in both during- and post-teaching reflection of each one for how they shall have enhanced, or have shown potential to improve, my students' ability to apply diction in persuasive essays.

3.4 SUMMARY

This chapter comprises of the operationalised key terms and the research question-based literature review for its implications for the study in question. The next chapter presents the methodology.

CHAPTER FOUR

METHODOLOGY

4.0 INTRODUCTION

This chapter features the research design and methodology, specific orientations related to the study – such as pragmatism paradigm, action-research, sampling and sampling procedures – data generation techniques and procedures that are used to collect and analyse data. The chapter further addresses believability of the findings of the study. Ethical considerations pertaining to the study are also discussed.

4.1 THE RESEARCH PARADIGM

The inquiry is underpinned by pragmatism, which is a term coined by Dewey (1920). Pragmatism is derived from the Greek word *pragma* which means action, from which the words 'practice' and 'practical' come (James, 2000; Pansiri, 2005). Pragmatism is characterised by a number of guiding principles. One is that problematic situations require a thoughtful reflection, which this study has applied (Dewey, 1920). Maddux and Donnett (2015) contend that learning begins in uncertainty; in situations that are ambiguous or dubious. The authors articulate that, if

new learning is to result and lead to re-evaluation of assumptions, reflection must emerge from the specific experience. Dewey (1910), as cited in Maddux and Donnet (2015), purports that reflection is a way of learning. The problematic situation in the case of the present study is students' incompetence in persuasive writing.

Another principle of pragmatism is that there is need to learn from one's experience (Dewey, 1920; James, 2000; Pansiri, 2005). I, as the action researcher in this study, have extended experience as a teacher of English Language at secondary and AS level. Pansiri (2005) asserts that pragmatist philosophy holds that human actions can never be divorced from the past experiences and from the beliefs that have originated from those experiences. In the context of the study, I used my experience as a teacher of English Language to correct diction-based deficiencies by employing strategies that were not widely used to correct lexical competence in writing. Reflections on students' actions were helpful, as human thoughts are intrinsically linked to action (Dewey, 1920). The present inquiry is action-based and, as a result, the participants' actions and beliefs were discovered through observations (Morgan, 2014) as observations and reflections unfolded. Since pragmatists believe that reality is not static, I assisted my learners in moving from one ZPD to another using scaffolding and mediation tools. The pragmatism philosophers' belief is that external forces do not determine humans; instead, humans are themselves capable of shaping their experience through their actions and intelligence (Goldkuhl, 2012). In the case of this study, the researcher's philosophy is that learners need not study vocabulary out of context or through extensive reading; rather, they need to have an experience of analysing language word by word in order for them to learn persuasive word choice.

4.2 THE RESEARCH APPROACH

4.2.1 Qualitative research

The study adopted a qualitative action-research to inquire into, understand, reflect and decide on remedial actions for the enhancement of AS-Level students' diction choice and use in persuasive writing. Qualitative research is a situated activity that locates the observer in the educational world (Bhawna and Gobind, 2015). In addition, Monfared and Darakhshan (2015) assert that qualitative study assists the researcher in understanding the views of those affected by the

problem first-hand, and helps in suggesting solutions to a problem. Further, Cresswell (2007) states that qualitative researchers tend to collect data in the field at the site where participants experience the issue under study. This research design is considered appropriate as it investigates human actions in their natural settings and in their world. In this scenario, teachers and learners who are directly involved in the teaching and learning of persuasive writing participated in the study. Marczyk, DeMatteo and Festinger (2005) assert that qualitative studies typically involve interviews and observations without formal measurement. The research tools that the inquirer employed seem to be suitable to this kind of design since the tools utilised are observations, interviews and tests. To express relevance, Mohajan (2018) states that qualitative research is a form of social action that emphasises the way people interpret and make sense of their experiences in order to understand the social reality of individuals. In line with Mohajan's view, the teachers, including the researcher, and students are the people directly affected by the diction-related challenges displayed in students' persuasive texts and are, therefore, working together to make sense of the challenges.

The views of the participants, teachers of English Language and learners were explored in relation to the natural context of the problem situation (Cohen and Manion, 2007), which is the failure to write efficient persuasive essays due to improper application of diction in Advanced Subsidiary level. The natural context of the research phenomenon of this study (Creswell, 2014) includes the AS-level English Language syllabus, the skill of writing persuasively in English Language assignments, and the journey of learners successfully grasping the correct use of diction in writing. The qualitative approach of an action-research type is thus deemed relevant for adoption in a study such as the present one, in which the researcher adopts a classroom-action research approach to understanding the role of diction-based instruction in the context of persuasive writing at AS-level.

4.2.2 Nature of Action research

The study is action based and practical. Therefore, the researcher employed the cycles of pedagogic action research, namely planning, action, observation and reflection, which Nelson (2013) posits recur until the outcome is satisfactory. O'Leary (2004) views action research as an experiential learning approach to achieve change, where the goal is to recurrently improve methods, data and interpretation in light of the understanding in each earlier cycle. Action

42

research focuses on the analysis of the teacher's and learners' activities done with the purpose of improving students' performance and the researcher's personal professional practice (Hopkins, 2002; Matsoso, 2018). As adopted from Nelson (2013), the researcher followed the spiral cycles of action-based research. In practice, each of these stages consists of various specific steps, namely planning, action, observation and reflection.

a) Planning

Pardede (2018) positions that identifying a problem and verifying the problem is part of planning in action research. I looked into the performance of my current Advanced Level learners in attempting directed writing, which is mainly persuasive. I then noticed that learners generally fail to convince their readers of their points, since they have deficiencies in expressing themselves using the direct precise language. Pardede (2018) indicates that planning could be started by finding something intriguing; something that is worth examining in depth. In this particular study, the researcher was displeased with learners' diction in writing persuasively. Once the problem is identified, it should be verified by considering the factors involving in the problem and the causality of such a problem (Pardede, 2018) in order to establish that it is related to the teacher-researcher practice.

Burns (2015) asserts that, after being certain of the causes of the problem, the researcher can determine the manageability of the problem by considering what action should be conducted to solve the problem and what skills and resources are required to solve it. In the context of this study, the researcher found it befitting to utilise resources within her reach by using technology to solve diction impediments. Cohen and Manion (2007) affirm that a research problem is manageable if it is not beyond the researcher's capability in terms of research skills, time, and resources. In this inquiry, I looked into the type and sources of data to be collected, intervention to be implemented and its procedure, the method and instruments to be employed to collect the data and when and how data will be collected, as suggested by Whitehead (2016).

Rodriguez-Gallego (2014) stipulates that, generally, it can be assured that planning and organising lesson plans benefits teachers because this enables them to structure the pedagogic process. In the classroom setting, I ensured that I have my lesson plans in place, which were designed based on learners' performance in the previous lesson. Sometimes, I would implement two diction instruction strategies simultaneously to check whether the two strategies are

43

complementary. According to Chen *et al*. (2009), incorporating technology and making it part of the educational environment is one of the foremost responsibilities of educators and instructors. Gathering the mediation tools, inclusive of technological devices, and getting them ready was part of this phase.

b) Action

To fulfil one of the research ethical standards (Cohen and Manion, 2007), I implemented my plan by obtaining approvals from the LCFC administrators, educators and students. Because most people do not feel their decision to participate in research is voluntary when consent has already been obtained by a person in a position of power or authority over them (Maree, 2007), I asked for permission from the Computer Science and Information Technology educator to use the computer laboratory for teaching lexical bundles. Since my action research needed a baseline, I had to administer a pre-test in May 2020. Berry (2018) emphasises that pre-tests can be used as a way to judge the depth of understanding of prerequisite material. I kept a reflective journal for the lessons that were attended and the minutes for the pre-teaching meetings with the participants. According to Farrah (2014), a reflective journal is the teachers' responses to experiences, opinions, events or new information. The actual teaching and learning also took place in this stage.

c) Observation

Observation, as the name implies, is a way of collecting data through observing. The observation data collection method is classified as a participatory study because the researcher has to immerse herself in the setting where her respondents are, while taking notes or recording (Kemmis and McTaggart, 1988). In this case, the researcher acted as a teacher-participant. The researcher systematically observed the effects the actions and opinions of the participants. Cohen and Manion (2007) purport that observation allows someone to watch people's behaviours and interactions directly, and watch for the results of these behaviours or interactions. Critical peers, who were the observers, noted their observations on a checklist that was provided to them while the researcher noted her observations in the reflective journal. Rehm and Gadenne (2013) articulate that the reflective journal in qualitative research is a written record by the researchers themselves and is written throughout the research process. The authors further explain that a

reflective journal includes the details of what the researchers did, thought, and felt while teaching.

d) Reflection

The process of reflection is integral to AR, and is emphasised in the literature (Baskerville & Myers, 2004; Davison *et al*, 2004; Coghlan & Brannick, 2005). At this point, the researcher reflected on, evaluated and described the effects of the action in order to make sense of what has happened. Kemmis and McTaggart (1988) distinguish action research from the normal practice of teaching and aver that action research comprises of both problem posing and problem solving, because this type of research helps to change and improve a situation. According to Creswell (2014), the reflection stage entails analysis of data collected and developing an insightful perspective on lessons learned. I analysed data using Creswell's (2014) six step model. I transcribed data and coded the textual, visual and verbal data. I also organised the data collected into themes (Creswell, 2014). Kim (2001) infers that reflection is seen as something that has consequences for practice. It is then seen as the manner in which theory and practice are brought together (Kim, 2001. Reflection on the teaching strategies was also made for their ability to improve my personal professional practice. Formal assessment is the main way of reflecting on all strategies employed in teaching which, in this case, was in the form of a pre-test and post-test (Creswell, 2010). Kemmis and McTaggart (1988) point out that reflection is a tool for promoting actions, and that action research is intended to lead to actions that promote improved educational practices.

4.2 SAMPLING

In order to answer the research questions, it is doubtful that a researcher would be able to collect data from all participants; hence there is a need to select a sample (Taherdoost, 2016). McMillan and Schumacher (2010) define sampling as a group of subjects from whom data are collected; often a representative of a population. Since the study is qualitative, non-probability sampling was employed to select participants (Creswell, 2009). With regard to the latter, case studies tend to focus on small samples and are intended to examine a real life phenomenon, not to make statistical inferences in relation to the wider population (Yin, 2003). To this end, two teachers of English Language, the researcher and 11 learners in Advanced Subsidiary level in LCFC

constitute a sample of this study. Thus, a total of 14 participants participated in this inquiry. The reason why I selected 11 student participants is because each subject in the population has an equal chance of being selected regardless of what other subjects have (Maree, 2007).

4.3 SAMPLING TECHNIQUES

According to Taherdoost (2016), taking a subset from selected sampling frame or entire population is called sampling. The author maintains that sampling can be used to make inference about a population or to make generalisation with regard to existing theory. In essence, this depends on choice of sampling techniques which, in this case, are purposive and non-probability sampling.

4.4.1 Purposive sampling and non-probability sampling

The study is qualitative, therefore non-probability criterion and purposive sampling were employed based on trust and relationship established between participants and the researcher (Maree, 2007; Creswell 2009). Instead of randomisation, in non-probability sampling participants are selected because they are easy to access (Creswell, 2014). In particular, purposive sampling was found convenient and viable for this study. In purposive sampling, researchers handpick the cases to be included in the sample on the basis of their judgment of the possession of a particular attribute being sought (Cohen *et al*, 2007). The authors' description of purposive sampling affirms my choice of this sampling, since it is believed that AS-level students have the experience of writing persuasive essays, and that this experience needs to be improved in one way or another. Presumably, the A-level ESL learners heard of persuasive writing for the first time in this level. For this reason, it could be assumed that learners are in dire need of support in writing such essays, hence the phenomena diction instruction is investigated in terms of its ability to enhance persuasive genre.

My choice of teacher participants is based on individuals who are likely to be knowledgeable and informative about the phenomenon of interest which, in this case, is persuasive writing. This is consistent with Maree's (2007) and Creswell's (2009) assertions that individuals are selected based on their experience of the phenomenon of interest. Afonso and Taylor (2009) affirm that

participants reflect on personal experience and show the implications of their reflections for personal and professional growth. In this context, participants in this inquiry are Advanced Level teachers of English Language and learners who are information rich in that they either teach or are taught persuasive writing in the form of directed writing and, therefore, are exposed to diction-based challenges in persuasive writing. My colleagues are key informants in this inquiry because they hold a special expert knowledge (Taherdoost 2016) of persuasive writing features and how its proficiency might be related to word management. My involvement, and the Advanced Subsidiary level teachers and students' participation, is in line with foregoing assertions.

The critical peers (my colleagues) have been encountering diction-related errors in students' essays since they too are Advanced Level teachers of English Language; this makes them the right candidates for the sample. I am also going to immerse myself into this inquiry as an insider-implicated researcher, for I am an Advanced Level English Language educator who has insights into the problem and the research questions (Creswell, 2009). My long experience as a teacher of English Language, and the learners' problems with persuasive writing as the research phenomena, coupled with my familiarity with the expectations of CIE and my desire for transformed personal professional growth, all work towards my intuitive understanding of the problem.

4.5 PARTICIPANTS

The study participant may be referred to as a study subject, participant or normal volunteer (Maree, 2007). Participants are selected based on their willingness to participate (Strydom & Delport, 2004) and their experience and knowledge of the problem (Maree, 2007), and they are selected because they are directly challenged by said problem (Nieuwenhuis, 2007). According to Creswell (2014), participation of the participants should be voluntary. Therefore, the sample is selected from the potential respondents who are willing and qualified to participate in the study; in this case, the participants are AS-Level learners and Advanced level English Language educators (Murairwa, 2015). In this investigation, volunteer participants are two teachers of English Language and 11 AS-level learners who were selected from a group of nineteen students. These participants are potential respondents with targeted attributes, in that they are

exposed to the same educational context and are familiar with the phenomenon of interest (Murairwa, 2015). Due to their familiarity with the problem, namely persuasive writing incompetence, there was a likelihood of being interested in taking part in the study. The researcher met with the other participants to check their motives and personal experience, and identified those with hidden agendas (Strydom & Delport, 2004).

4.6 DATA GENERATION TECHNIQUES AND PROCEDURES

Data generation is the process of gathering and measuring information on variables of interest in an established systematic fashion that enables one to answer stated research questions (Kabir, 2016). Data collection strategies used in this study were meant to address the key and subsidiary questions simultaneously. Since the study is qualitative and action-oriented in nature, data was triangulated and was obtained from observations, open-ended interviews, pre-tests and post-tests, as well as pre-teaching, during teaching and post-teaching reflective journal entries (Creswell, 2005). Heale and Forbes (2017) stipulate that triangulation in research is the use of more than one approach to researching a question. The objective is to increase confidence in the findings through the confirmation of a proposition using two or more independent measures (McMillan and Schumacher 2010). The next subsection presents data generation techniques.

4.6.1 Interviews

Interviews are used as data generation tools in qualitative studies, and are typically used to gather information about participants' experiences, views and beliefs concerning a specific research question and subject of interest (Coughlan, 2016). Sandelowski (2002), as cited in Coughlan (2016), purports that one-to-one interviews are the most popular. Face-to-face semi-structured interviews were used to generate data from two teachers of English Language and were used because they offer the researcher the opportunity to interpret non-verbal cues through observation of body language, facial expression and eye-contact (Creswell, 2014). In this study, two English Language colleagues were interviewed to elicit their views concerning observations pertaining to diction instruction for enhancement of AS-level students' persuasive essays. The semi-structured interview utilises a mixture of closed-and open-ended questions, which are often

accompanied by follow-up probes (Adams, 2015). In using a mixture of closed-and open-ended questions, the interviewees express their opinions and ask questions to the interviewers during the interview, which encourages them to give more useful information, such as their opinions toward sensitive issues, to the research in question (Adams, 2015). In the context of this action-oriented study, the focal point of the interview was experience sharing of challenges learners face in writing persuasive essays, on key observations regarding diction instruction strategies in the researcher's lessons and how identified challenges can be worked on for problem solving (Burns, 2015).

The objective of the semi-structured interview is to draw from two-way communication the answers to the research questions in a flexible manner. Face-to-face semi-structured interviews can be the best ways of collecting high quality data as the interviewees feel safe and free since sensitive issues can be discussed with liberty (Mathers, Fox & Hunn, 2002). Interviews were audio-recorded to avoid disruption of the interviewee and the interviewer (McMillan and Schumacher, 2014). Although interviews are sometimes considered to be time consuming (Cohen *et al*., 2007; Kumar, 2012), time was not a factor in this study because the interviews were used as a supplementary tool to help clarify generated data that was unclear.

4.6.2 Observations

Classroom observation describes the practice of sitting in another educator's class to observe, learn and reflect on activities happening in a lesson (Halim, Walid and Halim, 2018). The authors maintain that classroom observation often helps expose teachers to new methods of teaching that might not have occurred to them beforehand. Classroom observation is, therefore, defined as a technique of evaluating and recording specific information about what is going on within a classroom (Creswell, 2009). The primary observation methodology used was structured observation. Glazier (2019) explains that structured observation is a qualitative research methodology that has been used by the social sciences for several years. Bell and Mladenovic (2008) recommend use of observations in action-research, arguing that peer observation is a form of collaborative teaching in which teachers support each other through reflections. In this study, observations of my own teaching generated data for analysis. Fellow teachers of English Language selected as explained in section 4.3 of the chapter observed my lessons on my

49

persuasive writing-based diction instructional strategies. This is in line with Bell's (2012) assertion that peer observation partnerships are an effective method for identifying and developing creative instructional strategies that endorse active learning.

The observations were structured, in the sense that pre-determined categories were used to guide the recording process (Glazier 2019).The observations focused on the teaching strategies I used in teaching persuasive diction, learners' verbal and non-verbal behaviour in the learning of persuasive language and the application of the persuasive diction-teaching strategies. Additionally, my adoption of the observation template designed by Maree (2007) assisted me to determine the effectiveness and efficacy of the teaching strategies. The researcher critically read the feedback from the observations by colleagues, classified it into diction-instruction needs and reflected on the identified need for implied responsive diction-related pedagogical practice for adoption in subsequent lessons. The observation method assisted in confirming information relayed by participants during interviews.

4.6.3 Tests

Assessment in the form of diagnostic tests is another research instrument that was used in this action-based research. In tests, researchers have at their disposal the powerful method of data collection (McMillan and Schumacher, 2010). According to Cohen *et al* (2007) diagnostic tests are used to diagnose students' strengths and weaknesses, to measure achievement and to assess potential. The researcher and her colleagues constructed and administered pre-tests and post-tests to diagnose diction-based errors committed by AS-level students in writing persuasive essays. Social science learners were given tasks on persuasive essays and ten scripts among eleven scripts were randomly selected. Only Social Science learners participated in the study, for their English Language syllabus (9093) emphasises knowledge of persuasive writing through directed writing. Pre-test and post-test designs provide a means for assessing the impact of teaching strategies by measuring change in students' output over time (Malik & Alam, 2019). In this inquiry, tests were suitable since they provided the researcher with feedback on problematic areas such as persuasive writing challenges. As a result, appropriate remedial measures mere employed.

4.6.4 Reflective Journal

A reflective journal is a way of thinking in a critical and analytical way about work in progress (Lindroth, 2014). Reflective journals in research are notes on the classroom observations. Black, Sileo, and Prater (2000) defined reflection as a cycle of thought and action in which educators explore their values, attitudes, thoughts, and experiences, as well as underlying issues of practice. Reflections on the first three cycles (planning, acting and observation) of this action research were jotted on the journal which focused on the feelings and interpretations associated with diction instruction. As a participant-observer, I maintained a narrative account of my professional reflections on my persuasive diction lesson planning, instruction and observations for evaluation and in order to later implement appropriate remedial strategies. Coghlan and Shani (2014 are of the opinion that, through the reflective process, one "may be able to identify gaps between what they know and what they think they know and what they find that they don't know" (p. 648).

4.7 DATA ANALYSIS

Data analysis is a process that seeks to reduce and make sense of vast amounts of information, from different sources, so that impressions that shed light on a research question can emerge (Pope, Ziebland & Mays 2000 & Creswell, 2014). Data from observations, interviews, reflective journal and tests were analysed through Creswell's six step procedure after transcription of data. The step-by-step guide for data analysis process from Creswell's (2014) six step model is explained below:

TABLE 4.1

STEPS	ACTIVITIES
1. Organisation and preparation of data analysis.	This involves transcribing interviews, scanning material, typing up field notes, sorting all of the visual material, and arranging the data.
2. Reading data critically.	This first step provides a general sense of the information and an opportunity to reflect on its overall meaning.

3. Coding data manually.	Coding is organising data into segments and writing a word representing each segment in the margins (Rossman & Rallis, 2012).
4. Description of information on the setting or people.	Description involves a detailed rendering of information about people, places, or events in a setting. Researchers generate codes for this description.
5. Explanations on how themes will be represented in the qualitative narrative.	This is the detailed discussion of several themes.
6. Interpretations of the findings.	In this step, the researcher captures the essence of the lessons learned (Lincoln & Guba, 1985).

In adoption of Creswell's framework, the researcher initially organised data from the reflective journal, my English Language colleagues' observations, interviews, classroom tests and audio-recordings. Data was transcribed, sorted and arranged. Secondly, data was read to grasp a general sense of how the data related to diction instruction in enhancement of persuasive writing, and the general meaning of the transcribed data was then reflected on. Thirdly, the researcher went through the transcripts of every tool used in collecting data to highlight ideas for coding that seem relevant and potentially viable in determination of the role of diction instruction in the enhancement of students' essays (Rossman & Rallis, 2012). Coding is a way of indexing or categorising the text in order to establish a framework of thematic ideas about it (Gibbs, 2007). Data was classified and segmented by assigning a word to each category; multi-coloured highlighters were used for coding. Next, codes were also designed for descriptions of people and events to draw information about such sources of information. Then, the researcher organised data from all tools into detailed themes and sub-themes. Themes are features of participants' accounts characterising particular perceptions and/or experiences that the researcher sees as relevant to the research question (Lincoln and Guba, 1985). The themes that responded to diction-based teaching strategies and errors committed in persuasive writing were arranged, and data that barely appear were discarded. Lastly, the researcher interpreted data from findings that

contributed toward the lessons learned from the study. According to Creswell (2014), the lessons could be the researcher's personal interpretation, implied in the understanding that the researcher comes to the study from a personal experiential stance. There is likelihood from this learned lesson that the researcher will develop new knowledge in diction instruction strategies, or learn reflective teaching and thinking that would endorse professional growth (Hensen, 2013). The interpretation section is featured in the next chapter.

4.8 BELIEVABILITY OF THE FINDINGS OF THE STUDY

Believability of the findings of the study is about trustworthiness of the findings of the study. The standards met to this end in qualitative research include credibility, transferability, conformability and dependability in research (Akaranga & Makau, 2016).

4.8.1 Credibility is ensuring the truthfulness of the findings of the qualitative study (Shenton, 2014). The research bias can be reduced by actively involving the participants in checking and confirming the findings (Birt, Scott, Cavers, Campbell & Walter, 2016). I established credibility by applying member checking; both English Language teacher participants were given original records of their responses of the interview to reflect on and verify whether they correspond with the transcribed data. Field notes from their observations, especially on insights of the teaching strategies for persuasive writing-based diction, were also be returned to the participants in order for them to evaluate the nature of evidence required so that instructional actions were systematically documented. It is my belief that the foregoing actions validated and verified the truthfulness of this classroom action-based study.

4.8.2 Transferability is understood to mean how the qualitative researcher demonstrates that the research study's findings are applicable to other contexts (Creswell, 2012). To satisfy the standard, I provided a thick description of how I applied, reflected on and improved on each one of the instructional strategies I adopted to teach diction in persuasive writing. In developing such a thick narrative, I chose my diction to create visions on the reader. I did not only describe the behaviour and experiences of learners during the facilitation of diction, but the context as well, so that the behaviour and experiences become meaningful to an outsider. I believe this will

influence other teachers who will access my study to adopt my approach to teaching diction for enhancement of persuasive writing.

4.8.3 Conformability is the degree of neutrality in the research study's findings (Maree, 2016). The researcher ensured that the work's findings are the result of the experiences and ideas of AS-Level learners and teachers of English Language rather than my preferences. This was ensured through audit trails, where I described how I planned, implemented, was observed during and reflected on my lessons (Maree 2016). This gave me a chance to think critically and reflectively about the decisions made during data collection (Maree, 2007). To reduce the effect of my bias, I checked data and provided details regarding applications of persuasive-based diction teaching strategies, observation on such strategies and reflections of the researcher on a reflective commentary to disclose how I reached decisions during the research process. Additionally, raw data from interviews, observations, analysis notes and my reflections in diction instruction was submitted for audit trail.

4.8.4 Dependability, according to Maree (2007), refers to the researcher demonstrating presence and participation of all research partners and providing transparent evidence. To satisfy the dependability standard, I ensured that if the work was repeated, in the same context with the same methods, the results would come out the same by employing triangulation. Burns (2015) proclaims that triangulation means using more than one data collection method. Observations, interviews and content analysis of students' persuasive essays were used to determine the effectiveness of persuasive writing-based diction instructional approaches. I triangulated all data collected to search for common themes in order to provide reliable findings, and constantly reflected on the research process for professional growth. By using different perspective sources, confidence that findings are not simply the result of a specific method was gained.

