

Challenges Faced by Teachers with Teaching Writing in Bilingual Primary Schools in the Motheo District of South Africa

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Abstract:

Writing instruction is a component of Literacy that is much neglected in many primary schools. This is detrimental to learners because writing is an essential skill that they need to master from an early age. This article aimed to examine the reasons why some teachers neglect the teaching of writing to young learners. This study was guided by Kaderavek, Cabell and Justice's theoretical framework for early writing. The study adopted a qualitative approach. Language lessons from Grades 1–3 were observed in three primary schools. Observations were followed by semi-structured individual interviews with fourteen teachers. The results revealed that many teachers find teaching writing skills to young learners to be time-consuming. The article concludes that writing is one of the Literacy skills that need to be taught to learners in Primary Schools. However, many teachers fail in this endeavour. In light of the conclusions, the study recommends that teachers be provided with intensive support through regular workshops and training opportunities in order to spend more time on writing instruction. In addition, institutions of higher learning need to train and prepare prospective teachers more rigorously for writing instruction. The article can make an important contribution to existing research about how and why teachers can teach writing.

Key words:

Writing, writing instruction, literacy, early years, early writing, writing skills.