



**TEACHING METHODS AND STRATEGIES USED BY ENGLISH
SECOND LANGUAGE TEACHERS TO DEVELOP GRADE 5 ENGLISH
LEARNERS' SPEAKING ABILITIES IN TOWNSHIP SCHOOLS**

BY

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EDGEWOOD CAMPUS**

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MARCH 2023

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15 July 2021

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Dear Mr Mahlaba,

Protocol reference number: HSSREC/00003015/2021

Project title: Teaching Methods and Strategies Used by English second language Teachers to Develop Grade 5 Learners' Speaking Abilities

Degree: PhD

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 30 June 2021 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted FULL APPROVAL.

Any alteration/s to the approved research protocol i.e., Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

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All research conducted during the COVID-19 period must adhere to the national and UKZN guidelines. HSSREC is registered with the South African National Research Ethics Council (REC-040414-040).

Yours sincerely,



Professor Dipane Hlalele (Chair)/dd

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DEDICATION

This thesis is dedicated to my late mother, Mahlaba Tombi Margaret, who raised me, always believed in me, and supported my academic journey. I wish you were still alive to see that your “one and only son” finally achieved one of his biggest goals of becoming a Doctor. However, I believe that your spirit is still with me, protecting and guiding me and see that I have finally achieved my biggest goal. You are and will always be in my heart. May your soul continue to rest in eternal peace.

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ABSTRACT

This qualitative study adopted an interpretivist paradigm to gain insight into English second language teachers' teaching methods and strategies to develop Grade 5 learners' English-speaking abilities. This study used face-to-face semi-structured interviews, classroom observations and document analysis to generate qualitative data from five participants. The study is underpinned by Vygotsky's theory of social constructivism, indicating that learning is socially constructed and learners should actively participate in constructing new knowledge. The theory emphasises social interaction and that people learn from one another when constructing new knowledge. Therefore, through tripolar social interaction, learners can learn English from teachers, fellow learners and the community to improve their English-speaking abilities. However, this study's findings revealed that although Grade 5 English second language teachers employ different teaching methods and strategies to teach English-speaking proficiency, learners still cannot speak English fluently because the tripolar education, where learners learn from their teachers, peers and community, is incomplete. It is incomplete because English is not spoken in these learners' communities because it is not their home language. Consequently, these learners do not use English frequently outside the classroom. Therefore, this study revealed that the multi-pedagogical approach adopted by English second language teachers would only bear fruit if the tripolar education cycle is complete, where learners can speak English freely with their teachers, peers and community, within and outside the school parameters. Moreover, since the community factor is lacking in the English second language learning context of the schools where this study was conducted, the problem of learners' inability to communicate fluently and intelligibly in English is unlikely to be addressed. Nevertheless, it is encouraging to see teachers employing different teaching methods and strategies for teaching English-speaking proficiency, particularly the paradigm shift pedagogical approaches, such as translanguaging, code-switching and translation and interactive teaching methods, such as debates, discussions, storytelling and dramatisation. This multi-pedagogical approach allows learners to work individually or as groups to practice using English in the real communicative context; however, this is not enough because these learners do not continue using English when they are in their communities. Instead, they use isiZulu, their home language. Therefore, these learners continue to encounter hardships in

expressing themselves clearly in English. This study argues that unless the community factor is incorporated into the tripolar education system of teaching English second language, the problem will continue to exist.

Keywords: English second language, social constructivism; speaking abilities/proficiency; teaching methods and strategies; township schools, tripolar education

IQOQA

Lolu wucwaningo lwesimo oluyikhwalthethivu oluqhutshwe ngenhloso yokukhiqiza imininingo mayelana nezindlela namasu okufundisa okusetshenziswa ngothisha besiNgisi uLimi Lwesibili ukucija ikhono lokukhuluma labafundi bebanga 5. Lolw cwaningo lusebenzise izindlela zokukhiqiza imininingo bukhoma noma ubuso nobuso kubahlanganyeli abayisihlanu, kusetshenziswa izingxoxo ezisakuhleleka, ukwethamela kanye nokuhlaziya amadokhumenti. Lolw cwaningo belulawulwa yinjulalwazi kaVygotsky i-social constructivism. Le njulalwazi iphakamisa ukuthi ukufunda kwenzeka uma abantu besebenza ngokubambisana futhi ikhuthaza abafundi ukuba babambe iqhaza ekwakheni ulwazi olusha. Le njulalwazi igcizelela ukusebenzisana okunxantathu lapho abafundi bakwazi khona ukufunda ulimi lwesiNgisi kothisha babo, kontanga kanye nakumalungu omphakathi ukuze kuthuthuke izinga lokukhuluma lolw limi. Nokho, imiphumela yalolu cwaningo iveza ukuthi nakuba othisha abafundisa isiNgisi uLimi Lwesibili ebangeni 5 bezisebenzisa izindlela namasu ahlukene ukufundisa ikhono lokukhuluma kodwa abafundi bazithola basabhekene nenkinga yokukwazi ukukhuluma lolw limi ngenxa yokuthi ukusebenzisana okunxantathu lapho abafundi abafunda khona kothisha, kontanga nasemiphakathini yabo akuphelele. Akuphelele ngoba isiNgisi asikhulunywa emiphakathini laba bafundi abaqhamuka kuyona ngoba akulona lolw ulimi lwabo lwasekhaya. Ngaleso sizathu, laba bafundi bazithola bengakwazi ukusebenzisa ulimi lwesiNgisi njalo uma sebephumile ekilasini. Ngakho-ke, lolw cwaningo luthole ukuthi izinhlobo ezahlukene zezindlela namasu okufundisa okusetshenziswa ngothisha besiNgisi uLimi Lwesibili ngeke zibe yimpumelelo uma ukusebenzisana okunxantathu kungaphelele, lapho abafundi bakwazi khona ukukhuluma ngokukhululeka ulimi lwesiNgisi nothisha, ontanga namalungu omphakathi, ngaphakathi nangaphandle kwamagceke esikole. Nokho ukuntuleka kwamathuba okusebenzisana okufaka umphakathi ekufundweni kwesiNgisi uLimi Lwesibili, ezikoleni lapho lolw cwaningo lwenziwe khona, kubukeka kusazoba wumqansa ukubhekana nale nkinga lolw cwaningo obeluyicubungula. Nakuba kunjalo, kuyakhuthaza nokho ukubona othisha besebenzisa izindlela namasu ahlukene ukufundisa ikhono lokukhuluma, ikakhulukazi ukusebenzisa izindlela ezithathwa njengezenza inguquko ekilasini, ezifana nokusebenzisa izilimi ezahlukene ngokulingana, ukuxuba izilimi nokuhumusha, kanye nezindlela ezikhuthaza ukusebenzisana, ezifana nokuqakulisana ngemibono,

izingxoxo zekilasi, ukuxoxa indaba, ukulingisa, njalonjalo. Lokhu kusebenzisa izindlela namasu ahlukenene okufundisa kunikeza abafundi ithuba lokuthi bakwazi ukusebenza ngabodwana noma ngamaqoqo ukufunda ukukhuluma ulimi lwesiNgisi njengoba kwenziwa empilweni yansukuzonke. Nokho lokhu akwanele ngenxa yokuthi laba bafundi abaqhubeki nokukhuluma lolu limi uma sebesemiphakathini abahlala kuyona. Esikhundleni salokho bakhuluma isiZulu, okuwulimi lwabo lwasekhaya. Kungalezi zizathu-ke abafundi bezithola beqhubeka nokubhekana nobunzima bokukwazi ukukhuluma isiNgisi kahle. Ngakho-ke, lolu cwaningo luqakulisa ngokuthi uma umphakathi ungayona ingxenye yokufunda okunxantathu ekufundiseni isiNgisi uLimi Lwesibili, le nkinga lolu cwaningo obeluyicubungula izoqhubeka nokuba khona.

Amatemu anqala: Ikhono lokukhuluma, isiNgisi uLimi Lwesibili, I-social constructivism; izindlela namasu okufundisa; ukufunda okunxantathu

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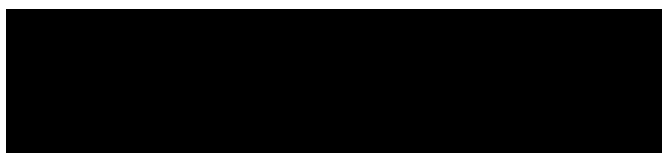
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LIST OF ABBREVIATIONS

LOLT:	Language of Teaching and Learning
ESL:	English second language
ESLT:	English second language teachers
ESLL:	English second language learners
EFAL:	English First Additional Language
EHL:	English Home Language
MTE:	Mother Tongue Education
BLE:	Bilingual Education
MLE:	Multilingual Education
LiEP:	Language in Education Policy
CS:	Code-switching
CAPS:	Curriculum and Assessment Policy Statement
DoE:	Department of Education
DBE:	Department of Basic Education
DHE:	Department of Higher Education
FETL:	Further Education and Training Level
DH:	Departmental Head
SGB:	School Governing Body
SMT:	School Management Team
KZN:	KwaZulu-Natal

ZPD:	Zone of Proximal Development
BICS:	Basic Interpersonal Communication Skills
CALP:	Cognitive Academic Language Proficiency
ACE:	Adverse Childhood Experiences
TIMSS:	Trends in International Mathematics and Science Study
UNESCO:	United Nations Educational, Scientific and Cultural Organisation
Stats SA:	Statistics South Africa

List of contents

DECLARATION	ii
ETHICAL CLEARANCE CERTIFICATE	iii
DEDICATION.....	iv
ACKNOWLEDGEMENTS	v
ABSTRACT.....	vi
IQOQA.....	viii
LANGUAGE EDITING CERTIFICATE	x
LIST OF ABBREVIATIONS.....	xi
LIST OF FIGURES	xv
LIST OF TABLES.....	xv
CHAPTER 1.....	1
BACKGROUND AND RATIONALE OF THE STUDY	1
1.1 Introduction.....	1
1.2 Background and context of the study.....	1
1.3 Problem statement	2
1.4 Rationale and significance of this study	3
1.5 Research objectives	8
1.6. Research questions	8
1.7 Clarification of critical concepts.....	8
1.8 An overview of the literature review	11
1.9 An overview of the theoretical framework of the study	13
1.10 An overview of the research methodology of the study	14
1.11 Data analysis and interpretation	17
1.12 Sampling approach.....	18
1.13 Trustworthiness of the study	21
1.14 Ethical considerations.....	22
1.15 Limitations of the study	23
1.16 Delimitations of the study.....	23
1.17 The structure of the thesis	23
1.18 Conclusion.....	25
CHAPTER 2.....	26
LITERATURE REVIEW.....	26
2.1 Introduction.....	26
2.2 The importance of attaining English-speaking ability in the 21 st century.....	26
2.3 Teaching English-speaking proficiency in international schools.....	28
2.4 The teaching of English-speaking proficiency in African schools	29
2.5 Teaching English-speaking proficiency in South African schools	30

2.6 Paradigm shift pedagogical approaches	35
2.7 Interactive pedagogical approaches	39
2.8 Teaching strategies	51
2.9 Assessment.....	53
2.10 Conclusion.....	55
CHAPTER 3.....	57
THEORETICAL FRAMEWORK	57
3.1 Introduction.....	57
3.2 Vygotsky's social constructivism theory	57
3.3 Relevance of Vygotsky's social constructivism theory	61
CHAPTER 4.....	68
RESEARCH DESIGN AND METHODOLOGY	68
4.1 Introduction.....	68
4.2 Research paradigm	68
4.3 Research approach	71
4.4 Research design.....	71
4.5 Data-generation methods	72
4.6 Sampling approach.....	77
4.7 Data analysis and interpretation	83
4.8 Trustworthiness of the study	84
4.9 Ethical considerations.....	87
4.10 Delimitations of the study.....	89
4.11 Limitations of the study	89
4.12 Conclusion.....	90
CHAPTER 5.....	92
PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS.....	92
5.1 Introduction.....	92
5.2 Brief biography of the participants.....	93
5.3 Presentation and analysis of data from the face-to-face semi-structured interviews ..	94
5.4 Presentation and analysis of data generated through classroom observations	119
5.5 Presentation and analysis of data generated through document analysis	135
5.6 Summary of themes emanated from the presented data	141
5.7 Discussion of the main findings of the study	148
5.8 Gaps in the teaching of English-speaking proficiency	155
5.9 Conclusion.....	156
CHAPTER 6.....	159
SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.....	159
6.1 Introduction.....	159
6.2 Summary of the main findings of the study	160

6.3 Conclusions.....	163
6.4 Recommendations.....	170
6.5 Recommendations for further research studies.....	177
6.6 Reflecting on my research journey.....	181
REFERENCES	184
Appendixes	197
Appendix A: Requesting permission from the DBE	197
Appendix B: Requesting permission from the school principal	199
Appendix C1: Requesting permission from parents (English version)	201
Appendix C2: Requesting permission from parents (isiZulu version)	204
Appendix D: Letter to the learners	207
Appendix E: Letter to request teachers for participation.....	209
Appendix F: Permission to conduct research from the Department of Education	213
Appendix G: Interview Questions (Interview guide)	214
Appendix H: The classroom observation instrument.....	217
Appendix I: The schedule for document analysis (lesson plans), classroom observations and interviews for all five participants	219

LIST OF FIGURES

Figure 1.1: Visual summary of data generation methods.....	17
Figure 3.1: Visual summary of Vygotsky’s social constructivism theory (1978)	61
Figure 4.1: Visual representation of the demographics of Pietermaritzburg.....	80
Figure 4.2: Visual representation of the languages spoken in Pietermaritzburg	80
Figure 5.1: Recurring themes emanated from data	141

LIST OF TABLES

Table 4.1 Summary of data-generation methods.....	77
Table 4.2 Summary of steps taken to ensure trustworthiness.....	87
Table 5.1 Biography of participants for this study.....	93
Table 5.2 Summary of methods and strategies	101
Table 5.3 Summary of lessons’ descriptors and outcome	131
Table 5.4: Summary of lessons’ descriptors and outcome	139

CHAPTER 1

BACKGROUND AND RATIONALE OF THE STUDY

1.1 Introduction

Township schools are typically described as schools within township areas primarily attended by black children (Pretorius, 2019). The South African government created townships during the apartheid era when South African people, particularly black people, were prohibited from living in cities and suburban areas (Pretorius, 2019). Township schools differ from suburban schools, as suburban schools are in the outer suburbs of cities (Pretorius, 2019). This study aims to understand English second language teachers' teaching methods and strategies to develop Grade 5 English learners' speaking abilities in township schools. This chapter introduces and outlines the research steps by discussing this study's background and context. This chapter also clarifies the problem statement, rationale, significance, motivation, research objectives and questions that guided this study. Furthermore, this chapter expounds on the conceptual clarification and an overview of the literature review, research methodology, delimitations and limitations of this study. The structure of the thesis and a concluding paragraph summarising these steps are also presented at the end of this chapter.

1.2 Background and context of the study

Primary school English second language teachers' teaching methods and strategies when teaching English-speaking proficiency to English second language learners remain a cause for concern in South Africa (Albertyn & Guzula, 2020). This concern is apparent among Grade 5 English second language teachers in township primary schools. These teachers teach learners who have just switched from learning through their mother tongue, isiZulu, to learning through their second language, English.

For the past four years, from Grade R to Grade 3, the learners taught in these phases have not been fully exposed to nor taught through English. However, from Grade 4, these learners are expected to learn through English instruction, study English as an additional subject in their curriculum and speak it fluently and proficiently. Therefore, from Grade 4, teachers should teach these learners in English only, apart from when

they are taught their home language subject, isiZulu. This language-related issue, the teachers' teaching methods and strategies when teaching English-speaking proficiency to these learners, makes it challenging for teaching and learning to occur effectively in the English second language classroom (Albertyn & Guzula, 2020).

Gordon and Harvey (2019) argue that proficiency in speaking is the foundation for reading and writing a learner requires when learning a language. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2016), most township primary school learners, typically from poor household backgrounds, who are taught and tested in a language different from the one spoken at home, frequently perform poorly academically. Hence, this study is based on English second language teachers' teaching methods and strategies to develop Grade 5 English learners' speaking proficiency in township schools.

It is essential to highlight that this study focuses not on learners but on English second language teachers' methods and strategies when teaching English-speaking proficiency. However, the phenomenon of teaching English-speaking proficiency cannot be divorced from the involvement of learners in the actual lesson. Simply put, the learners will always be present in a classroom where teachers employ various methods and strategies for teaching English-speaking proficiency. Another aim of this study was to develop my pedagogical abilities, specifically in teaching English to English second language learners in township primary schools. Furthermore, I am eager to learn about other English second language teachers' experiences and practices of teaching English to English second language learners in township primary schools to learn new teaching approaches to enrich myself and, thus, teach English-speaking proficiency effectively.

1.3 Problem statement

The problem addressed in this study is based on different and yet, related issues, including the reality that learners in Grade 5 township schools struggle to communicate orally in English. This is frequently evident during lessons where they fail to express themselves in English when attempting to answer or ask questions to the teacher (Adaba, 2017; Mweli, 2019). Thus, this study intends to find the contributing factors leading to this concern to try intervening by suggesting practical solutions. Hence, I

reported whether there is a correlation between learners' inability to express themselves clearly in English and how they are taught English-speaking proficiency during English lessons.

Albertyn and Guzula (2020) state that many South African classroom practice studies have discussed effective teaching methods and strategies for teaching English-speaking proficiency to primary school English second language learners. It has become a frequent problem that most teachers struggle to apply appropriate teaching methods and strategies when teaching English second language to English second language learners (Albertyn & Guzula, 2020). Correspondingly, Namaziandost, Hashemifardnia and Shafiee (2019) argue that for many years, teaching English-speaking proficiency during English language learning has received little attention and is undervalued. These scholars explicate that English second language teachers have been teaching English-speaking proficiency by focusing on drill repetition, word pronunciation, vocabulary memorisation and dialogue (Namaziandost et al., 2019).

Furthermore, Rizqiningsih and Hadi (2019) argue that most English second language teachers frequently conduct the process of teaching and learning English-speaking proficiency to learners monotonously. Therefore, the learners perceive learning English-speaking proficiency as uninteresting, mundane, passive and boring. Therefore, this study also attempted to fill some gaps in the existing literature regarding the methods and strategies of teaching English-speaking proficiency to English second language learners in township schools. This study further investigated the interactive pedagogical approaches and paradigm shift teaching pedagogies, such as translanguaging, code-switching and translation, which teachers use to counter learners' inability to comprehend or converse in English.

1.4 Rationale and significance of this study

This section presents the reasons, intentions and significance of conducting this study. It comprises the following sub-headings: personal justification, professional justification, conceptual motivation and scholarly motivation.

1.4.1 Personal justification

As one of the Grade 5 English second language teachers teaching in a township primary school comprising isiZulu-speaking English second language learners from poor socio-economic backgrounds, I am intrigued by the current educational situation in my school. Most Grade 5 learners frequently find it challenging to speak English when attempting to answer or pose questions to the teacher during the lesson, often delaying the lesson and diverting it from its intended outcomes. For example, most learners remain silent for most of the lesson if only English is used during the lesson. Thus, the teaching and learning process becomes ineffective in these lessons. Furthermore, I have noticed that most Grade 5 English second language learners' performance in English is poor. Therefore, I am curious to know why most Grade 5 learners fail English second language as a subject. Another question is, what can be done to salvage this situation? Therefore, I have decided to research English second language teachers' teaching methods and strategies to develop Grade 5 English learners' speaking abilities in township schools.

1.4.2 Professional justification

I have recognised the importance of conducting this study to advance my professional qualifications and academic knowledge. Another aim for undertaking this study was to improve my pedagogical abilities, specifically teaching English to English second language learners in township primary schools. The teachers who participated in my study benefited from the recommendations and findings because electronic copies have been sent to them. This might provide these English second language teachers with clarity and understanding of other primary school English teachers' experiences of teaching English-speaking proficiency to English second language learners in township schools. It might also assist English second language teachers learn new teaching methods and strategies for teaching English-speaking proficiency to English second language learners in township schools. Therefore, English second language teachers might learn about teaching methods and strategies from their counterparts, significantly affecting lessons regarding English second language learners in township schools.

1.4.3 Conceptual motivation

I have chosen to research English second language teachers' teaching methods and strategies to develop Grade 5 English learners' speaking abilities in township schools. The teaching methods and strategies are paramount to conveying an effective lesson to the learners. Furthermore, researching English second language teachers' teaching methods and strategies when teaching English-speaking proficiency to Grade 5 learners is essential to address the challenges related to learners' poor English-speaking abilities and underperformance in English. Therefore, this study might provide teachers with efficacious strategies to address the current problems of teaching and learning English-speaking proficiency in an English second language classroom.

Kamaliah (2018) defines speaking ability as expressing thoughts, feelings or opinions in a spoken language and non-verbally through actions or symbols from one person to another in different contexts. Handayani (2019) states that speaking is an essential ability needed by everyone daily to participate in effective communication. According to Afandi (2018), it is pivotal that learners are taught to speak a foreign language (English) at a childhood age. Afandi (2018) explains that children easily acquire foreign languages (English) during their childhood; therefore, they should be exposed to an environment where there is frequent usage of the foreign language (English) at an early age. Therefore, English second language teachers should create a learning environment comprising interactive activities that promote real-life communication and, thus, effective oral language for young learners. In other words, English second language teachers should be prepared to teach English-speaking proficiency to young learners and encourage them to speak English frequently inside and outside the school to speak English fluently and prosperously in the real world. Handayani (2019) argues that when English second language learners practice speaking English frequently at school with the assistance of their teachers, and outside the school with their peers, it might assist them to speak English fluently eventually and, consequently, they will have easy access to better employment. This suggests that the ability to read, write, listen and speak a foreign language, specifically English, will benefit learners at and beyond the school (Afandi, 2018). Therefore, English second language learners should be taught a foreign language (English) in early childhood.

Apart from an English-speaking ability, Handayani (2019) highlights that teaching methods and strategies are critical for successful teaching and learning in an English second language lesson. Handayani (2019) explains that teaching methods and strategies include different teaching styles or techniques teachers use to convey a lesson to learners. Thus, English teachers teaching English-speaking proficiency to English second language learners should use appropriate teaching styles or techniques for effective teaching (Handayani, 2019). Some teaching styles or techniques include interactive teaching methods, such as brainstorming, storytelling, recitation, discussions, dramatisation, debates, interviews and poetry. These interactive teaching styles or techniques are elaborated on in the literature review section in Chapter Two. Therefore, it is crucial for English second language teachers that whenever they teach English-speaking proficiency to Grade 5 English second language learners to use teaching styles or approaches appropriate for the learners' age and level to assist them in comprehending English and improve their English-speaking abilities easily.

1.4.4 Scholarly motivation

A gap exists in the literature regarding English second language teachers' teaching methods and strategies when teaching English-speaking proficiency to Grade 5 learners in township schools. The reason is that most South African and international research studies do not address or focus on interactive teaching methods, such as brainstorming, storytelling, recitation, discussions, dramatisation, debates, interviews and recitations, as effective methods for teaching English-speaking proficiency (Derakhshan, Khalili, & Beheshti, 2016; Namaziandost, Shatalebi, & Nasri, 2019; Namaziandost & Nasri, 2019; Albertyn & Guzula, 2020). In other words, these teaching methods have been under-explored.

Hence, this study aims to contribute to this limited literature related to this study by providing new and valid information to assist South African primary education teachers' teaching methods and strategies when teaching English-speaking proficiency to Grade 5 English second language learners. The study intends to address the shortage of literature about teaching English-speaking proficiency to primary school English second language learners. Interactive teaching methods are critical when teaching English-speaking proficiency in English second language

classrooms in South African schools, particularly in the intermediate phase (Grades 4–6).

Furthermore, this study advocates for a pedagogical shift in how English-speaking proficiency is taught to English second language learners in township schools. It argues that translanguaging is an innovative teaching approach that can transform how English is taught. Therefore, the translanguaging teaching approach is under-researched and has not been evaluated in the South African school system, especially in disadvantaged township schools, making this study unique and contributing positively to the body of knowledge.

Moreover, this study highlights how the pedagogical approaches will change the perception of how English-speaking proficiency should be taught to English second language learners in township schools. Some scholars believe that English second language learners learn English better through interacting or using the language than only relying on drill repetition, word pronunciation and memorising vocabulary and dialogue (Derakhshan et al., 2016; Namaziandost et al., 2019; Albertyn & Guzula, 2020).

Therefore, using various teaching methods, strategies and approaches in township primary schools can significantly enhance basic interacting abilities crucial for communication. This research intends to clarify issues regarding teaching English-speaking proficiency in English second language where there seems to be a disagreement among scholars regarding which methods, strategies and approaches are effective in teaching English-speaking proficiency. This research, therefore, establishes new credible solutions, valid ideas and knowledge based on teaching methods and strategies used when teaching English-speaking proficiency to Grade 5 English second language learners. Furthermore, this research benefits the Department of Basic Education (DBE) by proposing at which grade English second language teaching should begin. It also aims to disseminate the findings to the DBE, specifically English second language policymakers, to ensure that they cater for the needs of English teachers and learners when compiling English language policies.

1.5 Research objectives

This study's objectives are:

1. to identify Grade 5 English second language teachers' teaching methods and strategies to teach English-speaking proficiency in South African classrooms.
2. to understand how Grade 5 English second language teachers' choice of teaching methods and strategies shift or improve English learners' speaking abilities.
3. to explore why Grade 5 English second language teachers chose their teaching methods and strategies to teach English-speaking proficiency in South African classrooms.

1.6. Research questions

Three research questions guided this study:

1. What are Grade 5 English second language teachers' teaching methods and strategies to teach English-speaking proficiency in South African classrooms?
2. How does Grade 5 English second language teachers' choice of teaching methods and strategies shift or improve English learners' speaking abilities?
3. Why do Grade 5 English second language teachers choose their teaching methods and strategies to teach English-speaking proficiency in South African classrooms?

1.7 Clarification of critical concepts

This section clarifies some concepts used frequently in this study pertinent to English second language teachers' teaching methods and strategies to develop Grade 5 English learners' speaking abilities in township schools by defining, discussing and indicating why they have been selected in this study. These concepts include pedagogy, English second language teachers, speaking abilities versus speaking proficiency, translanguaging and interactive methods. The following sub-headings summarise them.

1.7.1 Pedagogy

Hope (2019) defines pedagogy as different approaches, styles, strategies and methods of teachers' teaching abilities in an educational context to teach learners. Pedagogy is crucial in this study because it is a vital aspect of education, specifically in teaching and learning. In other words, teaching and learning are impossible without pedagogy. Therefore, the term pedagogy has been selected in this study because it is vital for enhancing teaching and learning within the South African context.

1.7.2 English second language teachers

In this study, English second language teachers speak English as their second language and often teach non-native English-speaking learners or those who do not speak English as their home language but as a second language (Lewis, 2020). This concept, English second language teachers, is crucial in this study because it is one of the aspects of South African education on which township and rural educational quality mostly depend. In simple terms, most South African teachers teaching in rural and township schools are English second language teachers because English in South African schools is used as the language of teaching and learning. Therefore, all South African teachers, typically from Grade 4 to Grade 12, should be able to use English when teaching all subjects taught at school, except when teaching the learners' home language, in this context, usually isiZulu. Therefore, the concept of English second language teachers has been selected.

1.7.3 Speaking ability versus speaking proficiency

Speaking ability is exchanging words, vocal sounds or articulating feelings in speech or communication activities (Leong & Ahmadi, 2017). Speaking ability is also a crucial aspect of education when one is concerned or intends to enrich South African education, specifically in teaching and learning (Leong & Ahmad, 2017). Speaking ability is an essential language aspect affecting most South African township and rural schools where English is used as a teaching and learning language (Leong & Ahmadi, 2017). According to Namaziandost et al. (2019), this ability requires much practice for one to use it to communicate fluently and effectively. Therefore, Derakhshan et al. (2016) argue that speaking is determined by fluency and accuracy on which one is

judged when speaking the language. Derakhshan et al. (2016) indicate that accuracy comprises pronunciation, grammar and vocabulary, whereas the ability to speak spontaneously without stumbling determines fluency. In other words, Derakhshan et al. (2016) state that when people possess good speaking ability, they must also have a rich vocabulary in that particular language, pronounce words correctly, combine words correctly to produce meaningful sentences and speak coherently without too many pauses.

Leong and Ahmadi (2017) highlight that most teachers and learners from townships and rural areas do not speak English as their home language, yet when they come to school, they are expected to stop speaking their different home languages and speak English because it is the language of teaching and learning. This becomes challenging for some teachers and learners, as they are not proficient and fluent in speaking English (Leong & Ahmadi, 2017). This also affects teaching and learning in the class. Consequently, there is frequently no effective communication between teachers and learners when English is the only language used during the lesson (Leong & Ahmadi, 2017). Therefore, this concept of speaking ability has been addressed in this study.

Speaking proficiency relates to speaking ability but does not necessarily mean the same. According to Frisch (2015), proficiency refers to a well-developed ability level; thus, speaking proficiency comprises fluency and accuracy. Therefore, in this study, speaking proficiency refers to the learner's ability to speak a second language (English) fluently and accurately in a real situation to ensure effective communication with others (Frisch, 2015). However, Cheng (2019) indicates that speaking proficiency is a standard of how well an individual can speak the language and participate effectively in conversations. This study uses speaking ability and proficiency interchangeably because they are similar.

1.7.4 Translanguaging

Wedanata (2020) describes translanguaging as a language practice where bilingual or multilingual speakers deliberately use all their linguistic abilities acquired from their first language and/or other languages they speak to create meaning during interaction and learn a new language while maintaining the home language. Nagy (2018) argues that translanguaging promotes the shift from the traditional monolingual method to

bilingual and multilingual teaching methods. Thus, the translanguaging approach in an English second language classroom helps learners easily comprehend the lesson when the teacher switches from the teaching and learning language to the learners' home language to understand the lesson better. Hence, translanguaging is also suitable for this study and, thus, selected as essential for English second language teaching and learning in township primary schools.

