



Strategies of Teaching English as A Second Language: Findings from A Mixed-Method Research

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Abstract

The study aimed at examining the strategies of teaching English as a second language in Grade 4 in selected schools of the Amathole District of the Eastern Cape Province, South Africa. From the entire elementary schools within the Amathole District of the Eastern Cape Province, the researchers of this study randomly selected eight Grade 4 ESL instructors, from the agreed four elementary schools, which means two Grade 4 ESL instructors for each agreed school. For the data collection, a questionnaire with thoroughly designed questions and an observation checklist that entails guidelines of what to observe were used. Hence, the data were quantitatively and qualitatively analysed. The study findings particularly indicated that all the interviewed Grade 4 ESL instructors understand what teaching strategies denote and can recognise the current teaching strategies of Grammar Translation Method (GTM), Direct Method (DM), Silent Method (SM), and Communicative Language Teaching (CLT) method except for the Audio-Lingual Method (ALM) and the Total Physical Response (TPR). However, the findings indicated that all the Grade 4 ESL instructors were only able to apply the features of both GTM and CLT strategies during the classroom observation, while the features of direct and silent methods were recognised by some of the Grade 4 ESL instructors were not applied during the classroom observation. Also, the findings established that the GTM is more applied by the Grade 4 ESL instructors compared to the CLT. Thus, the implication is that realistically in the teaching of Grade 4 ESL learners, the instructors only employed either the GTM or CLT, where the GTM is mostly used against the CLT.

Key words: ESL/Additional language/mother-tongue, teaching strategies, proficiency, competency

Introduction

The general issue established by several language instructors is the question of how to instruct learners whose mother tongue is not in English or the language of instruction. Getie (2020) established that learners whose learning classroom process is in a different language aside from their mother-tongue are usually endowed with a comprehensive understanding of their mother-tongue over the classroom language. In using English second language for the

classroom learning process, language instructors have a crucial role to play because there is a need for them to identify ways in which learners' second language experience influences their learning process toward recognizing means of assisting the development of the learner's language and supporting them to be completely involved in the general and educational sides of schooling.

Since learners learning in English second language have a comprehensive understanding of their mother-tongue and have never been provided with the notion and terminology of the second language needed in understanding the content being taught, thus, language instructors need to understand the suitable teaching strategies that will enhance teaching quality in the second language which are necessary for achieving learners' cognitive educational language for their active involvement in the classroom teaching and learning process.

Whilst the failure of the instructors to achieve the suitable teaching strategies in the classroom instruction process may allow for the learners' underperformances in the second language classroom since learning can never take place if the learners do not comprehend whatever classroom instructions being passed through by the instructors (Cameron, 2001). This corroborates the threshold hypothesis which suggests that it is required that English second language learners advance their proficiencies in the second language to assist them to understand the content of the syllabus being taught in the second language. However, the failure of the learners to do so will lead to academic and linguistic failure, which comes because of learning materials that are not understandable and the wrong teaching strategies employed by the instructors.

Literature Review

Tavoosy and Jelveh (2019) surmise that it is difficult for learners learning in a second language (i.e., either in English or any language) to immediately achieve similar degrees of educational language proficiency compared with their colleagues using that same language for their mother tongues because second language learners maximally last seven years to achieve the similar degrees of cognitive educational language proficiency.

For English second language learners to accomplish Cummins threshold degree of proficiency in English second language, aside from the materials that are carefully selected by the language instructors to aid the learners learning process in English second language, the language instructors after thorough observation of the learners' learning abilities need to then carefully select the teaching methodologies that will be suitable for the English second language learners.

The importance of English as a language among all other languages of the world is because it takes up a distinct role in the global multilingual system since the language serves as a lingua-franca, foreign language, and a second language (Siemund, Al-Issa & Leimgruber, 2020). The English language had been in existence since, but at the end of the nineteenth century, it gained recognition and became famous which therefore pioneered English as the language that is globally spoken and written (McCrum, Cran & MacNeil, 2003). This global widespread of the English language hence encouraged the various teaching methods that emerged at different stages of time to countries that accepted the language for official use and teaching and learning.

In the African continent, English is a second language following the mother-tongue language of most of the African people, hence, the role English language plays cannot be underestimated because the language had effectively entered the continent (Schroeder, 2020). However, Gordon (2005) stated that the invasion of the English language to the African continent led to the death of numerous mother-tongue languages. However, reports affirm that France colonized African countries like Gabon, Rwanda, and Burundi are embracing the usage of the English language against their colonial master's language French, which now has negative effects on the usage of the French language within the continent (Negash, 2011).

Further, part of the 26 countries (Botswana, Cameroon, Eritrea, The Gambia, Ghana, Kenya, Lesotho, Liberia, Madagascar, Malawi, Mauritius, Mozambique, Namibia, Nigeria, Rwanda, Seychelles, Sierra Leone, Somalia, South Africa, South Sudan, Sudan, Swaziland, Tanzania, Uganda,

Zambia, and Zimbabwe) from 54 African nations accepted the sole and entire usage of English language for official, teaching and learning purposes at the detriment of their mother-tongue languages (Plonski et al., 2013), while some countries included their mother-tongue languages alongside the English language for official, teaching and learning purposes. All these, therefore, portray the significance of language in the African continent.

