

EXPLORING THE USE OF PROCESS WRITING APPROACH IN ENHANCING NARRATIVE WRITING SKILLS AMONG GRADE 9 ENGLISH LANGUAGE LEARNERS IN ONE SECONDARY SCHOOL IN LERIBE

By

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of Education, in partial fulfilment of the Degree of Master of Arts in Education
at the National University of Lesotho**

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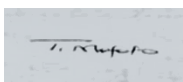
JULY 2026

DECLARATION

I, Mofolo Tšooana declare that this dissertation titled: **“Exploring the Use of the Process Writing Approach in Enhancing Narrative Writing Skills of Grade 9 English Language Learners in one Secondary School in Leribe”** is my original work and has not been submitted for any degree or examination at any other university or institution of higher learning. All sources used in this study have been duly acknowledged and referenced accordingly.

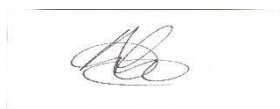
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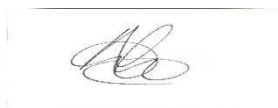
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DEDICATION

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ABSTRACT

Narrative writing remains a predominant challenge impeding learners' performance in English language classrooms within secondary school contexts. This study investigated the application of the process writing approach as a pedagogical strategy for enhancing narrative writing skills among Grade 9 English language learners at a selected secondary school in Leribe. The research was underpinned by Vygotsky's Sociocultural Theory (1978), which foregrounds the critical role of social interaction, collaboration and scaffolding in the learning process. A mixed-methods approach was adopted, employing a single-group pretest-posttest experimental design; supplemented by qualitative interviews. The study comprised 45 Grade 9 English language learners, purposively selected from one secondary school in Leribe. Quantitative data were gathered through pretest and posttest writing tasks, whereas qualitative data were elicited through semi-structured interviews. Quantitative data were analysed using SPSS version 26, while qualitative data underwent thematic analysis. The findings demonstrated a statistically significant improvement in learners' narrative writing skills following the implementation of the process writing approach. Furthermore, learners articulated positive perceptions of the approach, indicating that it facilitated enhanced planning, revision, idea organisation and writing confidence. The study concludes that the process writing approach constitutes an effective pedagogical intervention for improving learners' narrative writing abilities. Accordingly, it is recommended that English language teachers integrate the process writing approach into writing instruction to foster narrative writing competence among secondary school learners in Lesotho.

Keywords: *process writing approach, narrative writing, English language, experimental design, competence*

LIST OF ABBREVIATIONS

Abbreviation	Full explanation
CAP	Curriculum and Assessment Policy
ECoL	Examination Council of Lesotho
ESL	English as a Second Language
LASED	Language of Social Education
LBCEP	Lesotho Basic Education Curriculum Policy
LGCSE	Lesotho General Certificate of Secondary Education
MKO	More Knowledgeable Other
MoET	Ministry of Education and Training
NCDC	National Curriculum Development Centre
PWA	Process Writing Approach
SPSS	Statistical Package for the Social Sciences
SCT	Sociocultural Theory
ZPD	Zone of Proximal Development

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CHAPTER ONE

BACKGROUND

1.0 Introduction

This chapter systematically presents the foundational aspects of the present study. To begin with, the rationale that motivated the inquiry is delineated, thereby establishing the intellectual impetus underpinning the research. Subsequently, the background of the study is provided in order to situate the investigation within its appropriate contextual framework. Thereafter, the specific problem that necessitated the inquiry is clearly articulated, thus justifying the need for empirical investigation. The research questions and objectives derived from that problem are presented. The chapter also clarifies the purpose and the significance of the study, specifies delimitations, defines significant terms and outlines the study's structure. It concludes with a summary highlighting the key issues addressed in the chapter.

1.1 Rationale for the Study

Writing is widely recognised as a complex cognitive and social process that plays a pivotal role in learners' academic success. Equally important, within the English Language curriculum at secondary school level in Lesotho, narrative composition writing occupies a central position. Specifically, it allows learners to organise experiences, develop ideas logically, and demonstrate control over linguistic and discourse features. At Grade 9 level, narrative composition writing is particularly significant insofar as it lays the foundation for more advanced writing tasks at upper secondary level, not least in the Lesotho General Certificate of Secondary Education (LGCSE) examinations. Nevertheless, previous learning experiences at secondary school level indicate that many learners encounter persistent challenges in narrative composition writing; particularly, with regard to organising ideas and developing coherent plots.

Moreover, during undergraduate teaching practice undertaken at a secondary school in Leribe, it was observed that Grade 9 English Language learners experienced considerable difficulties when writing narrative compositions. In particular, learners' written work was characterised by weak organisation of ideas, poor coherence, limited vocabulary, inadequate paragraphing and frequent grammatical and mechanical errors. In this case, learners displayed limited engagement with

writing tasks and often struggled to generate ideas, develop plots, and revise their work independently. Taken together, these observations suggest that learners face challenges not only related to language proficiency but to the underlying processes involved in composing effective narrative texts as well. The upshot of this is that instructional approaches need to address both the linguistic and procedural dimensions of writing in equal measure.

Turning to classroom practice, further observation revealed that writing was largely dominated by a product-based approach. In application of this approach, learners were typically required to produce complete compositions with minimal guidance on how to plan, draft, revise or edit their work. Consequently, feedback was often focused on surface-level errors in the final product, with little emphasis placed on formative support throughout the writing process. As a result, learners had few opportunities to reflect on their writing, collaborate with peers, or develop strategic writing skills. In light of these observations, the existence of the present study was motivated; that is to say, this research seeks to explore the use of the process writing approach as a means of enhancing Grade 9 learners' narrative composition writing skills. Hence, the process writing approach was deemed relevant to this study. Primarily, this is because it emphasises learners' engagement, recursive drafting and formative feedback all of which are essential for developing effective narrative composition writing skills.

1.2 Background to the Study

The development of the English language in Lesotho is rooted in missionary and colonial influences. During the 19th century, missionaries introduced formal education using English as the language of literacy and religious instruction (Gill, 1993). This early adoption established English as a central language in governance, education and public life. Following Lesotho's independence in 1966, English retained its official status, particularly in education, where it became the dominant language of instruction from upper primary school onward (Raselimo & Mahao, 2015). Evidently, what began as a colonial legacy has transformed into an indispensable tool for academic and socio-economic mobility.

Beyond the national context, the English language has attained unparalleled global status as a lingua franca and is the most widely used language worldwide. A lingua franca is defined as a common language employed by speakers of different first languages to facilitate communication across linguistic boundaries (Seidhofer, 2018; Baker, 2020). English is recognised not only as the

language of communication and science but also as a vital academic qualification that learners aspire to acquire (Mokhamar, 2016). Statista (2025) reports that approximately 1.53 billion people speak English either as native speakers or as a second language. This widespread use has elevated English proficiency to a critical academic and professional asset. As Crystal (2003) highlights, English functions as the dominant language in academia, international business, science, diplomacy and digital communication. For countries such as Lesotho, the mastery of English has become a fundamental requirement, insofar as proficiency in the language determines learners' access to academic and professional opportunities.

Within Lesotho's multilingual educational landscape, Sesotho functions as the national language and is widely spoken, whereas English plays a crucial role; being predominantly used in government, commerce, education and the legal system (Matee et al., 2023). English occupies a dual position in Lesotho as both a subject and a medium of instruction from Grade 4 through tertiary education. This duality places a high demand on learners to demonstrate competence in English across all academic subjects, with Sesotho as a subject excluded. As Lebona (2019) notes, English is widely perceived as an essential tool for both individual and national development, thereby explaining its significance in the education system. Thus, learners are expected to demonstrate competence in English; not only in language classes but across the curriculum as well.

This importance is reinforced by the Lesotho General Certificate of Secondary Education (LGCSE) English Language syllabus; which requires learners to communicate appropriately, demonstrate audience awareness and produce coherent texts at sentence, paragraph and discourse levels (National Curriculum Development Centre (NCDC), 2019; Examinations Council of Lesotho (ECOL), 2019). This expectation is further aligned with the Curriculum and Assessment Policy (CAP) 2009 of Lesotho, which emphasises the development of communicative competence, critical thinking and effective writing skills across all levels of basic education (MoET, 2009). Despite these curricular expectations, empirical evidence suggests that many learners in Lesotho continue to experience challenges in acquiring foundational skills in writing. Thamae and Matee (2024) observe that within Lesotho's English as a Second Language (ESL) framework, learners often struggle to develop essential writing competencies-a difficulty that constrains their ability to produce coherent texts and progress towards a higher level of academic literacy. The above-mentioned postulations imply that writing instruction requires sustained pedagogical attention.

In today's globalised and digitally connected world, writing is arguably gaining impetus more than ever before. Writing is understood as a cognitive process that involves idea generation, composition and revision (Mehr, 2017). Tlali (2018) emphasises that writing is the visible expression of ideas through words. Individuals are required to express their ideas clearly and coherently in written form; whether for academic, occupational or social purposes. It is through this skill that learners can think and use language creatively. As stated by Ekalia et al. (2023), writing is one of the most important productive skills that many people develop throughout their education. Similarly, Romadlona and Khofshon (2023) emphasise that writing is not only a communicative tool but a cognitive process that consolidates language learning, and supports mastery of English as a second language. For English Language learners, these demands are amplified. Particularly, in contexts where exposure outside the classroom is limited.

Importantly, writing should not merely be treated as a mechanical skill but rather as a higher-order process that fosters thinking and reflection. Cole and Feng (2015) articulate that writing reinforces the grammatical and vocabulary structures taught by teachers. Through writing, individuals can express their ideas and thoughts to convey a message and accomplish a purpose (Abed, 2024). Ngubane et al. (2020) assert that writing is indispensable in language learning and should therefore not be overlooked. Tlali (2018) further points out that writing skills need to be more emphasised because learners' abilities are often assessed through written outputs. Thus, in contexts where English functions as a medium of instruction such as in Lesotho, learners' writing competence directly influences their overall academic performance.

Among the various genres of writing taught at secondary level, narrative composition writing holds particular importance. It encourages creativity, critical thinking and expressive ability. Moea (2024) highlights its role in developing learners' expressive abilities and critical thinking. Narrative writing further enables learners to explore personal and collective experience while experimenting with language structures and styles. Through narratives, learners demonstrate linguistic competence and, construct meaning and identity within their cultural contexts (Qatrinada & Apoko, 2024). This suggests that narratives allow learners to experiment with language, explore identity and demonstrate structural control through orientation, complication, climax and resolution. In this sense, narrative writing functions both as a creative outlet and as a structured exercise in coherence and organisation.

Despite its educational importance, narrative composition writing continues to pose challenges for learners. Amalina and Ismail (2021) observed that the first language (L1) exerts a significant effect on learners' L2 narrative composition writing. In the same vein, Falihah et al. (2022) and Okono (2020) documented common difficulties such as grammatical errors, poor vocabulary and limited idea development. Kangangi et al. (2024) delineated seven categories of language errors namely, word order, verb tense and form, subject-verb agreement, spelling, plurality, word choice and capital letter errors which were made by learners in their narrative compositions. The aforementioned postulations regarding composition writing challenges suggest that narrative writing requires instructional approaches that support learners; in language accuracy, idea development and structural organisation, collectively.

In light of the aforementioned challenges, researchers across various educational contexts have explored instructional strategies aimed at enhancing narrative writing skills. To begin with, in Europe, Grenner et al. (2018) conducted a study in Sweden focusing on improving the narrative writing skills of Grade 5 learners through observational learning, yielding positive outcomes. In Australia, Healy (2025) conducted a study to improve narrative writing by teaching the linguistics of imagination. The results showed that students' writing improved significantly, especially with regard to experience and meaning.

In Asia, Samosa et al. (2021) investigated the integration of questioning, reflection and text-based strategies to enhance students' narrative writing abilities. The study reported a noticeable improvement in learners' writing skills. In a related vein, Jubhari et al. (2022) explored students' perceptions of teaching narrative writing skills through a contextual teaching and learning approach. The results revealed that learners responded favourably to writing instruction anchored in meaningful real-life contexts. In a related line of enquiry titled "Enhancing narrative writing skills through digital storytelling: An experimental study on high school students", Puspitarini et al. (2024) examined the impact of digital storytelling on first-grade students' narrative writing and explored their perceptions of the approach. The findings indicated improvement in students' narrative writing following the integration of digital storytelling into instruction.

Still, in Asia, Hildayatullah (2022) implemented the picture-and-picture method to strengthen students' narrative writing skills. The findings demonstrated that this model contributed positively to learners' narrative text writing. Furthermore, Sihombing and Silalahi (2025) investigated the use of mind mapping techniques to enhance narrative writing skills among Grade XI-3 SMA

students. The results reflected substantial improvement, with mean scores rising from 65.21 to 82.46 and a greater proportion of learners attaining good performance levels.

In different parts of Africa, narrative composition writing challenges have also been subjected to research. In Nigeria, Ngusha et al. (2025) explored the role of digital storytelling in enhancing literacy particularly narrative writing and communication skills. The findings revealed that integrating multimedia elements such as graphics, audio, or videos into narratives enabled proficient learners to develop a stronger sense of ownership. In another intervention-based study, Orkaa and Chieorga (2024) in Nigeria examined the use of Project-Based Learning and Story Mapping strategies in teaching narrative composition. The findings demonstrated that learners in the experimental group outperformed their counterparts. Still within Africa, Sampa et al. (2022) in Zambia analysed grammar errors in narrative compositions produced by senior secondary learners (Grades 10-12) in four public secondary schools in Chingola District of the Copperbelt Province. Their findings revealed variation in the types of grammatical errors committed in narrative compositions across the four selected schools.

In South Africa, Mahlaule (2024) investigated Grade 10 learners' inability to write narrative compositions at Sekgosese East Circuit, Mopani District in Limpopo Province. The findings highlighted recurring errors that compromised learners' ability to construct effective narrative compositions. In a complementary investigation, Makgai (2022) examined the role of imagery in enhancing learners' narrative composition writing skills. The results indicated that when learners understood and applied imagery as a stylistic device, they achieved higher marks and improved performance in creative writing assessments.

However, in Lesotho, where this study was undertaken, previous research appears to focus on the challenges concerning composition writing rather than on interventions to improve learners' writing skills. For instance, Majara (2018) investigated the factors contributing to learners' inability to use a variety of sentence structures in their composition writing. The study revealed that, among other factors, limited reading exposure contributed to learners' inability to use a variety of sentence structures. In addition, Tlali (2018) carried out a study examining the factors contributing to learners' poor performance in argumentative composition writing at LGCSE level. The findings indicated that learners performed poorly in argumentative composition writing due to their inability to argue their points convincingly. Although these studies illuminate challenges,

they offer limited evidence regarding classroom-based interventions designed to enhance writing competence.

A synthesis of the preceding cited scholarship therefore reveals that there appears to be a dearth of literature which specifically focuses on the application of the process writing approach to enhance learners' narrative composition writing skills. Hence, the existence of this study; which seeks to explore the use of the process writing approach in improving the narrative composition writing skills of Grade 9 English language learners in one secondary school in Leribe.

1.3 Statement of the Problem

A statement of the problem is defined as a clear articulation of a genuine concern existing within scholarly literature or current practice that indicates a need for research (Bryman, 2016). It therefore makes academic sense to assert that the problem underpinning this inquiry stems from persistent concerns regarding the narrative composition writing of Grade 9 English Language learners. Specifically, the Grade 9 English Language syllabus stipulates that “at the end of Grade 9, learners should be able to compose coherent narrative compositions” (MoET, 2019, p.3). Despite these explicit curricular expectations, a substantial number of learners in Lesotho appear to struggle with producing coherent and well-structured narrative compositions. This is evidenced by the Lesotho General Certificate of Secondary Education English Language Examiners' Reports (2022; 2023; 2024), which reveal a consistent weakness in learners' narrative writing particularly their inability to develop coherent plots. These reports recommend that teachers should focus on teaching the features of a narrative composition, especially plot development; thereby suggesting a gap in the instructional methods currently employed in schools (ECOL, 2022; 2023; 2024).

In addition to examination reports, scholarly research conducted within Lesotho corroborates these concerns. For instance, Moea (2024) established that many high school teachers in Lesotho lack adequate content knowledge for teaching narrative composition writing; a deficiency that may contribute directly to learners' difficulties. Similarly, Ekajume-Illongo and Morato-Maleke (2020) observed that even university students continue to experience serious challenges in structuring coherent essays. This finding suggests that the weaknesses in writing evident at secondary level are carried forward into higher education, thereby compounding the long-term academic consequences for learners.

In light of these concerns, there exists an urgent need for interventions at earlier stages of learners' writing development. One promising solution is the process writing approach; a structured and learner-centred method that emphasises planning, drafting, revising and editing (Ngubane, 2021). Research has demonstrated this approach to be effective in improving learners' control over structure and creativity in writing (Graham & Perin, 2018). Notwithstanding, within the specific context of Lesotho, little is known regarding the use of the process writing approach in narrative composition writing. This gap in the literature underscores the necessity for the present study, which seeks to explore the use of the process writing approach in enhancing Grade 9 English Language learners' narrative composition writing skills in one secondary school in Leribe.

1.4 Research Questions

Research questions serve as the central guiding framework of a study, shaping its direction, methodology and interpretation. Maree (2016) asserts that all components of an investigation are interconnected through clearly formulated research questions, as they define the focus and boundaries of the inquiry. In this study, the research questions are organised into one main research question and subsidiary research questions derived from it.

1.4.1 Main Research Question

The main research question is the statement of purpose that forms a question (Maree, 2016). Therefore, this study is guided by the following main research question:

- How does the use of process writing approach enhance Grade 9 English Language learners' narrative composition writing skills?

1.4.1.1 Subsidiary Research Questions

Subsidiary research questions are specific questions which emanate from the main research question (Maree, 2016). To comprehensively address the main research question, the study seeks to answer the following sub-research questions:

1. What is the current level of competence of Grade 9 English Language learners in developing narrative composition writing skills?
2. What effect does the process writing approach have in enhancing Grade 9 English Language learners' narrative writing competence?

3. How do Grade 9 English Language learners perceive the use of process writing approach in narrative composition writing?

1.5 Objectives of the Study

Research objectives are specific, measurable goals that a study aims to achieve; they guide the research process and help evaluate outcomes (Kumar, 2019).

1.5.1 Main Research Objective

The main objective of this study is to explore how the process writing approach can enhance narrative composition writing skills among Grade 9 English Language learners in one secondary school in Leribe.

1.5.1.1 Sub-Research Objectives

The specific objectives of this study are:

1. To assess the current level of competence of Grade 9 English Language learners in developing narrative composition writing skills.
2. To evaluate the effect of process writing approach in enhancing Grade 9 English Language learners' narrative writing competence.
3. To explore Grade 9 English Language learners' perceptions on the use of process writing approach in narrative composition writing.

1.6 Purpose of the Study

The purpose of a study is to clearly articulate what the investigation seeks to achieve; guiding the research focus and informing readers of its intended contribution (Kumar, 2019). Therefore, the purpose of this study is to explore how the process writing approach can enhance narrative composition writing skills among Grade 9 English Language learners in one secondary school in Leribe. On a more detailed level, the study seeks to generate empirical evidence on how engaging learners in stages of planning, drafting, revising, and editing influences their narrative writing performance and perceptions of writing. In doing so, the study aims to contribute to improved pedagogical practices in the teaching of writing within ESL contexts in Lesotho.

1.7 Significance of the study

The significance of the study explains the importance and potential impact of the research, highlighting who will benefit and how (Creswell & Creswell, 2018). The significance of this study lies in its potential to contribute to both theory and practice in the teaching of English as a Second Language (ESL), particularly in narrative composition writing. By examining the use of the process writing approach, the study responds to persistent challenges in learners' writing performance and offers evidence-based pedagogical alternative. The findings are expected to generate insights that may inform instructional practices, curriculum development and assessment strategies within the Lesotho context and beyond. In this regard, the study holds value for a range of stakeholders, including educational policymakers, teachers, learners and the researcher.

1.7.1 Educational Stakeholders

For educational stakeholders such as curriculum developers, policymakers and examination bodies, the findings of this study may provide empirical evidence to inform decision-making processes. Specifically, the study may contribute to the refinement of curriculum design, the alignment of instructional approaches with learner's needs, and the enhancement of assessment practices.

1.7.2 English Language Teachers

English language teachers stand to benefit from practical and contextually relevant insights into the implementation of the process writing approach. The study may equip teachers with effective strategies for facilitating learner engagement in writing through structured stages such as planning, drafting, revising and editing. Furthermore, it may serve as a resource for understanding how to engage learners to ensure collaboration as required by Lesotho Basic Education Curriculum Policy (LBECP) (2021).

1.7.3 Learners

This study has the potential to benefit Grade 9 learners who had been exposed to process writing approach; which may help them develop stronger narrative writing skills. In particular, the exposure might advance their skills in organising ideas and producing coherent plots; which will in turn improve their overall academic performance.

1.7.4 Researcher

For the researcher, the study provides an opportunity to develop advanced research competencies, including data collection, analysis and scholarly writing. In addition, the research contributes to the existing body of knowledge on writing pedagogy, particularly within the Lesotho context. This engagement not only enhances professional growth but also positions the researcher in making meaningful contributions to the field of English language education.

1.8 Delimitations of Research

Delimitations is defined by Miles and Scott (2017) as a term employed by researchers to specify how they intend to narrow down their study's focus onto specific elements. This study was delimited in several ways to maintain focus and feasibility. Geographically, the research was confined to a single secondary school in Leribe district, Lesotho. This means the findings may not be generalisable to all secondary schools across the country. The study was also limited to Grade 9 English Language learners, as it is a transitional stage where foundational writing skills are expected to be consolidated before learners advance to higher levels. Exclusively, in terms of the scope, the investigation focused on narrative composition writing, with particular attention to plot development and organisation of ideas. Methodologically, the study examined only the process writing approach as the instructional strategy, leaving out other teaching methods that could also influence writing competence. Finally, the sample consisted of 45 learners from a single Grade 9 class; who were purposively selected for accessibility.

1.9 Definition of Significant Terms

This section covers a brief description of key terms as operationally employed in this study. The concepts are defined according to scholarly perspectives as they understood and applied within the context of this research. This was done to provide clarity and ensure a common understanding of the central concepts underpinning the study.

Process writing approach: A learner-centred instructional approach that views writing as a recursive process involving stages of planning, drafting, revising, editing and publishing to develop writing competence (Abdullah et al., 2023).

Product-based approach: A writing instructional approach that emphasises grammatical accuracy, organisation and adherence to language conventions in the final written text (Hyland, 2019; Richards & Renandya, 2002).

Narrative writing skills: The ability to compose coherent and structured stories or compositions that demonstrate logical sequencing, plot development and appropriate language use (Harefa & Utami, 2023).

English language learners: Learners who are in the process of developing English proficiency while simultaneously learning academic content in school (Echevarria et al., 2021).

Narrative composition writing: A form of writing in which learners organise real or imagined events into a meaningful sequence to communicate experiences, ideas or stories to readers (Tompkins, 2020; Derewianka & Jones, 2021).

Writing competence: The ability to communicate ideas effectively in written form through the appropriate use of language, organisation, grammar and vocabulary (Hyland, 2019).

Zone of proximal development: The distance between what a learner can accomplish independently and what can be achieved with guidance or support from teachers or more capable peers (Vygotsky, 1978).

Scaffolding: Instructional support provided by teachers or peers to assist learners in accomplishing tasks they would not be able to complete independently (Cullata, 2011).

Plot development: Core narrative element requiring logical sequencing (Moea, 2024).

1.10 Structure of the Study

The present study is organised into six discrete yet interconnected chapters; each addresses specific aspects of the research in a logical, systematic and progressively coherent manner. The proposed structural framework is delineated below.

Chapter One: Introduction and Background

The opening chapter serves to orient the reader by furnishing a comprehensive background to the study, thereby situating the inquiry within its appropriate educational and linguistic context. Following this contextual grounding, the chapter articulates the problem statement in clear terms,

thus justifying the need for empirical investigation. Thereafter, the research questions and associated objectives are presented in alignment with the stated problem. The chapter further elucidates the significance of the study, highlighting its potential contributions to theory, practice, and policy. In addition, the scope and delimitations are explicitly outlined in order to demarcate the conceptual and operational boundaries of the research. Finally, a brief structural outline of the subsequent chapters is provided, thereby furnishing the reader with a clear roadmap for navigating the remainder of the dissertation.

Chapter Two: Literature Review

The second chapter undertakes a critical and systematic review of extant scholarship relevant to the research topic. To begin with, the chapter presents the theoretical framework underpinning the study namely, Vygotsky's Sociocultural Theory and discusses its specific relevance to the process writing approach and narrative composition instruction. Thereafter, the chapter reviews empirical literature pertaining to writing challenges encountered by second language learners, both globally and within the Lesotho context. In addition, existing intervention studies employing the process writing approach are examined critically, with particular attention paid to their methodological rigour and findings. The chapter also identifies lacunae in the current body of knowledge, thereby justifying the originality of the present inquiry. Through this systematic review, the chapter not only establishes the scholarly foundation upon which the study is built but also positions the research within ongoing academic debates.