1.7.5 Interactive methods

According to Fazal, Majoka and Ahmad (2015), interactive methods are approaches or activities that enable communication among speakers in an interactive activity. These interactive methods assist the interlocutors in developing their speaking abilities, fluency and vocabulary and improve their grammatical competence when practised regularly, resulting in the effective learning of a second language (Fazal et al., 2015). In other words, learners learn to communicate or speak fluently in a second language by communicating through it regularly (Fazal et al., 2015). The interactive methods include brainstorming, storytelling, recitation, discussions, dramatisation, debates, interviews and poetry. These methods are critical in English second language lessons to promote the learning of English second language learners' English-speaking proficiency in township schools. Therefore, the interactive method is deemed suitable for this study.

1.8 An overview of the literature review

This section presents and discusses an overview of the literature on English second language teachers' teaching methods and strategies to develop Grade 5 learners' English-speaking abilities in township schools. It outlines how English-speaking proficiency is taught to English second language learners in different contexts: internationally, in Africa and in South Africa. The following sub-headings give an elaborative explanation.

1.8.1 The teaching of English-speaking proficiency internationally

Iman (2017) indicates that several teaching methods have been used and are still used in Indonesia to teach English-speaking proficiency to English second language learners. These methods include traditional approaches, such as drills and chants,

using textbooks, whiteboard and chalks (Iman, 2017). However, modern methods include using real objects, pictures, music, dialogues, small group discussions and debates (Iman, 2017). Iman (2017) argues that the debate approach has been more effective when teaching English-speaking proficiency to English second language learners in Indonesian elementary schools. According to Iman (2017), debate allows learners to work in small groups to express their opinions, feelings, thoughts and ideas with one another through argumentation or communication, improving their thinking and English-speaking abilities.

Arifin (2018) highlights that Indonesian elementary school English second language teachers frequently use rhymes, songs, poems and chants to improve their confidence and English-speaking abilities. Arifin (2018) states that these methods allow learners to sing or talk, unconsciously improving their grammar, vocabulary and pronunciation and enhancing their English-speaking abilities. Furthermore, according to Zurhiyah (2017), storytelling is another modern method frequently used in Indonesian elementary schools to improve the English-speaking abilities of English second language learners. Halawa (2014) argues that storytelling has been used in Turkey and effectively improved learners' English-speaking abilities in elementary schools. Halawa (2014) explains that English second language teachers can use storytelling after allowing learners to listen to a story and asking them to retell the story in groups without selecting a specific learner or forcing the learner to speak. Hence, according to Halawa (2014), the learners' English-speaking proficiency might be enriched.

1.8.2 The teaching of English-speaking proficiency in Africa

Make and Yonas (2018) highlight that English second language teachers in primary schools should select technology devices or applications suitable for English lessons to assist learners in easily learning English and improve their English-speaking abilities. Make and Yonas (2018) argue that in Ethiopian primary schools, audio-visual materials, such as video and audio tapes, have assisted learners in improving their English-speaking abilities through sight and sound. They explain that audio-visuals are crucial when teaching English lessons because they make the lesson enjoyable, live and interactive, enhancing the learners' English-speaking abilities.

Gudu (2015) indicates that learner-centred classroom activities, such as group discussions, debates, dramas, poem recitation and chanting songs, in Kenyan primary schools improved learners' English-speaking proficiency. Gudu (2015) explicates that using these methods makes learners usually more comfortable interacting and making mistakes with one another than talking directly to their teacher. Therefore, it assists learners in gradually improving their English-speaking abilities when these methods are practised regularly during English lessons (Gudu, 2015). Njoroge (2014) highlights that teaching methods, such as rhymes, songs and games in teaching English-speaking proficiency to Kenyan primary school learners have improved learners' English-speaking abilities. According to Njoroge (2014), these methods make lessons interesting to the learners, motivating them to participate and improving their English-speaking abilities.

1.8.3 The teaching of English-speaking proficiency in South African schools

Etbaigha (2017) postulates that South African Primary School English teachers should teach English-speaking proficiency to English second language learners using teaching approaches, such as debates, discussions and interactive methods to improve learners' English-speaking abilities. Etbaigha (2017) argues that frequently using these teaching methods in English classroom lessons effectively improves English second language learners' English-speaking abilities in Western Cape township primary schools. It assists learners in participating effectively in real-life communications based on English usage.

According to Etbaigha (2017), for primary school English teachers to ensure effective teaching of English-speaking proficiency to English second language learners using the above teaching approaches, they should ensure that they do not give learners topics to discuss among themselves about which they do not have enough information. They should provide interesting topics to motivate them to participate and, thus, improve their English-speaking abilities (Etbaigha, 2017).

1.9 An overview of the theoretical framework of the study

The theory framing this study's argument is Vygotsky's (1978) social constructivism stating that the learning process, particularly language learning, is socially and

culturally dependent. According to this theory, during social interaction, people often learn from one another and, thus, construct new knowledge, indicating that through social interaction, people can also learn language from each other and improve their language abilities. Therefore, I have chosen this theory because it aligns with my study: English second language teachers' teaching methods and strategies to develop Grade 5 English learners' speaking abilities in township schools. When teachers use their different teaching methods to teach English-speaking proficiency to learners at school, learners might also learn to speak English fluently through assistance from more knowledgeable others, such as their family members, peers or the community they live within. Hence, I have chosen this theory to underpin this study.

1.10 An overview of the research methodology of the study

This chapter presents and explains the research paradigm, research design, data-generating methods, sampling, research site, data analysis and interpretation of the results, the study's trustworthiness, ethical considerations, delimitations, and the experienced constraints.

1.10.1 Research paradigm

This study adopted an interpretivist paradigm to understand, interpret and explain English second language teachers' teaching methods and strategies to develop Grade 5 English learners' speaking abilities in township schools. Cohen, Manion, and Morrison (2018) assert that an interpretivist paradigm allows for understanding, interpreting and explaining participants' experiences of their social world through the meaning they give to such experiences. In other words, this paradigm views society and how people live within it as a subjective rather than an objective phenomenon. In a society, the knowledge and meanings regarding social life are created in a conversation between a researcher and a participant, making reality subjective instead of objective (Nhlumayo, 2020). Therefore, an interpretivist paradigm is exploratory and can investigate participants' interpretation of their social world to understand their culture, behaviour, attitude and interaction with society (Cohen et al., 2018). Therefore, an interpretivist paradigm understands, interprets and explains social reality based on participants' views, opinions, perspectives and experiences.

1.10.2 Research approach

A qualitative research approach was used to answer this study's research questions. According to Mohajan (2018), qualitative research focuses on how people interpret and make sense of their experiences to understand their social world. This approach generates descriptive data, not numerical data. Therefore, qualitative research provides a thick description or deeper insight into participants' experiences, opinions and feelings based on their social world (Rahman, 2016). In other words, the qualitative researcher uses this approach to interpret and understand social realities based on perspectives, opinions and descriptions of participants' experiences. This approach guides the researcher to arrive at a specific theory in line with the research rather than testing that theory. Hence, when using a qualitative research approach, the theory should not precede research but should arise from generated data (Cohen et al., 2018). Therefore, the qualitative research methodology was used in this study to gain an in-depth understanding of English second language teachers' teaching methods and strategies to develop Grade 5 English learners' speaking abilities from participants' perspectives.

1.10.3 Research design

This study adopted a multiple-case study instead of a single case study. A multiple-case study refers to generating data from several cases (participants' situations) using different data-generation methods to generate more in-depth data to understand the reported phenomenon (Kabir, 2019). Multiple-case studies are more powerful than a single case study because they provide extensive descriptions and explanations about the phenomenon reported since they rely on different cases and multiple data-generation methods (Kabir, 2019). Therefore, this study used a multiple-case study research design to analyse documents (lesson plans), observe and interview Grade 5 English second language teachers to understand their teaching methods and strategies to develop Grade 5 English learners' speaking abilities **in township schools**.

1.10.4 Data-generation methods

Data were generated through individual face-to-face semi-structured interviews, classroom observations and document analysis methods to answer this study's

primary research questions: research questions one and two were aligned with these three data-generation methods. For example, research questions one and two are descriptive and were answered using data generated through all three data-generation methods mentioned above. The third research question was answered by discussing this study's findings. It is an overview of the thesis or argument on what was generated from the participants and presented in this study to answer the third research question. The theoretical framework based on this study was also used to infer why participants teach how they teach to answer the third research question. The three data-generation methods are explained in detail in the upcoming sub-sections.

1.10.4.1 Semi-structured interviews

In this study, I conducted face-to-face semi-structured interviews in a private place with only the participant and me to ensure confidentiality. This data-generation method was used to answer primary research questions one and two. Research question one is "what are Grade 5 English second language teachers' teaching methods and strategies to teach English-speaking proficiency in South African classrooms?"

Research question two is "how does the choice of Grade 5 English second language teachers' teaching methods and strategies shift or improve English learners' speaking abilities"? These two research questions were answered by interviewing the participants once, respectively, in their schools in a classroom where it was only the participant and myself for one hour during their non-teaching lessons.

The participants were also interviewed outside school or at their homes after working hours and over weekends because some were uncomfortable being interviewed at school because of time constraints within the school times. I used a digital voice recorder to record interviewees after I received their permission. The choice for using the digital voice recorder to record face-to-face semi-structured interviews was to preserve data authentically for analysis, interpretation and discussion.

1.10.4.2 Classroom observations

I used classroom observations to observe participants' lessons for 50 to 60 minutes within the school context without necessarily interacting with the teachers or learners. This data-generation method was also used to answer primary research questions one

and two. Using the classroom observation approach, I scrutinised different English second language teachers' methods of teaching English-speaking proficiency to understand them and determine whether they are effective in improving English learners' speaking abilities. For example, I used a classroom observation guideline (schedule) to select or tick descriptors corresponding to or describing the observed lessons' components. This information was then analysed and interpreted to decide whether the observed English second language teachers' teaching methods were effective in improving English learners' speaking abilities in township schools.

1.10.4.3 Document analysis

I used document analysis to examine teachers' lesson plans to understand their teaching methods and strategies to develop Grade 5 English learners' speaking abilities in township schools. This data-generation method was used to answer primary research questions one and two. I visited all five participants' schools on different dates in October 2021 to fetch one lesson plan from the participants. I then analysed them at home to understand their teaching methods and strategies to teach English-speaking proficiency to English second language learners. Five lesson plans were collected. Figure 1.1 summarises the data-generation instruments in the study.



Figure 1.1: Visual summary of data-generation methods

1.11 Data analysis and interpretation

This study's descriptive data generated through open-ended questions using a digital voice recorder was transcribed verbatim and reduced and organised through thematic analysis from the initial analysis stages. The data were reviewed, shifted, simplified and transformed from the transcriptions to identify patterns, themes, biases, similarities and differences between participants' discourses based on English second language teachers' teaching methods and strategies to develop Grade 5 English learners' speaking abilities.

Furthermore, descriptive codes were added to the condensed data and categorised according to connections, patterns and themes in the data (Dejonckheere & Vaughn, 2018). Therefore, an inductive approach to data analysis was adopted to organise data generated using face-to-face semi-structured interviews, classroom observations and document analysis. Moreover, these qualitative data analysis tools were used to analyse face-to-face semi-structured interviews, classroom observations and document analysis data to discover answers to this study's research questions.

1.12 Sampling approach

The sampling approach refers to finding and selecting relevant settings, events, and participants to participate in a research study representing a large population (Simion, 2016). The sample, also known as the sub-group, is a portion of a population selected to study population traits from which the sample was drawn (Cohen et al., 2018). The following sub-sections expand on the participants' selection criteria for this study.

1.12.1 Target population

This study's target analysis unit comprised five experienced Grade 5 Imbali township primary school teachers. Only one participant was selected from each school in five targeted Imbali township primary schools. The selected teachers taught English second language to English second language learners in these township primary schools. The reason for selecting township English second language teachers was to understand their teaching methods and strategies to develop Grade 5 English learners' speaking abilities. Therefore, township English second language teachers were deemed relevant participants in this study.

1.12.2 Research sites

This study was undertaken at the uMgungundlovu District in Pietermaritzburg, Imbali township, KwaZulu-Natal, South Africa. Imbali township is exclusively populated by black South Africans, located on the outskirts of Pietermaritzburg. It is primarily populated by an isiZulu-speaking community where English is seldom spoken at home or in the area. Therefore, most teachers and learners who attended schools reported speaking isiZulu as their home language and English as their second language. However, these schools used English as the teaching and learning language. Hence,

Imbali township was chosen as the research site for this study because I also teach English in a township primary school.

1.12.3 Sampling procedure

In this study, experienced English second language teachers were selected through purposive sampling. Only one experienced English second language teacher was hand-picked from each school in five targeted Imbali township primary schools. The reason for selecting experienced teachers instead of inexperienced teachers was that they were the most knowledgeable and rich informants for this study. They have taught English second language to Grade 5 English second language learners for many years and have acquired much helpful experience in this study. Therefore, I visited these teachers' schools to ask them to participate in my study. I explained the research topic, focus and data-generation methods and inquired about their teaching experiences regarding teaching English to Grade 5 English second language learners. After I generated this information, I could decide whether they were suitable to participate in this study. For example, participants who indicated that they had taught English second language to Grade 5 English second language learners for at least five years and above were regarded as experienced teachers in teaching English second language in Grade 5 and were selected.

1.12.4 Sample size

This study's target unit of analysis comprised five experienced and qualified Grade 5 English teachers at Imbali township primary school who have taught English for five years and above to English second language learners. Only one participant was selected from each of these five targeted Imbali township primary schools, and all were teaching English second language. Hence, it is essential to indicate that the results of this study were not generalised to the entire population of the uMgungundlovu District. Therefore, this means that all the other Grade 5 Imbali township primary school English second language teachers teaching in schools under uMgungundlovu District were not represented. As such, this study's data does not represent all the township primary school English second language teachers under uMgungundlovu District but only five.

1.12.5 Recruitment of participants

During participant recruitment, I first talked to the participants' school principals to explain my study and requested that they allow me to conduct research in their schools. After the principals consented to the research in their schools, I gave them consent letters to read and keep with them. I then requested the participants' phone numbers and email addresses from the principals. Upon receiving the participants' contact details, I communicated with them, requesting to see them in person to talk about my study. We set dates, and I visited them in their schools after working hours to explain my study in person and requested them to participate. I first explained this study's research topic, focus and data-generation methods. I also indicated that one of the incentives or benefits of participating in the study was that I would send them an electronic copy of the study after it was completed. After they accepted to participate in my study, I gave them an informed consent letter to sign and the signed reply slips were sent to me.

1.12.6 Inclusion and exclusion selection criteria

The reason for selecting township English second language teachers was because this study aims to understand township English second language teachers' teaching methods and strategies to develop Grade 5 **English** learners' speaking abilities. Therefore, township English second language teachers were the primary participants for this study because they were well-experienced in teaching English to English second language learners. Hence, the primary participants (teachers) provided rich information to achieve this study's objectives. Furthermore, my motive for targeting a few experienced teachers in this study aimed to generate in-depth data from these knowledgeable and rich informants because of their enormous experience teaching English to second language learners in township primary schools.

Moreover, although English second language teachers were primary and active participants in this study, the study also generated data through classroom observations, which required the presence of learners during the lesson. Hence, the learners were secondary participants of this study and were regarded as minor participants who were inactive and not rich informants. Learners were excluded as primary participants because they were not perceived as more knowledgeable or rich

informants of the phenomenon. The teachers were believed to be knowledgeable and rich informants as they frequently conducted English lessons using different teaching methods and strategies to teach English-speaking proficiency to English second language learners in township schools.

1.13 Trustworthiness of the study

Cypress (2017) argues that without rigour in qualitative research, the research becomes worthless and fictional. Hence, below are abridged components of qualitative research trustworthiness. Credibility, transferability, dependability and confirmability were considered to strengthen this study's rigour and trustworthiness.

1.13.1 Credibility

This study aimed to ensure the credibility of the findings. For example, a digital voice recorder was used to record interview verbatims, resulting in more accurate transcripts than if I were to write notes during an interview while also listening to the participant. Triangulation was employed using three data-generation methods to enhance credibility. For example, face-to-face semi-structured interviews, classroom observations and document analysis were used to generate data to improve credibility and enhance the trustworthiness of the research results. Cohen et al. (2018) argue that member-checking is another element of qualitative research that can enhance the credibility of a qualitative study. Cohen et al. (2018) define member-checking as returning transcripts to the participants to verify whether their responses to an interview have been recorded correctly in the interview transcripts. Therefore, the interview transcripts were returned to the participants for member-checking to verify the truthfulness of the data generated, ensuring this study's credibility.

1.13.2 Transferability

A thorough description of steps for the research process, context or research site and methodology used during the research study were provided in the thesis. This can assist future researchers keen to conduct the same qualitative research study in the same township context to follow identical steps and methodology to elicit similar research findings.

1.13.3 Dependability

A thorough research was conducted in compiling this study to ensure the dependability of its findings. This included an in-depth description of the procedures or steps to follow when future researchers conduct the same research in the same context researching the same phenomenon to elicit similar findings. In-depth explanations or reasons why procedures, steps or methodologies were used were also provided in the research report for future researchers to follow when interested in conducting the same study with similar findings. Therefore, these precautions enhanced the research results' dependability, replicability and repeatability and enriched this study's trustworthiness.

1.13.4 Confirmability

This study addressed the issues related to confirmability. The description of the entire study and its context and verbatims of participants' responses were provided for readers to read and confirm the findings. The recorded audio of the face-to-face semi-structured interviews, classroom observation schedules and copies of participants' lesson plans were kept should they be required for confirmability of the research findings. This can prove or confirm that the research results are authentic and a true reflection of the data generated from the participants.

1.14 Ethical considerations

Before I generated data from the participants who agreed to participate in this study, I ensured that I first obtained permission to conduct research with the participants. Hence, I first wrote a proposal to conduct research and presented it to the panel comprising the University of KwaZulu-Natal's academic members, who then provided feedback on the research proposal. My proposal and the defence were successful, and I received an ethical clearance certificate to continue my study. I then sought signed consent from the Department of Education (DoE), school principals, participants and parents of learners who were silent or inactive participants before generating data from teachers who were active primary participants. This assisted me in accessing teachers and ensuring no emotional or physical harm to them. The permission letter to work with learners was sent to the parents in English and isiZulu because some parents are not proficient in English and would not have understood

the letter if only written in English. Thus, writing the letter in their home language, isiZulu, assisted them in understanding and responding to the request.

1.15 Limitations of the study

Some of the limitations included the initial reluctance of participants to participate because they assumed there were many long questions to answer that could take too long to answer. This challenge was addressed by keeping the questions short, simple and easy to understand, and I explained this to the participants before data generation. Another limitation was that participants were reluctant to provide honest answers during the interview, thinking their names would appear in the study. This challenge was addressed by ensuring anonymity by using pseudonyms and ensuring confidentiality for participants to protect their identities.

1.16 Delimitations of the study

Delimitations of the research study refer to the researcher's choices that describe the parameters or boundaries to which this study is confined (Cypress, 2017). It is crucial to underscore that this study was fraught within a confined delimited space—its sample was confined to a few participants. For example, only five Grade 5 English second language teachers teaching in Imbali township primary schools were purposively selected to be interviewed, observed while conducting the lesson and have their documents (lesson plans) analysed.

In other words, this study did not involve all township primary school English second language teachers under the uMgungundlovu District. Therefore, the results of this study cannot be generalised to a wider population of the uMgungundlovu District. However, this study did not aim to quantify the extensity of the phenomenon in a report but to understand and gain in-depth knowledge on Grade 5 English second language teachers' teaching methods and strategies to teach English-speaking proficiency to English second language learners in the selected Imbali township primary schools.

1.17 The structure of the thesis

This thesis comprises six chapters, and a summary of each chapter is given below.

Chapter 1: Background and rationale of the study

This chapter gives an overview of the research background, context, problem statement, rationale, motivation, research objectives and the research questions that guided this study. The significance of this study, conceptual clarification and an overview of the literature review, research methodology, delimitations and limitations of the study are presented. Furthermore, the structure of the thesis is also explained briefly.

Chapter 2: Literature review

This chapter covers a broader scope of how English-speaking proficiency is taught internationally, in Africa and in South Africa. Several authors' studies are analysed to determine how South African English second language teachers can improve their teaching practices in addressing the inability of English second language learners in disadvantaged schools to converse fluently in English.

Chapter 3: Theoretical framework

This chapter elaborates on the theory of social constructivism, guiding the argument or hypothesis of this study. This theory suggests that learning is socially constructed and that learners should actively participate in constructing new knowledge. Therefore, this theory was deemed suitable for this study.

Chapter 4: Research methodology

This chapter explains the research methodology succinctly. The principles of the interpretive research paradigm inform this study. The qualitative research design, data-generation methods comprising face-to-face semi-structured interviews, classroom observations and document analysis are explained. An explanation of selecting the case study research design, purposive sampling, trustworthiness and ethical considerations are provided.

Chapter 5: Presentation, analysis and discussion of the findings

The data generated during the fieldwork study are presented, analysed and discussed in this chapter. Data were generated using face-to-face semi-structured interviews, classroom observations and document analysis. Data are presented using thematic analysis.

Chapter 6: Summary of the findings, conclusions and recommendations

This final chapter of the thesis summarises the study's findings, conclusions and recommendations.

1.18 Conclusion

This chapter mentions that English second language learners struggle to speak the teaching and learning language when they must ask questions or provide answers in English during English lessons. Therefore, English teachers should frequently use interactive teaching methods and strategies, such as debates, dramatisation, storytelling, brainstorming, interviews and poem recitation to enhance their English-speaking abilities. Other teaching methods or paradigm shift pedagogical approaches English teachers can use to counter these challenges of English second language learners include translanguaging, code-switching and translation to assist learners in understanding English lessons.

Vygotsky's (1978) theory of social constructivism was used to underpin this study. This theory highlights that learning is socially and culturally dependent; thus, learners should actively interact with more knowledgeable others to construct new knowledge. Therefore, this theory was suitable for this study and was selected. Data were generated through face-to-face semi-structured interviews, classroom observations and document analysis using the thematic approach. The next chapter presents the literature review related to this study.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter draws from different sources related to this study to present, review, identify gaps and outline various literature. The literature was accessed, analysed and interpreted to understand Grade 5 English second language teachers' teaching methods and strategies to teach English-speaking proficiency in selected South African schools. This chapter interrogates several issues about teaching English-speaking proficiency to township primary school learners. The teaching of English-speaking proficiency is engaged by analysing the views of different scholars on how the phenomenon has been addressed globally: international schools, Africa and South Africa. This global approach was embraced to solicit profound and extensive input on teaching English-speaking proficiency and incorporate diverse insights into my study. These issues are succinctly discussed below.

2.2 The importance of attaining English-speaking ability in the 21st century

According to Purbaningtyas (2020), the term 21st century refers to a period known as the digital era with high employment competition. Scientific (2020) states that a person's success in the 21st century primarily depends on understanding English and having effective English-speaking ability. In Egypt, Akhter et al. (2020) highlight that in the 21st century, English has been used and is still used mostly as a language of communication globally in numerous fields of life, such as education, businesses, travelling, internet, banking, entertainment and tourism. Akhter et al. (2020) indicate that attaining a good English-speaking ability in the 21st century can equip learners at and outside school to participate confidently and competently in English debates, interviews, discussions and speech competitions. Therefore, this can enhance learners' general knowledge and English-speaking ability, a demand in the 21st-century era, to prepare learners for effective social life, higher education and the corporate world (Akhter et al., 2020).

Juraboev (2021) argues that English-speaking ability in the 21st century is typically recognised as a fundamental phenomenon in Uzbekistan (Asia) that teachers and learners must acquire for English lessons to be effective. This implies that at all levels of education in Asia, learners should understand and speak English effectively for their education to be slightly easier and more successful. Hence, Juraboev (2021) contends that English-speaking proficiency **assists** one in being well-informed and up-to-date about what is occurring globally. Although acquiring speaking ability in a foreign language is challenging, Pinatih (2021) in Indonesia highlights that speaking English is essential for everyone to master in different countries. Pinatih (2021) explicates that as an international language with countless users, English is a communicative means for Indonesians with foreigners who visit primarily as tourists.

Correspondingly, Tunariu, Spiteri and Szeder (2020) in Lija (China) indicate that speaking English can broaden one's world by allowing one to relate with others through communication and understand and be understood by other people from other countries. **Tunariu et al. (2020)** also state that a good command of English-speaking ability can create better job opportunities and improve the quality of one's life. Similarly, Makoni (2016) in South Africa, in a study based on the relationship between learners' mother tongue and English second language, argues that in the 21st century, high-status job positions, such as manager, are frequently given to people who possess good English-speaking ability. Correspondingly, Taylor and Fintel (2016) argue that for English second language South African learners to be successful in their education and the labour market, they must possess excellent English-speaking ability. Thus, in the 21st century, it is essential for people seeking high-paying employment to have good oral communication abilities to be more advantageous in seeking employment worldwide.

Hence, people with good English-speaking ability find it easy to communicate in English, seek a job and develop good social relationships with people from other countries and everyone globally who is proficient in speaking English. People who cannot speak English as the medium of instruction or international language cannot communicate with citizens from different countries who speak different languages from their home languages. Therefore, it is significant for English second language teachers to create a good and exciting teaching and learning atmosphere and expose learners

to different oral activities to improve their English-speaking abilities. This will also help them achieve a good command of English-speaking ability to survive and succeed in the current global era (21st century) that recognises English as one of the sources of a successful life.

2.3 Teaching English-speaking proficiency in international schools

Iman (2017) indicates that several teaching methods have been used and are still used in Indonesia to teach English-speaking proficiency to English second language learners. These methods include traditional approaches, such as drills and chants, using textbooks, whiteboards and chalks. However, modern methods include using real objects, pictures, music, dialogues, small group discussions and debates. Iman (2017) argues that out of these methods, the debate approach is the most effective when teaching English-speaking proficiency to English second language learners in Indonesian elementary schools. Debating allows learners to work in small groups to express their opinions, feelings, thoughts and ideas with one another through argumentation or communication, improving their thinking and English-speaking abilities (Iman, 2017).

Arifin (2018) highlights that rhymes, songs, poems and chants are alternate methods frequently used by Indonesian elementary school English second language teachers to assist learners in improving their confidence and English-speaking abilities. Arifin (2018) states that these methods allow learners to sing or talk, thereby unconsciously improving their grammar, vocabulary and pronunciation, enhancing their English-speaking abilities. According to Zurhiyah (2017), the storytelling teaching approach is another modern method used in Indonesian elementary schools to improve English second language learners' English-speaking abilities. Halawa (2014) also argues that storytelling has been used in Turkey and effectively improves learners' English-speaking abilities in elementary schools. Halawa (2014) explains that English second language teachers can use this approach after they allow learners to listen to a story and ask them to retell the story without selecting a specific learner or forcing the learner to speak, enriching learners' English-speaking abilities.

Moreover, Namaziandost and Nasri (2019) argue that many English second language teachers in Iran have ignored the importance of learning and practising oral language

by English second language learners during their English lessons. Namaziandost and Nasri (2019) contend that in Iran, English second language teachers typically spend most of their time during English lessons speaking English without giving enough opportunity or encouragement to learners to do the same. Derakhshan et al. (2016) also highlight that learning to speak English as a second language in Iran is challenging, requiring much practice through dialogues and uttering questions and answers by learners learning the language. Derakhshan et al. (2016) further argue that reading magazines, short stories and books aloud by English second language learners in Iran improved learners' English-speaking abilities. Furthermore, Namaziandost and Nasri (2019) indicate that an English language classroom creates inhibition and anxiety for an English second language learner, causing the learner to find it challenging to speak English.

2.4 The teaching of English-speaking proficiency in African schools

According to Makoni (2016), English has been used and is still used as a communication language in many African schools in countries, such as Zimbabwe, Kenya, the Kingdom of Eswatini, Botswana, Uganda, Zambia and Ethiopia. Make and Yonas (2018) highlight that English second language teachers in primary schools should select technologies suitable for English lessons to help learners easily learn English and improve their English-speaking abilities. Make and Yonas (2018) argue that in Ethiopian primary schools, audio-visual materials, such as video and audio tapes, have been used to improve learners' English-speaking abilities through sight and sound. Make and Yonas (2018) explain that audio-visuals are crucial when teaching English lessons because they make the lesson live, interactive and interesting through sound, enhancing learners' English-speaking abilities. However, Gudu (2015) indicates that using learner-centred classroom activities, such as group discussions, debates, drama, poem recitation and chanting songs in Kenyan primary schools have improved learners' English-speaking abilities. Gudu (2015) explains that by using these methods, learners become more comfortable interacting and making mistakes with one another rather than talking directly to their teachers.

Therefore, the above methods gradually improve learners' English-speaking abilities when practised regularly during English lessons (Gudu, 2015). Njoroge (2014) argue that teaching methods, such as rhymes, songs and games, in Kenyan primary school

learners have improved their English-speaking abilities. According to Njoroge (2014), these methods make the lessons interesting, motivating learners to participate and improving their English-speaking abilities.

Furthermore, Adaba (2017) highlights that problems regarding implementing the syllabus for Ethiopian primary schools have been slightly resolved. However, Adaba (2017) indicates that problems related to using traditional teaching methods, such as “teacher-talk or teacher-centred approach” when teaching English-speaking proficiency, continue in these schools and hinder a productive, interactive atmosphere between learners and the teacher during English lessons. Adaba (2017) adds that teaching and learning English-speaking proficiency in Ethiopian primary schools have been ignored or received little attention. Hence, this could be one gap and contributing factor causing English second language learners to be unable to enrich their speaking abilities and fluency in English and must be addressed.