Besides, South Africa is multilingual and one of the countries within the African continent that are interested in strengthening African languages (Koloti, 2000). The Departments of Arts, Culture, Science, and Technology [DACST] (1996) affirms that there are around 80 mother-tongues languages in South Africa in which the primary languages are Ndebele, Swazi, Xhosa, with Zulu that is the Bantu languages and part of Nguni subfamily; the Sotho subfamily owns the Pedi, Tswana, and Sotho languages; Venda and Tsonga languages is owned by no one; English and Afrikaans (an Africanised Dutch) languages are popular and generally spoken. All these languages comprise various types. Also, foreigners from African, European, and Asian countries that settled in South Africa spoke various languages.

However, in South Africa's effort to strengthen the African/ mother-tongue languages and have official languages from the numerous languages spoken in the country, the 1996 South African Constitution approved 11 official languages of isiNdebele, xiTsonga, tshiVenda, sePedi, isiZulu, siSwaiti, English, Sesotho, Afrikaans and Setswana (Government of RSA, 1996; Granville, Janks, Mphahlele, Reed, Watson, Joseph, & Ramani, 1998; Webb, 2003). This approval was following the birth of the country's democracy in 1994 after the cessation of the apartheid system which ushered in a fresh language policy on education aside from the apartheid system language policy in education.

Additionally, Howie, Venter, and Staden (2008) explained that these official languages became part of the syllabus used for instruction in South African schools whereby parents and learners are entitled to decide any of the official languages they want to be instructed with or want their children to be instructed with (Rendel, 2004). Besides, the language policy on education provides that the English language automatically becomes the language of learning and teaching (LoLT) from Grade 4.

Consequently, based on the provision of the South Africa language policy on education that starting from Grade 4, the English language should take over as the LoLT from the learners' mother-tongue languages thereby becoming the learners' additional language (as the case of South Africa). Thus, the strategies (histories and benefits) used in teaching English to additional language learners are comprehensively examined.

BRIEF HISTORY OF ENGLISH LANGUAGE TEACHING STRATEGIES

The teaching of the English language developed over the years. The beginning of the twentieth century gave rise to fresh strategies of language teaching as psychology and applied linguistics scholars tried to launch brilliant ways in allowing language teaching outcomes to be more effective (Richards & Rodgers, 2014) which brought forth the different understanding and concepts of language teaching.

Richards and Rodgers (2005) affirm that the drives for this fresh language teaching ensued the impact of factors like the Second World War. Nevertheless, even with the severe impact of the Second World War, the rise of fresh language teaching strategies, the vast movement of people because of relocation, educational internalization, and lately internet development, globalization as well as the global expansion of English encouraged language teaching policies evaluation, particularly for speakers of the additional language.

English Second Language Teaching Strategies

Mora (2012) states that the widespread approaches of teaching English to second language learners are the Grammar translation method, direct method, reading method, audio-lingual method, situational method, and communicative language teaching. Hence, the history and benefits of each of these methods are examined.

Grammar Translation Method (GTM)

Known as the classical method because it was foremost used in instructing the classical language of Latin and Greek (Richards & Rodgers, 2014). The origination of the Grammar translation method is

found with the purpose to instruct languages through grammar with translation as learners need to collect second/foreign languages knowledge following the reviewing of several grammatical rules then implementing the knowledge of the text understanding using a dictionary. Following the review of the second language the learners desire to learn, the learners familiarized themselves with their mother-tongue language grammar, which therefore assists them to improve in the speaking and writing of their mother-tongue languages (Rahman, 2012).

The GTM which is also known as the Prussian Method was foremost introduced in Germany, particularly in Prussia (Richards & Rodgers, 2014). Due to the availability of GTM for over 2000 years till this present-day, GTM is the oldest of all second/foreign/additional language teaching strategies which subjugated Europe and second language teaching around the 1840s to 1940s; also which has been revised and employed in the teaching of second/foreign/additional language to various nations globally in the present-day. The main characteristic of GTM was the substitution of conventional textbooks using ideal phrases, while the primary objective of GTM is established on making the learning of language simpler (Rahman, 2012; Richards & Rodgers, 2014).

Further, Zainuddin, Yahya, Morales-Jones, and Ariza (2011) states that the GTM originated on the notion that there are various types of knowledge kept in different parts of the brain. There was this assumption that the effective means of making use of the brain is by learning various subjects. For instance, then, the understanding of Chemistry was believed to be situated in a part of the brain; Language in a different part; Accounting in another part, etc. Therefore, understanding a different language allowed for the needed cognitive practice in expanding the section of the brain assumed to be kept for languages. During the twentieth century, speaking and or interaction was not the primary purpose of understanding a language. In learning a language, the drive behind it was to take the mind into practice and simultaneously the capability to study using that language. Also, since the languages instructed in these inception were Latin and Greek, there is, therefore, the need to understand the standards of these languages, hence, this is further justification for learning additional languages using the grammar-translation method.

Basic characteristics of the Grammar-Translation method:

According to Richards and Rodgers (2014), the following are the basic characteristics of GTM:

1. The learners' mother tongue is the means of instruction. The means of instruction is employed for the explanation of fresh points also to allow for assessments to be conducted among the learner's mother-tongue language with the additional language.
2. The grammar-translation method is an avenue for learning a language that foremost accesses the language using comprehensive evaluation of the rules of the target language grammar and then the implementation of this understanding to the responsibility of interpreting textbooks and phrases in and out of the additional language. Therefore, GTM believes the learning of language is made from much rule's memorization with realities in the comprehending and manipulation of syntax and morphology of the additional language.
3. In GTM, the primary goal is on reading and writing, however, there is limited ongoing attention on speaking or listening.
4. The essential element of teaching and language exercise is the sentence because many classroom teachings are committed to sentence interpretation in and out of the second/target language. Hence, the attention given to sentences interpretation authorizes the method with a unique characteristic.
5. Words are instructed by studying the dictionary, through memorization, and using bilingual words and the choice of vocabulary is solely based on the used reading textbooks.
6. There is the emphasis on accuracy, that is, it is expected that the learners' reach heightened levels in interpretation since the greater emphasis is immersed in a total standard of correctness which as well as possessing a natural sense of morality was a requirement for qualifying the

growing range of official printed examinations that increased over the century.

