

**Incorporating the Writers' Workshop Approach to Engage Grade 9
English Language Learners in Community Activities and Enhance
Language Skills in One Secondary School in Leribe**

by

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fulfilment of the requirements for the Degree of Master of Arts in Education in the
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DECLARATION

I, Relebohile Mafelesi, hereby attest and unequivocally declare that the research work herein, which constitutes the thesis entitled *Incorporating the Writers' Workshop Approach to Engage Grade 9 English Language Learners in Community Activities and Enhance Language Skills in One Secondary School in Leribe*, represents an original scholarly inquiry conceived and executed solely by myself. This investigation, along with the ensuing analysis and interpretation of its findings, has been conducted independently, under my direct authorship.

All intellectual contributions, textual sources, and conceptual frameworks drawn from the extant literature have been meticulously documented and accorded formal citation in strict adherence to the highest conventions of academic integrity. Furthermore, I affirm that this thesis, in its entirety or in any constituent part, has not been previously submitted for the purpose of attaining any other degree, diploma, or professional qualification at this or any other recognised institution of higher learning.

The present submission is proffered in full fulfilment of the stipulated requirements governing the award of the degree of Master of Education from the National University of Lesotho. This research endeavour was undertaken under the supervisory guidance of Dr. Mahao Mahao, to whom I express my profound gratitude; notwithstanding this advisory capacity, I assume complete and sole responsibility for the factual accuracy, analytical rigour, and overall intellectual integrity of the work disseminated for examination.

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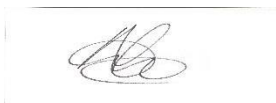
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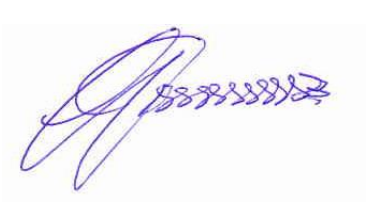
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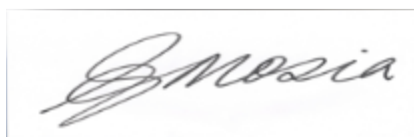


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DEDICATION

I hereby ascribe and dedicate this scholarly work to my family, whose unwavering support and profound encouragement have constituted the foundational bedrock of my entire academic trajectory.

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ABBREVIATIONS AND ACRONYMS

CAP	:	Curriculum and Assessment Policy
CHAT	:	Cultural Historical Activity Theory
CLT	:	Communicative Language Competence
CR	:	Critical Realism
EFL	:	English as a Foreign Language
ELLs	:	English Language Learners
ESL	:	English as a Second Language
LBECF	:	Lesotho Basic Education Curriculum Policy
LCT	:	Legitimate Code Theory
LGCSE	:	Lesotho General Certificate of Secondary Education
MoET	:	Ministry of Education and Training
Qual	:	Qualitative
QUAN	:	Quantitative
SDG	:	Sustainable Development Goal
SPSS	:	Statistical Package for Social Sciences
WWA	:	The Writers' Workshop Approach

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ABSTRACT

Curriculum design constitutes a fundamental mechanism for ensuring curricular quality, which in turn serves as a primary determinant of quality education. To this end, the curriculum must be characterised by both openness and flexibility, thereby enabling it to effectively address emergent challenges and opportunities. This necessitates the deliberate integration of contemporary issues and the provision of relevant instructional modalities that facilitate learner-led inquiry into subjects pertaining to their local environment and community concerns. Concurrently, there exists a prevailing imperative to equip learners with 21st-century competencies and learning practices. These skills are principally oriented towards the cultivation of critical thinking, problem-solving, collaboration, perseverance, and creativity, amongst others, thereby fostering the capacity for life-long learning. This study interrogates the role of the Writers' Workshop Approach (WWA) in promoting community service and the acquisition of language skills. This investigation was precipitated by an observed misalignment between the general aims of the Lesotho English Language Grade 9 syllabus and its concomitant learning outcomes and pupil experiences. Methodologically, this research employed a multi-faceted approach to data generation, utilising pre- and post-tests, questionnaires, focused group discussions, and reflective journaling. The study aims to address the identified pedagogical gap by deploying the Writers' Workshop Approach as an innovative intervention to ameliorate this issue of curriculum quality. The key findings demonstrate that language skills are most effectively acquired not in isolation, but through engagement with authentic, everyday activities, thereby ensuring genuine communicative competence. Furthermore, the analysis revealed that the WWA significantly enhanced learners' writing proficiency, problem-solving abilities, and capacity for collaborative learning. Consequently, this study proposes the revision of the English Language syllabus to incorporate community-based writing activities, thereby aligning pedagogical practice with the demands of a performance-based curriculum and the development of essential 21st-century skills.

Key Words: *Community Activities, Performance-Based Curriculum, Language Skills, Writer's Workshop Approach, 21st Century Skills.*

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 INTRODUCTION

Commencing this academic inquiry, the inaugural chapter articulates the study's contextual background and illuminates its core problematique. It subsequently delineates the principal research objectives and their concomitant investigative questions, thereby establishing the analytical trajectory for the entire thesis. The chapter further expounds upon the study's scholarly significance and its overarching purpose. Concluding with a precise definition of pertinent terms and acronyms, it culminates in a synoptic overview that encapsulates the chapter's structural architecture.

1.1 BACKGROUND

Educational institutions fulfil an integral role within the fabric of every community. Given that pupils will inevitably constitute the future membership of these same communities, it stands to reason that the curricular framework must be meticulously designed to ensure an optimal learning environment, one which proficiently equips learners for their future civic and personal endeavours. Curriculum design, constituting a critical undertaking in educational development, must therefore be oriented towards providing a comprehensively well-rounded and meaningful education for all learners. In a global attempt to secure quality education, Sustainable Development Goal (SDG) number four explicitly pledges to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (Kufeolu, 2022, p. X). The realisation of this objective is fundamentally contingent upon curriculum quality. According to Stabback (2016), this entails the deliberate arrangement of content, learning outcomes, and pedagogical experiences to inclusively empower all learners with requisite knowledge, skills, values, and competencies.

Furthermore, a quality curriculum expressly embraces the enhancement of higher-order cognitive faculties, notably critical thinking and problem-solving skills (Stabback, 2016). Moreover, it must possess the inherent openness and adaptability to confront emergent challenges and possibilities. This necessitates the incorporation of contemporary issues and the provision of relevant instructional modalities that facilitate learner-led research into themes connected to the local

environment and community concerns, amongst others (ibid). It is precisely on this basis of fostering critical and analytical skills that the embedding of learning experiences which initiate the active participation of learners in investigating community challenges becomes paramount. Stabback (2016) further posits that a quality curriculum is one which effectively articulates both the competencies necessary for lifelong learning such as reading, writing, speaking, listening, and understanding linguistic conventions and those conducive to holistic development, including critical thinking, problem-solving, and collaboration. For English Language learners, engagement with local issues through curriculum content thereby enriches language acquisition whilst simultaneously cultivating these essential cognitive and social skills.

In response to these global imperatives, the Lesotho education system has endeavoured to transition from traditional pedagogical models towards a learner-centred paradigm, a shift also influenced by the worldwide dissemination of new educational theories (Raselimo & Mahao, 2015). This transformation is reflected in the recent Curriculum and Assessment Policy, which attempts to liberate education from a performance-based system towards a more interactive, competence-based curriculum, characterised by a greater integration of assessment with teaching and learning processes (ibid). This shift has subsequently informed the rationale and aims of the Lesotho General Certificate of Secondary Education (LGCSE) Grade 9 English Language syllabus. Primarily, one of its general aims, as stipulated by the Ministry of Education and Training (MoET, 2021), is to "develop learners' cross-cultural awareness and engagement in the internal and external issues within their communities."

However, a critical disjuncture appears to exist; the laudable notion of developing cross-cultural awareness and community engagement is not substantively presented within the syllabus's specified learning outcomes nor within its suggested learning experiences. This omission generates a significant misalignment, as learners are consequently denied structured opportunities to engage in community activities, thereby stifling the development of this stated aim. This finding resonates with the work of Raselimo and Thamae (2018), who discovered an analogous misalignment between the aims and the content within the Sesotho curriculum, suggesting a potential systemic issue, albeit here focused on the English language curriculum. Consequently, many English language learners in Lesotho may struggle to forge connections between academic learning and

tangible real-world community issues, potentially mastering grammatical rules and vocabulary in isolation but failing to apply these skills in meaningful societal advocacy or action.

It is against this backdrop of identified misalignment that the present study seeks to address the syllabus deficit. The research specifically investigates the non-presentation of opportunities for community engagement and the consequent impediment to fostering cross-cultural awareness. This study proposes the incorporation of the Writers' Workshop Approach (WWA) to furnish learners with opportunities for involvement in their community issues whilst concurrently advancing their literacy skills. This proposition aligns with the integrated curriculum model advanced by the Lesotho Basic Education Curriculum Policy (LBECP) of 2021, which conceptualises learners as community members expected to function effectively within their contexts to address life challenges (MoET, 2009). The Writers' Workshop Approach (WWA), which can be described as a student-centred instructional method, propels learners to confront social issues within their immediate and global communities (Beschomer & Hall, 2021). Hence, its adoption would directly address the aforementioned aim of the LGCSE syllabus by facilitating learner research into prevailing community challenges and the suggestion of potential solutions.

The complexity inherent in developing writing skills in a second language within a community-service context has prompted substantial theoretical and empirical inquiry. The WWA has been adopted internationally to improve writing skills and foster community engagement among learners (Teachers' College Reading Writing Project, 2020). In European contexts, for instance, it is an established method for enhancing linguistic proficiency and creativity (Westerlund & Besser, 2021), with research indicating that an emphasis on creative writing helps learners develop unique voices through peer engagement. In the United States, the approach emphasises the importance of leveraging learners' first language and cultural backgrounds within the writing process (Sturm, 2012), thereby unpacking language as a social tool for building community relations.

Similarly, in Indonesia, research into how second-language learners build writing skills has grown in prominence. Studies demonstrate that implementing writers' workshops significantly improved the writing abilities of diverse learners (Al-Hroub, 2017), allowing them to become active writers who explore ideas, create manuscripts, and collaborate with peers (Masrul & Rasyidah, 2023). These studies noted considerable improvement, underscoring the potential for holistic

development in English writing skills through personalised approaches (Kim et al., 2020). In South Africa, adaptations of the WWA have been used to improve literacy rates by encouraging self-expression and critical thinking, fostering supportive environments where learners practice writing, share work, and receive constructive criticism to enhance both linguistic and cognitive skills (Meisani, 2022).

It is upon this foundation of compelling international evidence that this research is situated. The study intends to investigate the efficacy of the WWA in improving ESL Grade 9 learners' engagement with their community through the medium of writing. Within this framework, writing skills are conceptualised not merely as an academic exercise, but as a potent tool for combating social injustices, facilitating advocacy, raising awareness, and serving as an authentic technique for problem-solving within the learners' immediate social context.

1.2 PROBLEM STATEMENT

A prevailing imperative within contemporary educational discourse mandates the equipping of learners with 21st-century skills and learning practices. These competencies are fundamentally geared towards the cultivation of critical thinking, problem-solving, collaboration, perseverance, and creativity, amongst others, thereby fostering a capacity for life-long learning (Larson & Miller, 2011). Consequently, such skills necessitate integration into the curriculum to furnish learners with pedagogical opportunities that engage them in authentic, real-world contexts (ibid). Aligned with this overarching objective, the Lesotho English Language syllabus explicitly articulates an aim to develop learner engagement within their communities. Nonetheless, a critical examination reveals a conspicuous absence of activities designed to operationalise and enhance this stated aim, thereby positing a significant misalignment between curricular intention and practical implementation.

In direct resonance with the Deweyan proposition of an education that is “grounded in experience,” wherein learners actively interact with a perpetually evolving world (Johnson & Reed, 2008, p. 13), this study seeks to address this identified lacuna. It proposes the employment of the Writers' Workshop Approach (WWA) as a deliberate innovation targeted at ameliorating this specific issue of curriculum quality.

Within this framework, innovation can be perceived as a catalytic agent for positive transformation across all spheres of human activity (Serdyukov, 2017). Its primary benefit lies in its capacity to

ensure sustainability, precipitate improvement, and proffer solutions to extant problems, including those pervasive within the education sector. Specifically, educational innovation frequently manifests through curriculum innovation, which entails the strategic introduction of novel curricular aspects to solve pedagogical problems or achieve stipulated goals (Yanti et al., 2023).

The particular innovation proposed herein is the Writers' Workshop Approach, conceptualised as a process-oriented writing task aimed at nurturing compositional skills through active engagement in community-focused tasks (Masrul & Rasyidah, 2023). This approach is inherently learner-centred, facilitating the improvement of writing and language skills within a richly social context, with the teacher assuming the role of a facilitator throughout the iterative writing process (Salem, 2013). The approach mandates learners to produce a complete text addressing a pertinent community issue (Masrul & Rasyidah, 2023), meticulously following the procedural stages of prewriting, drafting, revision, and editing. It has demonstrably proven efficacious in enriching learners' ideational development and honing their iterative skills in revising their work. More precisely, the WWA grants learners the autonomy to exercise their writing abilities whilst simultaneously navigating and proposing measures to address challenges within their immediate communities.

Therefore, whilst the Lesotho English Language curriculum rhetorically aims to foster critical thinking and community engagement, it currently fails to provide adequate, structured opportunities for learners to apply these skills to local issues, thereby circumscribing their holistic engagement and development. This research consequently reckons the WWA as an innovative intervention capable of bridging this gap. It does so by engaging learners in their communities through the development of ideas aimed at solving social problems, reinforced by the cyclical processes of constant revision and edition. Through this methodical practice, learners ought to develop a sophisticated understanding of how, where, and to what end to apply their writing skills within their communal lived experience. This view is in firm resonance with the notion that "skills learners will need for the society in which they will work and live should not be thought of as one more thing to teach but rather training integrated across curricula" (Larson & Miller, 2011, p. 16).

1.3 RESEARCH OBJECTIVES

- To explore the opportunities the Lesotho secondary schools' English Language curriculum presents for learners to participate in community activities.
- To explore how the writers' workshop approach as an innovation can foster the Lesotho secondary school English Language learners' engagement in community issues.
- To investigate the writer's workshop approach influences learners' sense of community and language development.

1.4 RESEARCH QUESTIONS

1.4.1 Main Research Question

How can the Writers' Workshop Approach enhance community engagement and language skills among Grade 9 English Language learners in Lesotho?

1.4.2 Sub-Research Questions

- In what ways does the Writers' Workshop Approach help English Language learners engage with community issues more effectively?
- How does the use of WWA influence the development of 21st-century skills of communication and collaboration among English Language learners?
- What challenges do English Language learners face when participating in the Writers' Workshop Approach?

1.5 SIGNIFICANCE OF THE STUDY

This empirical investigation potentially elucidates how the intentional incorporation of the Writer's Workshop Approach may facilitate the development of essential 21st-century competencies among English Language Learners in Lesotho. Consequently, it is posited that such pedagogical innovation could engender more profound and meaningful engagement with salient community issues, thereby concomitantly enhancing linguistic proficiency and fostering advanced critical thinking abilities.

Furthermore, this research is poised to yield significant insights for teacher professional development programmes. It aims to equip educators with a robust, practical framework for the effective implementation of the Writers' Workshop Approach, thus potentially catalysing a substantive refinement of prevailing pedagogical practices.

In a broader context, the findings emanating from this study could serve as a critical impetus for curriculum developers, potentially prompting a comprehensive revision of the Lesotho English language syllabus. Such a revision would ideally integrate structured opportunities for learners to interrogate and address authentic, real-world issues, thereby synergistically promoting literacy development and the cultivation of active citizenship.

Moreover, the application of this approach may fortify the relational dynamic between the school, parents, and the wider community. This tripartite relationship is essential for fostering increased support and collaborative action aimed at addressing extant community challenges.

Finally, this scholarly work is anticipated to constitute a valuable contribution to the extant academic corpus. It seeks to augment the body of knowledge within this specialised field and may provide a foundational reference for subsequent research endeavours, thereby informing future pedagogical and curricular innovations.

1.6 PURPOSE OF THE STUDY

The principal purpose of this study is to interrogate and subsequently rectify the identified pedagogical lacuna arising from the conspicuous non-presentation of learning experiences and outcomes designed to foster learner engagement in community activities whilst simultaneously enhancing their linguistic development. This omission, as explicated by Atibuni (2020), engenders a significant discrepancy between the curriculum's intended aims and its actualised praxis.

Consequently, this research is positioned within a specific scholarly context, bearing a close conceptual affinity to the investigation undertaken by Raselimo and Thamae (2018), which focused on the misalignment between content and practice within the LGCSE Sesotho syllabus. However, it is noteworthy that a substantial gap persists within the extant literature, as comparatively little is known regarding analogous discrepancies within the Lesotho English language curriculum. This study, therefore, seeks to address this particular scholarly deficit.

1.7 DEFINITION OF TERMS

Curriculum Innovation: An adaptation of designs that aid learning in the 21st century for more mean-making (Button, 2021)

21st Century Skills: These are skills that enhance learners to advance in the current challenging world, equipping them with information processing ability, problem-solving abilities and collaborating well with others (Acer, 2017).

Literacy Skills: Broadly defined as the ability to identify, understand, interpret, create, communicate, and compute, using printed and written materials associated with various contexts (UNESCO, 2022)

Performance-Based Education: Offers learning that embraces learners engage in activities and portraying acquisition of skills post instruction. (Retrieved from Schoolcraft College. Operations, Curriculum and Assessment. <https://www.schoolcraft.edu/oca/>)

Competence-Based Curriculum: A learner-centred curriculum geared towards the development of learning competences transferable to different life settings (Boahin, 2018).

Learner-Centred Pedagogy: This is an instructional method that places the learner as an active participant, at the centre of the teaching-learning process (Bremner et al., 2022).

Language Acquisition: A natural way of learning a language, unconsciously so (Marzuki, 2018).

Problem-solving skills: These are skills that can be used by learners for the solutions to the problems they have identified within their communities (Kwangmuang et al, 2021).

Critical thinking: It is an intellectual information conceptualisation, analysis, synthesis and evaluation (Losbey, 2019)

Curriculum design: The framing and organising of the curriculum (Button, 2021)

Curriculum quality: Involves arrangement of content, learning outcomes and learning experiences that empower learners with knowledge, skills, values and competences inclusively for all (Stabback 2016),

Quality education: The education that substantiates the development of the 21st century by giving teachers and the learners the democratic support for the attainment of these skills (UNICEF, 2000)

Visible curriculum: The visible curriculum encompasses the explicit content and pedagogical strategies (Marinoni, 2019).

Invisible curriculum: The invisible curriculum relates to the implicit messages and values conveyed through practices and interactions within the classroom (Killick & Foster, 2021).

1.8 ORGANISATION OF CHAPTERS

This study comprises of five chapters each addressing the key component of the research in a logical and coherent sequence.

Chapter One: Introduction and Background of the Study

Chapter One presents the background and context of the study. It outlines the research problem, purpose, objectives, and research questions, and explains the significance of the study in relation to English language learning and community service. This chapter establishes the foundation and rationale for the entire study.