2.5 Teaching English-speaking proficiency in South African schools

Taylor (2011) indicates that studies based on classroom practices of teaching English-speaking proficiency to English second language learners in South African rural and township primary schools signify that most teachers are not competent or confident to teach in English. Taylor (2011) argues that this is evident in the slow pace of conveying the curriculum to learners, causing most teachers to cover a very low volume of the curriculum, hence being unable to finish the syllabus. Research also shows that most South African English second language teachers who are somewhat competent and fluent in English tend to rely more on traditional methods of teaching the language when teaching English-speaking proficiency, such as the teacher-talk method and chorus learning (Taylor, 2011). Therefore, it gives less opportunity to learners to do individual reading, writing and talking in English during the lesson.

Robertson (2015) argues that most South African township primary school learners, usually from poor socio-economic backgrounds who are taught in an additional language, frequently face a dual challenge of attempting to understand the teaching and learning language and the curriculum conveyed in this additional language they are struggling to comprehend. Robertson (2015) indicates that these learners are faced with the problem that whenever they attempt to answer questions the teacher

poses in the second language, they must first translate the question to their mother tongue for interpretation and understanding and translate it back to the second language before uttering the answer to the teacher. This process takes much time during the lesson and requires a teacher to be patient with the learner. In other words, this shows that learning to speak a foreign language like English is not as easy as learning to speak the home language, which is isiZulu, in the context of this study.

Therefore, this study sought to understand English second language teachers' teaching methods and strategies to develop Grade 5 learners' English-speaking abilities. The study also intended to report whether English second language teachers can use interactive teaching methods, such as brainstorming, storytelling, recitation, discussions, dramatisation, debates, interviews and poetry, when teaching English-speaking proficiency to Grade 5 learners during English second language lessons in township schools.

Since my study focuses on teaching English-speaking proficiency in South African underprivileged primary schools, I explain the following sub-topics succinctly: language policy in education for South African schools; the length of mother tongue education before the transition to English second language; parents' attitudes towards using English as the teaching and learning language; paradigm shift pedagogical approaches; interactive pedagogical approaches; and teaching strategies and assessment.

2.5.1 Language Policy in Education for South African schools

The South African Language in Education Policy of 1997 dictates that learners should be taught in their mother tongue for the first four years of schooling in the foundation phase, from reception to Grade 3 (DoE, 1997). The transition from the mother tongue to the language of teaching and learning (English) should occur from Grade 4 onwards (DoE, 1997). This process is termed developmental bilingualism, when learners are taught through their mother tongue at the foundation phase and switch to English as the medium of learning at Grade 4 onwards (Ntshangase, 2014). At this stage, the learner's mother tongue becomes a mere subject instead of the language of teaching and learning. According to this language policy, this is done to maintain the learner's home language while attempting to expose the learner to an additional language,

usually English (DoE, 1997). In other words, this language policy claims that it promotes an additive approach to ensure that learners are bilingual; however, in practice, this promotes subtractive bilingualism.

In this study, bilingualism refers to understanding, reading, writing and speaking two languages fluently and proficiently (Albertyn & Guzula, 2020). However, multilingualism refers to understanding, reading, writing and speaking more than two languages fluently and proficiently (Albertyn & Guzula, 2020). Therefore, an additive bilingualism approach refers to a situation where a school continues to develop and maintain a learner's home language while a learner is learning an additional language (Garcia & Wei, 2018). However, subtractive bilingualism refers to a condition where a school removes the learner's home language as the teaching and learning language and substitutes it with the language used by most, often English (Garcia & Wei, 2018). Garcia and Wei (2018) further argue that teaching English second language learners using the additive bilingualism approach **assists** them in improving their English and home language reading and speaking abilities. However, teaching English to English second language learners through subtractive bilingualism can cause learners to have less opportunity to practice reading and speaking in their home language (Garcia & Wei, 2018), resulting in these learners being unable to speak their home language and the second language fluently and proficiently over time (Garcia & Wei, 2018).

Hence, Ntshangase (2014) maintains that transitioning from mother tongue education to English, the teaching and learning language from Grade 4 onwards, as suggested by the South African Language in Education Policy of 1997, is not promoting additive bilingualism but subtractive bilingualism, leading to semi-lingualism. Semi-lingualism in the context of this study refers to a state of poor language proficiency in learners' second and home languages, which is caused by exposure to the second language before they become proficient in their home language (Salo & Karlander, 2018). According to Ntshangase (2014), when English second language learners suffer from semi-lingualism, they cannot converse in English because their home and second languages are not developed as equally in the early ages of their educational development. This has psychological and emotional consequences on learners, as they become semi-lingual instead of bilingual or multilingual speakers. Garcia and Wei (2018) contend that semi-lingual learners also frequently suffer from poor problem-

solving ability. These authors argue that language can be used to communicate with others to solve problems. Therefore, to mitigate challenges related to English second language learners' semi-lingualism during English lessons, Ntshangase (2014) argues that a radical pedagogical shift or paradigm, such as translanguaging, is needed to address semi-lingualism. This methodological approach (translanguaging) has been explained in detail in the imminent sections.

Furthermore, according to the South African Language in Education Policy of 1997, some ways the policy encourages bilingualism/multilingualism is by stipulating that school governing bodies should work collaboratively with all other school stakeholders to discuss and compile a school language policy subjected to the constitution and suitable for parents, teachers and learners (DoE, 1997). All South African schools, through school governing bodies, have a right to choose any language they prefer to serve as the teaching and learning language, provided all school stakeholders agree on the chosen language (DoE, 1997). This makes it clear that in all South African government schools, the onus to choose the teaching and learning language is in the hands of the school governing bodies.

2.5.2 The length of mother tongue education before the transition to English second language

Hoadley (2012) argues that the early transition of learners from their mother tongue to the teaching and learning language (English), typically after four years of foundation phase education, as suggested by the Language in Education Policy of 1997, impedes learners' acquisition of information conveyed in the teaching and learning language if it is not similar to learners' mother tongue. UNESCO (2008) highlights that believing that an early transition from mother tongue education to English as the teaching and learning language will improve English second language learners' English-speaking proficiency propagates the myth about learning a second language.

Furthermore, Eloff (2019) contends that most rural and township primary school learners lack cognitive development in mother tongue education. In other words, most learners are incompetent in literacy (reading and writing) and speaking in their mother tongue, contributing to the challenges in mastering the second language (English). Therefore, Eloff (2019) highlights that most learners cannot speak and read English

with understanding by the age of ten years. Research by Bamgbose (2004), Heugh (2013) and UNESCO (2018) reveal that learners who have started school in their mother tongue and have been taught in it for at least six to eight years of their primary school perform better in the additional language and their schoolwork at higher grades than those who only spend four years being taught through their mother tongue and switch to the additional language for teaching and learning.

Correspondingly, Gordon and Harvey (2019) state that many language policymakers in continents, such as Africa, America and Asia, suggest that the mother tongue language should be implemented throughout primary school education. The additional language should be gradually introduced for teaching and learning when learners enter secondary school. Kretzer and Kaschula (2019) concur and indicate that learners learn easily through their mother tongue, performing outstandingly when assessed in their mother tongue. Furthermore, Naketsana (2019) highlights that using the mother tongue when teaching English second language learners enhances the learner's self-esteem and promotes enthusiasm to learn and participate during the lesson.

2.5.3 Parents' attitude towards using English as the teaching and learning language

The high status given to English and its hegemony as the societal language has pressured many parents to encourage their children to become proficient in this language (Ntshangase, 2014). Most parents and teachers now favour using English to teach and learn language from Grade R to Grade 12 (Mweli, 2018). They prefer exposing their children to environments where English is used most of the time (Mweli, 2018). Some reasons for this preference include the belief that this will improve learners' proficiency in English, thus leading them to better school performance and allowing them easy access to the corporate world (Buhmann & Trudell, 2008; Taylor & Hoadley, 2018; Mabiletja, 2018; Maluleke, 2019). In other words, many parents associate being proficient in English with academic success and easy access to employment (Kangira, 2016).

However, while parents have been given powers through school governing bodies to choose the teaching and learning language, in practice, it is not feasible for parents to

choose learners' mother tongue (African languages) beyond Grade 3 (McKinney & Guzula, 2019). The reason is that the DBE provides resources, such as textbooks only written in English or Afrikaans, for most school subjects and isiZulu as a subject but not as the primary teaching and learning language (McKinney & Guzula, 2019). Most parents also seem disinterested in selecting or compiling the language policy for teaching and learning (Mabiletja, 2018). According to Mabiletja (2018), parents generally abide by the school's decisions on the language policy and conform to the existing school language policies without challenging or questioning them.

Therefore, this literature indicates a monolingual approach to education where English is favoured by schools and governing bodies as a teaching and learning language at the expense of African languages. However, Ntshangase (2014) expressed that a dual language approach or dual bilingualism, such as translanguaging, where the learner's second and home languages serve as teaching and learning languages, works better than a monolingual approach. Ntshangase (2014) explained that this approach improves the learner's reading and speaking ability in the second and home languages. Ntshangase (2014) further indicates that when learners read and speak in their second and home languages, they tend to be more participative in class, as they are allowed to express themselves in their home language, the language they know and speak better. Using a dual language approach, such as translanguaging, assists parents at home to easily engage with learners and enables them to help learners with their schoolwork using the second and home languages (Garcia & Wei, 2018). Therefore, this study reports whether English second language teachers use these teaching methods during their English lessons when teaching English-speaking proficiency.

2.6 Paradigm shift pedagogical approaches

Many paradigm shift pedagogical approaches can be used to teach English-speaking proficiency. However, in this study, I have decided to discuss code-switching, translation and translanguaging. I chose these three approaches because they effectively teach English, particularly speaking proficiency, to English second language learners. Setati et al. (2002), Brock-Utne (2006), Probyn (2009) and Krause and Prinsloo (2016) state that to address problems related to acquiring English by English second language learners during English lessons, many teachers frequently

resort to code-switching, translation and translanguaging for learners to understand the lesson better. Correspondingly, Albertyn and Guzula (2020) argue that it is evident in South African classrooms that using code-switching, translation and translanguaging when teaching English-speaking proficiency promotes learners' participation, enriches lesson comprehension and learner cohesion and inclusion and enhances proficiency in English. Thus, the following explains these approaches in detail.

2.6.1 Using code-switching when teaching English-speaking proficiency

Code-switching is mostly used by teachers in South African schools when teaching English to English second language learners. In this study, code-switching is defined as switching or changing from one language to another by a bilingual or multilingual person to clarify meaning to the listener (Albertyn & Guzula, 2020). It is also explained as using two or more languages interchangeably within a single utterance for effective communication (Cahyani, Courcy & Barnett, 2016). Hence, code-switching is an effective communicative resource that facilitates conversation among interlocutors.

Cahyani et al. (2016) state that code-switching assists learners in understanding unfamiliar concepts during the English lesson, boosting their English-speaking abilities. Maluleke (2019) argues that English second language teachers can use code-switching when they lack sufficient vocabulary to articulate information in English to learners during English lessons. Thus, switching to the learners' or teachers' home languages might assist the teacher in easily selecting words that might be relevant to the lesson, helping learners to understand the lesson and improve their English-speaking abilities easily. In that case, one can contend that using code-switching in an English second language lesson facilitates the lesson. Maluleke (2020) believes that when teachers use code-switching during their lessons, it assists learners in switching to their mother tongue to utter answers, signifying that they understand the content or lesson but cannot articulate the answers in the teaching and learning language (English). Maluleke (2020) further argues that code-switching promotes class discussion participation and boosts teachers' and learners' interpersonal relations.

2.6.2 Using translation when teaching **English-speaking proficiency**

Kretzer and Kaschula (2019) define translation as translating or changing one language into another for effective understanding and communication among people in a conversation. Siregar (2018) argues that translation requires competency in two languages, such as in learners' home language and the teaching and learning language (English). Kaharuddin (2018) contend that translation is the easiest method to use when explaining words, phrases or sentences to make the learner understand better and engage in a conversation. According to Kaharuddin (2018), a teacher might explain words, phrases or sentences to learners in the teaching and learning language (English). However, if learners do not understand what the teacher has explained, the teacher can then use the translation method to translate the lesson into the learners' mother tongue for a better understanding (Kaharuddin, 2018).

However, the teacher can translate the lesson from the teaching and learning language (English) to the learners' mother tongue and vice versa to improve learners' comprehension of English and their **English**-speaking abilities (Kaharuddin, 2018). This shows that the translation teaching method **assists** learners in understanding the influence of one language on the other, enabling them to correct mistakes that creep in during the learning and articulation of the language (Kaharuddin, 2018). Therefore, using translation in a bilingual or multilingual lesson can help learners to practice their communicative abilities, improving their English-speaking proficiency.

Furthermore, translation can improve understanding, accuracy, flexibility and clarity of the English lesson to English second language learners and improve their **English**-speaking abilities (Kaharuddin, 2018). Furthermore, it can **assist** learners in rendering the text from their home language to the second language (English) or vice versa (Siregar, 2018).

Despite the above, using the translation teaching method can have disadvantages during teaching and learning English. For example, Bhatti and Mukhtar (2017) argue that translation is a leading method that does not or hardly gives learners a chance to learn language abilities, such as speaking or communicative proficiency. Bhatti and Mukhtar (2017) elaborate that instead of enhancing **English**-speaking or

communicative abilities, the translation method promotes direct reading and understanding from translation, improving writing ability.

2.6.3 Using translanguaging when teaching **English-speaking proficiency**

Translanguaging is a process where bilingual/multilingual speakers deliberately use different languages they are proficient in, including their mother tongue, interchangeably, mixing, alternating or in conjunction to make meaning clear and easily express feelings in the preferred language (Kretzer & Kaschula, 2019). Correspondingly, Barker (2020) highlights that translanguaging is a process where learners and their teachers use different language practices during the English second language lesson to engage in complicated discussions to develop new language practices while maintaining old ones. According to Barker (2020), using multiple languages in a bilingual/multilingual classroom promotes communication and understanding of the lesson and comprehension of the teaching and learning language among interlocutors. When translanguaging is used during the English second language lesson, learners with low proficiency in English might find it a bit easier to learn and understand the lesson; thus, they attempt to speak the teaching and learning language. Therefore, Wedananta (2020) opines that translanguaging relies on using the home language to **assist** learners in learning the second language during English second language lessons.

Similarly, Ntshangase and Bosch (2020) argue that translanguaging exposes English second language learners to use the teaching and learning language (English) while improving learners' home language. Ntshangase and Bosch (2020) postulate that if English second language learners can be granted autonomy in bilingual/multilingual teaching and learning methods, such as translanguaging, during their English-based lessons, they can improve all languages used at school and perform exceptionally academically. Hence, Ntshangase and Bosch (2020) argue that a translanguaging context accommodates bilingual/multilingual varied identities inside and outside the school environment, which cannot be attainable in a monolingual context. Therefore, it is essential to highlight that English second language learners learning to speak English within a translanguaging context might experience less anxiety, if not any, in attempting to speak English. This signifies that English second language learners learning to speak English in the translanguaging context might also develop self-

confidence and, thus, attain high chances to learn and improve speaking English and their home language.

Furthermore, many linguist scholars contend that bilingual/multilingual educational programmes are critical in primary schools, particularly in the intermediate phase (Grades 4 to 6), in **assisting** learners to easily understand the teaching and learning language (Taylor & Hoadley, 2012; UNESCO, 2016). Albertyn and Guzula (2020) further contend that bilingual/multilingual education also reduces school dropout rates among English second language learners. These scholars elaborate that this is because learners understand the lesson better when bilingual/multilingual teaching methods are used, thus, finding their comfort zones in such classrooms and becoming eager to come to school to learn consistently (Albertyn & Guzula, 2020).

Nevertheless, some linguist scholars, parents and teachers are against using bilingual/multilingual teaching methods. For example, most South African schools embrace the monolingual approach (only using English) instead of bilingual/multilingual teaching methods, such as translanguaging, which promotes additive bilingualism (Ntshangase, 2014). Correspondingly, Anyiendah (2017) argues that code-switching is not a good teaching method for English second language lessons because it reduces ample time for learners in the classroom to practice speaking English when they see the teacher changing from one language to the other. Anyiendah (2017) further argues that most teachers are not only using code-switching to make the message clear to learners but are also incompetent in speaking English second language.

2.7 Interactive pedagogical approaches

Yee (2020) contends that interactive pedagogical approaches often amuse learners and allow them to engage actively with the lesson instead of listening passively to the teacher lecturing during the lesson. Interactive pedagogical approaches also promote a more relaxed atmosphere, enhancing participation among learners (Yee, 2020). In that case, interactive pedagogical approaches are more efficacious in promoting effective learning and enriching English second language learners' **English**-speaking abilities. The following sub-headings explain these approaches in-depth.

2.7.1 Brainstorming approach

Brainstorming is an open-sharing learner-centred teaching approach often used to encourage learner participation, generate and organise ideas through speaking and writing to solve a specific problem the teacher gives to learners in small groups during English second language lessons (Unin & Bearing, 2016). According to Mirciu (2017), this approach promotes equality among learners because they are all free to participate spontaneously during the brainstorming activity without being evaluated. However, after the brainstorming activity, various generated ideas are evaluated to select those appropriate and needed to resolve the problem given by the teacher or answer questions based on the topic under discussion (Mirciu, 2017).

The brainstorming approach also makes learners responsible for their learning and become confident about their thoughts, **assisting** them to learn during brainstorming ideas easily (Mirciu, 2017). Hence, the brainstorming approach can train English second language learners to think fast to express their opinions, facilitating comprehension and communication abilities on a new topic (Mirciu, 2017). Dalimunthe (2015) contends that learners' pronunciation, grammar or generated ideas during the brainstorming process should not be criticised or ridiculed, even though they might seem foolish or senseless. Dalimunthe (2015) elaborated that when ideas are criticised, learners might be frightened to articulate their ideas, knowing they will be criticised. Therefore, this can stop generating ideas during the brainstorming process (Dalimunthe, 2015).

Adaba (2017) argues that when using the brainstorming method, learning opportunities to boost learners' **English**-speaking abilities might be high if they are free and comfortable to express themselves and take turns in brainstorming ideas rather than being passive. Adaba (2017) continues that the interaction among learners lends to improved English-speaking abilities during the brainstorming approach, which might be boosted when learners are grouped with their friends, learners they admire and prefer to work with. Therefore, it can be interpreted that, at times, English second language teachers must organise small groups according to learners' friendship circles and foster learners to participate during the brainstorming of ideas or conversational lessons by reducing the teacher's talk and encouraging the learner's talk time (Adaba, 2017).

Furthermore, according to Unin and Bearing (2016), brainstorming is frequently used to improve learners' English-speaking abilities within a short period by combining various generated ideas and asking questions based on the main topic to formulate a good interaction. Unin and Bearing (2016) state that different types of brainstorming teaching approaches are commonly used in English second language classrooms to encourage the generation and organisation of ideas, thus improving English-speaking abilities. These include word-list brainstorming, word mapping and picture brainstorming (Unin & Bearing, 2016). The following explains them in detail.

According to Badie (2020), the word list brainstorming refers to listing words through speaking and jotting them down to single words, phrases or sentences related to the main topic before beginning an interaction. Hickman (2017) argues that this approach **assists** learners in producing many ideas within a short time and arrange them into well-ordered lists. Using the word-list brainstorming approach can benefit learners suffering from difficulties related to incorrect grammar when constructing sentences (Hickman, 2017). Learners find it easier to list words through writing or speaking rather than constructing long sentences (Hickman, 2017).

Brainstorming can also be in the form of word mapping. The word-mapping brainstorming approach uses diagrams, maps and other visual arts to generate ideas through speaking and jotting them down before an interaction (Hikman, 2017). Badie (2020) elaborates that word-mapping brainstorming is drawing a circle in the centre of a blank sheet and writing the topic under discussion in the centre of the drawn circle. The learners participating in a word-mapping brainstorming activity should then write ideas about the topic around the circle and draw lines to join them with the topic inside the circle to show that they are related (Badie, 2020).

Mirciu (2017) argues that word-mapping brainstorming can stimulate thinking to discover ideas related to the main discussion topic. Yuliani, Bharati and Warsono (2019) argue that word-mapping brainstorming can be more suitable and effective when working with introverted learners to involve them in teaching and learning. In this study's context, an introvert refers to shy, quiet learners who cannot make friends easily (Yuliani et al., 2019). Thus, **Yuliani et al. (2019)** contend that learners with such personalities enjoy working individually; therefore, word-mapping brainstorming can **assist** in accommodating them.

The picture brainstorming approach refers to using pictures from magazines, textbooks, newspapers and other sources to generate ideas, discuss or tell a story based on pictures that have been scrutinised (Mirciu, 2017). Budiarti (2016) highlights that when using picture brainstorming, a teacher can arrange learners into small groups of four and give each group a picture comprising different animals with which they are familiar. The learners in their respective groups must brainstorm several ideas based on the animals in the picture by jotting them down following the teacher's instructions. After the learners have finished brainstorming and listing ideas on paper, they should work as a team to discuss and present them or tell a story based on their ideas to the class by describing the animals (Budiarti, 2016).

According to Rao (2019), picture brainstorming **assists** learners in easily remembering what they have been discussing or learned in the small group because it is not easy to forget something one has seen. Rao (2019) continues and indicates that using picture brainstorming also motivates learners during the lesson to speak more because they like talking about something they see in pictures rather than something they heard or wrote about. The picture brainstorming approach can also be used as an icebreaker activity when the teacher begins an English lesson (Rao, 2019). The teacher might give or show the picture to learners and ask them to say or list anything they see in the picture (Rao, 2019). This frequently motivates learners to speak out many ideas, phrases or sentences based on pictures, as they enjoy talking about something they have seen in pictures (Rao, 2019). Therefore, it might be interpreted that using picture brainstorming during English second language lessons can be more effective in **assisting** learners to engage with the lesson and speak English and eventually become proficient. In other words, picture brainstorming might **assist** learners in gradually becoming confident in speaking English and fluent in it when used regularly (Rao, 2019).

While the brainstorming approach might be useful in improving English second language learners' English-speaking abilities, it might have disadvantages (Hickman, 2017). Hickman (2017) argues that some disadvantages include not giving learners enough time to think during brainstorming activities, which can cause brainstorming activities to be monopolised by more active and intelligent learners (Hickman, 2017). This shows that the brainstorming approach might be more effective when all learners

during group activities have something to say and can logically participate in a meaningful argument (Pohan, 2017). Pohan (2017) adds that quiet and shy learners might not contribute much during the brainstorming approach.

Therefore, one of the aims of this study is to know whether English second language teachers include some of these teaching approaches in their lessons when teaching English-speaking proficiency to English second language learners. If they use them, what is the impact on improving English second language learners' English-speaking abilities, participation, motivation and confidence during English lessons?

2.7.2 Storytelling approach

Stoyle (2020) defines storytelling as a method learners can use to share, interpret and develop an understanding and respect for other cultures. This author indicates that storytelling can be used in an English second language classroom to teach listening and English-speaking proficiency to learners (Stoyle, 2020). Stoyle (2020) argues that this teaching method encourages learners' relaxation and well-being, assisting them to express their thoughts and feelings easily and improving their English-speaking abilities. Similarly, Namaziandost and Nasri (2019) highlight that English second language learners' English teachers should regularly expose them to oral communication activities to enrich their English-speaking abilities and fluency. Namaziandost and Nasri (2019) elaborate that during oral storytelling activities, learners should be encouraged to select topics they are more familiar with to feel at ease to tell the story and speak fluently.

Corresponding to the above, Adaba (2017) argues that for English second language learners to acquire experience and proficiency in English speaking, they must regularly interact verbally with each other and their teachers using English. Adaba (2017) elaborates that oral interaction is the heart of communication, enriching proficiency and fluency in the language when practised regularly. Therefore, this research reports whether English second language teachers use interactive teaching methods, such as storytelling, during their English second language lessons when teaching English-speaking proficiency.

2.7.3 Recitation approach

Ermerawati (2018) defines recitation as telling a story from memory after reading or listening to the story without looking at it from a textbook. This author indicates that storytelling recitation is an effective teaching approach in English second language classrooms when teaching English-speaking proficiency to young English second language learners (Ermerawati, 2018). Ermerawati (2018) elaborates that this approach exposes learners to use English, thereby improving English learners' speaking abilities, intonation and grammar awareness. The author further highlights that a teacher using this method in the English second language classroom should also use props to support learners in retelling the story effectively (Ermerawati, 2018). This is because most young English second language learners find it challenging to express themselves in the second language, particularly English (Ermerawati, 2018).

Purnama and Nurdianingsih (2019) argue that English second language learners' self-motivation during storytelling recitation or when delivering any speech in front of other learners is crucial. These scholars define self-motivation as independence, perseverance, passion, curiosity and persistence to try and do something, particularly something new (Purnama & Nurdianingsih, 2019). Therefore, Purnama and Nurdianingsih (2019) explicate that English second language learners with high self-motivation towards using or learning a language perform better in English-speaking ability than those with low self-motivation.

Furthermore, according to Purnama and Nurdianingsih (2019), high self-motivation encourages learners to be enthusiastic and confident in telling the story in front of other learners. Learners with high self-motivation continue to tell the story even though they can make grammar, pronunciation or vocabulary mistakes during recitation (Purnama & Nurdianingsih, 2019). Hence, it can be interpreted that the above shows a connection between the learner's self-motivation to learn to speak the language and the teacher's speaking ability teaching strategies. Learners with high self-motivation to learn to speak English might have better chances of becoming proficient and fluent when teachers use different teaching strategies to teach English-speaking proficiency. Therefore, this research reports whether English second language teachers use teaching strategies, such as storytelling recitation, during their English lessons to teach English-speaking proficiency to English second language learners.

2.7.3 Discussion approach

The discussion teaching approach can also be used in an English second language classroom to teach and promote English-speaking proficiency to learners. Cashin (2011) states that to initiate a discussion among learners in English second language classrooms, the teacher can begin by forming small groups of two or three because large groups will cause some learners to be reluctant to participate during the discussion. The teacher should then give instructions regarding how the discussion will occur. After the instructions, the teacher should write a controversial or debatable topic on the chalkboard and ask learners to interpret and discuss it in small groups to present it in the class. A funny discussion activity where a teacher asks learners to share and discuss the best day they will never forget can also boost English second language learners' English-speaking abilities (Derakhshan et al., 2016).

During the discussion activity, after learners have provided their answers, a teacher can probe individual learners about their agreed-upon responses in their groups. According to Cashin (2011), this could develop a discussion between the teacher and learners, promoting learners' English-speaking abilities. After the discussion, the teacher can ask learners in small groups to report or explain their answers to the class. The teacher can also encourage other learners to ask questions and comment on their classmates' answers or ideas during the presentation or reporting after the discussion activity (Cashin, 2011), encouraging everyone to speak. Therefore, all learners will be highly likely to get a chance to improve their English-speaking abilities when English second language teachers teach them English-speaking proficiency using this teaching approach (Cashin, 2011).

In support of the preceding, Derakhshan et al. (2016) argue that English speaking is an ability that can be easily learned through group discussions, particularly during small group discussions. Derakhshan et al. (2016) indicate that using pictures and role-playing by learners learning the second language in small groups encourages discussions among learners, improving their English-speaking abilities. Therefore, this study must report whether English second language teachers use interactive teaching methods, like discussions, during their English lessons to boost learners' English-speaking abilities.

2.7.4 Dramatisation approach

Keidan (2020) argues that the dramatisation method for teaching English to English second language learners is another effective teaching method that English teachers can rely on when teaching English-speaking proficiency. According to Keidan (2020), this method encourages learners to stand up, have fun, make mistakes, goof around and get excited about learning the curriculum, particularly English. This method also allows learners to practice speaking English in an environment with low academic pressure that drives learners past self-consciousness, which can hinder victory (Keidan, 2020). Keidan (2020) states four types of this teaching method: the improvisational approach, improvisation games, human slideshow and one-minute theatre. The following explains them in detail.

Keidan (2020) argues that the improvisational approach has been established from improvisational comedy. According to Keidan (2020), the improvisational approach is based on encouraging discussion within a small group. Keidan (2020) also states that this approach is more suitable when teaching or assessing learners through storytelling and brainstorming. The improvisational approach often relies on yes, no and but rules. Therefore, when a learner poses a question to the class, other learners should respond by beginning their answers with the words yes, but or no to make a fun game that makes learners feel at ease and encourages them to participate by giving verbal answers (Keidan, 2020). Therefore, Keidan (2020) concludes that this method enhances English learners' speaking abilities if practised regularly in an English second language classroom. Hence, this study reports whether English second language teachers use this teaching approach as one of their strategies when teaching English-speaking proficiency to English second language learners.

According to Keidan (2020), the improvisation game teaching approach is based on different games that learners can play in the class to improve their English-speaking abilities. Keidan (2020) states that the game hitchhiker is one example where the teacher allows three learners to use four chairs and pretend they are in a car with two passengers at the back and a driver in the front. According to Keidan (2020), the driver will offer a lift to the hitchhiker, who falls asleep in the passenger's seat as soon as she/he enters the car. The driver will then slap the hitchhiker to keep him awake and ask him/her to jump off the car, as this disturbs the driver from driving properly (Keidan,

2020). The learners should take turns acting as passengers and the driver and interact with one another to determine other ideas regarding how the driver could wake up the hitchhiker if he/she falls asleep. According to Keidan (2020), this teaching method can encourage learners' English-speaking abilities as they interact with one another to produce different ideas while enjoying the activity.

Furthermore, the slideshow is another teaching method that improves English learners' speaking abilities in an English second language classroom (Keidan, 2020). This method can be used when summarising chapters or books. According to Keidan (2020), an English teacher can ask learners to cut pictures related to a controversial or debatable topic learned from a book and paste them into a chart in a slideshow pattern. The teacher will ask learners in small groups to explain to the class what is happening in those pictures. The teacher should encourage more participation among learners by motivating them to ask questions and comment on ideas or answers given by learners reporting or presenting the slideshow. Consequently, this interaction will enhance learners' English-speaking abilities (Keidan, 2020).