4.9 SUMMARY

This chapter comprises the research paradigm, research approach, participants and sampling criteria, data generation techniques and procedures, data analysis framework, issues of believability of the findings, ethical considerations and this summary of the chapter.

54

CHAPTER FIVE

DATA PRESENTATION, ANALYSIS AND INTERPRETATIONS

5.0 INTRODUCTION

This chapter features data presentation and the analysis and interpretation of the findings, as well as the discussion of themes that emerged during data analysis. The presentation and interpretation of the findings are unpacked as per the research questions. The findings from this study emanated from data generated through interviews, observations, reflections on my own teaching of diction and pre-tests and post-tests on persuasive writing. The findings are also assessed in terms of how they are consistent with not only the guiding principles of the theories underpinning the study, but also with claims made in sources referred to in the reviewed literature in chapter three of this report. An insightful summative perspective about the findings from the study wraps up the presentation and interpretation of the findings. The summary section closes the chapter. The next section is a presentation and interpretation of the emerging themes by research question.

5.1 THE ROLE OF DICTION IN PERSUASIVE WRITING

In this section, the findings on the role of diction in writing persuasive essays are presented. The data related to the role of diction in enhancement of persuasive writing were obtained through interviews with Advanced level teachers of English Language, pseudo-named T1 and T2.

5.1.1 Findings from the semi-structured interviews with teachers of English Language

Open-ended interviews for teachers were conducted to generate data on the role of diction in writing persuasively, and the role played by diction instruction in the same activity. The two teachers of English Language from one A-level school were interviewed face-to-face. Both teachers were asked questions regarding their experience-based understanding of the role of diction as an entity in persuasive text development, and the role played by diction-based instruction in the same activity; namely persuasive writing.

5.1.1.1 The role of diction as an entity in persuasive text development

The first question was intended to find out the role of diction as an entity in developing a persuasive text. Findings from the teacher's interviews were thematised into clarity, credibility and tone (see appendices one and two).

a) *Clarity*

Clarity emerged as one of the functions of diction in persuasive writing. Clarity as a writing tool goes hand in hand with concision, for it saves words and also identifies the learner's intellectual work (Troutman, 2019). This view is supported by the participants T1 and T2, who asserted that there should be clear and exact use of words to persuade and convince readers of persuasively written texts. Capturing this are the following excerpts by T1 and T2 (Appendix 1 and 2).

> **T1:** *When one is writing a persuasive writing, [they] will have to make use of, among others, rhetorical devices and proper language use in the sense that will make use of some adjectives, some adverbs or any descriptive language device that will display or demonstrate to the audience the content communicated in a manner in which a positive impact will be made on the audience, so that the audience will of course have a clear understanding of whatever that is communicated.*

> **T2:** *Since the motive behind persuasive writing is to convince the audience, the writer has to use words that are clear and exact.*

This finding about clarity as a need in persuasive writing is consistent with Neale's (2017) assertion that writers should strive to maintain a clear and succinct theme throughout the persuasive essay. Harbrace (2012) affirms that clarity in writing depends on more than grammar, as it results, to a larger extent, from the persuasive writer's critical thinking ability, logic and exactness of diction. It would therefore be reasonable for teachers to make learners aware that diction enhances clarity, and learners therefore have to choose words carefully in writing persuasively. This view is concurrent with Ferris' (2014) claim that texts with greater lexical variety are clear and, as a result, tend to score higher and leave a better impression with readers. Drawing from the teacher-participants' observations that learners did not regard clarity as a cornerstone to writing persuasively, I engaged learners in exercises that instil clarity in writing. To rectify this setback whilst I was teaching, I kept asking them to underline word choices that make texts clearer. From the passage used, I noted that they were able to underline word choices that make the paragraphs economical and clear only after I employed scaffolding. Giving students a great amount of support during the initial stages of learning and later minimisation of help to give a student a chance to assume responsibility is called scaffolding (Ardana, Ariawan & Divayana, 2017). With reference to Appendix 8, comprehension passage one, I modelled for them the striking words that enhance clarity which are 'oppose (line 1)' and 'lectured (line 3)'. This exercise opened their eyes, as they managed to pick words like 'resignation (line 8), repulsive (line 11) and offended (line 13)'. Teachers' observations also point to learners' ability to spot straightforward words that augment clarity after the researcher's assistance. The findings make reasonable the conclusion that diction is a requisite in writing persuasively as its proper application enhances clarity and attainment of purpose of a persuasive text.

b) *Credibility*

It emerged from the findings that diction augments credibility. Credibility refers to the degree to which the audience consider the speaker or the writer believable (Shen, 2014). The respondents' position is that establishing credibility through lexical choices makes writing
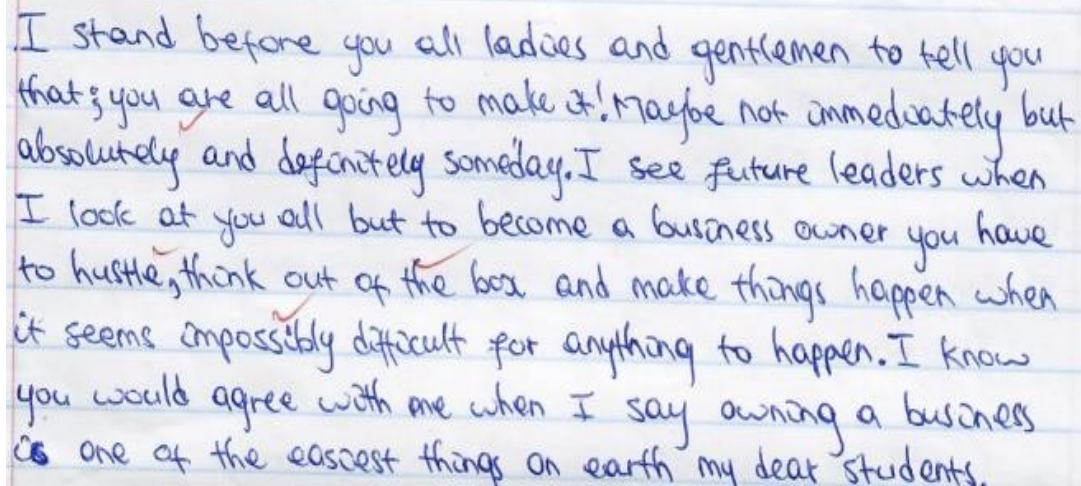
powerful and effective. This view has space in documented scholarship, such as where Goodwin (2018) posits that a writer needs to establish credibility in order to earn the respect of audience and ensure that the audience listens to his/her ideas. Pertinently to this position, the two participant teachers said:

T2: Lexical-choices help writers to use a highly emotive language to create maximum impact on audience (Appendix 2).

T1: To persuade your audience, you have to appeal to their emotions; to make them feel sad, angry, guilty, afraid, happy, proud, sympathetic, or nostalgic (Appendix 1).

The respondents view diction as a drive for credibility, since word choice helps writers to appeal and persuade readers through the application of emotive language. This is explained further by Dornsife (2015), who explains that strong writing is marked not only by a sophisticated argument, but also by the clarity and conciseness with which that argument is communicated. In the light of the finding, Nation (2001) affirms that persuasive writing is aimed at moving an audience in order to convince and to inspire. Nations' view manifested while my learners made presentations of their scripted speech. I gathered from the teacher participants' comments that two learners' work was more convincing because of their lexical choices. They commended S4 and S7, whose work won support of the audience, since the audience nodded and applauded amidst the speech delivery (Appendix 14). Below is an excerpt which features the learner's ability to use rhetoric language that enhances credibility.

S4

I stand before you all ladies and gentlemen to tell you that; you are all going to make it! Maybe not immediately but absolutely and definitely someday. I see future leaders when I look at you all but to become a business owner you have to hustle, think out of the box and make things happen when it seems impossibly difficult for anything to happen. I know you would agree with me when I say owning a business is one of the easiest things on earth my dear students.

Since the two learners were conversant with vocabulary, their word choices hooked the audience. This is in line with the constructivists' view that the role of students is to construct their own understanding and knowledge through experiencing and reflecting on those experiences (Wijayanti, 2013). Here, learners were able to use their acquired vocabulary to move the audience and to reflect on their speech delivery skills, which are supposedly useful for future purposes. This finding points to lexical choices as key tools in the persuasive writer's ability to convince and move the audience.

C) Tone

It is emergent from the study that diction establishes tone in writing. Tone creates the writer's attitude. Speakers cannot rely on gestures and tone of the voice to convey meaning in writing; rather meaning has to be conveyed by choosing specific words to make readers understand the intent without the help of the speaking voice (Saint Joseph College, 2019). The teachers indicated that the writer establishes tone through word choice so that the audience can develop a certain attitude towards the writer. The teachers remarked:

> *T2: It is also through the conveyance of tone that the audience will be compelled to see things the way the writer does (Appendix 2).*

T1: Language on its own determines the tone, meaning tone is very significant. There is no tone that can be achieved without selective use of language that is very persuasive (Appendix 1).

The finding is consistent with Finnegan's (2010) view that the writer of a persuasive essay uses language to draw the attention of the readers and the audience. As put forward by Samlin (2018) and Shen (2014) in section 3.5.1.4, diction, or proper language use, is paramount to stimulate the attitude of the audience by sending an effective message to them and then ensuring that the audience processes the message in the way intended. Johnson (2018) asserts that attractive communicators are frequently more effective persuaders than are unattractive communicators. In the execution of the context clues strategy for enhancement of persuasive writing, learners argued over the phrase 'hewers of wood and drawers of water'; some said the words revealed an arrogant tone, while others argued that the use of such words is appropriate and portrays a confrontational attitude (Appendix 7). Indeed, the writer is being factual about Africans' tendency to neglect their resources, therefore it is appropriate to say 'they are hewers of wood and drawers of water' reflects a confrontational tone.

It may therefore be surmised that one of the roles of diction in persuasive writing is to appeal to the audience through the establishment of the relevant tone. Based on the findings, it could be reasonable to make an assumption that tone evokes the readers' attitude, since readers easily understand the message conveyed and are therefore able to have insights about the message put across. In my learners' presentations, I learned that the one whom the observers think performed outstandingly was using the appropriate tone, both voice tone and the implicit written tone, to achieve the purpose of the persuasive genre presented (Appendix 14). Genre pedagogy reminds us that, when writing, conventions for organising messages are followed so that readers can recognise the tone and purpose (Hyland, 2018). According to Yip (2019), tone is expressed through the words and details the writer chooses and, to determine the author's tone, a consideration on how these words and details are used within the writing must be made.

5.1.1.2 The role played by diction-based instruction in persuasive writing
a) Diction inclusion in the syllabus

In response to how the two teachers of English Language perceive the inclusion of diction and its role in essay writing in the Advanced Subsidiary Level English Language syllabus, both teachers share the same sentiments. The two interviewees display the view that the syllabus fully covers diction since learners are expected to analyse varieties of texts where lexical choices vary and then employ lexical choices of the same level to write persuasive essays aimed at a specific audience.

> *T1: One has to be exposed to the stylistic features of persuasive writing, one has to be exposed to the linguistic features of persuasive writing and, above all, one must also display accuracy and proper language command (Appendix 1).*

> *T2: The syllabus has fully included diction in that variety of texts to be analysed use variety of lexical choices which learners have to comment on and write their own using the same lexical choices (Appendix 2).*

This finding is in line with the CIE (2018), which states that the Cambridge AS- Level English Language (9093) syllabus demands that learners analyse and comment on language used in a text and apply the same diction levels in their own writing on the same paper. Additionally, one of the expectations of the examiner in paper 2 is employment of a wide range of language and rhetorical devices used effectively to explain, argue or persuade (University of Cambridge International Examination, 2014). In analysing diction, learners showed interest, and that portrayed that they are familiar with language analysis. Learners' explanation of the word diction symbolises familiarity of the concept, since words like 'lexis' were mentioned. It is therefore argued that the targeted areas fell within the ZPD, because it is only when a skill is within the ZPD that learners can progress (McLeod, 2019). This is a testament that diction is a key component in the Advanced Subsidiary level English Language, since it is encompassed in both reading and writing. It is therefore argued that the targeted areas fell within the ZPD because it is only when a skill is within the ZPD that learners can progress.

It surfaced as well that Advanced Subsidiary level students are expected to display proper language use and vocabulary accuracy in addition to the stylistic and linguistic features of persuasive writing. This is evident in articulations like the following:

T1: Proper language use and vocabulary accuracy are interdependent, therefore learners have to write accurately for clarity and conciseness (Appendix 1).

T2: So the role of diction is to help them to be writers who are able to choose words that may enhance or that may help the readers to understand that whatever view they have or whatever side they have is the correct one because of the words that they have used (Appendix 2).

This view is illustrated in section 3.4.1.3, where Ahmed (2013) discourages use of ambitious and vague vocabulary. It could therefore be assumed that a persuasive text serves the purpose when the language used is contextually appropriate, as per the CIE Advanced Subsidiary level syllabus. The understanding is consistent to the researcher's adoption of interactionist teaching and learning activities for learners' acquisition of situation-based diction management skills as reiterated in section 3.2.1. Hence, the researcher merged reading and writing by teaching writing skills through reading exercises for improving competences in writing persuasively. In order to study application of diction used in persuasive writing, learners had to read persuasive texts, find meanings of words using context clues and analyse language used in different texts. The merging of reading and writing seemed to have worked, since learners were able to use language creatively and effectively, and were able to engage the audience after being exposed to the afore-mentioned techniques. Mackenzie (2017) explains that, when readers read a piece of persuasive writing, they should think carefully about how the writer is trying to make the readers feel; this, therefore, makes learners adopt how language is used to persuade readers. The instructional process was intended to embrace both reading and writing because these are two basic skills which cannot be divorced (Hyland, 2012). The merging of reading and writing instruction is supported by the constructivists, since their belief is that people learn writing when they have gained a reading experience (Vygotsky, 1978). The foregoing assertions indicate that diction as a sub-topic is embedded in the syllabus to enhance proficiency in reading and writing.

b) Knowledge of English Language

It was discovered that there are many implications for the inclusion of the section in diction in the CIE English Language syllabus. One of the implications for inclusion of diction and its role in essay writing is that learners' ability to analyse a variety of texts will make them demonstrate

knowledge and understanding of English language and its use in a variety of contexts. CAIE (2018) stipulates that learners should develop an intimate knowledge and understanding of the conventions and discourses associated with a diverse range of genres, styles and contexts. This knowledge is hoped to assist them in developing their own persuasive texts. The teacher interviewees remark:

> **T1:** *The inclusion of diction in the CIE syllabus helps learners to analyse [a] variety of texts and to determine the effects of diction writers employed.*

> **T2:** *Learning diction makes learners to be in a position to write clearly, accurately and effectively for different purposes using different forms of writing.*

These declarations are consistent with Gould and Rankins' (2014) view that, in teaching diction, learners gain awareness of how words are used in different ways for different purposes and audiences. According to Pavich (2018), diction instruction makes learners aware that they are expected to use a style of writing that matches the audience and purpose in their writing. The post-test results proved to be a testament that continual teaching of diction can improve learners' way of writing (see Appendix 5). According to the social constructivism learning theory, knowledge is attained through human construction (Vygostky, 1978; vide 2.1.1). It could therefore be concluded that the inclusion of diction in Advanced Subsidiary Level English syllabus addresses deficiencies found by Matsoso (2007) and Handayani *et al* (2019) in section 1.2. Matsoso (2007), who gathered that university students have a problem of attempting tasks in which the implied task is focusing on verbs (commanding words), and Handayani *et al* (2015) found that postgraduate students still commit errors such as wrong choices of verbs and nouns in their writing. The next section presents data in diction-based errors collected from teachers' interviews, the pre-test and the post-test.

5.2 DICTION-RELATED ERRORS COMMITTED BY AS-LEVEL STUDENTS IN WRITING PERSUASIVELY

The section provides discussion on data generated from students' essays, as stated in section 1.1. Data towards answering the question in diction-based errors committed by AS learners was generated through learners' essays and interviews with teachers. The Advanced Subsidiary level

learners from the School of Social Sciences wrote two tests on scripted speech, which were supervised by the researcher.

5.2.1 Findings from students' pre-test

Sajid (2016) indicates that diction-based errors constitute 21.50 % of the errors found in post high school students' essays (vide. 3.4.3). These errors range from wrong choice of nouns to wrong choice of verbs. It is for the foregoing observation that the study seeks to identify the type of diction-based errors found in AS-Level students' persuasive essays. The data related to diction-based errors was obtained from tests, a pre-test and post-test, as well as the teachers' interviews. The errors were interpreted in terms of mismanagement of words and communication interferences in writing persuasively, as explained in 3.4.3. Drawing from CIE (2017) in section 1.1, assessments on students' failure in essay writing, I administered tasks to involve learners in writing persuasively before the intervention (diction instruction) and after the intervention. The events of the lessons were recorded in order to enable post-lesson reflection. Below are some samples of students' essays; learners were labelled S1 to S9. The following types of errors seem to feature in students' persuasive pre- test essays:

a) *Wrong Words*

Learners' failure to use some words appropriately surfaced as a problem in students' essays. Alexander (2014) associates wrong words occurring when a student's native language interferences with English, word-confusions that exist within English itself and mother-tongue structural interference with English structure. This is confirmed from statements such those in the following extracts:

S1

64

> It is a great honour to be given chance to address *issues concerning* Such a humble, creative and touching group of our people - "the poor". My fellow colleques, we are here today with *prominent* tittles because of the faith that the community had in us, they elected us as their leaders because they believed that we are strong and humble enough to lead every citizen of this country into a better Lesotho of equllity.

The interpretation from the above excerpt is that learners use wrong words in various ways. In the case above, S1 seems to have translated words from her first language by using the words, "My fellow **colleques**, we are here today with **prominate tittles** because of the **faith** the community had in us…" when they were trying to say, 'We have gathered here today with prominent titles because of the trust the community bestows in us'. Since Sesotho speakers designate the same word to refer to believing in someone and having faith, the learner decided to use the word 'faith'. This error was found to be the first language interference. According to English-Sotho dictionary (1998), the word faith means 'tumelo', which is a very strong word to be used in reference to or in order to qualify human beings. Rather, it is commonly used in sentences like "I have faith in God" while the commonly used phrase in English is, 'I believe in you'. Manan *et al* (2017) affirm that a review of research conducted to examine English language learning in schools reveals that one of the major obstacles in learning English is the strong influence of the national language. In the same excerpt, S1 misspelled the words 'prominent' 'title' and 'equality', which may cause some confusion to readers. Misspelled words can also be regarded as diction-based errors since such words hinder clarity. Kareema (2015) concurs that one single misspelled word can change the entire meaning of the sentence. The findings coincide with Karimi and Derakhshans' (2015) inference that learners of second language tend to transfer the forms, meaning and culture of their L1 to the foreign language and culture when attempting to speak the language. The same mistakes are also found in the upcoming script.

65

S5

Speech offered by the deputy leader of (the well known party) ABC, at national gathering at Ha-Thetsane number 33 about the theme giving aid to the poor to class move harm than good on the 01st July 2020.

<u>Underline</u>

The word used on the heading of the speech, 'offered', is inappropriate. Rather, the appropriate word used with the noun 'speech' is 'delivered'. This may be associated with the first language interference, in that S5 used 'offered' which English-Sotho dictionary (1998) refers to it as 'ho beela motho seo a ka se amohelang', meaning 'presenting something to someone'. Indeed, in Sesotho, the word sounds appropriate, but, in this context, the learner was supposed to say, "The speech delivered/made by the Deputy leader…" This error is, therefore, a result of mother-tongue influence. The following excerpt is also a sample of first language interference caused by overgeneralisation of second language rules. S7 has used 'cleaniness' instead of 'cleanliness', and this kind of error blocks communication since it distorts the meaning of the whole sentence. Overgeneralisation happens when the learners apply the rules of L2 without taking into consideration the exceptions to the general rules (Manan, 2017).

S4

66

Giving aid to the poor does more good than harm because the very same poor people find their feet through the aid of the government or other rich people. For instance, giving free education to primary levels schools becomes a great help to many families and children, because the children tend to show much interest in many things of life like, preparing healthy meals and cleaniness due to education. I would honour your correction of the statement as untrue my

The finding surrounding the first language interferences called for adoption of social constructivism teaching strategies where mother tongue interferences can be addressed. To remedy wrong word errors, learners were engaged into an in-depth analysis of persuasive texts in groups to see how different forms of words are used in sentences to persuade the reader. Barron (2000) demonstrated that, on average, group work leads to better learning outcomes than individual work. My observers noted that my diction analysis strategy was not aiming at correcting diction-based errors; rather I was only teaching my students how to analyse language by identifying distinguishing features of a written language. From my reflections, it seemed that I was lacking in teaching diction analysis for enhancing writing, since I was only teaching diction analysis in isolation. I later merged reading with writing as I engaged learners into a comparison approach in which learners had to compare diction used in the passage and that they have used in their writing by tackling question 1 a) and 1 b) simultaneously (see Appendix 7). This led to a change in strategy for teaching diction. It was noticed in the post-test that collaborative teaching and learning is productive. The following excerpts are a reflection of the improvement shown by students after engaging in analysis of language collaboratively.

S6

67

In contrast, being a ~~bus~~ business owner is not for any ordinary person who has no marketing skills and perfect business planning. For one to be a successful business owner, enthusiasm is required, determination is required, no procrastination. is required but one has to be a quick thinker. Planning a business if one does not have ablities of an ideal business owner, their dream is to be ~~&~~ shut down with no trace of existance but a trace of debts

S7

Also, when starting your business from scratch, one has to invest everything from skills to experience and from every dime to efforts, One hard fact is that you will need to face immense competition. Today there is a throat- cutting competition in most of the business sectors so make it a strategy to get though it. The ~~The~~ Everything is on your shoulders When starting your own business. Stress is (a) part of business Which comes from factors like paying bills, paying your employees, decicions, Competit Customer issues and list goes on and on. No matter how much superior you are of managing problems, you will undoubtely have to find a way to deal with the stress that is a usual part of any business and it grow a little because it is your startup,

The ticks on the scripts are a testament that learners tend to use more appropriate, precise words in the post-test, as opposed to their use of vague words in the pre-test. The progress was a result of experience and learning support in that the learner in the classroom is responsible for the active construction of knowledge because of continuous experiences, maturation and the assistance from the MKO. In the forthcoming sub-section are details on vague word choice.

68

b) *Vague word choice*

Application of vague words appeared to be one of my learners' limitations in students' persuasive writing. This view is substantiated by Robinson (2019), as stipulated in section 3.3.1.2, who says that, unlike specific words which are expressive, vague words are general, and therefore are unclear. This is emergent in excerpts such as those below:

S4:

Some people say feeding the poor makes them to be too dependent on the helping hand, but this is wrong. Those people

S5:

Ladies and gentleman, giving aid to the poor is very good. Firstly, In humanitarian emergencies, your lives are at stake. When you are in desperate need of food, water, medical care and shelter of famine or conflicts, Who will rescue? Such urgent assistance is the responsibility of nations and Organisations that have the capacity to do so. Why should you die of poverty yet the organisation are here to help you out?

S6

Good people are you aware that if we don't aid the poor there is going to be high ~~rate~~ of criminal rate? Yes because people are going to be drug dealers and those people will be only drug dealers. Will you be happy one day if your parent or sister is raped and killed by someone who did that because of ~~on~~ hunger and poverty.

S8

It is a distinct pleasure to be with you today to address the aid to the poor. As a campaigning politician, I see the importance of discussing or enlighting people about ~~to~~ giving aid to the poor. Some people believe that, it is essential to ~~het~~ aid ~~poo~~ the poor while others condemn giving aid to the poor. Can we really ~~say~~ condone or condemn giving aid to the poor?

The above utterances point to learners' tendency of using words or phrases that are not very exact or precise in their writing and thereby making the effect or intention of communication vague. The following words 'makes, good and wrong' are general words that can be interpreted in many ways. In the last excerpt, S8 has overused the word poor; replacing the word poor with a more precise and specific word would make the paragraph clearer. Vague language is inexplicit and out of context (Cheng and Warren, 2015. The finding is in contrast with Sanders *et al* (2001), as stated in section 1.1, in which he states that diction is applied by the writer to convey effect through the specific language use. This implies that learners' use of vague word choice results in senseless statements which impede communication. It could therefore be concluded

that, if learners lack specific vocabulary to express themselves, their texts would not serve a purpose. This is further substantiated by teachers in the upcoming responses to me questioning them on what errors they see often in their students' use of diction:

> **T1:**Lack of proper or appropriate register, hence failure to communicate the information as effective[ly] as demanded by the question, of course. So, at the end of the day, some of them end up worrying (Appendix 1).

> **T2:** Failure to employ emotive language in their writing, hence they fail to fully persuade the readers to take their stance (Appendix 2).

From the above statements, I noticed that I did not emphasise specificity in lessons about writing persuasively. Therefore, in the following lesson, I asked students to make a list of vague words versus specific words (Appendix 11). I also made them to look for the most specific words and the less specific words in the passage (Appendix 11). Most of the words used in the passage were specific, and that enhanced clarity. It could therefore be inferred that diction analysis strategy in collaboration with active learning made my learners aware that specific language arouses relevant emotions and clarity in writing.

c) *Wordiness*

Learners' wordy sentences emerged as a major diction challenge faced in writing persuasively. Using few words without sacrificing meaning makes writing more understandable, as opposed to clustering writing with many words that distort the intended meaning. Demir (2018) explains that concise writing uses the least words possible to convey the most meaning while still maintaining clarity. This is substantiated by statements such as the upcoming.

