

## Enhancing Teaching Strategies used in Grade 12 English Second Language Classrooms in Mankweng Circuit, South Africa

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### ABSTRACT

Teaching strategies applied in Grade 12 English Second Language (ESL) classrooms are a challenging task in South African schools, particularly in Mankweng Circuit. Grade 12 ESL teachers find themselves having to apply teaching strategies that would yield good results for Grade 12 learners. This article seeks to enhance the teaching strategies used in Grade 12 English Second Language classrooms in Mankweng Circuit, South Africa. It is underpinned by the Communicative Language Teaching (CLT) approach. Mixed-method research approach in an explanatory research design was used to explain teaching strategies used in English second language classrooms. Data, which was sampled purposively, was collected through questionnaire and interview. Data collected from questionnaires and interviews were transcribed, analysed and interpreted using thematic content analysis. The findings of the article indicated that the academic performance of Grade 12 ESL learners relies solely on addressing the teaching strategies. The article further recommends that ESL teachers should receive continuous capacity-building training workshops on ESL teaching strategies and implementation from the Department of Education and other stakeholder organisations in order to enhance the status quo.

### Keywords

teaching strategies, English second language, teaching, learning, enhance

### Introduction

In an English Second Language (ESL) teaching and learning environment, the methods, approaches and techniques are key since these are likely to help in achieving the desired goals of ESL proficiency (Nhongo, Cekiso, Tshotso & Zhou, 2017). English is adopted by many schools in South Africa as a language of teaching and learning (Du Plessis & Mestry, 2019:56). For this reason, The fact that English it becomes a second language(L2). Nordquist (2019) defines ESL as the use or a study of English language by non-native speakers in an English-speaking environment. Learners learn and acquire a second language(L2) in this way. L2 acquisition can be defined as how people learn a language other than their mother tongue, inside and outside the classroom (Widdowson, 1990; Ellis, 1994; Mitchel & Myles, 1998). If English is acquired for academic purposes, the level of proficiency expected is more complex than English for everyday use. For this reason, English language proficiency is regarded as the most significant prerequisite for an effective second language medium of instruction (Alexander, 2001). Learners develop proficiency in the second language by hearing and using it to learn all their school subjects rather than studying the language as a subject (Kekana & Mogoboya, 2021). English language teachers find themselves overwhelmed with countless methods and techniques in ESL classrooms to ensure that learners' language proficiency improves. The yardstick is Grade 12 in which English language teachers have to produce good results. Rwodzi, de Jager and Mpofu (2020) maintain that the need to improve English proficiency is a challenge to teachers as they have to develop new teaching strategies that incorporate digital tools to keep up with the times. Besides, today English language teachers in secondary schools are compelled by technological

innovations and the changing curriculum needs to update their teaching and learning skills in line with the technological requirements and policies (Rwodzi *et al*, 2020). South African Department of Basic Education introduced the Curriculum Assessment Policy Statement (CAPS) Grade 10-12 (2011:9), which states that learning English First Additional Language (EFAL) should enable learners to acquire language skills necessary to communicate accurately and appropriately; and to use the additional language for academic learning across the curriculum. Thus, Grade 12 learners are expected to be proficient in English First Additional Language. However, this is not the case with Grade 12 learners who learn English as a second language because they are exposed to their mother tongue most of the time (Choshi, 2015). These learners only use English in the classroom. Teachers encourage learners to use English language even outside the classroom, but one cannot guarantee that they do so all the time. Every year, the Grade 12 results indicate few distinctions in English First Additional Language. Some factors that contribute to the poor results in schools include: poor language teaching strategies by teachers whose language proficiency is also limited and a lack of access to English reading materials. In addition to this, learners are not exposed to other materials such as newspapers, television, and radio stations that are only broadcasting in English language. The performance of learners whose English is a second language is poor compared to learners who speak English as their mother tongue. Bahrani and Nekouezadeh (2014: 1) corroborates that language input contributes a lot to the second language acquisition. The poor performance at school, especially in Grade 12, is exacerbated by poor application of teaching strategies in English second language classrooms. This article seeks to

enhance the teaching strategies used in Grade 12 English Second Language classrooms in Mankweng Circuit, South Africa.