Chapter Two: Theoretical Framework and Review of Related Literature

Chapter Two introduces the theoretical framework that guides the study and explains how it informs the application of the Writer's Workshop approach in English language learning and community engagement. The chapter also provides a review of related literature, discusses key concepts, and identifies research gaps and appraisals relevant to the Writer's Workshop as an instructional intervention.

Chapter Three: Research Methodology

Chapter Three outlines the research paradigm, approach, and design. It describes the target population, data generation methods, data analysis procedures, and the overall research process. Considerations of validity, reliability, credibility, and ethical principles are discussed to ensure the trustworthiness and integrity of the study.

Chapter Four: Data Presentation, Analysis, and Interpretation

Chapter Four presents the findings of both the quantitative and qualitative phases of the study. It includes a detailed analysis and interpretation of the data, followed by data integration to provide a comprehensive understanding of the results in relation to the study objectives and theoretical framework.

Chapter Five: Discussion, Conclusions, Recommendations, and Reflections

Chapter Five discusses the findings in relation to existing literature and theoretical perspectives. It presents the conclusions drawn from the results, offers recommendations for practice and future research, and includes reflections on the research process and its implications for English language learning and community service through the Writer's Workshop approach.

1.9 CHAPTER SUMMARY

This inaugural chapter established the foundational focus of this research, namely the utilisation of the Writers' Workshop approach as a pedagogical intervention to enhance both language proficiency and community engagement among Grade 9 ESL learners. It commenced by delineating the pertinent background and presenting a robust rationale for the adoption of this specific methodology to address persistent challenges within ESL education. In doing so, it critically highlighted the inherent limitations of traditional instructional methods, particularly their propensity to constrain authentic student expression and meaningful social interaction.

Herein, the chapter provided a precise articulation of the research problem, defined the principal objectives, and formulated the central research questions that guide this inquiry. It further elaborated upon the study's significance, positing that the strategic integration of a structured writing workshop can simultaneously foster the development of core language skills and catalyse active, purposeful participation in community-related activities. The chapter concluded by furnishing definitive explanations of key operational terms and presenting a synoptic overview of the entire thesis structure, thereby establishing a clear roadmap for the ensuing analysis.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.0 INTRODUCTION

This chapter commences by introducing the dual philosophical and theoretical lenses that fundamentally inform the conceptual architecture of this research: namely, Cultural Historical Activity Theory (CHAT) and Legitimate Code Theory. The deliberate deployment of multiple theoretical frameworks is intended to function in a complementary manner, thereby cultivating a more nuanced and multi-faceted understanding of the complex phenomenon under investigation (Hovorka & Larsen, 2017). This complementary character is defined by the capacity of one theoretical perspective to ameliorate the explanatory limitations and fill the epistemological gaps potentially inherent within another (Mayer & Sparrowe, 2013).

Following this, the chapter will undertake a comprehensive and critical review of the extant scholarly literature pertinent to the central issue of this research study. This synthesis will not only contextualise the investigation within ongoing academic dialogues but will also culminate in a detailed explication of the key thematic constructs that emerge from the analysis, thereby establishing a robust conceptual foundation for the empirical work that follows.

2.1 THEORETICAL FRAMEWORK

2.1.1 Cultural Historical Activity Theory (CHAT) and Legitimate Code Theory

Examined through a theoretical lens, Cultural Historical Activity Theory (CHAT) is regarded as a robust analytical framework that elucidates the dialectical interrelationship between human cognition and situated activity. Central to Vygotsky's thesis is the concept of mediation, positing that cultural tools including language, physical artefacts, and symbolic systems mediate human interaction with the world, thereby facilitating specific outcomes within an activity system. To extrapolate this principle, Writers' Workshop activities must be fundamentally learner-centred, affording students the autonomy to explore and construct knowledge and skills independently (Schiro, 2013). It follows, therefore, that this pedagogical model necessitates independent exploration of artefacts to cultivate writing proficiency and foster deeper engagement with their socio-cultural environment.

Within such humanised pedagogical practices, learners perpetually create and re-create their understanding of writing through the strategic deployment of multiple language varieties integrated into their learning. This implies that exposure to a diverse repertoire of tools and artefacts enhances learning by providing a plurality of choices (Marjorie, 2019). Concurrently, instructors facilitate this process by helping learners develop internal systems that reflect their construction of insight and meaning. This occurs through teaching creative writing and encouraging peer sharing, thereby enabling students to develop their own understandings of the world and derive personal significance from them (Silalahi, 2019).

Vygotsky, through CHAT, further contends that symbolic systems are indispensable for mediating thought (Riley, 2013). This perspective resonates profoundly with the present researcher's selection of tools designed to accelerate writing skill acquisition whilst encouraging reflection on quotidian experiences. These tools are inherently inclusive; they mitigate marginalisation by being engaging and varied, thus accommodating the diverse cultural backgrounds of all learners. Consequently, they humanise pedagogical practice, enhancing both writing development and the sharing of experiences via the Writers' Workshop Approach. The ultimate objective is to re-engineer learner identities through creative writing and the sharing of their narratives with teachers, peers, and the wider school community.

Furthermore, the enhancement of writing skills necessitates a clear division of labour wherein the researcher, critical friend, artefacts, and learners each assume authoritative roles within the classroom ecology. Moreover, writing proficiency through the WWA is contingent upon adherence to its constitutive rules that is, the principles governing its operation, which are ultimately oriented towards the transformation of learners. This aligns with Mahood's (2021) interpretation of Freire, whose central concern was an education that emancipates learners from a "culture of silence" to meet fundamental human needs and promote a more equitable society (Taylor, 1993). This ethos is congruent with the ideology of Writers' Workshop proponents, who argue that education should elicit individuals' inherent potential within a socially conducive environment (Schiro, 2013).

According to Pishghadam (2016), a truly conducive classroom environment is often characterised by a certain productive disorganisation one that accommodates all learner dispositions, thereby

fostering a classless, democratic community of inquiry. The facilitator-researcher must, therefore, cultivate an environment that promotes communicative competence, which itself entails far more than mere conversational language use. Complementing this view, Ngugi conceptualises language as an enabling condition; it is instrumental in meaning creation through social interaction, intrinsically linked to social categories and stratification, and active in the negotiation of topics (Muru, 2024). The WWA, therefore, advocates for facilitators to construct a social learning space that stimulates personal growth in meaning construction.

Pertinent to this study is the stated aim of the Grade 9 English Language syllabus to foster personal growth, broad knowledge, positive attitudes, critical thinking, and moral values. However, the failure to provide opportunities for community engagement introduces a significant skewness, misaligning the implemented curriculum from its intended objectives. The Ministry of Education and Training's Curriculum and Assessment Policy (MoET, 2009) explicitly sets out to develop learners into cooperative, active societal members capable of collaboration (Matee, 2019). The WWA is thus proposed as a mechanism to fill this syllabic gap by empowering learners to use language as active social participants.

Ultimately, CHAT vindicates the view that teaching constitutes a complex activity system defined by rules, tools, community, and a division of labour. The theory provides this study with a directive framework for implementing the WWA. The primary mediating tool for this intervention is language itself, through which learners will interact with the facilitator-teacher, peers, and the wider community. Explicit rules will govern the intervention, including protocols for community interaction and stipulated timeframes for task completion. Foremost, by upholding a clear division of labour within the CHAT framework, collaboration is structured into the activity: learners will collaborate as a team to investigate and address prevailing social issues, with each member's role within this social activity meticulously delineated.

2.1.2 Legitimate Code Theory

Expounding upon the Legitimation Code Theory (LCT), as developed by Maton (2014), this framework is identified as a sophisticated sociological lens through which to examine the processes by which knowledge becomes legitimised and how these practices of legitimation consequently impact educational outcomes. Within the specific context of employing the Writers' Workshop Approach (WWA) to enhance writing proficiency and foster community engagement,

LCT provides a critical underpinning for understanding how diverse forms of knowledge and pedagogical practices are validated and accorded value.

According to Maton and Howard (2018), the knower code is fundamentally concerned with the identity and dispositions of the knowledge producer. This implies that the emphasis within this code rests upon the teacher's subjective attributes, including their experiential background in pedagogy and the WWA, alongside their race, gender, socioeconomic status, and personal beliefs. Therefore, this code profoundly impacts instructional methodologies, influencing how writing lessons are conducted and how learner participation and contributions are evaluated. Conversely, the knowledge code represents the content and structure of knowledge itself (Maton et al., 2016). Here, the emphasis shifts to the objective principles and skills the teacher imparts to enhance writing competence.

Essentially, the intervention including the artefacts employed and the learners' engagement with them constitutes the pivotal element. In the present study, the researcher utilises the WWA to guide learners systematically through the entire writing process, from initial preparation to the final sharing of work with peers, thereby bolstering their creative confidence. The principles of WWA are explicated through a cyclical process of unpacking and repacking content until all strategies are mastered and learners achieve proficiency in the requisite steps for critical debate and thought.

Furthermore, the elite code, alternatively termed semantic legitimation, pertains to the ways in which knowledge is justified through its internal coherence and logical consistency (Maton, 2014). As Christie and Derewianka (2017) articulate, knowledge within this code is often technical and inaccessible to novices without explicit mediation. Within this study, the teacher must, therefore, decontextualise the art of writing in a foreign language through the WWA, incrementally scaffolding skills until learners can deploy them autonomously in social interactions. This necessitates unpacking technical terminology using the WWA and digital artefacts to ensure all learners attain the necessary semantic density.

Lastly, the relativist code of social legitimation justifies knowledge through its alignment with prevailing social norms and values (Maton, 2014). Herein, knowledge is often perceived as general and derivative of learners' personal perspectives. Learners are thus encouraged to draw upon their everyday experiences to shape their creative writing, which the teacher then synthesises with more abstract, intended knowledge through the WWA framework.

To mitigate potential code clashes within the classroom, the teacher must explicitly articulate the concept and purpose of the WWA, elucidating its role in improving writing and community engagement. Thereupon, a conducive classroom environment must be cultivated one that values diverse perspectives and promotes respectful dialogue. Sensitive topics should be introduced with care, validating multiple viewpoints to prevent conflict. To further promote inclusiveness and eliminate code clash, Wing (2018) proposes code negotiation, which involves establishing ground rules for communication and common terminology. For instance, during the preparatory phase of WWA lessons, learners and the teacher/researcher might collaboratively brainstorm ‘safe’ terminology to preclude discrimination and foster inclusion. Thus, LCT complements CHAT by addressing the linguistic and epistemic codes inherent in the WWA, thereby facilitating consensus and avoiding conceptual clashes.

In synthesis, whilst CHAT emphasises the dynamic interplay between individuals, tools, and community in achieving collective goals, LCT investigates the fundamental principles structuring knowledge practices exploring how knowledge is constructed, communicated, and legitimised across contexts. The triangulation of these theoretical frameworks enables the researcher to examine both the process-oriented, activity-based dimensions of learning and the structural, epistemic dimensions of knowledge legitimation.

Lesotho’s English Language Curriculum and Assessment Policy (CAP), guided by the Lesotho Basic Education Curriculum Policy (LBECP), explicitly promotes effective communication, cross-cultural awareness, and purposeful community involvement (MoET, 2009). These objectives are intrinsically linked to enhanced community engagement. When learners can communicate clearly, relevantly, and accurately, they are better equipped to participate actively in community discussions and initiatives an aptitude indispensable for addressing local issues, advocating change, and collaborating on communal projects.

Moreover, cross-cultural awareness augments learners’ capacity to engage with diverse perspectives, both within and beyond their immediate communities. In support, Davitishrilli (2017) emphasises that understanding and appreciating cultural diversity enables learners to build bridges across social groups, fostering unity and mutual respect. This dimension of the curriculum cultivates global citizenship attuned to cultural nuances whilst remaining anchored in local context (MoET, 2009). Crucially, the policy’s emphasis on purpose, audience, and register ensures learners

can adapt their communication to varied contexts—a flexibility vital for engaging diverse stakeholders, from local leaders to international partners, in a manner both respectful and effective (Hossain, 2024).

It is against these assertions that the creation of learning spaces advocating community engagement becomes imperative. This necessitates the incorporation of pedagogical strategies that address not only the overt curriculum but also the hidden curricula of socialisation and cultural transmission, thereby fostering holistic and socially grounded education.

2.2 THE VISIBLE AND INVISIBLE ESL CURRICULUM

The educational landscape for English as a Second Language (ESL) learners is profoundly shaped by the intricate interplay between both visible and invisible curricula, which collectively mould language acquisition and cultural integration. The visible curriculum encompasses the explicit instructional content, pedagogical methodologies, and assessment mechanisms formally deployed within ESL programmes (Marinoni, 2019). Conversely, the invisible curriculum pertains to the implicit values, social norms, and behavioural expectations transmitted through institutional practices and classroom interactions (Killick & Foster, 2021). Empirical findings, such as those from the ‘Bridging the Language Gap’ project, underscore that the linguistic competencies of Indigenous students frequently remain unacknowledged, thereby illustrating how learners' cultural backgrounds can be rendered “invisible” within conventional educational frameworks (Angelo et al., 2015). Furthermore, scholarly recommendations directed at educational administrators emphasise the imperative of integrating immigrant perspectives into institutional policies and community outreach initiatives, thereby aligning both curricular dimensions with the heterogeneous needs of ESL learners (Commins, 2007).

Within ESL pedagogy, the visible curriculum functions as the foundational architecture that delineates learning objectives, instructional strategies, and evaluative criteria. As the OECD (2018) asserts, the curriculum transcends mere guidelines; it incorporates tangible resources and structured activities engineered to facilitate language acquisition. Initiatives such as the Strengthening Pre-collegiate Education in Community Colleges exemplify this through the amalgamation of conventional assessments with innovative methodologies including think-aloud protocols to enrich pedagogical efficacy and learner engagement (Bond, 2009). Such approaches not only elucidate performance expectations but also cultivate environments conducive to

linguistic development. Moreover, the visible curriculum frequently intersects with community resources, evident in programmes that foster civic integration via English language instruction and ancillary support services (N/A, 2008). Ultimately, this explicit curricular dimension is indispensable for constructing scaffolded learning experiences that address the specific linguistic and cultural requisites of ESL students.

Simultaneously, the concept of the invisible curriculum is pivotal for comprehending the broader socio-educational dynamics within ESL instruction, particularly regarding learners' social integration and identity formation. This latent curricular dimension encompasses the implicit values, norms, and expectations encountered within the educational milieu, extending beyond formal academic content. For instance, educators are urged not only to develop language proficiency but also to promote immigrant integration through meaningful interactions and supportive learning atmospheres (Commins, 2007). Additionally, often-overlooked elements such as teacher gestures a non-verbal component of the invisible curriculum have been demonstrated to enhance bilingual learners' linguistic development and STEM literacy, underscoring the necessity of incorporating both verbal and non-verbal communication into instructional practice (Callahan et al., 2020). Consequently, the deliberate recognition and utilisation of the invisible curriculum can yield more inclusive and efficacious ESL educational frameworks.

The integration of implicit values and social norms within language learning is instrumental in shaping ESL students' experiences, reflecting the synergistic influence of both visible and invisible curricula. Specifically, the subtle inculcation of cultural attitudes and communication styles invariably affects learners' engagement and their capacity to navigate social interactions within a new linguistic context. In summary, the dynamic interplay between these two curricular dimensions underscores the inherent complexity of language instruction and cultural integration. The overt elements such as lesson plans and learning objectives are substantively complemented by latent factors, including social dynamics and unarticulated cultural expectations, which collectively contour student experiences.

It is, therefore, a principal interest of this study to intertwine the civic development of learners with their linguistic proficiency through the implementation of the Writers' Workshop Approach (WWA), thereby merging the visible and invisible curricula. This pedagogical innovation will afford learners a platform to comprehend community perspectives regarding salient local

challenges, through direct engagement. Such interactions are anticipated to broaden their individual viewpoints, enhance their capacity for relational reasoning, and deepen their analytic competencies. Consequently, this development aligns directly with Aim 4 of the Lesotho English Language Grade Nine Curriculum, which seeks to equip learners with critical skills to “scan, filter, and analyse diverse forms of information” (MoET, 2019). In the ensuing process, and by leveraging the WWA, this research aims to transcend conventional language instruction, fostering both communicative competence and critical civic engagement.

2.3 COMMUNICATIVE COMPETENCE IN ESL

Communicative competence constitutes a paramount objective within the field of second language acquisition (SLA), emphasising the learner's capacity to deploy language both appropriately and productively across a diverse spectrum of authentic situations (Qasserus, 2023). It is critical to recognise that accurate grammatical usage represents merely one facet of the multifaceted proficiency ESL students must attain. In accord with Harmer (2015), this broader competence encompasses the ability to communicate meaningfully, alongside fluency, discourse coherence, and sociolinguistic appropriateness. This conceptualisation establishes a dynamic framework that transcends the mere rote memorisation of vocabulary and grammatical structures.

Foremost, interaction is fundamental to efficacious communication. Consequently, engagement in dialogue with peers, instructors, or native speakers provides invaluable opportunities to acquire colloquial idioms, refine phonological accuracy, and decipher cultural nuances, all of which markedly accelerate the acquisition process. This pedagogical orientation instructs students to perceive language not as a static compendium of rules to be memorised, but as a vital instrument for effective communication, collaborative endeavour, and personal expression (Gilakjani, 2016).

The Communicative Language Teaching (CLT) approach, as delineated by Richards and Rogers (2001), prioritises authentic, real-life communication as the principal mechanism for developing linguistic competencies. These principles of authenticity are strongly advocated for within the Curriculum and Assessment Policy (CAP), as reflected in the Lesotho Basic Education Curriculum Policy (MoET, 2021), which emphasises that learners must acquire the skills, values, and attitudes that enable them to participate fully in societal development as active members. In this regard, the Writers' Workshop Approach (WWA) features appropriately, as it immerses learners in the authenticity of confronting tangible, real-world challenges through language. Empirical evidence

further corroborates that integrating students into communicative tasks and activities hones their capacity to both transmit and decipher messages successfully, thereby fostering genuine communicative competence (Krashen, 1981).

Furthermore, Richards (2015) contends that learning is not confined to the formal school setting but extends beyond its physical boundaries. This perspective substantiates the core notion of this study: that learners' communicative competency will be enhanced as they are likely to assimilate diverse linguistic expressions from their interlocutors during WWA activities. The CLT strategy's emphasis on oral communication and active involvement facilitates the development of advanced levels of both fluency and precision. Accordingly, learners' linguistic proficiency demonstrably improves following sustained practice within relevant, meaningful contexts (Savangon, 1972).

It is undisputable that a central ambition of this study is to ignite communication within a tangible social context an act intrinsically associated with pragmatics, a core component of communicative competence (Chen, 2017). Learners must be equipped with appropriate pragmatic language skills to function as effective interlocutors. Pragmatics, a branch of linguistics derived from the Greek *pragmatikos* (pertaining to practicability), refers to the ability to comprehend and enact behaviours that are socially acceptable during communicative exchanges (Levinson et al., 2020). That is, it pertains to language usage and its contextual appropriateness (Nurdiana, 2019). Pragmatics focuses on how communication is influenced by language from the users' perspective, concerned with how speakers utilise and perceive language to facilitate interaction, including their affective responses and interpretations.