S1

Giving to the poor is in favour for the
development of the country as a whole because
aiding them decreases the number of rapists, thieve
suicide and in abolition of contagious desease
that they get from dumps they eat at and
poor dietry they fale; Together we can
that

S7

Would I be lying if I say helping the poor helps them
to improve and become better different people? I know in
many districts especially the ones in the rural areas (Qacha)
the rich people often help the poor by giving them jobs, taking
their children to school and providing them with essential
needs like food, is that the wrong way of living? Let me
tell you my fell fellow Basotho, your neighbour's success is your
success too! Help others with the little you have so that they
can help you too because it reduces the crime rates like
theft.

S10

When My team and I received the invitation to your school, we were amazed beyond measure. This is because at your age back in My days we all were dreaming of employement but I promise you guys, We wish to have started earlier. Io studied Criminology and completed My Measterd's in 2015 but due to unemployement I had to be a street vender selling water, sweets and popcorns. My dear brothers and Sisters I went to tell you today that out there, only the people who are selling are rich-whether youx are your own boss selling goods or services you are rich because the people of who are employed get $ three perent of profits they make while their employers get to enjoy the seventy seven percent while chilling at home.

S3

On the other hand, These aids are of good honor as we can not sit back and watch a part of us dying as some people say ading the poor is not helping them to become independent. But making them more relaxed as they know that everything will eventually be provided. Not ading them will be very unfair as we all know that most of these people have no jobs, let alone skills of being hired.

In the foregoing extracts, the reader can hardly make sense of the message conveyed in the paragraphs. The utterances are wordy due to limited and inappropriate vocabulary and imprecision. Clarity is clouded by statements that are not working in unison to convey the

intended meaning. This is confirmed by Nation (2001) and Sajid (2016) in section 3.3.1.2 when they assert that learners have a problem of eliminating wordy sentences, and that this therefore results in a series of loose sentences and incomprehensible phrases. In consistence, Chen (2018) asserts that wordy texts and repetition may have a detrimental effect by taxing the readers' comprehension and patience. Overlapping with this finding are teachers statements;

T1: *Actually, learners beat about the bush for they lack specific words to express themselves on paper*

T2: *Sometimes learners write big paragraphs which are incomprehensible due to of course lack of vocabulary.*

This called for reflection on my constructivist teaching strategies for how they assist in pruning redundancy and excessive details in writing. After marking their pre-test scripts, I called individual students whose work was too verbose and I showed them how they should have minimised detail for precision and clarity. I noticed that learners could not understand what I meant when I said their work is wordy and hampers clarity. I therefore taught them lexical bundles, since they play a central role in creating textual consistency (see Appendix 12). Heng, Kashiha and Tan (2014) posit that lexical bundles contribute to a better understanding of the meaning of particular contexts of language use, as well as creating a flow and rhythm in the discourse. Their post-test proved that their use of clarity had improved (see Appendix 14). My attempt in supporting them was to let them assume responsibility and do the same work independently. It is believed that the targeted area fell within their ZPD, because it is only when the skill is within the ZPD that learners can progress (Ardana *et al*, 2017).

d) *Unwanted connotations*

Learners have a tendency of using connotative language unknowingly. Unwanted connotations are new emerging issues from data collection. Ilyas (2013) defines connotation as additional meanings that a lexical item acquires beyond its primary meaning. Since connotations are subjective cultural and emotional correlations, they might sometimes evoke negative attitudes instead of what the intended message is. Krauss and Chiu (2016) affirm that words that were intended to have positive connotations may become negative and vice versa. This is illustrated in the following pieces:

74

S1

I hope one day we will all come to our senses and be fair, as ~~there~~ [there] will be time for us to stop judging others.

S4

Experiencing such a thing would mean that the person that has received the same privelege ~~tot~~ would not hesitate in helping another in the future. Their ^ future would mean your success and honour. One of the most prominent part is that this reduces poverty in a way that when helping this people it would mean giving them food because a hungry stomach has no ears

S7

I stand before you all Basotho and disagree with the fact that aiding the poor does more harm than good. This is because giving the second hand to others is a good thing so that they may be able to stand up for themselves. Ladies and gentleman, you would all agree with me when I say helping others is also helping yourself, is it not so? I believe we are all Christians and the Bible also states that we must love out ~~jargon~~ neighbours as much as we love ourselves because the almighty God also loves us all ~~and~~ with the same love, isn't?

S8

In contrast, when ~~unprectegded~~ unprevilaged people try to put an effort in helping themselves by looking for jobs; they are treated like slaves because they have nothing. Ladies and gentlemen believe me when I tell you that our current government does not recognise labour abuse and ~~other~~ people's rights. Poor people are not made aware of their rights, they are treated like trash or let me say they are normaly ~~a~~ under paid by their employees but the government does not act on such cases. Let us

These above results show students failing to use diction to convey specific effect, a purpose of diction as stated by Sanders *et al* (2001), Moodley (2013) and Kannan and Sarika (2013) in section 1.1. Instead, in the above excerpts the writers evoke unwanted attitudes unintentionally

76

through the utilisation of unnecessary connotations. Based on the task given, learners were supposed to present a scripted speech to the public arguing on whether or not giving aid to the poor is virtuous. The task demanded learners to produce a scripted speech in which they were addressing the public in a political debate. Phrases such as, 'come to our senses' give connotations that make the speaker sound harsh in public address. Additionally, the word 'trash' is also non-euphemistic (harsh), and therefore has an element of disobedience and lack of courtesy to the listeners. On the other hand, S4 articulates "…because a hungry stomach has no ears." The connotation used is out of context, as it means one who is hungry cannot focus on anything but their hunger. S7 has written, "This is because giving the **second hand** to others is a good thing…" to mean 'giving a hand to someone'. The phrase, 'second hand' is ambiguous since 'second hand' may also mean pre-owned something. These errors make the paragraphs misunderstood due to unwanted connotations. It could therefore be concluded that learners' wrong choice of connotations resulted in irrelevant tone. The use of the words 'come to our senses' and 'trash' is harsh, therefore irrelevant and unnecessary in the context they are used. In affirmation of these findings from learners' pre-tests, the two teachers of English Language observed challenges faced by learners in analysing language use in texts and in their speech presentation:

> **T1**: *While they were busy analysing texts in groups, I noticed that they were reluctant to pick figurative phrases. I think this is caused by fear of getting them wrong.*

> **T2:** *Language used in their speeches is generally denotative; hence they lack emotional appeal to audience.*

The foregoing challenges called for a reflection on how the present teaching strategies could be of help in discouraging unwanted connotations. I had initially presented the three strategies, namely diction analysis, context clues and lexical bundles strategy, which I believed to be a remedy for diction impediments, as suggested by Allen (2010); Gould and Rankins (2014); and Khan (2019). However, only the context clues and diction analysis strategies were employed to remedy use of wrong connotations. Learners were asked to find connotations from the passage and then, using the context-clues strategy, to trace the meaning of such connotations (see Appendix 7). They picked figurative expressions like 'hewers of wood and drawers of water' and 'to tackle the bull by the horn.' With the first expression, it was agreed that all the supporting

details following the first sentence reflect the meaning of the connotation, which is 'performers of menial tasks' as alluded to the Biblical story on Joshua 9:23. The second quote is well known so learners quickly mentioned that it means 'facing a difficulty and grappling it without avoiding it', which, in the context of the passage, was referring to the western world. Based on the fact that the extract was President Nkrumah's speech, learners were able to trace meanings of the connotative language, since they were articulated in the African context they are familiar with. It is important for language learners to understand the culture of speakers of the target language to avoid inappropriate use of lexical choices in communication (Roebel & Bragg, 2016).

The finding of learners' use of harsh connotations unintentionally in their speech is in contrast with the social constructivism theory, which emphasises that the society shapes the way a child behaves. In the context of persuasive writing, this could mean that there is an expectation that, while learners attempt to convince readers, they should observe cultural implications of the language. This finding that learners disregard adherence to social needs of a language in writing by using unwanted connotations is a testament that learners' vocabulary incompetence leads to wrong tone application, evoking negative attitudes. The following subsection presents findings from the post-test.

5.2.2 Findings from students' Post-test

Subsequent to identification of types of diction-related errors from students' pre-tests on persuasive essay writing tasks, the researcher set a post-test to evaluate change after diction instruction. Diction-based strategies, such as diction analysis, context clues and lexical bundles, were employed as intervention to diction deficiencies noted in students' essays (Appendix 15). Awareness of diction seems to have brought change in students' persuasive writing (Appendix 5). Generally, there seems to be change after the employment of the intervention which, in this scenario, is diction instruction. Below are changes identified after diction awareness teaching methods:

a) *Precision and specificity*

Learners' imprecision and wordiness in writing prompted me to have a remedial lesson in diction analysis. Generally, learners learnt that experienced writers use specific words to convey the intended meaning and effect. In execution of diction analysis strategy, learners were given a comprehension passage and were asked to highlight key words and phrases and use them to note what the writer's beliefs and attitudes are (Appendix 8). I picked the passages mainly because of their persuasive nature. The focus was diverted to the specific words used to see whether or not they are used appropriately in text. I picked two adjectives 'total' and 'novice' in passage one, and I picked 'modern' and 'repulsive' in the second passage, which reflected the attitude of the writer and explained what the writer's insinuations and attitude are. This made them aware that words are used purposively in sentences, and they therefore learned to use words with purpose. I asked them to do likewise with the rest of the words they had selected. I reflected on this integrationists method of teaching word management during and after teaching for how it enhanced my students' ability to write precisely, and inferred that diction analysis is a remedy to poorly constructed, wordy sentences. In this case, the processes of modelling and scaffolding multiple texts appear to have brought the much-sought literacy development. Modelling as a strategy seemed to have worked with most students, but a few of them tended to still write general words instead of specific ones (see Appendix 14). Therefore, I believe that specificity and precision in written work depends mainly on the vocabulary sizes of individual students, since some of the learners' work slightly improved after engaging with this task. Improvement was evidenced in the extracts produced by S7, S5, S3 and S4.

S7

Also, when starting your business from scratch, one has to invest everything from skills to experience and from every dime to efforts. One hard fact is that you will need to face immense competition. Today there is a throat-cutting competition in most of the business sectors so make it a strategy to get through it. The everything is on your shoulders when starting your own business. Stress is (a) part of business which comes from factors like paying bills, paying your employees, decisions, competiti customer issues and list goes on and on. No matter how much superior you are at managing problems, you will undoubtely have to find a way to deal with the stress that is a usual part of any business and it grow a little because it is your startup.

S5

Like I mentioned, starting a business can be risky because the financial resources needed to start a business are extensive. You may need to use all your savings or go into debt without a guaranteed positive income. In spite of

80

S3

Remember to stay motivated because it is important, whether you are striving to reach a business goal, starting a new venture or managing the day to day operations of your business. Lack of motivation can chip away at your confidence and hurt your potential success. To get motivated, entrench yourself in a goal, relive past successes, psych yourself up and find inspiration in someone else.

S4

Yes! owning a business has its high and lows just like any other business. I dare you all to take action when others hesitate. You have to be leaders and you can achieve that by sacrificing your today for a better tomorrow. Owning a business is not just a cup of tea, you have to be ready take criticism and all negative energy from other people, but I stand here today and tell you that you can survive the great storms and tough moments as long as you are humble in good and bad times.

In the above excerpts, Student 7 has applied rich vocabulary that endorses specificity and clarity. The student is aware that the word 'start' is related to 'scratch', and that the word 'invest' and 'immense competition' are register convergent, therefore specific.

With S5, business jargon is used. Words like risky, financial, savings and income collocate. It seems a lexical bundles strategy in which learners have to write collocations worked in instilling

diction awareness in learners (Appendix 12). The utterance is a proof that, through a lexical bundles strategy, learners learned specificity and precision in writing.

S3 seems to have generally used specific words, such as 'striving, venture, entrench and psych'. S4 has also used specific words for precision. Words like 'dare, hesitate, negative energy and storms' are used to win the attention of the reader. The words used are specific and therefore make the reader understand the message conveyed. Specific words help your readers understand precisely what you mean in your writing (Haegeman & Aarts, 2018). Learners' essays were seen to be more precise and specific after diction analysis and lexical bundles lessons. Cambridge International (2018) asserts that learners who write precisely and economically, maintaining a close focus upon style and tone, tend to achieve best results.

From the teachers' perspective, the following statements are a testament that specificity is a need in writing persuasively:

> *T1: And that means, when one is writing a persuasive writing, [they] will have to make use of, among others, rhetorical devices, will have to make proper use of language in the sense that will have to make use of some adjectives, some adverbs or any descriptive language device that will display or demonstrate to the audience the content communicated in a manner in which a positive impact will be made on the audience so that the audience will of course have a clear understanding of whatever that is communicated.*

> *T2: So the role of diction is to help them to be writers who are able to choose words that may enhance or that may help the readers to understand that whatever view they have or whatever side they have is the correct one because of the words that they have used.*

These findings are in line with Gould and Rankin's (2014) assertion that, through diction analysis, learners gain pleasure of how words are used in different ways (vide 3.4.1.3). CAIE (2018) affirms that, through diction analysis, learners acquire skills in creating their own persuasive writing. Gil and Caro (2019) posit that lexical bundles are important building blocks of discourse. According to the social constructivism theory, communications and interactions entail socially agreed upon ideas about the world, and social patterns depend on functional knowledge and management of diction (Kim, 2001). It is within reason to conclude that diction

analysis and lexical bundles strategies address the issue of unwanted connotation that evokes unnecessary attitudes, as learners learned specificity in writing.
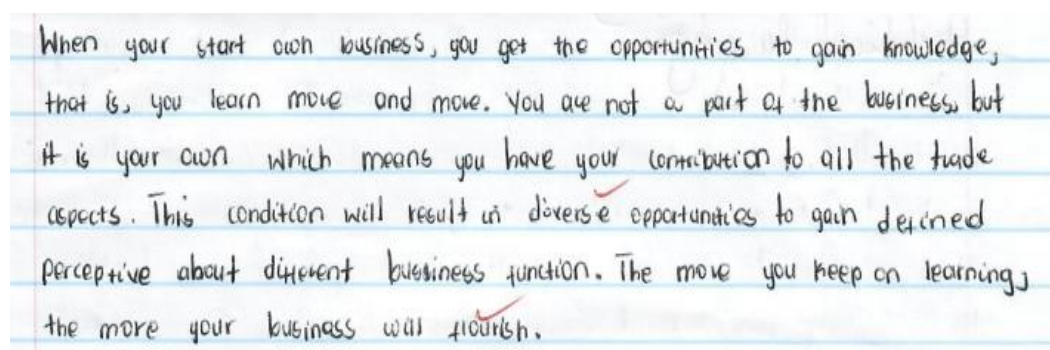
b) *Appropriate language use*

Following findings pertaining to use of language where wrong and vague words (section 5.2.1) were found to be the basis for clouded clarity in writing, the researcher applied the lexical bundles strategy to address communication interferences in writing. Consistent with the foregoing attempt is Meunier's (2012) position that lexical bundles are necessary for fluent language production and comprehension. My lesson objectives on that day were to teach learners personal stance expressions, which can be used to urge the audience to take their side and to teach discourse organisers to display logic in their writing. The lexical bundles strategy was adopted from Allen (2010) and Pang (2010), who explain that pedagogical approaches to encourage students to use lexical bundles as a part of their writing include raising awareness of how lexical bundles are used. For Pang (2010), teachers should employ scaffolding communicative exercises to practice lexical bundles usage. According to Hammond and Gibbons (2018), in contexts where learners are not supported but are challenged, they face frustrations, insecurities and anxiety. Initially, I introduced them to a web link, www.english-corpora.org/coca that has lexical bundles readily available at the click of a computer mouse. I constructed examples using the bundles from the website. My critical peer observations were that most learners are computer illiterate, and therefore struggle to surf the internet. During the process of observation, I realised that learners were challenged so I had to demonstrate to them how lexical bundles are searched. As discussed in the theoretical background, computer-based instruction acted as a mediation tool, since it provides a number of potential opportunities to enhance content delivery (Mofareh, 2019)

I entered the word 'conclusion' in the search box to find lexical bundles of such a word. Phrases such as 'to reach a conclusion', 'to draw a conclusion' and 'to jump into a conclusion' popped as examples. I taught them referential expressions, personal stance expressions and discourse organisers. Thereafter, I gave them an exercise on lexical bundles (see Appendix 3), then I asked learners to suggest in groups their own personal stance expressions that may be used to convince
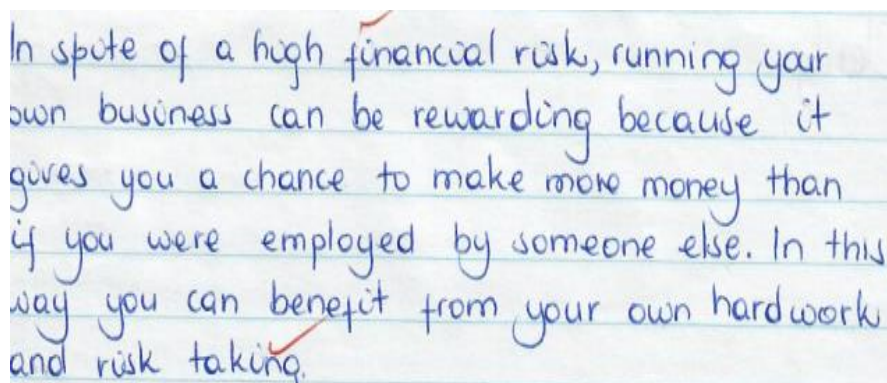
the reader and use such word strings in sentences. After the lexical bundles strategy application, a slight change was noted, for a few of them had used lexical bundles in their post-test (Appendix 14). Even though most learners were reluctant to participate in their groups, most learners could at least apply lexical bundles in their writing (see Appendix 14). As a result, their writing gained flow and clarity. Li and Schimit (2015) purport that lexical bundles can empower L2 writers who face the challenge of not only finding the right words to express their ideas, but also struggle finding the best to present those ideas to give the right impression. Based on the foregoing assertion, the preliminary conclusion could be that the high level of accuracy can be due to the continual process of lexical bundles instruction and application of lexical bundles in writing persuasively. Confirmations of this are seen in the following utterances by S7, S5 and S6.

S7:

When your start own business, you get the opportunities to gain knowledge, that is, you learn more and more. You are not a part of the business, but it is your own which means you have your contribution to all the trade aspects. This condition will result in diverse opportunities to gain desired perceptive about different business function. The more you keep on learning, the more your business will flourish.

S5:

In spite of a high financial risk, running your own business can be rewarding because it gives you a chance to make more money than if you were employed by someone else. In this way you can benefit from your own hardwork and risk taking.

S6:

Being a sole proprietor has been beneficial for almost every business owner. When one is a business owner, he or she has no higher authority above. Business decisions are taken and decided by the owner himself. As a result, business owners enjoy the benefits of not being ordered around in a stuffed office to make tea or coffee for your boss while a heap of doccuments awaits for you. Believe me, I know every one hates to be ordered ordered around, right? One survey taken in the United States by Cox stated that the reason why people decide to start businesses is for them to own themselves.

S5

There is a list of things that worry when starting your own business like, competition, employees, bills, equipment breakdowns and customer problems. We'll agree though, that being the boss, you're involved in all aspects of the business and this situation creates numerous opportunities to gain a thorough understanding of the various business functions.

The interpretation gleaned from the above utterances is that learners are able to use collocates in their writing. S7 has used 'diverse' to qualify the word 'opportunities', and S5 has used the phrase 'in spite of' as a discourse marker used to present two opposing ideas. The last excerpt is a testament that the learner is aware of the personal stance lexical bundle 'believe you me' even though personal pronouns were jumbled. Student 5 also used words like 'we'll agree though'. These quotes exemplify improvement. This illustrates the importance of guided learning wherein the teacher and the learner work together towards a common goal. Subsequent to scaffolding, struggling learners gradually stopped relying on MKO as they work on the next ZPD level. Additionally, learners are able to demarcate academic and spoken language since, in the last articulation, a personal stance lexical bundle is used to convince listeners. It therefore seems that there is a difference between the pre-test and the post-test in the way learners' appropriate use of language (Appendix 14 and 15).

Overlapping with these findings are teachers' observations (Appendix 1 and 2):

T1: *Among all the things I have mentioned, persuasive writing will be highly persuasive when there is a lot of evidence communicated through proper choice of language.*

T2: *They (text analyses) further help them to make writers who manage to deviate their readers' minds to theirs because they know how words are used; they can use emotive language, they can use any language, but the choice of words that they use help them to write their own persuasive writing.*

It could be noted that learners' tendency to underuse hedging devices in their scripted speeches, which lead to authoritative tone, can be corrected through the teaching of lexical bundles (Allen, 2010). It is conclusive that the lexical bundles address clouded expression in writing persuasively, as students learning word bundles resulted in them using clear personal and referential expressions as well as discourse organisers that enhanced flow in their writing.

c) *Good use of connotations*

Premised on the finding that learners use connotations incorrectly and unknowingly, I decided to employ a context clues strategy for them to locate meanings of connotative words while reading. The context clues strategy is a technique in which authors give hints in all kinds of ways to assist

readers to figure out meanings (Snowling, 2016). I adopted the context clues strategy from Pavich (2018), who claims that there are a variety of ways to learn vocabulary, including direct instruction, incidental learning and context clues. Learners were given the task of reading a comprehension and identifying context clues through connotations (Appendix 7). Learners were able to trace examples and synonyms, but managed, to a lesser extent, to find the connotative context clues. This could mainly be because, most of the time, context clues that indicate examples and synonyms are not connotative, and are therefore easy to identify.

I also asked them to orally answer questions on context clues exercises, but most got the answers wrong. This could be seen to emanate from answering without deducing meaning in context (Appendix 10). I collaborated with my critical peers to seek a solution towards that deficiency. They suggested that learners do the task collectively so that they can help one another. Drawing from the theoretical orientation of the study, I then used a collaborative approach for learners to learn how to articulate their ideas clearly, as well as to collaborate on tasks effectively by sharing in group projects (Dewey, 1997). It emerged from my reflection that this strategy is a way of teaching learners vocabulary choices. After a number of lessons on context clues, a change in the use of connotations was noted. Manifestation of this is in the extracts below:

S6
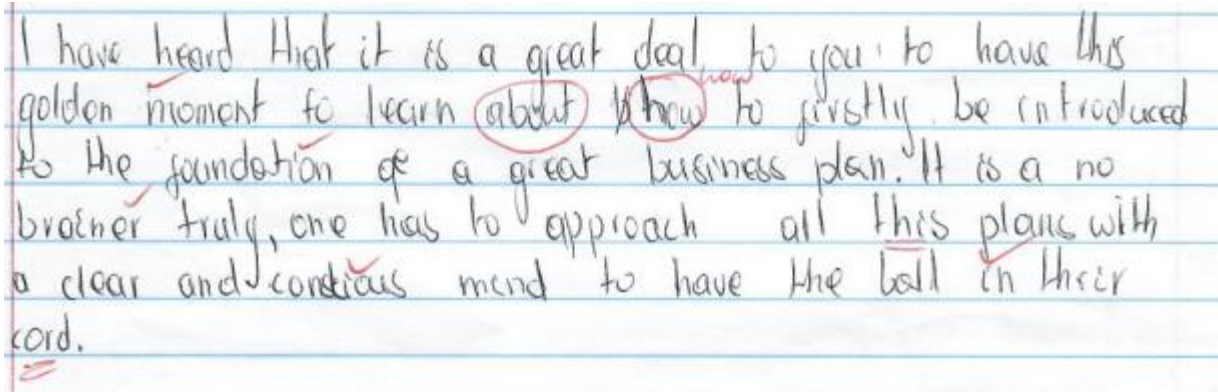
Despite that, when one is into business the benefits of the business in a form of profits are to be owned by the owner. There is nothing breath taking than having to work hard and have sleepless nights then in the end reap the fruits you deserve in regard to your hard work. Indeed, hard work pays off in being into business. So I want to believe that all of us would die to have a big mansion a luxurious car which were purchased with profits from your "own" invented business. There will be no need to dew do a count down before your employee pays you a penny of wages.

S4:

I stand before you all ladies and gentlemen to tell you that; you are all going to make it! Maybe not immediately but absolutely and definitely someday. I see future leaders when I look at you all but to become a business owner you have to hustle, think out of the box and make things happen when it seems impossibly difficult for anything to happen. I know you would agree with me when I say owning a business is one of the easiest things on earth my dear students.

I have heard that it is a great deal to you to have this golden moment to learn (about) (how) to firstly be introduced to the foundation of a great business plan. It is a no brainer truly, one has to approach all this plans with a clear and conscious mend to have the ball in their cord.