### Theoretical Framework

This article is undergirded by the Communicative Language Teaching (CLT) approach because of its appositeness to its title. The premise of this approach is that learning becomes effective when teachers make use of real-life situations in the classrooms with student-to-student interaction encouraged (Galloway, 1993). Thus, learners' real-life experiences are incorporated in the lessons. Toro, Camecho-Munuche, Pinza-Tapia and Paredes (2019:111) posit that all human beings need to communicate to express their thoughts, ideas, and feelings. This is the main reason why communicative activities should be included in the lesson. Since its inception, various CLT researchers have contributed to its definition. Do Santos (2020:105) contend that CLT provides a variety of teaching and learning opportunities which can be utilised by both teachers and learners in the classroom while Duff (2014) claims that communicative language teaching is an approach to language teaching that emphasises learning a language first to communicate with others. To develop communicative abilities, learners need to practise communicating in the language that they are learning by negotiating meaning with others (Scacella, Anderson & Krashen, 1990). Ellis (1994) avers that communication and learning cannot occur if people do not understand what others have tried to express. In second language acquisition (SLA), learners do not simply learn what they are taught or exposed to, especially if the grammatical and lexical structures are too complicated or too numerous, or if students are not cognitively ready to acquire them. In addition, Richards (2006) maintains that CTL is a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. CTL sets as its goal the teaching of communicative competence.

According to McDonough, Shaw and Masuhara (2013), CTL has shifted the goal of language teaching from mastering linguistic properties such as pronunciation, vocabulary, and grammar to the acquisition of communicative competence. Conversely, Richards and Rodgers (2001) argue that CLT is best understood as an approach rather than a method. It is a unified but broadly based theoretical position about the nature of language and language learning and teaching. One of the characteristics of CLT is that language techniques are designed to engage learners in the pragmatic, authentic functional use of language for meaningful purposes (Richards & Rogers, 2001). Since it is established that CLT is an approach, cooperative activities are, therefore, afforded prominence. These activities are often done by learners in small groups in which small number of learners interact to give each other a chance to communicate (Tekliuk, 2020:216). This indicates that CTL enables learners to work together in pairs or groups, share ideas among themselves in the language they are learning and in that way Second Language Acquisition

(SLA) and Second Language Learning (SLL) becomes easy for them.

### Teaching Strategies in English Second Language Classroom

One of the important aspects of language teaching is to identify effective strategies and techniques to ensure that learning occurs, especially if the educational process involves second language learners. Ayua (2017:5) mentions that a teaching strategy is an educational plan, method, or technique of classroom interactions intended to achieve certain specific teaching and learning goals.

Singh, Gopal, Tek, Masa Singh, Mostafa and Ambar Singh (2020:196) purport that English second language teachers face major difficulties when teaching ESL learners as learners come from diverse backgrounds, and therefore, have different English proficiency. Since ESL students speak a different language at home, some of them do not know the meaning of simple English words and phrases (Seabi, Mogoboya & Montle, 2020). This often makes it difficult for teachers to communicate meaningfully with them. The ESL Partyland Newsletter (2013) advises teachers on effective strategies for teaching ESL:

**First**, *understand the individual needs of students*. Understanding learners' needs is one step of getting to know what to focus on when teaching them. Establishing a professional relationship with learners can help an ESL teacher know their language proficiency and needs and what strategies to employ in class when teaching them. The best way to make this happen is to replace difficult terms with simpler terms, avoiding using oversimplified vocabulary as some students may find this unsuitable.

**Second**, *make sure that students know what is going on in class*. It is usually expected in the ESL class, some students will not have sufficient knowledge of the English language to understand the rules and instructions that are offered by their teachers. Teachers must, therefore, encourage their students to ask clarity-seeking questions when they do not understand certain aspects of the instruction. This can be achieved if a proper teacher-learner friendly relationship is established.

**Third**, *help students speak English more comprehensively*. The most important thing is to teach them speak comprehensively. Teachers should speak clearly and repeat words that are difficult to pronounce. This way, they can help their students learn how individual sounds are produced by showing the right positions and movements of tongue and lips. Students should be encouraged to speak slowly so that their pronunciation could be clearer and more accurate. The patience of a teacher is vital in this strategy.

**The fourth** strategy is to *encourage students to speak English outside class*. To guide students make better progress, teachers should encourage them to converse more frequently with native English language speakers. They can further ask their students to speak more English at home as well as take part in activities that require them to speak or read English.