The one-minute theatre (role-playing) teaching approach is similar to the human slideshow teaching approach because it can also be used when summarising stories, books, chapters and reading materials (Keidan, 2020). According to Keidan (2020), this method is frequently used when introducing learners to a challenging story or activity. The teacher should begin by explaining and summarising the story and the role-play to the learners. The teacher should then allow the learners to read the story and assign roles to learners to perform the role-play (Keidan, 2020). The teacher should allocate a minute for the play so that learners can act out scenes and present speeches based on the story that has already been explained, discussed and summarised by the teacher.

However, Keidan (2020) indicates that the teacher should not be a stickler for time. If the activity (role-play) exceeds the allocated time, perhaps four minutes, they should allow learners to continue until they finish the play. During the role-play, the teacher should encourage all learners to participate actively. Derakhshan et al. (2016) argue that the one-minute theatre (role-playing) teaching approach assists English second language learners to overcome their anxiety, low self-esteem, shyness and fear of speaking English. Thus, this method can be used in an English second language

classrooms to improve English second language learners' English-speaking abilities. Therefore, this study must investigate whether all the above drama-related teaching approaches are used when teaching English-speaking proficiency in English second language classrooms in South African township primary schools.

2.7.5 Interview approach

Kamaliah (2018) argues that English second language learners can be taught English-speaking proficiency through the interview communicative teaching strategy. The interview communicative teaching strategy is a cooperative learning method that can improve English second language learners' English-speaking abilities (Kamaliah, 2018). When using this method, English second language teachers can give various topics to learners to conduct interviews with one another or with people outside the school. Teachers using this method must form a rubric so learners can use it to know the types of questions they should ask interviewees (Kamaliah, 2018). Before conducting the interviews, the teacher should indicate to learners that after conducting the interviews following the rubric, they should return and report the interview verbatims or the interview process to the class.

According to Kamaliah et al. (2018), the interview communicative teaching strategy motivates English second language learners' English-speaking proficiency and gives them time to socialise as they work as interviewers and interviewees. The English-speaking abilities can be improved when learners report their interview verbatims or the interview process to the class. Hence, through this teaching method, learners can learn three speaking roles as the interviewer, interviewee and reporter while also learning to be polite when working with others (Kamaliah, 2018). Moreover, besides enhancing English-speaking abilities, this teaching method also assists learners in learning how to ask, answer, and report information verbally (Kamaliah, 2018). Therefore, this study explores whether English second language teachers in South African township primary schools use interactive teaching methods during their English lessons when teaching English-speaking proficiency.

2.7.6 Debating approach

Amiri, Othman and Jahedi (2017) assert that the instructional debate teaching method is a communicative approach that can be used to teach English-speaking proficiency to English second language learners in primary schools. This method is a formal dialogue in a seminar where opposing arguments are stated (Amiri et al., 2017). Amiri et al. (2017) indicate that this teaching method is a powerful learning tool for English teachers to assist learners in verbally developing their arguments, critical thinking and reasoning abilities. Through this teaching method, the more the learners debate with one another in two or more opposing groups, the more they practice their communication abilities and improve their listening and public speaking abilities (Amir et al., 2017).

Thus, the above signifies that in group work, learners can work cooperatively and become eager to learn more about the subject under discussion. Therefore, English teachers should, at times, stop to dominate discussions by talking tirelessly during English lessons. Instead, they must be facilitators who encourage learners to talk more during the lesson to improve their English-speaking abilities. In a nutshell, English second language teachers should shift their lessons from a teacher-centred to a learner-centred approach. Amir et al. (2017) further argue that teamwork and working under pressure during instructional debates can develop the learner's self-confidence and self-esteem. Therefore, Amir et al. (2017) regard this method as a learner-centred approach based on well-prepared debate sessions and discussions among learners to boost their English-speaking abilities and participation during English lessons.

However, Adaba (2017) argues that even though teaching strategies based on enriching English-speaking abilities, such as instructional debates, can be effective, they may sometimes seem ineffective. Adaba (2017) elaborates that this is because, at times, learners might fear making mistakes in front of their peers when attempting to speak English, causing most English second language learners who are learning to speak the language to be reluctant to participate during instructional debates (Adada, 2017). Correspondingly, Purnama and Nurdianingsih (2019) argue that during the debate teaching approach, some learners remain silent because they are typically faced with personality traits, such as being shy or not brave enough to express their opinions. Purnama and Nurdianingsih (2019) also indicate that some learners have

difficulty finding suitable words to express themselves correctly during a debate; as a result, they remain silent. Therefore, English teachers using this teaching method must create a good and supportive environment where the teacher inculcates to learners the importance of respecting one another during interaction (Adaba, 2017). This will reduce the fear of being laughed at by other learners when errors occur during the debate and encourage participation, enhancing learners' English-speaking abilities (Adaba, 2017).

2.7.7 Poetry recitation approach

The poetry recitation teaching approach can also be used to teach English-speaking proficiency to English second language learners in primary schools (Deepa & Ilankumaran, 2018). This teaching method is defined as a genre of literature that frequently comprises strong patterns of sounds, words and language quality (Deepa & Ilankumaran, 2018). According to Deepa and Ilankumaran (2018), poetry recitation encourages learners to speak audibly during the repeated reading of the musical melody of poetry stanzas, improving learners' oral communication. Speaking fluency, a key element in reading for comprehension, might also be enhanced when teachers encourage learners to practice reading poetry stanzas regularly (Deepa & Ilankumaran, 2018). Therefore, Deepa and Ilankumaran (2018) contend that when learners participate in performance poetry regularly, their vocabulary, listening and English-speaking abilities can be developed.

Furthermore, Deepa and Ilankumaran (2018) highlight that learners' listening and speaking abilities might also be developed when they repeatedly listen and chant rhythms and rhymes of poems. Learners' reiterated chanting of poems allows them to learn other poetry components, such as similes, metaphors, alliteration, assonance and word choice (Deepa & Ilankumaran, 2018). Deepa and Ilankumaran (2018) argue that chanting poetry can boost learners' confidence to perform oral presentations in public, fostering the love of speaking English and enhancing their self-esteem. Hence, this study explores whether English second language teachers use interactive teaching methods, such as poetry, in their English lessons to enhance English second language learners' English-speaking abilities.

2.8 Teaching strategies

The teaching methods or approaches discussed above can be employed in authentic English second language classrooms using teaching strategies discussed under the following sub-headings.

2.8.1 Individual presentation

Pangket (2019) highlights that an individual presentation teaching strategy is where the teacher allows learners to work individually in doing a task or presenting an activity in the classroom. Pangket (2019) opines that this approach is vital to improving English second language learners' oral fluency, accuracy and independence. An individual presentation teaching strategy can be prepared or unprepared. The prepared individual presentation teaching strategy is where the teacher allows learners to rehearse their activities before presenting them orally in the classroom in front of other learners (Pangket, 2019). An unprepared individual presentation is where the teacher orders the learner to present a monologue in the classroom in front of other learners without preparation or rehearsal (Pangket, 2019). Some individual presentation teaching strategies English teachers can use when teaching English-speaking proficiency to English second language learners include monologues, oral presentation, storytelling, poetry recitation and picture narrative tasks.

Using individual presentations in an English lesson can have its merits and demerits. Some merits include that when learners learn to speak English using the above activities frequently, they improve their English-speaking abilities (Pangket, 2019). According to Pangket (2019), activities such as monologues, oral presentations, storytelling, poetry recitation and picture narrative tasks enhance learners' vocabulary, grammar and self-independence and develop high self-esteem, assisting learners in finding it easy to do public speaking activities before audiences. The individual presentation teaching strategy can assist learners in becoming public speakers, such as teachers, lecturers and motivational speakers (Pangket, 2019).

One of the demerits of individual presentation is that a learner works independently when presenting the activity, and there is no interaction and learning from other learners during the presentation. Therefore, there is a high possibility of short or

incomplete ideas and errors in the presentation or activity when the learner has not prepared the activity thoroughly.

2.8.2 Collaborative presentation

The collaborative presentation teaching strategy is an approach where teachers teach learners using pairs or groups to complete a task or present an activity in the classroom (Pangket, 2019). According to Pangket (2019), this approach is crucial when teaching **English** proficiency to second language learners as it enriches communication and learning from one another, improving their **English**-speaking abilities.

The collaborative presentation teaching strategy can be prepared or unprepared. The prepared collaborative presentation teaching strategy is where the teacher allows a group of learners to work collaboratively to rehearse their activity before presenting it in the classroom to other learners (Pangket, 2019). However, an unprepared collaborative presentation is where the teacher instructs a group of learners to work collaboratively on a task in class to present it to other learners without preparation or rehearsal (Pangket, 2019). Some collaborative presentation teaching strategies English teachers can use when teaching **English**-speaking proficiency to English second language learners include pair work, small group work, brainstorming, role-playing, discussion, debates and interviews.

Using collaborative presentation in an English lesson can have its merits and demerits. Some merits include that when learners learn to speak English using the above activities frequently, they develop good grammar and vocabulary, improving their **English**-speaking abilities (Pangket, 2019). Working collaboratively **assists** learners in developing social relationships, communication and teamwork abilities, which can benefit them in the long run, particularly in the workplace, to work with other employees cooperatively (Pangket, 2019).

Collaborative teaching can also have its demerits. For example, when learners work collaboratively in groups, they might be chaotic and take long when preparing for the activity (Pangket, 2019). Some learners are often reluctant to cooperate, especially when they do not get along with each other and, thus, disturb others by chatting about

things that are not part of the group work (Pangket, 2019). Another demerit of this approach is that the more active and brilliant learners dominate the group work; thus, less active learners become passive and relaxed and feel left out of the group work (Pangket, 2019).

2.9 Assessment

According to Lahmar (2019), assessment is a crucial educational phenomenon for effective teaching and learning. Lahmar (2019) indicates that the English-speaking proficiency assessment refers to the face-to-face evaluation of one's English-speaking ability, fluency and accuracy in communicating professionally and socially. According to Lahmar (2019), teachers must consider the learners' pronunciation, vocabulary knowledge, grammar, fluency and phonology when assessing their speaking proficiency. Therefore, when preparing assessment activities, teachers should ensure they accommodate the above components of English-speaking ability (Lahmar, 2019).

Furthermore, a teacher can use a diary, scoring rubric or mark list to record the learner's performance records and marks (Lahmar, 2019) to understand the learner's progress in English-speaking proficiency, thereby preparing constructive feedback (Lahmar, 2019). Lahmar (2019) adds that it is vital for teachers to allocate time for learners' performances and tell them beforehand what is expected of them during the English-speaking proficiency assessment. Therefore, the learners should understand beforehand that the teacher will check their pronunciation, vocabulary knowledge, grammar, fluency and phonology during the English-speaking ability assessment. Hence, in this study, the English-speaking proficiency assessment evaluates learners' English-speaking ability in their second or teaching and learning language (English).

An assessment of English-speaking proficiency can be differentiated according to formative and summative assessments, also known as the assessment for learning and the assessment of learning. According to Anilkumar (2021), formative assessment (assessment for learning) is evaluating the learner's work that occurs almost daily during the lesson to check the learner's understanding of the topic taught (Anilkumar, 2021). Manuel (2020) defines formative assessment as an ongoing or continuous assessment throughout the lesson to support the learner's acquisition of the information taught. This could occur as daily informal assessments, such as learner

observation, classwork and homework, to evaluate the learner's learning and understanding (Manuel, 2020). Manuel (2020) argues that this assessment also entails daily constructive feedback to learners based on their strengths and weaknesses, allowing development.

Therefore, when using formative assessment to evaluate English learners' speaking proficiency, English teachers can assess their speaking proficiency daily during the lesson or at the end of the lesson to check their grammar, pronunciation, fluency, vocabulary, accuracy and understanding of the lesson or topic taught (Anilkumar, 2021). This can be done using different methods of assessing English-speaking ability, such as show and tell, storytelling, picture description, oral presentations, anecdotes, debates, discussions, interviews and role-playing (Anilkumar, 2021).

However, a summative assessment (assessment of learning) evaluates the learners' work at the end of the school term or after the school to determine what they know and did not understand throughout the term/year (Anilkumar, 2021). Similarly, Manuel (2020) indicates that summative assessment measures learners' achievements or development at the end of the school term or school year to grade, rank or prepare the school report card. According to Manuel (2020), this could be done by conducting formal assessments at the end of the school term or a school year, such as formal projects, class tests and examinations. Hence, when using summative assessment to evaluate English learners' speaking proficiency, English teachers can evaluate learners at the end of the school term or school year (Anilkumar, 2021). The teacher can use methods of assessing English-speaking proficiency, such as show and tell, storytelling, picture description, oral presentations, anecdotes, debates, discussions, interviews and role-playing, to evaluate learners' grammar, pronunciation, fluency, vocabulary, accuracy and understanding of the topic taught (Anilkumar, 2021).

Apart from formative and summative assessment, Couros (2021) defines assessment as learning as an evaluation occurring when learners conduct self-assessment or peer assessment during or after the lesson to determine what they have learned during the lesson. According to Couros (2021), this assessment can occur when learners monitor their learning, ask questions to the teacher and use various strategies to evaluate what they know and can do. Therefore, teachers can implement this assessment method to assess English learners' speaking proficiency during the English lesson or as

homework by allowing learners to do a self-assessment of English-speaking proficiency. This can occur by allowing learners to work individually to evaluate their English-speaking proficiency using a mirror at home to observe the presentation or a tape-recording device to record while doing individual oral presentations. The learners can also work in pairs or small groups to complete and evaluate each other's English-speaking proficiency.

2.10 Conclusion

This chapter offered a literature review related to this study. It discussed and interpreted the importance of attaining English-speaking ability in the 21st century, globally, regionally and locally. Therefore, the literature based on these different parts of the globe reveals that it is vital for learners in the 21st century to attain good English-speaking abilities to have easy access to employment, education, businesses, travel, internet, banking, entertainment and tourism. The literature review showed that international, African and South African schools use similar interactive methods or strategies for teaching English-speaking proficiency. These methods include debates, discussions, show and tell and oral presentations.

However, numerous interactive teaching methods for English proficiency were identified in international primary schools in regions such as Indonesia, Turkey and Iran. Hence, the literature signifies a gap in primary schools in South Africa and African countries, such as Zimbabwe, Kenya, Swaziland, Botswana, Uganda, Zambia and Ethiopia, regarding adequacy in implementing interactive methods or strategies of teaching English-speaking proficiency. The literature showed that even though English teachers from South Africa and African regions are aware of different interactive methods and strategies for teaching English-speaking proficiency, they tend to overlook their importance and are reluctant to use them.

Furthermore, this chapter also interpreted and discussed other teaching methods aimed at disrupting normal classroom practices that advocate a paradigm shift in education. These methods are code-switching, translation and translanguaging. These methods are also used globally and effectively improve English second language learners' English-speaking abilities. However, these radical pedagogical

paradigm shift methods have not been fully tried and tested in African schools, particularly in South Africa, where this study was conducted.

Moreover, the length of mother tongue education before transitioning to English second language was discussed. The literature showed there is still confusion among linguist scholars, as some believe learners should transition to Grade 4 and start using English as the teaching and learning language. However, others opine that learners should be taught in their mother tongue throughout their primary school education and transit to English, the teaching and learning language, at the beginning of their high school education. The parents' attitudes towards using English as the teaching and learning language were discussed. Most parents favour English as the teaching and learning language from Grade R to Grade 12 because they believe it will assist learners with various benefits, such as easy access to employment, education, communication and travel.

The following chapter presents and discusses the theoretical framework related to this study.

CHAPTER 3

THEORETICAL FRAMEWORK

3.1 Introduction

This chapter elaborates on social constructivism, the theoretical framework underpinning this study. Gabriel (2019) indicates that the theoretical framework is a structure that supports or portrays the theory based on the phenomenon **reported** in a research study. Gabriel (2019) contends that the research theory in a theoretical framework should also predict, understand and explain why the phenomenon or problem exists. However, Simion (2016) states that the research theory also guides the researcher to generate and interpret data, thus, eliciting explanations for the findings. Therefore, this study is grounded on the theoretical underpinning of Vygotsky's (1978) social constructivism. The following paragraphs explain Vygotsky's theory that anchors this study in detail.

3.2 Vygotsky's social constructivism theory

In Vygotsky's (1978) social constructivism theory, he contends that the learning process, particularly language learning, is socially and culturally dependent, where people often learn from one another. Correspondingly, Zeme (2020) argues that the social constructivism theory views individuals' social experiences, culture and social interaction as the basis for their beliefs, attitude and knowledge to acquire language and develop cognitive abilities. Mlota (2017) highlights that according to social constructivism epistemology, individuals construct knowledge through active involvement and interaction with more knowledgeable others within their environments to develop cognitive and language abilities.

Hence, Aljohan (2017) highlights that participation and acquisition processes are two crucial aspects of social constructivism that are required in learning, particularly language. Participation entails participating in the communication, group discussions, collaborative learning and negotiating with people (Aljohan, 2017). Vygotsky (1978) argues that the social constructivism theory indicates that learners are active and curious individuals who frequently actively participate in their learning to develop their cognitive abilities. In support of Vygotsky's theory, Wambui (2020) contends that a

constructivist learning environment promotes learner participation, where learners actively think and interact with one another to construct their knowledge. Therefore, social interaction between learners and their peers or teachers during class discussions is essential in enhancing their cognitive abilities and, thus, language-speaking abilities.

The acquisition process involves learning or obtaining information or knowledge from experienced and knowledgeable others (Aljohan, 2017). In other words, Vygotsky's (1978) social constructivism theory suggests that effective learning can occur within any social setting, from the school between a teacher and a learner, among learners with their peers and between community members (Aljohan, 2017). Correspondingly, Dendup and Onthanee (2020) argue that Vygotsky's (1978) social constructivism theory believes that all social activities in any social environment can **assist** the learner to learn, grow and develop holistically. This shows that, according to Vygotsky's social constructivism theory, children or learners can acquire new information through participation to add to the existing information or learn from their social environment to grow or develop academically, spiritually and socially.

Regarding Vygotsky's (1978) social constructivism theory, Cummins (1984) argues that English second language learners learn the second language for two purposes. The first is to use it to communicate through it among themselves. Cummins (1984) referred to this as the basic interpersonal communication skill. It is also used for academic purposes. Cummins (1984) named this cognitive academic language proficiency. According to Irfan (2019), these two language abilities by Cummins (1984) refer to social and academic language abilities. For example, the basic interpersonal communication skill is the social language often occurring when learners communicate collaboratively within their social environment to construct their knowledge, as in Vygotsky's (1978) social constructivism theory (Irfan, 2019).

However, cognitive academic language proficiency is the formal language ability learners require at school to perform outstandingly in their academic work (Irfan, 2019). Cummins (1984) highlights that learners require more time, support and motivation from knowledgeable others to develop their cognitive academic language proficiency in the second language (English). Therefore, Cummins (1984) postulates that for English second language learners to succeed academically at school, they

must possess a very good cognitive academic language proficiency in their second language (English). Hence, English teachers can achieve this by allowing English second language learners to practice reading and speaking extensively in the second language to become effective readers and speakers of English as a second language (Cummins, 1984).

May (2018) states that basic interpersonal communication skills and cognitive academic language proficiency can also occur within small groups where learners collaborate to share ideas and discuss classroom activities using colloquial and academic language. Therefore, Cummins' (1984) basic interpersonal communication skills and academic, cognitive language proficiency theories can be used in an English second language classroom to understand and evaluate the learner's English language proficiency levels and academic performance (Cummins, 1984).

Moreover, Dendup and Onthanee (2020) restate that according to Vygotsky's (1978) social constructivism theory, social interaction is the best factor to trigger learning among learners by exchanging ideas and acquiring information, leading to a better understanding and knowledge. Therefore, Wambui (2020) argues that when participating in social activities that promote learning among learners, the teacher can be a facilitator or motivator. Teachers must motivate and assist learners to acquire and understand knowledge and assess them by asking questions to identify what they know and where they must improve (Wambui, 2020). Hence, Vygotsky's (1978) social constructivism theory implies that during social interaction among learners or with their teachers during English second language classroom discussions, learners' cognitive development and English second language-speaking proficiency can be enriched through scaffolding, as explained in detail in the following section.

3.2.1 Scaffolding

In this study, scaffolding refers to the temporary support or assistance an inexperienced individual gets from an experienced and more knowledgeable individual to eventually allow an inexperienced individual to work independently (Wright, 2018). Bhasco, Nickle and Kim (2019) indicate that scaffolding is verbal support an experienced individual can offer to an inexperienced individual to guide any activity that an inexperienced individual cannot do alone. Ithindi (2019) argues that scaffolding

can occur between the teacher and learners, a parent and a child or among learners during collaborative learning, such as a group activity, discussion activity, seminars and meetings.

Scaffolding can also occur when a more knowledgeable individual or a teacher during the lesson uses hints, leading questions, giving examples, uses reminders, give rewards, praises, encouragement or any other methods to reduce learners' anxiety and boost their self-confidence or autonomy and promote learning (Ithindi, 2019). According to Ahmed (2017), an inexperienced learner gets the scaffolding process from experienced, more skilled and proficient learners or teachers, developing learners' zone of proximal development, which is critical for the learner's language-speaking development, as explained in the subsequent paragraph.

3.2.2 Zone of proximal development

According to Vygotsky (1978, p.86), the zone of proximal development is the “distance between the actual developmental level as determined by independent problem-solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers”. In simple terms, it refers to a situation where learners eventually work independently after continuously receiving scaffolding or support in a specific task from proficient, more skilled and knowledgeable individuals (Ahmed, 2017).

Lindberg (2018) highlights that the zone of proximal development is the difference between what learners can do with the assistance of knowledgeable others and what they can do without the assistance. For example, in this study, learners who have acquired or learned English second language through conversing with their peers, teachers or any more knowledgeable individuals could eventually speak the language fluently and independently after receiving scaffolding or support from these knowledgeable others. Therefore, this concurs with Vygotsky's (1978) view that during the zone of proximal development process, learning might occur among learners through the support or scaffolding from peers, teachers or more knowledgeable others.

Furthermore, Vygotsky (1978) indicate that various interactive teaching methods can be used during the zone of proximal development to assess learners' prior knowledge

and develop their understanding and cognitive abilities. These include using leading questions, problem-solving activities and modelling (Vygotsky, 1978). Therefore, in the English second language lesson, a teacher can use these teaching methods during the zone of proximal development to scaffold learners' learning or acquisition of the language to learn the language effectively and eventually speak it independently and fluently. Figure 3.1 summarises the primary aspects of the social constructivism theory.

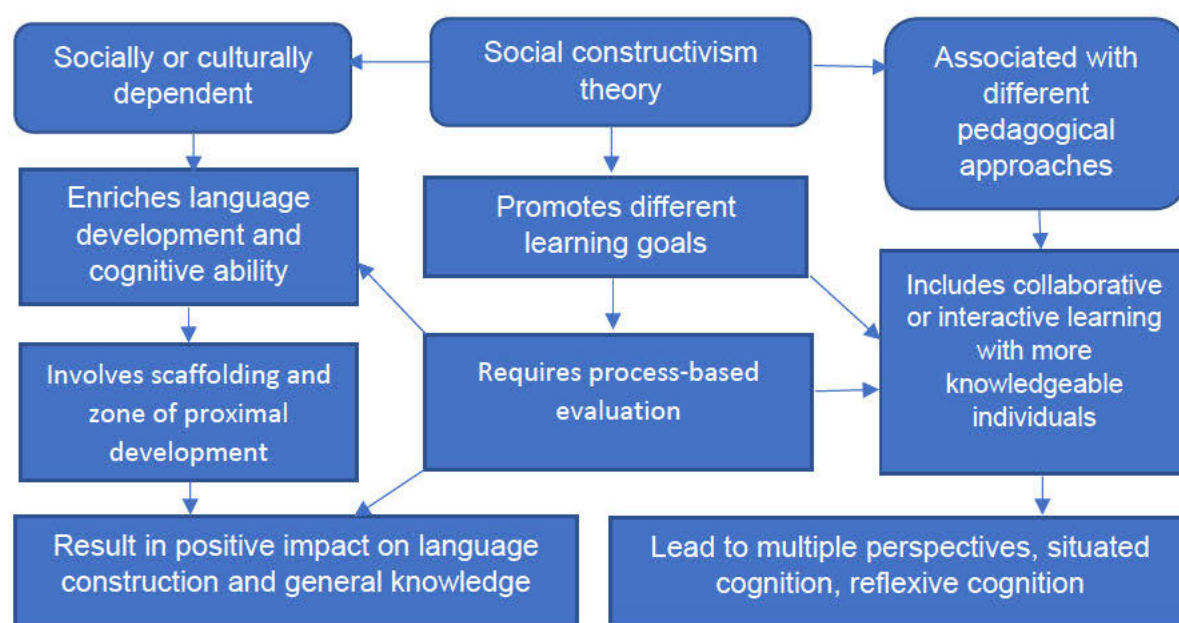


Figure 2.1: Visual summary of Vygotsky's social constructivism theory (1978)

3.3 Relevance of Vygotsky's social constructivism theory

Vygotsky's (1978) social constructivism theory is relevant to this study because when teachers use different teaching methods and strategies to teach **English**-speaking proficiency to English second language learners during English lessons, learners can be conversant with English at home with the support of more knowledgeable and proficient family or community members through interacting with them. Learners can also learn English second language-speaking abilities at school when interacting with the teacher and other learners and eventually become **fluent** and proficient at it after receiving scaffolding or support from teachers using different teaching methods and strategies. Learners can learn or acquire **English**-speaking abilities through scaffolding or support from their peers and the people around the community (zone of proximal development). Therefore, during the participation process in social interaction, the

language acquisition and scaffolding process towards learning English as a second language and learners' prior knowledge based on English second language-speaking abilities can be revived and enriched by the knowledge obtained or acquired from learners' peers, teachers or community members.

The following sub-headings explain how social constructivism can be relevant in an authentic classroom environment where learners are taught unprepared and prepared speeches and collaborative work.

3.3.1 Social constructivism and unprepared speech

According to Jong (2015), an unprepared speech conducted using social constructivism as a pedagogy is a collaborative speaking activity that occurs without preparation in different settings, such as the school, home, church and workplace. Jong (2015) indicates that an unprepared speech is typically informal and occurs among friends, schoolmates and family members to stimulate emotional connections. Jong (2015) highlights that during an unprepared speaking activity based on social constructivism as a pedagogy, learners at school work cooperatively to convey a talk, tell a story or debate without being given a chance by the teacher to prepare before presenting it in front of other learners in the classroom. In other words, an unprepared speech occurs among learners without or with slight guidance from the teacher.

Cregan (2019) indicates that an unprepared speech in the form of social constructivism can occur when English second language learners interact with one another or with an English home language speaker during informal conversations in small groups within their societies or at school. Cregan (2019) argues that English second language learners become more fluent in English when they spend more time interacting with English home language speakers during unprepared oral interactions. Therefore, if possible, English second language teachers should frequently invite or visit English home language schools for oral activities, such as debates, discussions or talks, with their learners to improve English second language learners' English-speaking proficiency.

There are some disadvantages to an unprepared speech where social constructivism is used as a pedagogy in an English second language classroom. Jane (2017) states

that an unprepared speech can cause anxiety to learners, especially if they are not proficient and fluent in speaking the teaching and learning language as a second language. This can cause learners to believe they lack knowledge of the topic they must present in class (Jane, 2017). Learners can also believe they have poor English-speaking abilities, thereby losing their self-esteem and self-confidence (Jane, 2017). Consequently, in most cases, such challenges can cause learners to be anxious and demotivated to perform an English-speaking activity in front of other learners. This highlights that unprepared English-speaking activities conducted by English second language learners who are not fluent in English and lack self-trust towards their English-speaking proficiency often become incoherent, with many errors and would appear dull and boring to the audience (other learners) because of the lack of thorough preparation before presented (Jane, 2017).

3.3.2 Social constructivism and prepared speech

Cargill (2017) argues that using the social constructivism approach to conduct a prepared speech when teaching English-speaking proficiency in an English classroom is based on active rather than passive learning among learners. This implies that for learners to learn from one another during a prepared English-speaking activity, the teacher must guide them to engage actively by participating collaboratively in an activity instead of sitting quietly without contributing anything. Hence, when adopting social constructivism using prepared speeches, it is crucial for learners, with the teacher's guidance, to start by engaging in prepared discussions before presenting in front of other learners in the classroom (Cargill, 2017).

Therefore, one can deduce that a prepared speech, where social constructivism is used as a pedagogy, is a formal collaborative activity with the teacher's guidance rather than an informal activity. During formal collaborative discussions based on preparing the English-speaking activity before presenting it in front of other learners, learners can work collaboratively to plan how to present an activity (Cargill, 2017). They can also be given specific roles in an activity if necessary, such as being a leader, reporter or timekeeper (Cargill, 2017). The teacher should also give them a rubric based on the activity so that they know the purpose and how they will be evaluated by the teacher (Cargill, 2017).

Furthermore, Jane (2017) highlights that learners must share or exchange ideas and compare goals based on the activity when preparing the English-speaking activity. This suggests that learners should not overlook other learners' ideas but share constructed knowledge and respect everyone equally for the effectiveness of the oral activity. Therefore, this can boost learners' teamwork and cooperative and personal responsibility abilities when they plan, prepare and participate actively in the activity (Jane, 2017).

Moreover, Cregan (2019) argues that during English second language learners' collaborative prepared English-speaking activity where social constructivism is used as a pedagogy, English teachers must facilitate and stimulate the activity by asking more open-ended questions to learners about the topic they are discussing or presenting. The teacher should give enough wait time for learners to think before they utter their answers to the class (Cregan, 2019). Therefore, this reduces the pressure or anxiety and promotes or stimulates more participation, elaboration and discussion based on the topic among learners, improving their English-speaking abilities (Cregan, 2019).