Chapter Three: Methodology

This chapter delineates, in a thorough and methodical manner, the research methodology employed for data generation, collection, and analysis. More specifically, the chapter discusses the philosophical paradigm underpinning the study namely, pragmatism and justifies its alignment with the research questions. Thereafter, the research design is described in detail; in this case, a mixed-methods approach incorporating a single-group pretest-posttest experimental design complemented by qualitative interviews is adopted. The chapter further specifies the research approach, blending quantitative and qualitative strands in a complementary fashion. In terms of methods, the study population is clearly defined, followed by a detailed account of the purposive sampling techniques used to select participants. The data collection instruments specifically, writing tasks and semi-structured interview guides are described in terms of their development,

validity and reliability. Finally, the procedures for data generation are outlined chronologically, including the implementation of the intervention, administration of pretests and posttests, and conduct of interviews.

Chapter Four: Data Presentation

The fourth chapter presents the empirical findings of the study in a clear, organised and accessible manner. Quantitative data derived from the pretest and posttest writing activities are analysed using descriptive and inferential statistical techniques via SPSS version 26. These findings are displayed using appropriate visual aids namely, tables, bar charts and graphs to enhance clarity and facilitate interpretation. For each research question, the corresponding quantitative results are presented systematically, with summary measures such as means, standard deviations and effect sizes reported where relevant. Thereafter, qualitative data elicited from the semi-structured interviews are presented thematically, with direct quotations from participants incorporated to illustrate key patterns and divergent perspectives. Importantly, the presentation remains focused on reporting findings without premature interpretation or comparison with existing literature. By organising the data in this dual manner, the chapter provides a transparent and comprehensive evidentiary foundation upon which the subsequent discussion is built.

Chapter Five: Discussion of Findings

The fifth chapter moves beyond mere presentation to offer a critical discussion of the findings in relation to two key benchmarks: first, the existing literature reviewed in Chapter two; and second, the research objectives formulated in Chapter one. For each major finding, the chapter interprets its meaning, explores its implications, and considers its alignment or divergence with prior studies. Where findings corroborate existing scholarship, this convergence is noted and explained in terms of shared contextual or pedagogical factors. Conversely, where findings depart from or challenge previous research, possible explanations are proposed such as differences in sample characteristics, instructional duration, or cultural context. The chapter also reflects on the theoretical framework, assessing the extent to which Vygotsky's notions of scaffolding and the zone of proximal development are supported by the empirical evidence. Through this structured discussion, the chapter transforms raw data into meaningful insights, thereby demonstrating the study's contribution to knowledge.

Chapter six: Conclusion and Recommendations

The final chapter synthesises the principal findings of the study, draws cogent conclusions based on the evidence presented, and offers actionable recommendations for practice and future research. To begin with, a concise summary of the key findings is provided, organised thematically around the research questions. Thereafter, conclusions are drawn with careful attention to the limitations inherent in the study design, thereby avoiding overgeneralisation. In terms of practical implications, the chapter puts forward specific recommendations for educators namely, the systematic integration of the process writing approach into day-to-day English language instruction. For curriculum developers, the chapter advocates for the revision of existing syllabi to embed process-oriented writing pedagogies alongside product-based assessment. Finally, avenues for future research are identified, including longitudinal studies, cross-school comparisons and investigations into the application of the process approach to other writing genres. Thus, the chapter not only closes the current study but also opens pathways for continued scholarly enquiry.

1.11 Summary

This introductory chapter has established the foundational framework of the study. To begin with, the rationale and background were outlined, thereby situating the inquiry within its appropriate context. Building upon this foundation, the problem statement was articulated, followed by the research questions and objectives derived from it. Furthermore, the purpose and significance of the study were clarified, highlighting potential contributions to theory, practice, and policy. In addition, the delimitations were specified and key terms defined operationally, thus ensuring terminological precision. Finally, the chapter concluded with an outline of the study's structure, furnishing the reader with a coherent roadmap. The next chapter undertakes a critical review of relevant literature.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The previous chapter outlined the general background of this study. This chapter reviews existing literature pertinent to the study. Following, Sridhar (2020) emphasises that literature review validates research originality while bridging theoretical and empirical gaps. Consonantly, Efron and Ravid (2019) and Xiaou and Watson (2019) posit that the researcher reviews literature to identify gaps in knowledge and pitfalls. More importantly, chapter two examines theoretical perspectives chief among them Vygotsky's Sociocultural Theory, alongside conceptual literature on the process writing approach and narrative composition. Empirical studies from various contexts are also reviewed critically; focusing on their findings and implications for classroom practice. Through this comprehensive review, the chapter establishes the scholarly foundation for the present study whilst identifying lacunae in existing knowledge, thereby further justifying the originality of this inquiry.

2.1 Theoretical Framework: Sociocultural Theory (SCT)

This study is grounded in Sociocultural Theory (SCT), which views learning as a socially mediated process shaped through interaction, language and cultural tools. As stated by Grant and Onsaloo (2015), a theoretical framework provides a structure that guides the purpose, design and interpretation of a study. In a similar vein, Creswell and Creswell (2018) assert that a theoretical framework explains how a study is positioned within existing knowledge and how its findings should be understood. Within this study, SCT offers a robust explanatory framework for examining how learners develop narrative writing skills through socially interactive and scaffolded processes.

SCT originates from the work of Lev Vygotsky (1978), who emphasises that learning occurs first on a social level before it is internalised by the learner. Central to this perspective is the assertion that cognitive development is fundamentally shaped by social interaction and participation in meaningful activities. In contrast to pure cognitive theories that foreground individual mental processes, SCT emphasises that knowledge is co-constructed through engagement with others within specific cultural and contextual settings (Poehner & Lantolf, 2024). Thus, learning is not an isolated activity, but a collaborative endeavour mediated by language and social practices. The

theory highlights the central role of social interaction, collaboration and guided support in cognitive development. This perspective grounded in Vygotsky's (1978) assertion that learning is socially mediated through the Zone of Proximal Development (ZPD); and is further reinforced by Lantolf and Thorne (2006), who emphasise that scaffolded interaction enables learners to co-construct knowledge and develop cognitive competence. Unlike cognitive theories that focus on individual learning, SCT underscores the importance of learning through interaction with others in meaningful contexts. In other words, this implies that the use of the process writing approach in this study promotes learners' narrative writing development through collaborative activities and meaningful peer and teacher interactions.

Several key concepts underpinning SCT include the More Knowledgeable Other (MKO), ZPD, social interaction and scaffolding. The MKO refers to an individual such as a teacher or peer, who possesses greater knowledge or expertise and supports the learner during learning tasks (Fadeev, 2019). The ZPD, a core concept in SCT, is defined as the distance between what learners can accomplish independently and what they can achieve with guidance (Vygotsky, 1978). Instruction that is targeted within this zone is considered most effective. Therefore, the process writing approach is expected to enhance Grade 9 learners' narrative writing skills by providing structured support that enables them to progress beyond their initial level of performance.

Closely associated with the ZPD is the concept of scaffolding, which was initially articulated by Wood et al. (1976) as the support provided to learners to enable them to perform tasks beyond their unassisted capabilities. In a similar vein, Spadafora and Downes (2020) further characterise scaffolding as a form of temporary assistance that is gradually withdrawn as learners gain both confidence and competence. The interrelationship between the ZPD and scaffolding is particularly critical, insofar as effective scaffolding serves to facilitate learners' progression within their ZPD, thereby promoting independent performance over time. An understanding of learners' ZPDs is therefore pedagogically significant, as it enables teachers to design instruction that maximises learning potential (Hashen, 2021). More specifically, by identifying the precise level at which a learner can succeed with support, teachers can tailor their interventions accordingly. In this way, scaffolding functions not as a permanent crutch but rather as a strategic and temporary mechanism that fosters autonomy. All things considered, the synergy between these two concepts underscores the inherently social and developmental nature of learning, wherein guided assistance paves the way for self-regulated competence.

In English as a Second Language (ESL) writing, scaffolding manifests in various instructional practices, including guided brainstorming, drafting support, peer feedback and teacher feedback. For instance, during the planning stage, learners may engage collaboratively in discussing a given topic, generating ideas, and constructing mind maps. Such interactions enable learners to benefit from shared knowledge and to co-construct meaning. Proceeding from this, learners independently transform these ideas into written drafts, organising sentences logically to produce coherent paragraphs. Peer review activities further allow learners to exchange drafts and provide constructive feedback, thereby enhancing revision and editing skills. Taken together, learners produce final compositions that reflect iterative development and refinement. These activities collectively foster the gradual development of writing competence and learning autonomy.

In alignment with the process writing approach, SCT views writing as a recursive process involving pre-writing, drafting, revising, editing and publishing. Through teacher guidance, peer review and continuous feedback, learners engage in collaborative meaning-making and gradually refine their writing. Manchon (2020) argues that writing competence develops best in environments that promote interaction, reflection and guided support; all of which are central principles of Sociocultural Theory. Thus, the process writing approach operationalises SCT principles within the writing classroom.

In the context of this study, SCT provides a suitable framework for understanding how Grade 9 English Language learners develop narrative composition writing skills through the process writing approach. Teacher modelling, peer collaboration and feedback serve as forms of scaffolding that support learners within their ZPD. As learners progress through the stages of the writing process, they gradually move from dependence on external support to greater autonomy in narrative composition writing. Therefore, SCT offers an appropriate lens for interpreting how the process writing approach enhances learners' narrative composition writing skills.

2.2 Conceptual Literature

This section discusses the key concepts underpinning the present study. It begins by conceptualising the concept of writing, then narrows to composition writing. Thereafter, it focuses on narrative composition writing and finally examines the process writing approach as the instructional framework guiding the intervention.

2.2.1 Concept of Writing

Recognising writing as a complex language skill involves the generation of ideas, organisation of content and expression of meaning through written symbols. Conceptualising writing as both a cognitive and communicative process encompasses generating, organising, and refining ideas for a specific audience and purpose (Moea, 2025; Yunaika, 2020; Berro & Duong, 2024; Majara, 2018). Writing requires the integration of linguistic accuracy, textual organisation and critical thinking: this denotes that it demands more than the mere representation of language through visible symbols. Extending beyond mechanical transcription, writing becomes a meaning-making activity that fosters intellectual engagement and communicative competence. As a tool that guides the teaching of writing in Lesotho, the CAP 2009 emphasises the integration of language skills and the development of learners' ability to communicate effectively in written form.

Adopting a cognitive perspective positions writing as an activity requiring learners to analyse information, establish logical relations, and structure ideas coherently. Arguing that writing strengthens critical thinking, Rizki et al. (2020) assert that it compels learners to evaluate and organise their thoughts before expressing them in textual form. Therefore, writing engages higher-order cognitive processes as it encompasses planning, monitoring, and revising mental operations. Considering linguistic demands necessitates the simultaneous coordination of vocabulary, grammar, spelling, punctuation and textual organisation. Alisha et al. (2019) describe writing as one of the most complex language skills. Particularly, Alisha et al. (2019) attribute this complexity to the integration of multiple components within a single task. This suggests that effective writing demands balanced attention to linguistic accuracy and textual coherence, since it requires control over both form and meaning

Writing, as a communicative act shaped by audience awareness and contextual expectations, emphasises coherence and clarity as essential features. By extension, Berro and Duong (2024) identify these features as markers of effective writing. Similarly, Majara (2018) links writing competence to interpretability. A synthesis of these diverse perspectives allows writing to be conceptualised as a recursive, intellectually demanding and socially situated activity requiring idea generation, structural organisation and linguistic precision. This understanding enables subsequent analysis of narrative texts, which provides a foundation for examining specific forms of composition writing.

2.2.1.1 Types of Writing

At the secondary level in Lesotho, writing is a central component of the English Language curriculum. The LGCSE Grade 9 English Language Syllabus of 2019 places strong emphasis on writing and categorises it into two main sections: creative writing and directed writing. The Ministry of Education and Training (MoET) (2019) stipulates that the writing section requires learners to demonstrate competence in different genres and formats.

Generally, creative writing is understood as an expressive and imaginative form of writing that enables learners to communicate ideas, emotions and experiences in original and engaging ways. For Berro and Duong (2024), creative writing is defined as an artistic activity that emphasises imagery, characterisation, voice and narrative elements to engage readers. Similarly, the LGCSE English Language curriculum defines creative writing as a field in which learners use language imaginatively to express original ideas, emotions and experiences (NCDC, 2019 & ECoL, 2019). These definitions highlight the importance of creativity, organisation and language control in narrative composition writing.

Unlike some functional forms of writing, creative writing places a considerable emphasis on creativity, stylistic expression and narrative development. It requires learners to demonstrate linguistic competence, and manipulate language purposefully to evoke meaning, atmosphere and emotional resonance. Scholars highlight that writing entails creative and rhetorical shaping of language to engage audiences and express complex meanings (Harmer, 2021; Maley & Kiss, 2018). Within the secondary school curriculum, creative writing encompasses genres such as narrative, descriptive, argumentative and informative compositions; each demanding coherent organisation and effective language control (NCDC, 2019 & ECoL, 2019). This suggests that learners should demonstrate coherent organisation and effective language control; as each, genre requires distinct structural and linguistic competencies.

In contrast to creative writing, directed writing requires learners to produce texts in response to specific instructions or prompts. Furthermore, Ramdani (2020) asserts that this form of writing involves composing functional texts such as speeches, reports, formal letters and other structured formats that follow clearly defined conventions. Whereas, creative writing, which allows greater imaginative freedom, directed writing demands adherence to content guidelines, audience expectations, purpose and format. Therefore, learners are expected to demonstrate precision, clarity and awareness of contextual requirements when responding to directed tasks. The emphasis

is placed on fulfilling the task specifications accurately while maintaining appropriate tone, structure and language use.

While both creative writing and directed writing are important components of the English Language curriculum, the present study is primarily concerned with creative writing. Within creative writing, the focus is on composition writing, which allows learners to express ideas in extended and organised forms. In other words, composition writing within creative writing enables learners to present their ideas in a structured and coherent way; this helps them organise their thoughts, use linking devices appropriately, and convey meaning clearly (Derewianka & Jones, 2016). This is important because such skills enhance learners' academic writing proficiency and overall ability to communicate effectively in English.

Among the different types of composition writing, narrative composition occupies a central place in secondary school instruction. Therefore, this study focuses on narrative composition writing, as it provides learners with opportunities to develop storytelling skills, organise events coherently, and demonstrate control over language use.

2.2.2 Composition Writing

As a central component of creative writing, composition is generally understood as a structured piece of writing organised around a central topic and developed through logically arranged paragraphs (Okpe & Omjewu, 2017). Conventionally, a composition is composed of three main parts: the introduction, the body and the conclusion (Tompkins, 2022). The introductory paragraph functions to capture the reader's attention while providing an overview of the subject under discussion (Bailey, 2023). Thereafter, the body paragraphs elaborate on the main ideas, with each paragraph focusing on a single controlling idea developed coherently (Derewianka & Jones, 2023). All things considered, the conclusion consolidates the discussion by drawing the composition to a close without introducing new arguments.

By extension, composition writing may be described as the ability to present ideas in a connected and organised manner. More, Ong'ondo (2001) conceptualises composition writing as the capacity to narrate, describe, argue and explain. In a comparable vein, Aragon et al. (2013) and Simbeye (2016) emphasise that composition writing entails communicating ideas clearly and grammatically so that meaning is effectively conveyed to the reader. Again, Mphunyane (2014) further characterises composition as continuous writing constructed through correctly formed sentences, while Tlali (2018) associates composition with creative expression and voice. These perspectives

portray composition writing as both a linguistic and creative endeavour requiring clarity, structure and accuracy.

Composition writing occupies a central position in language learning as it cultivates both cognitive and creative capabilities among learners. It requires learners to articulate ideas coherently and meaningfully, while simultaneously demonstrating control over linguistic structures and textual organisation. In this regard, composition writing enables learners to explain, justify and elaborate on their thoughts through well-structured arguments and appropriate language use (Hashen, 2021). Moreover, it fosters communicative competence by allowing learners to express ideas clearly and effectively in the target language (Nassir & Nasser, 2018; Saima, 2019). To achieve such communicative effectiveness, learners should organise their ideas logically and apply grammatical and lexical knowledge accurately (Hence et al., 2019). Furthermore, composition writing extends beyond mere idea generation to include the processes of selecting, refining and systematically arranging content in accordance with conventions of good writing (Amalia et al., 2021). Consequently, it represents an integrated skill that requires the coordination of thinking, organisation and language proficiency.

At the secondary school level, literature identifies four principal types of composition commonly taught at secondary level: narrative, descriptive, argumentative, and informative (Mutiriki 2016; MoET, 2018). The LGCSE English Language syllabus stipulates that, learners are required to produce compositions ranging between 350 and 500 words, selecting from these categories. Among these forms, narrative composition writing constitutes the primary focus of the present study.

2.2.3 Narrative Composition Writing

Having outlined the broader concept of composition writing, attention shifts specifically to narrative composition writing. The term ‘narrate’ means ‘to tell’ (Slatter, 2006), thereby signaling the storytelling dimension inherent in this genre. In ESL contexts, narrative composition writing constitutes a significant genre within secondary school English curricula.

At its sense, narrative writing entails recounting events in a structured and chronological sequence, typically comprising a beginning, middle and end (Nqobile, 2017). Similarly, Asrul et al. (2021) define a narrative as a text that presents events involving characters who encounter challenges and resolutions. Likewise, Mutiriki (2016) explains that a narrative composition recounts real or

imagined experiences in an organised and purposeful manner. Thus, narrative writing extends beyond mere storytelling; it demands coherence, structure and intentional development of events.

Narrative compositions follow a recognisable framework. They usually begin with an orientation, which introduces the setting and characters. This is followed by a complication, where a conflict or problem arises (Coffin et al., 2003). Thereupon, the narrative reaches a climax, representing the height of tension, before proceeding to a resolution that provides closure (Swales & Feak, 2012). Such structural progression is indispensable for ensuring logical sequencing and reader engagement. In the absence of this organisation, narratives risk appearing fragmented or episodic; thereby undermining their communicative impact. That being so, mastery of narrative structure is fundamental to effective narrative composition writing.

2.2.3.1 Importance of Narrative Composition Writing

Narrative composition writing holds a significant place in secondary education as it nurtures creativity, self-expression and higher-order thinking. Kurniaman et al. (2018) note that it enables learners to organise events coherently. Moreover, mastering writing narrative composition offers multiple benefits to learners; including the ability to communicate information clearly by maintaining logical content order and temporal sequencing (Klimova, 2014). Additionally, Ismilasari and Hendratno (2013) observe that strong narrative skills allow learners to produce engaging and comprehensible stories, this improves both quality and aesthetic appeal of their written work.

Importantly, in ESL contexts such as in Lesotho, narrative composition writing also functions as a foundational genre through which learners develop broader academic writing competencies. Through narrative construction, learners practice paragraphing, coherence, vocabulary selection and grammatical accuracy. Thus, narrative writing serves as both a creative outlet and a pedagogical tool for strengthening overall writing competence.

2.2.3.2 Challenges in Narrative Composition Writing

Despite its importance, learners commonly face ongoing difficulties. For example, Faliyah et al. (2022) identified recurring errors in tense use, limited vocabulary and challenges in idea development. From a structural standpoint, Hyland (2019) emphasises that without a well-structured sequence, narratives may appear fragmented and difficult to follow. Further, Derewianka and Jones (2016) contend that inconsistencies in tense usage, as well as errors in

punctuation and spelling, often weaken the overall quality of learners' narratives. In essence, the literature reviewed demonstrates that narrative writing is a complex task that challenges learners on linguistic, structural and creative levels.

In the ESL settings, these challenges are often compounded by limited exposure to English outside the classroom, limited vocabulary and inadequate scaffolding during the instruction. For this reason, learners may struggle to develop well-structured plots, sustain narrative tension, or produce coherent paragraphs. The literature therefore demonstrates that narrative composition writing is a cognitively demanding task requiring simultaneous control of structure, language, creativity and coherence.

2.2.4 Process Writing Approach

Recognising the process writing approach as a learner-centred methodology that treats writing as a developmental and recursive process rather than a one-off product. In this light, Dokchandra (2018) emphasises that the process writing approach focuses on the stages involved when composing a text instead of merely evaluating the final product. Building on this perspective, Agesta (2016) stresses that the process writing approach engages learners in critical activities such as planning, drafting, rewriting, outlining, reviewing, editing and ultimately presenting their work. in contrast with traditional product-oriented methods that place greater value on grammatical accuracy and end results, the process writing approach views writing as a dynamic and cyclical process through which learners gradually improve via multiple drafts and continuous feedback (Qomariah & Permana, 2016). Affording learners opportunities to refine ideas, receive feedback, and improve their writing over time, this approach aligns consistently with the CAP 2009; which advocates for learner-centred and activity-based teaching that promotes active participation, continuous feedback and skills development. Hence, promoting active participation and continuous feedback remains a central tenet of this pedagogical framework.

To extend this discussion, Mustofa and Syafi'I (2019) explicate that within this approach, the teacher's role is primarily that of a facilitator whilst learners actively take charge of their writing. As opposed to product-oriented approaches that emphasise the correctness of the final written text, the process writing approach foregrounds the writing process, through which learners gradually construct meaning and refine ideas. This approach enables learners to learn how to write different texts and subsequently strive to produce their own work. In this case, the process writing approach provides full teacher support. To affirm the effectiveness of this methodology, Khan et al. (2024)

assert that the process writing approach embeds scaffolding, peer collaboration and sequential skill development, thereby making it suitable for second language contexts.

Encouraging learners to take ownership of their writing, this approach actively engages them in idea generation, drafting, revising, and editing. Positioning teachers as facilitators who guide learners through these stages rather than acting solely as evaluators transforms the traditional instructional dynamic. Resonating strongly with Sociocultural Theory principles, this learner-centred orientation emphasises active learning and knowledge construction within socially mediated contexts. Considering ESL classrooms such as those in Lesotho, the process writing approach proves particularly relevant insofar as it allows learners to focus on meaning before form. Reducing anxiety associated with linguistic accuracy whilst simultaneously promoting confidence in writing, this methodology addresses both cognitive and affective dimensions of second language composition.

2.2.4.1 Stages of the Process Writing Approach

Deriving its strength from a structured yet flexible framework, the process writing approach conceptualises writing as an evolving and reflective activity. Rejecting the notion of writing as a single, finalised event, this approach presents writing as a series of interconnected stages through which ideas are gradually developed, refined, and polished. Encompassing pre-writing, drafting, revising, editing and publishing, these stages operate recursively rather than linearly. Allowing learners to move back and forth between stages, this recursive design accommodates the evolving understanding of content and language development.

Beginning with the pre-writing stage, the writing process establishes the foundation for effective written communication. Identifying pre-writing as a critical starting point, Laksmi (2016) notes that learners brainstorm and map ideas before actual composition commences. Emphasising the importance of teacher-guided brainstorming, Pangestu et al. (2022) assert that this stage enables learners to develop stronger and more expansive ideas about the writing topic. Adding to this perspective, McDonough and De Vleeschauwer (2019) contend that pre-writing, drafting, revising, editing and publishing foster creativity and originality by tapping into learners' prior knowledge. Stating the purpose of pre-writing activities, Rusinovci (2015) explains that they include introducing ways to encourage learners to discover and engage with each material. Requiring learners to develop multiple drafts of the same task before focusing on a complete output, the

process approach allows them to refine ideas, reorganise content, and improve linguistic accuracy through iterative revision. Demonstrating a positive effect on developing learners' creative writing skills, pre-writing enhances content, organisation, mechanics of writing, language use and creative thinking abilities (Thaba, 2022).

Moving to the drafting stage, learners transform their ideas into written form while prioritising content development over grammatical accuracy (Mushtaq et al., 2021). Noting the emphasis at this stage, Wirantaka (2016) observes that content development takes precedence, whilst vocabulary precision is not yet required. Explaining the function of drafting, Nabhan (2016) describes how learners develop meaning by drawing on pre-existing ideas, narrowing a broad focus, and adding or removing information. Allowing learners to concentrate on meaning-making and idea flow, this stage prioritises the generation of content over formal correctness.

Providing opportunities for learners to refine their work based on feedback from peers and teachers, the revising stage encourages improvement of drafts and re-evaluation of compositions (Wahdan & Buragohain, 2018). Encompassing the reorganisation of paragraphs or refinement of arguments, this step aims to improve overall structure and meaning (Sommers, 1980). Placing emphasis on improving organisation, coherence, and clarity of ideas, revision excludes the correction of mechanical errors at this phase.