Lindberg (2018:6) highlights several strategies and methods of learning that teachers can use to maintain efficient

language learning when teaching the ESL learners. These strategies include the use of computers, learners having to watch films, television programmes, radio, news and songs. Both teachers and learners may code-switch between the target language and their first language. Learners can even participate in performing drama and role-play.

### Language policy in Education

Since the advent of democracy in South Africa, language in education has been one of the crucial aspects which is enshrined in the Constitution and the Bill of Rights. The National Education Policy (Act 27 of 1996) granted the Minister of Education power to determine a national policy for language in education. The 1997 Language in Education Policy has, as one of its objectives, facilitation of communication across the barriers of colour, language and region as well as creation of an environment in which respect for other languages is promoted.

According to Act 59 of 1995 as amended by Act 10 of 1999 of the South African Constitution, a Pan South African Language Board (PanSALB) was established. Its primary functions include, among others, development of all the 11 official languages including sign language, and promotion of multilingualism in South Africa. In spite of all these legislative frameworks, English and Afrikaans still dominate the language South African linguistic milieu thereby relegating other languages down the precipice of inferiority (Mkhize & Bulfour, 2017:133). The Department of Basic Education (DoE) (2011: 8) declares:

Language is a tool for thought and communication. It is also a cultural and aesthetic means commonly shared among a people to make better sense of the world they live in. Learning to use language effectively enables learners to acquire knowledge, to express their identity, feelings and ideas, to interact with others, and to manage their world. It also provides learners with a rich, powerful and deeply rooted set of images and ideas that can be used to make their world other than it is; better than it is; clearer than it is. It is through language that cultural diversity and social relations are expressed and constructed, and it is through language that such constructions can be altered, broadened and refined.

The DoE, thus, encourages language proficiency in all languages of teaching and learning. However, it has not prescribed teaching strategies to use to improve language proficiency hence the writing of this article.

Sirbu (2015:405) maintains that a language is essentially a means of communication among society members, and that not only is language a means of communication, but it is a tool that conveys values and traditions related to group identity. The above language policies were established to maintain the integrity of the languages in South Africa through education.

In the South African schools' Curriculum and Assessment Policy Statement (CAPS), teaching strategies are an

essential part of the curriculum. According to the Department of Basic Education (DBE) (2011:16), strategies such as text-based, communicative, integrated and process orientation are the strategies which teachers and learners should employ in the classroom. This underscores the importance of teaching strategies in education.

### English Second Language Teaching

Choshi (2015: 17) defines second language as any language that is learned after the acquisition of the mother tongue. On the other hand, Sequeira (2012:3) contends that it is a set of events outside the learner, designed to support the internal process of learning. Furthermore, Sequeira (2012) claims that to carry out this process, one needs to be self-motivated as one cannot motivate others if he/she is not self-motivated. Thus, one needs to be motivated in order to be able to motivate others. Behaviour and motive contribute immensely to the process of learning. In this context, teachers should provide learners with relevant input. According to Bahrani and Nekouezadeh (2014:1), language input contributes immensely to second language acquisition in that it "what is available to be utilised by language learners for SLA which should be differentiated from the intake". This input must always be provided by ESL teachers. Teachers are responsible to ensure that the correct input is provided to the learners (Bahrani & Nekouezadeh, 2014).

To achieve the aims of the English second language teaching method, teachers need to encourage learners to ask questions for clarification when they do not understand instructions. During the lesson, they have to let their students know which points are important and give them more time to ask questions. They should also teach them to speak the language comprehensively. Teachers should speak clearly and repeat words that are difficult to pronounce while students should be encouraged to speak slowly so that their pronunciation will be clearer and more accurate. Lastly, teachers should encourage students to, where possible, speak frequently with native speakers.

Lafon (2009:10) states that the high failure rate in schools is caused by, *inter alia*, lack of exposure to the English speaking environments before entering the senior phase (Grade 7-9). This indicates that because learners normally fail to understand the target language in the lower grades, they are unlikely to master that language at secondary and university levels. Teachers may, therefore, need specific skills and creative teaching strategies to help learners with poor English proficiency to perform better in English as a subject.