3.3.3 Social constructivism and group presentation

Mlotsa (2017) indicates that social constructivism as a pedagogy refers to educational practices that are learner-centred, collaborative, based on small group discussions and interactive, allowing learners to construct their knowledge. According to Mlotsa (2017), this pedagogy prioritises learners' educational needs and interests within a micro-society, the classroom. Mlotsa (2017) opines that concepts cannot be taught out of their contexts through social constructivism as a pedagogy. Learning a language through social interaction among learners is contextually situated (Mlotsa, 2017). In other words, learners learn the language easily from their environments, social experiences, through participation and working collaboratively in a group or a team to develop their social knowledge (Mlotsa, 2017). Therefore, social constructivism as a pedagogy provides a context that serves as a scaffold for learners' acquisition of self-constructed language knowledge when interacting with one another from their micro-society, the classroom (Mlotsa, 2017).

Hence, the above posits that during teaching and learning in the English classroom, social constructivist educators should facilitate learners' acquisition of their constructed knowledge within small oral group work instead of serving as autocrats that disseminate knowledge to learners without allowing them to reflect on it, ask questions to enrich their understanding and critique (Mlotsa, 2017). Social constructivist educators should also encourage learners during small oral group work to do self-assessments or peer assessments and give feedback to one another based on what they have learned from collaborative oral group activities (Mlotsa, 2017).

Therefore, with the support and guidance of their English teachers, perform oral group presentations using social constructivism as a pedagogy during English lessons, learners should work collaboratively as a team and support or scaffold one another to perform **English** oral activities, such as debates, interviews, role plays, dramatisation and brainstorming, effectively to enhance their English-speaking abilities. Jane (2017) highlights that small group **English** oral activities such as debates, interviews, role plays, dramatisation and brainstorming improve **English** learners' speaking abilities when social constructivism is used as a pedagogy, reduce the learner's anxiety and shyness, improve self-confidence and boost cohesion among learners.

3.3.4 Social constructivism and individual presentation

Naketsana (2019) argues that Vygotsky's (1978) social constructivism theory promotes a learner-centred teaching approach as a pedagogy in English second language classrooms. Naketsana (2019) elaborates by indicating that this theory encourages that, at times, after the learners have engaged in social interaction, they should be allowed to work independently to construct their knowledge without being spoon-fed information by the teacher or knowledgeable others. Therefore, individual **English** oral presentation is associated with Vygotsky's (1978) social constructivism theory because after the learners have acquired knowledge through social interaction, they can work individually and independently to do individual **English** oral presentations. Therefore, in this context, for example, in the English lesson, learners can now perform any **English** oral activities without the assistance of the more knowledgeable others they were involved with in social **English** oral interaction.

Adaba (2017) highlights that individual **English** oral presentation is crucial because it allows a learner to be proactive and self-controlled, thus expressing self-constructed knowledge independently. According to Adaba (2017), individual **English** oral presentation is vital when learners perform **open-ended** activities to evaluate themselves and others. Adaba (2017) adds that when planned and practised thoroughly, individual **English** oral presentation enhances learners' self-confidence after they have conducted an **English** oral presentation successfully in the class, in front of their classmates. Hence, the self-constructed knowledge acquired by learners through participating in social practices assists them in forming social reality (Adaba, 2017). Therefore, an individual's social reality is subjective and determined by social experiences. One can argue that individual **English** oral activities promote independent and active participation compared to other activities, such as collaborative **English** oral activities, where learners can hide behind others.

According to the South African Curriculum Assessment Policy Statement (CAPS) (DBE, 2011), different types of English second language oral individual tasks should be given to learners for informal and formal assessments in primary schools, including interviews, oral presentations, storytelling and poetry recitation. These individual **English** oral tasks assisted learners in developing their English-speaking abilities and were explained in Chapter 2, the literature review **for this study**.

3.4 Conclusion

In conclusion, this chapter explained the theoretical framework underpinning this study: Vygotsky's (1978) social constructivism theory. This chapter explained that Vygotsky's social constructivism theory views social interaction as crucial in promoting learning where learners interact and learn from each other. Therefore, a classroom is one of the social contexts where English second language teachers should motivate, facilitate or promote learning among learners. By using the social constructivism aspects of scaffolding and the zone of proximal development, teachers should assist learners in learning English second language to become proficient and fluent when speaking (Vygotsky, 1978).

The theory further posits that teachers should support, motivate and allow learners to work collaboratively to perform prepared and unprepared **English** oral activities using

social constructivism as a pedagogy to improve English learners' speaking abilities. Furthermore, teachers should encourage learners to work individually and as a team through small group English oral discussions instead of large groups to share information to develop their knowledge, cognitive abilities and their English-speaking abilities. According to the reviewed literature based on social constructivism, small group English oral discussions are more effective than large groups because it is easier for learners in small groups to get a chance to participate in the discussion and, thus, enhance their English-speaking abilities.

This chapter partly presented and discussed Cummins' concepts of basic interpersonal communication skills and cognitive academic language proficiency (1984). According to Cummins (1984), if learners possess good basic interpersonal communication skills and cognitive academic language proficiency in their home and second language (English), they are likely to excel academically in schoolwork. It must be emphasised that Cummins' theory is not the theoretical framework underpinning this study. The concepts of basic interpersonal communication skills and cognitive academic language proficiency were brought into the discussion to emphasise how different levels of language proficiencies can affect learners' abilities to speak English.

Therefore, one can deduce that Vygotsky's (1978) social constructivism theory emphasises that language acquisition, particularly English-speaking ability, is socially and culturally dependent. This means learners easily acquire language-speaking ability when interacting with their peers, teachers and family members. Hence, Vygotsky (1978) posits that English second language learners can easily learn English-speaking ability within their zone of proximal development through daily collaborative interaction with their peers and the support or scaffolding of more knowledgeable individuals. Vygotsky (1978) indicates that social constructivism, as a pedagogy in the classroom, promotes learner-centred education where learners become active participants in constructing their knowledge instead of being passive participants whom their teachers only spoon-feed. Thus, one can conclude that Vygotsky's (1978) social constructivism supports the idea that learners should become English users instead of mere English learners to become more proficient and fluent in speaking English.

The following chapter discusses the research design and methodology of this study.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

This chapter discusses this study's research design and methodology. Silverman (2018) states that research design and methodology refer to approaches a researcher can use to study a phenomenon. The research design and methodology assist the researcher in generating data for analysing and interpreting the research results to answer the research questions (Silverman, 2018). This chapter presents and explains the research paradigm, research design, research methods, data-generation methods, sampling, research site, data analysis and interpretation of results, trustworthiness, ethical considerations, delimitations and the experienced constraints.

4.2 Research paradigm

Cohen et al. (2018) define research paradigms as different sets of philosophical stances on the phenomenon that is reported on, how one can understand these theoretical stances and the purpose of the study. In other words, the research paradigm is based on different scientific knowledge used to view the phenomenon reported on to establish its problems, understand them and solve them using relevant solutions (Cohen et al., 2018). Furthermore, Kivunja and Kuyini (2017) argue that the research paradigm in educational research refers to principles or lenses that shape the researcher's worldview based on the phenomenon reported on. Researchers' worldviews are based on their perspectives, social experiences and shared ideas that shape or inform data generation, analysis and interpretation based on the research phenomenon.

Alharahsheh and Pius (2020) indicate that the research paradigm comprises two research components: ontology and epistemology. According to Alharahsheh and Pius (2020), ontology refers to people's beliefs about reality. Rehman and Alharthi (2016) highlight that researchers adopting ontology have specific assumptions about the nature of reality, how it exists, what type of reality exists and what can be known about it. Therefore, ontology is concerned with the nature of reality's existence of the phenomenon (Alharasheh & Pius, 2020). Ontology also perceives reality through

human subjectivity and the individual's meanings and understanding of the social world (Alharasheh & Pius, 2020). Furthermore, ontology is of the idea that a phenomenon has multiple realities that are socially constructed and can be explored through interaction with participants during data generation in the research fieldwork (Kivunja & Kuyini, 2017). Therefore, ontology is concerned with the philosophical assumptions people make about the nature of reality based on the phenomenon (Kivunja & Kuyini, 2017). Hence, ontology in a paradigm is of the notion that the truth and reality about the phenomenon are socially constructed instead of being discovered. Therefore, ontology is vital in meaningfully understanding the generated data when conducting research (Kivunja & Kuyini, 2017).

However, the epistemology of a research paradigm is based on how a researcher can know social reality and assumes that humans cannot be separated from their social knowledge (Alharasheh & Pius, 2020). Therefore, the social reality obtained by researchers from participants during data generation will always be contaminated or affected by researchers' worldviews, perceptions and past experiences, resulting in the biases of the results. In other words, there will always be a gap between the generated data and what they are supposed to represent in reality because of the researcher's subjectivity (Rehman & Alharthi, 2016). One reason is that social reality researchers' research is not separated from them but is part of their lives and is influenced by their culture, background and experiences. Therefore, epistemology in the research paradigm is concerned with how a researcher can know the social reality of a phenomenon. It is also concerned with what it means to know the social reality of the phenomenon (Alharasheh & Pius, 2020). Furthermore, epistemology in a research paradigm is an internal factor of the research as it **assists** the researcher in identifying the basis of knowledge, its nature and how it can be acquired, validated and shared with others when viewing the world based on the phenomenon (Alharasheh & Pius, 2020). Thus, when one adopts epistemology during research, one must use one's cognitive abilities and experiences based on the interaction with participants in the research field to make meaning of the generated data (Kivunja & Kuyini, 2017).

This study adopted an interpretivist paradigm to understand, interpret and explain English second language teachers' teaching methods and strategies to develop Grade 5 learners' **English**-speaking abilities. Cohen et al. (2018) assert that the interpretivist

paradigm allows for understanding, interpreting and explaining participants' experiences of their social world through the meaning they give to such experiences. In other words, this paradigm views society and how people live within it as a subjective rather than an objective phenomenon. Within a society, the knowledge and meanings about social life are created in a conversation between a researcher and a participant, making the reality subjective instead of objective (Nhlumayo, 2020). Therefore, an interpretivist paradigm is exploratory and can investigate participants' interpretation of their social world to understand their culture, behaviour, attitude and social interaction (Cohen et al., 2018). Therefore, an interpretivist paradigm understands, interprets and explains social reality based on participants' views, opinions, perspectives and experiences.

Hence, when generating data using this paradigm, the interpretivist researcher relies on participants' views and asks broad general questions to generate data primarily comprising words or texts (Cohen et al., 2018). Therefore, when using this paradigm, the theory cannot be generated before the research but follows through analysing the generated data (Kivunja & Kuyini, 2017). In other words, when adopting an interpretivist paradigm in research, the theory is elicited from the generated data instead of produced beforehand. Hence, when one adopts an interpretivist paradigm in research, one must understand that data generation and analysis should align with the grounded theory (Kivunja & Kuyini, 2017). The grounded theory is "generated from real-life occurrences in which social processes and what they mean are explained" (Kivunja & Kuyini, 2017, p.36).

Thus, researchers advocating for the interpretivist paradigm opine that data cannot be collected or removed from its context but can be generated, discovered or constructed (Dean, 2018). An interpretivist paradigm also drives research to be more focused, specific and narrow, aiming to retrieve a deep understanding of the phenomenon instead of generalisation (Alharasheh & Pius, 2020). Simply put, this paradigm drives researchers to avoid generalising the research findings (Alharasheh & Pius, 2020). Consequently, given an interpretivist paradigm's emphasis that an individual's experiences, opinions and perspectives are subjective and socially constructed, an interpretivist paradigm is appropriate and, therefore, was chosen in this study. It was selected to generate, interpret, understand, explain and present participants'

experiences and opinions regarding English second language teachers' teaching methods and strategies to develop Grade 5 learners' English-speaking abilities in township schools.

4.3 Research approach

A qualitative research approach was used to answer this study's research questions. According to Mohajan (2018), qualitative research focuses on how people interpret and make sense of their experiences to understand their social world. This approach generates numerical data, not descriptive data. Therefore, qualitative research provides a thick description or deeper insight into participants' experiences, opinions and feelings based on their social world (Rahman, 2016). In other words, the qualitative researcher uses this approach to interpret and understand social realities based on participants' perspectives, opinions and descriptions of experiences. This approach guides the researcher to arrive at a theory that will align with the research rather than testing that theory. Hence, when using a qualitative research approach, the theory should not precede the research but should arise from the generated data (Cohen et al. 2018). Therefore, this study used the qualitative research methodology to understand English second language teachers' teaching methods and strategies to develop Grade 5 English learners' speaking abilities from participants' perspectives.

4.4 Research design

Simion (2016) argues that a research design is based on planning directions that the researcher should take to generate and analyse the data effectively. Therefore, this study used a case study as its research design to generate and analyse data efficaciously. A case study is a qualitative research design allowing the researcher to probe deeply into participants to generate well-detailed and in-depth information (Mohajan, 2018). Case studies also generate subjective data from a small group of participants in a real-life setting (Kabir, 2019). Therefore, it is challenging to generalise participants' data to a larger population (Kabir, 2019). Case studies can also be used to observe the phenomenon to understand it (Kabir, 2019). This study's case study research design comprised five cases obtained through purposive sampling, indicating that a multiple instead of a single case study was adopted. A multiple-case study refers to generating data from several cases (participants' situations) using different data-

generation methods to generate greater in-depth data that assist to understand the phenomenon (Kabir, 2019). Multiple-case studies are more powerful than single case studies because they provide extensive descriptions and explanations about the phenomenon since they rely on different cases and multiple data-generation methods (Kabir, 2019). Therefore, this study used a multiple-case study research design to interview, observe and analyse documents (lesson plans) of Grade 5 English second language teachers to understand their teaching methods and strategies to develop Grade 5 learners' English-speaking abilities.

4.5 Data-generation methods

Data were generated through face-to-face semi-structured interviews, classroom observations and document analysis methods to answer this study's main research questions. This study's two primary research questions aligned with these three data-generation methods. For example, research questions one and two are descriptive and were answered using data generated through all three data-generation methods mentioned above. The third research question was answered by discussing this study's findings. An overview of the thesis or argument on what was generated from participants and presented in this study was discussed to answer the third research question. The theoretical framework based on this study was also used to infer why participants teach how they do to answer the third research question. The three data-generation methods are explained in detail in the upcoming sub-sections.

4.5.1 Semi-structured interviews

Frisch (2015) defines an interview as a social interrogation between an interviewer and an interviewee to generate information that will answer the research questions. Cohen et al. (2018) portray face-to-face semi-structured interviews as vital because they use an interview guide to generate data from humans through face-to-face verbal interaction based on personal feelings and experiences. One advantage of using a face-to-face semi-structured interview method is that it is not rigid but allows for flexibility and preparation ahead of time based on open-ended questions, follow-up questions, probing questions and a space for clarification between an interviewer and an interviewee during an interview (Canals, 2017).

Apart from the above, face-to-face semi-structured interviews are perceived as time-consuming and expensive when administered to participants and when their verbatims are transcribed (Cohen et al., 2018). For example, during the face-to-face semi-structured interviews and data transcription for this study, I experienced similar challenges as the one mentioned by Cohen et al. (2018). Some participants kept postponing dates that we discussed and agreed upon to conduct interviews, delaying the interviewing process much later than expected. Transcribing the face-to-face semi-structured interviews' audio recordings also took much time, as I listened word-by-word from the digital voice recorder and transcribed everything as is. Therefore, the entire process of transcribing participants' audio responses took three weeks to complete. Frisch (2015) adds that during face-to-face semi-structured interviews, participants might be reluctant to be outspoken and provide honest answers when they feel uncomfortable discussing specific questions or topics. This supports what I noticed from one of my participants. The participant could not speak openly, even when I repeatedly probed to make her answer some questions I asked about her methods of teaching English to English second language learners. I was uncertain whether she felt uncomfortable answering some questions openly because she was tired and wanted to go home because the interview took place at the end of the school day or she was just uncomfortable being open and talking honestly to me about the methods she used to conduct English to English second language learners.

Furthermore, in this study, I conducted face-to-face semi-structured interviews in a private place with only the participant and me to ensure confidentiality. This data-generation method was used to answer the main research questions, one and two. Research question one is "what are Grade 5 English second language teachers' teaching methods and strategies to teach English-speaking proficiency in South African classrooms?" Research question two is "how does the choice of Grade 5 English second language teachers' teaching methods and strategies shift or improve English learners' speaking abilities?" These two research questions were answered by interviewing participants once in their schools in a classroom where it was only the participant and myself for approximately an hour during their non-teaching lessons. The participants were also interviewed outside the school or at their homes after working hours and over weekends because some were uncomfortable to be interviewed at the school because of time constraints within the school times.

I used a digital voice recorder to record interviewees after receiving their permission during the face-to-face semi-structured interview. The choice for using a digital voice recorder was to preserve data authentically for analysis, interpretation and discussion. The face-to-face semi-structured interviewing process started toward the end of July 2021 after I received ethical clearance on 20 July 2021. It continued during August 2021 and was completed in the middle of September 2021. I visited all five participants at their schools or homes during July, August and September 2021. I arranged with participants times convenient and suitable for them to be interviewed and interviewed them for one hour. A schedule was designed for the face-to-face semi-structured interviews. It was a breakdown of how many times participants were interviewed and dates when the face-to-face semi-structured interviews would be conducted. The schedule is attached in the appendix at the end of this thesis.

4.5.2 Classroom observations

Ameyaw et al. (2018) define the observation method as a planned checklist of things that must be observed within a phenomenon's context. In this study, I used the observation method to observe participants' lessons within the school context without necessarily interacting with the teachers or learners. This data-generation method was also used to answer the main research questions one and two. Using the classroom observation approach, I scrutinised different English second language teachers' methods of teaching English-speaking proficiency to understand them and determine whether they effectively improve **English** learners' speaking abilities. For example, I used the classroom observation guideline (schedule) to select or tick descriptors that corresponded to or described components of the observed lessons. This information was then analysed and interpreted to decide whether English second language teachers' teaching methods that I observed were effective in improving **English** learners' speaking abilities.

Furthermore, one advantage of the classroom observation approach was that it reduced biased data that could have been produced by a participant narrating English second language teachers' teaching methods and strategies to develop Grade 5 **English** learners' speaking abilities. In other words, the classroom observation approach **assisted** me in overcoming one of the research challenges where

participants provided dishonest answers when explaining how they conducted their lessons compared to being observed.

According to Cohen et al. (2018), the observation method can sometimes be selective in data observation and prone to biases. For example, the observer might not observe all aspects and behaviour of a phenomenon in its context or not pay full attention to it during the observation (Cohen et al., 2018). This concurs with my experience during the classroom observation of my participants. Observing all aspects of their lessons was difficult because I was sitting in one position during all five lessons. I could not move around the classroom, as this could have distracted the lesson. Hence, I could not see all components of the lesson.

Moreover, observation might be biased because participants might not act normally when aware that they are being observed, leading to a false outcome where behaviour deviates from the usual (Ameyaw et al., 2018). This supports my experience during the classroom observations, as I noticed that some teachers and learners were uncomfortable or abnormal because of my presence. I noticed that some teachers tried to impress me by teaching in English only or using more English when teaching, while learners frequently looked at me to check if I was also looking at them before they participated. This signified that my presence during the lesson was somehow disturbing. Hence, in reducing the effect of my presence during the lesson, particularly towards the data generated, I observed the lesson while using the classroom observation schedule to write down or tick descriptors that corresponded to or described components of the lesson. I also recorded the lesson through a digital voice recorder to preserve the lesson authentically for data analysis.

Furthermore, the classroom observations occurred from September 2021 to the middle of October 2021. During these classroom observations, I observed one lesson delivered by five participants. I arranged with participants the time and lessons convenient for them and observed them conducting their English lessons only once for the entire lesson (50 to 60 minutes). A schedule was designed for participants' classroom observations, and it was a breakdown of how many times participants were observed or months on which classroom observations were conducted. The schedule is attached in the appendix at the end of this thesis.

4.5.3 Document analysis

According to Ciesielska, Bostrom and Ohlander (2018), document analysis is a qualitative method used to generate data based on the phenomenon from historical texts and documents relating to a place, organisation or family. Some ways for conducting document analysis are through scrutinising, analysing and interpreting participants' personal information, such as diaries, autobiographies or letters compiled before the research that were not intended to be part of any research (Cropley, 2019).

This data-generation method can also assist in developing questions that can be added to an interview or an observation schedule (Cropley, 2019). Another advantage of this method is that it is non-bias, unobtrusive and non-reactive because it allows a researcher to work quietly without the participants (Cardno, 2018). Therefore, participants do not influence the nature of the data generated through document analysis (Cardno, 2018). Hence, this supports my experience during lesson plan analysis at home without my participants. No participant influenced me in any way by trying to explain the lesson plan or justifying what was written in the lesson plan. I analysed and interpreted everything written on the lesson plans according to my understanding without influence from the participants. However, document analysis might have disadvantages, such as, at times, it might not have relevant and enough information to generate (Cardno, 2018). Sometimes it might have incomplete and inaccurate information, leading to more document searches than planned (Cardno, 2018). This also supports my experience of analysing participants' lesson plans, as some were not written in detail, particularly in explaining teachers' teaching methods and strategies to conduct their lessons. Hence, obtaining enough information from these lesson plans made it challenging.

Therefore, in this study, I used the document analysis approach to examine English second language teachers' lesson plans to understand their teaching methods and strategies to develop Grade 5 learners' English-speaking abilities. This data-generation method was used to answer the main research questions, one and two. I visited all five participants' schools on different dates in October to collect one lesson plan from each participant. I then analysed them at home to understand their teaching methods and strategies to teach English-speaking proficiency to English second language learners. The lesson plans altogether were five.

Table 4.1 summarises all data-generation instruments and procedures.

Table 4.1: Summary of data-generation methods

Data-generation instrument	How often/ quantity	Date of data-generation	Means of generating or capturing data	Date of data presentation, analysis & discussion	Tentative date of confirmability of the findings
Face-to-face semi-structured interviews	One interview per participant for an hour	July 2021–September 2021	- Questions (open-ended) - Audio digital recorder	April 2022–August 2022	The findings were emailed to participants before the final compilation of the thesis.
Classroom observations	One classroom observation per participant for the entire lesson (50-60 minutes)	September 2021–October 2021	- Classroom observation schedule - Audio digital recorder	April 2022–August 2022	The findings were emailed to participants before the final compilation of the thesis.
Document analysis	One analysed lesson plan per participant	October 2021	- Lesson plans - Analyse and write notes	April 2022–August 2022	The findings were emailed to participants before the final compilation of the thesis.

4.6 Sampling approach

The sampling approach refers to finding and selecting relevant settings, events and participants to participate in a research study representing a large population (Simion, 2016). The sample, also known as the sub-group, is a portion of a population selected to study population traits from which the sample was drawn (Cohen et al., 2018). The following sub-sections expand on the participants' selection criteria for this study.

4.6.1 Target population

This study's target unit of analysis comprised five experienced Grade 5 Imbali township primary school teachers. Only one participant was selected from each school in five targeted Imbali township primary schools. The selected teachers taught English

second language to English second language learners in these township primary schools. The reason for selecting township English second language teachers was to understand their teaching methods and strategies to develop Grade 5 learners' English-speaking abilities. Therefore, township English second language teachers were more relevant participants in this study.

My motive for targeting a small number of experienced teachers in this study was to generate in-depth data from these teachers, who were perceived as knowledgeable and rich informants because of their enormous experience teaching English to second language learners in township primary schools. Liamputtong (2019) supports the idea of a small sampling approach when generating data by indicating that a small number of participants in a qualitative study assists in generating in-depth data. However, it is essential to highlight that I was conscious that selecting only five English second language teachers in this study might result in the inability of this study to generalise the population of the uMgungundlovu District. Therefore, there might be no representation of all other Grade 5 Imbali township primary school English teachers. As such, this study's data generated did not represent all township primary school English second language teachers under the uMgungundlovu District but only five selected English second language teachers.

4.6.2 Research sites

This study was undertaken at the uMgungundlovu District in Pietermaritzburg, Imbali township, KwaZulu-Natal, South Africa. Imbali township is exclusively populated by black South Africans, located on the outskirts of Pietermaritzburg. It is predominantly populated by an isiZulu-speaking community, where English is seldom spoken at home or in the area. Therefore, most teachers and learners who attended schools reported speaking isiZulu as their home language and English as their second language. However, these schools used English as the teaching and learning language. Hence, Imbali township area has been chosen as the research site for this study because of my interest in it since I am also teaching English in a township primary school. Therefore, it was related to the research topic for this study since this study only targeted township primary school English second language teachers as participants of this study.

Therefore, five experienced Grade 5 English second language teachers who have taught English for at least five years and above were selected as participants. These teachers were selected from five of 53 Imbali township primary schools. The five schools that participants were selected from were slightly dispersed within the area and were easily reached through transportation. Most learners who attended these five schools came from different sections of Imbali township. This township area **served** a population from several informal settlements near the township. Hence, the socio-economic status of the community in this area comprises low-income earners. Apart from this, the five schools had rankings similar to rural schools that were not well-resourced, and almost all five were below quintile four. Despite being located in the **centre** of Imbali township, most of their resources and physical structures were dilapidated. Furthermore, the five schools lacked basic resources, and those available were somehow obsolete. However, these schools had electricity, water and sanitation. Moreover, the overcrowding of learners in classrooms was also apparent.

Furthermore, the two graphs below portray the demographics of Pietermaritzburg and the different languages spoken (Statistics South Africa (Stats SA), 2022). The demographics displayed in the graph include the total number of suburbs, government schools (primary and secondary schools), townships and the total population size of Pietermaritzburg (Stats SA, 2022). The languages spoken in Pietermaritzburg are also displayed in the second graph. These languages include isiZulu, English, Afrikaans, isiXhosa and others (Stats SA, 2022).

Figure 4.1 shows the demographics of Pietermaritzburg.

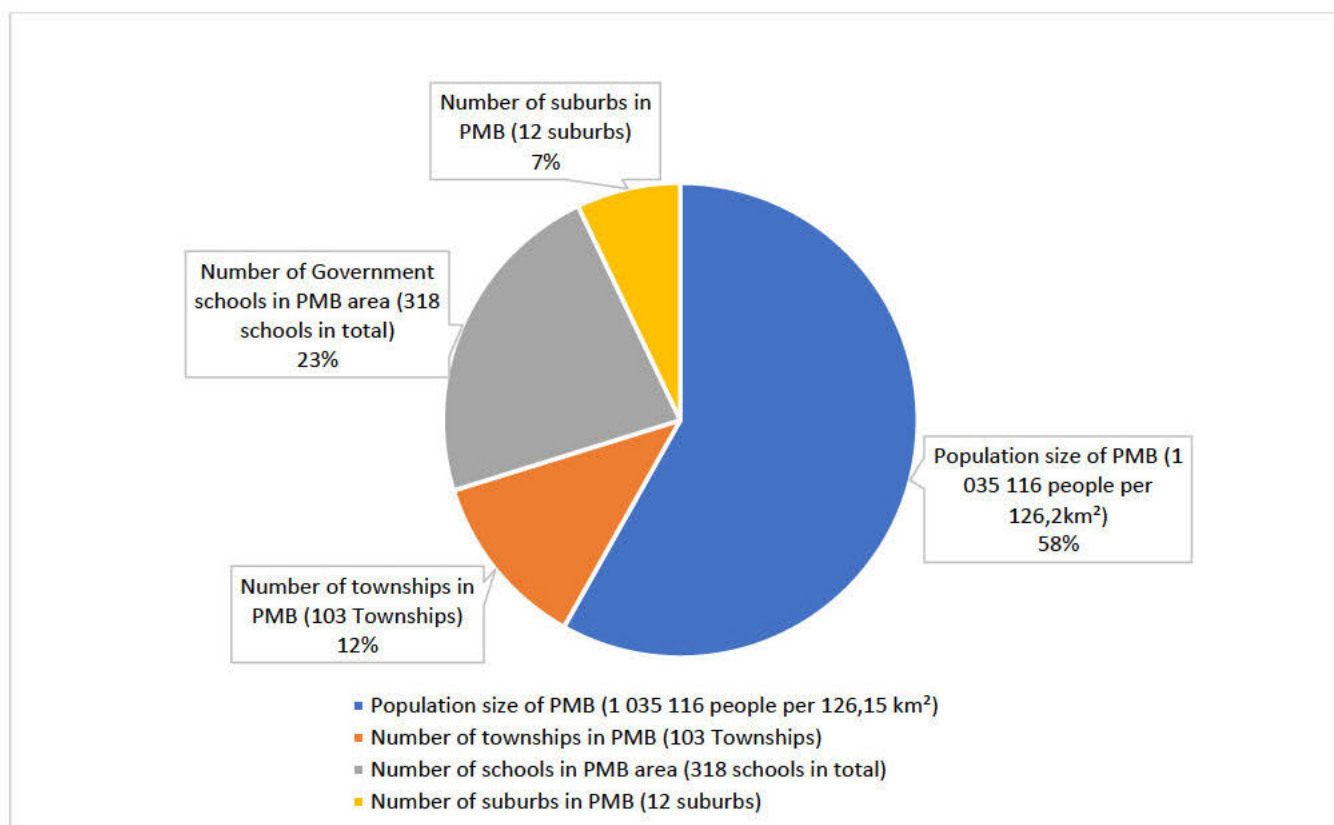


Figure 4.1: Visual representation of the demographics of Pietermaritzburg

Figure 4.2 shows the languages spoken in Pietermaritzburg.