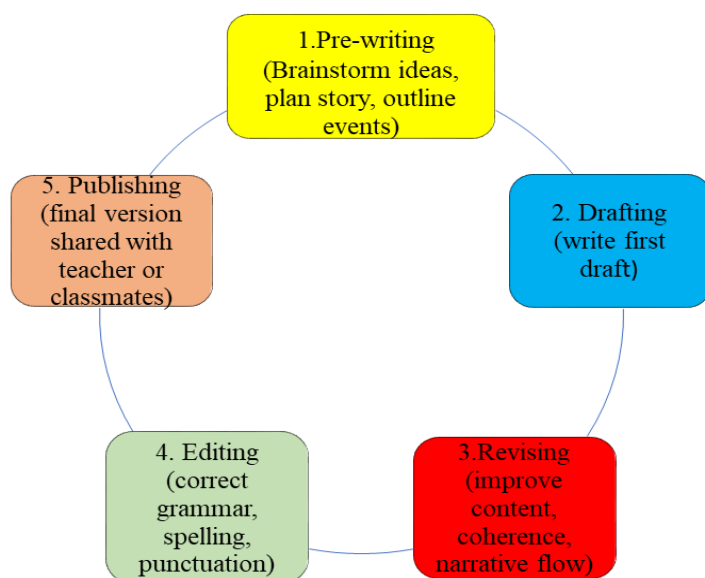
Involving the return of drafts to learners for refinement based on peer feedback, the editing stage enables learners to polish their work (Rababah & Rababah, 2019). Complementing this view, Nabhan (2016, p.6) underscores that "attention to writing mechanics such as text formatting, language accuracy, and overall polish remains essential for producing coherent and precise writing." Emphasising guided opportunities for improvement, Pangestu et al. (2022) note that the editing phase occurs under teacher supervision. Polishing their drafts to meet the conventions of written English, learners ensure clarity and correctness before final submission.

Concluding with the publishing stage, learners prepare and share their final work after incorporating necessary changes, whereupon teachers evaluate it and provide feedback (Durga & Rao, 2018). Encompassing the presentation of compositions to classmates, submission for assessment, or compilation into a class collection, this stage instils a sense of ownership and achievement. Allowing learners to make mistakes whilst working towards their correction, the process writing approach recognises that writers should progressively perfect their texts by

following the established stages. Presenting a visual representation of the five stages discussed above, Figure 2.1 follows below.

Figure 2.1

The five Stages of Process Writing Approach



2.2.4.2 Benefits of Using Process Writing Approach

Highlighting the benefits of the process writing approach, research consistently points to its effectiveness across diverse educational contexts. Regarding this methodology as appropriate for enhancing and sustaining learners' second language writing proficiency, scholars acknowledge that it supports writing development in multiple ways. Endorsing the use of the process writing approach in the teaching of composition writing, several studies affirm its pedagogical value (Alabare, 2017; Pillay, 2020; Akram et al., 2020). Contending that the approach significantly influences learners' understanding of both the nature of writing and the manner in which writing instruction is delivered, Pillay (2020) provides compelling evidence for its adoption. Contrasting with the traditional product-based approach, which treats writing as a single and final activity, the process writing approach conceptualises writing as a recursive process. Engaging learners actively in a sequence of stages, including planning, drafting, revising, editing and publishing, this methodology transforms writing instruction (Hung & Zang, 2020; Hyland, 2019).

Encouraging writing as a developmental process, the process writing approach helps students focus on continuous improvement rather than on perfection in a single draft (Savalingam & Kaur, 2017).

Shifting learners' attention from flawless final products to iterative refinement, this approach fosters a growth-oriented mindset. Noting its capacity to enhance learner autonomy, Alodwan and Ibian (2014) highlight how the approach encourages experimentation with language without fear of immediate judgement. Building on this insight, Zhang (2024) confirms that the process writing approach promotes sound writing habits, through drafting and revision cycles. Reporting on collaborative and reflective aspects, Hlatshwayo (2024) illustrates that learners valued these features of the process writing approach, which subsequently boosted both engagement and performance. Demonstrating the approach's effectiveness in an African context, Wasike (2024) further showed that Kenyan learners taught through the process writing approach outperformed those exposed to traditional approaches. By consolidating these findings, the available evidence indicates that the process writing approach enhances not only technical writing competence but also learner motivation and confidence.

2.2.4.3 Challenges of Implementing Process Writing Approach in Classroom

Process writing approach is widely recognised as a prominent teaching and learning approach in the 21st century. Despite its advantages, its implementation in the classroom is not without challenges. It is observed that teachers still employ traditional product-oriented pedagogies in the classrooms, where they view themselves as knowledge transmitters rather than facilitators of learning. This tendency often prevents learners from receiving the necessary guidance to become successful and independent writers. Along similar lines, Ngubane (2021) found that while South African teachers acknowledge the benefits of the process writing approach, many struggled with consistent application due to large class sizes and limited time. In this case, large class sizes limit effective implementation. Beyond classroom factors, assessment practices in many educational systems, including Lesotho, still emphasise final products over the process of writing.

Additionally, Raselimo and Mahao (2015) highlight that assessment practices in Lesotho still emphasise product-oriented evaluation, which can undermine the adoption of process-based teaching. This practice contradicts the CAP 2009, which promotes continuous and formative assessment rather than sole reliance on summative evaluation. Moreover, structural constraints such as large class sizes, limited instructional time and resource shortage make it difficult to provide personalised feedback at each writing stage (Masowa & Thetso, 2025). In addition, teachers' perceptions and understanding of the approach present further challenges. Although the process writing approach consists of multiple stages, it should not be misconstrued as a rigid or

linear sequence. Rather, it requires flexibility, allowing teachers to revisit stages based on learners' needs while employing appropriate scaffolding strategies. This underscores the necessity for teachers to possess a clear and in-depth understanding of both the approach and their facilitative role within it to ensure effective classroom application.

Finally, limited teacher training in writing pedagogy further undermines effective implementation. Without professional development, teachers may lack the expertise to scaffold learners' writing development adequately (Moea, 2024). These findings suggest that successful implementation of the process writing approach depends on teacher training, supportive policies and a manageable classroom.

2.2.5 Linking Process Writing Approach and Narrative Writing Skills

The process writing approach provides a practical framework for addressing the challenges of narrative composition writing. Its stages allow learners to brainstorm ideas, draft initial versions and receive feedback before producing a polished narrative. This process is particularly effective in supporting plot development and coherence, areas where LGCSE English language learners have consistently struggled (ECoL, 2022; 2023; 2024). As Wang (2025) suggests, the process writing approach transforms writing from a pure linguistic task into a cognitive and social activity, helping learners link creativity with structure. By applying the process writing approach to narrative writing, this study aims to strengthen both the technical expressive dimensions of learners' writing competence.

2.3 Conceptual Framework of the Variables

A conceptual framework outlines the main concepts of a study and illustrates how these concepts are interconnected. Importantly, Luft et al. (2022) define a conceptual framework as a tool that reflects researchers' understanding of the key elements under investigation and the relationship between them. In developing this framework, it is essential to clarify the relationships between the variables involved. Variables are defined as elements that the researchers can observe, manipulate or measure based on their research interests (Abiodun-Oyebanji, 2018). In this study, attention is given to both dependent and independent variables. A dependent variable represents the outcome influenced by changes in the independent variable (Bhandari, 2023). Bhandari (2023) further suggests that an independent variable is manipulated by the researcher to determine its effect on the dependent variable.

Designating the process writing approach as the key independent variable, this study treats it as the instructional method being introduced and systematically implemented. Positioning narrative writing skills as the dependent variable, the research measures these skills to determine the effects of the process writing approach. Demonstrating how the variables in the current study are interconnected, Figure 2.2 below provides a clear visual representation of their relationship.

Figure 2.2

The Connection of the Study Variables

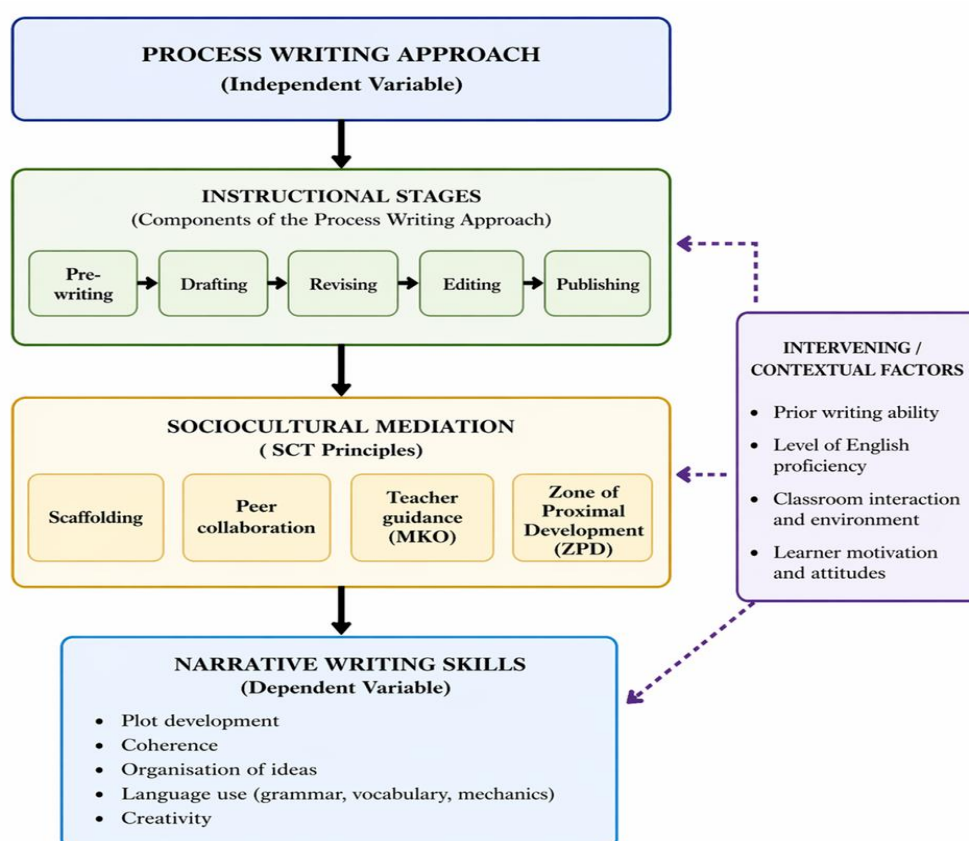


Figure 2.2: Conceptual framework illustrating the connection between the process writing approach and narrative writing skills.

This relationship is theoretically grounded in SCT, particularly the concepts of scaffolding and the Zone of Proximal Development (ZPD). The process writing approach operationalises these principles by structuring writing instruction into recursive stages: pre-writing, drafting, revising, editing and publishing, through which learners receive continuous support from teachers and peers. During these stages, learners engage in collaborative activities such as brainstorming, peer review

and guided revision, which facilitate the co-construction of knowledge and gradual internalisation of writing skills.

More importantly, the framework assumes that the process writing approach enhances narrative writing skills through several interconnected mechanisms. Firstly, the pre-writing stage supports idea generation and planning, enabling learners to organise narrative elements such as plot, setting, and character development. Secondly, the drafting stage allows learners to focus on meaning-making without immediate pressure on linguistic accuracy, thereby promoting fluency and creativity. Thirdly, the revising and editing stages provide opportunities for feedback and reflection, which improve coherence, organisation and grammatical accuracy. Finally, the publishing stage reinforces learner motivation and ownership of writing process.

Through these scaffolded stages, learners are expected to demonstrate improvement in key components of narrative writing, including organisation of ideas, language use and creativity. These components serve as observable indicators of narrative writing in this study. Furthermore, the framework acknowledges that the effectiveness of the process writing approach may be influenced by contextual and learner-related factors such as prior writing ability, level of English proficiency and classroom interaction. However, within the scope of the study, the primary focus remains on examining the direct effect of the instructional approach on learners' writing outcomes.

Therefore, the conceptual framework posits a causal relationship in which the structured implementation of the process writing approach, mediated through scaffolding and social interaction, leads to improved narrative composition writing skills among Grade 9 English Language learners.

2.4 Empirical Review

A robust study establishes its scholarly relevance by engaging critically with prior empirical investigations, whether through convergence or divergence in findings, theoretical positioning or methodological orientation. As Eke (2020) contends, an empirical review entails a systematic examination of previous studies to develop a comprehensive understanding of a particular concept. In the context of this study, this section deliberately concentrates on empirical studies examining the effectiveness of the process writing approach.

Globally, studies have documented effects of process writing approach. For instance, in Europe, Leotta and Ahmad (2020) conducted a study on university students' academic English writing

which found that combining explicit instruction with the process writing approach significantly improved learners' ability to produce coherent, accurate and impactful academic texts. In addition, Bayat (2014), in a study carried out at Akdeniz University, established that the process writing approach had a statistically significant impact on students' writing success.

In Asia, Sarmiento and Cruz (2021) found that the process writing approach improved students' narrative writing competence. Similarly, Wang's (2025) study revealed that the process writing approach encourages learners to treat writing not only as a linguistic task but also as a cognitive and social practice, bridging the gap between linguistic competence and communicative competence. Furthermore, Abed (2024) conducted a study at Birzeit University and found that process writing approach was highly effective in developing students' paragraph writing skills. Moreover, Nabhan (2016) investigated the effectiveness of the process writing approach among students in an English Education Department. It was found that learners who were taught using this approach demonstrated notable improvement in their writing skills.

Still in Asia, Dokchandra (2018) conducted a study to investigate the effect of the process writing approach on the essay writing performance of students in an overly large class size at Thai university. The results showed that the process writing approach had a significant effect on the writing performance of students in an overly large class. Additionally, Ninh (2024) conducted a study to explore the effectiveness of the process writing approach in improving paragraph writing skills among 10th-grade students at Chu Van An High School. The findings demonstrated the positive impact of process writing approach on students' writing skills.

In the same vein, studies conducted in the African continent, confirm the benefits of the process writing approach. In Nigeria, Anigbogu et al. (2025) showed that students taught through process writing approach outperformed those in the control group. Hlatshwayo (2024) conducted a study in Zimbabwe and found that learners perceived process writing approach-based collaborative writing positively, noting that it enhanced both engagement and skill development. In the same way, Wasike (2024) demonstrated that Kenyan Grade 8 learners achieved higher scores in English when taught using process writing approach compared to their peers exposed to traditional methods.

In South Africa, Ngubane's (2021) study investigated how teachers applied the process writing approach in Further Education and Training (FET) classrooms in the Pinetown district in KwaZulu-Natal. The study revealed that teachers possessed some knowledge of the approach but

varied in its implementation. Elsewhere in South Africa, Masowa and Thetso (2025) conducted a study, examining challenges faced by teachers and learners in applying process writing approach; ultimately recommending it as an effective strategy for improving writing competence.

Within Lesotho, the empirical research seems to have largely concentrated on identifying writing deficiencies rather than implementing intervention-based studies. For instance, Moea (2024) examined teachers' content knowledge in the teaching of narrative composition writing and revealed that many teachers lacked sufficient expertise to guide learners actively through stages of writing. Notably, there is limited empirical evidence examining the application of the process writing approach in enhancing narrative writing skills of Grade 9 English Language learners in Lesotho.

2.5 Research Gap

Although numerous studies have examined the effectiveness of the process writing approach, there is a notable lack of empirical studies examining its application on narrative composition writing at Grade 9 level in Lesotho. Existing local studies tend to focus on descriptive analysis of learner errors or teacher preparedness, with limited attention given to intervention-based classroom research. This gap justifies the present study which seeks to explore the effectiveness of the process writing approach in enhancing narrative writing skills among Grade 9 English Language learners in one secondary school in Leribe.

2.6 Summary

This chapter has provided a comprehensive review of the literature relevant to the present study. It began by outlining the theoretical framework, which positions the study within Sociocultural Theory principles. The chapter then presented the conceptual literature, which examined the concept of writing, composition writing, and the process writing approach. It also examined the empirical review of studies focused on the effectiveness of the process writing approach. Finally, the chapter identified gap that justifies the present study. The next chapter discusses the methodological aspect that guided the study.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The previous chapter delved into the relevant literature and the theoretical framework underpinning the study. The present chapter outlines the methodological framework that guided the study on the use of the process writing approach in enhancing narrative composition writing skills among English Language learners. In line with Creswell and Creswell (2018), methodology is understood as the overarching strategy that links the research problem to appropriate methods of data generation and analysis. Accordingly, this chapter delves deeper into the research paradigm, research approach and research design utilised in this study. It further details the study population, sample, sampling techniques, data collection instruments, procedures for data collection as well as data analysis methods. Issues of validity, reliability and ethical considerations together with trustworthiness are addressed leading to the summary of this chapter. The next section elaborates on the research paradigm employed in this study.

3.1 Research Paradigm

A research paradigm provides the philosophical lens through which a study is understood and conducted. Therefore, a research paradigm refers to a worldview or philosophical orientation that shapes how reality is understood and how knowledge is generated (Kamal, 2019). Yadav (2021) further describes a paradigm as an umbrella term that encompasses the researcher's ontological, epistemological, axiological and methodological assumptions. These assumptions guide how researchers conceptualise reality, values, construct knowledge and select appropriate research methods. A plethora of scholars use different paradigms in their studies to express their worldview. Jansen (2023) identifies three key paradigms in educational research, namely positivism, interpretivism and pragmatism. As such, this study is located within the pragmatism paradigm since it is found to be the most appropriate for addressing the research problem at hand.

3.1.1 Pragmatism

Pragmatism is grounded in the belief that knowledge is best understood through practical problem-solving and action-oriented enquiry (Dewey, 1938). Rather than privileging a single notion of truth, the paradigm emphasises 'what works' in a given context (Creswell & Plano Clark, 2018).

In other words, pragmatism prioritises practical outcomes over abstract theorisation. This paradigm was considered appropriate for the present study because it aligns with the dual purpose of the research to determine whether the process writing approach improves learners' narrative composition writing skills and explore learners' perceptions of this process writing approach. The following assumptions of pragmatism paradigm are discussed in detail.

3.1.1.1 Ontology

Ontology, as a fundamental concept of the research paradigm, may be understood as the branch of philosophy concerned with the nature of reality and what exists. For example, it is centred on whether reality is objective and independent of human perception or socially constructed through individuals' experiences (Bryman, 2016; Creswell & Creswell, 2018). Ontologically, pragmatism assumes that multiple realities exist and that they are shaped by individuals' experiences, contexts and interpretations (Creswell & Plano, 2018). In the context of this study, learners' writing challenges and improvements cannot be reduced to a fixed reality. Rather, they can emerge from diverse classroom experiences, varying levels of exposure to English and differing levels of teacher support. In this view, no single method is sufficient to capture the complexity of narrative composition writing skills among Grade 9 learners. Therefore, pragmatism allows the researcher to embrace both measurable outcomes and the subjective meanings learners assign to their writing experiences.

3.1.1.2 Epistemology

Another fundamental concept is epistemology; a branch of philosophy that deals with the nature of knowledge, including how it is acquired, constructed and validated (Creswell, 2018). Along similar lines, Thamae (2023) illuminates that epistemology deals with the acquisition of knowledge and understanding of how individuals recognise their knowledge. Epistemologically, pragmatism accepts that knowledge can be both objective and subjective. Objectivity emerges from observable data such as pre-test and post-test scores and subjective is rooted in personal interpretations, feelings and experiences reported by learners (Morgan, 2014). Concurrently, pragmatism recognises subjective interpretations as equally valuable. This dual nature of knowledge directly informed the decision to integrate quantitative tests with qualitative interviews. In the context of the present study, learners' writing scores could not fully explain how the process writing approach influenced their narrative composition writing skills. By combining numerical

performance data with learners' insights, the study achieved a more comprehensive and authentic understanding of their learning processes.

3.1.1.3 Axiology

This study acknowledges axiology as another equally important concept. Axiology is a branch of philosophy that concerns itself with values and ethics; particularly the role that the researcher's beliefs and value systems play in shaping the research process and interpretation of findings (Creswell & Creswell, 2018). In recognition of the inherent presence of values in educational research, pragmatism acknowledges axiological commitments, especially when the aim is to generate solutions to pressing pedagogical challenges. This value-driven orientation seeks to contribute to the improvement of English language teaching and learning in Lesotho. In response to the persistent weaknesses in narrative composition writing highlighted in LGCSE Examiners' reports, this research prioritises practical solutions over value-neutral enquiry. Axiological awareness is embraced by this study as it acknowledges that the researcher's commitment to educational improvement inevitably shapes decisions regarding methodology, intervention design and interpretation of findings.

3.1.1.4 Methodology

Methodology is the last key concept; this systematic framework guides the selection and justification of research methods and procedures for generating and analysing data (Kumar, 2019). This study adopted pragmatism as the guiding paradigm because it methodologically endorsed mixed-methods research; which allowed for the integration of quantitative data (to measure outcomes) and qualitative data (to explore learners' experiences) (Creswell & Creswell, 2018). Employing the quantitative strand through pre-test and post-test measures proved essential for objectively determining whether the process writing approach improves learners' narrative composition writing competence. Upon the completion of this quantitative focus, the qualitative strand comprising semi-structured interviews was undertaken, and it provided nuanced insight into learners' perceptions and experiences of the intervention. Combining both quantitative and qualitative data, this study sought not only to measure the effectiveness of the process writing approach in enhancing narrative composition writing skills but also to explore learners' subjective experiences of the intervention. Embracing the pragmatist paradigm enabled this study to address its central aim: namely, to determine not only whether the process writing approach enhances narrative composition writing skills but also how learners experience the approach within a real

classroom context. Providing the philosophical and methodological flexibility required for such an enquiry, pragmatism generated findings that are both empirically meaningful and practically applicable to the improvement of English Language teaching and learning in Lesotho secondary schools.

3.2 Research Approach

A research approach is the strategy used to structure data collection in line with the study's purpose (Cohen et al., 2018). Educational research commonly employs quantitative, qualitative and mixed methods (Creswell & Creswell, 2018): this study adopted a mixed-methods approach.

3.2.1 Mixed-Methods Approach

Mixed-methods approach integrates both qualitative and quantitative approaches within a single study to provide a more comprehensive understanding of the research problem (Creswell, 2009). In the present study, this approach was deemed appropriate because investigating the effectiveness of the process writing approach required both measurement and interpretation. The approach is also aligned with the research questions outlined in Chapter one, thus requiring the integration of both quantitative and qualitative methods, data collection instruments and analytical procedures. Quantitative data alone can demonstrate whether improvement has occurred, but it cannot adequately explain learners' experiences of the instructional process. Hence it was vital to combine the two.

In this study, quantitative data were collected through pre-test and post-test narrative composition writing tasks to measure changes in learners' writing competence. The measurement was in relation to plot development, coherence, structure, creativity and language use. This numerical evidence is crucial in a context such as Lesotho, where several LGCSE Examiners' reports for the years 2022, 2023 and 2024 have highlighted persistent weaknesses in narrative composition writing, underscoring the need for measurable improvement.

At the same time, quantitative results alone cannot reveal learners' internal experiences and perceptions of the process writing approach. Therefore, qualitative data generated from semi-structured interviews played a vital role in explaining why and how changes occurred. These qualitative insights illuminated learners' perceptions of the approach; this offers a richer picture of their writing development. In the context of Grade 9 English Language learning classrooms, where learners come from diverse linguistic and socio-economic backgrounds, understanding the

subjective meaning they attach to the writing process is crucial. In this regard, the mixed-methods approach adopted, responded to the complex nature of writing instruction in Lesotho secondary schools by combining the strengths of both numerical precision and in-depth narrative accounts. The integration of both approaches ensured triangulation and enhanced the overall validity of the findings (Bhandari, 2022).

3.3 Research Design

Serving as a critical framework for guiding the overall approach of the investigation, the research design employed in this study provides the structural foundation for the entire enquiry. As the blueprint for the research process, research design guides decision about data collection, analysis and interpretation (Thakur, 2021). It offers direction for the processes of data collection, measurement and analysis, this framework ensures systematic and coherent execution of the study. There are several mixed methods designs including convergent parallel, sequential explanatory, sequential exploratory and embedded Creswell (2014). This study selected a sequential explanatory design with a single-group pre-test and post-test in light of the available alternatives. In justifying this choice, the sequential explanatory design allowed for the initial collection of quantitative data followed by qualitative data to explain or elaborate upon the quantitative findings. To ensure methodological coherence, this design enabled the researcher to first measure the effectiveness of the process writing approach through pre-test and post-test scores and subsequently to explore learners' perceptions through semi-structured interviews.

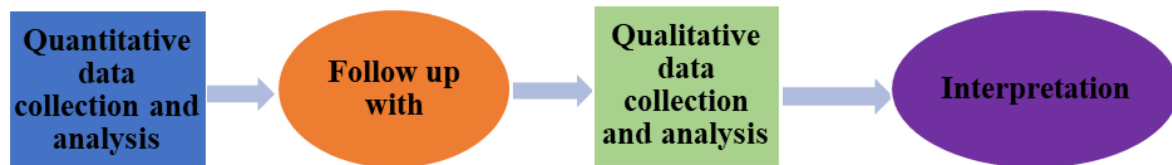
3.3.1 Sequential Explanatory Design

Conceptualising the sequential explanatory design as a research methodology that follows a two-phase approach to data analysis, Dawadi and Gin (2021) provide a foundational understanding of this framework. Initiating the research process with the first phase, this design involves the collection and analysis of quantitative data using statistical methods (Biddle & Schafft, 2015). Following this quantitative phase, the design proceeds to qualitative data gathering, which explains and enriches the quantitative results (Creswell & Clark, 2017). Deeming this design suited for examining the impact of an instructional intervention, namely, the process writing approach within a real classroom context, the researcher selected it as the most appropriate framework. Figure 3.1 below illustrates the sequential explanatory design adopted in this study; it provides a clear visual representation of the two-phase structure. To demonstrate the logical progression from quantitative to qualitative data collection, this figure clarifies how each phase builds upon the preceding one.