There is a logical instruction of grammar. The logical instruction of grammar is the demonstration with the analysis of grammar rules that are thereafter carried out using experts interpretation.

The Direct Method

This is the method that takes the responsibility and relates itself using the additional language as a medium of teaching without using translation as employed by the GTM, as well as connecting sense to the language being taught. The direct method started following the failure suffered from the restriction encountered in the GTM that led to the full exit from the GTM. Rather than the attention GTM gave to the reading and writing skills, the direct method majorly concentrated on both speaking and listening (Zainuddin, Yahya, Morales-Jones, & Ariza, 2011).

Also, Aaron and Rosemary (2020) affirm that the lack of ability to establish communicative competencies in additional language learners begat the direct method. The focus of this method is on the straightforward connections learners of the additional language create among items with ideas as well as similar terms in the additional language (Zainuddin, Yahya, Morales-Jones, & Ariza, 2011; Richards & Rodgers, 2014). The main objectives of the direct method are that the use of the additional language is always reiterated because the method does not allow the usage of the learner's mother-tongue language. Thus, learners must always ponder and speak the additional language.

Besides, in providing understandable information for learners learning in the additional language, the instructors make use of items, images/diagrams with facts. Teaching in the additional language using the direct method as well focuses on particular subjects, likewise, there is the logical instruction of grammar elements using the management of the subject. The primary concern of this teaching strategy is that there is a similarity in the process because learning in the additional language is comparable to that of the mother-tongue language (Zainuddin, Yahya, Morales-Jones, & Ariza, 2011). Hence, the method justifies that a thorough study of spelling patterns or grammatical rules is unnecessary; rather the additional language learners are instructed that the particular aim of any language is for interaction.

In inspiring the English additional language learners to understand fresh vocabulary and language forms, the direct method employs the usage of many repetitions. Zainuddin, Yahya, Morales-Jones, and Ariza (2011) states that the learning of fresh vocabulary and language forms are in the five-level procedures of: Show, Say, Try, Mold and Repeat. Employing items that are of reality such as diagrams, or flashcards will assist the instructor to provide a grammatical form or a language term. Also, the direct method is usually for extremely driven adults that want to speak an additional language for business use, thus, Berlitz language schools situated worldwide are recognized for this purpose because they admit adult speakers that want to learn the additional language for business use and their schools are known for implementing the practices of the direct method.

Audio-lingual Method

The audio-lingual teaching method was originally known as the Army Method and was foremost established on behavioural psychology and language theory (Alemi & Tavakoli, 2016); this method is embedded in form and structuralism (Brown, 2001). The participation of the United States in the second world war introduced a great transformation in the instruction of languages in American educational institutions. Since it is obvious that the GTM failed to prepare individuals that are competent in the additional language they are instructed, hence, the government of the United State of America requested tertiary institutions in the country create curriculums in the additional language which would develop learners that would successfully and competently interact in the second/foreign languages (Zainuddin, Yahya, Morales-Jones, & Ariza, 2011).

The adjustments in the views regarding ways humans learn influenced the development of the teaching strategies. Similar to the direct method, the audio-lingual method is the same as the oral strategy. Nevertheless, it is entirely dissimilar because instead of stressing vocabulary attainment by way of

disclosure towards its usage during circumstances, the audio-lingual method teaches learners the usage of forms of a grammatical sentence (Alemi & Tavakoli, 2016). Also, this method is known as the method compacted on a sequence of practice in the grasp of the second/foreign language through memorization likewise repetition, while there is the discouragement of speaking error.

Further, Alemi and Tavakoli (2016) affirm that audio-lingual actions demonstration can as well be in conversations/discussions variations that learners must pay attention to, make repetition, and commit to memory. The learner's conversations/discussions furnish them with the pattern and notion of the usage of certain kinds of forms in a certain type of circumstances. Ordinarily, conversations/discussions explain the second/foreign language socio-cultural states, which assist in the memorization of learners' appropriate statements in all circumstances like sharing of views, felicitations, interests, etc.

Features of the Audio-lingual method:

Alemi and Tavakoli (2016) outlined the features of the audio-lingual method as follows:

1. There is a strict restriction on vocabulary.
2. Much attention is placed on pronunciation.
3. There is limited clarification on grammar, that is, unlike the grammar-translation method that is instructed logically, the audio-lingual method instructs grammar at the basic stage of the lesson.
4. Heavy reliance on memorizing a group of words and imitating.
5. Fundamental forms are instructed with the usage of repeated practices.
6. There is a possibility of language manipulation and the neglect of content.
7. Present of enormous exertion in allowing the learners to make correct statements.

Techniques of the audio-lingual method

The following techniques related to the audio-lingual method are provided by Larsen-Freeman (2000):

1. Memorizing conversation/discussion: using imitation with the implementation of role-playing, learners learn by heart or remember an initial conversation/discussion.
2. Reiteration exercise/practice: the learners reiterate the instructors' pattern swiftly and correctly.
3. Sequence exercise/practice: within the classroom, the learners question and respond to one another individually in a sequential turn.
4. Grammar games: with the usage of many repetitions, different forms of entertainment are created for grammar points in context drills.