S6 used the words 'breath-taking, reap the fruits', while S4 used words like 'think out of the box', all of which are used appropriately in context. S2 uses words like 'golden moment and to have the ball in their court.' The figurative language is used appropriately. The finding is in consistence with Sherman's (2018) view that teaching context clues in a text helps learners to determine the meaning of unknown words and it is a great strategy for those with weak vocabulary. The above articulations are a testament that a context clues strategy is a remedy to unwanted connotations. Premised on the theoretical framework of the study, I used modelling to demonstrate to students how connotative words are manipulated in texts before asking students to employ them in their own essays. I picked a figurative expression from the passage, 'cure the ills of the past', and explained that it means to eradicate the problems the continent encountered in the past (see Appendix 7). Learners attempted to search for figurative expressions in the passage, and they only came up with 'hewers of wood and drawers of water' and 'to tackle the bull by the horn'. The next step was to use the context clues strategy to come up with the meanings of such phrases. It was concluded from a class discussion that 'hewers of wood and drawers of water' means labourers, as clearly stated in line 20, 'Yet all stock exchanges in the world are preoccupied with Africa's gold, diamonds, uranium, platinum, copper and iron ore'. The intensive nature of the scaffolding appears to be the reason why there was a high level of success, because there was equitable support and feedback among all learners. In essence, the context clues technique is a way to teach learners how to deduce meaning in context; therefore exposing learners to context clues informs learners' vocabulary and word choice (Cetinavci,

2014). As a result, the context-clues strategy is believed to train students how to apply connotations in writing, and this strategy seems to remedy unwanted connotations as learners learn how to trace word meanings using subsequent words in paragraphs.

d) Appropriate tone

Tone is one of the linguistic devices expressed through the words the writer selects (Nation, 2001). Learner's use of inappropriate tone that was reflected through wrong choice of connotations prompted me to teach diction analysis and context clues simultaneously. Learners were given a task to identify strong words relevant to the theme of the passage, then deduce meanings and effect of such words. They were asked to use context clues to identify key words and word meanings and then mention the linguistic devices used and the effect words have on the reader (see Appendix 14).

For instance, learners picked phrases such as 'those who have ministered to my happiness', and concluded that it is clarified by the phrases 'when we meet people who thrill us like fine poem' and 'people whose handshake is brimful of unspoken sympathy'. Learners in their groups then aired their views on the tone used in the afore-mentioned lines. Both groups concurred that the words reflect the love that the writer has for her friends and appreciation for the things that the friends do for the writer. Learners mention that the phrase 'solemn nothings' is clarified by the opposite phrase 'bright possibilities'. The merging of diction analysis and context clues strategies was adopted from CIE (2018) and Pavich (2018). CIE (2018) asserts that learners need to establish a basic understanding of how choices of vocabulary create tone. For Pavich (2018), an awareness of context-clues does not only help learners to be better readers, but assists them to write better, too.

In the post-test, learners seem to have improved, since the tone reflected in their essays is relevant to the task given (Appendix 4 and Appendix 15). Learners have generally conveyed a convincing tone through hedging devices, rhetorical devices, adjectives and adverbs. It is within reason to infer that diction analysis and context clues strategies encourage learners to establish a proper tone in their writing, since learners learn how to establish tone from experienced writers as opposed to the one employed in the articulations in (d) above. Below are excerpts showing words used to establish the required tone.

90

S7

On the other hand, starting your own business is very fun. Who does not like being his/her own boss? ~~Or to~~ Who likes being employed and ordered when you can just ~~of~~ start your business? No one. Every business owner is his/her own boss and it is a fact which means all the significant business decisions are wholly in your own hands and you are not dependant on anyone. No one will ever fire you for mistakes. You do not have to answer anyone and you are free to use you intellect for your dealing to make it bloom.

S6

In contrast, being a ~~buts~~ business owner is not for any ordinary person who has no marketing skills and perfect business planning. For one to be a successful business owner, enthusiasm is required, determination is required, no procrastination is required but one has to be a quick thinker. Planning a business if one does not have ablities of an ideal business owner, their dream is to be ~~st~~ shut down with no trace of existance but a trace of debts

Ladies and gentlemen ~~before~~ as I conclude, let us remember that to become a prominent, and successful business owner, education has to be its foundation. Let us continue to strive to be the best in all that we do in our lives and also studies

91

S5

> Being a business owner can be very rewarding. Having the courage to take a risk and start a venture is part of a business minded person. The risk brings with it many advantages like independence, an autonomous lifestyle, financial rewards, learning opportunities, creative freedom and personal satisfaction.

S4

> Before I sum up I say, when it comes to success there is rarely ever a time when luck comes into play, hard work however, it surely always comes into play. There is no greater satisfaction in life than that of hard work paying off and that of knowing you are self made. As I had mentioned, you are all future business owners dream of greatness when others fear it but always know you are followed by competition and also, you are the king of your goals.

S6 has used 'ordinary person' and 'no marketing skills' to establish a negative tone that discourages lack of commitment for one to start a business. S6 has used 'enthusiasm', 'determination' and 'quick thinker' to establish a positive tone. The learner must have used repetition for emphasis, as it can be noted that the phrase 'is required' is used thrice. This technique can also be used to establish tone. Strong words like 'prominent', 'successful' and 'strive' are also employed with the intention to lure students into establishment of business.

S7 has established a positive tone by employing rhetorical questions. Apart from that, he has employed the words, 'very fun' and 'wholly' to establish a tone that urges one to want to start his/her own business.

S5 has established a positive tone through the use of words like 'rewarding', 'independence', 'autonomous' and 'personal satisfaction' to show learners how rewarding owning a business could be. S4 uses words such as 'rarely', 'greater satisfaction' and 'self made' to convince listeners that they have to work hard and not expect luck to favour them.

In consistent with the findings are teachers' perspectives:

T1: *There is no tone that can be achieved without selective use of language that is very persuasive.*

T2: *Normally we choose words depending on the audience that is targeted, and, eventually, they will end up knowing the effect of those words on the audience.*

The findings are confirmed by the Saint Joseph College's (2019) statement that tone is created by the language authors choose to use with the intention of presenting the piece of writing to a particular audience. Flower (2012), in section 3.2.1.1, affirms that tone has to establish a common ground between the reader and the writer. It could therefore be suggested that the writer's failure to use denotations and connotations properly translates into failure to convey a suitable tone and, as a result, readers may be confused and not get the message that is intended. It seemed pedagogically appropriate to employ constructivist strategies that include active learning approaches, as they afford learners an opportunity to learn new words from others. After presentation of the scripted speech, learners engaged in a discussion, sharing words that they believe established tone. Some of the aforementioned words were also mentioned. Matsoso (2018) explains that discussion is thought to enable the learners to engage in meaningful communication. The subsequent section highlights findings from the teachers' interview.

5.2.3 Findings from the teachers' interviews

Findings under diction-related errors were thematised into wrong word forms, poor vocabulary and long-winded sentences.

a) Wrong Word Forms

It emerged from the interviewees that learners fail to use adjectives and adverbs correctly in an attempt to employ emotive language. This confirms study findings of Sardi *et al* (2015) and Handayani *et al* (2019) in section 1.2. The upcoming excerpts are teachers' responses on the type of diction-related errors that characterise the writing of the learners taught by the interviewees. (See Appendix 1 and 2)

> **T2**: *Learners fail to employ emotive language in their writing; hence they fail to fully persuade readers to take their stance.*

> **T1**: *The main reason behind failure to employ emotive language is due to wrong words employed in their writing.*

Consistent with the foregoing assertion is Sajid and Saddiqui's(2015) view that deficiencies in diction result in poor writing style. My observation as a teacher-researcher also reflects that learners skip important words when analysing language used in a text. This is an indication that they are oblivious that the words carry the targeted meaning. Additionally, their pre-tests prove that they use wrong words in their persuasive essays, as elucidated in section 5.2.1 (a) above. The findings could suggest that, in order for learners to use emotive language, adverbs and adjectives have to be selected for how they affect the reader. One could infer that learners have to be taught word meanings and effect for effective persuasive writing.

c) Poor Vocabulary
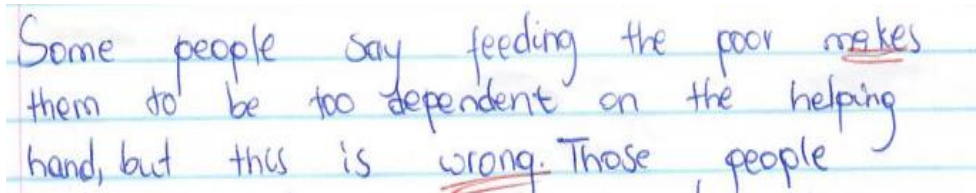
Poor vocabulary emerged to be the basis for diction-related errors committed by students in writing essays. A robust vocabulary is believed to improve all areas of communication inclusive of the written one. However, the interviewees reported that their learners' poor vocabulary contributes to unclear, inaccurate sentences and redundancy in writing.

T1: Learners beat about the bush, for they lack specific words to express themselves on paper.

T2: Lack of vocabulary does not only feature in their writing, but also in their reading, for most of the time they fail to understand what they read due to lack of vocabulary.
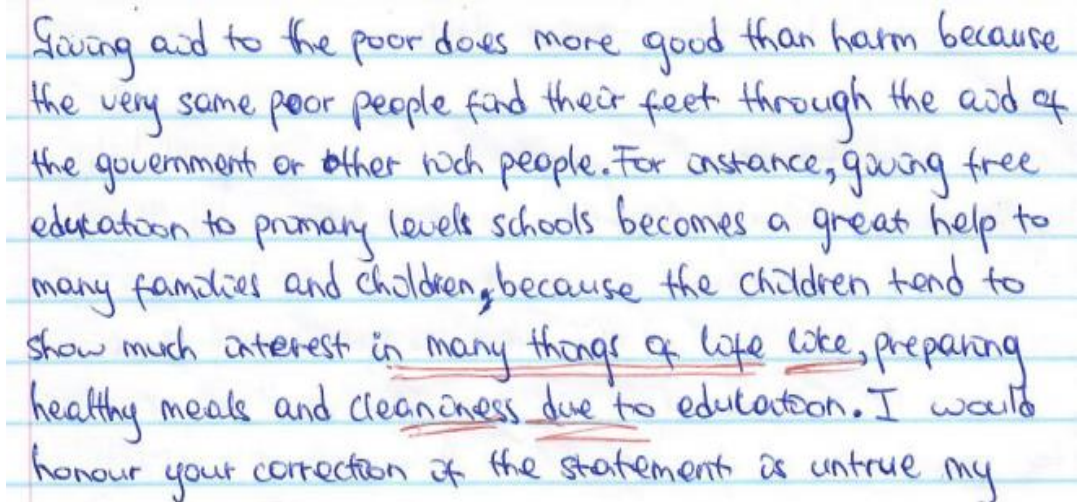
Consistent with the teachers' interviews, it emerged from the pre-test task that learners were given that learners generally lack vocabulary, as is indicated in the following excerpts:

S4:

Some people say feeding the poor makes them to be too dependent on the helping hand, but this is wrong. Those people

S7:

Giving aid to the poor does more good than harm because the very same poor people find their feet through the aid of the government or other rich people. For instance, giving free education to primary levels schools becomes a great help to many families and children, because the children tend to show much interest in many things of life like, preparing healthy meals and cleaniness due to education. I would honour your correction of the statement as untrue my

S8:

> It is a distinct pleasure to be with you today to address the aid to ^the^ poor. As a campaigning politician, I see the importance of discussing or enlighting people about ~~to~~ giving aid to the poor. Some people believe that, it is essential to het aid ~~poo~~ the poor while others condemn giving aid to the poor. Can we really ~~say~~ condone or condemn giving aid to the poor?

S3

> Further more, these aiding will stop more crime rates from shops and other places as the poor will be having in hand what the can put out table at night for their families. Also it will keep them healthy and give them strength and also more motivation of hustling out so they can atleast figure out other needs and wants they may have to satisfiy

S4 has applied vague word choice due to lack of vocabulary. Words such as, 'makes' and 'wrong' could have been substituted with more specific words. S7 also seems to have a problem with vocabulary as she has used the phrase 'in many things of life', which is unclear and inaccurate and therefore does not convey the intended meaning. S8 has a problem of repetition; this is evident in the way the word 'poor' has been repeated. The learner could have replaced the word 'poor' with words like the underprivileged, the needy or the deprived.

Poor vocabulary can mean learners lack words to express themselves. The findings are in line with Alqahtani (2015), who avers that limited vocabulary in a second language impedes successful communication. It could therefore be concluded that reading should be supplemented by writing, because reading and writing are mutually reinforcing acts. This called for a constructivism teaching strategy called diction analysis, in which learners were taught writing through reading and language analysis after the pre-test. My observations on the post-test are a testament that learners' persuasive writing improved after the teaching of reading and writing simultaneously. The comments on the learners' scripts verify improvement (see Appendix 15)

d) *Long-winded Sentences*

Wordiness is one of the limitations in students' persuasive essays. This perception was put forward by the interviewees.

> **T1:** *Learners tend to have vague statements in their writing for two reasons; over-explanation or ambition lead to learners' failure to express themselves.*

> **T2:** *Heavy sentences distort the intended meaning; hence their pieces of writing are sometimes vague.*

The preceding extracts prove that wordiness can seriously detract from the coherence and quality of a written text. Supplementary to the two teachers' responses are learners' pre-test essays, which indicate that long-windedness is a problem to AS-Level English Language learners. This is substantiated by statements such as the upcoming.

S1

Giving to the poor is in favour for the
development of the country as a whole because
aiding them decreases the number of rapists, thieve
suicide and in abolition of contagious desease
that they get from dumps they eat at and
poor dietry they fale; Together We can
that

S7

Would I be lying if I say helping the poor helps them
to improve and become better different people? I know in
many districts especially the ones in the rural areas (Qacha)
the rich people often help the poor by giving them jobs, taking
their children to school and providing them with essential
needs like food, is that the wrong way of living? Let me
tell you my fell fellow Basotho, your neighbour's success is your
success too! Help others with the little you have so that they
can help you too because it reduces the crime rates like
theft.

S10

When My team and I received the invitation to
your school, we were amazed beyond measure. This
is because at your age back in My days we
all were dreaming of employement but I promise
you guys, We wish to have started earlier. I
Studied Criminology and completed My Master's
in 2015 but due to unemployement I had
to be a street vendor selling water, Sweets
and popcorns. My dear brothers and Sisters I
went to tell you today that out there,
only the people who are selling are rich-whether
your are your own boss selling goods or services
you are rich because be people of who are
employed get $ three percent of Profits they Make
while their employers get to enjoy the
Seventy seven percent while chilling at home.

S3

On the other hand, These aids are of good
homor as we can not sit back and watch
a part of us dying as some people say ading
the poor is not helping them to become independent.
But making them more relaxed as they know
that everything will eventually be provided. Not
ading them will be very unfair as we
all know that most of these people have no
jobs, let alone Skills of being hired.

The foregoing extracts indicate that learners tend to write wordy sentences due to lack of vocabulary, and that this results in run-on sentences which distort the targeted meaning. This is affirmed by Robinson (2019) when he states that concise writing involves more than pruning redundancy or avoiding excessive detail because, in some cases, the writer may have no idea

what counts as redundant (see section 3.2). It could be inferred that long-windedness in writing emanates from lack of exposure to diction.

5.2.4 Summative perspectives on the errors committed by learners in their persuasive essay writing

Findings from the students' pre-test and teachers reveal that learners still struggle with diction in writing persuasively. This is also coiled by Sajid (2016) in his study that found that errors of diction are the most recurring errors in students' writing, showing inappropriate use of vocabulary that is not contextualised in the implied meaning of the words used. The following are a sample of errors that emerged from the students' essays: wrong words used, vague word choice, wordiness and unwanted connotations. Teachers mentioned wrong word forms, poor vocabulary and long-windedness as the main errors committed by learners in writing persuasively. However, after the implementation of the diction-related strategies, learners seemed to write with caution to impress the marker. As a result, improvement was noted in students' post-tests, since progress was seen in areas like specificity, language use, connotations and tone establishment. It could be assumed, based on learners' achievements after the interventionthat the teaching of diction seems to be a remedy for deficits in writing persuasively. Section 5.3 below features findings on remedial pedagogic strategies that can be adopted to teach diction in persuasive writing at AS-Level.

5.3 REMEDIAL PEDAGOGIC STRATEGIES THAT CAN BE ADOPTED TO TEACH DICTION IN PERSUASIVE WRITING AT A-LEVEL

This section entails findings on remedial strategies that can be adopted in teaching diction in persuasive writing at A-level. The findings are from data generated through observations of my lessons. I invited to my lessons two teachers of English Language who teach persuasive writing in different schools of thought; one from the school of Mathematics and Natural Sciences while another was from the School of Social Sciences and Languages. They were requested to focus on my execution of the chosen diction instruction strategies in enhancement of persuasive writing.

100

Specifically, I requested them to provide feedback on how I facilitated for: teacher-student interaction, learners' behaviour, instructional methods and, most importantly, how I used the activities to enhance meaningful communication in persuasive writing. The upcoming sub-section comprises of the details of the lessons taught with the purpose of addressing learners' improper diction application in persuasive writing.

5.3.1 Findings from the researcher's lesson observations by fellow teachers

The A-Level teachers of English Language observed the researchers' lessons for how the researcher applied the present diction teaching strategies. The following section features findings from the AS-Level Teachers of English Language' observations of the researcher's lessons.

a) Context Clues Strategy

In one of my lessons, I asked my learners what context clues are, but not a single learner knew. I then explained what context clues are and gave them an example: "Thabang is a smart boy. Although he is clever, he still has to learn a lot from senior students." In this example it was explained that clever is a context clue to the meaning of the word 'smart'. In short, it is a context clue of a synonym. Innaci and Sam (2017) elucidate that context clues are clues that the writer gives intentionally or incidentally in the text to help learners understand difficult or unfamiliar words. Innaci and Sam (2017) affirm that the context clue strategy is a vocabulary learning technique.

From the comprehension passage entitled, 'Helen's views on friends', I asked students to circle unfamiliar words without looking the meaning in the dictionary. I also asked them to guess the meaning of such unfamiliar words in pairs (see Appendix 13). They circled the following words: ministered, fame, immortal, red-letter, thrill, brimful, eager, essence and perplexities. Some words were skipped. From a constructivist view, these practices emphasise the social nature of learning, which enables most students to contribute and exchange ideas. Basically, diction for persuasive writing was taught through reading using the context clues strategy.

Because the context clues are hints found around the unfamiliar words, they are believed to give expansion to students' vocabulary knowledge and understanding without the use of a dictionary

(Almunawaroh, 2016). The objective of the context clues-based lessons was to improve students' reading comprehension and vocabulary for enhancement of writing persuasive texts. The expectation with vocabulary learning was for students to know the meaning of words and also retaining them for future use. Introducing the context clues strategy was meant to help learners understand new words they come across. As affirmed by Murcia and Olshtain (2000) and Tuan (2012), reading plays a decisive role in the development of writing ability, for reading appears to be an essential pre-condition to produce good writers.

After being introduced to context clues, learners were given a persuasive comprehension extract and were asked to select strong words and deduce meanings of such words. Then learners were left to discover word meanings on their own. The discovery-learning method is a constructivist-based theory, since it is based on the idea that students construct their own understanding and knowledge through experiencing things and reflecting on those experiences (Bruner, 1961). This action is consistent with Snowling's (2016) declaration that using a contextual approach to diction instruction provides greater vocabulary gains compared to lessons that emphasised learning word definitions. To this end, I employed the discovery method to afford learners a chance to engage in text-analysis using the context clues strategy to discover words that greatly impact the message intended by the writer and to therefore be able to apply effective words in their own persuasive essays.

It emerged that some learners could not identify the key impacting words, and inferring what the unknown words mean was therefore even more problematic. This is an indication that learners are unfamiliar with diction application instruction. Failure to identify key words used translates into failure to apply appropriate words in writing. This view is in alignment with Cameron's (2001) view in section 1.2, postulation, that diction is one of the knowledge areas in language that plays an important role in learners' acquisition of proficiency in language. I went back to plan on how to remedy the aforementioned deficiency and I then modelled again for them a context clues strategy to enlighten them on how context clues can be traced for word meaning deduction. Most learners could grasp how context clues are traced in a text from this lesson. It seemed reasonable to conclude that the abovementioned impediment forms part of their ZPD level, at which some skills can only be attained through the help of the knowledgeable other

(Vygostky, 1978). From my end-of lesson self-evaluation, I noticed a difference; learners could now guess word meaning from passages using the context clues strategy.

b) Diction Analysis Strategy

When analysing diction-specific words or short phrases that seem stronger than others, the meaning and the impact such words have on the writer is provided (CIE, 2018). Based on the fact that AS learners are already familiar with text-analysis, it was easy to draw their attention to diction analysis, during which they were taught to disregard other stylistic and structural devices. Learners were probed for their prior knowledge of diction. It seems that they were aware of what diction is since, in their responses, they associated diction with lexis and word choice. They also mentioned linguistic and literary devices associated with diction. Language techniques like metaphor, simile, personification, metonymy, synecdoche, parallelism, oxymoron and repetition were mentioned as other types of literary devices that can be employed for words to have a certain impact on the audience. White (2017) explains that language analysis refers to how a writer conveys his ideas through language techniques, such as figures of speech, tone and word choice.

The learners were asked to brainstorm how they analyse diction in a text when they write a commentary paper. Some of their responses are that, when analysing diction, one picks strong words, mentions the type of the literary or linguistic device used and that one has to mention the effect of a literary device used on readers. The details mentioned were a testament that they are familiar with diction analysis. Alluded to the theoretical background of the study (ZPD), learners are proximal to mastering diction-related skills in text analysis, but still portrayed deficiencies in that they struggled to apply such skills in their persuasive writing tasks they performed in the pre-test.

Learners were given the task to comment on the ways in which language is used to convey the writer's feeling through a group discussion (see Appendix 9). It was believed that, with the guidance of the MKO, learners would improve in diction analysis. In their responses, words such as 'skittering', 'fumbled', 'provoke' and 'freezing' were mentioned, as was their effect on the reader. The objective of the lesson was to teach diction application via language analysis so that

103

learners can learn how to apply diction appropriately in their writing. According to Gould and Rankin (2019), in teaching language analysis learners learn what language and style means in the relation to written texts, identify linguistic devices and develop ways of exploring language as a reader and a writer. Undertaking the task seemed to be easy since learners were able to pick strong words that engaged the attention of the audience. Learners mentioned the phrases 'fought the waking', 'small stoppage' and 'brittle yips' as strong words, and mentioned how such words have an impact on the audience. The execution of the task was in line with CAIE's (2018) position (section 3.4.2.3) that diction analysis enhances language skills, since learners learn the ability to appreciate how texts are shaped by word choice, and acquire skills for their own writing. This constructivist strategy (learning writing skills through reading) for teaching diction in enhancement of persuasive writing seems relevant, as it afforded learners the understanding of how words with certain effect affect the reader. As a result, learners learned how they could apply words effectively in their own pieces of work. The constructivist theory on which this inquiry is benchmarked advocates learner-centred approaches; therefore, adoption of constructivist theory guided me towards deciding strategies that develop writing skills. In affirmation of the foregoing view, Cheng, Chan, Tang and Cheng (2009) articulate that knowledge is constructed by learners through an active, mental process of development, and that learners are the builders and creators of meaning and knowledge.

c) Lexical Bundles Strategy

Learners were taught lexical bundles for their relevance in diction application in a discourse. In spoken or written registers, lexical bundles act as functional frames that signal to the listener or readers how they should interpret the coming information (Neely & Cortes, 2019). Because these units of language contribute to the linguistic make-up of specific registers, they can be important indicators for determining the success of language users within discourse communities (Allen, 2010). Therefore, learners need to assimilate appropriate use of lexical bundles in order to create effective and successful register-convergent discourse. In one of her lessons, the researcher asked learners what lexical bundles are, but learners did not know the answer. Then the lecture method was used to introduce lexical bundles to the learners. By using lecture method, information can be clearly explained by the teacher and can accommodate all students with various levels of ability (Zakirman, Lufri & Khairani, 2019). Hyland (2008)

affirms that the absence of lexical bundles in a text reveals lack of fluency of a novice language speaker.

Most learners were inactive in the class discussion, and those who did participate mentioned wrong words for lexical bundles. The researcher had to scaffold in order to assist learners to grasp what lexical bundles are. To substantiate the fact that learners were not familiar with lexical bundles, learners got most answers wrong (see Appendix 12). For the first question, most of the learners provided 'give attention' as their answer. It emerged from the post-lesson reflection that learners performed badly due to unfamiliarity with the concept. The conclusion drawn was that AS-level learners were never taught word associations.

A link that leads to attainment of variety of lexical bundles was shared. The activity was meant to correct learners' use of wrong words in word string application in sentences. At the click of a button, learners were able to access collocates, synonyms and matching word strings. Learners began to be interested in participating, for they could now easily access lexical bundles deduced from words of their choice. The use of a technological device in teaching lexical bundles is referred to as a mediation tool, which Mustafa *et al* (2019) believes is a means by which human external activity is aimed at mastering and triumphing over reality (section 2.5.2). I modelled using the word **conclusion**. The following clusters appeared: **jump to conclusion, draw a conclusion, with the conclusion** and many more. This finding is confirmed by Khan (2019) in section 3.4.2.2 that the web page offers a series of three to four word clusters. Reflecting on this activity, it surfaced that learners were not only interested by the interactive nature of the lesson, but were also able to accurately construct their own bundles that could be used to show a personal stance in persuasive writing.