Additionally, pragmatics investigates the ways in which context contributes to meaning, encompassing the practices that constitute conversational utterance and talk-in-interaction (Abilasha & Ilankumaran, 2018). This implies that pragmatics accounts for the entirety of the interactional environment, including non-verbal elements. Crucially, pragmatics centres on the functions of language rather than its forms prioritising the roles language performs over its structural properties (Przyszłości, 2023). This enables speakers to deduce hidden, indirect, or implied meanings, particularly in cases of implicature, and incorporates both linguistic features (e.g., tone) and non-linguistic components (e.g., eye contact, facial expressions) (Levinson et al., 2020).

For instance, Learning Outcome 19 of the Lesotho Grade 9 English language syllabus (MoET, 2013) stipulates that learners must be able to present a speech, which includes mastering signposting devices classified by Cunill (2012) as internal summaries. Learners would consequently be taught to employ phrases such as, "So far, I have covered..." which denotes a summarisation of preceding content rather than a literal covering. Comprehending such pragmatic nuances is imperative. To successfully implement the WWA, learners must therefore apprehend that communication manifests through multifarious channels, compelling them to interpret the comprehensive meaning of interlocutors' messages, whether conveyed verbally or non-verbally.

2.4 LANGUAGE AND ENVIRONMENT ENGAGEMENT

Language acquisition is significantly facilitated when learners cultivate an independent approach to mastering the target language; that is, when they exhibit eagerness to engage in self-directed learning. This capacity to assume control over one's own learning process is conceptualised as autonomy (Holec, 1981). When learners operate autonomously, their motivation to acquire the language is intrinsically generated, compelling them to extend their capabilities and seek out diverse means of enhancing their linguistic proficiency. Such learners are characterised by self-motivation; they are not externally compelled but instead proactively pursue knowledge beyond the confines of prescribed instruction. This may entail engaging with non-prescribed texts or participating in language activities that originate outside their formal classroom context. Furthermore, a fundamental component of communicative competence is language proficiency. This proficiency pertains to the ability to utilise language effectively in communication, ensuring the clear and successful transmission of messages (Sood, 2017). As an integral dimension of communicative competence, language proficiency governs the learner's capacity to participate in social interactions and encompasses both verbal and non-verbal expressive skills (ibid).

Within the framework of this investigation, both autonomy and language proficiency function as foundational pillars. Autonomy, on the one hand, underpins learners' abilities to successfully navigate and fulfil the requirements of the Writers' Workshop Approach independently, particularly as they engage with community-based issues. Language proficiency, conversely, pertains to the manner in which learners employ language amongst themselves and within the community demonstrating both comprehension of received communication and the capacity to converse with clarity and coherence.

2.5 AUTONOMY VERSUS LANGUAGE PROFICIENCY

The process of second language acquisition is markedly facilitated when learners cultivate a capacity for independent engagement with the target language; that is to say, when they demonstrate a propensity for self-directed learning. This ability to exercise control over one's own learning processes is formally termed autonomy (Holec, 1981). When learners operate autonomously, their impetus for language acquisition emanates intrinsically, prompting them to extend their capabilities and proactively identify resources conducive to their linguistic development. Such individuals are characterised by self-motivation; they are not reliant on external impetus but instead pursue learning opportunities that transcend the prescribed boundaries of the formal curriculum. This may encompass engaging with non-compulsory textual materials or participating in language activities extrinsic to their immediate instructional setting.

Furthermore, a constitutive dimension of communicative competence is language proficiency, which pertains to the capacity to deploy language effectively in communicative contexts, ensuring the successful and unambiguous transmission of meaning (Sood, 2017). As an integral facet of communicative competence, language proficiency governs the learner's ability to navigate social interactions and encompasses both verbal and non-verbal expressive modalities (ibid).

Within the conceptual framework of this study, autonomy and language proficiency collectively constitute a foundational baseline. Autonomy, on the one hand, underpins learners' capacity to successfully negotiate the demands of the Writers' Workshop Approach independently, particularly as they engage with community-based issues. Language proficiency, conversely, pertains to the efficacy with which learners employ language both amongst themselves and within the wider community encompassing not only the ability to comprehend received communication but also to articulate responses with clarity and coherence.

2.6 THE ROLE OF WRITING IN COMMUNITY ENGAGEMENT

Writing occupies a pivotal role in advancing community involvement within English as a Second Language (ESL) contexts, functioning as a critical mechanism for fostering linguistic development, augmenting learner motivation, and generating authentic opportunities for social interaction and cultural exchange (Makmun & Nuraeni, 2018). Within ESL pedagogy, writing activities transcend their conventional function as instruments for enhancing language proficiency; they also serve as vital bridges connecting learners with their communities, thereby enabling

meaningful civic engagement and the articulation of personal and collective identities within broader social frameworks.

Empirical research underscores the efficacy of writing-centred pedagogies in enhancing ESL learners' community engagement. For instance, the integration of creative writing within ESL curricula has been demonstrated to significantly elevate students' intrinsic motivation and confidence in language use by permitting experimentation with narrative techniques and personal expression (Arshavskaya, 2015). Such activities empower learners to articulate their unique experiences and perspectives, thereby deepening their investment in both linguistic and social domains. Furthermore, the Writers' Workshop approach cultivates a collaborative learning environment through structured peer feedback and collective revision processes, effectively transforming writing from an isolated task into a shared, interactive praxis that strengthens communal bonds among participants.

Community-oriented writing projects provide practical avenues for ESL learners to intertwine language acquisition with active citizenship. Service-learning initiatives such as collaborations with senior citizens or participation in environmental campaigns enable learners to apply English in authentic contexts, thereby simultaneously enhancing their linguistic competencies and social awareness (Makmun & Nuraeni, 2018). When learners produce written presentations, reports, or reflective narratives centred on community involvement, they develop an heightened sense of agency and civic responsibility. Illustratively, students composing cultural booklets about their communities or translating informational flyers for non-English speakers directly contribute to social cohesion while refining their language skills. These authentic writing tasks intrinsically stimulate learner motivation by forging tangible connections between classroom activities and broader community benefits.

Additionally, reflective writing activities and expressive personal narratives play a crucial role in supporting identity formation and fostering cultural connections among ESL learners (Amgott, 2023). The public dimension of such writing necessitates audience awareness, prompting learners to consider diverse perspectives and thereby fostering intercultural understanding and facilitating richer community dialogue. This process not only consolidates linguistic learning but also positions learners as active participants in cross-cultural exchanges, ultimately promoting more inclusive and dialogic community dynamics.

2.7 THE WRITERS' WORKSHOP APPROACH

The Writers' Workshop Approach (WWA), grounded in process-oriented writing pedagogy, fundamentally prioritises student-centred learning paradigms (Sturm, 2012). It functions as a structured teaching methodology that focuses upon the writing process within a controlled yet collaborative instructional setting. The WWA framework incorporates several core elements, each possessing significant potential to enhance communicative competence among ESL learners: namely, mini-lessons, sustained writing time, peer review and feedback, teacher consultation, and ultimately, systematic revising and editing (Busch, 2022).

According to Culham (2018), mini-lessons constitute brief, highly focused instructional sessions that target specific components of writing such as syntactic construction, lexical selection, and discourse strategies thereby assisting learners in comprehending mechanical aspects of writing whilst simultaneously fostering language development within authentic contexts.

Furthermore, dedicated writing time affords extended periods during which students engage in individual or collaborative composition (Calkin, 2021). Culham (2018) elucidates that this practice facilitates the internalisation of target language structures and encourages experimentation with novel vocabulary and syntactic patterns. Subsequently, written outputs undergo peer assessment, a process that necessitates learners sharing their work and providing constructive feedback. Such peer interaction promotes language acquisition through negotiated meaning and exposure to diverse linguistic usages (Diez-Palomar et al., 2020).

Following peer evaluation, personalised teacher-student consultations occur, enabling targeted feedback and addressing individualised language needs (Bulut, 2017). The process culminates in stages of revision and editing, wherein writing is treated as recursive and iterative; through repeated refinement, students enhance the accuracy and coherence of their linguistic output (Sturm, 2012). Significantly, the participatory nature of WWA mirrors authentic communicative contexts, wherein feedback and revision are integral to successful interaction (Busch, 2022). This approach also fosters learners' identities as autonomous writers capable of directing their own writing processes.

Empirical research by Meisani (2022) substantiates the efficacy of the writers' workshop model in augmenting students' grammatical and mechanical writing proficiencies. The study revealed that the collaborative framework facilitated mutual learning, thereby increasing engagement and

reinforcing communal belonging. Similarly, Calkin's (2022) systematic review of ESL writing methodologies highlighted how the writers' workshop fosters a supportive learning environment through structured peer feedback and collaboration, ultimately enhancing writing skills and promoting community involvement. This investigation examined writing and reading workshops based on Lucy Calkins' model, noting that extensive practice in both domains improved EFL learners' proficiency and cultivated a robust sense of community among participants.

2.8 GAPS AND APPRAISALS OF WWA INTERVENTION

The Writers' Workshop pedagogical model is fundamentally predicated on student-centred learning, enabling learners to actively engage in a comprehensive writing process that encompasses brainstorming, drafting, peer conferencing, revising, and publishing within a supportive communal environment (Meinsani, 2022). Empirical research indicates that this approach fosters learner autonomy and affords meaningful choice in writing tasks, factors which have been positively correlated with enhanced motivational levels and increased language production among ESL learners (Caplan & Pearson, 2007; Rothschild, 1991). Furthermore, extant studies demonstrate that workshops concomitantly promote the development of writing competencies and oral language abilities, both of which are indispensable for ESL populations navigating new linguistic milieus (Zhang & Wang, 2023).

A corpus of recent empirical investigations underscores the efficacy of the Writers' Workshop in augmenting ESL learners' writing proficiencies. A study conducted by Musrul and Rasyidah (2023) in Riau, Indonesia, revealed statistically significant improvements in participants' written English following a 16-week intervention, particularly among advanced-level learners. The scaffolding inherent in the approach through structured mini-lessons and teacher modelling empowered learners to progressively undertake complex writing tasks, thereby cultivating both confidence and compositional skill (*ibid*). Similarly, research within North American educational contexts has illustrated that writing workshops facilitate a dialogic classroom ecology, which supports the negotiation of meaning and engagement with textual complexity elements critical to overarching language proficiency (Bunch & Willet, 2013; Gort, 2012).

Primarily, the Writers' Workshop also exhibits considerable potential in amplifying student engagement in community-oriented writing activities by instilling a sense of belonging and

authorship. The establishment of a writing community characterised by facilitative teacher participation, collaborative peer feedback, and authentic publication opportunities has been shown to extend learning beyond the classroom into broader sociocultural contexts (Pardede, 2024). This outcome aligns closely with community literacy frameworks, wherein writing functions as a vehicle for social interaction and cultural expression. Nevertheless, this dimension remains comparatively underexplored within ESL-specific research, revealing a salient gap in understanding how workshop-based engagement translates into sustained community participation.

Notwithstanding these favourable outcomes, researchers advise caution regarding certain limitations and lacunae in current implementations. Multiple studies identify insufficient pedagogical preparation and professional development for ESL teachers tasked with facilitating workshops that are responsive to diverse linguistic and cultural backgrounds (Babinski et al., 2018; Hodgson-Drysdale, 2016). Moreover, a pressing need exists for more longitudinal research to evaluate the sustainability of proficiency gains and engagement levels, alongside investigations into the adaptation of workshop models for heterogeneous ESL classrooms (Silva & Matsuda, 2001; Rothschild, 1991). Methodologically, the predominance of qualitative case studies and small-sample designs constrains the generalisability of existing findings.

Additionally, scholars highlight a conspicuous absence of robust theoretical frameworks that integrate the workshop approach with explicit language development strategies such as genre-based pedagogy or systemic functional linguistic instruction which could more effectively scaffold writing proficiency among ESL learners (Chairinkam & Yawiloeng, 2024). Such an integrative methodology could ameliorate existing gaps pertaining to learners' divergent proficiency levels and their acquisition of context-specific writing conventions across academic and community settings.

2.9 CHAPTER SUMMARY

This chapter undertook a comprehensive interrogation of pertinent theoretical and empirical literature concerning English as a Second Language (ESL) acquisition, contemporary writing pedagogies, and the principles of community engagement within educational contexts. It provided a critical exposition of the foundational principles and operational practices inherent to the Writers' Workshop approach, elucidating its core emphases on process-oriented composition, structured

peer feedback mechanisms, and facilitative teacher guidance. Furthermore, the review systematically analysed prior empirical investigations into the efficacy of Writers' Workshops in augmenting language proficiency amongst ESL learners. Concurrently, it evaluated the multifaceted role of writing as a catalyst for community involvement and examined how culturally responsive pedagogical frameworks can significantly enhance learner motivation and foster a robust sense of belonging. The synthesis of extant scholarship culminates in the identification of salient conceptual and methodological gaps, which collectively underscore the critical necessity and original contribution of the present study.

CHAPTER 3

METHODOLOGY

3.0 INTRODUCTION

The preceding chapter furnished a comprehensive review of the extant literature pertinent to this investigation and established the theoretical framework anchoring the study. The present chapter, in turn, interrogates the methodological framework adopted for its execution. It systematically delineates the research paradigm and philosophical underpinnings that inform the inquiry, alongside the overarching research approach. Furthermore, it specifies the study population, details the sampling strategy employed, and characterises the resultant sample. Additionally, this chapter expounds upon the specific data collection techniques deployed, elucidates the methods utilised for data analysis, and meticulously outlines the procedures governing the gathering of empirical materials.

3.1 RESEARCH PARADIGM

The research paradigm constituting the foundational basis of this study is that of critical realism. This paradigm encompasses specific epistemological, ontological, and axiological constructs. A paradigm is defined as a coherent cluster of conceptions and beliefs that corroborate the selection of particular research methods and tools deemed appropriate for interpreting social phenomena (Brierley, 2017). Accordingly, the methodological framework of this investigation is intrinsically derived from the ontological and epistemological tenets of the critical realist position.

Ontology, which constitutes the focal stance concerning the nature of reality, is perceived as the philosophical viewpoint regarding existent realities that humans define as factual and objective (Don-Solomon et al., 2018). The philosophical lens utilised in this study is that of critical realism, which, through its stratified ontology distinguishing between the real, the actual, and the empirical seeks to understand the causal mechanisms underlying observable behaviours (referred to as empirical realities) and the often hidden structures that generate them (Haigh et al., 2019). Critical realism further posits that events are influenced by causal agencies, and similarly, human experiences are affected by events, whether these are observable or not (ibid).

Expounding upon epistemology, which is concerned with the nature and production of knowledge, it is through epistemological considerations that we understand how knowledge is acquired that is,

how individuals come to know what they claim to know (Potter, 2021; Killam, 2013). Given that epistemology seeks to address how knowledge is constructed, this study adopted a subjectivist epistemological stance, acknowledging that knowledge is contingent upon multiple experiences, contexts, and individual backgrounds particularly those of ESL learners. The research specifically drew upon learners' participatory experiences to understand how the Writers' Workshop Approach (WWA) enhances engagement in community activities.

Guided by the central research question "How can the Writers' Workshop Approach enhance learners' engagement in community activities?", the adoption of the critical realist paradigm was instrumental. The aim was to interrogate the causal mechanisms behind learners' non-engagement in community services, to identify the effects of the WWA intervention in facilitating such engagement, and to interpret how learners themselves perceive the value of the WWA.

Critical realism is dedicated to furnishing a holistic comprehension of both objective realities and the subjective dimensions of human experience (Archer et al., 2016). This is achieved by integrating the existence of mind-independent objects with the socially produced nature of knowledge as it emerges within the fabric of human social life (McAvoy & Butler, 2018). Consequently, critical realism embraces a mixed-methods research approach, which was adopted in this study to integrate quantitative and qualitative findings. This integration enables a more rounded and nuanced comprehension of how the WWA influences learner engagement in community services.

Thus, the selection of the critical realist research paradigm was fundamentally guided by the desire to explore the practicability of the WWA in enabling learners to engage meaningfully with community activities, thereby addressing prevailing social challenges through enhanced language use and civic participation.

3.2 RESEARCH APPROACH

For the present investigation, a mixed-methods research approach was adopted. This approach is characterised by its inherent complementary nature, which facilitates the strategic intertwining of quantitative and qualitative methodologies to address the research questions in a comprehensive manner (Fetters, 2016). It thereby enables the unification of numerical data with profound, in-

depth insights into individual experiences and perceptions (Creswell & Creswell, 2018). The fundamental principle of complementarity underpins this design: where one methodological component may leave questions unresolved, the other intervenes to provide elucidatory responses, thereby ensuring a more holistic analysis (ibid).

Pertinent to this study, the mixed-methods approach was specifically employed to validate and enrich quantitative findings through qualitative data, with the overarching aim of exploring the efficacy of the Writers' Workshop Approach (WWA) in engaging learners in community services. The quantitative phase, constituting the inceptive component of the data collection strategy, was designed to furnish a statistical measure of the WWA's impact. This was operationalised through a pre-test/post-test instrument administered to gauge shifts in learners' levels of community engagement. Subsequently, the qualitative phase was implemented to elicit detailed data regarding learners' perceptions of the WWA. This was achieved through focused group interviews, which yielded rich, contextual insights that served to triangulate, contextualise, and elucidate the initial quantitative findings.

3.3 RESEARCH DESIGN

Having determined an appropriate research strategy, it is consequently imperative to select a research design that will systematically guide the procedures of data collection in alignment with the chosen methodological approach (Creswell & Creswell, 2018). A research design may be defined as a structured framework that orchestrates the entire research process encompassing data collection, analysis, and interpretation to effectively address the research questions under investigation (Thakur, 2021). Within mixed-methods research, several distinct designs are recognised, including the convergent parallel, sequential explanatory, sequential exploratory, embedded, and transformative designs.

This study adopted the sequential explanatory design. This selection was predicated on the design's capacity to juxtapose two distinct phases of data collection and analysis: an initial quantitative phase followed by a subsequent qualitative phase, the latter of which serves to elaborate upon, contextualise, and validate the findings derived from the initial quantitative data (Alele & Malau-Aduli, 2023). The sequential explanatory design thus facilitates a deeper interpretation of the quantitative results through the rich, descriptive insights garnered from

qualitative inquiry. Figure 1 herein illustrates the procedural flow of the sequential explanatory mixed methods design as operationalised in this investigation.