Replacement exercise/practice: from the conversation/discussion, the instructor says a line, afterwards, employs an expression or term like a hint, in which during the reiteration of the line by the learners, there needs to be a replacement in the rightful position within the sentence.

Total Physical Response (TPR)

Still believed and applied as a useful second/foreign language teaching tool, especially at the early phases of teaching, the TPR is a second/foreign language teaching method designed for listening comprehension development using several instructions that produce physical activity response from the learners. The TPR was established by a psychology Professor, James Asher, in the 1960s (Savic, 2014; Larsen-Freeman, 2000). In acquiring language more natural and unforgettable to second language

learners, the TPR merges gesticulation and language. Further, as regards all categories of second/foreign language learners (be it young learners, teenagers, and adults), the application of TPR in the second/target language class does not permit learners to talk because it helps the TPR to be appropriate and without constraint.

Besides, Savic (2014) submits that TPR is possible to be extremely useful during the instruction of young learners because it positively replies to their inclination to learn and understand faster by doing. Further, it considers the wants of the young learners in the development of their listening to understanding prior to speaking, as well as needfully staying awhile until the learners' desire to speak (Savic, 2014).

According to the standards of TPR, Asher holds that similarity should exist between the learning of a second/target language likewise acquiring the mother-tongue. In acquiring the mother-tongue, there is the occurrence of understanding prior to speaking then the children foremost physically reply to instructions, also by orally subsequently; while in learning, affective features are relevant, instructors should find a way of developing a learning environment that is friendly and relaxed in lessening the 'affective filter' likewise assisting in knowledge acquisition; On gesticulation, it is necessary to merge gesticulation with listening understanding in enhancing a lasting memory. Considering that there is an accelerated procedure of information in the brain in which the brain takes to be dependable provided listening happened due to a change ('right-brain learning'), devoid of explanation or speaking ('left-brain learning'), quiet is expected of the learners in avoiding excessive use of the brain: in replying instructions quietly, there is the simultaneous absorption of the second/foreign/target language by the learners, deprived of analysis, moreover, speaking, reading and writing need to pursue afterwards, once TPR has developed a suitable framework (Asher, 2007).

Major Objectives of TPR

Savic (2014) explained the major objectives of TPR as:

1. There are limitations for TPR abilities regarding speaking competency development, even though TPR permits learners to attain great degrees of competency and also in develop in-depth understanding.
2. There is still the global usage of this method of instruction for newcomers likewise is useful enough for learner's instruction: learners input intricacy is steadily enhanced, they are concerned with replying to instructions, listening likewise engaging in a tale s or singing activities, while the learners replace their instructor at a later time to provide instructions independently.
3. TPR as a teaching method suggested a second language is excellently understood by a learner during the target language usage in important interaction, meanwhile, there is no use for grammar clarification.
4. To instruct essential interaction and speaking capability while it is attained by subjecting learners to thoroughly classified language with grammar formations because the matter expands progressively in difficulty thereby every new single class develop on the previous ones.

The Silent Way Method

This method started in the 1970s by Caleb Gattegno and the usage of the term 'silent' is important because the name is grounded in the principle where the instructor need to maximally maintain a total silence in the classroom to support the learners in the possibility of developing maximum language, thereby making the learners in charge of their learning (Week & Alkhateeb; Zainuddin, Yahya, Morales-Jones, & Ariza, 2011). Further, this method has three underlying principles, which are: learning is promoted as long as learners find out instead of memorization or reiteration; such learning

is usually supported with material items; also, such resolving issues are essential to learning.

The Silent way method approved an extremely structural technique in the presentation of language, hence, the presence of structural models' technique of the second/foreign language is carried out by the instructor while the learners inductively understood the grammar rules of the language (Week & Alkhateeb). In the learning of the additional language using the silent way method, second language beginners are foremost instructed the new language sound with colour-coded maps. Thereafter, there is an emphasis on the structures of the language by the instructors, often employing plastic rods, coloured in visibly illustrating elements of sentences or phrases. Learners are instructed in tales employing the plastic rod as support as they start to comprehend further knowledge of the language.

In each level of the Silent way, there is a minimized role of the instructor patterns, likewise, the learners attempt to reiterate following thorough listening from the support of their combined efforts; in the usage of signals or discouraging shake of the head, the instructor thereby guides the learners to right answers (Zainuddin, Yahya, Morales-Jones, & Ariza, 2011). To the learners, the silent way method is quite complicated because they need to be knowledgeable in the usage of maps with the plastic rod for efficient involvement in classroom instructions. Likewise, the method is quite complicated for the instructors because of the need to acquire intensified coaching of the methodology used. This method however curtails the population of instructions using it given that this method requires the instructor to be silent in the teaching of the target language, which is therefore hard to find instructors relaxed with such teaching style because, in a traditional classroom, studies have it that for periods allocated for instructors to teach, they teach by speaking around sixty-five to ninety percent of that period (Zainuddin, Yahya, Morales-Jones, & Ariza, 2011).

Characteristics of the Silent Way Method.