Ensuring methodological transparency, the diagram delineates the specific procedures, timing, and integration points within the overall research process.

Figure 3.1

Sequential Explanatory Design adopted from Creswell & Plano (2007)



3.3.1.1 Phase 1: Quantitative strand

Within the quantitative phase of the sequential explanatory design, a single-group pre-test post-test design was employed. In this design, one group of participants is measured before and after exposure to an intervention, without the inclusion of a control group (Slavin, 2018). All Grade 9 English language learners in the selected class wrote a pre-test narrative composition to establish their baseline narrative competence before the intervention. The process writing approach was then implemented over a period of 4 weeks, guiding learners through structured stages such as brainstorming, drafting, peer feedback, revising and editing. After the intervention of the process writing approach, a post-test narrative composition was administered to determine changes in their writing competence. In this case, the teacher assessed learners' narrative composition writing skills before and after the implementation of the process writing approach to determine whether the process writing approach had a statistically significant effect on learners' narrative composition writing skills.

3.3.1.2 Phase 2: Qualitative strand

Following the quantitative phase, semi-structured interviews with selected learners were conducted. These interviews explained and enriched the quantitative results whilst simultaneously exploring learners' perceptions of the process writing approach. Recognising this second phase is essential for interpreting quantitative results in a meaningful way, the researcher positioned qualitative data as complementary to statistical findings. Furthermore, identifying the specific aspects of the process writing approach that learners found most supportive, the interviews proved

valuable where improvements were observed in post-test scores. Providing depth and meaning to the statistical results, this qualitative strand therefore yielded a more nuanced understanding of the intervention's impact. Affirming Creswell and Clark's (2017) explanation, the sequential explanatory design derives its effectiveness from the manner in which initial quantitative results are deepened through qualitative insights, a process that produces a more comprehensive understanding of the outcomes.

Acknowledging the utility of the single-group pre-test and post-test design in enabling the researcher to determine whether changes occurred following the intervention, this study nonetheless recognises certain limitations that arise from the absence of a control group. Rendering the design potentially vulnerable to internal validity threats such as maturation, testing effects and history, Campbell and Stanley (1963) and Creswell and Creswell (2018) caution against overreliance on this approach without appropriate controls. More so, Fraenkel et al. (2019) highlight the concern that learners may perform better on the post-test partly due to increased familiarity with narrative composition tasks rather than solely as a result of the process writing intervention. Considering the natural classroom setting and practical constraints within which this research operated, the researcher deemed this design appropriate for examining the instructional impact of the process writing approach within an authentic educational context. In support of this position, educational research recognises that single-group pre-test post-test designs remain suitable for evaluating instructional interventions in authentic classroom contexts where control groups are not feasible (Cohen et al., 2018).

3.4 Population, Sample and Sampling Technique

In research, the concepts of population, sample and sampling technique are fundamental to the design and execution of a study. These terms guide the selection of participants and determine how the findings can be interpreted and generalised. Each of these concepts is discussed in detail in the subsequent sections to clarify their relevance and application in the current study.

3.4.1 Population

The population of a study refers to the entire group of individuals that the researcher targets to investigate, and to whom the study's findings will be generalised (Creswell & Creswell, 2018). Given that it is often impractical to study every member of this group, researchers identify a target population from which a representative sample can be drawn (Sedgwick, 2016). In the context of

this study, the target population comprised all Grade 9 English language learners in Leribe district, Lesotho. This population was relevant because Grade 9 marks a transitional stage in which learners are expected to have developed foundational writing skills that are essential for LGCSE final examination. In line with this, the Ministry of Education and Training (MoET) (2020) stipulates, “writing at secondary level, aims at learners to use reading and writing skills to improve communicative competence and provide confidence to communicate effectively with clarity, relevance and accuracy through speaking and writing using standard English” (p.1).

3.4.2 Sample

The sample represents the subset of the population from which data is collected (McCombes, 2023). It provides a manageable representation of the larger population, thus enabling the researcher to draw meaningful conclusions (Bhandari, 2023). The sample for this study consisted of one Grade 9 class with 45 learners. This number is considered appropriate for quasi-experimental design, as Creswell (2014) indicates that relatively small sample sizes can be adequate in experimental studies where participants are exposed to both pre-test and post-test. All learners in the selected class participated in the intervention and assessments. From this group, a sub-sample of eight learners was selected for semi-structured interviews based on their willingness to participate.

3.4.3 Sampling Technique

Sampling is the process of selecting individuals or items from the entire population to make inferences about the whole population (Ryan, 2023). Two main sampling methodologies are identified: probability sampling, in which every member of the population has an equal chance of being selected, and non-probability sampling, which is characterised by unequal probabilities of selection among population members (Datta, 2018; Etikan et al., 2015). Various non-probability sampling techniques exist, including volunteer sampling, convenience sampling, purposive sampling, quota sampling, snowball sampling, matched sampling and genealogy-based sampling (Datta, 2018). This study employed a combination of purposive and convenience sampling techniques.

3.4.3.1 Purposive Sampling

Purposive sampling is a non-probability sampling technique where participants are selected based on specific characteristics relevant to the study (Creswell & Creswell, 2018). Cohen et al. (2017)

add that purposive sampling enables researchers to select participants who are most likely to provide relevant and rich information aligned with the objectives of the study. In this study, Grade 9 English Language learners were purposively selected because they are at transitional stage where learners are expected to demonstrate competence in narrative composition writing before progressing to senior level. Furthermore, Grade 9 learners are exposed to narrative composition writing as prescribed in the Lesotho English Language syllabus, making the appropriate participants for exploring the use of the process writing approach in enhancing narrative writing skills.

3.4.3.2 Convenience Sampling

Convenience sampling involves choosing participants who are readily available and willing to take part in the study, making it useful in educational contexts where time and resources are limited (Etikan et al., 2016). This technique is commonly used in educational research where time, financial resources and accessibility may limit the selection of participants from a wider population. In this study, one secondary school in Leribe was conveniently selected because it was easily accessible to the researcher. The school's proximity reduced travelling costs and allowed the researcher to conduct the intervention, administer tests, and carry out interviews within the available timeframe.

3.5 Data Collection Instruments

Conceptualising data collection as a systematic process of carefully gathering relevant information with minimal alteration, Parveen and Showkat (2017) maintain that this process ensures that the resulting analysis yields credible and logically sound findings. Kabir (2016) emphasises the aim of data collection by asserting that obtaining high-quality evidence enables rich data analysis whilst simultaneously supporting the development of robust and trustworthy responses to research questions. Positioning the accurate acquisition of data from participants as central to this process, the researcher recognises the necessity of employing appropriate and varied data collection instruments. Defining data collection instruments as tools that a researcher uses to collect data, this study acknowledges their foundational role in the research enterprise. Complementing this statement, Cohen et al. (2011) affirm that such tools are meant to gather data which will eventually be analysed and interpreted. Maintaining that these instruments enable researchers to systematically obtain data that address the research questions and objectives, Creswell (2014) provides further justification for careful instrument selection.

Grounding the data collection instruments employed in this study in Vygotsky's Sociocultural Theory, this framework conceptualises learning as a socially mediated process that occurs through interaction, scaffolding, and guided participation within the ZPD. Designing the instruments in alignment with this theoretical framework, the researcher intended them not only to measure learners' writing performance but also to capture development resulting from scaffolded instruction and collaborative learning. Employing two primary data collection instruments for this study, the research utilised tests (pre-test and post-test) alongside semi-structured interviews as complementary tools. Selecting these instruments on the basis of their alignment with both the theoretical framework and the sequential explanatory design, the researcher ensured that each instrument served a distinct yet complementary purpose. Administering the tests to measure changes in narrative writing competence quantitatively, the researcher complemented these with semi-structured interviews to explore learners' subjective experiences and perceptions qualitatively.

3.5.1 Test

Tests are widely recognised as effective instruments for monitoring learners' academic progress. In particular, Barton and Ryan (2014) highlight the value of tests in providing systematic evidence of learning outcomes. From this perspective, Rot et al. (2023) argue that one of the key strengths of tests lies in their objectivity, as they allow learners' performance to be assessed using uniform criteria. Within the present study, tests enabled the quantitative assessment of Grade 9 English language learners' narrative composition writing skills in a standardised and impartial manner. Additionally, Khoa et al. (2023) note that tests offer valuable insights into current learners' proficiency levels, which was evident in this study.

3.5.1.1 Pre-test

To respond to the first research question, which aimed to address the current level of Grade 9 English Language learners' competence to develop narrative composition writing skills, a pre-test (narrative composition writing test) was administered prior to the implementation of the process writing approach. A pre-test serves as a diagnostic tool designed to evaluate learners' then status before the application of the treatment (Budert-Waltz et al., 2023). All Grade 9 selected English language learners took part in this pre-test. This initial assessment was important in establishing a baseline for comparing the effects of process writing approach with traditional teaching methods

in enhancing narrative composition writing skills. In accordance with Sociocultural Theory, the pre-test measured learners' independent performance without guided assistance. This established the level at which learners could function autonomously before engaging in scaffolded instructional activities.

3.5.1.2 Post-test

In attempt to address research question 2: "*What effect does process writing approach have on Grade 9 English language learners' narrative writing competence?*", a post-test was administered to evaluate whether process writing approach had affected learners' narrative writing skills. As noted by Stratton (2019), a post-test is carried out after participants have received a specific treatment to measure the impact on the dependent variable, in this case, learners' performance in narrative writing skills. Learners were required to write narrative compositions that were assessed using the official ECoL narrative composition marking guide, which evaluates plot development, coherence, structure, creativity and language use. The guide provided a structured framework for scoring and ensured consistency and objectivity during evaluation. These tests provided data to measure the effectiveness of the process writing approach.

Consistent with Sociocultural Theory, the post-test measured learners' development following social mediation, peer interaction and teacher guidance. It was designed to determine whether learners demonstrate improved narrative composition writing skills after receiving structured support within their ZPD.

3.5.2 Semi-structured interviews

For the second phase of this mixed-methods research, interviews were utilised to generate qualitative data addressing the third research question: "*How do Grade 9 English language learners perceive the use of process writing approach in narrative composition writing?*" Within qualitative inquiry, interviews are recognised as an effective means of eliciting participants' personal views, experiences and insights regarding particular social or educational phenomena (Almri, 2019). Through this interactive process, the researcher engages participants by posing general, open-ended questions that encourage detailed and reflective responses. Following data generation, participants' verbal responses are audio-recorded and subsequently transcribed verbatim to facilitate systematic analysis (Creswell, 2012). To ensure consistency, interviews were

carefully planned and standardised in advance, enabling the researcher to pose questions in a uniform manner across all participants.

Interviews may be conducted in different formats, including structured, semi-structured or unstructured approaches (Stuckey, 2018). Significantly, structured interviews consist of predetermined questions where participants select responses from a fixed set of options (Easwaramoorhy & Zarinposh, 2009). In contrast, semi-structured interviews involve a set of key questions prepared in advance but allow participants to provide open-ended responses; enabling them to expand and elaborate on their answers (Almri, 2019).

For this study, semi-structured interviews were deemed appropriate, as they allowed participants to express their experiences and perspectives in detail. Semi-structured interviews were then conducted with eight selected Grade 9 English Language learners after the post-test. The interviews were conducted face-to-face and individually. The interview guide consisted of open-ended questions designed to explore learners' experiences and perceptions of the process writing approach during intervention. Kvale and Brinkmann (2015) note that semi-structured interviews strike a balance between flexibility and focus, enabling researchers to delve deeper into participants' thoughts while ensuring consistency. The interviews therefore complemented quantitative data by providing qualitative evidence of socially mediated learning processes. The full interview guide is provided in the appendices section.

The design of the data collection instruments was carefully aligned with both the research questions and the theoretical framework. On the one hand, the pre-test and post-test measured learners' independent and post-intervention writing performance, reflecting movement within the ZPD as conceptualised in Sociocultural Theory. On the other hand, the semi-structured interviews, captured learners' experiences of scaffolding, peer collaboration, and teacher guidance during the writing process. This alignment ensured coherence between theory, research questions and methodological implementation.

3.6 Data Collection Procedure

The data collection process in this study spanned six weeks and involved one selected secondary school. The data collection process unfolded in several stages as outlined below.

3.6.1 Preparation (week one, day one): An introduction letter was requested from the Faculty of Education, which the researcher used to seek permission from the school principal to conduct the study.

3.6.2 Pre-test (week one, day three): Pre-test was administered to determine learners' baseline narrative composition writing skills. Learners were given a writing task aligned with the Grade 9 English Language syllabus and were required to produce a composition within a specified time. The pre-test was written under normal classroom conditions without prior exposure to the process writing approach. The compositions collected served as data for comparison after the intervention of the process writing approach.

3.6.3 Intervention (week two-five): Implementation of the Process Writing Approach

The process writing approach was implemented as an instructional intervention aimed at improving Grade 9 learners' narrative composition writing skills. The intervention was conducted over a period of four weeks, comprising 18 sessions held three times a week. Each lesson lasted 40 minutes. Notably, one of these lessons was allocated 80 minutes and the remaining two were allocated 40 minutes each. The instructional approach adopted in this intervention reflects the MoET (2009) in its Curriculum and Assessment Policy of 2009, which encourages learner-centred methodologies and active engagement in the learning process. This is consistent with process-oriented writing pedagogy, which emphasises active learner participation and iterative development of writing skills (Hyland, 2019; Graham & Perin, 2018).

The intervention began with an orientation phase aimed at familiarising learners with the process writing approach. As an introductory activity, learners were given an assignment to research the meaning of the process writing approach and identify its stages. They were encouraged to consult available academic resources, including digital sources such as mobile phones. This task was intended to promote learners' engagement and activate prior knowledge before formal instruction. During the subsequent lesson, learners shared their findings through class discussion. I consolidated their responses, clarified misconceptions, and provided a structured explanation of the process writing approach and its stages. Such activation of prior knowledge and collaborative discussion aligns with Sociocultural perspectives on learning, where knowledge is co-constructed through interaction (Vygotsky, 1978). Each stage of the writing process was explicitly taught and modelled. Learners were then given a writing topic aligned with the syllabus and guided to complete the task following the stages of the process writing approach.

During the pre-writing stage, learners were introduced to the narrative composition writing topic “The day everything went wrong” and engaged in brainstorming activities such as group discussions, listing ideas and mind mapping. Pre-writing activities such as brainstorming and mind mapping are widely recognised for enhancing idea generation and organisation (Pangestu et al., 2022). To support this process, learners were provided with a pre-writing guide containing prompts and guiding questions designed to help them think about key narrative elements such as the setting, characters, events and possible conflicts. The guide also assisted learners in planning the structure of their compositions before writing. I facilitated the activity by guiding discussions, modelling idea generation strategies, and helping learners organise their ideas into a logical sequence. As a result, learners were able to generate ideas and plan the structure of their compositions before writing.

In the drafting stage, learners wrote their first drafts based on the ideas generated during pre-writing. Emphasis was placed on content development and organisation rather than grammatical accuracy. Learners were guided to structure their compositions into an introduction, body and conclusion. Initial drafts were relatively short and were later improved during subsequent stages. The guide also reminded learners to focus on the development of the storyline and flow of ideas. The teacher monitored the writing process, provided guidance where necessary, and encouraged learners to elaborate on their ideas. The initial drafts produced during this stage were later refined through subsequent revising and editing stages.

During the revising stage, learners reviewed their drafts with the aim of improving the clarity, coherence and organisation of their narrative compositions. Learners exchanged drafts with peers and provided constructive feedback on aspects such as plot development, sequencing of events, paragraph organisation and overall clarity of ideas. Peer review and revision are central to the process writing approach, as they promote reflection and improvement through feedback (Wahdan & Buragohain, 2019). To guide this process, learners were provided with a revising guide containing specific questions and prompts to help them evaluate the content and structure of their narratives. Through this peer review process, learners were able to identify weaknesses in their compositions and suggest possible improvements. I facilitated the activity by modelling revision strategies and guiding learners on how to reorganise ideas, strengthen the storyline, and ensure logical progression of events. Based on the feedback received from peers and the teacher, learners revised their drafts to produce a clearer and more coherent narrative structure.

Following the revision stage, learners proceeded to the editing stage, which focused on improving language accuracy and mechanical correctness. Editing at this stage enables learners to refine grammatical accuracy and conform to conventions of written language (Nabhan, 2016). At this stage, learners carefully examined revised drafts to correct grammatical errors and sentence structure. Learners were provided with an editing guide that assisted them in identifying and correcting language errors in their writing. The guide included prompts related to grammar, spelling, punctuation, and appropriate vocabulary use. I supported this process by providing additional corrective feedback and guidance to ensure that learners applied the conventions of standard written English correctly. This stage enabled learners to polish their narrative compositions and ensure that the final drafts were linguistically accurate and well presented.

Finally, during the publishing stage, learners produced their final drafts. These were written neatly and submitted for assessment. The final written pieces, which met the Grade 9 syllabus requirements, reflected the learners' ability to organise ideas coherently, use appropriate vocabulary, and demonstrate improved grammar and spelling.

Table 3.1

Summary of the Implementation of the Process Writing Approach

STAGE	LEARNERS' ACTIVITY	TEACHER'S ROLE	OUTPUT
Pre-writing	Brainstorming ideas, mind mapping, planning essay structure	Guided brainstorming, modeled planning strategies	Planned ideas and outlines
Drafting	Writing first drafts focusing on ideas and organisation	Monitored writing, provided guidance	First draft (1-1 and half pages)
Revising	Exchanged drafts with peers, reviewed content, re-organised ideas, improved clarity and coherence	Facilitated peer-review sessions, provided feedback on plot development, coherence and organisation	Revised draft with improved structure and clear plot development
Editing	Corrected grammar, spelling, punctuation, sentence structure and vocabulary errors	Provided feedback on plot development, guided learners on language accuracy	Edited draft with improved language accuracy and mechanics
Publishing	Writing neat final copies and reflecting on the writing process	Collected final drafts and gave feedback	Final narrative essay (2 pages)

3.6.4 Post-test (week six): After the implementation of the process writing approach, a post-test was administered in week six. The post-test was conducted under conditions that were similar to those of the pre-test to ensure consistency and fairness. Learners were given the same amount of time and were assessed using the same marking rubric to allow for reliable comparison of pre-test and post-test results.

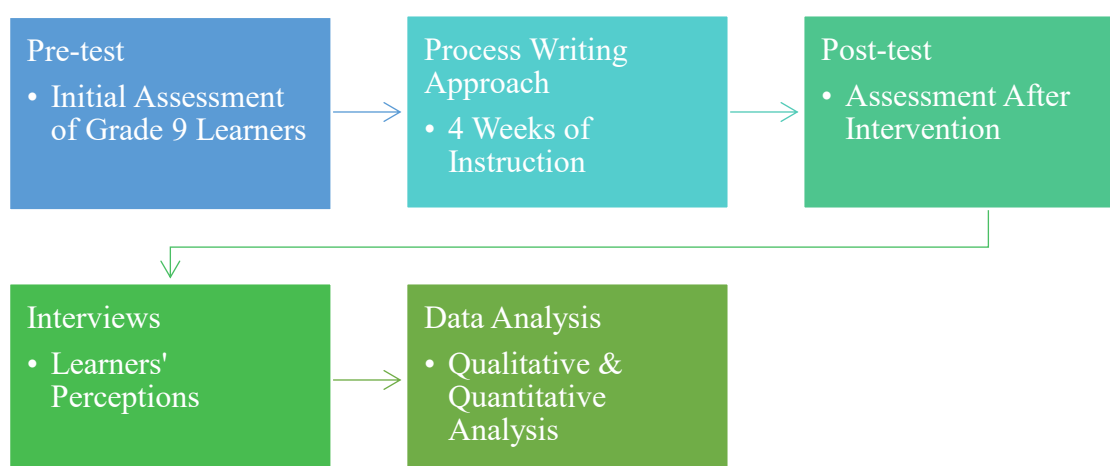
3.6.5 Qualitative data collection (end of week six): Following the post-test, semi-structured interviews were conducted with eight purposively selected learners. The interviews aimed to explore learners' experiences and perceptions of the process writing approach during the intervention period. Responses from the interviews were used to complement the quantitative data obtained from the pre-test and post-test.

3.6.6 Integration of Data

Quantitative and qualitative results were integrated at the interpretation stage to provide a comprehensive picture. For example, statistical improvements in writing scores were explained through learners' qualitative accounts of how the process writing approach supported their writing. Creswell and Clark (2018) state that qualitative data can be used to elaborate or explain quantitative results, providing deeper insight into participants' experiences.

Figure 3.2

Research Procedure Flowchart Adapted from Creswell and Creswell (2018)



The Figure 3.2 summarises the sequential steps followed during data collection in this study.

3.7 Validity and Reliability

Validity and reliability are essential components of rigorous research, as they ensure that findings are both accurate and consistent. In this study, careful measures were taken to establish the validity and reliability of the instruments used to assess learners' narrative composition writing skills.

3.7.1 Validity

Conceptualising validity in research as the extent to which the conclusions drawn from a study accurately and truthfully represent the phenomena under investigation, Christian et al. (2014) provide a foundational definition for this essential concept. Defining research validity as the degree to which a study effectively measures or reflects the intended concept or phenomenon, Lewis (2022) reinforces this understanding. Serving as an indicator of the credibility, trustworthiness, and representativeness of the study's findings and conclusions, validity occupies a central position in research quality assessment (Flake et al., 2022). Discussing validity in terms of different forms, scholars distinguish between internal and external validity. Focusing internal validity on the extent to which observed outcomes can confidently be attributed to the intervention, whilst relating external validity to the generalisability of findings to other settings or populations, this distinction guides methodological decision-making.

Placing emphasis on internal validity in this study, the research employed a single-group pre-test and post-test design. Implementing several control measures to minimise potential threats to internal validity, the researcher adopted a systematic approach to quality assurance. Using the same ECoL narrative composition marking rubric for the year 2021 consistently to assess both pre-test and post-test scripts, the researcher ensured scoring uniformity across both testing points. Aligning the pre-test and post-test tasks in terms of genre, structure and expected length, the researcher maintained equivalence of difficulty between the two assessments. Limiting the intervention period to four weeks, the researcher reduced the likelihood of maturation effects influencing performance independently of the treatment. Strengthening the credibility of the findings through these measures, the researcher ensured that observed improvements could more reasonably be attributed to the process writing approach. Recommending such procedural controls widely in single-group pre-test post-test designs, Creswell and Creswell (2018) affirm that these strategies minimise threats to internal validity whilst enhancing the credibility of causal inferences.

3.7.2 Reliability

Recognising reliability as another critical aspect of research, this study acknowledges its significance alongside validity in ensuring overall research quality. Defining reliability as an indicator of how consistent and replicable a chosen method is, Middleton (2023) establishes a clear benchmark for assessing measurement quality. Explaining further that in quantitative research, reliability involves achieving consistent results under varying conditions, Hyenes et al. (2017) emphasise the importance of consistency, stability, and repeatability as core dimensions of this concept. Ensuring reliability in this study through a test-retest approach, the researcher employed a method that allowed for consistent measurement over time and across multiple items without bias. Administering the same test at two different points whilst maintaining consistent testing conditions, the researcher confirmed that the results were stable and dependable. Adopting this approach enabled the study to demonstrate that the measurement instrument produced consistent scores across repeated administrations. The researcher minimised extraneous variables that might otherwise have influenced the stability of the measurements, this was done by maintaining uniform testing conditions; including time limits, instructions and environmental factors. Correlating the scores from the two testing occasions provided empirical evidence of the instrument's reliability, thereby strengthening confidence in the subsequent interpretation of pre-test and post-test differences.

3.8 Data Analysis Methods

Data analysis refers to the process of systematically examining the collected data to extract meaningful insights that address the research questions (Creswell & Creswell, 2018). Additionally, Teherdoost (2020) elaborates that data analysis is the process of organising collected data into a comprehensible format for the audience, involving calculations and evaluations to extract meaningful information. For this study, the analysis of data followed two-phase process aligned with the mixed-methods approach: descriptive statistics and inferential statistics were used for analysis of quantitative data collected from narrative composition writing tests (pre-test and post-test) while thematic analysis was used for the semi-structured interviews data.