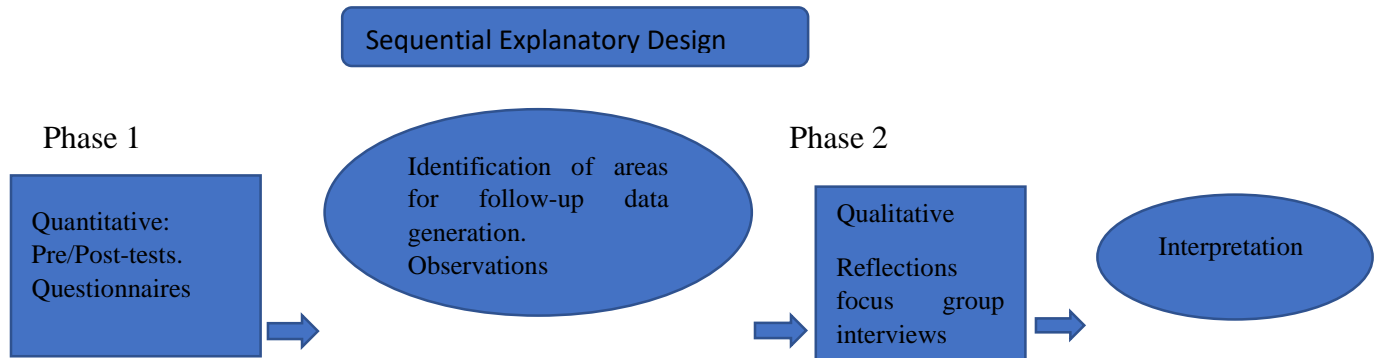


Figure 1: A sequential explanatory mixed method design by Rohr (2022)

The sequential explanatory mixed methods design can be literally interpreted as a framework wherein the subsequent qualitative phase is employed to provide an explanatory elaboration of the numerical data yielded by the initial quantitative phase. Consequently, in the present study, quantitative data were generated through the administration of pre- and post-tests, supplemented by questionnaires, which collectively gauged the manifestation and impact of the Writers’ Workshop Approach (WWA) amongst the learner cohort.

Prior to this quantitative strand, qualitative data were generated through focused group interviews. This phase was designed to procure detailed narrative accounts regarding the learners’ experiences of joint writing endeavours and to elucidate the specific mechanisms through which the WWA enhanced their involvement in community-based activities.

More, the architecture of the sequential explanatory mixed methods design is conventionally represented through a symbolic notation system to delineate the distinct yet integrated nature of its data sets. The specific procedural flow and temporal sequence governing data generation in this investigation are illustrated in Figure 3 below:

(→) as shown in figure 2 below.



Figure 2: The *QUAN – QUAL* Equation

3.4 TARGET POPULATION

The process of data gathering is fundamentally contingent upon the delineation of a study's population. Moorley and Shorten (2015) define a population as the entire collective group, or totality of items, from which a researcher intends to derive data. From this broader population, a researcher subsequently selects a sample, often referred to as the target population, which constitutes the specific subset from which data are actually collected. In the context of this investigation, the comprehensive population encompassed all learners and instructors of the English Language at the designated secondary institution, herein anonymised as School X. This defined group thus established the bounded universe for the study, from which a representative sample was subsequently drawn.

3.4.1 Sample and Sampling Technique

A sample constitutes that subset of individuals selected from a broader population, which a researcher utilises as a basis for making generalisable inferences. It is formally defined as a representative portion of the population that accurately reflects the characteristics of the whole (Shukla, 2020). In this study, learners were delineated into two distinct groups: one designated as writers and the other as reviewers. To establish these groups, a baseline assessment was administered. Such an assessment serves to evaluate the behaviours, competencies, deficiencies, and current levels of progress among individuals (Galvano, 2017). This preliminary evaluation assisted the researcher in identifying learners who exhibited leadership qualities and those capable of articulating perspectives on community issues. Additionally, three English Language teachers were selected to participate in interviews and complete questionnaires.

The selection of an appropriate sampling strategy is contingent upon the epistemological and methodological nature of the study specifically, whether it is qualitative or quantitative in orientation. Sampling techniques are broadly categorised into two types: probability and non-probability sampling, each of which comprises several subtypes (Young, 2015). According to Thomas (2020), non-probability sampling is a strategy wherein not all members of the population have an equal opportunity of being selected for participation. This approach is frequently employed in observational studies and is particularly prevalent in qualitative research paradigms.

The advantages of non-probability sampling include greater cost-effectiveness, expediency, and operational efficiency. As a result, a non-probability approach specifically, purposive sampling was adopted in this investigation.

Purposive sampling is characterised by the deliberate selection of participants based on the researcher's judgement regarding which individuals best satisfy the specific criteria relevant to the study's context (Obilor, 2023). Owing to this selective, criterion-based approach, the technique is also commonly termed judgement sampling (ibid). In the context of this study, purposive sampling was deemed particularly relevant, as it permitted the researcher to exercise informed judgement in selecting participants whose experiences and attributes were most pertinent to the research objectives.

3.5 DATA GENERATION METHODS

3.5.1 Document Analysis

According to Bowen (2009), document analysis constitutes the systematic evaluation and critical review of both printed and electronic documentary materials. These materials may encompass a diverse range of sources, including but not limited to diaries, published books, periodicals, official press releases, public records, and various other forms of manuscript evidence, which may be located within institutional archives, administrative offices, libraries, or other repositories dedicated to document collection and curation (ibid). Corroborating this, Yin (2014) emphasises that document analysis entails a methodical and structured examination of documentary and textual sources.

In the context of the present study, this methodological approach was employed to conduct a rigorous analysis of the Grade 9 Lesotho English Language secondary syllabus. The purpose of this examination was to critically assess the alignment between the syllabus's stated objectives, its prescribed learning outcomes, and the pedagogical recommendations therein, particularly in relation to community engagement and the development of practical language competencies through the Writers' Workshop Approach.

3.5.2 Pre- and Post-Tests

It is methodologically imperative to measure learner performance both antecedent to and following the implementation of an educational intervention. This is most effectively accomplished through the administration of pre- and post-tests, which constitute standardised assessment instruments designed to evaluate the efficacy of an intervention by comparing competencies before and after its application (Malik & Alam, 2019). In consequence, identical assessment tools were incorporated within this study to systematically evaluate learners' capabilities in collaborative writing prior to the introduction of the Writers' Workshop Approach (WWA), and again following its implementation as a pedagogical intervention. This dual-phase assessment was specifically designed to gauge development in learners' linguistic proficiency, communicative competence, and capacity for collaboration in addressing community-based challenges.

3.5.3 Questionnaires

Questionnaires constitute methodological instruments comprising a predetermined series of questions designed to systematically elicit data from respondents, thereby serving as a means to address the research problem under investigation (Rathi & Ronald, 2022). Although often perceived as straightforward in design, questionnaires can be effectively developed to gather extensive datasets through various modes of administration, including in-person distribution, postal or electronic mail, and digital platforms (Young, 2015). They are frequently employed to collect quantitative data pertaining to subjects' opinions, attitudes, and reported behaviours, among other variables (ibid).

Several response formats are available for questionnaire design, with the three principal types being the Likert scale, the semantic differential scale, and the numerical rating scale (ibid). In this study, the Likert scale was specifically employed to measure the extent to which participants agreed or disagreed with a series of statements concerning the use of the Writers' Workshop Approach (WWA) as a means to engage in community services aimed at addressing societal challenges. This instrument thereby facilitated the quantification of perceptual and attitudinal data relevant to the intervention's efficacy.

3.5.4 Focus Group Discussions

Focus group interviews are defined by Angehrn (2017) as a qualitative research tool that deliberately convenes participants with comparable backgrounds or experiences to explore a

specific topic of interest in depth. This approach facilitates the collection of rich, interactive data concerning participants' perceptions, beliefs, opinions, and ideas. A distinctive feature of this method is that it encourages dynamic discussion among participants, allowing themes and perspectives to emerge through collective dialogue.

In this study, focus group interviews were employed to engage participating learners in discussions concerning issues within their community including those pertaining to their school and to elicit their opinions on related activities. Additionally, teachers were interviewed to gather insights into the pedagogical strategies they employ to foster learner engagement with community issues. To ensure consistency and comprehensiveness across these sessions, an interview guide was utilised. This tool defined as a structured list of questions deemed essential for sourcing relevant views from respondents (de la Croix et al., 2018) provided a clear framework for directing the discourse while allowing flexibility to probe emergent themes.

3.6 DATA ANALYSIS

3.6.1 Descriptive Statistics

Descriptive statistics constitute methodological instruments that provide summarised numerical measures, thereby furnishing a lucid and concise overview of collected datasets (Kaur et al., 2018). These encompass measures of central tendency such as the mean, median, and mode as well as indicators of variability, including standard deviation, in addition to characterisations of data distribution (Dong, 2023).

In the present study, measures of central tendency were calculated to determine average values within the dataset, utilising the Statistical Package for the Social Sciences (SPSS), version 25.1. This software was employed as the principal tool for conducting statistical analyses, facilitating the quantification and interpretation of numerical findings (Rahman & Muktadir, 2021).

3.6.2 Thematic Analysis

Thematic analysis represents a qualitative research method dedicated to the systematic identification, analysis, and reporting of patterns or themes within transcribed data through a process of iterative reading and re-reading (Dawadi, 2020). This approach entails the systematic categorisation of codes, the construction of coherent themes, and their subsequent interpretation (Kiger & Varpio, 2020). Thematically analysing qualitative data thereby yields interpretive

insights into the social and structural contexts that shape individual experiences, facilitating the co-construction of knowledge through dynamic interactions between the researcher and participants (ibid).

In this study, participant responses derived from focused group interviews were systematically organised into categories, from which salient themes and codes were constructed. A blended approach to coding was adopted, integrating both inductive and deductive strategies to ensure that the analysis remained both data-driven and theoretically informed (Graebner et al., 2012).

3.6.3 Data integration

The quantitative and qualitative findings were synthesised into integrated presentations, utilising both tabular formats and narrative exposition. The quantitative data were meticulously contextualised and interpreted within the broader research framework, while the qualitative results were elucidated through the thematic constructs derived from the analysis. A process of methodological triangulation was employed to systematically investigate points of convergence, dissonance, and underlying linkages between the quantitative and qualitative datasets. This integrative analytical approach thereby facilitated a more nuanced and comprehensive examination of the effects attributable to the Writers' Workshop Approach (WWA) intervention within the study population.

3.7 PROCEDURE

The study employed a pre-post-test methodological framework to evaluate the intervention's efficacy. A test, as defined by Adom et al. (2020), constitutes an assessment instrument designed to measure a sample of behaviours through the administration of a structured set of questions. It functions to quantify quality, ability, skill, or knowledge relative to established benchmarks (ibid). The pre-test was implemented to ascertain baseline competencies and identify pre-existing concerns relevant to the research problem, whilst the post-test was utilised to discern any developmental shifts subsequent to the administration of the intervention. Within this investigation, the tests furnished an objective, quantitative measure of problem-solving skills.

The intervention procedure encompassed three distinct stages, executed over a six-week period, with sessions conducted twice weekly for forty minutes each. Thereafter, reflective exercises and interviews were undertaken. The stages were delineated as follows:

Table: 1 Procedure Stages

Week 1	Week 2 and Week 3	Week 4	Week 5	Week 6
Baseline assessment & the pre-test	Intervention	post-test questionnaires	& interviews	Reflections

Stage 1: Baseline and Pre-test Assessment

The initial phase involved the administration of a baseline and pre-test assessment. The researcher engaged learners in dialogue to ascertain their prior involvement in community activities and to identify areas of advocacy, thereby facilitating the selection of participants exhibiting leadership potential. The pre-test specifically evaluated learners' competencies in collaborative writing, functioning analogously to a diagnostic assessment. As delineated by Farhady and Selcuk (2022), diagnostic assessment serves to identify individual strengths and weaknesses, thereby informing the provision of remedial instruction. Furthermore, it establishes a benchmark for subsequent comparison to measure sustained improvements following intervention (Jang & Wagner, 2013). Consequently, the pre-test results were retained for comparative analysis with post-intervention outcomes to assess efficacy of the Writers' Workshop Approach (WWA).

Stage 2: Intervention Implementation

The second stage encompassed the implementation of the WWA as a remedial instructional strategy for writing activities focused on community issues. To foster collaboration, learners were divided into two groups: thirteen participants functioned as writers, and twelve served as editors, in accordance with the principles of the Cultural Historical Activity Theory (CHAT), which emphasises purposeful, goal-directed activity. Collaborative structures are recognised for enhancing motivation, cultivating teamwork, and facilitating the application of problem-solving skills within social contexts (Child & Shaw, 2016). Throughout this process, the teacher assumed a mediating role, providing continuous scaffolding to deepen learners' understanding of the WWA framework, as underpinned by Legitimation Code Theory (LCT).

Stage 3: Post-test Administration

During the third stage, learners completed a post-test consisting of a collaborative writing task addressing a distinct community issue identified by the researcher. This assessment aimed to evaluate the effects of the WWA intervention, specifically its utility in addressing communal challenges. As emphasised by Creswell and Creswell (2018), post-intervention assessment is critical for validating the efficacy of pedagogical interventions. Questionnaires were also administered at this juncture to gather supplementary quantitative and qualitative data.

Stage 4: Interviews and Reflective Practice

The final stage incorporated focused group discussions, as previously outlined, alongside reflective journaling. Learners documented their interactions, relational dynamics, attendance, and the feedback exchanges occurring during the writing process. Simultaneously, the researcher engaged in critical reflection to evaluate the overall implementation journey and its outcomes. This dual-layered reflective practice served to capture nuanced insights into the intervention's impact on both individual and collective levels.

3.8 VALIDITY, RELIABILITY AND CREDIBILITY

The integrity of any research endeavour is contingent upon its capacity to yield findings that are both valid and trustworthy. Thus, the methodological constructs of validity, reliability, and credibility assume paramount importance. Validity is formally defined as the extent to which an research instrument accurately measures the specific construct it is intended to assess (Aina, 2021). Aina also denotes it as the degree to which analysed results are confirmable in relation to the test's original intention. Reliability, a concept of closely allied significance, refers to the consistency of a measurement tool. Corroborating this, Mohajan (2017) characterises reliability as an instrument's capacity to yield stable and consistent results, thereby reflecting a true score rather than random error. The fundamental implication is that research findings must be replicable over time, irrespective of the interval between administrations.

To ensure both validity and reliability within the current study, the pre- and post-test instruments were administered to an identical cohort within an appropriate temporal interval. Furthermore, close-ended questionnaires were utilised to systematically capture and quantify learner perspectives regarding their engagement in community services.

Beyond these quantitative measures, the procurement of robust results necessitates the deployment of multiple data collection tools to mitigate the potential for fragmented or incomplete findings. This aspect is addressed through the principle of triangulation, a cornerstone of credibility. Credibility, in a qualitative context, serves to triangulate research methods, data sources, and theoretical frameworks; that is, it employs various instruments to corroborate and converge upon similar outcomes (Stahl & King, 2020). In this investigation, the strategic integration of focused-group interviews alongside quantitative measures was vital for developing a nuanced understanding of the learners' views and perceptions. Moreover, this multi-faceted approach permitted the observation of how the employed theoretical frameworks namely, Cultural Historical Activity Theory and Legitimation Code Theory manifested in and brought about tangible changes in classroom practice.

3.9 ETHICAL CONSIDERATIONS

As an endeavour that involves human participants and probes sensitive issues, academic research demands scrupulous ethical conduct, governed by established rules and guidelines. Ethical considerations are conceptualised as the fundamental principles, rules, and directives that the research community is obligated to follow, ensuring practices are deemed appropriate and acceptable (Mirza et al., 2022).

For the present study, formal ethical protocols were rigorously observed. An official introductory letter from the relevant academic department was issued to the principal of the participating institution, herein designated as School X. A comprehensive disclosure regarding the study's purpose, procedures, and potential outcomes was provided verbally to the principal, the head of the Languages and Social Sciences department, and all participating individuals. The researcher explicitly assured all parties of strict confidentiality and the preservation of anonymity throughout data generation and the subsequent presentation of findings.

Furthermore, participants were assured that all audio recordings would be stored securely and destroyed following data analysis and interpretation, in accordance with the protocols asserted by Polonsky and Walker (2021). Additionally, written informed consent was secured from both learners and their parents or guardians. In line with the principles highlighted by Barrow et al. (2022), the researcher provided full disclosure of all factors surrounding the study, guaranteed that

participation would pose no harm, and unequivocally affirmed the right to withdraw at any point without penalty.

To uphold the highest standards of academic integrity, the entire manuscript was subjected to screening via Turnitin software to ensure originality and avoid plagiarism, thereby affirming the work's scholarly validity.

3.10 CHAPTER SUMMARY

This chapter systematically delineated the research design and methodological framework employed to investigate the efficacy of the Writers' Workshop Approach (WWA) in enhancing community engagement and language acquisition among Grade 9 ESL learners. It interrogated the mixed-methods approach adopted, which integrates both qualitative and quantitative paradigms to furnish a comprehensive analysis of the intervention's impact.

The chapter expounded upon the specific data collection techniques deployed, including pre- and post-intervention language assessments designed to measure statistically significant differences in learners' communicative competencies. Furthermore, it outlined the qualitative instruments utilised, such as semi-structured interviews with learners and focused group discussions incorporating community stakeholders, to garner rich, contextual insights into experiential and perceptual outcomes.

Procedural details concerning participant selection criteria, sampling strategies, and ethical protocols were thoroughly examined, underscoring the study's scrupulous adherence to ethical guidelines. The design and validation of data collection instruments are also elucidated, alongside a meticulous description of operational procedures. Finally, the chapter explicated the analytical techniques applied to both quantitative and qualitative datasets, emphasising the measures undertaken to ensure methodological rigour, validity, and reliability throughout the research process.

CHAPTER 4

DATA PRESENTATION AND INTERPRETATION

4.0 INTRODUCTION

Building upon the methodological framework illustrated in the preceding chapter, this chapter presents a comprehensive analysis and interpretation of the study's empirical findings, derived from both quantitative and qualitative data in accordance with the Sequential Explanatory mixed-methods design. The investigation implemented the Writers' Workshop Approach (WWA) with the dual objective of enhancing Grade 9 ESL learners' writing proficiency and fostering civic engagement through structured community service initiatives. Data analysis adhered to a two-phase sequence: an initial quantitative stage, which measured observable changes in learner outcomes through standardised metrics, followed by a qualitative phase designed to contextualise these changes and explore the lived experiences of both learners and educators. Qualitative data incorporation included a critical analysis of the Grade 9 English Language Syllabus to evaluate alignment between learner experiences and curricular expectations, as well as to assess the efficacy of the WWA in supporting stated syllabus goals. The study was guided by, and sought to address, the following research questions:

- In what ways does the Writers' Workshop Approach help English Language Learners engage with community issues more effectively?
- What challenges do English Language Learners face when participating in the Writers' Workshop Approach?
- How does the use of the WWA influence the development of 21st-century communication and collaboration skills?

4.1 SECTION A: QUANTITATIVE PHASE

As presented in the introductory remarks, this section presents the empirical findings derived from the quantitative phase of data collection. This demographic profiling affords a critical lens through which participant responses and resultant outcomes may be interpreted, particularly with regard to gender-based patterns of engagement and age-correlated pedagogical alignment.

Table 2: Participants' Biographies

	Age	Gender
A	14	F
B	14	F
C	15	F
D	14	F
E	15	F
F	15	M
G	15	F
H	14	F
I	16	M
J	14	M
K	15	F
L	14	M
M	14	F
N	14	F
O	14	F
P	15	F
Q	16	M
R	14	F
S	15	F
T	14	F
U	14	M
V	14	F
W	14	F
X	14	F
Y	14	F

The biographical data pertaining to the cohort of Grade 9 English as a Second Language (ESL) learners participating in this study presents a homogeneous demographic profile. However, a critical examination reveals several substantive limitations that fundamentally qualify the interpretability and generalisability of the intervention's outcomes.