Richards and Rodgers (1966) gave the following characteristics for the Silent Way Method:

1. The facilitation of learning is established provided the learner finds out: This implies that in the application of the method in second/target language instruction, the learners should actively participate in the learning procedure and not just be the receiver or listener of the classroom instruction. The instructor with the learners must work together in ensuring the intended target of the teaching.
2. The facilitation of learning is based on addressing issues concerning the topic to be taught: That is a brilliant silent way learner is a brilliant problem resolver. In the application of this method in a second/target language classroom, the only role of the instructor lies in providing minimized reiterations and improvements, thereby keeping silent mostly, abandoning the learner endeavour address the issues they are given regarding the language and understand the language instrument.
3. The facilitation of learning is monitored using real targets: There is the usage of multicolour maps with plastic rods that are of different sizes. These real targets are employed to start vocabulary (like verbs, adjectives colours, etc) also syntax (like word order, tense, etc).

Communicative Language Teaching (CLT)

Based on the modifications in British language teaching resulted in the establishment of communicative language teaching (CLT) in the 1970s (Richards, 2005), however, the establishment of CLT followed the result of past teaching methods that instead of focusing on meaning, focused on structure and form (Richards, 2005; Sadoughvanini & Shamsudin, 2013). It applies that the establishment of CLT was because of the disappointment several language scientists had with grammar-translation and audio-lingual methods because these language scientists believed that acquiring a language exceeds concentrating on just the structure and the form.

Richards (2005) states that the ideology and purpose CLT was based on is centered on the instruction

of communicative competence. Giving second language learners the skills needed in the usage of the language been acquired was the reason behind the establishment of CLT. Simply put, it gives second/foreign/target language learners the needed satisfaction they got in effectively managing a communicative condition. Richards (2005) with Sadoughvanini and Shamsudin (2013) submits that any classroom teaching and learning processes that undergo CLT are established on learners' wants within a realistic communicative condition in oral or scripted interaction. Also, the grammar instructed in a CLT classroom is established on the learners' wants through realistic communication likewise conforming to the tasks that are instructed (Richards, 2005).

Language is an advanced medium of interaction; hence, the learning of a language is expected to guide the usage of language for interaction/communication purposes. Allowing learners to speak in the target language being taught also effectively carrying out different interactive conditions is a clear assumption of what CLT is expected to accomplish. The totality of what is in the CLT classroom enjoys communicative purpose; simply put, CLT classes do not in any way concentrate on the forms and structures of language but involve instruction societal responsibilities (Larsen-Freeman & Anderson, 2013).

Further, discussing CLT is incomplete without referring to the contribution of Hymes (1971). Hymes gave backing to CLT as a teaching method where he developed a 'communicative competence' theory. In this theory, Hymes (1971) suggests that aside from the understanding of language, it is appropriate to incorporate societal dimension with the societal understanding of language. Moreover, he considered that the acquiring and instructing of language tends to allow the usage of language by the learners within communicative conditions. Thus, CLT moved away from form and structuralism in which the audio-lingual method is embedded and focuses on communicative competence. For instance, contrary to the grammar-translation and the audio-lingual methods that are embedded in behaviourism and structuralism (Brown, 2001) whereat learning of language are regarded as a procedure of spontaneous formation of habits (Richards, 2005) which resulted in reiteration and imitation; the communicative method is only to instruct and acquire language in conformity with meaning and the statement setting employed in the process of communication (Baepler, 2003).

Benefits of CLT

Sadoughvanini and Shamsudin (2013) discussed the benefits of CLT as;

1. CLT emphasizes the objectives of competency in communication, therefore the importance of CLT is permitting the usage of language for interactive conditions to fulfill learners' wants during realistic interaction (Richards, 2005).
2. Contrary to audio-lingual methods that concentrate on language knowledge and forms of the target language, CLT emphasizes meaning, that is, it put into consideration the means of communication also how communication in the target language is effectively carried out (Finocchiaro & Brumfit, 1983; Sadoughvanini & Shamsudin, 2013).
3. The second language learner excellently achieved the knowledge of rules governing the target language in CLT during the period s/he is making effort to communicate, then, the large part of the procedure involved in learning does not lie in the instructor, showing that there is a shift from instructor-confidence to learner-confidence in the CLT classroom.
4. In the CLT classroom, the instructor's duty is considered as a mediator that assists the learners during the learning procedure in carrying out effective communication. Hence, this certainly assists the learners with practices also sufficient communication during the CLT classroom to attain competency in communication.
5. The practice of itemized separate words that are committed to memory exists in the grammar-translation method while knowing things are in-context/ contextual in CLT.
6. The command and mastership of language come first above reading and writing in the CLT classroom; this implies that there is a delay of reading and writing pending when there is mastership/command of language.

Conclusively, according to Richards and Rodgers (2014), other current language teaching methods are: Content-Based Instruction and Content Language Integrated Learning (CLIL), Whole Language, Competency-Based Language Teaching and the Common European Framework of Reference, Task-Based Language Teaching, Text-Based Instruction, The Lexical Approach, Multiple Intelligences, and Cooperative Language Learning.

AIM AND RESEARCH QUESTION

The study aims to explore the teaching strategies employed by instructors in teaching English second language to Grade 4 learners in selected schools within the Amathole District of the Eastern Cape Province, South Africa.

Research Question

What are the teaching strategies presently used by Grade 4 instructors of English as a second language in selected schools within the Amathole District of the Eastern Cape Province, South Africa?

PROBLEM STATEMENT

The widespread of the English language allowed for the various teaching methods which developed at different stages of time to countries that accepted the language as official and for instruction procedures. Thus, taking into consideration the enormous function the English language performs in economic globalization with the desire in preparing the coming generations to contend with growing economies in the world.