3.8.1 Descriptive Statistics

Descriptive statistics refers to statistical techniques used to summarise, organise and present data in a meaningful way, enabling the researcher to describe the basic features of the dataset (Creswell

& Creswell, 2018). Building on this definition, Mishra et al. (2019) further explain that descriptive statistics is a type of quantitative analysis used to summarise the characteristics of a sample. These include measures of central tendency such as mean, median, mode as well as measures of variability, including range, variance, standard deviation, which together offer insights into the overall patterns, distribution and characteristics of the data (Ngussa & Centre, 2014).

In this study, quantitative data from the pre-test and post-test were analysed using the Statistical Package for the Social Sciences (SPSS) version 26. SPSS is a Windows-based programme that can be used to analyse data collected from surveys, tests and observations (Nagaiah & Ayyanar, 2016). Descriptive statistics such as mean scores and standard deviations were used to summarise learners' performance. Mean score refers to the average score obtained by participants (Creswell & Creswell, 2018) while standard deviation refers to the measure of the spread or dispersion of scores from the mean (Field, 2018) and was used to show the extent to which learners' scores differed from one another. This analysis was crucial as it provided a clear overview of learners' baseline writing competence and any subsequent improvements following the intervention of the process writing approach.

3.8.2 Inferential Statistics

Employing inferential statistics as statistical techniques used to draw conclusions and make generalisations about a population based on sample data, Creswell and Creswell (2018) establish the theoretical foundation for this analytical approach. Including commonly used tests such as t-tests, ANOVA, correlation, and regression analysis within the category of inferential statistics, researchers have a range of tools for hypothesis testing. Applying these statistics to determine whether the differences between pre-test and post-test scores were statistically significant, the study sought to evaluate the effectiveness of the intervention. Conducting a paired sample t-test, the researcher established whether there was a statistically significant improvement in narrative writing following the use of the process writing approach.

Utilising the p-value to determine statistical significance, the study adopted a conventional threshold for decision-making. Defining the p-value as the probability of obtaining the observed results under the assumption that no real difference exists, Pallant (2020) provides a clear conceptual foundation for interpreting statistical outcomes. Adopting a conventional threshold of 0.05, the study therefore considered a p-value less than or equal to 0.05 as indicating a statistically

significant difference, whilst regarding a value greater than 0.05 as indicating no statistically significant difference. Setting this alpha level before data analysis ensured that the researcher maintained an objective criterion for evaluating the null hypothesis. Reporting the exact p-value alongside the test statistic and degrees of freedom, the study adhered to established conventions for presenting inferential statistical results in educational research.

3.8.3 Thematic Analysis

Conducting qualitative data analysis on data generated from semi-structured interviews, the researcher transcribed all interview responses verbatim in preparation for systematic examination. Analysing these transcribed data thematically using ATLAS.ti version 23, the researcher leveraged qualitative data analysis software to facilitate coding and theme development. Defining thematic analysis as the process of examining non-numerical data to identify, analyse and unveil recurring patterns or meanings that address research questions, Kiger and Varpio (2020) provide a foundational understanding of this analytical method. Distinguishing between inductive (data-driven) and deductive (theory-driven) approaches to thematic analysis, the researcher selected an inductive approach for this study, thereby allowing themes to emerge organically from learners' interview data. Emphasising the flexibility of thematic analysis across inductive and deductive orientations, Braun and Clarke (2022) note that this adaptability makes the method ideal for mixed-methods studies where interview data serve to explain quantitative writing improvements. Prioritising depth over frequency, thematic analysis ensures that themes reflect participants' lived experiences in this case, Grade 9 learners' views on the process writing approach.

Following Braun and Clarke's (2022) six-step approach to thematic analysis, the researcher adopted a systematic and transparent procedure for processing qualitative data. Ensuring that the qualitative findings complement and enrich the quantitative results, this approach provided a rigorous framework for data interpretation. Elaborating each step below as applied to the interview data from eight purposively selected learners, the researcher details the analytical process from familiarisation through to final theme refinement. Applying the six steps sequentially, namely; familiarisation with the data, initial code generation, theme search, theme review, theme definition, and report production, the researcher maintained methodological consistency throughout the analytical process. Utilising ATLAS.ti version 23 to facilitate coding and theme organisation, the researcher ensured that the analytical process remained transparent, traceable and auditable.

Step 1: Familiarisation with Data

Researchers immerse themselves in the dataset by repeatedly reading transcripts, noting initial ideas without coding. Nowell et al. (2017) stress transcribing verbatim and listening to audio recordings to capture nuances such as tone in learner interviews.

Step 2: Generating Initial Codes

After familiarisation with the data, the researcher systematically coded the interview transcripts. Coding involves identifying meaningful segments of data and assigning labels to capture essential features (Braun & Clarke, 2022). In the initial coding stage, specific phrases, sentences or data segments related to the research questions are identified and coded, with each code representing a distinct concept or idea (Scharp & Sanders, 2019). In this study, codes were generated inductively from learners' responses rather than being predetermined.

Step 3: Generating Themes

Following the coding process, related codes were clustered together to form broader categories. Coker (2021) explains that this stage involves examining connections among codes to identify significant patterns of meaning. Themes capture the essence of what is expressed in the data (Kiger & Varpio, 2020).

Step 4: Reviewing Themes

At this stage, the preliminary themes were carefully reviewed and refined to ensure internal consistency and distinctiveness. Braun & Clarke (2022) explain that themes must accurately represent the coded data and the dataset. The researcher revisited the transcripts to verify whether the themes adequately captured learners' perspectives. Redundant or overlapping themes were merged, while unclear ones were redefined to strengthen analytical clarity.

Step 5: Defining and Naming Themes

Once the themes were redefined, they were clearly defined and named to reflect their core meaning. Each theme was analysed in depth to determine how it is related to the research question concerning learners' perceptions of the process writing approach.

Step 6: Writing up the Findings

The final stage involved presenting the themes coherently and logically. This included integrating direct quotations from the participants to support interpretations and demonstrate authenticity. As Nowell et al. (2017) emphasise, the write up stage should provide a compelling narrative that links themes to the research questions and existing literature. In this study, thematic findings were used to explain and enrich the quantitative results obtained from the pre-test and post-test analysis.

3.9 Trustworthiness

Trustworthiness refers to the extent to which qualitative research findings are credible, dependable, confirmable, and transferable, thereby ensuring the rigor and integrity of the study (Rawhani, 2023). This study ensured trustworthiness of qualitative data by applying Lincoln and Guba's (1985) criteria of credibility, transferability, dependability and confirmability.

3.9.1 Credibility

Establishing credibility as a central criterion in qualitative research, this study recognises its importance in ensuring the trustworthiness of qualitative findings. Describing credibility as the process of verifying data either through participant validation or review by an experienced qualitative researcher, Cutcliffe and McKenna (2019) assert that this verification ensures interpretations genuinely reflect the realities of the phenomenon under investigation. Arguing that researchers must provide adequate supporting evidence, enabling readers to trust that findings accurately represent what was studied, Jonson et al. (2020) reinforce the necessity of transparent credibility procedures. Enhancing the credibility of qualitative findings through multiple strategies, the researcher implemented a range of methodological safeguards. Audio-recording interviews and transcribing them verbatim preserved participants' original meanings without researcher alteration or summarisation.

Assuring participants of confidentiality encouraged honest responses by reducing social desirability bias and fear of repercussion. Conducting thematic analysis systematically through the identification of recurring patterns across transcripts ensured that findings were grounded in the data rather than in researcher preconceptions. Consulting selected participants where necessary to clarify responses further enhanced the credibility and authenticity of the data. Member-checking provided participants with the opportunity to confirm, correct, or elaborate upon their original contributions. Employing these strategies collectively, the researcher strengthened the alignment between participants' expressed views and the subsequent interpretation of those views. Ensuring

that the qualitative findings accurately represent the perspectives of the eight purposively selected learners, these credibility measures therefore reinforce the trustworthiness of the overall study.

3.9.2 Transferability

Lincoln and Guba (1985) define it as the degree to which the results of the study can be applied to other contexts. Besele (2023) further describes transferability as a concept widely applied in qualitative research that focuses on the extent to which a study's findings and conclusions can be generalised to other contexts or settings. Creswell and Creswell (2018) explain that transferability is achieved when the researcher provides a rich, detailed description of the research context, participants, and procedures, enabling readers to determine whether the findings apply to their own settings. This process is often referred to as "thick description", which allows for meaningful comparisons across contexts.

In the context of this study, transferability was enhanced by providing a detailed description of the research setting, including the selected secondary school in Leribe, the characteristics of the Grade 9 learners, and the instructional procedures followed during the implementation of the process writing approach. Additionally, the study clearly outlined the sampling procedures, data collection instruments, and intervention stages; allowing other researchers to assess the relevance of the findings to similar English Language learning classroom contexts.

3.9.3 Dependability

Conceptualising dependability as the extent to which the research process is logical, traceable, and documented, this study prioritises transparency in all methodological procedures. Noting that dependability ensures the study's procedures are consistent and could be replicated or audited by other researchers, Creswell and Poth (2018) establish a clear benchmark for assessing qualitative rigour. Maintaining a clear audit trail of data collection and analysis procedures, the researcher documented every phase of the research process in detail. Employing ATLAS.ti version 23 for qualitative data management, the researcher ensured that all coding decisions, theme developments, and analytical memos remained traceable within the software environment. Using semi-structured interviews as the primary qualitative data collection instrument, the researcher adhered to a consistent interview protocol across all eight participants.

Describing the steps for data collection transparently, the researcher provides readers with a comprehensive account of 'how, when, and under what conditions data were gathered'. Recording

the interview questions, the sequencing of probes, and the duration of each session, the researcher created a detailed record of the data generation process. Documenting the transcription procedures, including verbatim conventions and anonymisation practices, further enhanced the dependability of the qualitative strand. Retaining all raw data, including audio files, transcripts and analysis outputs, enables external auditors to verify the research process should the need arise. Adhering to these dependability procedures, the study therefore demonstrates that its findings emerge from a consistent, traceable and methodologically sound process.

3.9.4 Confirmability

Indicating that the researcher's prejudices and preferences should not influence the conclusions of the study, confirmability serves as a key criterion for establishing trustworthiness in qualitative research (Stahl & King, 2020). Minimising researcher bias through reflexivity, the researcher engaged in ongoing critical self-appraisal throughout the research process, documenting personal assumptions and potential sources of influence. Preserving all raw data including pre-test and post-test scripts, audio recording, and verbatim transcripts, the researcher maintained a complete and accessible record for external verification purposes. Making these materials available for verification ensures that independent auditors can trace the analytical journey from raw data to conclusions. Providing a clear and detailed account of all procedures from the initial stage of the study through data collection and analysis, the researcher documented every methodological decision and analytical step.

Reporting the findings accordingly, the researcher ensured that interpretations remained grounded in the data rather than in personal preconceptions. Storing all interview records securely in password-protected files accessible only to the researcher, the study ensured data safety whilst maintaining confidentiality. Limiting access to the researcher alone prevented unauthorised viewing or modification of participant responses. Adhering to these confirmability procedures, the study demonstrates that the findings emerge from rigorous, transparent and bias-minimising practices rather than from researcher subjectivity. Establishing this confirmability alongside credibility, transferability and dependability, the study therefore meets the four core criteria for trustworthiness in qualitative research as articulated by Lincoln and Guba (1985).

3.10 Ethical Considerations

Recognising ethical considerations as fundamental in educational research, this study acknowledges their centrality to the conduct of responsible and trustworthy enquiry. Arguing that ethical considerations involve adhering to guiding principles to ensure valid and robust findings, Patton (2015) establishes the connection between ethical practice and research quality. Prioritising the well-being of participants throughout the research process, the researcher endeavoured to safeguard participants at every stage of the investigation. Adhering to strict ethical standards accordingly, this study protected the rights and welfare of all participating learners, teachers, and school personnel. Emphasising that ethical research requires respect for participants' dignity and protection from any form of harm, Jonson et al. (2020) highlight confidentiality as a core ethical obligation. Observing issues of confidentiality carefully, the researcher ensured that all participant identities remained protected throughout data collection, analysis, and reporting. Addressing ethical concerns relating to permission, informed consent, confidentiality and anonymity, and academic integrity, the researcher systematically resolved each of these issues before commencing data collection.

Seeking informed consent from parents or legal guardians of all Grade 9 participants, the researcher provided clear information about the study's purpose, procedures, risks, and benefits. Assuring participants of their right to withdraw at any time without penalty, the researcher respected learner autonomy throughout the research process. Protecting participant identities through the use of pseudonyms and the removal of identifying information from all transcripts and reports, the researcher maintained strict anonymity protocols. Upholding academic integrity through honest and transparent reporting, the researcher avoided fabrication, falsification or misrepresentation of data. Guiding the researcher in respecting participants' contributions and quotations, these ethical measures ensured that findings were reported truthfully, responsibly and in a reliable manner. Adhering to these principles throughout, the study therefore demonstrates a sustained commitment to ethical research practice from inception to completion.

3.10.1 Permission to Conduct the Study

Explaining that permission refers to the process of obtaining formal approval from the relevant authorities of the study site before research is conducted, Arifin (2020) establishes the foundational requirement for ethical field entry. Securing access to the selected secondary school required the

researcher to follow a formal procedural pathway involving multiple levels of authorisation. Presenting an introductory letter from the Faculty of Education, specifically the Department of Language and Social Education (LASED), to the school principal served as the first step in this approval process. Detailing the research interest within this letter, the faculty formally introduced the researcher and outlined the purpose and scope of the proposed study. Informing the principal about the study and how it would be conducted enabled the researcher to provide transparent information regarding research procedures, timelines and participant involvement.

Describing the nature of the process writing intervention, the duration of the study, and the expected level of learner participation the researcher ensured that the principal possessed sufficient information to grant or withhold permission. Addressing any questions or concerns raised by the principal, the researcher clarified issues relating to classroom disruption, teacher involvement and the protection of learners' instructional time. After obtaining written permission from the principal following this briefing, the researcher secured institutional consent before approaching learners or their parents. Retaining this permission letter as part of the study's audit trail, the researcher ob documentation of all necessary approvals. Adhering to these multi-layered permission requirements, the study therefore complied fully with both institutional and national standards for educational research conduct.

3.10.2 Informed Consent

Defining informed consent as a written statement that informs participants about the research and allows them to decide whether to take part in the study, Arifin (2018) establishes the foundational document for ethical participant recruitment. Emphasising that participants should be adequately informed about the expectations of their participation, how data would be used, and any potential challenges they may encounter during the study, Fleming and Zegwaard (2018) outline the essential components of a robust consent process. Providing participants and their parents with detailed informed consent forms, the researcher explained the purpose, procedures, risks and benefits of the study in clear and accessible language. Ensuring that consent forms were written in both English and Sesotho, the researcher accommodated the linguistic preferences of all parents and guardians. Requesting signed consent from parents or legal guardians before any learner participation occurred, the researcher respected the authority of parents to make decisions on behalf of their minor children.

Obtaining additional assent from the learners themselves, the researcher recognised that children also possess the right to agree or decline participation. Having all participants sign informed consent forms before data collection began, the researcher documented voluntary agreement to take part in the study. Informing participants about their right to withdraw at any stage without negative consequences, the researcher emphasised that participation remained entirely voluntary throughout the research process. Reassuring learners that withdrawal would not affect their grades, relationships with teachers, or standing within the school, the researcher removed any perceived coercion. Storing all signed consent forms securely in a locked filing cabinet separate from data files, the researcher ensured that consent documentation remained confidential and accessible only to authorised personnel. Adhering to these informed consent procedures, the study therefore respected the autonomy and decision-making capacity of both learners and their parents.

3.10.3 Confidentiality and Anonymity

Defining confidentiality and anonymity as the process by which collected data are de-identified to ensure that participants' identities remain protected and cannot be traced back to them, Fleming and Zegwaard (2018) establish a core ethical obligation for researchers handling personal information. Ensuring that the information collected was not shared with anyone outside the research, the researcher restricted access to raw data and maintained strict protocols regarding data dissemination. Maintaining confidentiality through the use of pseudonyms for participants and the school, the researcher replaced all identifying information with artificial labels throughout transcripts, analyses and reports. Assigning Participant A to represent the first participant, Participant B to represent the second participant, and continuing this pattern consistently throughout the study, the researcher created a clear yet non-identifiable coding system.

Storing all data securely in a password-protected computer, the researcher limited electronic access to authorised personnel only. Backing up all files on an external drive accessible solely to the researcher, the researcher ensured data preservation whilst maintaining security standards. Ensuring that readers could not identify participants by the information provided, the researcher removed or altered any details that might inadvertently reveal individual identities. Emphasising that protecting participants' identities and securely storing data are essential ethical practices in educational research, Creswell (2014) reinforces the rationale for these procedures. Revealing neither the name of the school nor any identifying features of its location anywhere in the study, the researcher protected the institution from potential reputational harm or unwanted scrutiny.

Adhering to these confidentiality and anonymity protocols, the study therefore honoured participants' trust and safeguarded their privacy throughout the research process and beyond.

3.10.4 Academic Integrity

The researcher upheld academic integrity by ensuring honesty, fairness and respect throughout the study and by reporting findings accurately without fabrication or plagiarism. The Turnitin plagiarism checker was used to confirm that the work was free from plagiarism.

3.11 Summary

Detailing the methodological framework guiding the study, this chapter has systematically outlined every phase of the research process from philosophical foundations through to analytical procedures. Justifying the adoption of the research paradigm, research approach and research design that frame the study, the chapter has demonstrated the coherence and alignment underpinning each methodological decision. Outlining the population, sampling strategies, data collection tools and procedural steps, the chapter has provided a transparent account of how data were generated. Describing the techniques employed to ensure validity and reliability, the chapter has addressed the quantitative rigour of the study. Presenting the methods for qualitative data analysis, the chapter detailed the thematic analysis procedures applied to interview transcripts. Addressing considerations of ethics and trustworthiness, the chapter has established a rigorous methodological foundation for the subsequent phases of the enquiry. Ensuring that all ethical protocols-permission, informed consent, confidentiality and anonymity were systematically observed, the chapter has demonstrated the study's commitment to responsible research conduct. Turning to the next chapter, it focuses on the presentation of data.

CHAPTER FOUR

DATA PRESENTATION

4.0 Introduction

The previous chapter delved into a thorough discussion of the methodology employed in this study. Presenting the findings of the study in a systematic and structured manner, this chapter foregrounds the empirical data collected from both the quantitative and qualitative phases. Addressing the research objectives outlined in section 1.4.1.1 of Chapter one, the chapter organises its content around the primary aim of evaluating the process writing approach's effectiveness whilst exploring learners' perceptions. Delineating the demographic characteristics of the participants at the outset, the chapter establishes the contextual foundation upon which subsequent analysis is anchored. Providing a clear profile of the 45 Grade 9 learners who participated in the study, this demographic overview situates the findings within their specific educational setting.

Presenting the quantitative results derived from the pre-test and post-test thereafter, the chapter employs tables and charts to convey the data effectively. Displaying measures of central tendency and dispersion, the tables summarise learners' performance before and after the intervention. Illustrating the trajectory of individual and group scores, the charts provide a visual representation of improvement patterns across the cohort. Following this quantitative presentation, the chapter transitions to the qualitative phase, wherein learners' perceptions of the process writing approach are articulated through thematic representation. Encapsulating the key patterns that emerged from the interview data, this segment organises findings into coherent themes derived from the inductive analytical process. Aligning the findings with the research questions posed, the chapter ensures that each question receives direct and systematic attention. Ensuring clarity and accessibility throughout, the presentation prioritises transparency whilst reserving interpretation and discussion for the subsequent chapter. The findings of this study align with research questions posed:

1. What is the current level of competence of Grade 9 English Language learners in developing narrative composition writing skills?
2. What effect does the process writing approach have in enhancing Grade 9 English Language learners' narrative writing competence?

3. How do Grade 9 English Language learners perceive the use of process writing approach in narrative composition writing?

4.1 Demographic Profile of the Participants

Asserting that demographic information is important for ensuring ethical research practices and for understanding the participant group, Bartschi (2020) establishes the rationale for collecting and reporting such data in educational research. To maintain that providing detailed demographic profiles constitutes an ethical obligation, Creswell and Creswell (2018) argue that this practice assists researchers in considering diversity and inclusivity, thereby minimising biases and improving the robustness of conclusions. This section outlines the demographic information of the participants in this study by presenting key characteristics of the 45 Grade 9 English Language learners who constituted the sample.

Table 4.1

Age of Participants (n=45)

Learners' age	Frequency (f)	Percentage (%)
13	1	2.2
14	11	24.4
15	23	51.1
16	7	15.7
17	2	4.4
18	1	2.2
Total (n=)	45	100

In delineating the age composition of the sample, Table 4.1 indicates that the ages of participants ranged between 13 and 18. Participants aged 13 (n=1); 14 (n=11); 15 (n=23); 16 (n=7); 17 (n= 2); 18 (n=1). The majority of participants were 15 years old (51.1%), followed by those aged 14 (24.4%). Smaller proportions were observed among learners aged 16 (15.7%), while minimal representation was recorded for ages 13, 17 and 18 (each below 5%). From a distributional standpoint, the data suggests that the sample is largely concentrated within the typical age range for Grade 9 learners.

Table 4.2

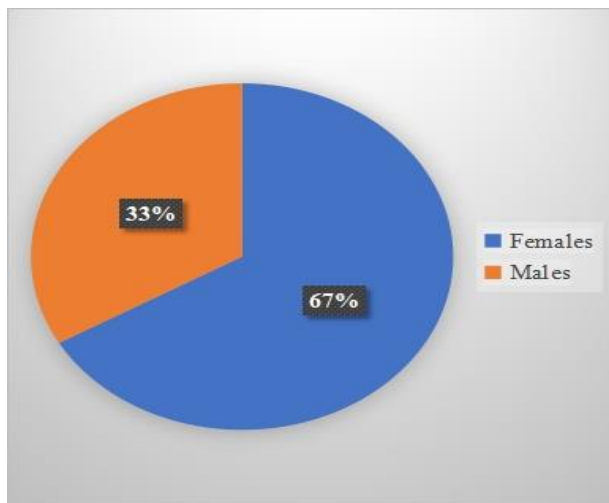
Gender Distribution of Participants

Gender	Frequency(f)	Percentage (%)
Female	30	67%
Male	15	33%
Total	45	100%

As reflected in Table 4.2, the sample comprised 30 female learners (67%) and 15 male learners (33%). Figure 4.1 below further illustrates the gender distribution of participants, providing a visual representation of the proportional composition of male and female learners in the study.

Figure 4. 1

Proportional Representation of Participants by Gender



Complementing the tabular presentation (table 4.2), figure 4.1 illustrates the gender distribution of the participants. The pie chart illustrates that approximately two-thirds of the sample are female, while male learners constituted about one-third. This graphical representation serves to enhance clarity and immediacy of interpretation, thereby reinforcing the demographic trends identified in the preceding table.

For qualitative design purposes, eight learners who participated in the semi structured interviews were identified purposively. The demographic details of those learners are summarised in Table 4.3 which follows.

Table 4.3*Demographic Information of Interview Participants (N=8)*

Participants	Age	Gender
A	15	Male
B	15	Female
C	15	Male
D	14	Female
E	15	Female
F	14	Female
G	14	Female
H	17	Female

Table 4.3 presents the demographic profile of selected Grade 9 English Language learners who participated in the study. A total of eight learners were included. Of these, four learners were aged 15 years, three learners were aged 14 years, and one learner was aged 17 years. In terms of gender, two participants were males, while six were females.

In summary, the demographic profile presented above depicts the composition of participants across the two phases of the study. The quantitative phase involved all 45 learners in the class, thereby ensuring comprehensive representation in the pre-test and post-test measures. From this group, a subset of eight learners was purposively selected to participate in semi-structured interviews in the qualitative phase. This structured integration of participants across phases enhances the coherence of research design and provides a well-defined contextual basis for interpreting the findings reported in the subsequent sections.

4.2 Presentation of Quantitative Data Results

In this section the results from the quantitative phase are presented in a systematic and structured manner. The data are organised and displayed using tables and figures to enhance clarity and ease of interpretation. Specifically, descriptive statistics such as frequencies, percentages, means and standard deviations are used to summarise the learners' performance. In addition, inferential statistics, particularly paired-samples t-tests, are presented.

4.2.1 Results of the Pre-test

This section presents the results of the pre-test administered to 45 Grade 9 English Language learners prior to the implementation of the process writing approach. The purpose of the pre-test was to determine the baseline knowledge of Grade 9 learners' narrative composition writing skills. The results are presented using tables, charts and descriptive statistics, including mean scores and performance ranges.

4.2.1.1 The Current Level of Grade 9 English Language Learners' Competence to Develop Narrative Composition Writing Skills

The first research question focused on identifying the current level of Grade 9 English Language learners' competence to develop narrative composition writing skills. To address research question one, the learners' pre-test scores were systematically organised in tabular form to illustrate the distribution of learners' performance across defined score ranges. Thereafter, SPSS version 26 was used to compute the mean score to assess the current level of narrative composition writing skills of Grade 9 English Language learners prior to the intervention. The application of statistical tools, such as SPSS software, in quantitative research helps ensure the validity of results by minimising human bias during calculations (Mark, 2020). Table 4.4 below shows the pre-test scores achieved by learners before the implementation of the process writing approach.