Firstly, while the age range of 14 to 16 years appears developmentally appropriate, the overwhelming concentration of learners within the 14-year-old cohort (72%) introduces a significant constraining variable. This clustering suggests a potential lack of developmental diversity, thereby limiting the extent to which findings can be extrapolated across broader adolescent age ranges. The presence of only one 16-year-old participant effectively negates meaningful analysis of age-based differential responses to the intervention, undermining claims of developmental appropriateness. Moreover, the conflation of all participants under a singular "age-appropriate" label overlooks critical neurodevelopmental and socio-cognitive variances that exist even within narrow age bands.

More critically, the pronounced gender imbalance with females constituting 72% of the sample represents a profound methodological shortcoming. The overrepresentation of female learners risks generating skewed outcomes that reflect gendered behavioural and engagement patterns rather than the efficacy of the pedagogical intervention per se. Extensive research indicates that female learners often exhibit higher compliance, greater verbal participation, and more favourable attitudes towards collaborative and literacy-based tasks factors which likely amplified the perceived positive effects of the workshop. In consequence, the external validity of these findings is severely compromised; results cannot be reliably generalised to mixed-gender or male-dominated ESL contexts without substantial caveats.

Furthermore, the conflation of gender with engagement patterns perpetuates an essentialist discourse that fails to account for intersectional factors such as socio-economic background, prior educational experiences, or individual learner identities. The study's demographic framing implicitly attributes observed outcomes to gender and age alone, without critically engaging with the complex, multifaceted nature of learner.

In summary, while the data may suggest a coherent demographic profile, the homogeneity and imbalances within the sample significantly constrain the robustness and applicability of the study's conclusions. The findings must be interpreted as highly context-specific, reflecting the responses

of a predominantly female, narrowly-aged cohort rather than demonstrating universally applicable pedagogical insights. Future research must prioritise more heterogeneous and representative sampling to enhance the validity and utility of such interventions.

Table 3: Independent Sample t-test

4.1.1 Pre-Test and Post-Test Results

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	1.079	.305	-10.483	41	.000	-34.827	3.322	-41.536	-28.118
PRE-TEST Equal variances not assumed			-10.064	30.924	.000	-34.827	3.461	-41.885	-27.768

GROUP STATISTICS

Table 4: Test Mean Scores

	POST- TEST	N	Mean	Std. Deviation	Std. error mean
PRE- TEST	1	25	40.84	9.542	1.908
POST TEST		18	75.67	12.247	2.887

The quantitative analysis, executed utilising SPSS, was designed to rigorously evaluate the efficacy of the Writers’ Workshop Approach (WWA) in augmenting both the language proficiency and community engagement of Grade 9 ESL learners through structured writing activities. This dataset provides a direct response to the primary research question: “In what ways does the Writers’ Workshop Approach help English Language Learners engage with community issues more effectively?” Descriptive statistics, as summarised in Table 3, indicate that the pre-test mean score stood at 40.84 (SD = 9.54), whereas the post-test mean demonstrated a marked increase to 75.67 (SD = 12.25). This considerable elevation in mean performance suggests a substantive positive effect attributable to the intervention.

To determine the statistical significance of this observed improvement, an independent samples t-test was conducted comparing pre- and post-intervention outcomes (Table 2). The Levene’s test for equality of variances indicated homogeneity of variances ($F = 1.079$, $p = 0.305$), thereby satisfying the assumption of variance equality requisite for the t-test. The results yielded a highly significant difference between the pre-test and post-test scores ($t(41) = -10.48$, $p < 0.001$), confirming that the enhancement was statistically robust and unlikely to have occurred by chance.

The mean difference was calculated at -34.83, with a 95% confidence interval spanning from -41.54 to -28.12, thereby underscoring both the magnitude and reliability of the improvement. A standard error of the mean difference of 3.32 further attests to the precision of the estimated effect size. Collectively, these results furnish compelling quantitative evidence that the intervention significantly bolstered the learners’ language proficiency and compositional competencies, thereby facilitating heightened community engagement as hypothesised.

In summary, the implementation of the Writers’ Workshop Approach proved effective in engendering substantial gains in linguistic and compositional proficiency among the participant cohort. The statistically significant post-intervention improvement underscores the pedagogical utility of this approach in ESL settings. Notwithstanding, it must be acknowledged that these findings are context-specific, and their generalisability may be constrained by sample-specific characteristics such as gender imbalance and age homogeneity, as previously critiqued. Future replications would benefit from more heterogeneous sampling to affirm broader applicability.

4.1.2 Questionnaire Data Presentation

Table 5: Questionnaires Data

ITEMS	Strongly Disagree	Slightly Disagree	Disagree	Agree	Slightly Agree	Strongly Agree
The writers’ workshop helped me better understand challenges in my community.	0	0	0	0	15 60%	10 40%
I was able to choose a community issue that matters to me personally.	0	0	0	2 8%	15 60%	8 32%
Writing about the issue helped me think deeply about possible solutions.	0	0	0	0	0	25 100%

I improved my writing skills through the workshop activities.	0	0	0	3 12%	10 40%	12 48%
Sharing my writing with others gave me confidence.	0	0	0	2 8%	11 44%	12 48%
My writing could make a difference in my school or community.	0	0	0	0	17 68%	8 32%
The approach made me feel more connected to my community.	0	0	0	3 12%	10 40%	12 48%
The writers' workshop is an approach appropriate to help grade 9 English language learners engage in community activities.	0	0	0	2 8%	8 32%	15 60%

To address the first research question, the researcher administered a combination of questionnaires and pre- and post-test assessments to evaluate the efficacy of the Writers' Workshop Approach (WWA). Table 4 synthesises learner responses regarding the intervention's impact. The collected data provide compelling evidence that the intervention significantly enhanced both linguistic competencies and community engagement among Grade 9 English language learners (ELLs).

The findings reveal overwhelmingly positive outcomes across all measured dimensions. Notably, all participants (100%) reported that writing about community issues facilitated their consideration of potential solutions, indicating the intervention's success in fostering critical thinking and problem-solving abilities through composition. Similarly, 60% of learners strongly agreed, while 40% slightly agreed, that the workshop deepened their understanding of local challenges, demonstrating substantive engagement with authentic societal issues. However, despite unanimous reporting of writing's efficacy in problem-solving, it is imperative to exercise caution in interpreting self-reported data due to potential social desirability bias.

Furthermore, 92% of learners affirmed that they could select personally significant problems to address, suggesting that this autonomy potentially contributed to heightened motivation and perceived relevance. Overall, 88% reported improved writing skills, and 96% found peer feedback valuable, underscoring the workshop's success in promoting collaborative learning and writing fluency key objectives in ESL pedagogy. Additionally, as indicated in Table 5, 92% of learners stated that sharing their work bolstered their confidence, a particularly noteworthy outcome for ELLs who often experience language-related anxiety in public or academic settings.

Concomitantly, all participants (100%) believed their writing could effect change in their school or community, and 88% felt increased community connectedness post-intervention. These results not only affirm the pedagogical utility of WWA but also highlight its capacity to integrate language instruction with civic literacy a fundamental 21st-century educational objective. Finally, 92% of learners endorsed the workshop as an effective method for engaging Grade 9 ELLs in community activities, indicating both perceived efficacy and high receptivity.

In spite of these highly favourable outcomes, it is methodologically prudent to recommend longitudinal studies across diverse contexts to validate these findings and assess their sustainability. In sum, the evidence robustly supports the efficacy of the writers' workshop strategy in simultaneously enhancing language proficiencies and fostering meaningful community engagement among Grade 9 ELLs. The consistently positive responses across all metrics indicate that the intervention was both effective and contextually appropriate for this learner demographic.

4.2 SECTION B: QUALITATIVE PHASE FINDINGS

This study was conceived with the explicit objective of integrating the Writers' Workshop Approach (WWA) to simultaneously facilitate Grade 9 English Language learners' engagement in community activities and augment their linguistic proficiencies. The present section critically examines and interprets the findings emanating from the qualitative dimension of this investigation.

To rigorously evaluate the capacity of the Lesotho Grade 9 English Language syllabus to promote authentic learner participation in community-oriented activities, a critical content analysis was systematically executed. The researcher conducted a meticulous examination of the syllabus's overarching aims, subsequently extracting and scrutinising the explicitly outlined teaching strategies and proposed learning activities (see Image 1). This analytical process revealed a

significant and pedagogically consequential disjuncture between the syllabus's aspirational objectives and its operational provisions for realising community engagement.

Even though the syllabus presents a rhetorical commitment to fostering civic awareness and communal participation, the prescribed pedagogical mechanisms manifest a pronounced insufficiency in scaffolding genuine, praxis-oriented engagement. The documented strategies remain predominantly confined to abstract, classroom-bound exercises, thereby failing to articulate structured methodologies for learners to initiate or sustain meaningful community interactions. This observed discontinuity between communicative aims and implementable methodologies underscores a fundamental pedagogical deficit one which the implementation of the WWA directly sought to redress.

Furthermore, the syllabus demonstrates a privileging of decontextualised, language-internal competencies over collaborative, socially embedded practices. While community-oriented goals are nominally endorsed, the recommended instructional frameworks lack the necessary theoretical and practical architecture to transmute linguistic learning into tangible civic agency. This critical lacuna not constrains the syllabus's efficacy in cultivating meaningful societal interaction but also perpetuates a problematic dissonance between curricular rhetoric and classroom praxis.

Concomitantly, the absence of clearly defined evaluative criteria for community engagement further problematises the syllabus's operational utility, leaving teachers without guidance for assessing participatory outcomes. Consequently, this analysis substantiates the critical necessity for innovative pedagogical models such as the WWA that possess the capacity to bridge the identified chasm between linguistic objectives and community-based application, thereby equipping learners with both the communicative competence and the civic confidence to engage authentically with societal challenges.

English Language

Language is the most important key to learning. Language literacy and communication are regarded as inherent facets of human development and forms the basis of lifelong learning. The overall aim of teaching English as a Second Language (ESL) is the development of the learners' communicative skills for meaningful interaction in a multi-lingual and multi-cultural society. ESL has the same potential as any other language to act as a catalyst for personal growth and to assist in the development of broad general knowledge, positive attitudes, critical thinking abilities, moral values and the aesthetic sensibilities.

The main reason for developing this English Language teaching syllabus is to constructively align both English Language Curriculum and Assessment. That is, there should be a coherence between teaching strategies, assessment and learning outcomes.

GENERAL AIMS

The general aims of teaching English as a subject at Secondary level are to use **reading** and **writing** skills to:

- develop in learners human values for lifelong learning and enhance their level of proficiency in English usage acquired at both primary and Grade 8 levels.
- improve the communicative competence of learners and provide them with confidence to communicate effectively with clarity, relevance and accuracy through speaking and writing using Standard English.
- develop further the language skills and competencies which were acquired at the Junior secondary level.

- use language, experience, imagery and creativity to respond to new situations relevantly, create original ideas and make a positive impact.
- apply critical skills that will afford opportunity to scan, filter and analyse different forms of information.
- generate in learners the love reading culture and the development of creative potentials.
- develop cross-cultural awareness by engaging with internal and external issues within their communities.

Image 1: Syllabus General Aims and Rationale

Based on the documentary evidence presented in Image 1, the syllabus articulates a comprehensive framework for English language education at the secondary level, proposing an integration of linguistic development with the cultivation of essential human values. It advances an educational vision wherein learners are expected to transcend mere functional literacy to achieve robust communicative proficiency within diverse multilingual contexts. While emphasising foundational

competencies in reading and writing, the curriculum simultaneously purports to support holistic learner development, explicitly underscoring the internalisation of values conducive to lifelong learning. Notwithstanding these aspirational objectives, the practical translation of these ideals into tangible classroom practices remains fundamentally uncertain and requires critical examination.

The document foregrounds communicative competence as a paramount outcome, ostensibly enabling students to articulate thoughts with clarity and efficacy across both academic and social domains through Standard English. Furthermore, the framework advocates for the development of creativity, critical thinking, and adaptability, positioning these attributes as indispensable for navigating evolving societal demands and contributing constructively to contemporary discourse. Learners are encouraged to employ language as an instrument for innovation and reflection, thereby fostering cross-cultural awareness and active citizenship. In the fullness of time, the curriculum aspires to cultivate individuals who not only exhibit an appreciation for reading and possess creative potential but also participate meaningfully and responsibly in the sociocultural life of their communities.

In light of these ambitious declarations, the researcher undertook a systematic analysis of the teaching and learning experiences explicitly prescribed within the syllabus, with the specific aim of determining the degree of alignment between these operational components and the overarching general aims (see Image 2). This critical examination reveals a significant discontinuity between the syllabus's rhetorical aspirations and its pedagogical provisions. While the aims promote advanced communicative competence and holistic development, the suggested classroom activities remain largely confined to conventional, skill-based exercises that insufficiently address the development of critical citizenship or authentic community engagement.

The prescribed strategies demonstrate a predominant focus on discrete language skills rather than on the integrative, socially contextualised practices necessary for fostering genuine civic participation. This misalignment suggests that the syllabus may fall short of its stated goal to prepare learners for meaningful societal contribution, thereby underscoring the necessity for complementary pedagogical interventions such as the Writers' Workshop Approach to bridge this consequential gap between curricular theory and educational practice.

DIRECTED WRITING

By the end of Grade 9, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: The teacher should assess learners' ability to:	Suggested Resources
15. write an informal letter of about one	Concepts Informal letter	<ul style="list-style-type: none"> Teacher and learners reflect on the concept, informal letter. 	explore circumstances which can lead one to	Prescribed textbooks.

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to one and half page (200 -300 words).	<p>Layout:</p> <ul style="list-style-type: none"> address date salutation <p>Development:</p> <ul style="list-style-type: none"> introductory paragraph body conclusion ending/subscripti on <p>Tone and register:</p> <ul style="list-style-type: none"> contracted forms interjections colloquial language idioms proverbs <p>Tense Punctuation marks Variation of sentence types and kinds Topic sentence and supporting details Linking words</p> <p>Skills Listening Speaking Reading</p>	<ul style="list-style-type: none"> Teacher and learners explore circumstances which can lead one to write a letter to friends, siblings or relatives. Teacher and learners reflect on the layout of a friendly letter, paying attention to address, date, salutation, development and subscription. Teacher and learners discuss different ways of writing a salutation. Individually, learners write a layout of a friendly letter. In groups, learners identify contracted forms from a given text and write them in full. Individually, learners use contracted forms in sentences. In groups, learners list informal words and expressions, idioms and proverbs together with their meanings. Learners use informal words and expressions, idioms and proverbs in sentences. Teacher and learners discuss how to introduce a friendly letter. In groups, learners demonstrate different ways of greeting. 	<p>write a letter to friends, siblings or relatives.</p> <p>write a layout of a friendly letter.</p> <p>identify contracted forms from a given text and write them in full. use contracted forms in sentences.</p> <p>list informal words and expressions, idioms and proverbs together with their meanings.</p> <p>use informal words and expressions, idioms and proverbs in sentences.</p> <p>demonstrate different ways of greeting.</p> <p>write topic sentences and supporting details, varying sentence types and kinds, as well as idioms, proverbs and interjections.</p>	<p>Dictionary.</p> <p>Reference materials.</p>
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	<p>Writing Editing Critical thinking</p> <p>Values and Attitudes Collaboration Appreciation Tolerance Self-esteem Creativity</p>	<ul style="list-style-type: none"> In groups, learners use given points to write topic sentences and supporting details, varying sentence types and kinds, as well as idioms, proverbs and interjections. In groups, learners demonstrate different ways of concluding a friendly letter. Individually, learners write a friendly letter using the correct format observing purpose, appropriate tense, punctuation marks, interjections, idioms, proverbs and linking words. Learners exchange their work for editing. 	<p>demonstrate different ways of concluding a friendly letter.</p> <p>write a friendly letter using the correct format observing purpose, appropriate tense, punctuation marks, interjections, idioms, proverbs and linking words.</p> <p>exchange their work for editing.</p>	
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Image 2: Teaching and Learning Experiences

This study was designed to integrate the Writers' Workshop Approach (WWA) as a pedagogical intervention to support Grade 9 English Language learners in engaging meaningfully with community activities while simultaneously advancing their linguistic competencies. As critically illustrated in Image 2, a fundamental misalignment emerges between the syllabus's aspirational objectives and its operationalised learning activities. Although the curriculum explicitly promotes the development of critical thinking and community engagement, the prescribed learning activities remain predominantly structured, format-driven, and confined to conventional pedagogical frameworks.

Through detailed content analysis, it becomes evident that the syllabus advocates for the cultivation of learners' writing proficiency, critical faculties, and environmental engagement. Yet, in practice, the recommended activities emphasise rigidly structured speech writing, rote memorisation of compositional formats, and standardised assessment mechanisms. This dissonance between the intended goals of authentic, contextually grounded language use and the actual classroom practices significantly constrains opportunities for creative problem-solving and tangible real-world application. Therefore, the researcher identified an imperative to develop an intervention that not only addresses the explicit aims of the syllabus but also cultivates broader, transferable skills in writing and civic participation.

The qualitative phase of the study was specifically designed to address Research Questions 2 and 3, employing a multi-faceted methodological approach that included focus group interviews, systematic classroom observations, and reflective accounts from teachers. This triangulation of data sources allowed for a nuanced exploration of both learner and teacher experiences, providing critical insights into the practical challenges and transformative potential of implementing the WWA within the existing curricular framework.

4.2.1 Research Question 2: How Does the Use of WWA Influence the Development of Language Skills among English Language Grade 9 Learners?

The qualitative data derived from focus group interviews with Grade 9 English language learners and their instructors reveal several salient themes concerning the implementation of the Writers' Workshop Approach (WWA) within community-oriented pedagogical activities. These themes

illuminate both the substantive benefits and the significant challenges encountered by participants, particularly in relation to linguistic development and civic engagement.

Firstly, it emerged that learners experienced a marked enhancement in their communicative competence, attributable to the authentic contexts for writing and discussion provided by the WWA. Participants reported increased confidence in articulating community concerns, and teachers observed greater syntactic complexity and lexical variety in learners' written outputs. However, this was juxtaposed with persistent difficulties in mastering academic register and genre conventions, indicating that the development of rhetorical flexibility remains an area requiring further scaffolded support.

Secondly, the approach fostered meaningful engagement with local issues, as learners utilised writing as a tool for critical interrogation and proposed intervention. The collaborative nature of the workshop format encouraged dialogue, peer feedback, and collective problem-solving, thereby strengthening learners' sense of agency and civic identity. In spite of these benefits, teachers highlighted logistical and resource-related impediments, including time constraints and insufficient training in facilitating critical, open-ended writing sessions aligned with community-focused objectives.

Additionally, the integration of community-based topics into the writing curriculum was found to heighten motivation and relevance for learners, creating an imperative for educational stakeholders to reconceptualise language teaching beyond narrowly defined syllabic boundaries. Nevertheless, the study also identified tensions between performative assessment cultures and the pedagogical innovation embodied by the WWA, suggesting that without systemic support, such interventions may struggle to achieve sustainable integration.