5.3.2 Findings from the teachers' interviews

In response to how the two teachers of English Language teach persuasive writing, the following strategies were present: exposing students to language varieties, teaching students extensive use of adverbs and adjectives as well as exposure to diction used in different genres.

a) *Exposing students to language varieties*

The two English Language educators believe that exposing students to language varieties, such as tone, purpose, audience and context, is key in the introduction of diction for essay writing purposes. For example:

> **T1:** *In teaching diction for persuasive writing, the first thing I normally do is to expose students to language: varieties of language that language is determined by context, audience, language is determined by purpose and, therefore, we move to a point where we look at different contexts, persuasive contexts, informative contexts, we look at descriptive texts and narrative texts.*

> **T2:** *The most effective strategy is to let students [...] develop the skills of analysing a variety of texts. That is persuasive texts. This analysis helps them to discover that writers choose to use some language devices to persuade readers to take their stance and that lexical choices that are used are aiming at targeted audience and context. This analysis helps them to employ such choices in their own writing.*

This view is substantiated by Rymes (2020), who states that the purpose of language analysis is to identify the persuasive rhetorical devices used by an author of a specific piece of writing. In alignment with my reflections, diction analysis seemed easier. Since text analysis and commentary form the basis of English Language (9093), both teachers view text analysis as the basis for teaching diction in order to enhance students' ability to use a variety of lexical choices in their essays.

b) *Teaching the use of adverbs and adjectives*

The Advanced Level educators perceive teaching adjectives and adverbs as the basis for teaching emotive language for persuasive writing purposes. This view is refuted by Shi Jian (2010) who discourages emotional appeals in writing due to the observation that too many emotion-laden expressions can distract the attention of the audience (vide 3.4.1.4). However, the teachers' observation on the importance of teaching the use of adverbs and adjectives is in accordance with Shen's (2014) belief that, by addressing their feelings about a particular subject, the audience is put in a suitable mood. For instance:

> **T1:** *I normally teach them application of emotive language through extensive use of adjectives and adverbs.*

T2: Exploring diction that exposes the attitude of the writer; that is, teach them words such as adverbs as they modify people's actions and their behaviour.

The finding echoes Lamb's (2020) statement that, while adjectives are describing words while adverbs are words that modify verbs, both are often used to make the reader feel a particular way about an issue. From my personal reflection, asking learners to guess word meanings and the effect of such words on the audience seemed to be an interesting activity, as learners were able to critically explore words and come up with their own understanding of words and effects of words (see Appendix 8 and 9). The discovery learning method afforded learners an opportunity to critically analyse words. Ilmu (2016) affirms that discovery learning is a learning method that encourages students to ask questions and formulate their own tentative answers while deducing general principles from practical examples. This finding indicates that the teaching of a variety of adjectives and adverbs instils in learners the ability to fully persuade the readers to take the stance of the writer.

c) Text analysis

Text analysis, or diction analysis, emerged as one way of teaching diction for persuasive essay writing. Both teachers expressed their view that, upon analysing texts, learners search for key words with which they need to identify the effects of of language on the audience.

T1: I also bring samples of texts so that we analyse. We try to go through such texts to look at the language features to find out what type of diction has been used here and why.

T2: That one of text analysis, it helps a lot because text analysis mostly deals with the writer's choice of words; why the writer has chosen such words. Because, most of the time, when writers write it is because they have a purpose to achieve.

This substantiates Gould and Rankins' (2014) claim that an effective analysis does not only involve using correct terminology in pointing out a language feature, but also involves commenting on the meaning and effects of that particular feature (vide. 3.7.3). Learners were engaged into language analysis group tasks in which they picked strong words and then mentioned the linguistic devices linked to the words and the effect of such words on the reader

(see Appendix 7, 8 and 9). It was believed that, by exposing them into text analysis, learners would learn how words are manipulated to evoke the readers' emotions. It could therefore be concluded that learners have to be introduced to diction analysis in order to acquire word management skills for writing persuasively. Premised on the theoretical background of the study, namely social constructivism, it was reasonable that learners engage into reading collectively in order to learn word management for writing persuasively. This view is consistent with Barron's (2000) assertion that, on average, group work leads to better learning outcomes than individual work.

5.3.1.4 Summative perspective on the researcher's lesson observations

From data generated through the researcher's lesson observations, it is evident that learners are not familiar with two diction instructional strategies, namely context clues and lexical bundles. Rather they are familiar with diction analysis, as the syllabus demands them to engage in text analysis. Irrespective of that observation, it seems that the adopted diction instructional strategies are effective for addressing learners' diction deficiencies if applied continually. The adopted strategies are in line with the social constructivism theory, which was discussed in section 2.2.1. Next is a section on the lessons learned from pedagogical practice for personal professional development.

5.4 What types of diction-related errors do post-high school students make in persuasive writing?

This sub-section explores the types of diction-based errors found in students' persuasive essays. Academic writing is one type of persuasive writing that has been researched mostly in institutions of higher learning, and literature indicates that diction-based errors are still found in university students' essays (Matsoso, 2007; Sardi *et al*, 2015; Sajid, 2016; Handayani *et al*, 2019). In a study undertaken by Sajid (2016), it was discovered that most frequent errors in students' academic essays are diction errors, with 21.50% of errors belonging to this category. In consistence, Handayani *et al* (2019) contend that most of diction errors found in their research were not only in the use of the verb, but also in the wrong choice of noun. Despite the fact that

university students are expected to show more advanced writing skill, they still commit errors in their theses. Unlike other researchers, whose focal point is diction as a productive skill, Matsoso (2007) focuses in diction as a receptive skill, as she identifies diction deficiency as problematic, especially in attempting tasks. The implication is that, generally, students apply diction inappropriately in tertiary academic essays due to lack of diction awareness.

Among others, research had to be established to identify types of diction-based errors committed by pre-university students in their persuasive essays in order to remedy such challenges. In this study, learners wrote a test on persuasive essays where diction challenges were noted for their communication interferences. Learners also engaged in writing to different audiences in different contexts for diction-based error analysis through the support of the MKO, as social constructivism forms the basis of this study. Analysis of errors on students' essays afforded me insights on error type-based remedial strategies that I would need to employ. Conclusions were drawn on the rectifications for future adoption in facilitating proficiency in writing persuasively leading to the betterment of my professional practice. Reflections were done to determine the effectiveness of the suggested teaching strategies that eradicate diction challenges, and this activity derived suggestions on the appropriate remedial strategies used, and lessons learned, for professional development.

Documented scholarship has explored diction errors found in students' academic essays, and those that cause hindrances in attempting other academic tasks. Some of the errors established are errors in choice of verb, noun, adjective, verb phrase and adjectival phrase, and this limitation extends to failure to interpret task-focusing verbs in writing academic essays (Matsoso, 2007; Sardi *et al*, 2015; Sajid, 2016; Handayani *et al*, 2019). The reviewed literature reveals that such diction deficiencies are displayed by teachers as well. Seemingly, what remains unknown are the pedagogic strategies that could be employed in eradicating diction impediments in both learners and future educators, and the role that diction plays in enhancement of persuasive essays. The afore-mentioned postulations about the L2 learners' lexical incompetence imply the need to analyse my learners' word choice in writing persuasive writing with the aim of identifying the nature of errors my AS-level students commit in writing. I identified vague word choice, wordiness, and wrong word errors from students' persuasive essays, and then I planned

my lessons in such a way that diction-based instructional strategies were employed to eradicate a myriad of errors noted in students' essays.

5.5 What are lessons learned from pedagogical practices for improvement of my personal professional practice?

The researcher has learned a number of lessons from this action-oriented study, to which reflections from teachers' interviews, observations on the researcher's lesson and analysis of students' essays contributed. The upcoming section is a personal reflection on the teaching strategies employed.

5.5.1 A personal reflection on teaching strategies employed

Featured in this section is my reflective perspective on the application of the remedial pedagogic strategies in order to infer on their effectiveness on the enhancement of persuasive writing.

5.5.1.1Context-clues

Learners were given persuasive comprehension passages and were asked to search for context clues in groups. This collaborative mode of learning is in advocacy of social constructivism theory, as stipulated in section 2.2.1 by Kim (2001), which posits that knowledge is a shared rather than an individual experience. My intention of grouping the learners was for them to learn from one another. I recorded the activities in order to enable post-lesson reflection. I had three groups, so it was easy to move around them to find out whether all students were engaged in the activity.

It emerged from my reflective journal that a context clues strategy enhances word learning and comprehension in reading. Learners were able to understand paragraphs they were reading because they were backed by the hints the writer had given that simplified the passage. All the groups were able to identify the context clues and explain the contents of the paragraphs. However, learners could not produce context clues in their own persuasive writing. It can be concluded, based on the preceding reflection, that though context clues are helpful in teaching word meanings, it is not easy for novice writers to employ them in their written essays. Therefore, a context clues strategy is one of the word learning techniques effective in word learning and learning comprehension in reading. This reflection is in accordance with Snowling's (2016) postulation that context clues provide greater vocabulary gains as opposed to

learning word definitions. Contextualised word learning seems fundamental in learning word management in writing.

5.5.1.2 Lexical Bundles

A lexical bundles strategy is another remedial pedagogic approach I employed with the aim of teaching lexical priming or word associations for improvement of word choices in students' persuasive essay writing. The reason I employed the lexical bundles strategy was to teach word strings, as lexical bundles serve as building blocks of a typical discourse. After learners were unable to give a definition of a lexical bundle, I used an instructional scaffolding approach to demonstrate what the lexical bundles are. This activity resonates with Silver's (2011) philosophy that a teacher that scaffolds their instruction unfolds new material slowly and builds support into their teaching (vide 2.1.3). A link was shared with learners and the internet was surfed to find words' collocations, synonyms and antonyms. However, the focal point of the word cluster-oriented lesson was the teaching of stance expressions, discourse organisers, referential expressions and special conversational functions. Modelling as an instructional scaffolding technique seemed to be working, since initially learners provided words which are not lexical bundles but, after modelling, they could give examples of lexical bundles.

As one of my reflections on this strategy, it was discovered that the approach is ideal for teaching discourse organisers, stance expressions and referential expressions for clarity and flow in persuasive writing. It emerged from learners' essays that the strategy worked towards clarity and coherence in their writing. For example, in the pre-test learners' work was so disorganised that they could not use referential and stance expressions to convince the target audience. However, after the introduction to lexical bundles strategy they displayed logic and flow in their post-test. It is therefore within reason to conclude that lexical bundles assist learners in word management when writing especially persuasively. The perception is in line with Meunier (2012) finding that lexical bundles are important because they are necessary for appropriate, fluent language production (vide 3.7.2).

5.5.1.3 Diction analysis

The learners were involved in group work in which they read a persuasive comprehension passage to analyse and comment on the language used to persuade the readers. Through diction analysis, learners were learning how words should be manipulated to evoke the attitude of the reader. Since they are familiar with text analysis, they were able to spot striking words and to mention the effects of using such words. In the interview session that followed, both teachers asserted that diction analysis is assistive in learning word management, since learners do not only define words but also mention effects of such words. The interviewees' assertions confirm Gould and Rankin's (2014) views stated in section 3.7.3 that diction analysis involves commenting on the meaning and effects of words. The teachers further expressed that diction analysis exposes learners to language used in different genres and contexts, thus making it easy for learners to apply such diction in their own persuasive essays.

Reflections on the pre-test revealed that learners were not very proficient in writing their essays prior to any diction analysis awareness, but improvements were noted in the post-test, since learners were able to use striking words to convince and persuade their readers. This is an indication that a repetitive instruction of diction analysis can contribute in eradicating diction-based errors that lead to a shortfall in persuasive writing. This reflection is affirmed by CAIE's (2018) statement in section 3.4.1.3 that diction analysis enhances life-long learning skills, since learners acquire skills to produce their own persuasive texts.

5.6 SUMMARY

The chapter features data presentation, data analysis and interpretation of data on the role of diction in enhancement of students' persuasive writing, as well as the implications for the AS-Level syllabus' inclusion of diction and its role in writing. In addition, data in diction-related errors committed by AS-Level students in writing persuasively and remedial pedagogic strategies that can be adopted to counter said errors were presented. The chapter also entails the lessons learned by the researcher for personal professional development based on the personal reflections. Premised on the findings discussed in this chapter, the researcher will then draw conclusions and present recommendations of the study in the next chapter.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.0 INTRODUCTION

This chapter deals with the conclusions drawn from the findings with regard to each research question. The conclusions are then translated into the recommendations. Study limitations and suggestions for further research also feature in this chapter. This study investigated the role of diction instruction in the enhancement of students' persuasive writing. The inquiry is action-oriented and a critical self-study that was conducted in an Advanced Subsidiary Level class at a particular school; therefore, its findings are confined to the school at which the researcher teaches.

6.1 CONCLUSIONS

In this section, conclusions are organised by main findings per research question.

6.2 CONCLUSIONS PERTINENT TO FINDINGS ON THE ROLE OF DICTION IN PERSUASIVE WRITING

Pertinent to the first research question, the following emerged as themes:

a) Clarity

The teachers of English Language disclosed that diction enhances clarity in persuasive writing. This is because the motive behind writing persuasively is to convince the audience of a certain proposition. It emerged that diction serves to carefully define the purpose and enhance the logical organisation of paragraphs and precision. Nation (2001) asserts that clarity is a result of critical thinking, logical development and exact diction. It can therefore be concluded that the two teachers of English Language view diction as the basis for clarity, in that diction serves the role of convincing the audience, defining purpose and enhancing the logical organisation of paragraphs.

b) Credibility

The teachers of English Language reported that diction serves as a driving force of highly emotive language that arouses credibility of the writer. The general view is that credibility of the writer can only be achieved through effective lexical choices. A writer's credibility can be strengthened or weakened by how the message is delivered (Shen, 2014). Further, Shen 2014) explains that, in writing, writers can also appeal to the audience's senses by using specific and concrete words or by using figurative language and emotive language to present word pictures. A conclusion that can be drawn from this finding is that there are many strategies that can be used to establish credibility of the writer through lexical choices. It is within reason to conclude that credibility of the writer is important, since a written text is pointless if it does not appeal to the target audience.

c) Tone

Findings reveal that the writer's choice of words establishes tone. One of the respondents explained that, in writing persuasively, the writer has to employ a conversational tone to attract the readers. Further, Connell and Sole (2015) posit that persuasive writing engages the hearts and minds of the readers through emotional appeals. Along similar lines, Rappaport (2010) emphasises that tone is set by the author's attitude toward his characters or subjects and conveyed by the words and the literary techniques employed. This finding points to the conclusion that tone is an essential component of persuasive writing and, therefore, an essential component of a well-written text. Tone must be consciously incorporated by writers into persuasive writing; by doing so, writers encourage readers to pay more attention to the text and entice readers to ultimately take the stance of the writer. The upcoming section is on conclusions related to diction-based errors committed by AS-Level students.

6.3 CONCLUSIONS RELATED TO DICTION-BASED ERRORS COMMITTED BY AS-LEVEL STUDENTS IN WRITING PERSUASIVELY

The second research question for this study was to investigate diction-related errors committed by AS-Level students in writing persuasive essays. The errors that have been discovered prior to

diction instruction lessons are that learners utilise wrong words, vague word choice, wordy sentences and unwanted connotations in their writing.

6.3.1 CONCLUSIONS ON THE PRE-TEST

a) *Lexical errors*

Wrong word usage was one of the errors committed by learners in their pre-test essays. This predicament was noted in the pre-test results of students 1, 5 and 4 (see Appendix 14). Lexical errors committed by learners were noticeable, as their pieces of writing lead the reader to misunderstanding the message intended. Amin (2014) states that lexical errors are the most frequently occurring category of errors in written English. Since learners were not conversant with diction, the quality of their persuasive essays was not in line with the recommended academic standards of AS-Level. The weakness was solved by collaborative peer learning and the notion of the MKO, which Vygostky (1978) articulates facilitate communication skills, critical thinking, reflection and intrinsic motivation. Premised on the finding, it is arguable that teachers who are currently teaching the AS-Level seem not to emphasise diction well enough for learners to be cautious of lexical errors in their writing. Based on this discovery, it is within reason to conclude that wrong choice of words leads to lexical errors that impede communication, and that such impediments can be remedied by collaborative peer learning.

b) *Vague word choice*

Findings reveal that vague language is one of the challenges learners faced prior to the intervention. The language that learners had chosen is very limited in its expressive power (Kyburg and Morreau, 2014). It is therefore reasonable to draw a conclusion that learners lack of vocabulary, or specific words, and that this lack leads to the use of vague words that hamper communication in writing. It makes reasonable sense to assume that vocabulary teaching is not encompassed in teaching word management in writing, hence learners are less expressive in their essays.

Additionally, from the pre-test results, it appears that students 1, 4 and 5 struggled with wrong and vague word choice before the intervention (See Appendix 14). The mistakes that they committed were an indication that they lack knowledge on word choice. However, in their final evaluation work, there were minimal mistakes. For example, they appear to display flow in their

writing, as word choice errors are now insignificant. This proves Abtahi (2015) view that, in order for learners to learn, the more knowledgeable others must assist in facilitating knowledge. This is in line with Vygostky's notion of scaffolding, which Mercer (2000) and Wells (1999) also concur with, stating that it is not just any assistance which supports learners to accomplish tasks, but it is some sort of help that enables learners to carry out tasks which they would not have managed on their own. Grounded on the findings of the study, it is reasonable to conclude that mediation plays a key role in the learning process. Therefore, the teacher's role in learning should never be compromised.

c) *Wordiness*

Wordiness surfaced from the findings as a challenge in learners' persuasive essays. The finding is expressed by Gulani's (2012) statement that a wordy writing style discredits novice writers, while an easier-to-understand paper gives its author far more credit. Learners displayed their diction incompetence by writing a list of items or phrases instead of writing one word that is comprehensive of all the items mentioned. It is therefore conclusive that learners were never taught how to replace phrases or clauses with a specific adjective.

As evidenced in students' pre-test, student 7 and 3 have written long-winded paragraphs with run-on sentences. However, in their final write ups, the learners' work portrayed precision and specificity and appropriate language use (Appendix 14). This aligns with Vygostky's (1978) assertion that learners are challenged within close proximity to their current level of development. Therefore, by encountering a successful completion of challenging tasks, learners gain confidence and motivation to embark on more challenging tasks. It could therefore be conclusive that a teacher's role of being a facilitator should be in a manner that ensures that learners are supported from one ZPD level to another.

d) *Unwanted connotations*

Findings point to use of connotations as problematic in students' persuasive writing. This resulted in the unintentional change of tone. This finding confirms claims made by Kamps *et al*

(2015) in section 1.1 that word choice is more notably governed by who is saying what, to whom, when and why. Unwanted connotations cause clashes between the message intended and the listener since words can come out wrong due to the use of unwanted connotations. The researcher believes that learners are not taught the relationship between tone and word choice in enough depth, especially when it comes to connotations.

Emerging from data generated, it is evident that learners applied superfluous connotations in their pre-test persuasive writing. Learners used connotative language that seemed inappropriate in that context, since the words they used are rather harsh and evoke unnecessary emotions. After the intervention, the learners were able to understand the cultural implication of speech communities by using diction analysis and context clues as mediation tools. Learners were guided and supported by the teacher and more knowledgeable students to analyse diction and to trace context clues. Improvement was evidenced in the post-test scripts of S6, S4 and S2 (Appendix 14). In consistence, Vygotsky (1978) avers that complex knowledge is well regulated by the social space from which learning takes place. This insinuates the importance of the more knowledgeable other. In the same vein, Vygostky confirms that the MKO is a person who has the expertise to authoritatively render the appropriate help through modelling to learners who are in the ZPD. It is therefore within reason to conclude that learner support is important to solve language impediments caused by lack of exposure to language implications.

6.3.2 CONCLUSIONS BASED ON THE POST-TEST

a) *Precision and specificity*

After the intervention, learners' essays improved, since they were more precise and specific. This is confirmed in section 3.3.1.2, where it is explained that specific words are more informative and expressive and can make writing clear and striking. From the observations and the findings, mediation proved to be playing a key role in the learning process. This was evidenced in students' final evaluations, where learners scored more marks after attaining countless ticks for using specific words. Having a chance to surf the internet to discover lexical bundles, word associations and synonyms assisted learners to quickly access word strings that can give their persuasive essays clarity. This view is affirmed by Mofareh (2019), who asserts that technology

117

is a mediation tool that affords a number of opportunities to enhance content delivery. In the same vein, Mataka (2018) insists that, in some instances, computers can provide the necessary assistance to ensure that learners navigate their way out of the ZPD. It is within logic to conclude that technological devices can help learners to grow, navigate and discover new things. As a result, it is helpful in encouraging autonomy of learners in learning English language.

b) *Appropriate language use*

Subsequent to the lexical bundles strategy in rectification of inappropriate language use, findings indicate an improvement in language use. Before mediation, learners such as S4, S5 and S8 applied vague word choice in their persuasive writing, and that hindered communication since words used were unspecific and imprecise. In consistence with this finding, Allen (2010) asserts that the absence of lexical clusters in communication might reveal lack of fluency of a novice writer. Lexical bundles were employed as the mediation tool in order to remedy imprecision and enhance direction of readers in writing, and they seemed to ultimately assist learners in writing fluent persuasive essays. The improvement was evidenced in the script of S5, who initially grappled with using straightforward language in the pre-test (Appendix 14). This proves Vygotsky's (1978) argument that thought development is determined by linguistic tools of thought and by the social experience of the learner. It can therefore be concluded that lexical bundles as a mediation tool enhance naturalness and competence in a language.

c) *Good use of connotations*

In an attempt to remedy unnecessary connotations, I applied the context clues strategy. The post-test reveals that learners improved in using connotative language, since they were able to learn how both connotations and denotations are used in writing through context clues. Rao (2017) explains that, generally, words can be used for positive or negative connotations depending on a contextual situation. The use of connotations was learned through peer assistance and scaffolding, since learners learned from one another in their respective groups how to trace context clues in a text. The observations of the two teachers of English Language point out that success was brought by scaffolding and collaborativeness that transpired in the researcher's class. In support, Kim (2001) positions that collaborative learning is effective in a ZPD-grounded

classroom. It could be conclusive that, through peer assistance and scaffolding, learners learnt how words are used connotatively in order to evoke positive attitudes of readers.

d) Appropriate tone

The ability to establish tone surfaced as one of the learners' achievements. The last test outcome is a testament that learners' tone was relevant to the targeted audience since learners (S7, S6,S5 and S4 as seen in Appendix 14) were able to use a formal tone relevant to the public audience. The finding is concurrent to Shen's (2010) position that tone enhances better understanding of the writer's purpose for writing. If learners master the application of persuasive tone in their essays, then their essays will be more comprehensible and the purpose will be clear. Language as a psychological tool was analysed in order to unpack language implicatures that unravel tone used in texts. More so Vygostky (1978) pronounces that higher individual cognitive functions are mediated by language as a psychological mediation tool. It could therefore be concluded that mediation tools, including language, play crucial roles in the formation of human intellectual capacities. The upcoming section is on conclusions on teachers' interviews.

6.3.3 CONCLUSIONS ON TEACHERS' INTERVIEWS REGARDING DICTION-BASED ERRORS LEARNERS COMMIT IN WRITING PERSUASIVELY

a) Wrong word forms

The two interviewees concur that learners have a tendency of writing wrong word forms in their sentences when writing persuasive essays (Appendix 1 and 2). This is indicated by Handayani *et al* (2019) in section 1.1, who state that the findings of the study point to wrong choice of word forms. It may be concluded that diction instruction has to address the teaching of individual words and the effects that such words have on the impact of the readers' emotions. It could be noted that single words form the basis of emotive language; therefore, individual words of different forms have to be dealt with first to avoid mother tongue interferences and misspelling.

b) Poor vocabulary

It emerged from the interviews that poor vocabulary is the source of imprecision and redundancy in writing (Appendix 1 and 2). However, Ahmed (2013) indicates that teaching vocabulary challenges many teachers. This led to the researcher engaging students in intensive reading, which the researcher believed is more beneficial than extensive reading as it allows learners to have an opportunity to critically analyse word choice used by reading passages word by word. It could therefore be reasonable to conclude that teachers' role in a classroom should be that of a facilitator rather than an overseer; hence the researcher applied instructional scaffolding in her teaching. It could therefore be concluded also that if learners engage in diction analysis through intensive reading, they would improve their vocabulary, and then their word choice would be made with caution and would serve the purpose of writing.

c) Long-windedness

Long-winded paragraphs emerged as a challenge to the Advanced Subsidiary learners. Among the speculations of the interviewees was the assertion that learners' work is clustered with vague statements and run-on sentences. This finding is in line with Nation's (2001) postulation that novice writers have a tendency of repeating statements in their writing (vide 3.3.1.2). This limitation was also noted in student 1's, 7's and 10's pre-tests. To rectify long-windedness in students' writing, the researcher used lexical bundles as a mediation tool that encourages concision. Similar sentiments are echoed by Dontcheva-Navratilova (2012), who posits that lexical bundles function as discourse frames for the expression of new information. It could be noted that student 7 improved, since her work was classified under those whose essays were precise and specific. Based on the findings, it seems reasonable to conclude that learners have to be taught to write specific words, and that this demands that they widen their vocabulary so that their word choice in persuasive essays becomes accurate and convincing.

The upcoming section is on conclusions pertinent to findings on remedial pedagogic strategies that can be adopted to teach diction in persuasive writing at AS-Level.

6.4 CONCLUSIONS PERTINENT TO FINDINGS ON REMEDIAL PEDAGOGIC STRATEGIES THAT CAN BE ADOPTED TO TEACH DICTION IN PERSUASIVE WRITING AT AS-LEVEL

The second research question for this study was based on the strategies that teachers of English Language can employ to teach diction in persuasive writing. The study revealed the following teaching and learning strategies that can be used by both teachers and learners for diction acquisition in order to enhance persuasive essay writing.