Table 4.4

The Mark Scores of Learners at the Pre-test Level

Scores %	Number of learners (N=45)
10-19	4
20-29	11
30-39	14
40-49	7
50-59	6
60-69	2
70-79	1
Total	45

Table 4.4 shows that of all learners, four got 10%-19%, 11 attained 20%-29%, 14 obtained 30%-39%, seven got 40%-45%, six procured 50%- 59%, two obtained 60%-69%, while one got 70%-

79%. The results are further illustrated in Figure 4.2, which presents the same score distribution visually.

Figure 4.2 Distribution of Pre-test Scores Among Grade 9 English Language Learners

Figure 4.2 displays the distribution of pre-test scores among Grade 9 ESL learners in the form of a bar chart. Based on the data in Table 4.2, the figure visually represents the spread and frequency of scores, enabling an immediate view of how learner performance is distributed before the implementation of the process writing approach.

Figure 4.2

Pre-test Score Distribution of Learners

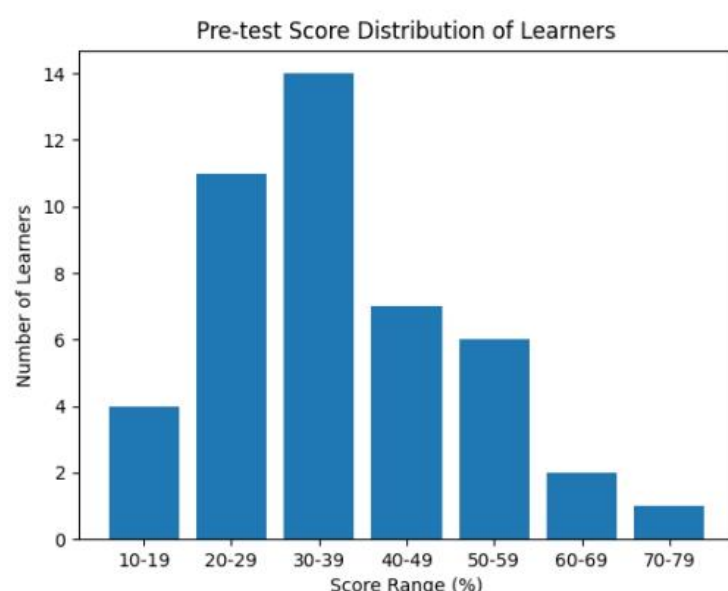


Figure 4.2 illustrates the distribution of pre-test scores among the Grade 9 English language learners. The bar chart visually displays how scores are spread across the range, showing a concentration of learners within the lower score bands and fewer learners appearing toward the higher end of the scale.

Following the presentation of the pre-test score distribution, it is essential to summarise the overall performance of the participants in a single representative statistic. Table 4.5 presents the pre-test mean score, which provides an overview of learners' average performance before the implementation of the instructional intervention.

Table 4.5

The Mean Score of Learners who Took a Pre-test

	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	45	35.51	14.51	2.16
Valid N (listwise)	45			

To provide a more consolidated measure of performance, Table 4.5 reports the mean score and standard deviation (SD) for a sample of 45 learners prior to the treatment. The mean score was $m=35.51$ coupled with a relatively large $SD=14.51$.

In summary, the pre-test findings present the initial performance of the 45 learners prior to the intervention of the process writing approach. The results detail the distribution scores across the specified intervals and include the calculated mean, as illustrated in the preceding tables and figures. This section establishes the baseline measurement of learners' narrative writing competence.

4.2.2 Post-test Results

This section presents the post-test results of the learners after the implementation of the process writing approach. The aim was to determine whether there was an improvement in learners' narrative writing competence following the intervention. The results are presented using tables and descriptive statistics, including mean scores and performance ranges.

4.2.2.1 The Effect of the Process Writing Approach on Grade 9 English Language Learners' Narrative Writing Competence

This section presents results related to the second research question, which sought to examine the effect of the process writing approach in enhancing Grade 9 English Language learners' narrative writing competence. To determine whether the intervention led to improvement, learners' pre-test and post-test scores were compared using both descriptive and inferential statistics. The analysis focuses on changes in mean scores as well as the statistical significance of these changes. Table 4.6 shows learner's post-test scores after the implementation of the process writing approach.

Table 4.6 presents the distribution of learners' scores in the post-test administered after the process writing approach. The table illustrates how the 45 participants performed across the different score ranges, providing a clear picture of their achievement following the intervention.

Table 4.6

The mark scores of learners at the post-test level

Scores %	Number of learners (N=45)
10-19	1
20-29	5
30-39	8
40-49	14
50-59	10
60-69	4
70-79	1
80-89	2
Total	45

As indicated in Table 4.6, one learner obtained marks between 10%-19%, while five learners scored between 20%-29%. A total of eight learners achieved scores within the 30%-39% range. The highest number of learners, 14, obtained marks between 40%-49%. In addition, 10 learners scored between 50%-59. In the higher score ranges, four learners achieved scores between 60%-69%, while one learner scored between 70%-79%. Notably, two learners attained marks between 80%-89%. A bar chart was then used to present a comparison of learners' score distributions in the pre-test and post-test across the same scores' intervals.

Figure 4.3 presents the distribution of learners' scores across the specified intervals for both the pre-test and post-test. For each score category, paired bars are used to display corresponding frequencies for the two assessments, providing a clear and structured representation of how learners are distributed across the score ranges. This format enables direct comparison of the distributions across all intervals.

Figure 4.3:

Comparison of Pre-test and Post-test Scores of Grade 9 Learners

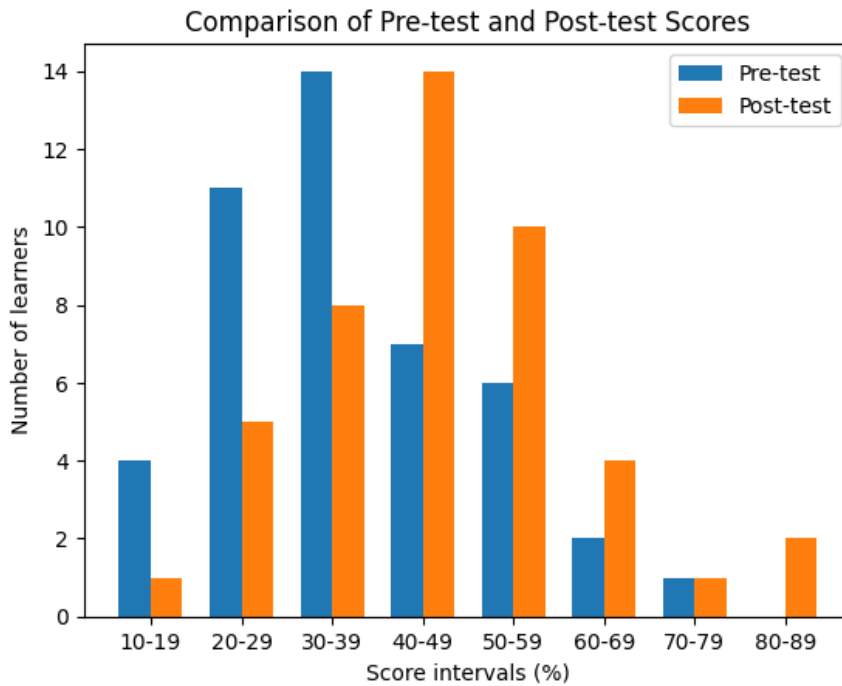


Figure 4.3 presents a numerical comparison of English language learners' performance across score intervals in the pre-test and post-test. In the lowest interval (10%-19%), the number of learners decreased from four in the pre-test to one in the post-test. A similar decline is observed in the 20%-29% range, where frequencies dropped from 11 to five learners. In the 30%-39% interval, the number also reduced from 14 learners to eight learners. In contrast, the middle score ranges show notable increases. The 40%-49% category rose from seven learners in the pre-test to 14 in the post-test, while the 50%-59% interval increased from six to 10 learners. The 60%-69% category similarly improved from two to four learners. The 70%-79% interval remained constant at one learner in both tests. Importantly, the highest score band (80%-89%) had no learners in the pre-test but recorded two learners in the post-test.

To examine the difference between learners' performance before and after the intervention, a comparison of pre-test and post-test mean scores was conducted. The results are presented in Table 4.7.

Table 4.7*Paired Samples Descriptive Statistics*

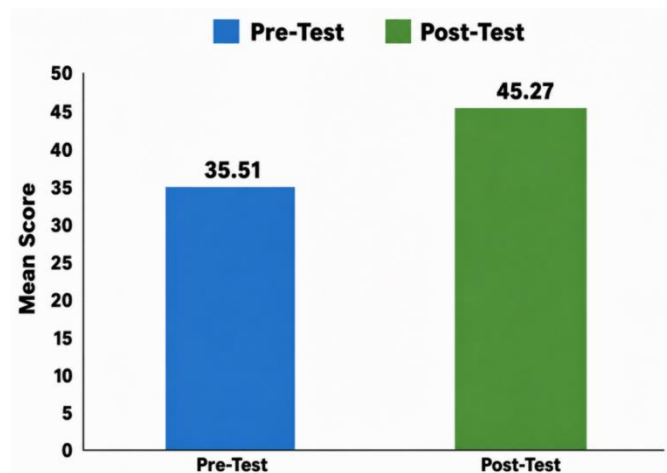
	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test	35.51	45	14.51	2.16
Post-test	45.27	45	15.26	2.27

Note: M= mean SD=standard deviation N= number of participants

Presenting the results of paired samples statistics in Table 4.7, this section reports the mean scores and standard deviations that reflect learners' performance before and after the implementation of the process writing approach. Displaying the pretest mean score as 35.51, Table 4.7 indicates learners' baseline narrative writing performance prior to any intervention. Showing the post-test mean score as 45.27, the same table reveals a noticeable improvement following the implementation of the six-week process writing intervention. Comparing the pretest and post-test means, a difference of 9.76 points emerges, suggesting a positive shift in learners' narrative composition skills. Again, reporting the standard deviation for the pre-test as 14.51, Table 4.7 indicates the degree of score dispersion around the pretest mean. Meanwhile, the post-test standard deviation of 15.25 demonstrates slightly greater variability in learners' scores following the intervention. Providing a clear comparison of overall performance in Figure 4.4, the researcher presents the mean scores for both the pre-test and post-test in visual format. Displaying the pretest mean of 35.51 alongside the post-test mean of 45.27, Figure 4.4 illustrates the upward trajectory of learners' narrative writing competence. Facilitating rapid comprehension of the performance shift, this visual representation complements the tabular data presented in Table 4.7. Interpreting these descriptive statistics, the findings suggest that the process writing approach may have contributed to improved narrative composition skills among Grade 9 learners. Establishing this descriptive foundation enables subsequent inferential statistical analysis to determine whether the observed difference is statistically significant.

Figure 4.4

Mean Score Comparison



Presenting the comparison between the mean scores obtained in the pre-test and post-test, Figure 4.4 offers a clear visual representation of the performance shift across the two testing occasions. Illustrating the trajectory of learners' narrative writing competence, the figure demonstrates an increase from a pretest mean of 35.51 to a post-test mean of 45.27. Showing a positive directional shift in scores, this visual evidence suggests an improvement following the implementation of the process writing approach. Facilitating rapid interpretation of the descriptive findings, Figure 4.4 complements the tabular data presented in Table 4.7.

Determining whether the observed difference between pre-test and post-test scores was statistically significant required the application of inferential statistical procedures. Conducting a paired sample t-test, the researcher compared the mean scores from the two related groups the same learners measured before and after the intervention. Choosing this statistical test was appropriate given the repeated-measures design of the study and the continuous nature of the score data. Presenting the results of this analysis in Table 4.8, the researcher reports the t-statistic, degrees of freedom, and the exact p-value. Including the mean difference and the 95% confidence interval for that difference, Table 4.8 provides a comprehensive statistical summary. Adopting a conventional alpha threshold of 0.05, the study considers p-values less than or equal to this level as evidence of statistical significance. The researcher indicates the magnitude of the observed difference beyond mere statistical significance by reporting the effect size alongside the p-value. Establishing whether the improvement in narrative writing scores can be attributed to the process writing

intervention with reasonable confidence, this inferential analysis addresses the first research objective directly.

Table 4.8

Paired Samples T-Test Results

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test – post-test	-9.76	5.42	.81	-11.38	-8.13	-12.08	44	.000

Determining whether the observed improvement was statistically significant required the conduct of a paired samples t-test, the results of which are presented in Table 4.8. Revealing a significance value of $p = .000$, the results demonstrate that this value falls well below the conventional threshold of 0.05. Indicating a statistically significant difference between pre-test and post-test scores, this finding suggests that the observed improvement is unlikely to have occurred by chance alone. Reporting a t-value of 12.08 with 44 degrees of freedom, Table 4.8 provides the complete statistical output necessary for evaluating the intervention's effectiveness. Calculating the mean difference between the two testing occasions alongside the 95% confidence interval, the table offers a comprehensive picture of the statistical findings. Having presented the quantitative results, the researcher now transitions to the qualitative findings, which provide deeper insight into learners' perceptions of the process writing approach. Complementing the statistical evidence with rich qualitative data, the subsequent section explores how learners experienced the intervention and which aspects they found most supportive.

Concluding the quantitative strand, the post-test findings outline the performance of the same group of 45 learners following the six-week intervention. In presenting the spread of scores across

defined intervals, the data indicate the distribution of learner performance on the post-test measure. Computing the mean post-test score as 45.27, the analysis provides a summary measure of central tendency for the group. The displayed findings in the accompanying tables and graphical representations illustrates that the chapter ensures transparency and accessibility of the quantitative results. Providing a visual comparison with the pre-test results, Figure 4.4 shows the upward trajectory in narrative writing competence. Establishing a clear empirical foundation, these quantitative findings address the first research objective and set the stage for the qualitative exploration that follows.

4.3 Qualitative Phase: Findings of the Semi-Structured Interviews

Presenting qualitative data obtained from semi-structured interviews conducted with eight purposively selected participants, this section illuminates the subjective experiences underlying the quantitative improvements documented above. The primary purpose of this qualitative strand was to explore learners' experiences of the process writing approach to improve their narrative writing skills. Employing a semi-structured interviewing technique, the researcher engaged each participant in a flexible yet focused conversation lasting approximately 20 to 30 minutes. Detailing the outcomes of this investigation in the subsequent paragraphs, the chapter organises findings around emergent themes derived from systematic analysis.

Following Braun and Clarke's (2022) inductive thematic analysis, the interviews revealed six themes about learners' perceptions of the use of the process writing approach in narrative composition writing. Grouping these perceptions into themes through inductive thematic analysis, the researcher allowed patterns to emerge organically from the data rather than imposing preconceived categories. Deriving the themes presented in this section directly from the interview questions and participants' responses, the analysis remains grounded in the authentic voices of the learners. Ensuring that each theme captures a distinct aspect of the learner experience, the thematic structure provides a coherent framework for presenting the qualitative findings. Reporting these themes in the sections that follow, the researcher supports each theme with verbatim quotations from participants. Using pseudonyms (Participant A through Participant H) to protect learner identities, the quotations preserve the original meanings and linguistic flavours of the responses. Providing this rich qualitative evidence alongside the quantitative results enables a more comprehensive understanding of the intervention's impact. Addressing the third research objective

directly, these findings illuminate how and why learners perceived the process writing approach as beneficial to their narrative composition development.

4.3.1 Learners' Perceptions on the Use of Process Writing Approach in Narrative Composition Writing

This section presents learners' perceptions of the use of the process writing approach in narrative composition writing. It focuses on learners' experiences of engaging in different stages of writing, including planning, drafting, revising and editing. The section also captures learners' views on the support they received from the teacher and their peers, as well as strategies they developed throughout the writing process. The figure 4.5 below represents the themes derived from learners' responses on the process writing approach.

Figure 4.5

Thematic Presentation of Learners' Perceptions



Figure 4.5 presents a thematic representation of learners' perceptions regarding the process writing approach. The diagram encapsulates the themes that emerged from the interview data, offering a structured overview of learners' experiences. By visually mapping these themes, the figure facilitates a clearer understanding of how different aspects of the process writing approach were perceived, thereby laying the groundwork for the detailed thematic exposition that follows.

4.3.1.1 Structured Writing

The first question aimed to uncover perceived benefits of the writing through the stages of the process writing approach. As a result, it was revealed that the majority of the learners within the sample displayed a positive perception towards the process writing approach in narrative composition writing skills. The subsequent extracts highlight some of their responses.

Participant A stated:

“Writing in stages helped me to plan my story before I started writing. The planning stage helped me because I was unable to put all my ideas down.”

Similarly, Participant B explained:

“I was able to correct my mistakes when I revised my work.”

Participant C noted:

“...It helped me to organise my ideas step by step.”

These responses suggest that engaging in structured writing processes enable learners to improve both the organisation and clarity of their narrative compositions.

4.3.1.2 Teacher Guidance

Participants reported that the teacher played an important role in guiding them during the writing process by providing explanations, instructions and feedback. Presented below are the excerpts from their responses:

Participant A reported:

“Madam, you guided us thoroughly, we now understand how to write narrative composition properly, and we now know how to check mistakes.”

Participant D indicated:

“The teacher showed me my mistakes and guided me on how to start my composition.”

In the same vein, Participant E remarked:

“When I did not understand, the teacher explained and guided me.”

Participant F also asserted:

“The teacher supported me by giving me guiding questions in each stage of the process writing approach.”

These responses demonstrate that the teacher’s support played a significant role in enhancing learners’ understanding and performance in narrative writing.

4.3.1.3 Scaffolding

Participants described situations where they initially struggled to complete writing tasks independently but succeeded after receiving assistance. This was substantiated by the following responses:

Participant D highlighted:

“The help I got from my teacher helped me understand what to do.”

Participant F explained:

“I could not write alone, but after the teacher helped me, I managed to do it.”

Participant G added:

“With help, I understood what to do and finished my work.”

These responses highlight that, learners initially struggled with independent writing but improved significantly after receiving guidance. Scaffolding enabled them to complete writing tasks more confidently and effectively.

4.3.1.4 Peer Collaboration

Moreover, participants were requested to recount their experiences on how working with their classmates has influenced their narrative composition writing. Participants indicated that working with classmates influenced their writing positively through sharing ideas and helping each other. Some of the responses provided were as follows:

Participant A stated:

“Working with others helped me understand how to write better.”

Participant B explained:

“Different minds bring different skills on the table so my classmates gave me new ideas that improved my story. I found that I can use dialogue in my composition.”

Participant C added:

“My classmates advised me to write my events in order.”

Participant H said:

“My classmates helped me with my spelling, tense and how to write plot logically.”

These responses suggest that peer collaboration enhanced both idea generation and error correction, contributing to improved narrative writing.

4.3.1.5 Acquisition of Writing Strategies

Participants were asked to describe the strategies they have acquired while engaging in the different stages of the writing process. Their responses reflected the use of various techniques related to planning, organising ideas, revising and editing their work.

Participant B asserted:

“I first wrote down my ideas before writing the full story.”

Participant C indicated:

“I arranged my ideas in order before writing my composition.”

Participant D reported:

“Now I revise and edit my work after writing.”

Participant E stated:

“Madam, I have learnt to check my spelling and grammar before finishing.”

These responses demonstrate that learners developed practical strategies that improved their approach to writing tasks.

4.3.1.6 Suggested Improvements to the Process Writing Approach

Participants suggested several ways in which the process writing approach could be improved to better support their writing development.

Participant B suggested:

“When we were writing, we had limited time so we need more time to complete all the stages of writing.”

Participant C proposed:

“The teacher should give more examples before we start writing.”

Participant H further recommended:

“Group work should be used more so that we can help each other.”

In conclusion, Participant E indicated:

“More feedback from the teacher can help us improve.”

These responses highlight the need for additional support and improvements to maximise the effectiveness of the process writing approach.

In closing, the qualitative data are drawn from semi-structured interviews conducted with eight selected learners. The information is organised into themes, as outlined above, reflecting participants’ responses and reported experiences of the process writing approach.

4.4 Summary

Detailing the results and findings from both quantitative and qualitative data, this chapter has offered a comprehensive understanding of the research through the integration of complementary evidence strands. Addressing the three research questions of this study systematically, the presentation of data has provided empirical answers grounded in authentic learner performance and perceptions. Confirming that the process writing approach had a positive impact on the narrative writing skills of Grade 9 English language learners, the findings demonstrate improvement across both statistical and thematic dimensions. Reporting a statistically significant increase from a pretest mean of 35.51 to a post-test mean of 45.27 ($p = .000$), the quantitative strand established measurable gains in narrative composition competence. Revealing six emergent themes from the qualitative interviews, including enhanced planning, improved confidence, the value of peer collaboration and the benefits of iterative revision, the findings illuminated learners’ positive perceptions of the intervention. Supporting the quantitative evidence with rich qualitative insights, the chapter has provided a holistic account of the process writing approach’s

effectiveness. Moving beyond mere data reporting, the chapter has organised findings in a logical sequence that progresses from demographic context through descriptive statistics, inferential analysis and thematic presentation. Having established the empirical foundation, the next chapter discusses the results and findings in relation to the existing literature.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Introduction

Having presented the findings of this study in the preceding chapter, the current chapter focuses on the critical interpretation and discussion of those empirical results. Anchoring the discussions on the theoretical and the empirical literature reviewed in Chapter two, this chapter situates the findings within the broader scholarly discourse on process writing pedagogy. Employing Sociocultural Theory (SCT) as the theoretical lens of this study, the discussion draws on Vygotsky's concepts of the Zone of Proximal Development (ZPD) and scaffolding to interpret learners' improved performance and positive perceptions. Structuring the discussion systematically around the three research questions, the chapter addresses each question in turn, thereby ensuring that all empirical findings receive appropriate attention. Synthesising the quantitative and qualitative findings, the discussion integrates statistical evidence from the pre-test and post-test analysis with thematic insights derived from the semi-structured interviews. Demonstrating how the process writing approach contributed to improved narrative writing competence, the interpretation explores both the measurable outcomes and the learners' subjective experiences of the intervention. Comparing the current findings with those reported in previous studies, the discussion identifies areas of convergence, divergence and unique contribution.

5.1 The Current Level of Grade 9 English Language Learners' Competence to Develop Narrative Composition Writing Skills

Addressing the first research question, this section discusses the findings that sought to determine the current level of Grade 9 English Language learners' competence in narrative composition writing prior to the implementation of the process writing approach. Recognising narrative writing as a task requiring learners to construct meaningful and logically sequenced events whilst maintaining clarity and creativity throughout the composition, the study established a clear benchmark against which to assess baseline performance. Revealing that learners' performance was generally low, the findings reflected a pre-test mean score of 35.51 with a standard deviation of 14.51, thereby indicating substantial variations in learners' writing abilities before the intervention. Concentrating a large proportion of learners within the lower score intervals particularly between 20% and 39% the scores revealed that the majority experienced considerable

difficulties in developing effective narrative compositions. Demonstrating that learners struggled with several essential components of narrative composition writing including plot development, organisation of ideas, coherence, paragraphing, vocabulary usage and grammatical accuracy the low performance implies that many learners were unable to integrate these elements successfully. Extending beyond language accuracy, the findings also showed that learners' difficulties included broader cognitive and organisational challenges associated with narrative construction.

Comparing these findings with those of the study carried out by Falihah et al. (2022), the current results align with observations that learners commonly experience difficulties in narrative writing due to grammatical errors, limited vocabulary and inadequate idea development. Identifying recurring problems related to tense usage, spelling, subject-verb agreement and word choice in learners' narrative compositions, Kangangi et al. (2024) reported patterns that were similarly evident in the current study's pre-test data. Noting that narrative compositions become fragmented and difficult to follow when learners fail to organise events coherently, Hyland (2019) provides a conceptual framework that resonates with the observed weaknesses in learners' pre-test scripts. Understanding the observed difficulties in structuring narrative compositions, Derewianka and Jones (2016) note that without explicit knowledge of genre structure, learners often produce texts that lack coherence and logical progression. Applying this perspective to the current study, learners appeared to have limited understanding of how narrative compositions should be organised in terms of orientation, complication, climax and resolution. Leaving learners to rely on intuition which is often insufficient for producing coherent writing the absence of explicit genre instruction compounds the challenges they face.

Focusing on the Lesotho context, the results resonate with Moea (2024), who reports that learners often exhibit weak narrative composition writing proficiency due to teachers' lack of content knowledge for teaching narrative compositions. Attributing learners' poor writing performance to limited vocabulary and inadequate exposure to meaningful writing practice, Majara (2018) reinforces the contextual relevance of the current findings. Highlighting that learners frequently struggle with idea generation and elaboration, resulting in underdeveloped compositions, Tlali (2018) further corroborates the persistent nature of these writing difficulties. Reinforcing concerns raised in the LGCSE Examiners' Reports (ECOL, 2022; 2023; 2024), the present findings align with repeated observations regarding learners' inability to develop coherent plots and sustain logical flow in narrative writing. Suggesting that learners may not have been adequately exposed to effective writing pedagogy before the intervention, the low level of performance indicates a

pedagogical gap wherein writing is assessed but not effectively taught. Arguing that product-oriented approaches often fail to develop writing competence because they neglect the processes through which writing skills are acquired, Mustofa and Syafi'I (2019) provide a compelling explanation for the observed baseline deficiencies.