Therefore, WWA demonstrates considerable potential in bridging language learning and civic engagement, its efficacy is contingent upon addressing inherent pedagogical, logistical, and institutional constraints. These findings underscore the necessity for continued professional development and curricular flexibility to fully realise the approach's transformative potential.

4.2.1.1 Theme 1: Active Engagement and Ownership of Learning

The qualitative data underscore a significant pedagogical realignment necessitated by the implementation of the Writers' Workshop Approach (WWA), wherein learners were required to assume an actively participatory role in their own knowledge construction. Specifically, respondents reported engaging in independent information gathering and self-directed topic selection, moving beyond the traditionally passive reception of pre-determined content. As one learner articulated, *'I liked choosing my own topic; it made me feel like my voice mattered.'* This assertion highlights the profound impact of agency on learner identity and investment, suggesting that autonomy operates not merely as a methodological feature but as a catalyst for intellectual ownership.

Nevertheless, this transition from passive to active learning was not without friction. Participants acknowledged initial difficulties in adapting to such autonomy, a challenge attributable to entrenched educational habits that privilege teacher-directed instruction. Despite these early obstacles, respondents emphasised that the WWA ultimately cultivated greater confidence and a tangible sense of ownership, as the freedom to select personally relevant topics empowered them to articulate individual perspectives and lived experiences concerning community issues. In that regard, the personal relevance of writing tasks markedly enhanced both engagement and perceived meaningfulness.

In addition, teacher interviews corroborated and extended these findings, identifying learner autonomy as a central theme. Participant 1 (P1) emphasised that the approach actively fosters critical thinking and promotes self-directed learning, characterising the shift towards learner-centred pedagogy as beneficial for building learner confidence and enabling greater control over learning processes and outcomes. However, it is critical to note that such pedagogical transformation demands substantial adjustments in teacher roles, resource allocation, and assessment practices factors which, if unaddressed, may constrain the sustainability and scalability of the intervention.

In summary, the WWA demonstrably facilitates meaningful engagement and intellectual empowerment, its success is contingent upon systemic support for both learners and educators navigating the complexities of autonomous learning within often rigid curricular frameworks.

4.2.1.2 Theme 2: Collaboration and Peer Learning

The collaborative dimension of the Writers' Workshop Approach (WWA) emerged as a significant thematic focus within the study, characterised by structured group work, peer consultation, and collective decision-making processes. Learners frequently engaged in dialogic interactions, co-constructing knowledge through iterative feedback and shared authorship. While this collaborative framework occasionally engendered disagreements and procedural delays particularly within larger groups it was overwhelmingly perceived as beneficial by participants.

Learners emphasised that cooperative engagement facilitated mutual knowledge exchange, particularly in domains such as orthography, lexical acquisition, and the logical organisation of ideas. The iterative process of giving and receiving feedback not only demystified writing conventions but also enhanced metacognitive awareness, thereby fostering a more nuanced understanding of textual coherence and rhetorical effectiveness. Importantly, this collaborative environment transcended mere technical improvement, cultivating a culture of intellectual reciprocity and critical deliberation.

From an instructional perspective, teachers similarly underscored the pedagogical value of collaboration. Participant 3 (P3) explicitly noted that the intervention demonstrated considerable potential in enhancing peer-to-peer collaboration an area where conventional pedagogical methods often prove inadequate. The Workshop's capacity to stimulate cooperative involvement was regarded as instrumental in advancing communicative competence and facilitating collaborative problem-solving, thereby aligning with broader educational objectives centred on social learning and collective agency.

However, it is critical to acknowledge that the successful implementation of such collaborative models necessitates careful facilitation and explicit scaffolding to mitigate inefficiencies and manage conflict. Without adequate support, the potential for divergent viewpoints to impede progress remains a tangible risk. Be that as it may, the findings suggest that the WWA effectively reorients the classroom towards a more interactive, socially situated model of writing instruction, one which not only enhances linguistic output but also cultivates essential competencies in negotiation, empathy, and collective intelligence.

In conclusion, while the collaborative nature of the WWA introduces certain operational complexities, its capacity to enrich both learning processes and outcomes underscores its value as

a transformative pedagogical tool. Future implementations would benefit from structured protocols for group interaction and conflict resolution to further optimise its efficacy.

4.2.1.3 Theme 3: Language Skill Development

The implementation of the Writers' Workshop Approach (WWA) contributed substantively to the development of multifaceted language competencies among Grade 9 English language learners. Participants reported marked improvements in discrete areas such as spelling, vocabulary acquisition, and the logical sequencing of ideas. These self-reported gains were corroborated by structured classroom observations, which documented increasingly coherent paragraph structures and a broadening lexical range across successive drafts.

The iterative cycle of drafting, revising, and incorporating feedback emerged as a critical mechanism in fostering metacognitive awareness, enabling learners to become more deliberate and reflective writers. Notably, the necessity to engage with unfamiliar vocabulary and to organise ideas in a structurally sound manner was explicitly identified as a catalyst for linguistic growth. Furthermore, the workshop environment facilitated authentic meaning-making processes, as students actively negotiated the logical order, relevance, and rhetorical impact of their arguments a competency indispensable to academic writing.

However, while these outcomes are promising, it is important to critically acknowledge that such development may be contingent upon consistent and sustained implementation. The effectiveness of peer feedback, in particular, relies heavily on the quality of facilitation and the learners' readiness to engage constructively in collaborative critique. Moreover, the generalisability of these gains across proficiency levels remains an area warranting further investigation.

In conclusion, the WWA demonstrates significant potential in advancing both technical and cognitive dimensions of writing proficiency. Nevertheless, its long-term efficacy depends on integrating structured linguistic scaffolding within the workshop model to ensure that iterative writing processes translate into durable language acquisition.

4.2.1.4 Theme 4: Community Awareness and Relevance

The integration of community-oriented writing tasks within the Writers' Workshop Approach (WWA) substantially enhanced the relevance and experiential depth of learning for participants. By engaging in the production of articles aimed at community awareness and the articulation of

local issues, learners recognised their capacity to contribute meaningfully to public discourse. This contextualisation not only augmented motivation but also expanded their comprehension of community dynamics, fostering a sense of agency and civic responsibility among youth.

Although there are these benefits, it is critical to acknowledge that pre-existing levels of civic awareness and prior community exposure may have influenced learners' responsiveness to such tasks, potentially confounding the observed outcomes. The workshop functioned as an effective platform for raising awareness and proposing solutions to tangible problems; however, the extent to which it generated new insights, as opposed to amplifying existing attitudes, remains an important consideration for interpreting its impact.

From an instructional perspective, teachers highlighted contextualised language acquisition as a pivotal advantage of the approach. Participant 2 (P2) emphasised the necessity of embedding language education within authentic, real-world contexts particularly through community-based writing assignments involving interview techniques and field research. Such tasks were noted to expose learners to diverse linguistic registers and domain-specific terminology, thereby enriching their lexical repertoire and deepening their engagement with the subject matter.

Nevertheless, the successful implementation of these activities relies heavily on adequate resourcing, teacher preparedness, and institutional support to navigate logistical and pedagogical complexities. Without such support, the potential of contextualised learning may be constrained by practical limitations.

In conclusion, while the WWA demonstrates significant promise in bridging language acquisition with civic engagement, its efficacy is contingent upon strategic design and systemic backing to ensure that community-based tasks translate into robust, sustainable learning outcomes. Further research is warranted to disentangle the effects of the intervention from pre-existing learner dispositions and to optimise the model for diverse educational settings.

4.2.1.5 Theme 5: Enjoyment and Motivation

Overall, learners expressed a notably positive reception toward the Writers' Workshop Approach (WWA), characterising the sessions as both enjoyable and intellectually stimulating. A predominant theme emerging from participant feedback was the appreciation for the active, hands-on nature of the workshops, which contrasted sharply with more conventional, teacher-centric

instructional models. The sense of agency and ownership derived from producing original work was frequently cited as a significant motivator, fostering not only engagement but also a tangible sense of accomplishment.

Furthermore, the workshops were perceived as instrumental in cultivating collaborative competencies, including teamwork and collective problem-solving. The iterative processes of drafting, peer review, and revision encouraged dialogue and mutual support, thereby reinforcing a classroom culture rooted in cooperation and critical reflection.

Despite these favourable reports, it is imperative to exercise critical caution. While self-reported enjoyment and engagement are valuable indicators of pedagogical acceptability, they do not inherently correlate with measurable improvements in writing proficiency or critical language awareness. The positive responses may be influenced by the novelty effect or the heightened social interaction embedded within the workshop model, rather than the pedagogical substance of the approach itself.

Moreover, the sustainability of such enthusiasm remains uncertain beyond the initial implementation phase. Long-term engagement would likely require ongoing structural support, facilitator skill development, and integration within broader curricular objectives to avoid diminished returns over time.

In conclusion, while the WWA successfully generated student buy-in and promoted a collaborative, active learning environment, its perceived benefits must be critically evaluated alongside empirical evidence of linguistic development and long-term pedagogical impact. Future iterations should incorporate mechanisms for assessing both affective and cognitive outcomes in a more granular and sustained manner.

4.2.2 Research Question 3: What Challenges do English Language Learners Face when Participating in the Writers' Workshop Approach?

4.2.2.1 Theme 6: Challenges and Areas for Improvement

Despite, the pedagogical benefits attributed to the Writers' Workshop Approach (WWA), its implementation revealed several material challenges that warrant critical examination. Learners reported significant difficulties related to time constraints and excessive workload, with one participant explicitly noting, 'Sometimes I had to rush my work because I had homework and

chores.’ These findings underscore a material tension between the demands of the workshop model and the socio-economic realities of learners, many of whom balance academic responsibilities with domestic duties. Consequently, the pressure to conduct independent research and adhere to rigid writing deadlines frequently resulted in suboptimal or incomplete submissions.

Furthermore, both teachers and learners highlighted operational challenges arising from large group sizes, which impeded effective coordination and diluted individual participation. As one teacher critically observed, ‘In large groups, only a few learners do the work, while others just wait.’ This observation underscores the necessity of optimising group composition to maximise equitable engagement and mitigate free-rider effects.

In summary, the integration of the WWA within Grade 9 English language instruction—particularly through community-focused writing tasks—yielded measurable gains in learner engagement, linguistic proficiency, collaborative capability, and civic awareness. However, these positive outcomes were moderated by persistent logistical and pedagogical challenges, including time limitations and group dynamic inefficiencies. Despite these constraints, the overall impact on learner confidence, motivation, and language development remained substantively positive, justifying the continued refinement and contextual adaptation of this pedagogical strategy.

4.3 DATA INTEGRATION

The quantitative and qualitative datasets were synthesised into coherent joint presentations utilising both tabular formats and narrative exposition. Quantitative results were systematically contextualised and elaborated through qualitative insights, enabling a richer interpretation of statistical trends. Methodological triangulation was employed to identify points of convergence, dissonance, and complementarity between the two data strands. Divergent findings were subjected to further scrutiny to elucidate underlying factors influencing outcomes. This integrated analytical approach facilitated a comprehensive understanding of the multifactorial influences on learner engagement and language acquisition within the study context.

4.4 CHAPTER SUMMARY

Chapter 4 has presented a detailed analysis of empirical findings derived from the study. Quantitative results demonstrated statistically significant improvements in learners’ language proficiency, as evidenced by pre- and post-intervention assessments. Qualitative data, derived

from semi-structured interviews and observations, revealed enhanced motivation, increased writing confidence, and deeper engagement with community-related topics. Prominent thematic findings included the efficacy of collaborative learning mechanisms, the value of peer support, and the development of critical thinking abilities. Collectively, these findings illustrate how the WWA fostered a dynamic, participatory learning environment conducive to both linguistic advancement and meaningful community involvement.

CHAPTER 5

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 INTRODUCTION

It is methodologically imperative for the researcher to synthesise and interpret amassed data to discern underlying patterns and construct coherent meaning from participant responses. Cohen et al. (2017) define data analysis and interpretation as the systematic process of deriving significance from participants' perspectives, behaviours, and recurrent thematic patterns, all of which must be rigorously framed in relation to the study's research questions. In accordance with established conventions of qualitative inquiry and mixed-methods data integration, the ensuing discussion is organised thematically to reflect salient patterns emergent from the data and to address the research questions in a structured manner.

During the analytical process of data integration, five principal themes emerged:

- **Enhancing Language Proficiency Through the Writers' Workshop Approach:** Quantitative and qualitative findings converge to indicate measurable improvements in linguistic accuracy, lexical diversity, and rhetorical coherence, though the extent of progress varied across individual learners.
- **Increasing Learners' Engagement and Confidence:** Participant responses consistently reflected heightened motivation and self-efficacy, albeit moderated by challenges related to workload and group dynamics.
- **Linking Language Learning to Community Engagement and Civic Identity:** The incorporation of community-oriented writing tasks facilitated learners' sense of agency and social responsibility, yet the translation of awareness into sustained civic action remains uncertain.
- **Learners' Perceptions of WWA's Appropriateness and Impact:** While the approach was generally viewed as relevant and empowering, logistical and pedagogical constraints tempered its perceived efficacy among certain cohorts.
- **Collaboration and Peer Learning through WWA:** Collaborative mechanisms fostered mutual support and critical dialogue, though large group sizes occasionally hindered equitable participation and individual accountability.

Each theme is critically examined below with reference to integrated empirical evidence, acknowledging both convergent and divergent findings between quantitative and qualitative datasets. Triangulation of methods and sources has enabled a nuanced interpretation of the intervention's outcomes, while also highlighting areas requiring further scholarly attention.

5.1 THEME 1: ENHANCING LANGUAGE PROFICIENCY THROUGH THE WRITERS' WORKSHOP APPROACH

Of profound significance to the discourse on second language writing pedagogy is the pronounced quantitative augmentation in learners' linguistic proficiency, as empirically demonstrated by the pre-test and post-test mean scores of 40.84 and 75.67 respectively. This substantial differential not only corroborates the posited efficacy of the Writers' Workshop Approach (WWA) but also compellingly affirms its role in engendering significant improvement in ESL learners' compositional competencies. In consequence, one may deduce that learners' facility for both written and oral discourse exhibited marked enhancement. The resultant statistical evidence, detailed in Section A, thereby furnishes robust confirmation that the pedagogical intervention exerted a substantial and positive influence upon learners' overall language abilities.

This empirical outcome is consonant with an established body of scholarly work which contends that process-oriented writing pedagogies, such as WWA, are instrumental in cultivating learner-centred environments. These environments ostensibly foster writing development through meticulously structured iterative cycles of instruction, drafting, feedback, and revision, as substantiated by the research of Busch (2022) and Sturm (2012). In extending this analysis, it is imperative to scrutinise the constituent mechanisms of WWA. The incorporation of targeted mini-lessons on writing mechanics, conjoined with structured peer feedback sessions, furnishes learners with precise guidance whilst simultaneously affording collaborative opportunities to hone their skills through practice, a point elucidated by Culham (2018).

Furthermore, the present findings exhibit a striking congruence with the observations of Meisani (2022), who documented WWA's particular effectiveness in enhancing grammatical and mechanical accuracy by harnessing the facilitative potential of peer collaboration. This correspondence is further exemplified within the qualitative dimensions of this study, wherein an overwhelming 88% of participants reported perceived improvements in their writing skills directly

attributable to workshop activities. Collectively, this suggests that the development of communicative competence within ESL contexts is markedly accelerated when learners are immersed in authentic, real-world writing tasks underpinned by deliberate and systematic instructional scaffolding.

Such a proposition finds additional theoretical underpinning from earlier scholarship. For instance, evidence advanced by Krashen (1981) demonstrates that immersive engagement in communication tasks enables learners to progressively refine their capacity to both encode and decode messages with greater efficacy, thereby catalysing the development of overall proficiency. These results further resonate with the pedagogical principles advocated by Harmer (2015), who posits that for learners to function as effective interlocutors, they must be equipped with a robust repertoire of pragmatic language skills alongside grammatical knowledge.

A more profound theoretical lens through which to examine these outcomes is offered by Cultural-Historical Activity Theory (CHAT). As explicated by Vygotsky 1978 (cited in Mafelesi, 2024), cultural tools, including writing, mediate cognitive development by facilitating interaction within specific socio-cultural milieus. The WWA framework aligns cogently with this tenet by creating an instructional space where language structures are internalised through socially embedded and mediated writing practices. By prioritising learner autonomy and dialogic exchange (Schiro, 2013), WWA effectively constructs a learner-centred zone of proximal development wherein the act of writing itself functions as a primary psychological tool for cognitive advancement and language acquisition. This theoretical interpretation provides a powerful explanatory framework for the observed quantitative gains and reported increases in learners' mastery of writing mechanics and general language proficiency, whilst also inviting critical reflection on the socio-cultural dynamics of the classroom itself.

5.2 THEME 2: INCREASING LEARNERS' ENGAGEMENT AND CONFIDENCE

A salient feature of the qualitative data is the pronounced level of learner accord, with a striking 92% of respondents indicating agreement encompassing both 'slightly agree' and 'strongly agree' that sharing their compositions served to bolster their confidence. Furthermore, a unanimous 100% concurred that writing on community-based issues stimulated profound cognitive engagement with potential solutions. This statistically significant finding indicates that the Writers' Workshop

Approach (WWA) facilitates not merely the cultivation of discrete linguistic skills but equally enhances personal agency and deeper social investment. Such an outcome is of critical importance, particularly given the well-documented challenges ESL learners face when attempting to articulate complex ideas, struggles frequently stemming from constrained linguistic proficiency and diminished self-assurance (Calkin, 2022).

The role of WWA's peer review and collaborative mechanisms is paramount in explicating this outcome. Culham's (2018) conception of mini-lessons and peer feedback as dynamic, interactive learning moments finds robust corroboration in the learners' own reflections on the confidence derived from peer exchange. This intentionally crafted interactive milieu aligns persuasively with the principle of Legitimate Peripheral Participation, a cornerstone of Legitimate Code Theory (LCT). According to Marjorie (2019), this process enables learners to progressively appropriate the codes and conventions of a discourse community through guided, authentic participation. Extending this theoretical alignment, LCT further posits that comprehending and accepting cultural diversity through these shared academic codes allows learners to construct bridges between disparate groups, thereby fostering unity and mutual respect (Davitishrill, 2017).

Moreover, the interactive classroom environment engendered by WWA appears to epitomise the idealised learning ecosystem described by scholars such as Pishghadam (2016) and Ngugi (cited in Muru, 2024), wherein language acquisition is purposefully extended beyond conversational competence to encompass meaningful social interaction and the continuous negotiation of meaning. The reported augmentation in learner confidence is thus indicative of their developing agency and burgeoning communicative competence, achieved through a process of socially-constructed learning. In support of this, Qasserus (2023) accentuates that the cultivation of such agency represents a paramount objective in second language acquisition, as it underscores the capacity to deploy language both appropriately and productively across a diverse spectrum of authentic contexts.