6.4.1 Context clues technique

The diction-based challenges that learners faced in writing persuasively influenced my decision to explore a context clues technique to alleviate such challenges. Indeed, context clues are applicable in reading, but it is also a skill with which learners can learn word meanings and word effects in writing. The findings on the use of context clues in learning word choice are reported in section 5.3.

The researcher and the critical peers viewed collaborative learning as the effective way of teaching context clues for word choice learning, since learners were able to help each other in tracing and deducing meaning of words in a passage. This finding is in consistence with Matsoso's (2018) statement that constructivist teaching and learning approaches impact positively on the education sector, as they improve learners' independence, among other advantages. Alluded to in section 2.8 is the perception that pairing learners who display diction-based challenges with the more knowledgeable other enhances support to those with diction deficits. With reference to the context clues techniques, it was concluded that it is not an easy task to locate word meanings without the help of the knowledgeable other, as it has been shown in section 5.3.1 that inability to grasp word meanings without assistance forms part of learners' ZPD levels, in which some skills can only be attained through the help of the MKO (McLeod, 2019). It is therefore logical to assume that teaching context clues using collaborative teaching modes enhances learners' ability to learn word meaning and word effects independently.

6.4.2 Diction analysis

Learners' inability to use emotive language in writing speech is the reason why I decided to employ diction analysis to explore how words are used to evoke certain emotions of readers. Pavich (2018) suggests that writers ought to understand, and draw upon, the emotions of the audience to gain their support. As indicated in section 5.3.2, language analysis was an easy task for learners since they are familiar with text analysis. Even though learners were grouped to analyse language by identifying the linguistic devices used and by mentioning interesting words and their effects, they were able to mention devices and words identified even before they could have a group discussion. This aligns with the constructivist guiding principle that learners bring unique prior knowledge, experience, and beliefs to a learning situation (Vygotsky, 1978). Being familiar with text analysis assisted learners to easily locate striking words and their effects. It is within logic to reach a conclusion that diction analysis is an effective strategy for teaching word choice management. This is evident in the way the IGCSE English Language curriculum fits into the Advanced Subsidiary Level English Language curriculum. The IGCSE English Language curriculum encompasses language analysis, hence students holding IGCSE seem not to grapple with language flow and accuracy in their writing, especially persuasively. It is conclusive that learners holding LGCSE are likely to portray diction impediments in their writing, since language analysis is not included in the LGCSE English Language curriculum. The reason could be that the IGCSE curriculum is a subsidiary curriculum to Advanced Level curriculum, hence there is an introduction in text analysis which is a different case with LGCSE.

6.4.3 Lexical bundles strategy

Learners' inability to use appropriate word associations and word strings in their persuasive essays influenced my choice of lexical bundles strategy. Based on that background, Allen (2010) claims that, since word clusters contribute to the linguistic make up of the specific language, they can be paramount indicators for determining the success of language users within discourse communities. I adopted the lexical bundles strategy to remedy the use of vague language or clustered writing with vague statements caused by redundancy in students' essays. Learners were lead to discover lexical bundles through the exploration of the webpage that displays word collocations, synonyms, antonyms and word priming. According to Altinay-Gazi and Altinay-Aksal (2016), technology is a mediation tool between the language learner and the L2. Less participation was seen when learners were asked to provide word bundles of their choice without

access to the web link. Additionally, learners were not aware of the role that lexical bundles play in aiding the writer. After being introduced to this technique, they were able to write discourse markers as their examples of word clusters. It could therefore be assumed that, even though learners competently used lexical bundles in the beginning, continual teaching and emphasis of lexical bundles can assist in writing with clarity, accuracy and coherence and cohesion. It can also be concluded that computers can become a mediation tool for forming information and developing skills.

6.4.4 Present diction teaching strategies

The two teachers of English Language divulged that the strategies that they employ in teaching diction are exposing students to language varieties and diction used in different genres, and also teach students extensive use of adverbs and adjectives. Literature indicates that some writers use highly emotive, language to create maximum impact, while others employ more balanced tone using measured argument to make their point (Gould & Rankin, 2014). Findings from analysis of data in this study pointed to a need of such strategies in order to solve learners' diction impediments, such as failure to use emotive language in persuasive writing or evoking necessary emotions of the targeted audience. It is therefore reasonable to conclude that genre analysis in terms of style is one of the ways of teaching word choice.

6.4.5 Summative perspectives

The initial research question was on the role of diction in persuasive writing. It emerged from the findings that diction plays a paramount role in writing, as it enhances clarity and credibility of the writer. As a result, it was concluded that diction is a requisite in writing, and it therefore has to be applied carefully in order to achieve accuracy and purpose in writing. The second research question's focal point was in diction-related errors committed by AS-Level students in writing persuasively. The errors found in students' essays were interpreted in terms of mismanagement of words and communication interferences in writing persuasively. It was therefore concluded that learners' errors emanate from unfamiliarity with diction instruction, which made their work, unclear. The third research question focused on remedial pedagogic strategies that can be adopted to teach diction in persuasive writing at AS-Level. Findings prove that learners are unfamiliar with two diction-based strategies, but are familiar with language analysis, as this was

evident in their participation. It could therefore be assumed that the AS-Level English Language educators are not putting an emphasis on the teaching of diction.

Based on compliance to each one of the standards of trustworthiness – namely credibility, dependability, conformability and transferability mentioned in chapter three – this study conforms, and the findings for this study can therefore be believed. The next section features recommendations, suggestions for further research and limitations of the study.

6.6 RECOMMENDATIONS

Recommendations in diction instruction for enhancement of students' persuasive essays in Advanced Subsidiary Level are articulated in this section based on conclusions per research question (vide 1.3.2):

6.6.1 Role of diction in enhancement of persuasive writing

Pertaining to the findings of the study on the role of diction in enhancement of persuasive writing, the researcher found it befitting to make the following recommendations:

1. Clarity exercises should be done with students on how to write with precision for flow.
2. Teachers have to teach the linguistic devices that are related to diction, which can be applied to change the attitude of the reader and to enhance logical and emotional appeals to the audience and credibility of the writer.
3. Learners should be taught to consider the tone of their message in writing persuasively, as the tone of a message is a reflection of the writer and it does affect how the reader will perceive the message.

6.6.2 Diction-based errors found in students' persuasive essays

1. The Advanced teachers of English Language have to teach commonly committed lexical errors in different word forms in order to show how such errors impede communication.

124

2. Teachers should use available technological devices to enhance learners' communication skills.

3. Learners should be taught how to replace longer phrases with a specific adjective for precision and clarity in writing.

4. Learners should be taught in-depth the relationship between tone and lexical choices to show how connotations can affect tone in writing.

5. Diction analysis should be embedded in the local pre-tertiary English Language curriculum as a strategy with which learners learn how words are used for precision and specificity in writing persuasively to eradicate poor academic writing reflected in institutions of higher learning.

6. Guided learning should be employed so as to assist learners in understanding word meanings in reading. A teacher's role as a facilitator should never be compromised.

7. Lexical bundles should be taught, as they are discourse-specific and enhance naturalness and competence in English Language persuasive writing.

8. Context clues strategies have to be taught in order for learners to identify unknown words or connotations. This strategy is believed to be a way in which learners increase their vocabulary size.

9. Learners have to learn the skill of analysing texts for how tone enhances the purpose of writing so that they acquire such skills for their own persuasive essay writing.

10. Advanced teachers of English Language have to address teaching of individual words and the effects of such words for how they arouse the readers' emotions.

11. Robust vocabulary teaching should be adopted in order to improve word management for accuracy in writing.

6.6.3 Remedial pedagogic strategies

1. Collaborative modes of teaching are recommended in teaching word management since learners are able to assist each other, especially with tracing unfamiliar words and

connotations. Collaborative modes of teaching across all subjects are recommended since teamwork is believed to bring forth success.

2. Diction analysis should be included in the LGCSE English Language curriculum if ever LGCSE remains the feeder of university education level in order to assist in the eradication of diction-based impediments in writing persuasively.

3. Continual teachings of lexical bundle adoption can assist learners in writing with clarity, accuracy and flow since lexical bundle are discourse organisers that enhance coherence in writing.

4. Teachers should use computers connected to internet as a mediation tool to remedy diction impediments.

6.7 SUGGESTIONS FOR FUTURE RESEARCH

In the light of the findings in this study, and in line with the recommendations outlined above, it is suggested that further research be taken in the following areas:

1. Diction applied in students' argumentative writing.
2. Investigate if the Cambridge English Language curriculum addresses Basotho learners' needs.
3. The readiness of Lesotho in engaging the Advanced Levels into the Lesotho Education system.
4. Analysis of the CIE English Language syllabus and recommended ways it can be improved.
5. Investigate the type of diction used in the student-teacher interaction.
6. The relationship between vocabulary and diction.
7. Use of mediation tools in improving L2 deficits.
8. How peer support fosters diction learning.

6.8 LIMITATIONS OF THE STUDY

The findings of this study have to be seen in the light of some limitations. The inquiry is limited in that it is work done in a particular school, and it is therefore subjected to criticism regarding generalisation of the findings. Since the study is action research, it has some limitations on longitudinal effects. Action research is continual and cyclical, but in the context of this study, where the COVID-19 pandemic was prevailing and the research deadline was approaching, it was not easy to continue with data collection and new reflections since the researcher was bound to complete the syllabus. Participants, particularly teachers, were complaining that the action research was consuming their time and that I should focus on other topics and leave diction. This is an indication that teachers are still unfamiliar with action research in education. Some learners pulled out of the research because they said that my teaching strategies contrast the recommendations of the World Health Organisation, since the research pedagogic methodologies encouraged collaborative teaching and learning. Sometimes some would show their discomfort in working in groups.

6.9 SUMMARY

This chapter recapitulated the main findings and highlighted conclusions from them. The recommendations on the role of diction instruction for improvement of persuasive essays in the Advanced Level English Language curriculum were presented. The chapter ended with the suggestions for further research and the limitations of the study.

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APPENDICES

Appendix 1: Teacher 1 interview

1. **From your experience as an Advanced Level English Language teacher, what would you say is the role of diction in writing persuasively?**

When writing persuasive writing, the first rule one must take into consideration is the purpose of writing: the intention of the writer is to convince, and therefore the purpose will determine the use of language as well as style which, when intertwined or merged, will determine the tone of that particular form of writing. And that means when one is writing a persuasive writing [piece, they] will have to make use of, among others, rhetorical devices, will have to make proper use of language in the sense that [they] will have to make use of some adjectives, some adverbs or any descriptive language device that will display or demonstrate to the audience the content communicated in a manner in which a positive impact will be made on the audience, so that the audience will, of course, have a clear understanding of whatever that is communicated. Beside that, one will have to use some literary devices which are going to portray the content communicated, such as personification. One will also make use of metaphor and simile, because, as comparative devices, they will enable one to have clarity of whatever that is said. And, beside that, persuasive is full of evidence. Someone will find that there will be a lot of evidence provided because evidence is provided to substantiate the view or the opinion of the writer so that, at the end of the day, the audience will be compelled to see things the way the writer does. Yah…

Among all the things I have mentioned, persuasive writing will be highly persuasive when there is a lot of evidence communicated through proper choice of language. Language plays a proper role. The connotations gathered from the use of such words to enable one to achieve his purpose, because, when one does not make proper use of language, even if the style of presentation is appropriate, at the end of the day the purpose may not be achieved. The main reason I am saying that is because language on its own already determines the tone meaning, even though tone is very significant, but there is no tone that can be achieved without selective use of language that is very persuasive. So no one can write a persuasive text without knowledge of persuasive language; so persuasive language plays a major role in a text. Even if one may have the content

of what to persuade people on, if ever the language is not enough that means the goal and objective will not be well achieved. To persuade your audience, you have to appeal to their emotions, to make them feel sad, angry, guilty, afraid, happy, proud, sympathetic, or nostalgic. Yes!

2. To what extent does the Advanced Level English Language syllabus include diction and its role in persuasive essay writing?

One has to be exposed to the stylistic features of persuasive writing , one has to be exposed to the linguistic features of persuasive writing and, above all, one must also display accuracy and proper language command, because even if, at the end of the day, the stylistic features are appropriate – showing the audience or the reader that of course this text can be categorised under persuasive writing – but if the language command is not effective enough it will affect whatever the candidate or the student has written. So accuracy and language command, you know, are more often than not interdependent, because when one is good in terms of language command then there is a high possibility that the script will be accurate.

3. What then can you say are the pedagogical implications of such inclusion/exclusion in the Advanced Subsidiary Level English Language syllabus?

The implications for inclusion of diction in AS level English Language syllabus are that learners will demonstrate knowledge and understanding of English Language and its use in a variety of contexts. They will not only do that, but they will be in a position to write effectively for different purposes, using different forms.

4. What teaching strategies do you use to teach diction for persuasive essay writing?

Exposure plays a very important role: some, or many, of our students normally just use language and [are] not exposed of course to how language affects one's content effectivity/effectiveness and how the use of diction enables one to communicate in a way that, at the end of the day, the purpose of the text will be well achieved. So in order to remedy such problems, students need to be exposed to different types of diction and why diction has to vary depending on the purpose, depending on the target audience, depending on the context. And, of course, script analysis or text analysis is also very important, because when they see diction used in different scripts by

different writers that also challenges them as individuals that, okay fine, in order to be best persuasive writer, in order to be informative writer, I should put in place the best diction required and above all they should also not just analyse written texts. They should be exposed to watching different texts; you know, there are speeches delivered by people, stakeholders – informative ones, persuasive ones at times – [that] they can just listen to story tellers or watch when people tell stories so that they can see the impact made by use of diction that is appropriate.

5.   Based on your experience what types of diction related errors would you say characterise your Advanced Subsidiary Level students' persuasive writing?

I have students who are varied in terms of language competence, especially when we talk of diction. Some of them, you may realise that they are in a situation of knowing the style, they are in a situation of knowing where they are good in terms of language command, but lack proper diction required by the type of essay they have to write. And lack of proper or appropriate register, hence failure to communicate the information as effective as demanded by the question or failure to use emotive language, of course. So, at the end of the day, some of them end up worrying. The main reason behind failure to employ emotive language is due to wrong words employed in their writing. Actually, learners beat about the bush for they lack specific words to express themselves on paper. Sometimes you may find that they fail to express themselves. Learners tend to have vague statements in their writing for two reasons; over-explanation or ambition lead to learners' failure to express themselves.

6. What pedagogical strategies have you adopted to remedy these types of errors?

In teaching diction for persuasive writing, the first thing that I normally do is to expose them to varieties of language that language is determined by context, audience; language is determined by purpose. And, therefore, we move to a point where we look at different contexts, persuasive contexts, informative contexts, we look at descriptive contexts and narrative texts. And after that for each of them we try to look at the features of language on linguistic features that are required for each so that when they produce any text they already know the type of language or the type of diction. Of course, they will have to use so that they communicate that information in a way

target audience will understand, in a way the purpose will be accomplished, in a way the context of course will be well displayed.

Besides that, I also bring samples of texts so that we analyse, we try to go through, such texts to look at the language features to find out what type of diction has been used here and why. What is the purpose of the writer using this particular vocabulary and particular expression in this context? And having gone through such analysis of texts, which are various, gives them an opportunity to differentiate and to see in reality the use of different diction in different texts for different purposes and contexts.

7. Based on your experience with these remedial strategies, what would you recommend to other Advanced Level teachers of English Language as remedial approaches to these types of diction-related errors in persuasive writing?

I would like to recommend diction analysis and context-clues. I would also recommend that positive and negative diction be taught.

Appendix 2: Teacher 2 interviews

1. **From your experience as an Advanced Level English Language teacher, what would you say is the role of diction in writing persuasively?**

Since the aim of persuasive writing is to make readers to take the writer's stance, diction enhances learners who are able to persuade their readers to take their stance, as choices made aim at certain audience. Also the lexical choices that they use help learners to critically analyse texts and to become writers who use highly emotive language to create a maximum impact on the targeted audience. Since the motive behind persuasive writing is to convince the audience, the writer has to use words that are clear and exact. Learners end up being creative writers who use diction that takes an amused or slightly ironic approach. So the role of diction is to help them to be writers who are able to choose words that may enhance or that may help the readers to understand that whatever view they have or whatever side they have is the correct one because of the words that they have used. It is also through the conveyance of tone that the audience will be compelled to see things the way the writer does.

2. **To what extent does the Advanced Level English Language syllabus include diction and its role in persuasive essay writing?**

The syllabus has fully included diction, in that learners are exposed to a variety of texts that they have to analyse, and in these texts they use a variety of lexical choices depending on the purpose of such a text. So learners have to comment on those texts and have to write their own texts after they have analysed such a text. That is, they look at the original text, and then after they have analysed the diction that has been used in that text they are going to write their own or create their own texts and continue writing maybe the same text or sometimes they even change depending on the question. Sometimes the question may ask them to change the context or to change the audience, but you realise that most of the time the text that they are going to write is connected thematically with the text but what changes maybe the audience or sometimes the context. Sometimes they may even continue to write the same text using the diction that the original writer has used.

3. What then can you say are the pedagogical implications of such inclusion/exclusion in the Advanced Subsidiary Level English Language syllabus?

This has helped learners […] to excel in analysing a variety of texts and to determine the effects of diction writers have employed. They further help them to make writers who manage to deviate their readers' minds to theirs because they know how words are used; they can use emotive language, they can use any language but the choice of words that they use help them to write their own persuasive writing. That means they gain emotive language through analysis of texts.

4. What teaching strategies do you use to teach diction for persuasive essay writing?

The most effective strategy is to let students to develop the skills of analysing a variety of texts. That is persuasive texts. This analysis helps them to discover that writers choose to use some language devices to persuade readers to take their stance, and that lexical choices that are used are aiming at targeted audience and context. This analysis helps them to employ such choices in their own writing.

5. **Based on your experience, what types of diction related errors would you say characterise your Advanced Subsidiary Level students' persuasive writing?**

Failure to employ emotive language in their writing, hence they fail to fully persuade the readers to take their stance. I want to believe this happens due to lack of vocabulary. Lack of vocabulary does not only feature in their writing, but also in their reading, for most of the time they fail to understand what they read due to lack of vocabulary. Sometimes learners write big paragraphs which are incomprehensible due to of course lack of vocabulary. Heavy sentences distort the intended meaning, hence their pieces of writing are sometimes vague.

6. **What pedagogical strategies have you adopted to remedy these types of errors?**

Most of the time we explore diction that exposes the attitude of the writer; that is, we teach them words such as adverbs as they modify people's actions and their behaviour. We deal more on adverbs, especially those that show the emotions of the writer.

We go through a variety of texts, and out of those texts, and after we have talked about emotive words, we go to texts and try to identify such words in variety of texts and then they end up

147

seeing how words are used; how words that show emotions are used in a text. After they have been able to identify such words, they can help them to use them when they write.

7. Based on your experience with these remedial strategies, what would you recommend to other Advanced Level teachers of English Language as remedial approaches to these types of diction-related errors in persuasive writing?

That one of text-analysis; it helps a lot because text analysis mostly deals with the writer's choice of words. Why the writer has chosen such words. Because, most of the time, when writers write it is because they have a purpose to achieve. And also there are targeted audience that they want to reach, and also there is a context that they want their readers to understand. So if learners are able to analyse texts, it means they will be able to see the purpose of the writer; why the writer has used such words – because this writer wanted to achieve a certain purpose, and also the audience have understood because normally we choose words depending on the audience that is targeted. And, eventually, they will end up to know the effect of those words on the audience.

Appendix 3:LEXICAL BUNDLES CLASSWORK

SCHOOL OF LANGUAGES, LITERATURE AND PERFORMING ARTS

LEXICALBUNDLES

   A. Fill in the blanks with the appropriate lexical bundles given below

(the ratio of the, at the rate of, as the function of, to be able to, can be used to, as well as, on the other hand)

   1. The history of the cultural theory
       …………………………………………………the current situation of cultural
       theory is the precipitate of dozens of such socio-cultural episodes.
   2. Captital structuring depends on
       ………………………………………………….. of the debt capital to the
       equity capital.
   3. It defines ………………………………………………………………… writer's
       perceptions of the societal changes.
       (6)

   B. Match the following lexical bundles with their corresponding stances

   1. the end of each   i) topic elaboration

   2. will consist of   ii) time reference

   3. it is important to   iii) conditions

   4. if you are   iv) prediction

   5. on the other hand   v) personal

   6. you are responsible for   vi) impersonal

                                                                 (6)

Appendix 4: Pre test

SCHOOL OF LANGUAGES, LITERATURE AND PERFORMING ARTS

AS LEVEL ENGLISH LANGUAGE (9093) **PAPER 2** **MARKS:** **25**

WRITING FOR AUDIENCE

A business leader is going to give a speech to students at your school who are interested in setting up their own businesses in the future. Write the text of the speech. In your writing, focus on the highs and lows of a career in business, and create a sense of enthusiasm and motivation.

Appendix 5:Post Test

SCHOOL OF SOCIAL SCIENCES   **ADVANCED SUBSIDIARY**

English Language (9093)   Test

Paper 2

Section B: Writing for audience

1. You are one of the politicians invited to contribute to a debate on the theme ***Giving Aid to the Poor Does More Harm Than Good. Write a text of your speech;*** in your writing create a sense of opposing attitude and viewpoints**.**

Appendix 6: CHECKLIST FOR OBSERVATIONS

- Lesson-plan
- Teacher-student interaction
- Behaviour of learners
- Teaching aids
- Introduction of the lesson
- Which instruction method is the teacher using
- How the teacher uses learners' prior knowledge
- How the teacher scaffolds (models)
- Challenges learners face in responding to questions
- How the teacher applies interactive strategies
- Does the teacher employ collaborative instructional methods?

WHAT TO OBSERVE	Present features	Absent features	Comments
Lesson-plan			
Teaching Aids			
Introduction of the lesson			
Instruction method & topic			
Use of learners prior learning			
Demonstration/Modelling			

Students' behaviour			
Collaborative instructional methods			
Challenges learners face			
Interactive strategies			

Appendix 7: Reading Passage

The following extract is taken from a speech to the Organisation of African Unity given by K.. Nkrumah, President of Ghana, in 1963.

a) Comment on the ways in which language and style are used to persuade the audience. [15]

b) Continue the speech (between 120–150 words). You do not have to bring it to a close. Base your answer closely on the style and features of the original extract. [10]

Our objective is African union now. There is no time to waste. We must unite now or perish.

African unity is, above all, a political kingdom which can only be gained by political means. Our people supported us in our fight for independence because they believed that African governments could cure the ills of the past in a way which could never be accomplished under colonial rule.   5

If, therefore, now that we are independent we allow the same conditions to exist that existed in colonial days, all the resentment which overthrew colonialism will be mobilised against us. The resources are there. It is for us to marshal them in the active service of our people. Unless we do this by our concerted efforts, within the   10 framework of our combined planning, we shall not progress at the tempo demanded by today's events and the mood of our people. The symptoms of our troubles will grow, and the troubles themselves become chronic. It will then be too late for pan-African unity to secure for us stability and tranquillity in our labours for a continent of social justice and material wellbeing.   15

What need is there for us to remain hewers of wood and drawers of water for the industrialised areas of the world? It is said, of course, that we have no capital, no industrial skill, no communications, and no internal markets, and that we cannot even agree among ourselves how best to utilise our resources for our own social needs. Yet all stock exchanges in the world are preoccupied with Africa's gold,   20 diamonds, uranium, platinum, copper and iron ore.

Our capital flows out in streams to irrigate the whole system of Western economy. Africa provides more than 60% of the world's gold. A great deal of the uranium for nuclear power, of copper for electronics, of titanium for supersonic projectiles, of iron and steel for heavy industries, of other minerals and raw materials for lighter   25 industries – the basic economic might of the foreign powers – comes from our continent.

Are you afraid to tackle the bull by the horn? For centuries, Africa has been the milch cow[1] of the Western world. Was it not our continent that helped the Western world to build up its accumulated wealth?   30

We have the resources. It was colonialism in the first place that prevented us from accumulating the effective capital; but we ourselves have failed to make full use of our power in independence to mobilise our resources for the most effective take-off into thorough-going economic and social development.

We have been too busy nursing our separate states to understand fully the basic   35 need of our union, rooted in common purpose, common planning and common endeavour. A union that ignores these fundamental necessities will be but a sham.

154

an attempt by the leader of the opposition – Tony Abbott – to remove the speaker (chair) of the
Australian parliament from office because of sexist remarks made by text message.

(a) Comment on the style and language of the extract. [15]

(b) Julia Gillard makes an entry in her diary the night before she gives this speech. Write this entry
(between 120 and 150 words), basing your answer closely on the material of the speech. [10]

Thank you very much Deputy Speaker and I rise to oppose the motion moved by
the Leader of the Opposition. And in so doing I say to the Leader of the Opposition
I will not be lectured about sexism and misogyny[1] by this man. I will not. And the
Government will not be lectured about sexism and misogyny by this man. Not now,
not ever. 5

The Leader of the Opposition says that people who hold sexist views and who
are misogynists are not appropriate for high office. Well I hope the Leader of the
Opposition has got a piece of paper and he is writing out his resignation. Because
if he wants to know what misogyny looks like in modern Australia, he doesn't need
a motion in the House of Representatives, he needs a mirror. That's what he needs. 10

Let's go through the Opposition Leader's repulsive double standards, repulsive
double standards when it comes to misogyny and sexism. We are now supposed
to take seriously that the Leader of the Opposition is offended by Mr Slipper's text
messages, when this is the Leader of the Opposition who has said, and this was
when he was a minister under the last government – not when he was a student, not 15
when he was in high school – when he was a minister under the last government.