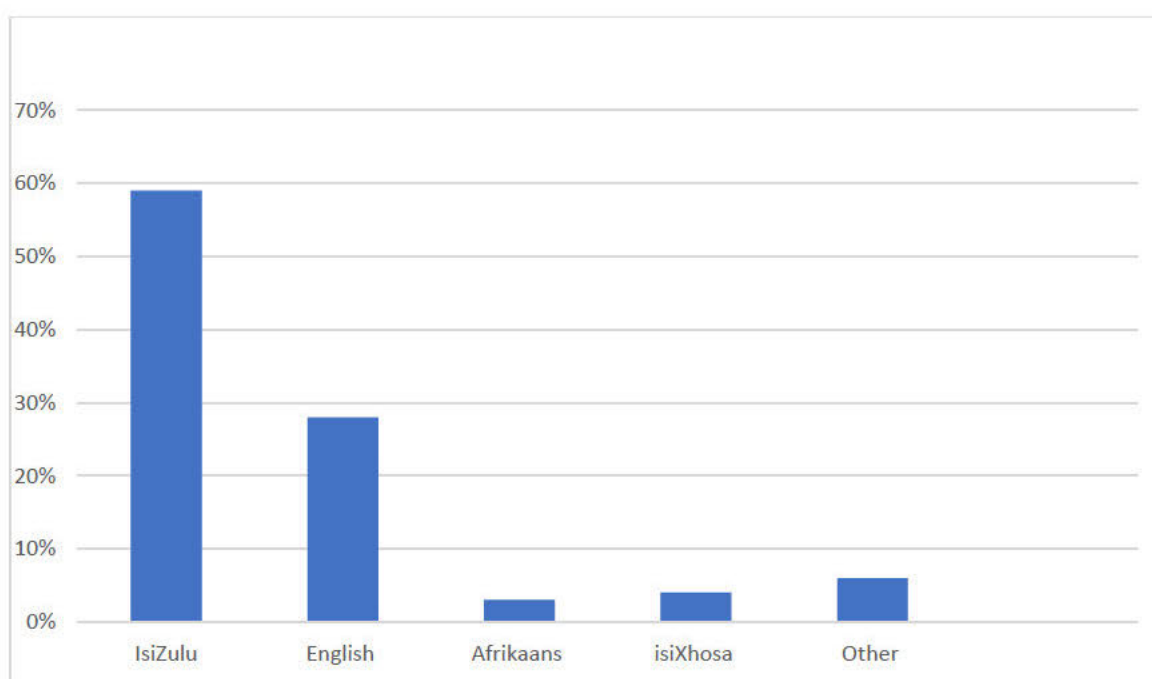


Figure 3.2: Visual representation of the languages spoken in Pietermaritzburg

4.6.3 Sampling procedure

This research used a purposive sampling approach called the criterion approach. According to Simion (2016), researchers use purposive sampling when they target specific participants for data generation to provide the best-required information to achieve the study's objective. When using purposive sampling, the potential participants from a large population do not have equal chances to be selected to participate in the study (Simion, 2016). Researchers using purposive sampling frequently hand-pick a small number of participants for a specific purpose (Simion, 2016).

This study selected experienced English second language teachers through purposive sampling. Only one experienced English second language teacher was hand-picked from each school in five targeted Imbali township primary schools because they were more knowledgeable and rich informants for this study. They have taught English second language to Grade 5 English second language learners for many years and were believed to have acquired much experience helpful in this study. Therefore, I visited these teachers' schools to ask them to participate in my study. I explained to them the research topic, focus and data-generation methods. I also inquired about their teaching experiences regarding teaching English to Grade 5 English second language learners. After I generated this information from them, I could decide whether they were suitable to participate in this study. For example, participants who indicated they had taught English second language to Grade 5 English second language learners for at least five years and above were regarded as experienced in teaching English second language to Grade 5 learners, and therefore, I selected them.

4.6.4 Sample size

The target unit of analysis in this study comprised five experienced English teachers who have taught English for five years and above to English second language learners. These were qualified Grade 5 Imbali township primary school English second language teachers. Only one participant was selected from each school in these five targeted Imbali township primary schools, all teaching English second language. Hence, it is vital to indicate that this study's results were not generalised to the entire population of the uMgungundlovu District because only five experienced Grade 5

Imbali township primary school English second language teachers participated in this study. Therefore, all the other Grade 5 Imbali township primary school English second language teachers teaching in schools under the uMgungundlovu District were not represented. As such, this study's data do not represent all the township primary school English second language teachers under the uMgungundlovu District but only five selected English second language teachers.

4.6.5 Recruitment of participants

During participant recruitment, I first talked to the participants' school principals to explain my study and requested that principals allow me to conduct research in their schools. After the principals consented to the research in their schools, I gave them consent letters to read and keep with them. I then requested the participants' phone numbers and email addresses from the principals. Upon receiving the participants' contact details, I communicated with them, requesting to see them in person to talk about my study. We set dates, and I visited them in their schools after working hours to explain my study in person and requested them to participate. I first explained this study's research topic, focus and data-generation methods. I also indicated that one of the incentives or benefits of participating in the study was that I would send them an electronic copy after completing it. After they accepted to participate in my study, I gave them an informed consent letter to sign, and signed reply slips were sent to me.

4.6.6 Inclusion and exclusion selection criteria

The reason for selecting township English second language teachers was because this study aimed to understand township English second language teachers' teaching methods and strategies to develop Grade 5 **English** learners' speaking abilities. Therefore, township English second language teachers were the primary participants in this study. Teachers were regarded as more relevant participants for this study because they were well-experienced in teaching English to English second language learners. Hence, the primary participants (teachers) provided rich information to achieve this study's objectives. Furthermore, my motive for targeting a small number of experienced teachers aimed to generate in-depth data from these teachers, who were knowledgeable and rich informants because of their enormous experience in teaching English to second language learners in township primary schools.

Moreover, although English second language teachers were primary and active participants in this study, the study generated data through classroom observations, which required the presence of learners during the lesson. Hence, the learners were the secondary participants, as they were regarded as minor participants who were inactive and not rich informants. Learners were excluded as primary participants in this study because they were not perceived as more knowledgeable or as rich informants on the phenomenon. The teachers were believed to be knowledgeable and rich informants as they frequently conducted English lessons using different teaching methods and strategies to teach English-speaking proficiency to English second language learners.

4.7 Data analysis and interpretation

The data analysis approach depends on the study's research methodology and questions (Dejonckheere & Vaughn, 2018). In other words, data can be analysed in several ways according to the type and methodology. For example, descriptive data generated through open-ended questions can be analysed differently from numerical data. Therefore, data analysis in a qualitative study can identify answers to the main research questions of the study (Frisch, 2015). However, data interpretation refers to organising and connecting emerged themes, sub-themes and contradictions to identify and explain the vital meaning of the generated data (Sunday, 2016).

According to Cohen et al. (2018), when analysing interview, observation and document analysis data, researchers can adopt a qualitative approach to data analysis, such as summarising the narrative accounts of individuals, groups, behaviours and events, using thematic analysis: patterning, coding, categorising, nodes and connections, constant comparisons and theoretical saturation. Therefore, this study's descriptive data generated through open-ended questions using a digital voice recorder were transcribed verbatim and reduced and organised through thematic analysis from the initial analysis stages. This occurred by reviewing, shifting, simplifying and transforming data from transcriptions to identify patterns, themes, biases, similarities and differences between participants' discourses based on English second language teachers' teaching methods and strategies to develop Grade 5 learners' English-speaking abilities.

Furthermore, descriptive codes were added to the condensed data and categorised according to connections, patterns and themes in the data (Dejonckheere & Vaughn, 2018). Therefore, an inductive approach to data analysis was adopted to organise data generated using face-to-face semi-structured interviews, classroom observations and document analysis. Moreover, these qualitative data analysis tools were used to analyse face-to-face semi-structured interviews, classroom observations and document analysis data to discover answers to the research questions.

4.8 Trustworthiness of the study

Cohen et al. (2018) argue that a study's trustworthiness refers to the qualitative researcher's effort in the research process to ensure that it is valid and reliable. According to Cypress (2017), validity and reliability are two crucial elements in qualitative research that must receive careful attention, as the researcher's subjectivity could influence the interpretation of generated data and, thus, the findings. The term validity in qualitative research refers to how sound or trustworthy the research is—does the research report the phenomenon it intended to report? (Cypress, 2017). Cypress (2017) further indicates that validity and reliability are equivalent to the rigour of qualitative research; therefore, they are equally essential and based on the trustworthiness of qualitative research (Cypress, 2017). Rigour is defined as being exact and that all parts or steps of the research are carefully evaluated to ensure accuracy (Cypress, 2017). Cypress (2017) argues that without rigour in qualitative research, the research becomes worthless and fictional. Hence, the detailed components of the qualitative research trustworthiness of credibility, transferability, dependability and confirmability were considered to strengthen this study's rigour and trustworthiness.

4.8.1 Credibility

Daniel (2019) argues that validity and reliability in qualitative research refer to credible research. The credibility of qualitative research refers to whether findings accurately and fairly represent the generated data (Dejonckheere & Vaughn, 2018). Kivunja and Kuyini (2017) add that the credibility of qualitative research refers to the believability, trustworthiness and authenticity of the generated data and analysis. Hence, Daniel (2019) contends that the credibility of qualitative research depends on the researcher's

ability and effort to enhance trustworthiness. According to Frisch (2015), one way to enrich qualitative research credibility is by ensuring that the researcher presents the data from the participants through direct quotations and correct summaries to illustrate their perceptions towards the phenomenon, improving the research findings' credibility.

Kivunja and Kuyini (2017) state that credible qualitative research is considered good. Therefore, in this research study, attempts were made to ensure the credibility of the findings. For example, the digital voice recorder recorded the face-to-face semi-structured interview verbatims. This resulted in more accurate transcripts than if I were to write notes during an interview while also trying to listen to the participant. Furthermore, triangulation was conducted. Cohen et al. (2018) define triangulation as using two or more data-generation methods or approaches to generate data in the research study to improve credibility. Therefore, in this study, triangulation was based on using three data-generation methods to ensure the study's credibility. For example, face-to-face semi-structured interviews, classroom observations and document analysis were used to generate data to guarantee credibility and, thus, ensure the trustworthiness of the findings. Apart from triangulation, Cohen et al. (2018) argue that member-checking is another element of qualitative research that can improve the credibility of a qualitative study. Cohen et al. (2018) define member-checking as returning transcripts to the participants to verify whether their responses to an interview have been recorded correctly in the interview transcripts. Therefore, the interview transcripts were returned to the participants for member-checking to verify the truthfulness of the data generated, ensuring the study's credibility.

4.8.2 Transferability

According to Dejonckheere and Vaughn (2018), transferability in qualitative research determines whether the findings can be applied to another context and still be trustworthy (Dejonckheere & Vaughn, 2018). Thomas (2017) argues that providing a clear description of the context in which the qualitative research study was conducted and the research methodology can result in its transferability to another context similar to that of the original. Hence, in this study, a thorough description of steps for the research process, context or research site and methodology used are provided in this thesis. This can assist future researchers keen to conduct the same qualitative

research study in the same township context to follow the steps and methodology used to elicit similar research findings. Therefore, if the research study and its findings are credible and transferable, it is highly likely that they will also be dependable and confirmable (Cohen et al., 2018).

4.8.3 Dependability

The terms dependability, replicability and repeatability in a qualitative study can be used instead of the term reliability; they all refer to the consistency and sustainability of the findings (Cypress, 2017). In other words, these concepts can be used in a qualitative study to evaluate whether the study is trustworthy and dependable by giving the exact results when repeated in a similar context using the same research methodology. Frisch (2015) argues that qualitative research involves human judgement, which is subjective by nature; therefore, it is challenging to repeat the research and obtain the same results, making it less reliable.

This study's dependability was guaranteed by conducting an in-depth description of the procedures or steps to follow when future researchers conduct the same research in the same context and study the same phenomenon to elicit similar findings. In-depth explanations or reasons why the procedures, steps or methodology chosen were used are provided in the research report for future researchers to follow when interested in conducting the same study as this one. Therefore, these precautions enhanced the dependability, replicability and repeatability of the research results, enriching this study's trustworthiness.

4.8.4 Confirmability

Cohen et al. (2018) define confirmability as the extent to which the generated data shape and support the qualitative research findings. Dejonckheere and Vaugh (2018) highlight that confirmability evaluates or confirms whether the research is biased because of the researcher's subjectivity in qualitative research. Kivunja and Kuyini (2017) indicate that one of the critical goals of confirmability in qualitative research is minimising and eventually eliminating the researcher's biases from ruining the results elicited through interpretation and data analysis. Therefore, qualitative research with confirmability is considered good quality (Kivunja & Kuyini, 2017).

In this study, issues related to confirmability have been addressed. For example, the description of the study, its context and the participants' verbatim responses have been provided in this thesis for readers to read and confirm the findings. The recorded audio of face-to-face semi-structured interviews, classroom observation schedules and copies of participants' lesson plans have also been kept should they be required for confirmability of the research findings. These steps might prove or confirm that the research results are authentic and a true reflection of the data generated from the participants. Table 4.2 summarises the steps to ensure this study's trustworthiness.

Table 4.2: Summary of steps taken to ensure trustworthiness

Aspects of trustworthiness	Steps taken
Credibility	Triangulation was employed using face-to-face semi-structured interviews, classroom observations and document analysis to enhance the study's credibility.
Transferability	A thick description of the research context and methodology was provided to ensure the study's transferability.
Dependability	A thorough description of the research process was provided to improve the study's dependability.
Confirmability	Verbatims of participants' responses, recorded audio of the face-to-face semi-structured interviews, classroom observation schedules, and copies of participants' lesson plans have been kept should they be required for confirmability of the research findings.

4.9 Ethical considerations

Before I generated the participants' data, I ensured that I first obtained permission to conduct research with them. Hence, I wrote a proposal to conduct the research and presented it to the panel of the University of KwaZulu-Natal's academic members, who gave feedback on the research proposal. My proposal and the defence were successful, and I received an ethical clearance certificate to continue my study. I then

sought signed consent from the DoE, school principals, participants and parents of learners (silent or inactive participants) before generating data from teachers (active primary participants). This assisted me in accessing teachers and ensuring no emotional or physical harm occurred to the teacher participants.

The permission letter to work with learners was sent to parents in English and isiZulu because some parents were proficient in English and would not have understood the letter if only written in English. Thus, writing the letter in their home language, isiZulu, helped them understand and respond to the request.

Furthermore, the observation of participants teaching English in their classrooms was used as one of the data-generating methods in this study. Therefore, teachers' classrooms were invaded by a stranger, causing discomfort to some participants. To minimise this impact, I ensured that I explained this study's purpose or my intentions about the study to my participants before data generation. For example, I mentioned that I was not assessing the teacher's work and that the data **would not** be used by anyone else but myself. I also indicated that I would use pseudonyms to protect participants' identities. I mentioned to participants that they might withdraw at any time during the study if they were uncomfortable. However, I assured them that any information or results attained in the study would be strictly confidential. Therefore, all five participants involved in this study were interviewed and observed while conducting English lessons. They also had their documents (lesson plans) analysed.

Hence, the information generated was kept confidential. Moreover, an arrangement was made with my supervisor to ensure that any data would be shredded after five years and disposed of, which occurred as follows. The audio-recorded data from the digital voice recorder were transferred to my and the supervisor's computers and saved on the hard drive to keep it safe for five years. This ensures that the supervisor and I have access to this data for five years, after which the data will be deleted.

The data were saved on computers and Google drive as an alternative data storage software to ensure that should the computers crash, there would be an alternate method of retrieving data available to the supervisor and me. After five years, the data will be disposed of— overwritten (replaced) by other information based on the study's analysis or findings. I will also destroy interview and observation data on a data storage

device (digital voice recorder) by removing its magnetism. Furthermore, data generated from document analysis (lesson plans) as written information in the notebook will be shredded and disposed of after five years.

Furthermore, after the research is completed and findings are found, participants **will** receive feedback that might benefit them. For example, I will email them electronic copies of my study to read and understand the findings to help them know and understand how English second language teachers' teaching methods and strategies develop Grade 5 learners' **English**-speaking abilities. It might also **assist** them in learning innovative teaching methods and strategies for teaching English to English second language learners from their counterparts, which could be more effective when conveying the lesson to English second language learners.

4.10 Delimitations of the study

Delimitations of a study refer to the researcher's choices to describe parameters or boundaries in which the study is confined (Cyress, 2017). It is crucial to underscore that this study was fraught within a confined, delimited space. One delimitation was that its sample was confined to a small number of participants. For example, only five Grade 5 English second language teachers teaching in five selected Imbali township primary schools were interviewed through face-to-face semi-structured interviews, observed while delivering English lessons and had their documents (lesson plans) analysed. Therefore, this study's findings cannot be generalised to a wider population of the uMgungundlovu District. Hence, this study did not aim to quantify the extensity of the phenomenon but to understand and gain in-depth knowledge on Grade 5 English second language teachers' teaching methods and strategies to teach **English**-speaking proficiency to English second language learners in the selected Imbali township primary schools.

4.11 Limitations of the study

Limitations of the study refer to things that control or limit the study, which a researcher cannot easily control, for example, researcher biases (Cyress, 2017). Qualitative research is frequently subjected to a researcher's subjectivity, affecting data generation and interpretation (Cyress, 2017). The limitations experienced in this

study included participants' initial reluctance to participate due to time constraints. This challenge was addressed by explaining this study's aim carefully to participants and how data would be generated before the actual data generation. I explained to the participants that participating in this study would not take much of their time—I would only conduct one face-to-face semi-structured interview with them for an hour and one classroom observation. I further explained that the lesson plans for document analysis would not involve their presence during the analysis. After this careful explanation, participants were eager to participate.

4.12 Conclusion

In conclusion, this chapter presented and explained this study's qualitative research design and methodology. It also explained this chapter's components and justified why they were used. This study used the interpretivist paradigm to understand, interpret and explain English second language teachers' teaching methods and strategies to develop Grade 5 learners' English-speaking abilities in township schools. Hence, this paradigm was deemed suitable for this study because it assists in understanding, interpreting and explaining participants' experiences of their social world through the meaning they give to such experiences (Cohen et al., 2018).

This study used the purposive sampling approach to select five Grade 5 English second language teachers teaching in the Imbali township area. Purposive sampling was deemed more suitable for this study because I intended to select specific and the most relevant participants to provide relevant information to achieve this study's objectives and answer the research questions. The research design, namely, a multiple-case study, was used to probe deeply and generate in-depth data from participants. A multiple instead of a single case study was selected because data were generated from different contexts of participants using three data-generation methods to elicit extensive descriptive qualitative data. The data-generation methods included face-to-face semi-structured interviews, classroom observations and document analysis.

A qualitative data analysis method, the inductive approach, was adopted, including summarising participants' narratives using thematic analysis, identifying patterns, connections, biases, similarities and differences between participants' narratives,

allocating codes and categorising data. These qualitative data analysis approaches were used to analyse the face-to-face semi-structured interviews, classroom observations and document analysis data to discover answers to this study's research questions.

This study's trustworthiness was enhanced by adopting triangulation. Three data-generation methods (face-to-face semi-structured interviews, classroom observations and document analysis) were used to enhance trustworthiness. A digital voice recorder was used to ensure authentic data generation, enriching the credibility of the research findings. The ethical principles of conducting research were followed to ensure non-maleficence (doing no harm to participants), autonomy (ensuring participants' freedom to self-governance during the study) and beneficence (benefits to participants for participating in the study). The study's delimitations and constraints were also considered, and interventions were prepared to eliminate or reduce constraints to enrich the study's credibility.

The following chapter presents, analyses and discusses this study's data.

CHAPTER 5

PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

5.1 Introduction

The previous chapter discussed in-depth this study's research methodology and design. In this chapter, the data generated using face-to-face semi-structured interviews, classroom observations and document analysis were presented, analysed and discussed. The data were presented using the thematic approach to answer this study's three main research questions. The first two were addressed using data generated through all three data-generation methods mentioned above. The third question was addressed by discussing the research findings, where I gave an overview of the thesis or argument. The theoretical framework, Vygotsky's (1978) social constructivism, underpinning this study was used to address the third research question to analyse and evaluate why English second language teachers teach English-speaking proficiency the way they do to Grade 5 English second language learners.

The thematic analysis approach was employed in this study after compressing the data, followed by implementing coding and data organisation and identifying patterns, categories, themes and connections that emerged from the data. Therefore, this chapter presents, analyses and discusses English second language teachers' teaching methods and strategies to develop Grade 5 learners' English-speaking abilities in township schools. This study's three main research questions addressed in this chapter are as follows.

1. What are Grade 5 English Second Language teachers' teaching methods and strategies to teach English-speaking proficiency in South African classrooms?
2. How does the choice of Grade 5 English second language teachers' teaching methods and strategies shift or improve English learners' speaking abilities?
3. Why do Grade 5 English second language teachers choose their teaching methods and strategies to teach English-speaking proficiency in South African classrooms?

5.2 Brief biography of the participants

Five Grade 5 English second language teachers teaching in South African township primary schools were purposively selected (Chapter 4). These participants comprised four females and one male and have taught English second language for more than five years in township primary schools. The participants and schools were given pseudonyms to ensure confidentiality to protect their identities. The participants and their schools were named Mr Msomi (school A), Miss Zulu (school B), Miss Dlomo (school C), Miss Dlamini (school D) and Mrs Mhlongo (school E). Table 5.1 summarises this information.

Table 5.1: Biography of participants for this study

Pseudonyms	School	Gender	Qualifications	Number of years teaching English second language
Mr Msomi	A	Male	Bachelor of education secondary teachers' diploma, computer diploma, ABET, ACE in educational leadership and management and Bachelor of Education Honours in leadership and management	22 years
Miss Zulu	B	Female	Bachelor of educational senior primary teacher's diploma and ACE	10 years
Miss Dlomo	C	Female	Bachelor of educational junior primary teacher's diploma and ACE	12 years
Miss Dlamini	D	Female	Bachelor of educational junior primary teacher's diploma, ACE, ABET, Bachelor of Education Honours	24 years
Mrs Mhlongo	E	Female	Bachelor of education senior primary teacher's diploma and ACE	10 years

The following section presents the data generated from the five participants and is guided by this study's research questions.

5.3 Presentation and analysis of data from the face-to-face semi-structured interviews

In this section, I present the data based on research question one; what are Grade 5 English second language teachers' teaching methods and strategies to teach English-speaking proficiency in primary schools in the uMgungundlovu District, Pietermaritzburg, Imbali township, KwaZulu-Natal, South Africa? I present, analyse, interpret and discuss the data generated through face-to-face semi-structured interviews, followed by classroom observations and document analysis.

The classroom observation and document analysis findings were integrated with those obtained through face-to-face semi-structured interviews in the interpretation and discussion. This was done to evaluate whether the similarities and differences between the findings and what participants presented during the face-to-face semi-structured interviews correspond with what I observed during their lessons and documents (lesson plans).

Therefore, findings were identified and classified according to different headings and sub-headings. The findings were also categorised and classified to identify similarities and dissimilarities from the data. Hence, the headings and sub-headings emanated from the generated data and are analysed and presented in the following sub-headings.

5.3.1 Pedagogy used by English teachers

Teachers who teach English to non-native English speakers frequently use various methods and strategies to assist learners in understanding and speaking English fluently. Teachers must follow the correct pedagogy when teaching English-speaking proficiency to Grade 5 English second language learners. The following question was asked to participants during face-to-face semi-structured interviews to explore English teachers' pedagogies used in their classrooms.

What methods, approaches and strategies do you use when teaching English-speaking proficiency during English lessons?

Most participants' answers to the above question were similar; however, some responses differed. For example, Mr Msomi responded as follows:

Before I teach English-speaking proficiency to English second language learners, I begin by conducting pre-learning activities such as pre-reading and pre-speaking activities that are at learners' level of understanding to engage all learners in the lesson.

Similarly, Mrs Mhlongo indicated that,

When I teach English-speaking proficiency, I often begin by asking learners to share their previous experiences based on the content I am teaching.

Hence, these two participants (Mr Msomi and Mrs Mhlongo) believe that before they begin their English lessons or do reading, speaking, listening or writing activities, they start with pre-learning activities. For example, during pre-reading or pre-speaking activities, learners can talk about anything they know related to the theme being taught before they start the reading or speaking activities. This step motivates learners to participate in speaking activities and improves their English-speaking abilities.

Mr Msomi also responded to the above question by saying,

I encourage learners to read newspapers and English Bibles to improve their English-speaking abilities.

Similarly, Miss Zulu stated that,

Reading newspapers and books frequently from the previous grade also assist learners to speak English better.

Hence, the above signifies that Mr Msomi and Miss Zulu believe that when learners read newspapers and books frequently improves their English-speaking proficiency.

Mr Msomi further stated that,

I also allow learners to talk about what they read or heard from a story after I have finished reading with them to help improve their English-speaking abilities. When learners explain or talk about stories they read in the classroom, I discourage them to

rote learn or cram the story by regurgitating words from the story but encourage them to speak about something they remember even if it is not part of the story.

Corresponding to Mr Msomi, Mrs Mhlongo stated that,

I often ask learners to talk about stories they read in class after the reading activity.

Therefore, the responses above signify that Mr Msomi and Mrs Mhlongo agree that English teachers must allow learners to talk about the story they read in class or that the teacher reads to them to improve their English-speaking abilities. Halawa (2014) concurs with this approach by indicating that story recitation improves learners' English-speaking abilities when teaching English-speaking proficiency. Halawa (2014) indicates that this approach has been used in elementary schools in Turkey and led to efficacious results for improving learners' English-speaking abilities.

Furthermore, Mr Msomi responded to research question one, indicating that,

I encourage learners to speak English only frequently during English and other lessons except in isiZulu lesson. I often emphasise to learners that English is the medium of instruction, thus it is used everywhere they go. I believe that when learners speak English frequently during lessons, they become confident to use it and therefore eventually become fluent when speaking it. I also communicate with other teachers encouraging them to also inculcate English-speaking among learners during their lessons except when it is isiZulu lesson.

Similarly, Miss Dlomo stated,

In my school, the principal and his school management team often encourage teachers to teach all subjects in English only to learners except isiZulu subject in order to improve learners' English-speaking abilities.

Correspondingly, Mrs Mhlongo indicated,

I encourage learners to use English all the time, even in other subjects except during isiZulu lesson in order to improve their English-speaking abilities.

Moreover, corresponding to the above, Miss Dlamini highlighted,

I insist that learners only speak English during English period.

Thus, the above findings reveal that Mr Msomi, Miss Dlomo, Mrs Mhlongo and Miss Dlamini believe that English second language teachers must encourage learners to speak English in all subjects except during the isiZulu subject lesson to improve their English-speaking abilities. These participants believe that when learners speak English frequently, it assists them in becoming fluent in speaking English, thereby performing better in their English school work. Hence, Mr Msomi indicated that to ensure that learners speak only English during his English lesson, he uses less code-switching to improve their English-speaking abilities. The following sentiments portray what he said:

I avoid using a lot of code-switching when teaching English-speaking proficiency to learners, even when sometimes I feel like learners do not understand but I continue to teach in English in order to improve their English-speaking abilities. I only code-switch when it benefits the lesson. For example, where one word hold key for the entire lesson and learners do not know it.

Similarly, Mrs Mhlongo explained that she uses code-switching only when it benefits the lesson, particularly when she mentions words that seem very challenging for learners to understand. The following portrays what she said:

I also use code-switching when learners don't understand. However, I only use code-switching when words are too difficult for learners to understand.

Therefore, the above findings show that Mr Msomi and Mrs Mhlongo believe that code-switching to learners' home language, isiZulu, in the context of this study, should not be used throughout the lesson. These participants believe that using code-switching frequently during English lessons negatively affects learners because they have insufficient time to listen to and learn to express themselves in English. Instead, they model their teachers using extensive code-switching and translanguaging when trying to speak English. Anyiendah (2017) concurs with this by stating that code-switching to learners' home language frequently reduces learners' time to listen to and practice speaking English when the teacher uses English and the learners' mother tongue, isiZulu, in the context of this study.

Furthermore, Mr Msomi and Mrs Mhlongo indicated that they do not set rules for speaking English or correct learners while still trying to speak English. Instead, they wait for learners to finish expressing themselves in English and correct them when they have finished speaking, especially when they have made mistakes. The following excerpt portrays what Mr Msomi indicated:

While learners are trying to speak English, I control the lesson and ensure that I do not set speaking rules so that learners will feel free to speak English. When learners make mistakes while they are trying to speak English, I correct them later when they have finished to speak rather than correcting them while they are still talking.

Correspondingly, Mrs Mhlongo indicated,

Our learners do speak English but with mistakes, hence, I correct them in order to be fluent eventually and speak confidently. I encourage them to speak English with their mistakes and correct them later so that they would not repeat the same mistakes again.

Moreover, most teaching methods and strategies English teachers use to improve English second language learners' English-speaking abilities were common among English teachers. The following sentiments are based on what Mr Msomi stated:

I use teaching methods and strategies such as group discussions, dramatisation, role-playing, interviews, debates, communication approach, reading and comprehension of stories, questioning method and any other oral presentation activities that can promote English-speaking ability. When using these methods and strategies, I also rely on the usage of scenarios that are in the context of learners' lives based on the content I am teaching to learners in order to make it easy for learners to grasp the lesson and thus improve English-speaking abilities. I also encourage learners to watch cartoons and not only watch them without trying to understand what they are saying but with comprehension in order to improve English-speaking ability.

Similarly, Miss Dlomo reported,

I use different approaches to assist learners grasp English terms and improve English-speaking abilities, these include listening and speaking approaches. I also use reading

and answering questions or questioning approach based on the story. I also read and discuss the story with learners and make them answer questions without looking at the story.

However, Mrs Mhlongo also indicated,

In English workshops, I learned how to engage or involve learners in listening and speaking approaches and hence practised them during my English lessons to improve learners' English-speaking abilities. I also learned that a teacher must not speak all the time in English lesson but also give a chance to learners to speak English in order to improve their English-speaking abilities. I also learned and came back to implement the usage of pair work and group work among learners in order to improve English-speaking abilities among learners. I also use leading questions to make learners to speak English.

Miss Zulu also explained her teaching approaches for English-speaking proficiency as follows:

I group learners according to their abilities. For example, I put slow learners together and fast learners together to check their understanding. I also mix slow learners with fast learners so that slow learners will learn from fast learners during interaction in order to improve their English-speaking abilities. At times I repeat the lesson to accommodate slow learners, hence, improve their English-speaking abilities. I also contact subject advisors to come and do classroom observation while I am teaching and also ask them to teach for me and observe them while they are teaching.