Therefore, the significance of WWA in simultaneously fostering community engagement and linguistic proficiency is thrown into sharp relief. Nevertheless, whilst these findings robustly suggest a marked elevation in confidence pertaining to writing on community-oriented topics, it is imperative to adopt a critical stance regarding their generalisability. A salient avenue for further scholarly inquiry would therefore be to ascertain whether this fortified confidence successfully

transfers to other, potentially more formal and decontextualised, genres of academic writing, such as expository or argumentative essays.

5.3 THEME 3: LINKING LANGUAGE LEARNING TO COMMUNITY ENGAGEMENT AND CIVIC IDENTITY

A distinctive and theoretically significant aim of this investigation was to operationalise the Grade 9 English language syllabus's directive to conjoin language proficiency with civic engagement. The empirical data reveal a compelling consensus: all participants (100%) expressed a belief in the potential of their writing to effect change within their communities, while a further 88% reported an enhanced sense of connection to their community through their involvement in the Writers' Workshop Approach (WWA). This correlation powerfully illustrates the successful embodiment of the curriculum's civic objectives, demonstrating how the strategic integration of community-focused writing tasks can transcend linguistic exercise to actualise a form of grassroots civic pedagogy.

These findings establish a robust dialogue with contemporary scholarship, notably resonating with the argument that writing functions as a critical mediational tool for engaging with and interrogating social realities (Silalahi, 2019). The pedagogical process of selecting personally meaningful topics and utilising writing to deconstruct problems and propose solutions directly cultivates the analytic reasoning and critical thinking skills explicitly mandated by the syllabus, which aims to enable learners to "scan, filter, and analyse information critically" (MoET, 2019, p. 14). Accordingly, this study lends substantial support to the theoretical premise, advanced by Legitimate Code Theory, that effective educational interventions must seamlessly merge the visible curriculum comprising specific skills such as writing mechanics with the invisible curriculum, which encompasses the inculcation of civic values and the capacity for critical engagement through authentically situated tasks.

Furthermore, this approach finds a profound philosophical justification in the work of Freire, whose concern, as elucidated by Mahood (2021), centred on an education that emancipates learners from a "culture of silence" and empowers them to address humanity's needs within a just society. In this vein, the WWA framework provided the requisite agency for learners to function as advocates within their communities, utilising writing as a means to raise consciousness on a variety of salient issues. This perspective is reinforced by Schiro (2013), who concurs with the intricacies

of such an approach, contending that education's primary role is to draw out inherent potential within a socially constructed and supportive environment.

Moreover, the intrinsically social dimension of writing within the WWA model aligns cogently with the central tenets of Cultural-Historical Activity Theory (CHAT), which emphasises how tools including psychological tools like writing facilitate interaction and collective meaning-making. Within this framework, the act of composing texts on community challenges operates as a powerful mediational means, simultaneously enabling the construction of knowledge, the formation of identity, and the fostering of a sense of social responsibility (Schiro, 2013). The study's findings thereby confirm that language development is profoundly reinforced when learning is situated within motivating, real-world contexts that demand deeper cognitive and emotional engagement (Muru, 2024).

Despite the fact that these strong positive indicators, a critical analysis necessitates a note of circumspection. Although all participants reported heightened community connection, the empirical data delineate a clear gradient in the extent of their actual civic engagement, which ranged from passive increased awareness to the active proposal of concrete solutions. This spectrum suggests that while WWA is demonstrably effective in fostering community consciousness, the development of full, transformative civic agency may necessitate more sustained, project-based interventions beyond the scope of this particular workshop model.

5.4 THEME 4: LEARNERS' PERCEPTIONS OF WWA'S APPROPRIATENESS AND IMPACT

Empirical evidence derived from focus group discourses and semi-structured teacher interviews serves to corroborate and augment the quantitative findings, with both cohorts characterising the Writers' Workshop Approach (WWA) as a pedagogically appropriate and impactful methodology for Grade 9 ESL learners. A consistent perception emerged among respondents that the intervention successfully addressed linguistic and affective objectives concurrently. Educators specifically observed a marked increase in learners' motivation to compose texts and engage critically with community-related issues. These outcomes resonate strongly with Calkin's (2022) assertion that WWA cultivates supportive learning environments which synergistically promote both skill development and communal participation.

Interrogation of the data further reveals that instructors perceived the participatory dynamics inherent in WWA as embodying the democratic classroom ideal advanced by Pishghadam (2016), who posits that such pedagogical frameworks validate learners' diverse voices and experiential knowledge, thereby fostering an egalitarian or 'classless' community of practice. Corroborating this, extant literature propounds that the WWA milieu nurtures a form of communicative competence extending beyond mere conversational fluency to encompass higher-order discursive practices such as negotiation, collaboration, and critical reflection (Muru, 2024). These findings collectively underscore the particular relevance of WWA for ESL learners, who benefit from writing experiences that are scaffolded, socially-mediated, and authentically-meaningful.

A salient point advanced by one teacher participant was that instruction anchored in real-world contexts proved markedly more effective than the traditional, often decontextualised, methods routinely employed. This empirical observation aligns with the theoretical position of Ashraf et al. (2025), who contend that the processes of problematising one's environment and envisioning transformative solutions are fundamentally linguistic and discursive acts.

Collectively, learner feedback highlighted an appreciation for the experiential, hands-on nature of the workshops and the sense of agency derived from producing original compositions. This aligns with the principle, advanced by Diez-Palomar et al. (2020), that language acquisition is facilitated through autonomous engagement with the target language. Respondents particularly emphasised that the agency afforded by self-selected topics and the workshop's collaborative structure fostered a sense of ownership and enhanced confidence, empowering them to articulate community-oriented perspectives. In consonance with this, Almeida et al. (2020) postulate that integrating creative, expressive writing into ESL curricula elevates intrinsic motivation and self-assurance by enabling experimentation with narrative forms and personal voice.

The emergent model of a 'classless' community implies a deliberate dismantling of conventional pedagogical hierarchies, centralising learner agency and voice. Notwithstanding this transformative potential, a critical analysis must acknowledge the enduring challenge of ensuring equitable participation. This necessitates deliberate pedagogical scaffolding to prevent the marginalisation of introverted or less proficient students, thereby avoiding the inadvertent perpetuation of the very disparities the approach seeks to overcome.

5.5 THEME 5: COLLABORATION AND PEER LEARNING THROUGH WWA

A central theme emerging from the learners' qualitative feedback emphasised the pedagogical significance of collaborative learning, with participants highlighting that cooperative work enabled a productive exchange of knowledge, particularly in refining orthography, expanding lexical range, and enhancing the logical organisation of ideas. This empirical observation aligns with the findings of Meisani (2022), whose research identified the inherently collaborative nature of the workshop model as a critical mechanism for facilitating peer-to-peer learning, thereby elevating both student engagement and collective identity. Substantiating this perspective, a systematic evaluation by Calkin (2022) of various compositional pedagogies in ESL settings emphasised the capacity of the writers' workshop approach to foster a supportive learning environment through its structured encouragement of peer feedback and cooperative tasks. It follows that the iterative processes of peer evaluation and group deliberation contributed significantly to a more profound assimilation of rhetorical conventions and a marked improvement in the learners' ability to construct coherent texts. It must be acknowledged, however, that the collaborative dynamic introduced certain challenges; the interpersonal tensions noted by some respondents are recognised within educational literature as characteristic difficulties in cooperative learning environments (Johnson & Johnson, 1997), which may be ameliorated through the implementation of clearly defined peer roles and structured interaction protocols.

In parallel, instructor testimony underscored the critical value attributed to collaborative learning frameworks. Participant 3 (P3), for example, contended that the intervention exhibited considerable potential for strengthening peer-to-peer collaboration an area where conventional instructional approaches often underperform. This viewpoint is strongly supported by contemporary scholarship, which suggests that the formation of a writing community characterised by proactive teacher guidance, reciprocal peer assessment, and meaningful opportunities for publication effectively extends learning beyond the classroom into broader sociocultural contexts (Edwards, 2024; Department of Education, 2023). The observed capacity of the approach to stimulate cooperative involvement was thus regarded as intrinsically beneficial, not only for honing communicative precision but also for cultivating collaborative problem-solving capabilities. This assertion is further corroborated by Diez-Palomar et al. (2020), who affirm that peer interaction functions as a powerful catalyst for language acquisition, as it necessitates continuous meaning negotiation and exposes learners to diverse linguistic models and registers.

5.6. CONCLUSION

This research study was conceived to systematically examine the efficacy of the Writers' Workshop Approach (WWA) in enhancing community engagement and linguistic proficiency among Grade 9 English Language learners within a secondary school in Leribe, Lesotho. The study was structured around three principal research questions:

1. In what ways does the Writers' Workshop Approach facilitate more effective engagement with community issues among English Language Learners?
2. What challenges do English Language Learners encounter when participating in the Writers' Workshop Approach?
3. How does the implementation of the WWA influence the development of 21st-century communication and collaboration skills?

To address the first question, a pre-test and post-test design was employed, which quantitatively documented significant improvements in writing proficiency following the WWA intervention. To elucidate these findings further, learner questionnaires were administered, providing substantiating evidence for the test results. The second question was interrogated through a critical analysis of the Grade 9 English Language syllabus, thereby delineating the inherent challenges it presents. Lastly, semi-structured interviews were conducted with both learners and teachers to procure a nuanced, in-depth understanding of the WWA's holistic impact.

The study specifically aimed to redress a identified curricular deficiency within the Lesotho English Language syllabus, which presently lacks explicit mechanisms for learners to actively engage with community issues through linguistic practice. Employing a mixed-methods sequential explanatory design, the research integrated quantitative metrics of writing proficiency and community involvement with rich qualitative data derived from participant insights.

The findings offer unequivocal evidence that the integration of the Writers' Workshop Approach markedly enhances learners' compositional competencies, critical thinking, and collaborative capabilities. The statistically significant elevation in post-test scores, relative to pre-test baselines, demonstrates substantive advances in language proficiency, encompassing vocabulary acquisition, orthographic accuracy, and textual organisation. Beyond mere linguistic development, the WWA cultivated greater learner autonomy, engagement, and self-confidence, as participants reported

feeling empowered through the selection of personally resonant community topics and the communal sharing of their writing.

Moreover, qualitative analysis revealed that the WWA deepened learners' sense of civic connection by situating language acquisition within authentic, socially meaningful contexts. Learners actively engaged with tangible community problems critically analysing issues and proposing solutions thereby fulfilling the syllabus's underemphasised civic objectives. The collaborative framework of the workshop promoted peer-mediated learning and rich social interaction, which concomitantly advanced both communicative competence and community awareness.

A further critical consideration pertains to the reported challenges within collaborative dynamics, which, while reflective of common cooperative learning frictions, underscore the necessity of structured facilitation to ensure equitable participation. The emergence of a more democratised classroom ecology, though largely successful, necessitates mindful pedagogical design to include introverted or less proficient learners fully.

In conclusion, the WWA proved to be a pedagogically appropriate and innovative strategy that not only bridges the gap between the visible (skills-based) and invisible (civic-values-based) curricula but also equips learners with essential 21st-century skills conducive to lifelong learning and active citizenship. This research contributes to broader pedagogical discourses by demonstrating how process-oriented, socially situated writing instruction can align language acquisition with emancipatory educational aims.

5.7 LIMITATIONS OF THE STUDY

Despite the affirmative findings regarding the Writers' Workshop Approach's (WWA) capacity to enhance both linguistic proficiency and community engagement among Grade 9 ESL learners, several methodological and conceptual limitations warrant critical examination. Primarily, the relatively homogeneous composition of the participant sample constrains the generalisability of the results, suggesting that broader applicability across diverse educational or socio-cultural contexts cannot be unequivocally asserted. Moreover, while the sequential explanatory mixed-methods design employed confers methodological robustness, its substantial reliance on self-reported data introduces the potential for distortion arising from social desirability bias. As a result,

future investigations would benefit from incorporating more demographically varied cohorts and implementing longitudinal studies to evaluate the sustainability of observed outcomes beyond the immediate intervention period.

From a pragmatic standpoint, these findings possess significant implications for pedagogical policy and practice. They indicate that curriculum designers and educators ought to prioritise the integration of writing pedagogies which synthetically combine explicit language skill development with authentic civic engagement tasks. Such an approach is optimally facilitated through collaborative, scaffolded instructional frameworks akin to WWA. This recommendation aligns with broader paradigmatic shifts within second language education towards learner-centred, socially situated models of instruction that seek to foster not only communicative competence but also critical analytical capabilities. Thereby, the study contributes to an evolving consensus that effective language teaching must transcend mechanistic skill acquisition to embrace the cultivation of engaged, critically literate citizenry.

5.8 RECOMMENDATIONS

Drawing upon the empirical evidence and analytical conclusions of this study, the following recommendations are posited for key educational stakeholders, encompassing curriculum developers, practitioners, school leadership, and policy formulators:

1. **Curriculum Enhancement:** It is recommended that curriculum developers undertake a substantive revision of the Lesotho Grade 9 English Language syllabus. This revision should explicitly incorporate writing-oriented pedagogies designed to foster community engagement, utilising the Writers' Workshop Approach (WWA) as a foundational framework. The amended curriculum must articulate precise learning outcomes that synergistically promote linguistic development and active, critical participation in local civic issues, thereby addressing a notable omission in the current document.
2. **Teacher Professional Development:** Successful implementation of the WWA is contingent upon comprehensive and sustained educator preparedness. Consequently, it is imperative to institute targeted professional development programmes. These initiatives must equip teachers with the specialised competencies required to facilitate collaborative group dynamics, provide

differentiated scaffolding throughout the writing process, and guide authentic, community-based learning projects effectively.

3. **Structural Optimisation of Collaborative Groups:** To mitigate potential participatory imbalances and maximise the efficacy of peer feedback a cornerstone of the WWA educators should strategically organise learners into smaller, carefully composed groups during writing and community research tasks. This structural adjustment is advocated to intensify individual engagement and foster more meaningful collaborative interactions.
4. **Fostering Community Partnerships:** To augment the authenticity and impact of community-oriented writing, schools should proactively establish formal partnerships with local community organisations, leaders, and stakeholders. Such alliances are vital for providing learners with legitimate, real-world contexts for their writing, thereby bridging the gap between the classroom and the community and significantly enhancing the relevance and purpose of linguistic tasks.

5.9 IMPLICATIONS OF THE STUDY

This study yields substantial implications for pedagogical practice, curricular policy, and future scholarly investigation within the domains of ESL education and systemic curriculum innovation, as delineated below:

- **Pedagogical Implications:** The empirical outcomes foreground the considerable efficacy of learner-centred, process-oriented writing pedagogies, such as the Writers' Workshop Approach (WWA), in simultaneously advancing linguistic proficiency and fostering substantive civic engagement. Consequently, practitioners are urged to reconceptualise writing instruction, framing composition not as a decontextualised academic exercise but as a meaningful social and rhetorical tool for critical inquiry and communal participation.
- **Curriculum Development:** The investigation underscores a critical necessity for curriculum frameworks to explicitly integrate and balance the development of visible academic skills such as grammatical accuracy and textual organisation with the cultivation of invisible competencies, including socio-cultural awareness, ethical reasoning, and civic responsibility. This ensures a coherent alignment between overarching policy objectives and tangible classroom experiences, thereby bridging a persistent gap in many extant syllabi.
- **Community Engagement:** The successful assimilation of locally relevant community issues into the language learning process indicates that ESL curricula must be

systematically redesigned to incorporate authentic social contexts. Such integration is paramount for promoting higher-order cognitive skills, including critical thinking and creative problem-solving, while simultaneously nurturing the dispositions of active and informed citizenship.

- **Policy Frameworks:** The transformational potential evidenced by this pedagogical innovation necessitates recognition by educational policymakers. It is advised that policy frameworks actively advocate for and resource innovative curriculum designs that move beyond traditional, mechanistic models of language instruction. The ultimate aim should be to equip learners with the multifaceted competencies required for nuanced and effective participation in the complex social, cultural, and democratic discourses of the 21st century.

5.10 REFLECTIONS

Upon critical reflection of the research trajectory, this investigation has substantiated the profound interdependence between language acquisition and its embedding social context, affirming that meaningful pedagogical engagement must inherently transcend the conventional boundaries of the classroom. The implementation of the Writers' Workshop Approach (WWA) elucidated the considerable potential of writing as a dual-faceted cognitive and social practice, one which effectively empowers learners to articulate their perspectives and initiate tangible change within their immediate communities.

The adoption of a mixed-methods research design furnished a comprehensive analytical lens, facilitating the capture of not only quantifiable improvements in linguistic proficiency but also the nuanced, qualitative dimensions of participant experiences and perceptions. Furthermore, the application of a critical realism paradigm enabled an appreciation of both observable outcomes and the deeper, often unobserved, social structures that fundamentally shape learner engagement and agency.

In parallel, pragmatic challenges including time management complexities and the intricacies of group coordination served to highlight the material constraints of classroom environments and underscored the necessity for adaptable, context-sensitive pedagogical strategies. Despite these implementation hurdles, the discernible enthusiasm and demonstrable progress exhibited by learners provide compelling evidence to advocate for the continued adoption and context-specific refinement of the WWA in comparable educational settings.

This research process ultimately reinforces the indispensable connection between language learning and the lived social realities of learners. The positive outcomes documented herein justify not only the ongoing utilisation of WWA but also its thoughtful adaptation across diverse curricula. The researcher accordingly advocates for sustained critical reflection aimed at bridging theoretical frameworks with practical application, and encourages further empirical inquiry into the longitudinal efficacy and broader applicability of this approach.

In the final analysis, this study underscores the role of the educational researcher as a reflective practitioner, one who continually seeks to integrate theoretical insight, policy development, and classroom practice in a manner that genuinely empowers learners. It also extends an invitation to fellow scholars to build upon these findings, particularly through investigations exploring long-term impacts and contextual adaptations across a range of educational environments. This endeavour has, consequently, significantly enriched our understanding of curriculum innovation, language pedagogy, and the transformative potential inherent in community-engaged learning.

5.11 CHAPTER SUMMARY

Chapter 5 has synthesised the principal findings, conclusions, and ramifications of this research investigation into the implementation of the Writers' Workshop Approach (WWA) within Grade 9 English Language learning contexts in Leribe, Lesotho. The chapter systematically articulates the transformative potential inherent in pedagogies that integrate community engagement with language education, thereby facilitating holistic learner development. The empirical evidence demonstrates conclusively that WWA significantly enhances learners' compositional competencies, critical analytical faculties, and participatory engagement through its strategic alignment of language learning with authentic community concerns. This pedagogical framework effectively fosters learner autonomy, discursive confidence, and collaborative capabilities, thereby addressing a conspicuous lacuna within the extant curriculum through its dual emphasis on linguistic proficiency and civic consciousness.

The proposed recommendations delineate several imperative courses of action: namely, the revision of the English Language syllabus to incorporate structured community-based writing activities; the provision of comprehensive professional development to equip teachers with requisite facilitative strategies; the implementation of smaller, more managed collaborative groupings to optimise participatory equity; and the establishment of strategic community partnerships to authenticate learning contexts. Furthermore, the study elucidates substantive implications across pedagogical, curricular, communal, and policy domains, collectively underscoring the critical value of learner-centred, socially situated writing practices in advancing both educational outcomes and sociocultural agency.