### Methods and Materials

This study has employed a mixed-method research approach. According to Creswell (2018: 15), the mixed-method research approach, which is also known as 'multiple' methods, involves combining or integrating qualitative and quantitative research and data in a research study. Furthermore, the mixed method research allows for

convergence of data across quantitative and qualitative methods, this is known as triangulation (Creswell, 2018:14). Triangulation commonly uses multi-method approach of data collection to avoid errors and biases inherent in any single methodology (Williamson, 2005:7). In convergence research design, both qualitative and quantitative data are collected simultaneously, brought together and compared. Qualitative data tends to be open-ended without predetermined responses whereas quantitative data tends to be closed-ended. The most common instruments for collecting qualitative data are observations and interviews, whereas the common instruments for collecting quantitative data are questionnaires and surveys. In addition, the mixed-method research is adopted by pragmatists who base the inquiry on the assumption that collecting both qualitative and quantitative data will give the best and complete understanding of a research problem than either qualitative or quantitative data alone (Creswell, 2018:17). Most importantly, pragmatists are of the view that the two approaches help to provide the best understanding of a research problem and validate the data results in a study.

The mixed- method research approach, like any other approach, has benefits. Firstly, integrating qualitative and quantitative data could be used to check the process as well as outcomes; compensates for limitations with the use of single method. Secondly, it allows investigation of different types of research questions. Thirdly, it allows investigation of complex research questions to enhance credibility of findings from a single method. Lastly, mixed-method approach provides a more comprehensive data.

Conversely, the mixed-method research has demerits. Firstly, the researcher's training may not be adequate to conduct both types of research in a single study, especially novice researchers. Secondly, one method may be used superficially. Thirdly, the mixed-method research approach typically requires more time and resources to yield good results. Furthermore, it may be difficult to write reports and form conclusions using this approach. Lastly, mixed method research may mislead readers if the approach does not fully integrate both types of designs.

#### *Qualitative Approach*

Leedy and Ormrod (2015) define qualitative research approach as a form of social action that stresses how people interpret and make sense of their experiences to understand the social reality of individuals. Similarly, Creswell (2018) maintains that qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. It uses a wide- and deep- angle lens, examining human choice and behaviour as it occurs naturally in all of its detail. In addition, in qualitative research, the researcher is the primary instrument for collecting data and that data that arises from a qualitative study are descriptive (Creswell, 2018:204). Furthermore, qualitative research approach uses interviews observation and open-ended questionnaire to obtain data. Leedy and Ormrod (2015) posit that qualitative approaches have two things in common, Firstly, they typically focus on phenomena that are occurring or have previously occurred in natural, real-world setting. Secondly,

they involve capturing and studying the complexity of those phenomena. Lastly, qualitative researchers recognise that the issues they are studying have many dimensions and layers and try to portray them in their multifaceted form (Leedy & Ormrod, 2015:269).

Qualitative research approach's main strength is that it helps the researcher gain initial insight into what has previously been a little studied topic; revelation of complicated issues; multi-layered nature of certain situations; test the validity of certain assumptions, claims, theories, or generalization within real-world context; they can help the researcher to develop new concepts or theoretical perspectives related to the phenomenon; they can help the researcher to uncover key problems, obstacles that exist within the phenomenon; and they help a means through which you can judge the effectiveness of particular policies, practices or innovations (Leedy & Ormrod, 2015:27). Conversely, Choy (2014) claims that collection of data in qualitative research can weaken the efficacy of the approach by being time-consuming because of its subjective nature. Furthermore, not all data collected can be verified as objective. Moreover, qualitative research caters for open-ended questions based on the participants' personal experiences and thus, bias and prejudice might influence the input.

#### *Quantitative Approach*

Basias and Pollalis (2018:92) define quantitative research approach as a systematic and empirical investigation of phenomenon through statistics and mathematics, and the processing of numerical data. Likewise, Creswell (2018:4) defines quantitative research as an approach for testing objective theories by examining the relationship among variables which can be measured with instruments; and the data can be analysed using statistical analysis (Leedy & Ormrod, 2015:154). Quantitative approach allows for assumptions to be made with theories tested deductively. Moreover, quantitative approach is against bias, and the findings in quantitative research can be generalised.

One of the benefits of quantitative research approach is that the researcher can examine the situation as it is (Leedy & Ormrod, 2015:154). Thus, there may be no changes in what will be studied. Another benefit of quantitative research is that it describes, explains and examines cause-and-effect relationships.