In the teaching of English as a second or additional language as in the case of South Africa, the four English skills of reading, writing, speaking, and listening are important to be considered. To achieve this, most language instructors are faced with challenges of how to go about that particular teaching strategy intended to accomplish the learning goal in the additional language. This is because English as an ex-colonial language inherited from colonialism is not the mother tongue for most African and South Africa English instructors, hence, the instructors teaching English in Africa/South Africa only drill them for examination and not to develop the learner's competence and knowledge in the second/additional language.

However, this led to the assumption that one of the contributing factors to learners' poor performances in English second/additional language with their inability to be proficient in the speaking of English language especially among the Grade 4 learners of the Eastern Cape Province is ascribed to the method employed by instructors during the procedures of teaching. The instructor's failure to accomplish an appropriate teaching method gives room for the learners' poor performances and not being proficient enough in the second language classroom because learners do not learn if there is the absence of classroom understanding teachings given by the instructors (Cameron, 2001).

Hence, because of the ongoing situation, this study seeks to know if the instructors themselves understand what teaching strategies are as well as to identify the teaching strategies presently used by Grade 4 instructors in teaching English second language learners in selected schools in the Amathole District of the Eastern Cape Province.

RESEARCH METHODOLOGY

Rajasekar, Philominaathan, and Chinnathambi (2013) submit that methodology is the knowledge for how an academic work may be carried out also explains the levels scholars undergo while a conclusion is made on the most effective method of tackling the study issue with the rationale underlying their thinking. The methodology summarizes and puts into consideration an academic work principle, possible threats with difficulties as well as the disadvantages of every method (Dawson, 2002).

Research Design

This study employs a mixed-method design. The mixed-method design allows for a considerable number of pieces of knowledge to be developed compared with when one method is chosen for particular research (Creswell & Plano Clark, 2017). Besides, Creswell and Plano Clark present varieties of essential features that emphasize important components between the method of mixed-method; they explain that scholars simultaneously and/or sequentially as well as rigorously gather and make an analysis of the duo data (qualitative with quantitative) that merge the forms of the duo data. They further state that the manner of merging the data is contingent on the type of question, likewise, the reflective perspective of the individual carrying out the study.

Advantages of Mixed Methods Research

Creswell and Plano Clark (2007) with Tashakkori and Teddie (2003) gave the advantages of mixed methods research as the following:

1. Rather than using any of the methods, the merging of both qualitative and quantitative methods provides a comprehensive understanding of the research issues.
2. Triangulation is another benefit of using mixed-method research because it allows the scholar to examine the research issue from different and several perspectives.
3. Using the mixed method assists and improves the quality of that research, given that it considers various procedures and techniques of the duo methods.

The mixed-method assists a scholar to possess comprehensive knowledge of his/her study because, in the process of carrying out the study, the strength and flaws of the duo methods are certainly provided by the different data used for the study.

Research Settings and Participants

The setting of this study was in the Amathole District of the Eastern Cape Province, South Africa. The Eastern Cape is the Xhosa-speaking people. In the Amathole District, four schools were identified and selected for the study, while the attention of this study is on both Grade 4 learners and their instructors.

The rationale behind using Grade 4 for this study is because the South Africa constitution required that from Grade 4, English must assume the language of teaching and learning (LoLT). This means that right from Grade 4, the learners' language of instruction must automatically change from their mother-tongue to the English language.

Population and Sample

Population is defined as the summation or entirety of every item, person, or participant that agrees to a variety of information (Polit & Hungler, 1999, p. 37). Accordingly, this study population were South African Grade 4 English second language instructors in the Amathole District of the Eastern Cape Province, South Africa. The sample size is the various participants selected from the entire people, which are believed to be a representation of the actual people in that particular research. Hence, in all the elementary schools in the Amathole District, four schools were decided for this study, while in these decided elementary schools, a sample of eight Grade 4 English second language instructors was randomly selected; that is, two Grade 4 ESL instructors in each decided elementary schools that involved male and female. These randomly selected ESL instructors are from various environments and communities.

Instruments of Data Collection

The research instrument depicts different approaches whereby data is acquired by the researcher for his/her academic research. Thus, data needed for achieving the aim of this study was done through the

distribution of questionnaires to the selected Grade 4 instructors followed by classroom observations. This study, therefore, employs the usage of both questionnaires and observation.

Questionnaire

The selected Grade 4 ESL instructors across the four selected schools were given questionnaires and the questions were well-structured and focused on the objective. The questionnaire comprises close and open questions to permit participants to give sufficient information data. Without delay, the questionnaires were retrieved from the participants after they are done responding to the questions.

Observation

Since the study is a mixed-method, an observation was employed as one of the research instruments. With the permission of the respective school authorities, the researchers were in each of the selected Grade 4 ESL instructors across the four elementary schools to identify the teaching strategies employed in the teaching of the Grade 4 ESL learners.

Data Analysis

The Statistical Package for Social Sciences (SPSS Version 20) was applied for the quantitative and qualitative analysis of this study.

FINDINGS AND DISCUSSION

Quantitative Findings and Discussion

Quantitative data deals with knowledge concerning quantities, thus, numbers. It comprises the procedure of fair and neutral gathering and evaluating data that are numerical in explaining, forecasting, or monitoring pertinent parameters (Muijs, 2010). Hence, the data gathered using this study questionnaire from all Grade 4 ESL instructors' participants were submitted mathematical/numerical analysis.

