

## **Learners' Experiences of Writing in English First Additional Language**

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**KEYWORDS** Writing. English First Additional Languages. Medium of Instruction. Language Proficiency. isiXhosa/Afrikaans

**ABSTRACT** Children's literacy skill is a very important issue in the world in general and South Africa in particular. The issue is more complex in South Africa as learners are immersed in a second language (L2) learning. South Africa is fronted with the challenge of successfully furnishing a bulk of its populace with a second language, in this case English. There is, however, insufficient literature that looks into writing experiences of isiXhosa and Afrikaans background learners in English First Additional Language (EFAL). Hence, this study investigates the learners' experiences of writing in English First Additional Language. The theoretical and conceptual framework for the study is provided by studies on constructivist theories and socio-cultural theories. In exploring these issues, a qualitative approach through semi-structured interviews, classroom observations and document analysis was adopted. This data is analyzed using critical discourse analysis (CDA).