Explaining the low baseline performance from a Sociocultural Theory perspective, the findings suggest that learners had previously received limited scaffolding during writing instruction. Maintaining that learners develop cognitive competence more effectively through guided interaction and social mediation, Vygotsky (1978) offers a theoretical lens through which to interpret the observed deficiencies. Receiving minimal support during idea generation, drafting and revision stages within product-oriented instruction, learners may struggle to internalise effective writing strategies independently. Reinforcing the necessity of scaffolded and learner-centred instructional approaches such as the process writing approach, the pre-test findings therefore justify the intervention that followed. Demonstrating that Grade 9 English Language learners possessed limited competence in narrative composition writing before the intervention, the low level of performance observed in the pre-test highlights the urgent need for pedagogical approaches capable of supporting learners in developing organisation, coherence, creativity, and language accuracy. Providing a strong justification for implementing the process writing approach as an intervention aimed at enhancing learners' narrative composition writing skills, these findings establish the empirical foundation for the subsequent phases of the study.

5.2 The Effect of the Process Writing Approach on Grade 9 English Language Learners' Narrative Writing Competence

The second research question sought to examine the effect of the process writing approach on Grade 9 English Language learners' narrative writing competence. The findings revealed an improvement in learners' narrative competence following the implementation of the process writing approach. This improvement is reflected in the increase in mean scores from 35.51 in the pre-test to 45.27 in the post-test, with a mean gain of 9.76 points. In addition, the pre-test standard deviation of 14.51 and the post-test standard deviation of 15.26 indicate that variations in learners' writing performance were evident both before and after the intervention. The slight increase in the post-test standard deviation suggests that learners improved at different rates after the implementation of the process writing approach. Nevertheless, the improvement in learners' mean

scores shows that the intervention contributed positively to the development of learners' narrative writing competence.

The findings further revealed that the number of learners within the lower score categories decreased considerably in the post-test, while a larger proportion of learners moved into the middle and higher score ranges. For instance, the number of learners scoring between 10%-19% decreased from four to one, while learners within 40%-49% range increased from seven to 14. Significantly, the post-test results also showed the emergence of learners within the highest score category of 80%-89%, whereas no learner had attained this category during pre-test phase. This shift in score distribution demonstrates measurable improvement in learners' narrative competence after exposure to the process writing approach. The results demonstrate clear evidence that the intervention had a positive and statistically significant improvement in learners' narrative writing performance following the implementation of the process writing approach.

Additionally, the paired samples t-test revealed a statistically significant difference between the pre-test and post-test scores at $p=.000$. Since the significance value was below the conventional threshold of 0.05, the findings indicate that the improvement observed in learners' performance was not due to chance but was associated with the instructional intervention. This therefore suggests that the process writing approach contributed significantly to the enhancement of learners' narrative composition writing skills.

This improvement can be attributed to the structured and recursive nature of the process writing approach. Learners were guided through stages of pre-writing, drafting, revising, editing and publishing, which helped them to organise their ideas systematically and refine their writing progressively. Rather than producing a composition in one attempt, learners were given opportunities to think, plan, write, receive feedback, and improve their work. This aligns with Hyland (2019), who explains that writing development becomes more effective when learners are guided through stages of planning and revision because such stages enhance coherence and logical organisation of ideas.

The findings also suggest that the process writing approach supported learners in developing a clearer understanding of narrative composition structure. Before the intervention, many learners appeared unsure about how to sequence events or develop coherent plot. After the intervention, their compositions showed better organisation, clearer transitions and more meaningful development of ideas. This indicates that the approach helped learners to move beyond isolated

sentences and begin shaping complete narratives with a beginning, middle and end. This result resonates with Dokchandra (2018), who argues that the process writing approach enhances learners' writing competence by transforming writing into a recursive and reflective activity. Similarly, Wang (2025) contends that the process writing approach enables learners to connect creativity with structure, thereby improving both linguistic and organisational competence.

Another important finding is that learners improved in language use and accuracy, although some weaknesses remained. Through revision and editing, learners had a chance to identify and correct errors in grammar, spelling, punctuation and sentence structure. This repeated engagement with their work seems to have strengthened their awareness of language form. Similarly, Pangestu et al. (2022) argue that the revision and editing stages help learners improve language accuracy and overall writing quality through reflection and correction. In this study, therefore, the process writing approach not only improved content development but also supported language refinement.

From a theoretical standpoint, the improvement in learners' performance can be convincingly interpreted through the lens of Sociocultural Theory. Vygotsky (1978) argues that learning is fundamentally a socially mediated process that occurs through interaction, scaffolding, and guided participation within the ZPD. The process writing approach, as implemented in this study, created conditions that were consistent with these principles, particularly through teacher guidance and peer collaboration. This interpretation coincides with Lantolf and Thorne (2006), who emphasise that cognitive development is facilitated when learners engage in collaborative activities that allow them to extend their current level of competence. The gains observed in the post-test therefore provide empirical support for the claim that scaffolded interaction plays a critical role in enhancing writing development.

More compellingly, the findings agree with previous empirical studies conducted in different educational contexts that found the process writing approach to be effective in improving learners' writing performance. For instance, Sarmiento and Cruz (2021) found that the process writing approach improved learners' narrative writing competence by enhancing idea development and organisation. Similarly, Wasike (2024) reports that learners taught through the process writing approach outperformed those exposed to conventional writing instruction. Likewise, Anigbogu et al. (2025) established that process writing instruction significantly improved learners' writing in ESL classrooms. The consistency between the current findings and previous scholarship strengthens the argument that the process writing approach constitutes an effective pedagogical strategy for improving learners' writing competence.

Overall, the findings demonstrate that the process writing approach contributed significantly to the improvement of Grade 9 English Language Learners' narrative writing competence. The approach enhanced learners' organisation of ideas, coherence, creativity, language use and engagement during writing activities. The findings highlighted the importance of scaffolded, collaborative and learner-centred writing instruction in English language learning classrooms and affirm the pedagogical potential of the process writing approach in improving narrative writing competence among secondary school learners in Lesotho.

5.3 Learners' Perceptions on the Use of Process Writing Approach in Narrative Composition Writing

Addressing the third research question, this section explores learners' perceptions regarding the use of the process writing approach in narrative composition writing. Generating data through semi-structured interviews, as presented in section 4.2.3 of Chapter four, the researcher prioritised qualitative methods to capture the richness and depth of learners' subjective experiences. Preferring this approach because the researcher was interested in soliciting in-depth accounts of learners' experiences of the process writing approach, the semi-structured interview format allowed for flexibility whilst maintaining focus on the research objectives. Revealing that learners generally perceived the approach positively, the findings indicated that participants regarded it as helpful in improving their writing skills. Demonstrating increased confidence, improved understanding of the writing process, and greater engagement during writing activities, learners' responses provided compelling evidence of the approach's affective benefits. Presenting several interconnected themes from the thematic analysis, the findings included structured writing, teacher guidance, scaffolding, peer collaboration and acquisition of writing strategies as key dimensions of learners' positive perceptions.

Interpreting these findings through the lens of Sociocultural Theory (Vygotsky, 1978), the positive perceptions expressed by learners can be understood as evidence of successful mediation and social interaction within the ZPD. Aligning with the concept of scaffolding as articulated by Wood et al. (1976), the structured support provided by the teacher during the pre-writing, drafting, and revising stages enabled learners to perform at levels beyond their unassisted capabilities. Recognising the gradual withdrawal of this support as learners gained competence, participants expressed appreciation for the teacher's guidance without developing dependency. Resonating with the findings of Hlatshwayo (2024), who reported that learners valued the collaborative and reflective

aspects of the process writing approach, the current study's participants similarly highlighted the importance of peer collaboration during writing tasks. Reporting that learners perceived peer feedback as valuable for improving their drafts, the findings align with research conducted by Samosa et al. (2021), who documented positive learner responses to collaborative writing activities. Supporting the conclusion that the process writing approach enhances not only technical writing competence but also learner motivation and confidence, the qualitative findings complement the quantitative results presented earlier in this chapter.

5.3.1 Structured Writing

Drawing on the learners' responses, it was evident that they benefited from writing through stages such as planning, drafting, revising and editing. Participants indicated that the approach helped them to organise ideas logically before writing full compositions. For instance, Participant A explained that *"Writing in stages helped me to plan my story before I started writing"*. Similarly, Participant C reported that *"It helped me to organise my ideas step by step."* These findings align with the ideas of Hyland (2019), who argues that writing becomes more effective when learners are guided through recursive processes rather than being expected to produce a complete text in a single attempt. Similarly, Dokchandra (2018) maintains that the process writing approach enhances organisation and coherence by breaking writing into manageable stages. Therefore, the findings suggest that learners developed a clearer understanding of how narratives should be structured and no longer approached writing as a single activity, but as a gradual and recursive process.

5.3.2 Teacher Guidance and Scaffolding

The findings presented in Chapter four revealed that teacher guidance played a significant role in enhancing learners' narrative writing competence. They consistently reported that the teacher's explanations, feedback and support enabled them to understand how to write narrative compositions more effectively. For instance, Participant A reported that *"Madam, you guided us thoroughly, we now understand how to write narrative composition properly, and we now know how to check mistakes."* Participant F asserted that *"The teacher supported me by giving me guiding questions in each stage of the process writing approach."* This highlights the centrality of the teacher as a facilitator within the process writing approach. This finding strongly resonates with the concept of scaffolding, which refers to the temporary support provided to learners to accomplish tasks beyond their independent ability (Wood et al., 1976). Within the framework of

SCT, support enables learners to operate within their ZPD, thereby promoting learning and development (Vygotsky, 1978).

In this study, teacher guidance appears to have bridged the gap between learners' initial difficulties and their eventual improvement. Therefore, the findings underscore that the success of the process writing approach is not inherent in the stages themselves, but in how effectively those stages are mediated through teacher support. The findings corroborate Khan et al. (2024), who argue that guided instruction is essential for effective implementation of the process writing approach. Similarly, Mustofa and Syafi'I (2019) assert that teachers play a crucial role in modelling writing processes and providing feedback that enhances learners' writing competence.

5.3.3 Peer Collaboration

The findings in qualitative data further demonstrated that peer collaboration significantly contributed to learners' writing development. Learners have highlighted the benefits of working collaboratively, noting that peer interaction enhanced idea generation, error correction and improvement of the overall quality of their narratives. The importance of collaborative learning is evident in Participant B's observation that *"Different minds bring different skills on the table so my classmates gave me new ideas that improved my story."* This finding suggests that learners benefited not only from teacher guidance but also from meaningful interaction with peers during the writing process. Through collaboration, learners were exposed to diverse perspectives and alternative ways of organising and developing their narrative compositions.

The finding is consistent with SCT, which posits that learning is fundamentally a process mediated through interaction (Lantolf & Thorne, 2006). Peer collaboration provides opportunities for co-construction of knowledge, where learners share ideas and negotiate meaning (Hlatshwayo, 2024; Wasike, 2024). Within the context of this study, peer collaboration appears to have enhanced both cognitive and linguistic development. Learners benefited from diverse perspectives, which enriched their narrative and improved aspects such as plot development, sequencing and language accuracy. Thus, collaboration functioned as an important pedagogical tool in strengthening narrative writing skills.

5.3.4 Acquisition of Writing Strategies

The findings also revealed that learners developed practical writing strategies through the process writing approach. Participants reported that they learned to brainstorm ideas, revise drafts, edit

grammatical errors and check spelling before submitting final compositions. For example, Participant D indicated that *“Now I revise and edit my work after writing”* while participant E stated that *“I have learned to check my spelling and grammar before finishing.”* These findings are in line with perspectives of Zhang (2024), who notes that the process writing approach promotes positive writing habits through repeated drafting and revision. Likewise, Savalingam and Kaur (2017) maintain that the process writing approach encourages learners to focus on continuous improvement rather than producing a perfect first draft. The findings are also supported by Alodwan and Ibian (2014), who established that the process writing approach enhances learner autonomy by encouraging experimentation and self-correction. As a result, the findings demonstrate that learners became more conscious of the writing process and developed greater responsibility for improving their own work.

Importantly, the acquisition of these strategies signifies a shift from passive to active learning. Learners moved from relying solely on the teacher to taking responsibility for their own writing. This development of autonomy is a key objective in language education, particularly in English language learning contexts. From a theoretical perspective, this aligns with SCT’s emphasis on internalisation. Through repeated engagement with scaffolded tasks, learners gradually internalise writing strategies, enabling them to perform independently. Consequently, the process writing approach not only enhances immediate performance but also contributes to long-term writing competence.

5.3.5 Areas for Improvement

Despite the overwhelmingly positive perceptions, learners identified several challenges associated with the implementation of the process writing approach. These include limited time to complete all stages, a need for more examples, and increased teacher feedback and greater use of feedback. For instance, Participant B suggested that *“When we were writing, we had limited time so we need more time to complete all the stages of writing.”* Again, Participant C proposed that *“The teacher should give more examples before we start writing.”* In alignment, Ngubane (2021) explains that teachers often experience difficulties in implementing the process writing approach because of limited instructional time and overcrowded classrooms. This challenge was reflected in learners’ concerns regarding insufficient time to complete all writing stages effectively.

Further, Masowa and Thetso (2025) argue that inadequate teacher support and classroom constraints can undermine the successful implementation of the process writing approach. Be that as it may, traditional product-oriented approaches that focus mainly on the final written product,

the present findings demonstrate that learners valued opportunities for drafting, revising, feedback and collaboration because such processes contributed meaningfully to writing development. In the context of Lesotho, these findings imply that successful implementation of the process writing approach may require sufficient instructional time, continuous teacher support and classroom practices that prioritise learner participation throughout the writing process.

Overall, the findings discussed in this section demonstrate that learners perceived the process writing approach as beneficial in enhancing narrative composition writing skills. The findings presented in Chapter four revealed that learners improved in planning, organisation of ideas, revision, language accuracy, confidence and collaboration. The findings further revealed that the teacher scaffolding and peer collaboration played a central role in supporting learners throughout the writing process. Although some implementation challenges were identified, the overall evidence suggests that learners responded positively to the process writing approach. Therefore, the study establishes that the process writing approach constitutes an effective learner-centred strategy for improving narrative composition writing skills among Grade 9 English Language learners in Lesotho.

5.4 Synthesis of Quantitative and Qualitative Findings

Considering the quantitative and qualitative findings holistically, this synthesis demonstrates a coherent and comprehensive understanding regarding the effectiveness of the process writing approach in enhancing Grade 9 English Language learners' narrative composition writing skills. Integrating both quantitative and qualitative data reveals not only that learners' narrative writing competence improved statistically but also explains how and why such improvement occurred within the authentic classroom context. Strengthening the credibility of the study through this convergence of evidence, the synthesis provides a deeper interpretation of the intervention outcomes beyond what either strand could achieve alone.

Quantitatively, the findings revealed a statistically significant improvement between the pre-test and post-test scores following the implementation of the process writing approach. Showing measurable progress after exposure to recursive writing stages including planning, drafting, revising and editing learners who initially demonstrated weak performance in areas such as plot development, coherence, paragraph organisation, vocabulary usage and grammatical accuracy achieved notable gains. Suggesting that the process writing approach positively influenced learners' narrative composition writing competence, the improvement in learners' mean scores provides

robust empirical support for the intervention. Corroborating the findings of Bayat (2014), Anigbogu et al. (2025) and Ninh (2024), the current study aligns with previous research that similarly established the process writing approach as significantly effective in improving learners' writing performance across diverse educational contexts.

Complementing and enriching these statistical results, the qualitative findings illuminated the specific classroom experiences that contributed to learners' improvement. Reporting consistently that brainstorming activities, peer collaboration, teacher feedback and revision opportunities enabled them to generate ideas more effectively, organise their narratives coherently, and correct language errors; learners articulated clear mechanisms for their progress. Developing gradually through collaborative interaction and scaffolded support, learners gained confidence and became more conscious of the writing process itself rather than focusing exclusively on the final product. Aligning with the Sociocultural Theory concept of the ZPD (Vygotsky, 1978), this finding explains that learners develop higher cognitive abilities through guided interaction and social support; a process that was evidenced in participants' interview responses.

Enhancing the overall validity of the study through this convergence, the statistical evidence confirmed that improvement occurred, whilst the qualitative findings explained the mechanisms through which learners experienced and interpreted that improvement. Advocating the use of multiple forms of evidence to develop a more complete understanding of educational phenomena, the pragmatism paradigm underpinning the study (Creswell & Creswell, 2018) provides philosophical justification for this integrated approach. Demonstrating collectively that the process writing approach is not only statistically effective but also pedagogically meaningful within Grade 9 English Language classrooms in Lesotho, the findings offer a compelling case for pedagogical reform.

Revealing certain implementation challenges, the findings also indicated that learners expressed concerns regarding limited time allocation, the need for additional examples and the desire for more extensive teacher feedback. Indicating that while the process writing approach is pedagogically beneficial, its effectiveness depends on adequate instructional time, teacher preparedness and sustained scaffolding; these concerns highlight practical constraints that should be addressed for successful implementation. Supporting the observations of Ngubane (2021) and Masowa and Thetso (2025), the current study confirms that practical classroom constraints such

as large classes and limited instructional time often hinder the full implementation of the process writing approach.

Suggesting that narrative writing instruction should move beyond traditional product-oriented practices towards learner-centred and recursive writing processes, the synthesis of findings advocates for a fundamental pedagogical shift. Engaging learners actively in planning, drafting, revising, and editing under continuous guidance and collaboration, this approach makes them likely to develop coherence, creativity, confidence and overall writing competence. Demonstrating that the process writing approach constitutes a valuable pedagogical strategy for improving narrative composition writing skills among Grade 9 English Language learners in Lesotho, this study contributes original evidence from an under-researched context to the growing international literature on process-oriented writing instruction.

5.5 Summary

Examining the results and findings of the study critically in relation to existing literature and theoretical perspectives, this chapter has provided a comprehensive interpretation of the empirical evidence. Showing an improvement in learners' performance, the results reflected a notable increase between pre-test and post-test scores, rising from a mean of 35.51 to 45.27. Confirming through statistical analysis that this improvement was significant ($p = .000$), the quantitative strand demonstrated that the process writing approach contributed meaningfully to learners' narrative composition development. Indicating further that, learners benefited from recursive stages such as drafting, revising and editing, the qualitative findings illuminated the specific mechanisms underlying the observed statistical gains. Establishing overall that the process writing approach had a positive effect on learners' writing development, the study provides robust evidence from both quantitative and qualitative strands. Addressing the research questions collectively by demonstrating both measurable improvement and positive learners' perceptions of the process writing approach, the findings offer a holistic answer to the study's central inquiry. Corroborating the three research strands baseline performance assessment, intervention effectiveness evaluation and learner perception exploration, the chapter has fulfilled its interpretive purpose. The subsequent chapter presents the conclusions and recommendations of the entire study.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.0 Introduction

Having extensively deliberated on the research findings in relation to the research questions, the research objectives, and reviewed the literature, the preceding chapter provided a critical interpretation of the empirical evidence generated by this study. Synthesising the findings of the study as a whole, this chapter presents the summary of findings and conclusions drawn from both quantitative and qualitative data, thereby offering a culminating synthesis of the dissertation's contributions to knowledge. Organising the conclusions in relation to the research questions maintains coherence and alignment with the overarching purpose of the study. Discussing the pedagogical implications of the findings in detail, the chapter provides comprehensive recommendations for various stakeholders, including policymakers, curriculum developers, schools, teachers and learners. Outlining the limitations encountered during the study with candour and transparency, the chapter acknowledges the methodological constraints that temper the generalisability of the findings. Suggesting directions for future research that build upon the current study's contributions whilst addressing its identified limitations, this final chapter positions the research within an ongoing scholarly conversation. Concluding with a summary that recapitulates the chapter's key elements, the discussion prepares the ground for the reference list that follows.

6.1 Summary of the Findings

This study examined the use of the process writing approach in enhancing narrative writings skills among Grade 9 English Language learners in one secondary school in Leribe, Lesotho. Overall, the findings demonstrated that the process writing approach contributed positively to learners' narrative writing development. Prior to the intervention, learners experienced challenges in organising ideas, developing coherent plots, using appropriate language and producing well-structured narrative compositions. However, following the implementation of the process writing approach, learners' writing performance improved considerably, indicating that engaging learners in the recursive stages of planning, drafting, revising, editing and publishing enhanced the quality of their narrative writing.

Furthermore, the findings revealed that learners perceived the process writing approach positively. Teacher guidance, scaffolding, peer collaboration and continuous feedback enabled learners to participate actively in the writing process, strengthened their confidence and facilitated the acquisition of effective writing strategies. Collectively, the quantitative and qualitative findings indicate that the process writing approach is an effective instructional strategy for improving narrative writing skills among Grade 9 English Language learners and has the potential to enhance writing instruction in English language classrooms.

6.2 Conclusions

6.2.1 The Current Level of Grade 9 English Language Learners' Competence in Narrative Composition Writing

Drawing from the pre-test findings presented in Chapter four, it can be concluded that Grade 9 English Language learners initially possessed inadequate narrative composition writing skills before the implementation of the process writing approach. Revealing that many learners experienced difficulties in organising ideas coherently, developing plots, constructing grammatically correct sentences and maintaining logical sequencing of events, the baseline data established a clear empirical foundation for the intervention. Demonstrating limited creativity and weak vocabulary usage in narrative composition writing, learners' pre-test scripts reflected a pattern of underdeveloped writing competence that aligns with concerns raised in the LGCSE Examiners' Reports (ECoL, 2022; 2023; 2024). Suggesting that learners lacked sufficient exposure to effective writing strategies necessary for successful narrative composition writing in English Language learning classrooms, the findings point to a pedagogical gap wherein writing is assessed but not systematically taught. Reinforcing the observations of Majara (2018) and Tlali (2018) regarding persistent writing difficulties among learners in Lesotho, the current study confirms that these challenges are not incidental but rather structural and widespread. Interpreting this low baseline performance through a Sociocultural Theory lens, the findings suggest that learners had previously received limited scaffolding during writing instruction, which left them unable to internalise effective writing strategies independently. Establishing the urgent need for pedagogical intervention, the pre-test results provided strong justification for implementing the process writing approach.

6.2.2 The Effect of the Process Writing Approach on Grade 9 English Language Learners' Narrative Writing Competence

Based on the post-test findings and the paired samples t-test results presented in Chapter four, the study concludes that the process writing approach significantly improved learners' narrative composition writing skills. Demonstrating notable improvement in areas such as organisation of ideas, grammar, coherence, creativity, paragraph development and sequencing of events, the post-test scores rose from a mean of 35.51 to 45.27 a difference that was confirmed as statistically significant ($p = .000$). Enabling learners to engage actively in the stages of planning, drafting, revising and editing, the approach contributed to the production of more organised and meaningful narrative compositions. Proving to be an effective pedagogical strategy for improving narrative writing competence among Grade 9 learners in Lesotho, the process writing approach addresses the limitations of traditional product-oriented methods that treat writing as a one-off activity.

Corroborating the findings of Bayat (2014), Anigbogu et al. (2025), and Ninh (2024), the current study aligns with a substantial body of international research attesting to the effectiveness of process-oriented writing instruction. Interpreting this improvement through Vygotsky's (1978) concept of the ZPD, the findings demonstrate that when learners receive scaffolded support during the writing process, they can perform at levels beyond their unassisted capabilities. As learners internalise the strategies embedded in the process approach, brainstorming, drafting, seeking feedback, revising and editing, they gradually develop the self-regulation necessary for independent writing. The study therefore confirms that the process writing approach is not merely a set of classroom activities but rather a theoretically grounded pedagogical framework that supports cognitive development in writing.

6.2.3 Learners' Perceptions on the Use of the Process Writing Approach in Narrative Composition Writing

Drawing from the thematic analysis of semi-structured interview data, the study further concludes that learners perceived the process writing approach positively and regarded it as helpful in improving their writing skills. Reporting that the approach improved their confidence, creativity, and understanding of narrative composition writing, learners articulated clear mechanisms through which the intervention benefited their development. Valuing opportunities for peer collaboration, teacher feedback and repeated revision of drafts, learners reported that these practices helped them identify and correct their mistakes; a finding that aligns with the collaborative learning principles

central to Sociocultural Theory. Indicating that collaborative learning created a supportive classroom environment that encouraged active learner participation and knowledge sharing, the findings resonate with Hlatshwayo (2024) and Samosa et al. (2021), who documented similar positive learner responses to process-oriented instruction.