The questionnaires given to the selected eight Grade 4 ESL instructors comprised of seven questions and they are:

Question 1:

As an English second language instructor, which language (Xhosa OR English) do you prefer in teaching your learners the English language?

Table 1

Which language do you prefer for teaching your learners	Frequency	Percentage
Xhosa	2	25.0
English	6	75.0

Based on table 1, 2 (25%) of the Grade 4 ESL instructors assert that they prefer using the mother-tongue IsiXhosa to teach the learners and gradually introduce the English language as they progress. The

instructors said the reason behind this is that they discover that most Grade 4 learners at times do not comprehend the classroom instruction in the second language since their previous language of learning is in their mother tongue. However, 6 (75%) of the Grade 4 ESL instructors supported using English teaching of ESL learners rather than using their mother-tongue Xhosa. This corroborates what Brown (2000) affirms regarding the continuing conversation between English language scholars in the discipline of second language acquisition (SLA), that there must be the prevention of learners/instructors' mother-tongue (IsiXhosa in this case) in the process of learning in the second language. However, making use of the mother-tongue during the second language classroom instruction brings about 'error transference' that impedes the activities of the instruction activities following in the course of activities in the second language (Pacek, 2003).

Question 2:

Do you understand the phrase 'teaching strategy'?

Table 2

Understand teaching strategy	Frequency	Percentage
Yes	8	100.0
No	0	0.0

Table 2 above affirms that all Grade 4 ESL language instructors which are 100% know the phrase 'teaching strategy'. From this, it is satisfied that none of the Grade 4 ESL instructors does understand what teaching strategy denotes.

Question 3:

Which of the English strategies do you know as an English instructor?

Table 3

English teaching strategies you know	Frequency	Percentage
Grammar translation method (GTM)	2	25.0
Direct method	1	12.5
Audio-lingual method	0	0.0
Total Physical Response	0	0.0
Silent method	1	12.5
Communicative language teaching (CLT)	4	50.0

As illustrated in table 3 above, 2 (25%) of the Grade 4 ESL instructors are knowledgeable of the GTM, 1 (12.5%) of the English instructor knows the direct method, none of the Grade 4 ESL instructors is familiar with both audio-lingual and silent method, while 3 (50%) of the English instructors are knowledgeable of the CLT. Thus, the above table shows that the instructors are knowledgeable of the strategies that can be used in teaching ESL learners. Aside from the audio-lingual and the silent method, they are not aware of, at least they all understand one teaching strategy.

Question 4:

How long do you plan an English teaching task?

Table 4

	Time spent	Frequency	Percent	Valid Percent	Cumulative Percent
	30	2	25.0	28.6	28.6
	40	1	12.5	14.3	42.9
	60	1	12.5	14.3	57.1
	120	3	37.5	42.9	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		
Total		8	100.0		

From table 4 above, 2 (25.0%) ESL instructors said they spend 30 minutes in their English lesson planning, 1 (12.5%) said 40 mins is sufficient in the planning of English lessons, while 1(12.5%) of the instructors said that 60 minutes is sufficient when planning English class. Another 3 (37.5%) ESL instructors spend 120 minutes preparing the teaching task. Lastly, 1 (12.5%) of the instructor do not put the number of minutes spent in English teaching task preparation. From the provided information, it seems that there is a variety in the time each instructor spends planning their lesson; the least time spent was 30 minutes while the highest time spent in preparing the English lesson plan was 120 minutes. Thus, it is important to plan an English lesson because it results in brilliant teaching and learning activities.

Question 5:

What is the first thing you do when preparing English teaching tasks?

Table 5

First English teaching task	Frequency	Percent	Valid Percent	Cumulative Percent
Consult different textbooks.	5	62.5	62.5	62.5
Surf the internet.	2	25.0	25.0	87.5
Consult other English instructors.	1	12.5	12.5	100.0
Total	8	100.0	100.0	

Table 5 shows the response given by ESL instructors concerning their first task while preparing for the English teaching task; 5 (62.5%) ESL instructors answered that they consult different textbooks as the first thing while preparing English lessons because it assists them to have a brilliant understanding of the specific topic to be taught by different authors also give guidance in assisting them to handle a various group of learners; 2 (25.0%) ESL instructors said they foremost surf the internet while they are preparing for the English teaching lesson; conclusively, 1 (12.5%) English instructor said consulting other English instructors for view and perspective on the topic to be taught is the first thing that he does when preparing English lesson. Umalusi (2015) identified the advantages of using textbooks as; it assists the instructors in the proper management of their classroom teaching; it assists in the prevention of wasting of time while teaching and provides direction on what to teach; it acts as a means of assistance for the language instructor throughout classroom instruction and discussion; it permits instruction process to be brilliantly harmonized and less-stressful also gives instructors confidence.

Question 6:

What is your first step in teaching English?

Table 6

	First step in teaching English	Frequency	Percent	Valid Percent	Cumulative Percent
	Solution to the previous assignment	1	12.5	12.5	12.5
Valid	Reminder of the previous lesson	6	75.0	75.0	87.5
	Introduction to the new topic	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

For there to be proficiency among the Grade 4 ESL learners, it is essential to examine the foremost step used by language instructors in the delivery of their English lesson to these young learners. Hence, in table 6, 1 (12.5%) instructor indicates that solution to previous assignment in the first step in teaching English, 6 (75.0%) states that bringing to the learners' memory of the previous lesson is the first step in teaching English, also 1 (12.5%) said that introducing the new topic is done first when teaching

English. From this, it established what first the instructors do before going to the main lesson of that day in their respective classrooms. This, however, helps to understand the activities the instructors carried out when they foremost entered their classroom which assists in the cognitive preparation of the Grade 4 learners into the main English lessons.