He has said, and I quote, in a discussion about women being under-represented
in institutions of power in Australia – the interviewer was a man called Stavros.
The Leader of the Opposition says, "If it's true, Stavros, that men have more power
generally speaking than women, is that a bad thing?" 20

And then a discussion ensues, and another person says, "I want my daughter to
have as much opportunity as my son." To which the Leader of the Opposition says
"Yeah, I completely agree, but what if men are by physiology or temperament, more
adapted to exercise authority or to issue command?"

Then ensues another discussion about women's role in modern society, and the 25
other person participating in the discussion says, "I think it's very hard to deny that
there is an under-representation of women," to which the Leader of the Opposition
says, "But now, there's an assumption that this is a bad thing."

This is the man from whom we're supposed to take lectures about sexism. And
then of course it goes on. I was very offended personally when the Leader of the 30
Opposition, as Minister of Health, said, and I quote, "Abortion is the easy way out."
I was very personally offended by those comments. You said that in March 2004, I
suggest you check the records.

I was also very offended on behalf of the women of Australia when in the course of this
carbon pricing campaign, the Leader of the Opposition said, "What the housewives 35
of Australia need to understand as they do the ironing…" Thank you for that painting

　　　　　　9093/12/O/N/16

155

of women's roles in modern Australia. And then, of course, I was offended too by the sexism, by the misogyny of the Leader of the Opposition catcalling across this table at me as I sit here as Prime Minister: "If the Prime Minister wants to, politically speaking, make an honest woman of herself…",[2] something that would never have been said to any man sitting in this chair. I was offended when the Leader of the Opposition went outside in the front of Parliament and stood next to a sign that said "Ditch the witch."

40

And now, the Leader of the Opposition wants to be taken seriously, apparently he's woken up after this track record and all of these statements, and he's woken up and he's gone, "Oh dear, there's this thing called sexism, oh my lords, there's this thing called misogyny. Now who's one of them? Oh, the Speaker must be because that suits my political purpose."

45

Doesn't turn a hair about any of his past statements, doesn't walk into this Parliament and apologise to the women of Australia. Doesn't walk into this Parliament and apologise to me for the things that have come out of his mouth. But now seeks to use this as a battering ram against someone else.

50

Well this kind of hypocrisy must not be tolerated, which is why this motion from the Leader of the Opposition should not be taken seriously.

[1]*misogyny*: hatred of women.
[2]Ms Gillard had a partner but was not married at the time of the speech.

Appendix 9: Reading Passage

4

2   The extract below is the opening of Anita Shreve's novel *The Pilot's Wife*.

    (a)   Comment on the style and language of the passage and the ways in which it builds up
        tension.   [15]

    (b)   Write a continuation of the story (120–150 words). You should base your answer closely on
        the style of the original passage.   [10]

She heard a knocking, and then a dog barking. Her dream left her, skittering behind
a closing door. It had been a good dream, warm and close, and she minded. She
fought the waking. It was dark in the small bedroom, with no light yet behind the
shades. She reached for the lamp, fumbled her way up the brass, and she was
thinking, *What? What?*   5

The lit room alarmed her, the wrongness of it, like an emergency room at midnight.
She thought, in quick succession: Mattie. Then, Jack. Then, Neighbor. Then,
Car accident. But Mattie was in bed, wasn't she? Kathryn had seen her to bed,
had watched her walk down the hall and through a door, the door shutting with a
firmness that was just short of a slam, enough to make a statement but not provoke 10
a reprimand. And Jack—where was Jack? She scratched the sides of her head,
raking out her sleep-flattened hair. Jack was—where? She tried to remember the
schedule: London. Due home around lunchtime. She was certain. Or did she have it
wrong and had he forgotten his keys again?

She sat up and put her feet on the freezing floorboards. She had never understood 15
why the wood of an old house lost its warmth so completely in the winter. Her black
leggings had ridden up to the middle of her calves, and the cuffs of the shirt she had
slept in, a worn white shirt of Jack's, had unrolled and were hanging past the tips
of her fingers. She couldn't hear the knocking any more, and she thought for a few
seconds that she had imagined it. Had dreamed it, in the way she sometimes had 20
dreams from which she woke into other dreams. She reached for the small clock on
her bedside table and looked at it: 3:24. She peered more closely at the black face
with the glow-in-the-dark dial and then set the clock down on the marble top of the
table so hard that the case popped open and a battery rolled under the bed.

But Jack was in London, she told herself again. And Mattie was in bed.   25

There was another knock then, three sharp raps on glass. A small stoppage in her
chest traveled down into her stomach and lay there. In the distance, the dog started
up again with short, brittle yips.

She walked through the kitchen and tried to see, through the window over the sink,
into the driveway that wound around to the back of the house. She could just make 30
out the shape of an ordinary dark car. She turned the corner into the narrow back
hallway, where the tiles were worse than the floorboards, ice on the soles of her
feet. She flipped on the back-door light and saw, beyond the small panes set into
the top of the door, a man.

He tried not to look surprised by the sudden light. He moved his head slowly to the 35
side, not staring into the glass, as if it were not a polite thing to do, as if he had all the
time in the world, as if it were not 3:24 in the morning. He looked pale in the glare of
the light. He had hooded eyelids, hair the color of dust that had been cut short and
brushed back at the sides. His topcoat collar was turned up, and his shoulders were
hunched. He moved once quickly on the doorstep, stamping his feet. She made a 40
judgment then. The long face, slightly sad; decent clothes; an interesting mouth,

Appendix 10: Context-Clues Class work

DO NOT WRITE ON THIS PAPER

<u>Context clues are hints in the writing that help you figure out what a word means. Each example below has hints within the passage or sentence to help you figure out the meaning of the word. Read each question CAREFULLY and bubble in the correct answer on your scantron. The word you are defining may be in bold, underlined or both.</u>

1. No matter where you go, the Internet is following you. Almost every portable device is being made with an Internet connection. Most new TVs and many other appliances come with Internet connections as well. The Internet is truly **ubiquitous**.

If something is ubiquitous, _____.
   a. it is fuzzy and will bite you
   b. it is everywhere
   c. it costs too much money
   d. it causes rashes

2. Speaking rudely to the judges was **rash** behavior. You really hurt your chances of winning!
   In the above context, what does "rash" mean?
   a. an itchy skin condition
   b. funny
   c. trying to hide or disguise a piece of cheese
   d. with little thought or consideration

3. Some people are always **bashing** the president just like others bashed the one before him. Wouldn't you think that everyone could find something to praise him for, at least once in a while?
   What does "bashing" mean in the above selection?
   a. hitting hard with a heavy tool
   b. going to too many expensive parties
   c. speaking or writing harshly about
   d. voting for a different candidate

4. Wherever he goes, the **esteemed** Dr. Sanchez is applauded for his life saving research.
   What does "esteemed" mean?
   a. held over boiling water
   b. very old
   c. unable to chew gum
   d. greatly admired

5. I believe that if you lower taxes so that people can keep more of the money they earn, it will be an **incentive** for them to work harder.
   What is the meaning of "incentive"? _____.
   a. a reason to do something
   b. a small amount of money
   c. a tax
   d. a good job

6. Most of America's Founding Fathers did not believe in women's **suffrage**. Only men could vote in the United states until 1920.
   What is "suffrage" ?
   a. something that causes physical pain
   b. an early flag
   c. skirts that did not cover ankles
   d. the right to vote

158

Appendix 11: Reading Passage

The extracts below are from an online review of the best bakeries in Orlando, Florida, USA.

(a) Comment on the style and language of the extracts. [15]

(b) Basing your answer closely on the style and language of the original, write the opening (120–150 words) of a review of one of your favourite eating-places where you live. [10]

Take the Cake (or Pie or Cookie) at Orlando's best Bakeries

Carbs[1] get such a bad name these days. Count them, the diets will tell you. Remember there are good ones and bad ones. Or, worst of all, they instruct you to avoid them altogether. If the gourmet cupcake trend has been indicative of anything, it's a hard backlash against a philosophy that tells us all the sweet, doughy things we love most are nutritionally sinful. Let's face it: foodies don't want to be preached at (unless the sermon comes with artisan-smoked, hand-cut, maple-sugared bacon). Orlando residents enjoy warm weather much of the year and, as such, may be a little more diet conscious than most, but that doesn't mean they don't appreciate a nice piece of cake. Or pie. Or bread. Where do they go to get it? All over! For crusty-perfect breads and rolls, East End Market's *Olde Hearth Bread Co.* For classic, butter-laden French, it's *Croissant Gourmet* in Winter Park. *Fortuna Bakery & Cafe* keeps locals and tourists covered. And for those aforementioned trendy cupcakes? Try *Blue Bird Bake Shop* in the Audubon Park Garden District or switch it up with a new kid on the Corrine Drive block, *P is for Pie*.   5   10   15

Fortuna Bakery & Cafe

Behold the bridge-building power of food. Whether you're well schooled in the delights of the South American bakery or a total novice, the helpful staffers at Fortuna will serve you cheerfully and efficiently, regardless of whether you speak the same language. Clean glass cases filled to exploding with all manner of Colombian and Venezuelan delights keep this place busy all week long via a devoted local following and a steady stream of tourists who find it via recommendation or by happy accident. The sweet treats, from the bunuelos to the pastels de manzana to the tres leches, are divine, but there are plenty of savories to enjoy, as well.   20

Croissant Gourmet   25

Brothers Francois and Phillipe Cahagne opened Croissant Gourmet in 2008, and in the time since it has become a local favorite in the walkable window shopper's paradise of Winter Park. While lunch time brings in all manner of diners clamoring for specialties like quiche Lorraine and croque monsieur, Croissant Gourmet's bakery is a universal draw, whether you're sitting down to enjoy one of their massive buttery croissants with a cup of coffee or stopping in for a box of baked goodies to go. Stay away if you're on a diet.   30

Blue Bird Bake Shop

Nestled in the burgeoning foodie haven of Audubon Park, Blue Bird Bake Shop offers up delightful cupcakes — scratch-baked from small batches. Does this mean your favorite might run out by afternoon? Yes. Yes, it does. All the more reason to try another of the popular varieties offered up every day (they have roughly 50 in their overall playbook) including chocolate, apricot ginger, red velvet and coffee toffee.   35

Appendix 12: Lexical Bundles Class work

INTRODUCTION TO LEXICAL BUNDLES- COLLOCATIONS

Choose the most appropriate word in brackets

1 The meeting took almost five hours so it was impossible to .... (give, have, pay, make, keep) **attention** all the time.

2 The problem is difficult to .... (hold, keep, do, make) - **under control**.

3 It took us all day to clean up the office after the burglary– the thieves............................. (did, made, took, had) a **terrible mess**.

4 I don't think we should .... (make, do, hold, create) **a decision** yet; we should wait.

5 Only 31% of the students who .... (had, took, made, wrote) **the final exam** passed it.

6 I think we should look for a new supplier – the one we have at the moment .... (makes, causes, does) us too many **problems**.

7 Could you .... (make, give, get , bring, do) me a **favour** and post these letters on your way home?

8 I've told him ten times that he's got the wrong telephone number. I'll .... (be, go, become, get) **crazy** if they call again.

9 The company offers its employees free language training but not many people .... (take, make, do, keep) **advantage** of it.

10 Our personnel assistant is leaving next month - she's .... (waiting, waiting for, expecting, making) a baby.

Appendix 13: Reading Passage

Read the passage and comment on the style and Language of the extracts. Trace meanings and effects of words using the context clues strategy.

Helen's Views on Friends

by Helen Keller from The Story of My Life

Helen Keller, born 1880, was stricken with a disease as a toddler and lost her hearing and sight. However, her family found a teacher who taught Helen to sign, read, and speak. Helen became a celebrity, and was very well educated. She wrote many books and became an activist for many causes. In this passage from her autobiography, Helen discusses the people she has known and met.

Would that I could enrich this sketch with the names of all those who have ministered to my happiness! Some of them would be found written in our literature and dear to the hearts of many, while others would be wholly unknown to most of my readers. But their influence, though it escapes fame, shall live immortal in the lives that have been sweetened and ennobled by it. Those are red-letter days in our lives when we meet people who thrill us like a fine poem, people whose handshake is brimful of unspoken sympathy, and whose sweet, rich natures impart to our eager, impatient spirits a wonderful restfulness which, in its essence, is divine. The perplexities, irritations and worries that have absorbed us pass like unpleasant dreams, and we wake to see with new eyes and hear with new ears the beauty and harmony of God's real world. The solemn nothings that fill our everyday life blossom suddenly into bright possibilities. In a word, while such friends are near us we feel that all is well. Perhaps we never saw them before, and they may never cross our life's path again; but the influence of their calm, mellow natures is a libation poured upon our discontent, and we feel its healing touch, as the ocean feels the mountain stream freshening its brine.

I have often been asked, "Do not people bore you?" I do not understand quite what

that means. I suppose the calls of the stupid and curious, especially of newspaper reporters, are always inopportune. I also dislike people who try to talk down to my understanding. They are like people who when walking with you try to shorten their steps to suit yours; the hypocrisy in both cases is equally exasperating.

The hands of those I meet are dumbly eloquent to me. The touch of some hands is an impertinence. I have met people so empty of joy, that when I clasped their frosty finger tips, it seemed as if I were shaking hands with a northeast storm. Others there are whose hands have sunbeams in them, so that their grasp warms my heart. It may be only the clinging touch of a child's hand; but there is as much potential sunshine in it for me as there is in a loving glance for others. A hearty handshake or a friendly letter gives me genuine pleasure.

I have many far-off friends whom I have never seen. Indeed they are so many that I have often been unable to reply to their letters; but I wish to say here that I am always grateful for their kind words, however insufficiently I acknowledge them.

Appendix 14: Pre-test and Post-test

Post-test

A speech by a business leader to students who are interested in setting up their own businesses in the future on the 03 July 2020

School Board, Principal, Teachers and Students, Ladies and Gentleman I greet you all

I would like to thank all of you for being here with us today, and I would also like to thank the opportunity that I am given to talk to you about setting up your own businesses in the future.

Firstly, I would to tell you that when, owning your own business you become your own boss you have greater control, you can exercise your control since you have freedom to make executive decisions unlike when you are an employee where you exercise the little control within boundaries of your job description so owning your own business is really fun.

Moreover when you have your own business you diverse your learning experience because during the Journey as a business owner you will learn invaluable lessons about accounting, management and increasing productivity and other business management to related topics. This worth knowledge will be useful if you choose to work for another companies or if you decide to take the entrepreneurial route.

When When you are your in your own business you

have an ability to retire sooner and it self employment lets you save more towards your retirement because you are able to budget accordingly and you are able to estimate the amount of cash you may need for your early retirement.

However setting up your own business has drawbacks sometimes, because you dont do not have someone to guide you and you do not have someone to be there to correct you when you are going of wrong, and you miss having a source of support and motivation when your are doing good.

Having your own business makes you lazy and relax in your style of work because there is no one who will shout at you or who is strict and forces you to do your best all the time and you will start to make short cuts in your work and when you start doing that you surely call for a disaster for your own business since its is going to collapse.

Moreover, when things go wrong you only have yourself to blame and that is so painfull my fellows students are because you cannot take your anger out on any other person because the only person to blame it yourself not anyone and the great responsibility for your failure will be taken by you alone.

$\frac{10}{25}$

163

S2

CAREER DEVELOPMENT IDEAS FOR YOUNG DEVELOPERS

A speech delivered on/for young developers and those intend in setting up their own businesses in the near future.

A speech honourable delivered by [illegible] young [illegible], I am humbled truthfully to have been given this great opportunity to present to you ladies and young gentlemen of how one can start a grip a great and intriguing place for a successful business plan. I surely hope you and I am excited about this as I have been waiting to give it to you.

I have heard that it is a great deal to you to have this golden moment to learn about [illegible] how to firstly be introduced to the foundation of a great business plan. It is a no brainer truly, one has to approach all these plans with a clear and [illegible] mind to have the ball in their court.

Firstly, have to yourself a [illegible] business ideas, pros and cons & [illegible] cub give for having on the board, how jot down risks to be taken or once for the [illegible] for ladies and gentlemen, I think you both agree with me that having a business plan will make the [illegible] foundation and what it is that is needed to pursue a [illegible] purpose.

Having a foundation and knowing where you come from will give you a base frame to lay on your ball and bit [illegible] [illegible] to you. No, this will be your mind, body and soul. Having a business to call your own will make

you a [illegible], give you a mind of a winner and a soul of competence. This is A dull plan may cause many faults in your business one will agree with me that, it would not take long for that business to be standing on two feet.

Having a strong plan as opposed to dull will be a hard nut to crack, this will be one of the successes of a prosperous business. In a business there will be bumps on the road, this will give you devastation and hard times to predict the future business.

Ladies and gentlemen having a business is a previlage and having to be given credit for a successful business is truly a blessing

- relaxed diction
- Wrong usage of Connotation
- Spelling

09
25

S3

164

STUDENTS WHO ARE INTERESTED IN SENDING UP *THEIR OWN* BUSINESSES IN THE FUTURE

Brave me ladies and gentlemen to pass my sincere greetings to the head teacher, thanking you for allowing me to be here. Following, allow me to greet the HOS, fellow teachers and students at large. I am here to motivate and encourage those students who wish to create their business in future. Firstly you have to ask yourselves the following questions. What is the problem your solving, who has the problem? Your solution to the problem? Why you? How can they find you? ~~Now this is the hard~~

Firstly, lets talk about the problem you are wishing to solve with your business. For example, if your have a cupcake business, you might say, "you know how hard it is to find good cupcakes in this area? Then you might say, I started a cupcake business in this area to solve that problem". This establishes a true purpose for your business. Do not do a business without a purpose because it will hardly work out.

Secondly, you have to identify who has the problem, this is called market research. You want to see if you he will have customers for your business. You might say "people have told me over and over they wish they could find a good place to get great cupcakes around here." This makes you realize that there are people who have the problem, your potential customers.

Thirdly, what are you planning to do ~~with your~~ *to solve* this problem you have encountered. You decide to answer to the needs of people by creating ~~a~~ that certain problem. This will often make your business to prosper. Apart from that, ask yourself why me? This is where you tell why people should buy from your. The little experience you have regarding the business or knowledge about it. This can be a reason why people should buy from you.

Lastly, ask yourself where can people find me? This will help you know if people will be able to access your product or service. You create a place where they can find you. Market this place well differently and try to attract more customers.

Remember to stay motivated because it is important whether you are striving to reach a business goal, starting a new venture or managing the day to day operations of your business. Lack of motivation can chip away at you confidence and hurt your potential success. To get motivated, entrench yourself in a goal, relive past successes, psych yourself up and find inspiration in someone else.

In conclusion, ways to start are very important because the questions asked help you to dictate your future as a business person. Never give up even if its hard.

Thank you   11/25

speech by a business leader at Lesotho China Fellowship collegiate

Good evening ladies and Gentlemen

I would like to take this opportunity to express my appreciation for the time and the patience you all are giving to me. I am very grateful for being the chosen business leader to motivate Lesotho China Fellowship collegiate students who are interested in setting up their own businesses in the future.

I stand before you all ladies and gentlemen to tell you that you are all going to make it maybe not immediately but absolutely and defiantly someday. I see future leaders when I look at you all but to become a business owner you have to hustle, think out of the box and make things happen when it seems impossibly difficult for anything to happen. I know you would agree with me when I say owning a business is one of the easiest things on earth my dear students.

Yes, owning a business has its highs and lows just like any other business. I dare you all to take action when others hesitate. You have to be leaders and you can achieve that by sacrificing your today for a better tomorrow. Owning a business is not just a cup of tea, you have to be ready, take criticism and all negative energy from other people, but I stand here today and tell you that you can survive the great storms and tough seasons as long as you are humble in good and bad times.

Dear students, we all know there is failure, we all know it is coming and it is human nature. I challenge you to find one a successful human that has never failed, I know you cannot —

no humans exist without failure. Look at me as an example, I am where I am today because of dedication, commitment and discipline but trust me — I failed more than you can imagen in this process. Failure is simply about learning another way to attack life goals. You do not have to give up when you fail but rather, grind and take action. The question is, are you ready and willing to?

Before I sum up I say, when it comes to success there is rarely ever a time when luck comes into play, hard work however, it surely always comes into play. There is no greater satisfaction in life than that of hard work paying off and that of knowing you are self made. As I had mentioned, you are all future business owners dream of greatness when others fear it but always know you are followed by competition and also, you are the king of your goals.

I have hope in you all, future business owners.

Thank you Ladies and Gentlemen.

Good use of Connotations
- Clarity

$\frac{15}{25}$

S5

A speech by a business leader addressing ... students who want to set up their own businesses on the 8th July ... in the ... hall

Without further ado, I'd like to greet the principal, the teachers and the students.

A business owner
Being a business owner can be very rewarding. Having the courage to take a risk and start a ... is part of a business minded person. The risk brings with it many advantages like independence, an autonomous lifestyle, financial rewards, learning opportunities, creative freedom and personal satisfaction.

Who wouldn't want to be their own boss? As a businessmen or business women, you're your own boss and you can't get fired. More importantly, a business owner has the freedom to make the decisions that are crucial to ... their own business success.

Owning a business gives you certain lifestyle advantages. We can all agree that when you're in charge, you decide when and where you want to work. This means a business owner can spend more time with their families or doing non-work activities, you don't have to ask for the time off. If you want to spend time with your family you can work from ..., technology, it's easy to do ...

Like I mentioned, starting a business can be risky because the financial resources needed to start a business are extensive. You may need to use all your savings or go into debt without a guaranteed positive income. In spite of

In spite of a high financial risk, running your own business can be rewarding because it gives you a chance to make more money than if you were employed by someone else. In this way you can benefit from your own hardwork and risk taking.

There is a list of things that worry when starting your own business like, competition, employees, bills, equipment breakdowns and customer problems. We'll agree though, that being the boss, you're involved in all aspects of the business and this situation creates numerous opportunities to gain a thorough understanding of the various business functions.

As a business owner, you'll be able to work in a field that you really enjoy. You will be able to put your skills and knowledge to use and you will gain personal gain satisfaction from implementing your ideas, working directly with customers, and watching your business succeed.

In conclusion, I'll remind you of a successful businessmen's words, " The only way to do great

13
25

167

S6

Opening Greeting and Context

A speech by Grand Madison business leader on venturing into a business career at Leslie Chieng Technical Collegiate on 9th July 2020 2pm.

Fellow business competitors, the school board, the ever principal, teachers and fellow students, I greet you all.

I would like to honor the school for such indeed an invitation to come and address this wonderful students of the school, on how one can take a vast part in business.

To begin with, following a path in business involves implementation of an organisation or enterprise entity engaged in commercial, industrial or professional activities. This engagement needs a lot of determination, confidence and hard work. Let us look into the unemployment rate within our country, what can we draw from it? While some people are busy working for the government and being employed, others are scratching the dust skills for business ideas. Is it true that following a career path of in business has negative impacts or are the negative impacts overshadowing positive?

Being a sole proprietor has been beneficial for almost any business owner. When one is a business owner, he or she has no higher authority, any Business decision are taken and decided by the owner himself. As a result, business owner enjoy the benefits of not being ordered around in a

stuffed office to make tea or coffee for your boss, who a boss at management, and do you believe that everyone hates to be asked ordered around, right? One survey taken in the United States by Ken stated that the reason why people decide to start business is to them to be self-reliant.

In contrast, being a boss business owner is not for any ordinary person who has no marketing skill and poor business planning. For one to be a successful business owner, enthusiasm is required determination is required no procrastination. It required but one has to be a quick thinker. Planning a business if one does not have abilities of an ideal business owner, their dream is to be at shut down with no trace of existence but a trace of debt.

Despite that, when one is into business the benefits of the business is a form of profit one to do used by the owner, there is nothing more satisfying than having to work hard and have peoples nights than one the end reap the fruits you deserve in regard to your hard work, Indeed, hard work pays off in being into business. So I want to believe that all of us would like to have a business a business or one who purchased with profits from your "own" awarded business. This will be no need to down a quiet down before your employer pays you a penny of wages.

On the other hand, what needs to be considered is due source of capital. One of the disadvantages of engaging into

Hence is "who is to be your source of capital?" Firstly percent of people planning to be into business fail to have loans approved for their capital, this leads to a huge struggle of taking money and partnership then your business acts as art and a big do is to be right sometimes you would feel that sometimes would be because of people who need capital but cannot obtain it as a result they plan many hidden many hard and easy plan.

Ladies and gentlemen before as I conclude, let us remember that to become a prominent, wonderful business owner, education has to be the foundation to continue to what to be the best in all that we do in our lives and the studies.

Thank You.

Good morning teachers and students, ladies and gentlemen.

I am pleased to be speaking to you today on behalf of [Lesotho Entrepreneurs Initiative]. I hope you are excited as I am to be part of this great moment.

When my team and I received the invitation to your school, we were amazed beyond measure. This is because at your age back in my days we all were dreaming of employment but I promise you quickly the wish to have shared came to I. Studied Criminology and completed my masters. In 2015 due to unemployment I had to be a street vendor selling water, sweets and popcorns. My dear brothers and sisters I want to tell you today that out there, only the people who are selling are rich. Those who are selling goods or services, you are rich because the people who are employed get a lesser amount of pay as they take what their employers get to enjoy the seventy seven percent while they claim seventeen percent.