Like any approach, quantitative research approach has some drawbacks. One of the drawbacks of this approach is that it relies heavily on large numbers which may not be viable in all research studies. Furthermore, there are other aspects of humanities such as identities, perceptions and cultural values that cannot be reduced to numbers or taken out of context in order to convey meaning (Choy, 2004:102).

The major difference between qualitative and quantitative research approach is that qualitative tends to be seen primarily as an inductive approach using a research question to move from instances gained in the data collection to some form of conclusion, often via comparison with existing concepts or theory. Whereas, quantitative is basically viewed as deductive, where the conclusions drawn follow logically from certain premises, usually rule-based, which are themselves often viewed as proven, valid or true (Grbich, 2013:26)



This study has employed a mixed method approach known as convergent mixed method in which the researcher converges both qualitative and quantitative data to produce an outstanding analysis of the research problem. The mixed-research approach was appropriate for this study because, firstly, this study used the philosophical assumptions of pragmatism that opens doors for different methods, different worldviews and different data collection methods. In this study, different methods and data collection techniques were used to gather the required information. Secondly, the researchers employed convergence mixed method design in which the quantitative and qualitative data were merged in order to provide a comprehensive analysis of the research problem (Creswell, 2018:15). Thirdly, mixed research method was adopted for this study to allow for integration of data at different stages of inquiry. (Creswell, 2018:18). Lastly, the mixed method approach was relevant for this study because the study employed both open-and closed-ended questions and interviews to get in-depths information about the subject under investigation. In addition, applying the two approaches has helped the researchers understand the research problem unlike if it were one approach. Moreover, the researchers employed the approaches to uncover the real situation regarding the application of teaching strategies in Grade 12 ESL classroom. The study further applied explanatory research design to explain and enhance teaching strategies used in English second language classrooms.

The advantages of combining the two approaches is that they clarified and answered more questions from different perspectives, enhanced the validity of the findings and increased the capacity to cross check one data set against another (Girbich, 2013:27) In this study, the researchers collected both quantitative and qualitative data at roughly the same time and then integrated the information in the interpretation of the overall results (Creswell, 2018).

#### *Population*

Dornyei (2007) posits that a population is a group of elements about which you might later make claims. He further states that a group of participants whom the researcher examines in a study is known as sample and the population is the entire group of people whom the study is based on. The population in this study comprised of English teachers in 11 schools which fall under Mankweng Circuit in Limpopo Province.

#### *Sampling*

Leedy and Ormrod (2015:76) define sampling as the process of selecting sources such as people, object, textual material, electronic records or audio-visual material from the population where the characteristics of a “subset are selected from a large group”. The selected entities are, therefore, called samples. Thus, a sample is a subset of the population. The sample for this study consisted of teachers responsible for Grade 12 in Mankweng Circuit, Limpopo Province. The type of sampling used was purposive sampling, also known as purposeful sampling.

Leedy and Ormrod (2010) state that in purposive sampling people who have been decided are a group or those who represent diverse perspective on an issue. They,

furthermore, maintain that purposive sampling is based on the judgement of the researcher on who will provide the best information which will assist the researcher realise the objectives of the study. As this study was aimed to enhance the application of teaching strategies in Grade 12 English language classrooms in Mankweng Circuit, Limpopo Province, a sample of twenty-one (21) teachers responsible for English First Additional Language in Grade 12 were selected. These teachers were homogenous since all of them taught the same subject in the same Grade. As a result, they were selected based on these common attributes.

This study adopted purposive sampling to select the participants. Purposive sampling was appropriate for this study because the researchers, in this study, wanted to identify particular type of case for in-depth investigation, and solicited teachers with specific characteristics to yield the most information (Leedy & Ormrod, 2015:183). Besides, the researchers intentionally selected individuals and sites to learn and understand the main research question.

#### *Data Collection Tools*

Collection of data is a systematic process in which the researcher collects relevant information to achieve the researcher’s purpose and objectives. In this study, the data collection was aligned to the research question and the two instruments used were questionnaire and interview.

#### *Questionnaire*

A questionnaire is a research instrument consisting of a series of questions for the purpose of getting information from the respondents; that it can be sent to a large group of people, including those who live thousands of miles away (Leedy & Ormrod, 2013:191). Thus, the questionnaire may save the researcher travel expenses, and postage is cheaper than long-distance telephone calls.