Miss Dlamini presented many different teaching approaches she relied on to improve learners' English-speaking abilities. Her sentiments are as follows:

The methods and approaches I use to teach English-speaking proficiency to English second language learners to improve their English-speaking abilities include questioning and answering methods as well as group discussion methods, where learners work together to share ideas. Learners who do not want to speak, I group them and give each task to a learner to present. Hence, this forces them to speak and say something. I also teach dramatisation and debate activities. My kids are not the same, some are fast and some are slow. I try and accommodate all of them by not

teaching English very fast. I also give them more time to think before answering a question to improve their English-speaking abilities. I also often teach them about things they often see in their context or real world to improve their English-speaking abilities. I also discourage learners to laugh at one another when mistakes have been made while trying to speak English.

Hence, the participants' responses reveal that teachers rely on several approaches when teaching English-speaking proficiency to their learners. However, some approaches seem common among the participants and are used frequently during English lessons to improve English-speaking abilities among English second language learners. These include small group discussions, listening and speaking, question-and-answer, reciting stories, poems, songs, debates and dramatisation. In a study based on teaching English-speaking proficiency in African primary schools, Gudu (2015) supports these approaches when teaching English-speaking proficiency to English second language learners. Gudu (2015) explains that these learner-centred speaking activities allow learners to feel at ease and speak freely while making mistakes without worrying about being corrected because they frequently work as a team. Correspondingly, Derakhshan et al. (2016) argue that the small group discussion approach is effective in teaching English-speaking proficiency to English second language learners. These authors explained that this approach might be more efficient if learners are given pictures to discuss within a small group. Learners always have something to say or comment on when observing and discussing pictures.

Additionally, participants reported on how they assess learners' English-speaking abilities to evaluate their English-speaking proficiency. Their responses were as follows.

Mr Msomi:

Before I assess English-speaking abilities to English second language learners, I always begin by allowing learners to do research about a theme or topic they will be assessed on and prepare thoroughly before they come to the class and do oral presentation in front of other learners. Hence, I assess learners by using many different English-speaking activities that interest learners in order to promote their English-speaking abilities. These include listening and speaking approaches as well

as usage of questions that will enable learners to speak based on the story I read and discussed with them. I also make sure that I always come prepared for new English concepts that might confuse learners during English lessons.

Miss Dlomo:

I use spelling-B test to improve English learners' speaking abilities by contesting or interacting with neighbouring schools. I also use orals, telling of the story, dramatisation, etcetera.

Mrs Mhlongo:

I give activities to learners to prepare during the weekend in order to do English-speaking activities every Monday. Some learners prepare themselves thoroughly when they know that they will be assessed. The forms of assessments I use to assess English-speaking ability include dramatisation, rhyming of songs, show and tell, retelling of the story and reading as well as telling of short stories. I also often assess learners individually using listening and English-speaking activities.

Miss Zulu:

The assessment methods of English-speaking ability I use to check if learners speak English, include listening and dialogue activities.

Miss Dlamini:

The forms of assessment I use for English-speaking ability, include orals, debates and group discussion.

Therefore, the participants' responses based on how they assess English second language learners' English-speaking abilities revealed that some assessment methods are similar and others differ. However, common methods, including reciting stories, small group discussions and debates, seem to be used.

Table 5.2 summarises the participants' responses during the face-to-face semi-structured interviews.

Table 5.2: Summary of methods and strategies

Frequently used methods	Advantages	Disadvantages
1. Small group discussion	Allow learners to work as a team, learn from one another and assist each other in doing an activity	Learners who are passive, reserved and shy tend not to benefit during group work
2. Oral question-and-answer or listening and speaking	Encourages learners to speak or say something and improves English-speaking ability	Learners who are shy, reserved and not fluent in speaking English become uncomfortable during the lesson
3. Recitation of the story	Assist learners in improving their cognitive abilities, English -speaking abilities and understanding the content of the story	Lowers learners' self-esteem when they fail to recall and recite the story
4. Retelling and dramatisation of the story	Assist learners to easily understand concepts used in the story using actions portraying those concepts	Some learners cannot dramatise the story independently; they always look at their classmates or the teacher; hence, they do not improve in acquiring English concepts, especially new concepts
5. Debate	Assist learners to speak English fluently and elaboratively rather than giving one-word answers without explanation when trying to speak English	Learners who are shy, not outspoken and not fluent in English often remain silent during debates; hence, benefit little in terms of improving their English-speaking abilities
Frequently used strategies	Advantages	Disadvantages
1. Encouraging learners to speak English frequently	Learners become fluent in speaking English	Some learners remain quiet for the entire lesson to avoid making mistakes in English
2. Using pre-learning activities based on learners' context before beginning the lesson	Motivate learners to become eager to speak English, talking about things they know and enjoy talking about	This might reduce the time required to finish the prepared content or lesson; hence, learners benefit from insufficient

		information from the prepared lesson
3. Teachers not correcting learners' mistakes while they are still speaking English but only once they have finished or at the end of the lesson	This motivates learners to continue to be eager to speak English without being afraid of making mistakes while trying to speak English	Some learners do not change or stop making mistakes when not corrected immediately
4. Using less code-switching when teaching English-speaking proficiency to learners	When using less code-switching and more English, it assists learners in becoming fluent in speaking English	Some learners end up wanting to use more of their home language (isiZulu) in the context of this study and less English, thereby not improving their English-speaking abilities

In summary, findings based in this sub-section demonstrate that English second language teachers use many methods and strategies when teaching **English**-speaking proficiency during English lessons. Most methods and strategies are common among all five teachers. The methods used in this sub-section include small group discussions, debates, oral presentations, story recitation and dramatisation. However, the strategies include encouraging learners to speak English only during English-based lessons, except for isiZulu lessons. Teachers also use pre-learning activities based on the learners' environmental context to draw more attention from the learners, encouraging them to speak English. Teachers indicated that they ensure that they do not correct learners while they are trying to speak English but after they have finished expressing themselves in English to not demotivate learners from trying to speak English. The teachers mentioned not using code-switching throughout the lesson to motivate learners to use more English frequently, enhancing their **English**-speaking abilities. Furthermore, teachers mentioned that they use the above methods and strategies when assessing learners using informal and formal assessments to evaluate their English-speaking abilities.

5.3.2 Developing and managing teaching resources

Developing, managing and using teaching resources is critical in any classroom. The following question was asked to participants during the face-to-face semi-structured

interviews to explore whether teachers can develop or use the available resources in their schools.

Which resources, teaching aids or materials have you found helpful for English lessons when teaching English-speaking proficiency to your learners?

The following presents some responses to the above question. Mr Msomi indicated,

Some of the teaching aids, materials or resources I use to teach English-speaking proficiency, include English textbooks, pictures, flashcards, charts, chalkboard summaries, etcetera. At times, I improvised by using different books and encourage learners to do library visit.

Miss Dlomo, however, stated,

The resources or teaching aids available in our school are learners' textbooks, novels, library and annual teaching plans. One of the resources outside school that I often rely on is a radio for learners to listen to different stories or news and come report back in the class.

Mrs Mhlongo also highlighted,

The resources available in my school to teach English to learners include core readers, learners' textbooks, English dictionaries and charts. Our learners also rely on resources outside the school. For example, they rely on watching television at home in order to gradually improve their English-speaking abilities. Apart from relying on television at home, learners also easily understand the content or English concepts during the lesson thereby improve their English-speaking abilities when teaching them using tangible objects or real materials related to the content I am teaching. Some learners do not understand until they see tangible materials based on the content taught in the class. Hence, I bring pictures to use when teaching English content.

Miss Zulu also explained as follows regarding the resources she uses when teaching English-speaking proficiency to her learners,

The resources available in our school I use to teach English in order to improve learners' English-speaking abilities, include policy documents, learners' textbooks and

teachers' guides. There are not many resources outside the school that are available for our learners to use in order to improve English-speaking abilities. Learners often rely on the library outside the school and English dictionaries that parents have been requested to buy for their children. My learners understand English easily and thus able to speak through it when I use resources such as pictures and charts during my English lessons.

Moreover, Miss Dlamini expressed her sentiments regarding resources she frequently relies on,

The available resources in our school to teach English-speaking proficiency to the learners include learners' textbooks, teachers' guides, atlases, English dictionaries, departmental workbooks, etcetera. Beside using school dictionaries, learners were requested to buy their own dictionaries, hence also use them even at home. However, learners who do not have dictionaries, use school dictionaries. I do not use strictly same books but also get books from my colleagues and neighbouring schools. I believe that books that have pictures are very important when teaching English-speaking proficiency to English second language learners in order to make learners speak English. Apart from pictures in textbooks, our learners also watch television a lot at their homes. This assist learners a lot to improve their English-speaking abilities. In addition, radios are also important in assisting my learners to listen to stories and news thereby improve their English-speaking abilities.

Therefore, the above findings indicate that participants use several resources when teaching English-speaking proficiency to English second language learners. However, using pictures to improve learners' English-speaking proficiency is common among all participants, indicating that teachers believe that when teaching English-speaking proficiency to English second language learners using textbooks with pictures or only pictures, learners are motivated to talk about them even if they had never seen them before. Mirciu (2017) concurs with this perception and refers to it as the picture brainstorming approach that can assist learners in scrutinising pictures and telling a story based on them. Mirciu (2017) highlighted that this method motivates learners to speak English, enriching their English-speaking proficiency. Therefore, one can deduce that pictures are an effective teaching resource for English-speaking proficiency to improve learners' English-speaking abilities.

In summary, this sub-section reveals that teachers use several resources when teaching English-speaking proficiency to their Grade 5 English second language learners. Some commonly used resources include pictures, charts, learners' textbooks, teacher guides and dictionaries. Pictures seem to be the one resource that all participants believe is more effective in improving learners' English-speaking proficiency when used regularly.

5.3.3 The challenges of teaching English-speaking proficiency to non-native English speakers

Teaching English-speaking proficiency to non-native English speakers comes with many challenges, making it challenging for this process to succeed. The following question was asked to participants during face-to-face semi-structured interviews to explore challenges that English second language teachers encounter when teaching English-speaking proficiency to English second language learners.

What challenges do English teachers frequently face when teaching English-speaking proficiency to second language learners?

The participants' responses to this question did not significantly differ. For example, Mr Msomi responded as follows to the above question:

Some of the challenges I come across with regarding teaching English-speaking proficiency include that some learners do not want to speak English because they fear to make mistakes and to be corrected. Therefore, they do not want to speak English at all, and they always remain silent during English lessons.

Corresponding to Mr Msomi's sentiments, Mrs Mhlongo stated,

There are learners who do not want to speak English at all during my English lessons. However, when it comes to tests and examinations, papers are written in English and learners are expected to answer questions in English.

Miss Dlamini concurred with Mr Msomi's and Mrs Mhlongo's sentiments' as follows:

When learners have not been given a chance to go home and practice the schoolwork that they will present in the form of a speaking activity in the class, in most cases they do not want to speak during the lesson. They always remain reserved and quiet.

Hence, Miss Dlamini, Mr Msomi and Mrs Mhlongo believe it is essential to give English-speaking activities to learners to prepare at home before presenting in the classroom. These participants believe that when learners have not been given a chance to go home and prepare an English-speaking activity before presenting it in the class, learners become anxious and find it challenging to express themselves in English, thereby keeping quiet or speaking briefly.

Furthermore, Mr Msomi mentioned some challenges hindering the development of English-speaking abilities in his learners. He stated,

The foundation phase learners experience challenges regarding speaking English or the usage of English when they reach intermediate phase particularly in Grade 4. This is because they are only taught in isiZulu or their home language in the foundation phase. They do not understand English, therefore cannot pass English tests during both formal and informal assessments. Hence, it becomes very difficult to do English-speaking assessment with such learners because I often gets tempted to be corrective while they are trying to speak English.

Corresponding to Mr Msomi, Miss Dlomo indicated,

Foundation phase system is one factor that does not contribute in improving English-speaking ability among learners. The foundation phase learners struggle in intermediate phase regarding English usage more especially in Grade 4. In Grade 4, most subjects are taught in English while they were taught in isiZulu in the foundation phase. Hence, it is difficult for learners to learn and speak English.

Similarly, Mrs Mhlongo expressed dissatisfaction with how the foundation phase operates regarding teaching English-speaking proficiency. She explained,

I think foundation phase teachers are not properly trained by the Department of Education to prepare foundation phase learners for intermediate phase and onwards. For example, the foundation phase use isiZulu as a language of teaching and learning.

Hence, learners are struggling to speak English when they reach Grade 4 to Grade 12. The teachers have not been trained well to prepare learners for Grade 4 onwards.

Mr Msomi's and Mrs Mhlongo's responses above signify that the foundation phase system negatively affects the English second language learners' learning of English-speaking abilities from the intermediate phase onwards. They explicated that this is because, at the foundation phase, English is not used as a teaching and learning language but as a subject. The teaching and learning language at the foundation phase (Grade R to Grade 3) is the learner's home language, which is isiZulu in the context of this study. Hence, when **learners** reach the intermediate phase, it becomes challenging because English is used as the teaching and learning language in these phases, which learners are not proficient and competent to use.

Furthermore, Miss Dlamini, Miss Dlomo and Mrs Mhlongo highlighted a lack of resources in their schools and outside the schools that might be helpful to assist in improving learners' English-speaking abilities. These are Miss Dlamini's sentiments:

*There is no library in our school to use in order to **assist** teach English-speaking proficiency to English second language learners. The lack of a library in the school has resulted to insufficient availability of textbooks for learners to look at pictures and read stories to understand them in order to speak English fluently. Hence, it is difficult for me to get teaching aids or resources that are not available in our school. Consequently, this has a negative impact on learners' development of English-speaking abilities. However, the departmental workbooks are available but they do not have teachers' guides; therefore, it is difficult to use them. It is also difficult to get other teaching aids or resources. There is a computer room with computers but it is dysfunctional. Furthermore, some learners do not have televisions at home to watch cartoons or any programmes we often talk about in the class. Hence, it becomes difficult to engage in a discussion with them when talking about things that other learners have watched in the television.*

Miss Dlomo indicated,

There are few resources available in our school and outside the school for learners to use in order to improve their English-speaking abilities. Most of the resources are only

available in libraries located in town. It is not easy for learners to access resources in town because of their poor socio-economic backgrounds. Learners are also not allowed to take school resources or learning aids to home that assist them to learn to speak English, for example, novels and textbooks. This is because they may lose, destroy or steal them.

Correspondingly, Mrs Mhlongo indicated,

There are no available resources outside the school for learners to use. It is difficult to get resources outside the school to teach English-speaking proficiency to English second language learners. Hence, learners use the library at school whenever they want to do research based on English usage or speaking activities.

Therefore, the findings above show that challenges exist regarding the shortage or availability of school resources to assist in teaching English-speaking proficiency. Most participants somehow have challenges regarding having enough resources to teach English-speaking proficiency to their English second language learners.

Mr Msomi also indicated,

My colleagues believe that some of their learners do not understand English at all, even things learned in Grade R of former model C schools. Hence, when reading to learners in English while they do not understand, this does not promote English-speaking ability among learners.

Correspondingly, Miss Zulu expressed her sentiments,

Our learners also find it difficult to write or understand words that should be understood by Grade R learners.

Similarly, Miss Dlomo explained,

Some of our English second language learners do not understand English at all, even though they are taught through first additional language not in English home language, but some still do not understand English and cannot express themselves through it. They do not understand English since it is not their mother tongue. However, some learners do improve in English-speaking abilities but some do not.

Similarly, Miss Zulu stated,

Teaching by using English during English second language lesson, make things difficult for learners. English second language learners often interpret English in their home language when trying to understand what has been said to them or before responding in English. Hence, this makes them to take longer before they utter the correct response in English.

Mr Msomi also indicated,

Some learners are good in reading English but cannot speak it, some are good in speaking but cannot read it.

Correspondingly, Miss Dlomo stated,

Some learners in my English lessons are struggling with reading ability more especially when it comes to reading a story to comprehend.

Similarly, Miss Dlamini highlighted that,

Most of my learners cannot read English very well, as a result they do not want to read particularly when they have to do an independent reading. They have newspapers at home but they do not want to read them.

In support to the above, Miss Zulu responded,

Some of my learners cannot read English; thus, it becomes difficult for them to understand and speak English.

However, Mrs Mhlongo had a different view from Mr Msomi, Miss Dlomo and Miss Zulu's sentiments. She answered,

My learners make a lot of errors when they are writing English but they are fluent when speaking it.

Furthermore, Mr Msomi indicated,

Code-switching a lot when teaching English-speaking proficiency cause learners to become over relaxed and only participate when the teacher switches to the learner's home language.

Correspondingly, Mrs Mhlongo stated,

In other learning areas that supposed to be taught in English, teachers do not push learners to speak English. The teachers also use less of English and more of code-switching to learners' home language when conducting their lessons. When learning other subjects, learners speak less of English and more of their home language. The learners ask teachers to speak isiZulu or their home language when they are struggling to speak in English during the lesson.

Mr Msomi highlighted that,

There is a contradiction between isiZulu and English departments. For example, the isiZulu department want learners to speak isiZulu and be fluent in it while English department also want the same thing in English. Hence, this could be one of the reasons that make teachers to code-switch to learners' home language when teaching English-speaking proficiency to learners. That is, teachers code-switch to isiZulu because they intend to assist learners to improve and maintain their home language. They also believe that learners improve in understanding English and thereby English-speaking abilities when they are taught in both English and their mother tongue.

Moreover, Mr Msomi complained,

Most of the workshops I attended were based on promoting English-reading ability rather than English-speaking ability.

However, Miss Zulu indicated that,

It was not easy to attend workshops since there was a pandemic, namely, Covid 19. However, I did attend some English workshops before this pandemic (Covid 19).

Corresponding to Miss Zulu, Miss Dlamini added,

I hardly attend English workshops because I never received workshop circulars inviting me for English workshops. However, I attended a lot of workshops before I came to teach in this school.

Furthermore, Mr Msomi stated,

Most learners are not exposed to English when they are outside school premises but only use it or hear it when they are at school.

Similarly, Miss Dlamini indicated that, in most cases, English second language learners only speak their home language (isiZulu) at home. She explained,

The learners speak their home language (isiZulu) at home not English. At school they are expected to use or speak English. If the learners keep on speaking isiZulu only without practising speaking English, they would not improve in speaking English.

Correspondingly, Miss Zulu indicated that,

Learners only speak English at school, there is no one to communicate with in English at home. The parents do not cooperate or participate in learners' work since they are uneducated. Hence, this makes it difficult for learners to learn or speak English when they are outside the school.

Similarly, Mrs Mhlongo mentioned,

No one assist learners at home in English work, thus it is difficult for learners to work alone. Most parents are not involved in learners' education. The learners are also not doing their schoolwork after school. They just go and play with their peers without first doing their homework since there is no one encouraging or pushing them to do their school work.

Furthermore, Miss Zulu indicated,

One of my challenges during the teaching of English-speaking proficiency is that some of my learners are slow and it is difficult for them to acquire and speak English language.

Correspondingly, Miss Dlamini stated,

My kids are not the same, some are fast and some are slow. I therefore try and accommodate all of them by not teaching English very fast or speaking very fast whenever I talk to them particularly when I'm talking to slow learners.

Miss Dlamini added,

At times, some of my learners laugh at one another when learners make mistakes while trying to express themselves in English. This as a result makes most of the learners to be shy or scared to express themselves in English since they are scared to be laughed at by other learners. When learners laugh at others while they are trying to speak English. This discourages learners from trying to speak English.

Adaba (2017) concurred with the above and indicated that it is crucial for English teachers when teaching English-speaking proficiency to create a conducive and supportive environment where learners respect one another and do not laugh at each other when making mistakes while attempting to express themselves in English. Adaba (2017) indicated that such environments motivate learners to speak English without fear of being laughed at when making mistakes.

In summary, in this sub-section, the findings show that English second language teachers face many challenges when teaching English-speaking proficiency to their Grade 5 English second language learners. Most challenges are related to the fact that English is not the learners' mother tongue; hence, the learners find it challenging to understand and express themselves in English.

5.3.4 How English teachers employ different pedagogies

In this section, I presented data based on research question two: how does the choice of Grade 5 English second language teachers' teaching methods and strategies shift or improve English learners' speaking abilities? I began by presenting, analysing and interpreting data from the face-to-face semi-structured interviews, the classroom observations and document analysis. The following sub-sections emerged during the thematic data analysis and are related to research question number two and are presented in the subsequent paragraphs.

Teachers use different teaching methods and strategies because they believe they are effective when teaching English to their learners. The following question was posed to participants to explore how teachers use different teaching methods and strategies to improve **English** learners' speaking abilities.

Explain how the methods, approaches **and** strategies of teaching **English-speaking** proficiency you use improve English second language learners' **English-speaking** abilities.

The participants had mixed feelings towards this question. Some participants seemed uncertain whether the **teaching** methods they used during English lessons were effective in assisting learners to improve their English-speaking abilities. Below are their responses.

Mr Msomi responded,

The learners improve in English-speaking abilities when I encourage them to spend more time using English. I encourage my learners to speak English and to read it regularly when they are at school or outside the school. Once my learners speak English; they get confidence to also read it fluently. When I give my learners more time to speak English during English lessons rather than allowing them to speak their home language (isiZulu), I often see an improvement in terms of speaking English among them. My learners also improve their English vocabulary through using English or reading it frequently during English lessons and other lessons thereby improving their English-speaking abilities. This assists learners to also speak English better when they are at school and even outside the school.

Corresponding to Mr Msomi, Mrs Mhlongo responded,

When learners are encouraged to speak and read English frequently, it assists them to improve their English-speaking abilities and therefore perform better even in other subjects presented in English.

Similarly, Miss Zulu stated,

The frequent reading of English stories during English lessons as well as when they are at home, has assisted my learners to improve their English-speaking abilities.

Miss Dlamini concurred with Mr Msomi, Mrs Mhlongo and Miss Zulu by stating that,

The more learners speak English or use it, the more they also improve in speaking it and do better in other subjects presented in English.

Furthermore, Mrs Mhlongo indicated,

The usage of English dictionaries and personal dictionaries (dictionaries learners compiled to write down new English words) during English lessons also assist her learners to look for the meaning of English words they do not understand and utter the answer to the teacher thereby improving their English-speaking abilities. This also assists learners to understand English content better as the year progresses.

Mrs Mhlongo mentioned other classroom activities she relies on that she believes assist in improving English learners' speaking abilities. She stated,

When I involve or engage learners in speaking English during dramatisation, learners acquire or learn English concepts or vocabulary. Therefore, this assists to improve English learners' speaking abilities even outside the school.

Moreover, Mrs Mhlongo stated,

I use less of code-switching and more of English to assist my learners improve their English-speaking abilities.

Correspondingly, Mr Msomi highlighted,

I work hard to ensure that I do not use code-switching a lot in assist to help improve my learners' English-speaking abilities.

Miss Dlomo, however, mentioned,

To improve my learners' English-speaking abilities, I administer spelling bee competition among them. That is, I read a word to the whole class and select one learner to spell it without looking from the book. The spelling bee competition motivate my learners to talk in English when they compete with one another to spell correct words. Therefore, this assists to improve their English-speaking abilities.

Miss Dlomo also highlighted,

Allowing my learners to start by singing before I begin a lesson, make them to get excited and do what I ask them to do. In other words, this makes my learners to feel at ease during the lesson and thereby feel motivated to try and speak English.

Furthermore, Miss Dlamini stated,

When I teach English-speaking proficiency to my learners by using examples based on things that learners are familiar with particularly within their environmental context, it assists to encourage them to speak English thereby improving their English-speaking abilities.

In summary, this sub-section's findings that there are several ways in which teaching practices improve English second language learners' English-speaking abilities, including encouraging learners to speak English frequently during English lessons and other lessons presented in English. The participants suggested using English dictionaries and avoiding frequent code-switching and indicated that these assist in improving English second language learners' English-speaking abilities.

5.3.5 Enhancing the teaching of English-speaking proficiency

English teachers believe that some factors might assist in improving English second language learners' English-speaking abilities. The following question was posed to participants during the face-to-face semi-structured interviews to explore those factors.

What factors can assist in contributing to enhance your learners' English-speaking abilities?

In response to this question, Mr Msomi indicated,

The foundation phase should emphasise the teaching of reading English to their children in order to promote and improve English-speaking abilities. There should also be a communication between foundation, intermediate as well as senior phase based on methods and strategies to use when teaching English-speaking proficiency and English as a whole to English second language learners. The learners should be

monitored that they speak English from the foundation, intermediate as well as senior phase.

Similarly, Miss Dlomo highlighted that,

If English can start at the foundation phase as the language of teaching and learning, learners can speak English better than they do ... There should be an English subject committee where teachers gather and discuss methods, strategies and approaches that teachers should use when teaching English-speaking proficiency to English second language learners.

Correspondingly, Mrs Mhlongo indicated,

The senior English teachers or departmental heads should gather on Friday afternoons to discuss content or concepts that teachers or learners do not understand as well as methods that they can use to teach learners effectively. This will assist teachers to gain confidence to teach that content or concepts to learners, thus improve their English-speaking abilities.

Corresponding to Miss Dlomo and Mrs Mhlongo, Miss Zulu expressed,

I also got supervision on how to teach English-speaking proficiency from English school committee. The English school committee advised us to work as a team to tackle any challenges when teaching English-speaking proficiency in order to improve English-speaking abilities among English second language learners.

Similarly, Miss Dlamini responded,

I get advices from my departmental head on how to teach English-speaking proficiency in order to improve learners' English-speaking abilities. My departmental head also check my English preparations and assessment to ensure effective teaching and learning of English-speaking proficiency by giving feedback when it is necessary.

Furthermore, Mr Msomi stated that English teachers should speak English frequently to their learners and encourage learners to respond in English to improve their English-speaking abilities. He elaborated,

The learners can also learn to speak English by modelling teachers' usage of English. If you speak English with them, they will also try to speak it, but if you don't, they will also not bother to try speaking it.

Corresponding to the above, Miss Zulu indicated,

If all teachers can speak English with learners all the time, learners can improve their English-speaking abilities. The learners should also speak English outside the classroom in order to improve their English-speaking abilities.

Similarly, Miss Dlamini stated,

English as a language of teaching and learning improves English learners' speaking ability if learners keep practising it frequently even outside the school.

Concerning the above, Mrs Mhlongo highlighted that,

If learners can always speak English in all other subjects except during isiZulu subject, they can improve their English-speaking abilities. Hence, there should be incentives given to learners who speak English at school to motivate them to speak English regularly.

Furthermore, Mr Msomi mentioned,

More time should be given to the teaching and learning of English at school in order to assist improve English-speaking abilities among English second language learners. All language abilities, that is, listening, speaking, reading and writing should be integrated with one another particularly the integration of language from foundation phase to intermediate and senior phase.

Mr Msomi also stated,

There should be more workshops based on teaching English-speaking proficiency to promote English-speaking abilities among both teachers and learners in order to improve English-speaking abilities among English second language learners.

Mrs Mhlongo responded,

It is easy for me to understand learners' English-speaking abilities when I assess them individually. In other words, at times English teachers should assess learners individually instead of using groups in order to give them a one-on-one attention in assisting them to improve their English-speaking abilities.

Miss Zulu expressed her sentiments as follows:

Learners should often visit the library to read English textbooks that are suitable for their age and level in order to improve their English-speaking abilities.

In summary, the findings above reveal many factors the participants suggested that can assist in improving Grade 5 English second language learners' English-speaking abilities. For example, the findings reveal that there should be an integration between the foundation, intermediate and senior phases regarding how English should be taught to improve learners' English-speaking abilities. The findings also show that departmental heads should advise teachers on curriculum coverage, methods and strategies to teach English-speaking proficiency.

5.4 Presentation and analysis of data generated through classroom observations

Classroom observations were conducted using the observation instruments in appendix G at the end of this thesis. This section was analysed to provide answers to research questions one and two of this study. Research question number one is "what are Grade 5 English second language teachers' teaching methods and strategies to teach English-speaking proficiency in South African classrooms?" Research question number two is "How does the choice of Grade 5 English second language teachers' teaching methods and strategies shift or improve English learners' speaking abilities?"

The following sub-sections were used to provide the findings to answer the above questions using participants' classroom observed lessons. These sub-sections include a) teaching methods and strategies used to teach English-speaking proficiency and b) teaching aids, materials and resources used to teach English-speaking proficiency. Hence, this section commenced by summarising all participants' observed English lessons. It then attempted to answer the questions using these sub-sections to present and discuss the findings obtained through classroom observations. The following

presents the summaries of participants' English lesson analysis according to the observation instruments used during the English classroom observations.

5.4.1 Lessons descriptors

In Miss Zulu's lesson, 35 learners were present. She taught Grade 5 English first additional language, and the topic or theme was *Anansi the spider*. Her lesson was based on listening and speaking abilities. The lesson was well structured, and its objectives were clearly communicated in the introduction. However, I did not hear Miss Zulu link her lesson with the previous lesson. Miss Zulu used the teaching and learning language (English), the learners' home language (isiZulu) and her home language (isiXhosa). In other words, she used the paradigm shift teaching pedagogical approach by code-switching to the learners' home language (isiZulu) or translanguaging between English, her home language (isiXhosa) and the learners' home language (isiZulu). She also translated English concepts to isiZulu or vice versa throughout the lesson. Therefore, one can say that bilingual or multilingual instructions, such as code-switching, translanguaging and translation, were used extensively during her lesson to facilitate teaching and learning English-speaking proficiency. However, when she switched to English and posed questions to learners, very few learners spoke English or verbally responded to the English questions effectively. During the lesson, Miss Zulu praised learners for uttering the correct answers in English after asking them questions to encourage them to speak more to enhance their English-speaking abilities. Hence, learners' understanding was assessed throughout the lesson using the teacher's questions in English and code-switching to the learners' mother tongue interchangeably. Miss Zulu also recognised learners' mistakes and misconceptions and corrected and used them constructively to improve English learners' speaking abilities.