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APPENDICES

APPENDIX A - INTRODUCTION LETTER

LASED Faculty of Education
National University of Lesotho
P.O. Roma 180
Lesotho

Date: 09 May 2025

The Principal
Hlotse High School
Leribe, Lesotho

Dear Sir/Madam,

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH DATA COLLECTION

I write to you in my capacity as the Acting Head of Department, LASED Faculty of Education, at the National University of Lesotho, to kindly request permission for one of our Master's students, **Ms. Relebohile Mafelesi**, to conduct research data collection at Hlotse High School.

Ms. Mafelesi is conducting a research study entitled:

“Incorporating Writers' Approach to Engage Grade 9 English Language Learners in Community Activities and Enhance Language Skills in a Secondary School in Leribe.”

This study is part of her Master's degree requirements, and we kindly request your permission to allow her access to engage with Grade 9 learners and relevant teaching staff for data collection purposes. Please be assured that all research procedures will be carried out in accordance with ethical guidelines, ensuring confidentiality, voluntary participation, and minimal disruption to teaching and learning activities.

We sincerely appreciate your support in facilitating this important academic exercise. Should you require any further details or clarification, please feel free to contact the office of the Acting Head of Department, LASED Faculty of Education, National University of Lesotho.

Thank you in advance for your cooperation and assistance.

Yours faithfully,



Rasebate Isaac Mokotso
Acting Head of Department

APPENDIX B - LESSON PLAN

SUBJECT: ENGLISH LANGUAGE
TIME: 14:20 - 15:20
TOPIC

GRADE: 9C
DATE: 14/05/2025

OBJECTIVES

At the end of the lesson, learners should be able to:

1. Identify and discuss key issues affecting their local communities.
2. Collaboratively brainstorm ideas and solutions.
3. Draft, revise and share their piece of writing.
4. Peer review their written work.

TEACHING RESOURCES

Local News Paper, Chart Paper

LESSON DEVELOPMENT

LESSON STAGES	SPECIFIC OBJECTIVES	DURATION	CONTENT	METHOD
INTRODUCTION	Attract learners' Attention	1 minute	Greeting	Questions & Answer
	Previous Knowledge Preview	1 minute	Issues in Communities	Questions & Answer
	Linking Statement	1 minute	Community issues & writing	Statement
Body	Objective 1	6 mins		

ESIA

TEACHER'S ACTIVITIES

Teacher greets the learners

LEARNERS' ACTIVITIES

They respond to the teacher's greetings

whiteboard

Teacher probes learners about community issues that need attention

Learners give their answers

Informs learners about the topic of the day

Copy the topic into their books (note-books)

newspaper

Teacher reads out a newspaper to the learners about the written community issue and instructs them to discuss the writer's purpose in pairs

~~Instruct~~ ~~Probes~~ Learners discuss the writer's purpose in pairs.

Objective 2 6min Brainstorming
Ideas

Discussion

Objective 3 6min Drafting &
Revising

Collaboration
Writers' Workshop

Objective 4 6min Peer
Review

Collaboration
Writers' Workshop

Conclusion

ASSESSMENT 30min

OBSERVATION

art paper

Instruct learners to brainstorm community issues in groups of 5, and then present their work. Teacher records each group's work on chart paper. From the presented work, teacher picks learners who will engage in the writers' workshop. Instructs them to select a topic to write about.

Learners brainstorm community issues and present before the whole class.

Learners select their own topic.

Teacher highlights language use, (tone, register)

Learners exchange drafts. Engage in constructive dialogue.

Teacher observes learners as they carry out the Writers' Workshop and Present their work after Peer Review.

Learners carry out the Writers' Workshop approach through collaboration and review as they address community issues.

APPENDIX C - MARKING RUBRIC

B

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Engagement with Community Issue	Demonstrates deep understanding and thoughtful reflection; clearly connects personal perspective with community relevance.	Shows clear understanding and some reflection; connects to community issues with some personal insight.	Basic understanding of the issue; connection to community is present but superficial. 2	Limited or unclear understanding; weak connection to community relevance.
Idea Development & Organization	Ideas are original, focused, and well-organized; writing flows logically with clear transitions.	Ideas are clear and mostly well-organized; transitions are present.	Ideas are somewhat clear but organization is inconsistent; transitions may be weak. 2	Ideas lack clarity or organization; little to no logical structure.
Writing Process Participation	Fully engaged in drafting, peer review, revising, and final editing; actively incorporates feedback.	Participates in all stages of the writing process; incorporates most feedback effectively.	Inconsistent participation in writing stages; limited use of feedback.	Minimal participation in the process; feedback is not used or acknowledged. 1
Voice and Audience Awareness	Voice is strong and appropriate; writing is engaging and well-tailored to the intended audience and purpose.	Voice is mostly clear and appropriate; audience awareness is present.	Voice and tone are uneven; audience awareness is limited. 2	Voice is weak or inappropriate; lacks awareness of audience or purpose.
Grammar, Mechanics & Formatting	Virtually no errors; writing is polished and professional.	Few errors that do not interfere with meaning.	Noticeable errors that may distract the reader. 2	Frequent errors that interfere with readability.
Use of Evidence and Research	Strong, relevant evidence or examples support	Some relevant evidence is provided; sources	Limited or somewhat weak evidence; integration of	Little to no evidence or examples; lacks support or

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	arguments or insights; sources are well-integrated if used.	generally support the main ideas.	sources may be unclear. 2	misuses information. 1
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Writer's Workshop Assessment Rubric: Grade 9 – Awareness/Advocacy Writing

This rubric is designed to assess Grade 9 learners who participated in a Writer's Workshop, focusing on raising awareness or advocating for community issues. Learners are evaluated on their engagement with the issue, writing process, content quality, and communication skills.

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Engagement with Community Issue	Demonstrates deep understanding and thoughtful reflection; clearly connects personal perspective with community relevance.	Shows clear understanding and some reflection; connects to community issues with some personal insight. <u>3</u>	Basic understanding of the issue; connection to community is present but superficial.	Limited or unclear understanding; weak connection to community relevance.
Idea Development & Organization	Ideas are original, focused, and well-organized; writing flows logically with clear transitions. <u>4</u>	Ideas are clear and mostly well-organized; transitions are present.	Ideas are somewhat clear but organization is inconsistent; transitions may be weak.	Ideas lack clarity or organization; little to no logical structure.
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	audience and purpose.			
Grammar, Mechanics & Formatting	Virtually no errors; writing is polished and professional.	Few errors that do not interfere with meaning.	Noticeable errors that may distract the reader.	Frequent errors that interfere with readability.
Use of Evidence and Research	Strong, relevant evidence or examples support arguments or insights; sources are well-integrated if used.	Some relevant evidence is provided; sources generally support the main ideas.	Limited or somewhat weak evidence; integration of sources may be unclear.	Little to no evidence or examples; lacks support or misuses information.

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Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Engagement with Community Issue	Demonstrates deep understanding and thoughtful reflection; clearly connects personal perspective with community relevance.	Shows clear understanding and some reflection; connects to community issues with some personal insight.	Basic understanding of the issue; connection to community is present but superficial.	Limited or unclear understanding; weak connection to community relevance. 1
Idea Development & Organization	Ideas are original, focused, and well-organized; writing flows logically with clear transitions.	Ideas are clear and mostly well-organized; transitions are present.	Ideas are somewhat clear but organization is inconsistent; transitions may be weak.	Ideas lack clarity or organization; little to no logical structure. 1
Writing Process Participation	Fully engaged in drafting, peer review, revising, and final editing; actively incorporates feedback.	Participates in all stages of the writing process; incorporates most feedback effectively.	Inconsistent participation in writing stages; limited use of feedback. 2	Minimal participation in the process; feedback is not used or acknowledged.
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Grammar, Mechanics & Formatting	Virtually no errors; writing is polished and professional.	Few errors that do not interfere with meaning.	Noticeable errors that may distract the reader. 2	Frequent errors that interfere with readability. 1
Use of Evidence and Research	Strong, relevant evidence or examples support	Some relevant evidence is provided; sources	Limited or somewhat weak evidence; integration of 2	Little to no evidence or examples; lacks support or

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	arguments or insights; sources are well-integrated if used.	generally support the main ideas.	sources may be unclear. 2	misuses information.
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Writer's Workshop Assessment Rubric: Grade 9 – Awareness/Advocacy Writing

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Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
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Voice and Audience Awareness	Voice is strong and appropriate; writing is engaging and well-tailored to the intended	Voice is mostly clear and appropriate; audience awareness is present.	Voice and tone are uneven; audience awareness is limited. 2	Voice is weak or inappropriate; lacks awareness of audience or purpose.

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	audience and purpose.			
Grammar, Mechanics & Formatting	Virtually no errors; writing is polished and professional.	Few errors that do not interfere with meaning. 3	Noticeable errors that may distract the reader.	Frequent errors that interfere with readability.
Use of Evidence and Research	Strong, relevant evidence or examples support arguments or insights; sources are well-integrated if used.	Some relevant evidence is provided; sources generally support the main ideas. 3	Limited or somewhat weak evidence; integration of sources may be unclear.	Little to no evidence or examples; lacks support or misuses information.

APPENDIX D - QUESTIONNAIRES

The grade 9 ESL learners’ questionnaire for the study entitled “Incorporating the Writers’ Workshop Approach to Engage Grade 9 English Language Learners in Community Activities and Enhance Language Skills in one secondary school in Leribe”

Please provide an answer for the following questions.

N.B Do not write your name please

ITEMS	Strongly Disagree	Slightly Disagree	Disagree	Agree	Slightly Agree	Strongly Agree
The writers’ workshop helped me better understand challenges in my community.						
I was able to choose a community issue that matters to me personally.						
Writing about the issue helped me think deeply about possible solutions.						
I improved my writing skills through the workshop activities.						
Receiving feedback from peers helped improve my writing.						
Sharing my writing with others gave me confidence.						
My writing could make a difference in my school or community.						
The approach made me feel more connected to my community.						
The writers’ workshop is an approach appropriate to help grade 9 English language learners engage in community activities.						

APPENDIX E - CONSENT FORM

Dear Parent/Guardian

Re: Parental consent for the participation of the learner in a research study

My name is Relebohile Mafelesi a Master of Arts in Education with the National University of Lesotho. and I am conducting a research study at School X under the topic “**Incorporating the Writers’ Workshop Approach to Engage Grade 9 English Language Learners in Community Activities and Enhance Language Skills in one secondary school in Leribe**”. I am focusing on how the Writer’s Workshop approach can support learners’ engagement in community issues through writing development that gives learners them opportunities to use their writing in meaningful ways. As part of this study, students will participate in fieldwork community service writing activities. These may include writing for awareness or advocacy and also sharing with others. All activities will be guided by me together with the classroom teacher.

I am requesting your consent to include your child’s participation and written work in this research. Please note that your child will continue to take part in normal class activities whether or not you give permission, but only the work of learners with parental consent will be included in this research study. All information will remain confidential, and no student will be identified by name in any report or publication. There is a form attached to this letter, which I plead you sign and give it to your child to return to school. If you have any questions, you may contact me at +266 57115008/+266 68250514.

Your consideration will be highly appreciated.

Yours Sincerely,

Relebohile Mafelesi

Consent Form

I, **[Parent/Guardian Name:]** _____ **Relationship:**
_____ give permission for my child, _____ **[child’s name]**,
to participate in Writers’ Workshop Approach as a grade 9 English language learner in school X
for the study titled “Incorporating the Writers’ Workshop Approach to Engage Grade 9 English

Language Learners in Community Activities and Enhance Language Skills in one secondary school in Leribe'' I have read and I understand the information on this form. I give permission for my child to participate in this **workshop** and all related activities, including any off-campus visits described above. I understand that the workshop is educational and that appropriate supervision and safety measures will be provided. I will notify the school of any changes to the information on this form.

Parent/Guardian Signature: _____ **Date:** _____

APPENDIX F - FIELD WORK



APPENDIX G - WRITING ACTIVITY

TAKING CARE OF HLOTSE HIGH SCHOOL

We can take care of our school by preventing problems such as waste generation, bribery, favouritism and bullying.

First, we would like to start with waste generation. Our school is full of waste and this can cause the spread of germs, allergens and land pollution. To prevent this issue, our school has to have cleaning schedule, bin bags and provide the projects who can be responsible for our environment. Having the essentials readily available encourages staff and students to practise good hygiene and taken clean up after themselves.

One other way of taking care of HHS would be reduction of bribery.
what does it do?
Bribery before we can look for solutions of bribery in our school we have to look for the effects of it.

Those effects are inequality, environment crisis, social division and so on and to prevent it we have to have proportionality, top-level commitment, risk assessment, communication and monitoring and review and this can help our school to be respected.

Favouritism is one of the problems we have, and it does not just negatively affect those who are not receiving as much attention, but ^{also} those who are targets as well.

It may cause children to have depression, ^{low} self-esteem, jealousy, behaviour problems are useful to interact with others and also it may feel pressure to maintain their perfect status while others may struggle with low confidence and to prevent it, is to build genuine relationships with every

student^{and} and teachers must make it priority to take ~~the~~ time to ^{really} ~~also~~ get to know their students, their likes and dislikeⁿ their weaknesses^{er}

Another

Other main problem is bullying, we have bullies in our school because students want to have power, revenge seeking ~~aggression~~ and ~~jealousy~~^{sp}. Students who are bullied may have poor academic performances, destructive behaviour and so on. They bully each other by name calling, making jokes, ^{out of one another} spreading secrets and so on. To solve ~~it~~^{And Justice}, we have to tell adults and teachers to teach kindness and empathy. Create more clubs and sports activities, creating opportunities for connection.

You have done well, however, there are some issues to address.

1. Your points have to link well to the topic

The waste generation topic links well to the topic. You have also been able to indicate how it (waste generation) can be dealt with as a way of taking care of Hlote High School.

- For bribery, it does not link well with the topic. How does it feature in taking care of Hlote High School? Who commits the bribery? Talk more to it and make a smooth link of it to the topic.

Taking care of Hlotse

Hlotse has many problems which have become domestic and very harmful to our lives.

One of the main problems crime. There has become very popular in our society, it is done because of poverty, unemployment and peer pressure. Some people steal thinking that it is the easiest way of providing their families with their needs. Unemployment can lead to crime because some people are educated and have their diploma and some learned about technology and they are not getting employed. They end up stealing and framing people through technology. Peer pressure can also lead to crime because people their relatives and friends are criminals and can influence them to do crime.

Waste generation (littering) is one of the problems we are facing in our town. Waste has taken place in our town and communities, this can cause the spread of germs, allergies and land pollution, this happens because in our communities we do not consider waste as a bad thing. And this littering can affect our health a lot as there is a lack of water that we use for drinking, cooking and so on. Some dangerous chemicals and germs are thrown in water although it can lead to death.

One other thing that is the main source of all these problems is drug and substances abuse. It is caused by peer pressure, depression, lack of knowledge and the communities that we live in. This cause lung diseases, craziness, behaviour problem and poverty. This Drug and

Substance abuse have become very fashionable and all this is caused by lack of knowledge.

More over problem that we have realised is corruption and it is taking place in our town. People who have power over us, do some things that are illegal to hide our mistakes and they expect money in return.

This happens in places like banks, police stations and National government and this cause a lot of corruption as some people steal hoping that they will pay with money for what they have done.

The solutions for reducing these problems is to create more job opportunities, teaching people how these problems affect our lives. By not offering bails to the criminals and also giving them risk assignment.

APPENDIX H-REFLECTIONS

Researcher's Reflection

My Reflection

Throughout the Writer's Workshop Approach, I realised the learners' enthusiasm and eagerness. However, I struggled with bringing the participants together to fulfill the tasks. It was a hurdle, they would be unavailable most times and bringing up a lot of excuses. I also would blame myself at times, with a belief that the workload was too much, with the expectation of the fulfillment of the task within a short space of time. Nonetheless, through encouragement and reinforcement, the task was fulfilled.

Learner's Reflection

Writer's workshop ~~helped~~ helped me to gain many things in my school work.

Writer's workshop helped me to gain confidence in my school even in my class I can even communicate with my classmates. In my community I can talk to elders asking about the problems and ~~Identify~~ indentifying problems that are in our community.

It also helped me to improve my writing skills that says there is improvement in my school work when writing letters and compositions. More over it helped with ~~critical~~ ^{critical} thinking skills I can even think for ^{community} my ^{the} solutions of problems that destroy the community.

I even learned that there are problems that can destroy our town and community. And I ~~was~~ was able to choose a community issue that matters to me personally. Writer's workshop approach helped me to be engaged in community activities.

I also can think deeply through my school work, sharing my writing with my peer made me more confidence. In the community I can't ignore challenges happening and to think deeply for the solutions.

APPENDIX I - INTERVIEW QUESTIONS

LEARNERS' FOCUS GROUP INTERVIEWS

Focus group discussion tool

Thank you all for your participation in the writers' workshop. Your dedication showed just how much you love and care for have for your community. The purpose of the study was to engage you as ESL grade 9 learners in community issues in relevance with one of the aims of the LGCSE English language syllabus, which is to ignite your engagement in community issues as well as cross cultural awareness. If you feel you do not wish to participate in this interview, you are free not to, and most certainly, your identity will be protected. This conversation will be recorded, however, once I am done listening and writing down everything, the audiotape will be deleted.

1. How was your experience with WWA?
2. How often did you participate in WWA activity?
3. How did you feel (excited, nervous, confused)?
4. Which part of WWA did you enjoy most?
5. Did you find any challenges?
6. Do think WWA helped you with your English? How?
7. Are there any new things you have learnt?
8. How did you work as a group?
9. Is there anything you would want to be improved with WWA?

TEACHERS' FOCUS GROUP INTERVIEWS

Good morning Colleagues. Thank you for taking the time to participate in this interview. I am interested in learning about your experiences and perspectives as an ESL teacher regarding the use of the writers' workshop approach in the language classroom. My study with the title "Incorporating the Writers' Workshop Approach to Engage Grade 9 English Language Learners in Community Activities and Enhance Language Skills in one secondary school in Leribe" aims to explore how the writers' workshop can be used not only to develop learners' writing skills, but also to engage them in meaningful reflection and discussions about issues within their

communities. The purpose of this interview is to better understand how you perceive the strengths and challenges of the writer's workshop approach in an ESL context and the ways in which this approach may encourage learners to express their voices and connect their writing to real-life community concerns. If you feel you do not wish to participate in this interview, you are free not to, and most certainly, your identity will be protected. This conversation will be recorded, however, once I am done listening and writing down everything, the audiotape will be deleted.

1. Are you familiar with the general aims and rationale of the LGCSE English language syllabus?
2. Have you ever engaged your English learners in community service or community-based projects?
3. Have you heard of the Writer's Workshop approach? If so, what do you know about it?
4. How would you describe your current approach to teaching writing?
5. Do you think the writers' workshop approach would align with your teaching style or beliefs about writing instruction? Why or why not?
6. How do you think the approach could benefit ELLs in particular?
7. What concerns or barriers might make it difficult to implement?
8. In your view, how can community service help ELLs develop language skills and confidence?

APPENDIX J - TURNITIN REPORT

Practice Assignment
Postgraduate Studies 2024_25
National University of Lesotho

Document Details

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