Questionnaires, like any other data collection tools, have strengths and weaknesses. In terms of strengths, they are relatively economical because they comprise of the same questions for the entire subject. Another strength of a questionnaire is, among others, that it facilitates anonymity, which also helped the teachers express their views freely”. The most common shortcoming of a questionnaire is that majority of people who receive questionnaires do not return them thereby causing a low return rate. At times, those who return them are not necessarily representatives of the originally selected group (Leedy & Ormrod, 2013:191).

Questionnaires were ideal for this study because they provided quantitative data which validated qualitative obtained from interviews. Questionnaire used in this study consisted of close and open-ended questions, and they were used to probe teachers’ understanding of the teaching strategies they applied in Grade 12 ESL classrooms. Furthermore, these questionnaires were appropriate for this study because teachers provided data independently from each other without sharing information.

#### *Interview*

The second data collection tool used in this study was interview. An interview is the elicitation of data by one person from another through person to person encounters. It was used, in this study, to elicit data from the teachers about the teaching strategies used in Grade 12 classrooms in Mankweng Circuit. The researchers used structured interviews in which identical questions were asked. Babie

and Mouton (2001) posit that structured interview resembles a verbal questionnaire which enables the researcher to compare answers from different respondents. In this study, researchers compared answers provided by teachers concerning application of teaching strategies used in Grade 12 ESL classrooms in Mankweng Circuit, Limpopo Province. Interviews, like any other data collection tools also have merits and demerits. Some of the strengths are that interviews offers researchers an opportunity to understand the nature and complexity of the phenomenon under consideration, support the examination of phenomenon in its natural setting, and support in-depth research (Basias & Pollalis, 2018:95). On the other hand, the setbacks of interviews are among others, interruptions; competing distractions; stage fright; confidential information; teaching and preaching.

Data analysis

Braun and Clarke (2006) maintain that producing a report is the final stage of the analysis as the researcher writes up the narrative told by the data through the themes and literature. The study employed thematic content analysis to transcribe, analyse and interpret large sections of text on data collected through questionnaires and interviews. Data analysis helped the researchers identify themes and patterns in the study through the findings.

### Findings

The researchers collected data from Grade 12 ESL teachers through questionnaires and interviews which were recorded using a tape recorder. These data were transcribed, analysed, and interpreted using thematic content analysis by developing the following themes:

#### *Types of teaching strategies*

Researchers found that teachers apply different types of teaching strategies in Grade 12 English second language classrooms, and were innovative as there were no teaching strategies prescribed by the Department of Basic Education.

#### *Teachers' experience(s) of applying teaching strategies*

It was also found that teachers had their observations of the application of teaching strategies. In other words, teachers provided their experiences of what happened when they apply teaching strategies.

#### *The effects of learning on teaching strategies*

The findings indicated that the manner in which teachers were trained affect the way they teach. Besides, teachers were trained in different institutions and how they were trained, differed greatly with what they were supposed to do in the classroom.

#### *The impact of teaching strategies on learner performance*

The findings indicated that application of teaching strategies by teachers in Grade 12 classrooms has a great impact on the performance of learners. For learners to perform outstandingly, teachers should go an extra mile by coming up with teaching strategies that would improve their (learners') performance.

#### *Participation of learners in ESL classroom.*

The findings indicated that the manner in which the teacher offers a lesson in class determines the level participation by learners in that particular offering. A dull lesson makes learners passive while a lively lesson makes them active.

### Conclusion and Recommendations

The findings of the study indicated that there are no prescribed teaching strategies by the Department of Basic Education. Teachers are resourceful in coming up with innovative teaching strategies that are suit to both the lesson and the learners. Learners learn English better when teachers apply various teaching strategies during lessons, and teachers who apply teaching strategies in Grade 12 English Second Language classrooms contribute to learners' good performance in all schools in Mankweng Circuit.

The study recommended that Grade 12 English teachers in Mankweng Circuit should be made aware that teaching strategies are important and should always be applied during the lessons. It should be a policy that all teachers who teach English Second Language in all Grades should apply teaching strategies as they contribute to the learners understanding of the subject; curriculum should include guidelines on teaching strategies to help teachers who are not aware of them; curriculum advisors should conduct workshops to assist teachers to understand teaching strategies relevant to English Second Language. They should also provide teachers with documents on teaching strategies that are good for Grade 12 learners. Lastly, teaching programmes for Colleges of Education and Universities should be aligned to the current curriculum.

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