Enhancing not only learners' writing performance but also promoting positive attitudes towards writing activities, the process writing approach addresses the affective dimensions of writing instruction that are often neglected in product-oriented classrooms. Demonstrating that learners appreciate the opportunity to improve through multiple drafts rather than being judged solely on a final product, the findings suggest that the process approach reduces writing anxiety and fosters a growth mindset. Aligning with the theoretical predictions of Vygotsky (1978), the positive perceptions expressed by learners provide evidence that socially mediated, scaffolded instruction is not only effective but also valued by learners themselves.

Overall, the study concludes that the process writing approach is a highly effective method for improving narrative writing skills among Grade 9 English Language learners, addressing the limitations of traditional product-based instruction by emphasising writing as a developmental and recursive process. Through structured stages, continuous feedback and collaborative learning, learners are able to develop both the cognitive and linguistic skills required for effective writing. Confirming the relevance of Sociocultural Theory in understanding writing development, the study demonstrates that learning is facilitated through interaction, scaffolding and gradual internalisation of skills, all of which are integral components of the process writing approach. Providing strong empirical support for the adoption of process-oriented writing instruction in English language learning classrooms, the findings have significant implications for pedagogy, curriculum and policy in Lesotho and beyond.

6.3 Pedagogical Implications

The findings of this study carry important implications for the teaching and learning of writing in English Language classrooms, particularly within secondary school contexts such as those found in Lesotho. Demonstrating that learners develop writing skills more effectively when writing is treated as a developmental and recursive process rather than a one-off activity, the significant improvement observed in learners' narrative writing competence supports Hyland's (2019) view that process writing enhances learners' ability to organise ideas, improve coherence, and refine

their written work progressively. Teachers should therefore structure lessons in ways that allow learners sufficient opportunity to participate in each stage of the writing process planning, drafting, revising, editing and publishing rather than rushing learners to produce final products without adequate preparation and revision time.

Furthermore, suggesting that teacher scaffolding, feedback and collaborative learning are essential in improving learners' writing competence, the findings indicate that learners benefited from continuous guidance and feedback throughout the intervention; which enabled them to identify weaknesses and improve their compositions. Aligning with Vygotsky's (1978) Sociocultural Theory, which emphasises the importance of guided learning and social interaction in cognitive development this implication calls for teachers to adopt facilitative roles rather than acting solely as evaluators. Demonstrating that peer collaboration enabled learners to exchange ideas and learn from one another, the findings support Bruffee's (1999) argument that collaborative learning enhances writing development by creating communities of writers who share strategies and provide constructive feedback. As a result, teachers should adopt learner-centred instructional strategies such as peer review, group discussions, and continuous formative feedback during writing instruction, moving away from the isolated, individualised writing tasks that characterise product-oriented classrooms.

Lastly, the findings imply that curriculum and assessment practices should support process-oriented writing instruction. Assessment should not focus only on the final product but should also consider learners' progress throughout the writing process, including their ability to plan, draft, revise and incorporate feedback. Emphasising that formative assessment practices promote meaningful learning by allowing learners opportunities for revision and improvement, William (2018) provides theoretical support for this pedagogical shift. Therefore, curriculum developers and schools should ensure that writing instruction is supported with adequate time, teaching materials and assessment methods that encourage drafting, revising, and continuous improvement in learners' writing skills.

6.4 Recommendations

Based on the findings and conclusions of the study, several recommendations are proposed for policymakers, curriculum developers, schools, teachers, learners and future researchers to improve

the teaching and learning of narrative composition writing among English language learners in Lesotho and similar contexts.

6.4.1 Policymakers

Educational policymakers should promote the implementation of learner-centred approaches to writing instruction in secondary schools across Lesotho. Policies related to English language teaching should emphasise process-oriented pedagogies that encourage active learner participation, collaboration, and continuous improvement in writing; thereby moving beyond the product-oriented approaches that currently dominate classroom practice. Furthermore, policymakers should organise continuous professional development programmes aimed at equipping teachers with the knowledge and practical skills required to implement the process writing approach effectively, including training in how to scaffold writing instruction, provide formative feedback, and facilitate peer collaboration.

In addition, policymakers should ensure that schools are adequately resourced to support effective writing instruction. This includes the provision of teaching and learning materials such as model compositions, writing guides and revision checklists, as well as writing resources and sufficient instructional time allocated within the school timetable for recursive writing activities. Policies should also encourage formative assessment practices that focus not only on the final written product but also on learners' progress throughout the writing process, thereby aligning assessment with the pedagogical principles of the process writing approach.

6.4.2 Curriculum Developers

Curriculum developers should integrate the explicit process writing approach into the English language curriculum for secondary schools. Writing instruction should be framed as a developmental and recursive process involving planning, drafting, revising, editing and publishing, with clear learning outcomes associated with each stage. The curriculum should therefore provide clear guidelines on how teachers can implement these stages effectively in classroom practice, including suggested time allocations, instructional strategies and assessment criteria.

Furthermore, curriculum developers should design instructional materials that support process-oriented writing instruction. Such materials should include model compositions that exemplify effective narrative writing guided writing activities that scaffold learners through each stage;

revision tasks that develop editing skills collaborative learning activities that promote peer interaction. Assessment procedures should also be aligned with process writing principles by incorporating formative assessment methods that evaluate learners' development throughout the writing process rather than focusing solely on final products. Portfolio assessment, which allows learners to collect and reflect on multiple drafts, represents one promising approach that curriculum developers should consider.

6.4.3 Schools

Schools should create supportive environments that facilitate effective writing instruction. School management should ensure that adequate time is allocated for writing activities within the timetable so that learners can engage fully in the stages of the writing process planning, drafting, revising, editing and publishing without being rushed. Writing instruction should not be compressed into single class periods; rather, meaningful improvement requires sufficient time for sustained engagement with each stage of the process. Schools should also provide adequate teaching and learning resources such as textbooks that model process writing, writing materials (including notebooks, worksheets, and revision tools) and supplementary reading materials that support writing development by exposing learners to diverse narrative texts. In addition, schools should encourage professional collaboration among teachers through workshops, departmental meetings and peer support initiatives. Such collaboration would enable teachers to share effective teaching strategies, discuss challenges encountered in implementing the process approach, and improve instructional practices in writing through collective reflection and problem-solving.

6.4.4 English Language Teachers

English language teachers should adopt the process writing approach as a major instructional strategy for teaching narrative composition writing in English language learning classrooms. Writing lessons should be structured explicitly around the stages of planning, drafting, revising, editing and publishing so that learners understand writing as a continuous and developmental process rather than a single, finalised event. Teachers should provide consistent scaffolding and constructive feedback throughout each stage of writing to guide learners towards improvement, offering support that is gradually withdrawn as learners gain competence and confidence. English language teachers should further employ learner-centred instructional methods such as peer review,

collaborative learning and group discussions to encourage active learner participation and knowledge sharing.

Explicit instruction in writing strategies including brainstorming techniques for idea generation, graphic organisers for structuring narratives, temporal markers for sequencing events and revision checklists for self-editing should also be emphasised. Moreover, teachers should make use of model compositions to help learners understand the characteristics of effective narrative writing, including orientation, complication, climax and resolution. In addition, teachers should create supportive classroom environments where learners feel confident to express their ideas, make mistakes, and improve through practice and feedback. Such environments are essential for enhancing learners' motivation and confidence in writing, particularly in English as a Second Language contexts where learners may fear negative evaluation.

6.4.5 Learners

Learners should actively participate in all stages of the writing process, including planning, drafting, revising and editing, as these stages contribute significantly to the development of writing skills. Rather than rushing to complete final compositions, learners should recognise that writing improves through iteration and reflection. They should also develop the habit of revising and reflecting critically on their own work, using feedback from teachers and peers as a resource for improvement. Learners should further engage in collaborative learning activities such as peer review and group discussions, because these provide opportunities to exchange ideas, identify mistakes, and improve writing quality through social interaction. Additionally, learners are encouraged to practice writing regularly both inside and outside the classroom through journaling, story writing, or summarising reading materials in order to strengthen their vocabulary, creativity, grammatical accuracy and organisation of ideas.

6.5 Limitations of the Study

Despite its contributions, the study has certain limitations that must be acknowledged with candour. The use of a single-group pre-test post-test design limits the ability to establish causality definitively, as there was no control group for comparison. This design makes it difficult to rule out alternative explanations for the observed improvement, such as history effects (other events occurring during the intervention period) or testing effects (learners improving due to familiarity with the test format rather than the intervention itself). Additionally, the study was conducted in a

single school with a relatively small sample size of 45 learners, which limits the generalisability of the findings to other schools, districts or educational contexts. The duration of the intervention was also relatively short limited to four to six weeks which may not fully capture the long-term effects of the process writing approach or reveal whether learners retain their improved writing skills over time. Furthermore, the study focused exclusively on narrative writing, and the findings may not necessarily apply to other genres of writing such as argumentative, descriptive, expository or persuasive compositions; each of which has distinct structural and linguistic demands.

6.6 Suggestions for Further Research

Future research should address the limitations identified in this study in order to extend and refine the evidence base for process writing pedagogy. Researchers should consider using experimental designs with control groups and random assignment to establish causality more effectively, thereby ruling out alternative explanations for observed improvements. Studies involving relatively large and diverse samples drawn from multiple schools across different districts, and including learners from various socioeconomic and linguistic backgrounds would enhance the generalisability of findings and reveal whether the effectiveness of the process approach varies across contexts.

Longitudinal research is recommended to examine the long-term impact of the process writing approach on learners' writing development, including whether gains are sustained over time and whether early exposure to process writing predicts later academic success. Further studies could also explore the effectiveness of the approach in teaching other genres of writing such as argumentative, descriptive, expository or persuasive writing to determine whether the benefits observed in narrative writing extend to other text types. Additionally, research could investigate the integration of technology in process writing instruction, including the use of word processing software with tracking and commenting features, online peer review platforms, and digital portfolios that facilitate revision and feedback. Finally, qualitative studies examining teachers' experiences and challenges in implementing the process writing approach including contextual barriers such as large class sizes, limited time and lack of resources could provide valuable insights for professional development and policy design.

6.7 Summary

Presenting the conclusions drawn from the findings of the study, this chapter has discussed their pedagogical implications and provided detailed, stakeholder-specific recommendations.

Identifying the limitations of the study with transparency and candour, the chapter has acknowledged the methodological constraints that temper the generalisability of the findings. Suggesting avenues for future research that build upon the current study's contributions whilst addressing its identified limitations, this final chapter positions the research within an ongoing scholarly conversation. Setting the stage for the subsequent reference list that underpins the research's arguments and statements, the chapter concludes the substantive content of the dissertation.

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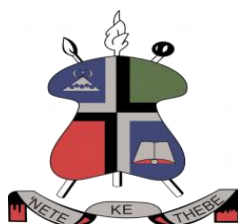
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APPENDICES

Appendix A: Pre-test, Post-test



DATA COLLECTION INSTRUMENTS

GRADE 9 LEARNERS' NARRATIVE COMPOSITION WRITING TEST

Dear learners,

My name is Tšooana Mofolo. I am a postgraduate student from the National University of Lesotho. You are invited to take part in the study titled **“Exploring the Use of Process Writing Approach in Enhancing Narrative Composition Writing Skills Among Grade 9 English Language Learners in One Secondary School Leribe”**. The purpose of this study is to implement the teaching approach called process writing approach to help you improve your narrative composition writing skills. Process writing approach is a method of writing that helps learners improve their work step by step before producing the final piece of writing.

Your responses will help in seeking to understand the effectiveness of different teaching methods in improving narrative composition writing skills. Please answer the following questions honestly and to the best of your knowledge. Your names will not be mentioned and your participation will remain confidential.

Grade:

Names:

INSTRUCTIONS

TIME: 1HR MARKS: 30

- ✓ Write your composition on the dotted line provided in the question.
- ✓ You are advised to write 2 pages.
- ✓ Write a composition on the topic: **A memorable day in my life**

Section 1: Creative Writing

[illegible]

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Appendix B: Marking Guideline

NARRATIVE COMPOSITION WRITING MARKING GUIDELINE ADAPTED FROM ECOL 2021

GENERAL ASSESSMENT OBJECTIVES FOR WRITING

1. Communicate appropriately, with clear awareness of purpose, audience and register.
2. Communicate clearly and develop ideas coherently, at word level, at sentence level and whole text level.
3. Use accurate spelling, punctuation and grammar.
4. Communicate creatively, using a varied range of vocabulary, sentence structures and linguistic devices.

The above objectives are assessed by impression descriptors as guides below:

Band 1 (30-27 marks)

- **Highly accurate**, apart from very occasional slips.
- **Sentence structure varied for particular effects.**
- **Verb forms largely correct and appropriate tenses consistently used.**
- Vocabulary wide and precise.
- Punctuation accurate and helpful.
- Spelling accurate except for very occasional slips.
- Paragraphs have unity, are linked and show evidence of planning.
- Tone and register entirely appropriate.
- Narrative essays are complex, sophisticated, possibly tense and may contain devices such as flashbacks.

Band 2 (26-23 marks)

- Accurate: occasional errors are either slips or caused by ambition.
- Sentence structures show some variation to create some natural fluency.
- Occasional slips in verb forms or tense formation but sequence consistent and clear throughout.
- Vocabulary wide and precise enough to convey intended shades of meaning.

- Punctuation accurate and generally helpful.
- Spelling nearly always accurate.
- Paragraphs have unity, are usually linked and show some evidence of planning.
- Tone and register appropriate
- Narrative essays have effective details creating character or setting and may contain some sense climax.

Band 3 (22-19 marks)

- Mostly accurate; errors from ambition do not mar clarity of communication.
- Some variety of sentence structures but tendency to repeat sentence types may produce monotonous effect.
- Errors may occur in irregular verb form but control of tense sequence sufficient to sustain clear progression of events or ideas.
- Simple vocabulary mainly correct, errors may occur with more ambitious words.
- Punctuation generally accurate and sentence separation correctly marked but errors may occur e.g. with direct speech.
- Spelling of simple vocabulary accurate; some errors in more ambitious words
- Paragraphs may show some unity, although links may be absent or inappropriate.
- Tone usually appropriate, although there may be slips of register.
- Narratives are straightforward with proper sequencing of sentences.

Band 4 (18-15 marks)

- Sufficiently accurate to communicate meaning with patches of clear, accurate language.
- Some variety of sentence length and structure, not always for particular purpose.
- Errors in verb forms and tense consistency may cause uncertainty in sequence of events or ease of communication.
- Vocabulary usually adequate to convey intended meaning; idioms may be uncertain.
- Punctuation used but not always helpful; occasional sentence separation errors.
- Spelling of simple vocabulary accurate; errors in more difficult words
- Paragraphs used but may lack unity or coherence.
- Attempt to address topic but there may be digressions or failures of logic. May lack liveliness and interest.
- Tone may be uneven.

- Narratives are largely a series of events with only occasional details of character and setting.

Band 5 (14-11 marks)

- Overall meaning never in doubt, but errors sufficiently frequent and serious to hamper precision and distract reader from content.
- Some simple sentence structures accurate but script unlikely to sustain accuracy for long.
- Errors in verb forms and tenses will sometimes confuse sequence of events.
- Vocabulary limited either too simple or imperfectly understood; some idiomatic errors likely.
- Simple punctuation usually, but there may be frequent sentence separation errors.
- Spelling of simple vocabulary accurate, frequent errors in more difficult words
- Paragraphs used haphazardly.
- Tone may be inconsistent.
- Narratives are simple, every day or immature.

Band 6 (10-7 marks)

- Many serious errors of various kinds of 'single word' type (i.e. they could be corrected without re-writing the sentence) communication established, although weight of errors may cause some 'blurring'.
- Sentences probably simple and repetitive in structure
- Frequent errors in verb forms and haphazard changes of tense confuse meaning,
- Vocabulary conveys meaning but likely to be simple and imprecise significant idiomatic errors.
- Punctuation and paragraphing may be haphazard or non-existent
- Spelling may be inconsistent.
- Some recognition of appropriate tone.
- Narratives are very simple and may narrate events indiscriminately.

Band 7 (6-3 marks)

- Sense usually decipherable but some errors will be 'multiple' (i.e. requiring the reader to re-read and re-organize) meaning may be partially hidden by density of linguistic errors.

- Unlikely to be more than a few accurate sentences, however simple, in the whole composition.
- Little relevance or interest.
- Tone may be appropriate.
- Narratives are extremely simple and may narrate events indiscriminately.

Band 8 (2-0 marks)

- Scripts almost entirely or entirely impossible to recognize as pieces of English writing; whole sections make no sense at all.
- Where occasional patches of relative clarity are evident, two or one mark(s) should be given.
- The mark of 0 is reserved for scripts that all
- Narrative essays are rarely relevant and may well be disordered.

Appendix C: Semi-Structured Interview Guide



SEMI-STRUCTURED INTERVIEW GUIDE

(AFTER THE INTERVENTION)

Dear learners,

My name is Tšooana Mofolo. I am a postgraduate student from the National University of Lesotho. You are invited to take part in the study titled **“Exploring the Use of Process Writing Approach in Enhancing Narrative Composition Writing Skills Among Grade 9 English Language Learners in One Secondary School Leribe”**. The purpose of this study is to implement the teaching approach called process writing approach to help you improve your narrative composition writing skills. Process writing approach is a method of writing that helps learners improve their work step by step before producing the final piece of writing.

Your responses will help in seeking to understand the effectiveness of different teaching methods in improving narrative composition writing skills. Please answer the following questions honestly and to the best of your knowledge. Your names will not be mentioned and your participation will remain confidential.

1. How did writing your narrative composition through stages (planning, drafting, revising, and editing) help you improve your writing?
2. How did your teacher support or guide you during the writing process?
3. How did working with classmates (peer collaboration) influence your narrative composition writing?
4. What new writing skills or strategies did you learn through the process writing approach?
5. Can you describe a moment when you could not do something alone but managed to do it after receiving help?
6. In what ways do you think the process writing approach could provide better support for learners?

Appendix D: Learner's Consent Form

Research Topic: Exploring the Use of the Process Writing in Enhancing Narrative Writings Skills among Grade 9 English Language Learners in one Secondary School in Leribe

The purpose of this study is to implement the teaching approach called process writing approach to help you improve your narrative composition writing skills.

I, (Learner) agree to take part in the research study with the knowledge that:

1. My role is voluntary.
2. I will not be compensated for participating.
3. I may decide to withdraw my participation at any time without penalty.
4. All information obtained will be confidential.
5. My name will not be used in any written reports about the study.

.....

Participant

.....

Witness

.....

Signature

.....

Signature

.....

Date

.....

Date

Cell No: +266 59146491

Email: tsooanamofolo14@gmail.com

(Consent form in Sesotho)

Sehloho sa Phuputso: Ho hlaloba ts'ebeliso ea mokhoa oa ho ngola ka mekhahlelo ho ntlafatsa bokhoni ba ho ngola moqoqo-pale har'a baithuti ba sehlopha sa 9 ba ithutang Senyesemane sekolong se seng se mahareng Leribe

Morero oa phuputso ena ke ho kenya ts'ebetsong mokhoa oa ho ruta o bitsoang mokhoa oa ho ngola ka mekhahlelo, e le ho thusa ho ntlafatsa bokhoni ba hau ba ho ngola moqoqo-pale le lingoloa.

'Na, (moithuti) ke lumela ho nka karolo phuputsong ena ka kutloisiso ea hore:

6. Ho nka karolo hoaka ke boithaopo.

7. Ha ke tlo lefshoa letho ka ho nka karolo phuputsong ena.

8. Nka etsa qeto ea ho ikhula ho nka karolo phuputsong ena neng kapa neng ntle le kotlo kapa ts'itiso efe kapa efe.

9. Tlhahiso-leseling eohle e tla fumanoa nakong ea phuputso ena e tla bolokoa e le lekunutu.

10. Lebitso laka le ke ke la sebelisos litlalehong leha e le life tse ngotsoeng mabapi le phuputso ena.

.....

Moithuti

.....

Motekeno

.....

Letsatsi

Nomoro ea Mohala: +266 59146491

Email: tsooanamofolo14@gmail.com

.....

Paki

.....

Motekeno

.....

Letsatsi

Appendix E: Parent's Consent Form

Research Topic: Exploring the Use of the Process Writing in Enhancing Narrative Writings Skills among Grade 9 English Language Learners in one Secondary School in Leribe

The purpose of this study is to implement the teaching approach called process writing approach to help your child improve his/her narrative composition writing skills.

I, (Parent) grant permission to(The child) to take part in research with the knowledge that:

11. His/her role is voluntary.
12. He/she not be compensated for participating.
13. He/she may decide to withdraw his/her participation at any time without penalty.
14. All information obtained will be confidential.
15. His/her name will not be used in any written reports about the study.

.....

Participant

.....

Signature

.....

Date

Cell No: +266 59146491

Email: tsooanamofolo14@gmail.com

.....

Witness

.....

Signature

.....

Date

(Consent form in Sesotho)

Sehloho sa Phuputso: Ho hlaloba ts'ebeliso ea mokhoa oa ho ngola ka mekhahlelo ho ntlafatsa bokhoni ba ho ngola moqoqo-pale har'a baithuti ba sehlopha sa 9 ba ithutang Senyesemane sekolong se seng se mahareng Leribe

Morero oa phuputso ena ke ho kenya ts'ebetsong mokhoa oa ho ruta o bitsoang mokhoa oa ho ngola ka mekhahlelo, e le ho thusa ho ntlafatsa bokhoni ba ngoan'a hau ba ho ngola moqoqo-pale.

'Na, (Motsoali) ke fana ka tumello ea hore (Moithuti) a nke karolo phuputsong ena ka tsebo ea hore:

16. Ho nka karolo hoa hae phuputsong ena ke boithaopo.

17. Ha a na ho lefshoa letho ka ho nka karolo phuputsong ena.

18. A ka etsa qeto ea ho ikhula ho nka karolo phuputsong ena neng kapa neng ntle le kotlo kapa ts'itiso efe kapa efe.

19. Tlhahiso-leseling eohle e tla fumanoa nakong ea phuputso ena e tla bolokoa e le lekunutu.

20. Lebitso la hae le ke ke la sebelisoa litlalehong leha e le life kapa life tse ngotsoeng mabapi le phuputso ena.

.....

Motsoali

.....

Paki

.....

Motekeno

.....

Motekeno

.....

Letsatsi

.....

Letsatsi

Nomoro ea Mohala: +266 59146491

Email: tsooanamofolo14@gmail.com

Appendix F: Introduction Letter

The National University of Lesotho

Telephone:
+26622340601/3631
Fax +266 22340000
<http://www.nul.ls>



P.O. Roma 180
Lesotho
Africa

DEPARTMENT OF LANGUAGE & SOCIAL EDUCATION FACULTY OF EDUCATION

Date: 22/01/2026

The principal

Dear Sir/Madam,

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am writing to kindly request your permission to allow, the student to conduct academic research at your esteemed school. This student is currently enrolled in the **Master of Arts in Education** programme under the **Department of Language and Social Education**, Faculty of Education. She is in her second year (2025/26 academic year) and is conducting research under the supervision of **Dr. M. Mahao**, with **Ms. L. G. Matee** as co-supervisor. The title of her research is **“Exploring the Use of the Process Writing Approach in Enhancing Narrative Writing Skills Among Grade 9 English Language Learners in one Secondary School in Leribe”**

We assure you that all ethical research procedures will be strictly followed, including obtaining informed consent and ensuring confidentiality. The study will not interfere with the normal teaching and learning schedule and that the findings will be shared with your school should you wish to benefit from the outcomes.

We hope that you will grant this request and support this important academic work.

Thank you in advance for your cooperation.

Yours faithfully,

Associate Professor Rasebate Mokotso
Head of Department - Language and Social Education
Faculty of Education

Appendix G: Language Editing Certificate

THE NATIONAL UNIVERSITY OF LESOTHO

Telephone: +266 22340601
Fax: +266 22340000
<http://www.nul.ls>



P.O. Roma 180
Lesotho
Southern Africa

FACULTY OF EDUCATION

Dear Sir/Madam

RE: CERTIFICATION OF LANGUAGE EDITING

This is to certify that **Ms. Tšooana Mofolo** has received professional language editing services from Miss. Lipolelo Thamae.

Her manuscript titled **“EXPLORING THE USE OF THE PROCESS WRITING APPROACH IN ENHANCING NARRATIVE WRITING SKILLS AMONG GRADE 9 ENGLISH LANGUAGE LEARNERS IN ONE SECONDARY SCHOOL IN LERIBE”** has been thoroughly reviewed and refined for grammar, punctuation, coherence, clarity, academic tone and general language quality. The editing was completed to meet academic standards and is ready for submission to academic bodies.

Editor: Lipolelo Thamae

Designations: Language editor (Discourse and Communication for Sustainable Education)

Part-time lecturer (National University of Lesotho)

Date of completion: 03rd July 2026

Regards,

A handwritten signature in black ink, appearing to read 'Lipolelo Thamae'.

Lipolelo Thamae (+266 63330924| lipolelothamae977@gmail.com)

Appendix H: Turnitin Report



Page 2 of 119 - Integrity Overview

Submission ID trnoid::13606409899

12% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Filtered from the Report

- Bibliography
- Quoted Text