Establishing a business is not an easy thing. It needs you to go around nodal people's neck and wisely to make someone who will not sleep eight hours. If you are willing to get into this liberty you must be willing to face.

There was several wars and lessons before your reputation came so that says that you are here today because you are a product of those who contributed so today I tell you if you have inherited genes of survival you belong to those who survived those wars and disasters. My principal reasons let us meet at the top.

opposition because I promise you you are going to lose friends and sleep. You will sometimes feel like walking away so you all should be willing to weather storms. In this industry everything is earned.

It is not because of a cloud or some luck of future. I gave everything I did for my business my best shot, I had to keep going even when the opposing forces got stronger. In the business industry there always obstacles that may seem impossible to the fear of failure and fear of the despise of people has been the main reason why people fail. Building a business is a risk that one must be willing to take. Friends there were times when my spirits got rotten and I had to sell water again for capital but all that did not kill the vision I had.

The best thing you can do now is to surround yourself with positive and supportive people but don't forget - "you will loose some along the way and there is totally nothing wrong with that". You must be willing to survive until your business is up and running and if you are a lazy bone and not patient, my brother don't even waste your time. Just push yourself to the level beyond your limits.

<div style="text-align:right">12/25</div>

No effective language
Identify
Spelling

S1

A speech delivered by a politician on the 07th June 2020 at Manthabiseng Convention Center. Underline

Allow Me to pay respects to His Majesty king Letsie III, the right honorable Prime Minister, Ministers cabinets, particularly the Minister of Social development, official Members of Lesotho red cross committe, Media representatives and everyone present here today. Truly I am humbled by your presence.

It is a great honour to be given chance to address issues concerning such a humble, creative and touching group of our people - "the poor". My fellow colleagues, we are here today with titles because of the faith that the community had in us; they elected us as their leaders because they believed that we are strong and humble enough to lead every citizen of this country into a better Lesotho of equality.

We are all not immune to the fact that we are raising our children in a country where only the fittest survive. Is that honestly the future leaders we need? Those who believe that only their needs Matter; it is an alarming issue that we are role Models that prove inequity to be right. What is to become of our nation?

I believe it is everyone's responsibility to aid the poor because I can proudly say that Most

...saying aiding the poor does more harm than good. The poor people are not foreigners from unknown worlds, they are our Mothers and fathers, sisters, brothers and cousins that supported us through out our journey in politics.

For Me, aiding the poor is giving back to the people who listened to me during the political congregation, the very people who believed in my Visions of this country and Men and women who proudly voted for our different political parties.

We are a nation of peace and prosperity but what scares me is that, when it comes to prosperity each one of us wants it for their families. Our founder gave prosperity to all, he even went as far as feeding those who killed his grand father so I feel we are in no state to deny the aiding of the poor.

I am humbled by the respect we get from those people. The way they joyfully scream at seeing our faces, the way they are humbled by our handshakes and how they sing our praises. That on it's own proves their trust in us that one day they will no longer go

stay shelterless and that there will be a chance for their sons and daughter to go to school in our reign.

I strongly believe that we all made promises to them, we sold the idea of education for all and job opportunities for all in order to get their votes. I therefor pray that today we do not turn our backs on them. They are one of us, our very parts that never made it to the top so I believe It is our duty to join heads and help them.

Your Majesty, you are the father of the nation and I cannot bare but wonder how being a father to those who are rich, poor, humble, arrogant and those who obey you and those who don't obey you. But I promise you my Majesty, a hungry nation has no ear, some of your children are hungry for shelter, food, jobs and education. No father throws five sweets for his 50 children and they allow the weak children to have no sweets at all while the strongest five enjoy the sweets

We are known to be a country that is small, I believe we do not want to be small in geographical size and the heart's size. Our hearts must be bigger enough to accomodate the poor, we should all stretch our arms to

good. The poor people are not foreigners from unknown worlds, they are our mothers and fathers, sisters, brothers and cousins that supported us through out our journey in politics.

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112 As level English.

Speech by the leader of Democratic Congress party on a debate "Giving Aid to the Poor does More harm Than Good" at Masery City council on the 1st July, 2020.

Honorable Priminister and First lady, honorable minister of Social Development, honorable President of the Senate and house of representatives, fellow ladies and gentlemen, I greet you all.

Before proceeding, I would like to deem it an honor the opportunity granted to me on this august occasion of debate on "Giving Aid to the Poor does More harm Than Good", I am beyond humbled.

When breaking the ice, the motion of this house states that "Giving Aid to the Poor does More harm Than Good" and I, would like to acknowledge this motion. But on the other hand I would like to express my point of view along side this motion. The poor or the least fortunate are met half way by the elite, not the elite alone and the government as well. It is a pity the house reinforces this house.

In contrast, a giving hand causes no harm but blesses the needy. Love is expressed through giving, not physical needs only but also the psychological needs. There is no doubt that giving aid is an epitom of love within humanity as a result it serves no harm but it shows the most fortunate are regarded as human beings. Ladies and gentlemen portray that priceless smile of orphans that lights up the room after receiving a package of food donations. Can we still acknowledge this motion?

Moving on, allow me to draw to your attention that the giving aid is the only source of supply for the less priviledged. Can you imagen, & going to bed with a grubling noise in your stomach because none of your family members is unemployed and cannot provide or put food on the table? Either in a form of money or nourishments, the poor are able to survive with the giving aid. It is useless still deniable that there's harm caused by giving aid.

In continuation, I would like to reinforce the fact that the giving aid does no does no harm than Good to the poor. Who amongst you fellow houses can deny the fact that some of us are products of free education. I would not to believe that we are all aware that the same free education is part of a giving aid. This government serves as proof that there is no such a thought that giving aids are to be negatively discussed. Without the giving aid of free education, there would be a low literacy rate within our motherland and that is not what the government needs.

Apart from that, thousands of the prominent business men and women are on the journey of luxury because they had receive an aid in a form of money. The little penny they are donated with is used as a start up capital. Can we drift from the problems brought by giving hands and drawn to the Gross Domestic Product of the country. What can we analyse from the GDP? Without this successful business owners there would not have been over stripping GDP.

Besides the above mentioned let us shift out attention to the crime rate within this country of our own. What about

need in the unfailure of meeting the Moscow's hierachy needs. With lack in the physical needs, and also there is a limit supply of aids, so one tries might and main to put food on the table. It does not matter if the source is negative or positive.

In conclusion, I oppose firmly that Giving Aid to the Poor Does More Harm than Good as every than good overrides the ~~post~~ negative one.

➤ There is a serious problem of expression

S3

Speech ~~about~~ a debate on the theme giving Aid to the Poor does More Harm Than Good, by the Personal Secretary of Health When & Where?

Your highness
Honorable Prime-minister
~~bu~~ The Ministers
The Senate
Constitutional house of Law
Basotho people
Distinguished quests

I would like to thank this opportunity of giving a speech to you, our people about this debate of which surely everyone is eager to know what conclusion has the government reached. Once again I pass my greetings to you.

Giving aid to the poor is very helpful as we know as the Basotho nation, how some of us may be stragling on providing for our families. It is very clear to us that jobs are less than our population and this leads to suffering of our people. As the government we debated if rather the aid is harmful or not.

On one hand, this may create a high crime rate as this people will all have the donations they need but others may use them recklessly

while others will be able to maintain theirs. This is where by some may rob those who can maintain. Also it may creat conflicts amongst villagers as villagers in charge of giving the donations out may become greedy and give more to their freind and less to others.

On the other hand, These aids are of good honor as we can not sit back and watch a part of us dying as some people say aiding the poor is not helping them to become independent. But maning them more relaxed as they know that everything will eventually be provided. Not aiding them will be very unfair as we all know that most of these people have no jobs, let alone skills of being hired.

Further more, These aiding will stop more crime rates from shops and other places as the poor will be having in hand what the can put out table at night for their families. Also it will keep them healthy and give them strength and also more motivation of hustling out so they can atleast figure out other needs and wants they may have to satisfy.

lastly, At some point, these poor get to feel inferior to those aiding them not that a chain is no stronger than its weak link.

174

With this very feeling it makes them to become cruel and start rejecting the very same help they know too that they are in high need of.

With all these viewpoint, as the government, we considered the fact that the aids are to continue as they ~~help~~ have more good than harm. For if they are no aids, more Places ~~people~~ are at high risk of crime rate for A hungry wolf is fixed to no place.

Remembering that blessed is a hand that gives than ~~that to~~ recieves and it is also said that love your neighbour as you love yourself.

Giving aid to the poor does more harm than good.

~~Good morning to the fellow~~ Honoured guests

~~I would like to pass my greetings to~~ the King Letsie III, Honourable Prime minister, ministers and you fellow people.

As one of the politicians given a chance to stand before you and talk of how giving aid to the poor does more harm than good, I would firstly like to thank this space that I was granted.

Some people say feeding the poor makes them to be too dependent on the helping hand, but this is wrong. Those people work day and night to put food on their tables but still get exploited by their employees and earn peanuts.

Imagine if there was no free education, what would have happened to their children? Sometimes we as people (we) are too quick to judge before looking too deep in the matter. Their salaries can not cater for school fees, needs and wants at a go.

Yes, lets not leave the fact that some are dependent and do not do much to help but what if their situation has messed up with their minds? for

example, one may have depression for seeing the conditions they live in and can't do anything to help.

Aren't we all humans? If giving aid to the poor does more harm than good so does it mean we should let them to die knowing we could have done something to better the situation before it leads to death?

Yet again when we look into aid given to poor countries, it makes countries more poorer and the growth slower because they leave them with debts and more vulnerable to the vagaries of the currency markets and unattractive to future investors.

It is also important to take into consideration that people value with respect to their lives and that they have to get along with confidence and self determination so that they won't feel discriminated in any way

Helping the needy is never a bad thing to do because it will bring change to their lives. There's a famous saying that "a giving hand is blessed more than the receiving. So

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It is also important to take into consideration that people value with respect to their lives and that they have to get along with confidence and self determination so that they won't feel discriminated in any way.

Helping the needy is never a bad thing to do because it will bring change to their lives. There's a famous saying that "a giving hand is blessed more than the receiving. So

if people would do just that and lets take care of one another.

Last but not least if we all too care of one another there would not be theft or unecessary conflicts. So ladies and gentleman my advice is that helping the poor multiplies your blessings so let's do good and keep helping the poor.

177

... (on politics) I would to convey my greetings to the his majesty King Lekie III, our Prime Minister and his first lady, the ministry of school development, the councilor, ladies and gentleman and my beloved sons and daughters. I thank you all for being here with us at this occasion.

You will agree with me when I say that there is saying that goes by "Giving aid to the poor more harm than good." I believe that is true to a less extent not true. Giving foreign aid to the poor saves or reduces the number of death rate. It is there to save lives particularly during calamities and disasters when people cannot sustain themselves like in the case of natural disasters such as drought or flooding which destroys crops.

Ladies and gentleman, giving aid to the poor is very good. firstly, In humanitarian emergencies, your lives are at stake. When you are in desperate need of foods, water, medical care and shelter of famine or conflicts, Who will rescue? Such urgent assistance is the responsibility of nations and organisations that have the capacity to do so. Why should you die of poverty yet the organisation are here to help you out?

I believe that effective aid addresses the basic needs of livelihoods education, health, clean water, sanitation and the rule of law for the poor and vulnerable in developing countries. Foreign direct Investment standing on its own cannot break the cycle of poverty for the bottom billion of the world's poor who live on less than a hundred M100.00 a day.

Going on, I truly believe that giving aid to poor is the best way in which one country can save lives of others. Aid is about attempting to relieve suffering. Giving aid does not do more harm but it shows that we care about your well-being and humble. It gives people the ability to move out of difficult situation.

Giving aid to the poor encourages the industrial development projects supported by foreign aid creating more jobs for the people so that they survive. It improves the infrastructure and overall development of local community thus encouraging more tourists to visit such a place because of accessibility. Also, less privileged communities benefit from foreign aid aimed at providing clean water and sanitation facilities, which reduces the risk of contracting infections and disease. Dirty water can cause death especially in children whose immune system is so not strong.

Ladies and gentleman, it is not a secret that most people become thieves when they go to bed with empty stomachs. Why should we not help you instead of letting you to become thieves? If you steal from each other, this will pass to this young and beautiful generation. These kids are the leaders of tomorrow, who will also help us when we are older.

Some of you might even start eating each other like the cannibals such as Antoinone and moheing who are Manchester's grand father, Peace. I am pretty sure we do not want history to repeat itself. Do we? These people staring inside of us, need to be taken care of even if it means providing jobs to them or providing them with food and farming equipment so that they can plough and then sell vegetable so that rather than staying at their homes and doing nothing all time.

DEBATE SPEECH BY POLITICIAN GIVING AID TO THE POOR. DOES MORE HARM THAN GOOD

King, Honorable Prime Minister, honorable Ministers, Senators, Constitutional house of law, chief, and your ladies and gentlemen I great you all.

I would like to thank you all ladies and gentlemen for being here. I believe we are all here because we all want what o good for this nation.

My opponent and I have been invited here by your chief to speak to you today about, what we believe to be the most controversial issue in our nation. Good people why can't we work hard to make sure we build a strong nation?

After all who can calm to hold the Monopoly on the subject? Why can't we stop monopoly good people? Are we aware that because of discrimination and political issues other people cannot find their rights? The truth is most of us here don't even know why we give in the first place.

The poor really need help how can someone who does not have job be able to pay school fees? good people are we all aware that we have to provide free education? The minister of education how will you feel if you find out that 75% of children in huge comunity were forced to leave school because their parents don't have school fees?

Good people are you aware that if we don't aid the poor there is going to be high rate of criminal rate? Yes because people are going to be drug dealers and those people will be only drug dealers. Will you be happy one day if your parent or sister is raped and killed by someone who did that because of oo hunger and poverty.

When we are aiding to the poor the economy is increasing. For example the government can creat jobs for both educated and non-educated people so that everyone of us will be able to pay tax and increase the economy whereby the government will be able to construct infrastructures and build hospitals.

Do you believe that one day Lesotho will be considered considered as a developed country? Yes Lesotho can be a developed country but only if we Basotho could consider other people's rights and do what o right towards each other.

Have you ever asked youself why these people people are still voting? they are voting because they have hope in us they hope that one day we well do what is good for them and their future they hope to live in good conditions but how will they get be that while they are distriminated.

I hope one day we will all come to our senses and be farr, as there will be time for us to stop sudging others.

SPEECH BY THE BASOTHO NATIONAL PARTY LEADER OPPOSING ON A DEBATE
ABOUT GIVING AID TO THE POOR DOES MORE HARM THAN GOOD.

I would like to pass my greetings to the king and Queen,
Honourable Prime minister and The first lady, Minister of social
development, President of the senate and senators, House of representatives
and all of the Basotho.

Before anything, I am very delighted to stand before you all
to oppose on a debate that "having Aid to the Poor does More
Harm Than food." I thank you Ladies and Gentlemen for giving
me your time and attention.

I stand before you all Basotho and disagree with the fact
that aiding the poor does more harm than good. This is because
giving the second hand to others is a good thing so that they
may be able to stand up for themselves. Ladies and Gentleman,
you would all agree with me when I say helping others is
also helping yourself, is it not so? I believe we are all
Christians and the Bible also states that we must love out
neighbours as much as we love ourselves because the almighty
God also loves us all with the same love, isn't?

Giving aid to the poor does more good than harm because
the very same poor people find their feet through the aid of
the government or other rich people. For instance, giving free
education to primary levels schools becomes a great help to
many families and children, because the children tend to
show much interest in many things of life like, preparing
healthy meals and cleaniness due to education. I would
honour your correction if the statement is untrue my

fellow Basotho.

Would I be lying if I say helping the poor helps them
to improve and become better different people? I know in
many districts especially the ones on the rural areas (Qacha)
the rich people often help the poor by giving them jobs, taking
their children to school and providing them with essential
needs like food, is that the wrong way of living? Let me
tell you my fellow Basotho, your neighbour's success is your
success too! Help others with the little you have so that they
can help you too because it reduces the crime rates like
theft.

Basotho, look how full the streets are filled with youngsters
trying to find life for their own because their parents can no
longer do anything for to provide their families, does it not lead to high
rates of theft? Thank you, now you, see that helping the poor
reduces the corruption caused by envy among you all!
Again, giving aid to the poor creates peace as less people
worry about the unwanted hate especially among neighbours
because they can not help others. You as Basotho people would
be with me when I say cannibalism during the 18th century
was as a result of denying to help and provide others with food
so we can not let history repeat itself.

Basotho, help the poor the government as it is gives help
to the poor eventhough they are not even known by their
names, what more about people who know them but can not
help them? Helping is the only way to get through life in
order to achieve many things in life. One thing I can
tell you is that you only do good by others so curb

S8

This is a speech remember.

Giving aid to the poor does more harm than good

Ladies and Gentlemen allow me to pass my sincere greetings to His Majesty King Letsie III, followed by our Honourable Prime Minister, honourable Ministers, two Constitutional houses of Law and the country at its large. I will also like to thank and appreciate everyone's presence today.

It is a distinct pleasure to be with you today to address the aid to the poor. As a campaigning politician, I see the importance of discussing or enlighting people about giving aid to the poor. Some people believe that, it is essential to help aid the poor while others condemn giving aid to the poor. Can we really condone or condemn giving aid to the poor?

Ladies and Gentlemen allow me to begin with most of poor people sleep without eating anything therefore they lack strength and power to work for themselves. Nevertheless, those are the people we see on daily basis trying their level best to feed their families. For example, in our very own country; we see people going house to house looking for tins, boxes and anything made of iron metal. They to then sell them to gain some money to feed their families. Ladies and gentlemen, these people work very hard, but still they sometimes sleep without anything in their stomaches. These are the people in need of help.

In the other hand, some people believe that, unprivileged people are lazy, they expect other people to work hard for them and they releive their earnings. For example, if we have street kids who just wake up in the morning and going to town just to beg people to give them money, yet they do not convey effort towards something. These changes people's thoughts on helping them because they do not show any effort. However, such people should be guided to change their situation; small piece jobs should be given to them.

In contrast, when unprivileged people try to put an effort in helping themselves by looking for jobs; they are treated like slaves because they have nothing. Ladies and gentlemen believe me when I tell you that our current government does not recognise labour abuse and other people's rights. Poor people are not made aware of their rights, they are treated like trash or let me say they are normaly under paid by their employees but the government does not act on such cases. Let us join together to be a loud voice for the poor, and make sure they get what they deserve.

Despite that poor people take advantage of privilaged people by stealing from them. When they are given jobs they destroy and make there employers feel up by them. They normaly say rich people have more than they need so they would not recognise that they are stealing. Ladies and gentlemen believe me when I tell you that

S

181

no one could condone such unapologetic behaviour.
However, they may be telling the truth; rich people can
afford a lot of things and they can replace everything.
Do not get me wrong. I do not ~~support~~ condone
them but my point is that, with the little you have
try to give or share to the poor to avoid such things.

Apart from that, aiding people does not ~~mean~~ necessarily
be in monetary ways but our skills could also
help. ~~fo~~ For example, if a psycologist could offer free
services to the community. These could be a simple
guidance and motivation to the poor to do better
and to aim higher. Apart from that, people could be
give back to the community by teaching them skills to
provide for themselves in a long run.

Ladies and Gentlemen let us open our eyes and think
clearly about these matter because we need to raise
future leaders and by doing what is right and
implementing skills to our children. I urge you to
aid the poor to because you will never know
what may happen to you in future.

Thank you.

A speech about giving aid to the poor by ~~one of~~ the minister of food and security on the 24th March 2020 at the Lesotho parliament

His Majesty King Letsie III, the right Honourable Prime minister, the speaker of the house, my fellow honourable members of the house, ladies and gentlemen, I greet ~~you~~.

I am very grateful for the opportunity granted to me to join the discussion about extending a helping hand to those in need.

Ladies and gentlemen, some of the members believe that helping the poor encourages the poor to be ~~dependee~~ dependant on the government and donors for food and everything thus resulting in them taking no initiative for making a living for themselves. I strongly believe though, that these fellow Basotho people have nothing else to do and are at a desperate need for our help. Ladies and gentlemen you will agree with the fact that these people endure the freezing winter mornings and the schorching summer sun in our streets trying to put bread on their tables, how can we see that as taking no initiative to make a living.

Some of these ladies and gentlemen are forced to stay at their homes to watch their children starve to death because the conditions they are faced with have resulted in their health complications of which they cannot even afford

treatment. Ladies and gentlemen, how can we possibly turn away from such a heartbreaking issue? Instead, my fellow members of the house, let us reduce the tax they pay so that they can have a better salary.

We can donate essential food to such families once every month to meet their need halfway. Some of these fellow Basotho people have to skip some meals in order for them to have something to eat the next day. Their children ~~dendo~~ do not attend school in a satisfactory way because they have no food, even if they go to school, they cannot concentrate. Therefore agree with me when I suggest that free meals should be provided for them at schools.

The government and so companies should work hand in hand to make better market places for these fellow brothers and sisters of ours. This will create a congusive working area. This will also boost the country's economy as most of these people will be able to go to work even in adverse conditions. Therefore, ladies and gentlemen let us work together to create better market areas for our brothers and sisters.

Medical services should be made affordable to these people and their families because some of them cannot afford these services. Mobile clinics should regularly visit their living areas

LESSON PLAN

Educator: R. Malataliana

Level: Advanced Subsidiary

School: Lesotho-China Fellowship Collegiate

Subject: English Language

Duration: 1 hr
Context clues

Topic: Language Analysis-

02/07/2020

Objectives: -To be able to locate meanings of words and their effect using context clues. -To be able to write persuasive writing applying context clues. -To be able to identify powerful words in a text.

LESSON STAGES	CONTENT	TEACHER'S ACTIVITY	LEARNERS' ACTIVITY	SUMMARY
INTRODUCTION	Language Analysis/ Commentary	Teacher asks learners to state highlights of on how to write a text Commentary/ analysis	Learners mention the conventions relating to Commentary writing. They include listing words.	Teacher emphasises on the word list.
DEVELOPMENT	Context-clues	Teacher asks learners to state how they deal with word meanings of unfamiliar words. -Teacher suggests how context clues may be used	Learners mention how they deal with meanings of unfamiliar words	Teacher wraps up by mentioning persuasive words
SUMMARY	Locating meanings of words using Context-clues	Teacher asks learners to sit in groups to find words and try to locate the meanings	Learners sit in groups to identify and locate meanings of unfamiliar words.	Learners are asked to apply such strategies every time they write persuasive piece

Assessment: Learners are asked to write any sort of persuasive writing using context clues

Evaluation: ....

184

Appendix 16: Observation field notes

Field Notes for observation   My observations

Date and Time	Situation	Participants	Actions observed	Reflection
02/04/2020 12:20 pm	English Language Class	AS - Social Sciences Students - English Teacher The researcher	- Learners are aware of linguistic features they have to search for when writing a language analysis.

- Learners located the meanings of unfamiliar words using context clues.

- The researcher used scaffolding

- Learners could not make sense of how context clues are related to language analysis

- learners underlined words which are not key words.

- The students talked about lexis is one feature of language analysis but the researcher failed to link it with diction

- Discovery method was hardly used

- The researcher failed to... the identification between diction, instruction, context-clues and persuasive writing

- Time was not well managed | Poe the

The researcher should have separated context clues and language analysis.

They are aware of diction lenses

... |

Appendix 17:Filled Checklist for Observations

02/07/2020

CHECKLIST FOR OBSERVATIONS

- Lesson-plan
- Teacher-student interaction
- Behavior of learners
- Teaching aids
- Introduction of the lesson
- Which instruction method is the teacher using
- How the teacher uses learners' prior knowledge
- How the teacher scaffolds (models)
- Challenges learners face in responding to questions
- How the teacher applies interactive strategies
- Does the teacher employ collaborative instructional methods

WHAT TO OBSERVE	Present features	Absent features	Comments
Lesson-plan	All present	-	Comprehensive Lesson plan
Teaching Aids	Board, marker	Student worksheet for practice	
Introduction of the lesson	acquisition of previous knowledge in knowledge	Connect the info given explicitly the ong plated to texting	Effective Introduction not linked in his background info
Instruction method & topic	Question and answer method lecture	- Employ describing method by giving examples not having	Let students to establish their own understanding to prove understa
Use of learners prior learning *knowledge*	- Asks questions for prerequisite knowledge	Ask for examples from students to establish comprehension	Ability to recap and ask for the previous knowledge
Demonstration/Modeling	Chronological and easy to follow		Acquire their understanding by letting them to ask.
Students' behaviour	Ability to listen attentively and well behaved		
Collaborative instructional methods	Class conducted of methodologies used	Additional discovery could have established	
Challenges learners face	They responded well to the question asked	Absence of icons Sheets can lead to failure to express	- Let them work on the content by giving examples of
Interactive strategies	Two - way teacher student interaction	-	their ou

- The importance of a word should also be related to the theme and question "persuading the audience)
- The assessment is a bit complicated. i.e the question asks them to comment on the language and style.

Way forward.
Try to find a more precise exercise that is related to contextual clues. especially with variety of contextual clues and/or even if its the same passage "change the rubric."

186