Qualitative Findings and Discussion

Klenk (2016) asserts that qualitative research serves in knowing an individual's view, encounters, and mindsets, conduct with communications; likewise produces data that are non-numerical. Also, the qualitative study concentrates by comprehending a study inquiry like humanist and impracticable method. In this study, eight Grade 4 ESL classrooms across the four selected schools within the Amathole District of the Eastern Cape Province were observed in gathering the qualitative data.

In observing the ESL classes, a checklist was designed with two items to be carefully observed. Each of the items has a "YES", "NO", and "NEED FOR IMPROVEMENT" with an explanatory note added relating to what was experienced by the researchers during the observation.

Table 7:

Qualitative results

ITEMS OBSERVED	Yes		No		Not Observed	
	N	%	N	%	N	%
Variety of interactive approaches	3	37.5	3	37.5	2	25.0
Learners participate actively during the lesson	6	75.0	2	25.0	0	0.0

OBSERVATION 1: THEME: USE OF INTERACTIVE APPROACHES

This observation allows this study researcher to view if the Grade 4 ESL instructors do employ different teaching/ interactive approaches during the teaching and learning process. In three ESL classrooms, it was observed that the language instructors made use of lively interactive approaches that permitted for comprehensive participation of the learners towards the classroom teaching. However, in the other five ESL classes, it was observed that instructors dominated the classroom teaching activities, hence, there was no room for learners' contribution and feedback. The ESL instructors in those classes do not allow any interruptions from the learners. Conclusively, out of the eight Grade 4 ESL classes observed, three of the ESL instructors made use of interactive approaches while four of the ESL instructors do not employ any interactive approaches, the Grade 4 ESL dominated the classroom teaching.

OBSERVATION 2: THEME: LEARNERS PARTICIPATE ACTIVELY DURING THE LESSON

Learners' participation and feedback in classroom teaching and learning procedure are very important because it shows that learning is taking place. In the eighth Grade 4 ESL classrooms observed, three ESL classes demonstrated the active participation of learners during the teaching and learning process and which is because of the kind of teaching approaches employed by their instructors. Meanwhile, in the other Grade 4 ESL classroom, it was observed that the learners were dormant during the teaching and learning procedure because their instructors' approaches do not give room for that. Even in the process where the instructors gave room for questions, it was also observed that lots of learners were scared asking questions. Conclusively, there exists learner's participation in three of the classes where

their instructors employed the interactive/communicative approaches of teaching, while there was inactive participation from the learners in the ESL classes the instructors dominated the classroom teaching.

CONCLUSION

Drawing from the mixed-method findings and discussions, the following are established; all the Grade 4 ESL instructors clearly understood what the phrase teaching strategies denotes. That the Grade 4 ESL instructors do not just go to the classroom without adequately preparing for the day's topic. This means that they always create time to prepare for their lessons before going into classrooms which provides them with sufficient information needed on the topic to be taught to avoid not giving the learners the right information or not having adequate information in buttressing the topic. That Grade 4 ESL instructors engaged in various activities they foremost carried out in the classroom which helps the learners to either or not successfully transit to the day's English lesson, which mostly determines the mood of the learners throughout the learning activities resulting from the approach used by the instructors in that foremost activity. That the Grade 4 ESL instructors recognized the different teaching English strategies for English language instruction. That although these different teaching strategies of (Grammar translation method, direct method, audio-lingual, total physical response, silent method, and communicative language teaching) were included in the questionnaire, all the Grade 4 ESL instructors participants failed to recognize both the audio-lingual and total physical response methods.

Further, it is established that during the observation of the classroom teaching and learning process, all the Grade 4 ESL instructors mainly applied the features of the GTM and CLT but failed to employ the features of both the direct and silent methods. This denotes that the instructors that recognised the direct and silent method could not apply the features of those methods in their English classroom, but they either employed the GTM or CLT features during their classroom instruction. Hence, the GTM and CLT method was only applied by the Grade 4 ESL instructors during the teaching and learning process.

For instance, it is established that during the teaching and learning process in five classrooms, there was no form of interaction established and lively participation between the Grade 4 ESL instructors that applied the GTM with their learners. This is because the kind of teaching strategy employed by the instructors does not give room for that since the GTM allows the instructor to solely dominate the classroom teaching. As a result, the learners are denied the opportunity in interacting, provide instant and timely feedback to the instructors also ask questions in situations where the learners need clarity or failed to understand some of the lesson contents or information during the instruction process; and in cases where these instructors are flexible by giving the learners rooms for feedbacks or questions, it is observed that the learners are always afraid of doing so.

Whereas, the opposite was the case with the Grade 4 ESL instructors that applied the CLT method in three other three observed classrooms because it was observed and established that the teaching activities were lively and interactive. The Grade 4 ESL instructors were able to successfully engage their learners during the teaching and learning process, thereby making the lessons lively and allowing the learners to achieve positive learning outcomes through the interaction.

This paper, therefore, concluded that the Grade 4 ESL instructors in the selected schools of the Amathole District of the Eastern Cape Province of South Africa employed solely the GTM and CLT in teaching the Grade 4 ESL learners. Also, it is observed that more of the classes applied the GTM than the CLT. It is thereby recommended that further studies should investigate the effectiveness of both GTM and CLT in the performance of Grade 4 ESL learners.

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