Furthermore, Miss Zulu used resources, such as English textbooks and the chalkboard, during the lesson to facilitate teaching and learning and improve learners' English-speaking abilities. Her learners were sitting in pairs, and most had textbooks in front of them on their desks. However, some learners shared textbooks. In other words, instructional materials, such as English textbooks and the chalkboard, were available to capture learners' interest and encourage them to speak English. Hence,

some materials or resources to improve learners' English-speaking abilities were available during her lesson.

Furthermore, I noticed that Miss Zulu's classroom organisation accommodated all learners during the lesson. Learners sat in pairs, and some sat individually per desk; hence, Miss Zulu could easily attend most of them during the lesson. In other words, the learners were not overcrowded in the classroom—they were 35 in the classroom. I also noticed that the teacher reflected good knowledge of the subject content taught to the learners during the lesson, and the instructional materials (English textbooks and chalkboard) were appropriate for the lesson to improve learners' English-speaking abilities.

Moreover, I noticed that the knowledge or content of the lesson was made relevant and interesting to learners to improve their English-speaking abilities. For example, Miss Zulu used examples based on learners' contexts to explain the story *Anansi, the spider*. I also noticed that Miss Zulu used questioning techniques to encourage learners to speak English. However, few learners tried and responded in English; the rest remained silent for most of the lesson. I also noticed that Miss Zulu's instructions and explanations were clear and specific. She tried to involve all learners during the lesson by code-switching to learners' home language (isiZulu) throughout the lesson. Miss Zulu did not take any prompt actions to address the learners' poor behaviour because the learners were mostly disciplined. I also did not see Miss Zulu giving any homework to learners based on what she was teaching them, and the lesson was not reviewed at the end.

Mr Msomi's had 28 learners in his class. The subject he taught was Grade 5 English first additional language, and the topic or theme taught was *People we admire*. His lesson was also based on listening and speaking abilities. The lesson was well structured, and its objectives were clearly communicated in the introduction. His lesson was linked to the previous lesson by recapping what he taught in the previous lesson before commencing with the one I observed. Mr Msomi used the teaching and learning (English) language throughout the lesson and hardly code-switched to the learners' home language (isiZulu). Hence, bilingual or multilingual instructions were hardly used to facilitate teaching and learning English-speaking proficiency. I also noticed that Mr Msomi used resources, such as English textbooks and the chalkboard,

during his lesson to facilitate English teaching and learning to improve English second language learners' English-speaking abilities. These resources were appropriate for the lesson to improve English-speaking abilities because they captured learners' interest in the lesson and encouraged them to speak English. Hence, one can say that some materials or resources to improve learners' English-speaking abilities were available during Mr Msomi's lesson.

Furthermore, learners were sitting in pairs, and most had textbooks in front of them on their desks. A few learners shared textbooks during the lesson. I also noticed that the classroom organisation accommodated all learners during the lesson. Learners were not overcrowded in the classroom, and Mr Msomi could attend most one-by-one during the lesson. I also noticed that Mr Msomi reflected good knowledge of the subject content he taught during the lesson. I further noticed that knowledge was made relevant and interesting for learners to improve their English-speaking abilities because the teacher made examples based on the learners' contexts.

Moreover, I noticed that Mr Msomi used several questioning techniques to encourage learners to speak English to improve their English-speaking abilities. I also noticed that the instructions and explanations were clear and specific, even though they were in English. Mr Msomi also involved all learners, listened to them and responded appropriately to their questions or answers to enhance their English-speaking abilities. He also praised learners regularly for their oral answers to encourage them to continue speaking to enhance their English-speaking abilities. I also noticed that prompt action was taken to address poor learner behaviour. For example, two learners distracted the lesson by talking to one another while Mr Msomi was trying to teach. He disciplined these two learners by scolding them and telling them to stop talking, and they complied with his instruction to be quiet. I also noticed that some learners spoke English or verbally responded to English questions effectively, whereas some remained silent for most of the lesson. Furthermore, learners' understanding was assessed throughout the lesson using oral questions. Learners' mistakes and misconceptions were also recognised and used constructively to improve English learners' speaking abilities. However, I did not see Mr Msomi giving homework to learners or reviewing the lesson at the end.

In Miss Dlomo's Grade 5 English first additional language lesson, there were 32 learners. The topic or theme she taught was *Anansi the spider*. This lesson was well structured and based on listening and speaking abilities, and its objectives were communicated clearly in the introduction. However, I did not hear or see Miss Dlomo linking her lesson with the previous one. Miss Dlomo used the teaching and learning language (English) throughout the lesson. She also used some code-switching to learners' home language (isiZulu) and translanguaging within English and isiZulu to improve English learners' speaking abilities. Hence, one can deduce that bilingual or multilingual instructions facilitated teaching and learning English-speaking proficiency. During the lesson, some learners spoke English fluently or responded orally to English questions whenever Miss Dlomo spoke to them in English or asked them questions. Hence, learners' understanding was assessed throughout the lesson using the teacher's English questions.

Miss Dlomo also used resources, such as English textbooks and the chalkboard, during the lesson to facilitate English teaching and learning to improve learners' English-speaking abilities. These instructional materials were appropriate to the lesson because they captured learners' interest and encouraged them to speak English. Therefore, one can say that some materials or resources used to improve English-speaking abilities were available during Miss Dlomo's lesson.

Her learners were sitting in pairs, and most had English textbooks in front of them on their desks. A few learners shared textbooks. I also noticed that the classroom organisation accommodated all learners during the lesson because they were not overcrowded. Hence, Miss Dlomo could give individual attention to most during the lesson. I also noticed that Miss Dlomo reflected good knowledge of the subject content covered in the lesson. This knowledge was made relevant and interesting for learners to improve their English-speaking abilities. For instance, some examples Miss Dlomo used to explain the story were based on learners' context to make learners easily understand and utter their answers to respond to the questions.

Furthermore, I also noticed that several questioning techniques were used to improve learners' English-speaking abilities. The instructions and explanations were also clear and specific for most learners to understand. Miss Dlomo also involved all learners,

listened to them when they gave answers to questions and responded appropriately to enhance their English-speaking abilities.

Moreover, I did not see Miss Dlomo praising learners for uttering correct answers to encourage them to speak English and, thus, enhance their English-speaking abilities. Her learners were disciplined for most of the lesson; hence, there was no need for prompt action to address poor behaviour. Learners' mistakes and misconceptions were recognised, corrected and used constructively to improve learners' English-speaking abilities. I also noticed that homework was not given to learners, and the lesson was not reviewed at the end.

In Miss Dlamini's Grade 5 English first additional language lesson, there were 36 learners. The topic or theme she taught was *Anansi the spider*. This lesson was based on listening and speaking abilities and was well structured, and objectives were also communicated clearly in the introduction. However, I did not hear or see Miss Dlamini linking her lesson with the previous one. I observed that the classroom organisation accommodated all learners. For example, learners were sitting in pairs, and most had textbooks in front of them on their desks. A few learners shared textbooks. Hence, one can say that some materials or resources to improve English-speaking abilities were available and appropriate for the lesson. I also noticed that the teacher reflected good knowledge of the subject content covered in the lesson through her presentation and confidence while conveying the lesson to learners. This knowledge was made relevant and interesting to learners by using examples based on their environmental context to improve their English-speaking abilities.

Miss Dlamini used the teaching and learning language (English) throughout the lesson and some code-switching to learners' home language (isiZulu) to improve English learners' speaking abilities. Hence, one can deduce that bilingual or multilingual instructions facilitated teaching and learning learners' English-speaking proficiency during her English lesson. I also observed that instructions and explanations were clear and specific and that the teacher involved all learners during the lesson. Hence, learners' understanding was assessed throughout the lesson using the teacher's English questions. Several questioning techniques were used to improve learners' English-speaking abilities. During an informal oral assessment in the lesson using different questioning techniques, Miss Dlamini listened to learners while they

expressed themselves in English and, at times, in their home language (isiZulu) and responded in English and isiZulu towards their answers or questions. However, some learners spoke English or responded orally to English questions effectively, and some used English and code-switching interchangeably. Furthermore, learners were praised for their uttered answers to encourage them to speak English to enhance their English-speaking abilities.

Moreover, mistakes and misconceptions were recognised and used constructively to improve English learners' speaking abilities. Prompt action was not taken to address poor behaviour because I did not see any learner misbehaving—learners were disciplined most of the lesson. However, I did not see Miss Dlamini giving homework to learners that would have assisted them in improving their English-speaking abilities. The lesson was also not reviewed at the end.

In Mrs Mhlongo's Grade 5 English first additional language lesson, there were 27 learners. The topic or theme she taught was *Finding out more about stories*. This lesson was based on listening and speaking abilities. It was well structured, and its objectives were communicated clearly in the lesson introduction. However, I did not hear Mrs Mhlongo linking her lesson with the previous one.

I also observed that her classroom organisation accommodated all learners during the lesson. Learners were not overcrowded in the classroom but sitting in pairs, and all had textbooks in front of them on their desks. These textbooks were appropriate to the lesson to improve their English-speaking abilities, and they captured learners' interest and attention through pictures and encouraged them to speak English. Hence, this suggests that some materials or resources to improve English-speaking abilities were available during Mrs Mhlongo's lesson. I also noted that the teacher reflected good knowledge of the subject content covered in the lesson. This knowledge was made relevant and interesting for learners to improve their English-speaking abilities because it was based on the learners' environmental context.

Furthermore, Mrs Mhlongo used the teaching and learning language (English) and some code-switching to learners' home language (isiZulu) throughout the lesson to improve learners' English-speaking abilities. Therefore, bilingual or multilingual instructions were used to facilitate teaching and learning English-speaking proficiency.

I also observed that Mrs Mhlongo's instructions and explanations were clear and specific and that she involved all learners, listened to them and responded appropriately to enhance their English-speaking abilities. I further noticed several questioning techniques were used to improve learners' English-speaking abilities. For example, learners' understanding was assessed throughout the lesson using the teacher's oral English questions. Learners' mistakes and misconceptions were also recognised and used constructively to improve their speaking abilities. I also noticed that learners were praised for the English answers they uttered to encourage them to speak English to improve their English-speaking abilities.

Moreover, prompt action was unnecessary to address poor behaviour because learners were disciplined for most of the lesson. I did not see any homework given to learners that were appropriate to improve their English-speaking abilities, and the lesson was also not reviewed at the end.

The findings in all five observed English lessons above have been summarised below into the two sub-sections mentioned earlier in the introduction. These findings have been integrated with what participants said during the interviews to evaluate whether what they said corresponded with the teaching practices they used in the classroom.

5.4.2 Balancing the act: theory versus practice

According to my classroom observations of all five participants, most teaching methods **and** strategies mentioned during the interviews were evident during their English lessons, but some were not. The following unpacks this in detail.

During an interview, Miss Zulu mentioned that when she teaches English-speaking proficiency to her learners, she grouped them according to their abilities to discuss an activity and speak English, particularly when presenting it to the class. During her lesson observation, I did not see this. Instead, her learners sat in pairs for the lesson without discussion or individual or group presentations. During the interview, Miss Zulu also highlighted that she frequently practised speaking English with her learners so that they would get used to speaking English and eventually speaking it fluently.

However, during her classroom observation, I did not see this. Instead, I only saw her code-switching between English and the learners' home language (isiZulu) and

translanguaging between her home language (isiXhosa), the learners' home language (isiZulu) and English for the entire lesson. Wedanata (2020) argues that using translanguaging, where a teacher often relies on uttering the learners' mother tongue and translating it into English or vice versa, can improve learners' understanding of English. Hence, one can say that even though this practice did not correlate with what Miss Zulu stated during her interview, it might have benefited learners in improving their English-speaking proficiency. Nevertheless, it is necessary to highlight that I only conducted one classroom observation with Miss Zulu because of time constraints. If more classroom observations were conducted, she would have more time to show or use the teaching approaches she mentioned during the interview.

Mr Msomi stated during the interview that before he started his English lessons or any English activities, he often began by engaging in pre-learning activities to draw learners' attention and motivate them to speak English. During his classroom observation, it was evident that he began the lesson by drawing learners' attention by asking them questions based on their everyday context based on the lesson. For example, when he taught the theme *People we admire*, he first asked learners to give him the meaning of the term admire. He then discussed it with the learners and asked them to share examples of people they admire at home or in their communities. He then integrated what learners gave as their examples with the lesson theme. During the interview, Mr Msomi also highlighted that he encouraged learners to talk about what they heard from the story whenever he finished reading it. He indicated that he discouraged them from cramming the story but motivated them to use their English words when retelling it. During his classroom observation, I noticed that he had read a story to learners, and after he had finished, he asked learners to explain what they heard or understood from the story using their English rather than trying to cram the story.

Furthermore, during the interview, Mr Msomi indicated that when teaching English-speaking proficiency to his learners, he encouraged them to speak English only during his English lesson and in all subjects taught in English, except isiZulu lessons. He highlighted that he often avoided using code-switching when teaching English; he used code-switching when a word held the key to the lesson and then continued teaching in English for the entire lesson. He also stated that he did not set rules of

speaking English among his learners. In other words, when his learners made mistakes while speaking English, he did not stop and correct them but waited for them to finish speaking and corrected them after that. He stated that this made his learners feel free to speak English rather than being scared that they would be stopped from speaking because of mistakes made while trying to speak English. During the observation of his classroom lesson, it was evident that he frequently taught in English only when conducting his English lesson. During most of the lesson, he only used English and code-switched to the learners' home language (isiZulu), perhaps once or twice. The learners also tried their best to speak in English for most of the lesson. As he stated during the interview, he did not stop them frequently to correct their mistakes while they were speaking. However, most learners were quiet for most of the lesson; the same few learners responded in English frequently.

Moreover, some teaching methods, strategies, approaches and activities he frequently used during his English lessons were not evident during his observed lesson. For example, during the interview, Mr Msomi stated that in most English lessons, he frequently relied on group discussions, dramatisation, role-playing, interviews, debates, communication approach, reading and comprehension of stories and the questioning method when teaching English-speaking proficiency. Instead of seeing all these teaching approaches, I only noticed the communication approach, reading the story and the questioning approach. For example, he allowed learners to read the story after he read it to them. He also allowed them to speak in English, answering questions based on the story he read. However, one cannot deny that only one classroom observation was conducted per participant. Perhaps if more classroom observations had been conducted, participants would have had more time to use the teaching methods and strategies they often used during their English lessons.

During the interview, Miss Dlomo indicated that her principal and department head always encourage teachers to speak English only, except in isiZulu lessons, when teaching English to learners. Therefore, during her classroom observation, I noticed that she taught in English only for most of the lesson. However, she did use some code-switching, and her learners spoke English, especially when responding to her English questions. Most English answers the learners uttered were brief and mostly one-worded. Some teaching methods or strategies she relied on that she mentioned

during the interview were evident during her classroom observation, and some were not. For example, during the interview, she stated that when teaching English-speaking proficiency to her learners, she frequently uses different teaching methods and strategies, such as listening and speaking, reading, discussion and answering questions, spelling bee tests, orals, retelling of the story and dramatisation. Most of these teaching methods and strategies were evident during the observation of her lesson. She read a story to the learners and asked them to point at pictures corresponding to her reading. She eventually asked them questions to evaluate their comprehension of the story. Some learners responded orally in English to her questions, whereas most remained silent for most of the lesson. Hence, one can argue that this signifies that learners do not feel at ease speaking freely, fluently and confidently when a language, not their mother tongue, is used.

Like Miss Zulu, Mr Msomi and Miss Dlomo have stated above, during the interview, Miss Dlamini highlighted that she frequently encouraged and insisted that her learners spoke in English only during her English lessons. She explained that she believed that when learners and their teacher speak English only during the lesson, it improves learners' English-speaking abilities to become fluent in speaking English. During her classroom observation, it was evident that she practised speaking in English when teaching her learners. She used English for most of the lesson, with some code-switching, especially when she shared jokes with the learners to draw their attention. Her learners were very participative compared to the other classes I observed from other participants. For example, they were more confident speaking English and answering English questions. However, the learners also used some code-switching, especially when they saw their teacher code-switch to their home language (isiZulu) when she made jokes.

Furthermore, during the interview, Miss Dlamini highlighted that she relied on several teaching methods and strategies to teach English-speaking proficiency to her English second language learners to assist them in becoming fluent in speaking English. Some teaching methods and strategies she mentioned included the oral question-and-answer method, group discussions, oral presentation, dramatisation and debates. She added that she teaches English slowly so everyone can easily comprehend what she is teaching. She also stated that she teaches content and bases it on the learners'

environmental contexts and discourages them from laughing at one another when one has made a mistake while speaking English. During the observation of her lesson, some approaches were evident, and some were not. For example, she began her lesson by instructing learners to look at pictures in textbooks and tell her what they saw. The learners put their hands up and gave their answers in English. She then continued to ask other questions based on those pictures, and learners answered again in English. Other teaching approaches she mentioned above, such as group discussion, oral presentations, dramatisation and debates, were not evident during her lesson, which could be because I only observed one lesson due to time constraints.

Mrs Mhlongo's lesson was the last lesson to be observed. During the interview, she stated that every time she starts her English lessons, she begins by pre-learning activities based on the lesson and within the learners' environmental contexts to draw their attention and motivate them to participate. During her classroom observation, it was evident that she did what she stated during the interview. For example, she began the lesson by instructing the learners to sing a song based on the lesson to draw their attention to the theme *Finding out more about stories* and making them feel at ease before she started the lesson. She then asked learners to provide titles of stories or movies they watched or listened to and indicate whether they chose them by looking at the genre, setting or characters. After learners gave their general answers based on their environmental contexts or everyday lives, she read them the story and asked them to discuss it with the class. She then asked them questions to encourage them to speak English. During the interview, Mrs Mhlongo highlighted that she frequently encourages learners to speak English every time during her lesson and in other lessons presented in English, except during isiZulu lessons. This was evident during her English lesson. She taught her learners in English throughout the lesson and used some code-switching to the learners' home language (isiZulu), particularly when she wanted to clarify the meaning of difficult English concepts. Her learners also expressed themselves in English for most of the lesson. However, some learners did not participate; they remained silent for the entire lesson.

Furthermore, during the interview, she stated that she encourages her learners to always speak English, even with their mistakes, and corrects them when they are done talking instead of when they are still talking. This was evident during her lesson; her

learners were speaking English freely with some mistakes, but she did not stop them while they were still talking to correct them. Instead, she waited until they finished speaking and corrected them later to ensure they did not repeat the same mistakes frequently.

During the interview, she also mentioned that in one of the English workshops she attended, she learned that English teachers should stop dominating the lesson by speaking English for the entire lesson without giving the learners a chance to speak English. This was also evident in her lesson because she tried to encourage her learners to speak English by asking them questions to motivate them to speak. For example, she sometimes used leading questions when she saw that they were struggling to answer questions she posed to encourage them to speak English. However, I did not see her using most of the teaching methods and strategies she mentioned in her English lessons. For example, I did not see her using dramatisation, show and tell, retelling of the story and group work interactive teaching approaches, as she mentioned during the interview, to motivate learners to speak English. However, this could be because I only observed one lesson due to time constraints. If I had observed more of her lessons, I could have seen more of the teaching approaches she mentioned during the interview.

Table 5.3 summarises the critical points observed in all five lessons.

Table 3.3: Summary of lessons' descriptors and outcome

Participant	Critical point of what was observed	How it impacted the lesson outcome
Miss Zulu	She used code-switching from English to the learners' home language (isiZulu) and translanguaging most of the lesson when teaching English to her learners.	It motivated learners to concentrate on the teacher and participate by speaking their home language and some English.
Mr Msomi	He used pre-learning activities based on learners' social contexts to motivate them to speak English. He	It motivated learners to be more participative by speaking English only, thereby improving their English-speaking abilities.

	spoke English for most of the lesson and used some code-switching.	
Miss Dlomo	She taught in English for most of the lesson and used some code-switching, especially when clarifying some of the difficult English concepts she used.	Learners were motivated to try and speak in English and use some of their home language (isiZulu), especially when they did not know how to say some concepts in English.
Miss Dlamini	She taught her learners in English only throughout the lesson and only code-switched when telling a joke to the learners to draw their attention.	It created a good learning atmosphere where learners were motivated and enthusiastic about speaking English while feeling at ease by laughing at the jokes made by the teacher.
Mrs Mhlongo	She began her lesson by allowing learners to sing as a warm-up activity. She then taught in English throughout the lesson and used some code-switching.	It made learners feel at ease and enthusiastic about being part of the lesson, motivating them to try and speak in English.

In summary, in this sub-section, findings show that the participants used most teaching methods and strategies mentioned during the interviews when teaching English-speaking proficiency to their English second language learners. However, some teaching approaches mentioned during interviews were not evident during the classroom observations. Nevertheless, I must disclose that I only conducted one classroom observation because of time constraints. If more observations were conducted, then maybe more practices mentioned during the interviews would be evident.

5.4.3 Creativity and innovativeness of using space and resources

During the interview, Miss Zulu expressed that in her English lessons, she frequently relies on policy documents, learners' textbooks, dictionaries, pictures, charts and teacher guides when teaching English-speaking proficiency to her English second

language learners. Therefore, during the observation of her English lesson, some resources mentioned were available, and some were not. For example, English learners' textbooks with pictures based on the story were available and were used first to ask learners to examine the pictures and explain them to the teacher. Miss Zulu used English learners' textbooks to read the story, asking them questions and discussing it. Charts were also available but not used during the lesson, instead, they were pasted on the classroom walls. In other words, I did not hear or see Miss Zulu using charts to explain her lesson or refer to them to explain concepts related to the lesson to clarify their meanings. I also did not see any English policy documents, dictionaries and a teacher's guide during her lesson, as she mentioned in the interview. However, this could be because I only observed one lesson due to time constraints.

However, Mr Msomi indicated during the interview that some teaching resources he frequently uses to teach his learners English-speaking proficiency include English textbooks, pictures, charts, flashcards and a chalkboard to summarise the content based on the English lesson. During his classroom observation, I saw him using English textbooks with pictures and a chalkboard to draw faces of people who portrayed different people he admired for things they had done for themselves and the community. He began by using his drawings on the chalkboard to clarify the term *admire* to learners. He then used a textbook to read a text based on the title *People we admire* and posed oral questions to the learners to evaluate whether they comprehended the story. Learners gave oral answers to the teacher in response to his oral questions and wrote their answers in their exercise books. However, I did not see the teacher or learners using flashcards during the lesson, which might be because I only observed one of his English lessons due to time constraints.

During the interview, Miss Dlomo highlighted that the resources available at her school to teach her learners English-speaking proficiency include learners' English textbooks, novels, the annual teaching plan and a library. In the observation of her English lesson, learners' English textbooks, a chalkboard and school dictionaries were available. However, I did not see novels and an annual teaching plan or a library on the school premises during the lesson. Miss Dlomo began the lesson by examining a learner's English textbook and asked learners to scrutinise pictures in their textbooks and tell whether they saw anything based on them. Learners scrutinised pictures and

explained them in English to the teacher based on what they saw. Flashcards with written words based on the story, *Anansi the spider*, were also pasted on the chalkboard where Miss Dlomo discussed words with learners. She read the story to the learners, discussed it and asked them questions to evaluate their understanding. She further gave school dictionaries to the learners and asked them to search for the meanings of the words found in the story and those written on flashcards. Learners found the meanings of words using English dictionaries and read them to the teacher.

During her interview, Miss Dlamini indicated that when she teaches English-speaking proficiency to her learners, she uses resources, such as English learners' textbooks with pictures, dictionaries, teachers' guides and DBE workbooks. During the observation of her English lesson, I observed that English learners' textbooks with pictures were available and used. Learners were instructed to examine pictures based on the story *Anansi the spider*. They orally explained those pictures to the teacher, and the teacher kept probing and asking follow-up questions to encourage learners to speak English and thus improve their English-speaking abilities. After the learners and the teacher finished discussing the pictures, one learner was selected to read the story to the class. After she completed reading, the teacher also read and explained some English concepts, particularly those with which learners were unfamiliar. However, I did not observe some resources mentioned during the interview. For example, I did not see Miss Dlamini or her learners using English dictionaries, the teacher's guide or English workbooks. Nevertheless, this could be because I only observed one lesson per participant due to time constraints.

In Mrs Mhlongo's interview, she expressed that the teaching resources she uses when teaching English-speaking proficiency to her English second language learners include English learners' textbooks, core readers, dictionaries, pictures and charts. I observed that learners had English workbooks on their desks during her lesson. Mrs Mhlongo instructed learners to use the English workbooks and open to page two to read the story's title, look at the pictures and tell her what they saw in the pictures. Learners responded in English, explaining what they saw. Mrs Mhlongo asked more questions about the pictures to encourage learners to speak and improve their English-speaking abilities. I also noted that charts were present during her lesson but not used, instead, they were pasted on classroom walls. I did not see core readers

and dictionaries during the lesson, as indicated during the interview. However, this could be because I only observed one lesson due to time constraints.

In summary, in this sub-section, the findings suggest that teachers use several teaching resources when teaching English-speaking proficiency to their Grade 5 English second language learners. Most teachers rely on textbooks with pictures to allow learners to examine them and ask them questions based on those pictures to encourage them to speak, thereby improving their English-speaking proficiency. However, some resources they mentioned during the interviews were not evident, which could be because I only observed one lesson each due to time constraints.

5.5 Presentation and analysis of data generated through document analysis

An analysis of documents (lesson plans) was conducted by scrutinising the participants' lesson plans to answer research questions one and two of this study. Research question one is "What are the Grade 5 English second language teachers' teaching methods and strategies to teach **English**-speaking proficiency in South African classrooms?" Research question two is "How does the choice of Grade 5 English second language teachers' teaching methods and strategies shift or improve **English** learners' speaking abilities?"

The following sub-sections provided the findings to answer the two questions using documents (lesson plans). The sub-sections and documents (lesson plans) were also used to evaluate whether the data generated by participants through interviews corresponded with the data generated from documents (lesson plans) by analysing them. The sub-sections used in this section include a) teaching methods and strategies used to teach English-speaking proficiency and b) teaching aids, materials and resources used to teach English-speaking proficiency. This section summarises all five participants' documents (English lesson plans). It then answers the two questions of this study using these sub-sections. The following summarises the participants' documents (English lesson plans).

5.5.1 A summary of the analysed lesson plans

An analysis of the participants' English lesson plans when teaching English-speaking proficiency during an English lesson was conducted to confirm whether the information

participants provided during the interviews was correct or similar to that in the lesson plan.

Miss Zulu's Grade 5 English first additional lesson plan showed that the theme or topic of the lesson observed was *Anansi the spider*. The abilities taught according to the lesson plan were listening and speaking, and the lesson duration was one hour. According to the lesson plan, the resources required or used during this English lesson were English learners' textbooks or readers, pictures, a chalkboard and chalk. The teaching methods and strategies used according to the lesson plan were individual and group discussion activities. Miss Zulu indicated in the lesson plan that she would read the story to learners and discuss it with them so they understand it. She also mentioned in the lesson plan that she would use an assessment, such as orals. According to the lesson plan, during this assessment, learners would discuss what they noticed or saw from pictures in their English textbooks for the teacher to evaluate their understanding of the story and assess their **English**-speaking abilities. Furthermore, according to the lesson plan, another learner's activity or assessment included answering literal questions based on the story.

Mr Msomi's Grade 5 English first additional lesson plan signified that the theme or topic of the lesson observed was *People we admire*. The abilities taught during the lesson were listening and speaking, which lasted one hour. According to the lesson plan, the resources available during the lesson were learners' English workbooks, chalkboard and chalk. The teaching methods and strategies used during the lesson, according to the lesson plan, were reading the story to learners and asking them to examine pictures to answer oral questions. The lesson plan also showed an individual activity where learners were asked to draw the faces of people they admire. According to the lesson plan, learners would also be asked a question individually and respond to it orally. In other words, according to the lesson plan, learners' activities included answering oral questions after scrutinising pictures based on the story the teacher read. According to the lesson plan, other learner activities were discussing the lesson's theme or the word admire with the teacher to understand the meaning.

Miss Dlomo's Grade 5 English first additional lesson plan displayed that the abilities taught during her lesson were listening and speaking. According to the lesson plan, the resources available during the lesson were English learners' textbooks,

dictionaries and flashcards. According to the lesson plan, the teaching methods and strategies used during the lesson included asking learners to examine pictures carefully to discover what was happening before the teacher read the story. According to the lesson plan, learners were also expected to listen attentively to the teacher while the story was read and point to pictures related to the part of the story the teacher read. According to the lesson plan, learners were also asked oral questions and to respond orally to see if they understood the story. The teacher also told learners to respond by writing their answers in their exercise books. Furthermore, the lesson plan showed that the teacher would discuss the meaning of words that learners were unsure of or unfamiliar with in their textbooks.

Miss Dlamini's Grade 5 English first additional language lesson plan showed that the theme or topic of the lesson observed was *Anansi the spider*. According to the lesson plan, the abilities taught during the lesson were listening and speaking, and the lesson duration was one hour. According to the lesson plan, the resources available during the lesson were learners' textbooks, exercise books, dictionaries, charts with pictures, photographs of spiders, a teacher's guide, a chalkboard and chalk. The teacher's teaching methods and strategies to teach English-speaking proficiency to English second language learners were individual and group approaches, such as orals and discussions. These teaching approaches would be assessed formally among learners. According to the lesson plan, the teacher would discuss spider pictures with learners in their textbooks. She explained that Anansi was a mythical spider with human qualities and played many tricks. According to the lesson plan, the teacher would also read the story to the learners, and they would point at pictures while the teacher read the story. Learner activities, according to the lesson plan, included reading comprehension questions and discussing words that learners were unsure of or unfamiliar with among themselves as well as with their teacher. Learners were also expected to discuss what they noticed from the pictures and answer questions orally as a class.

Mrs Mhlongo's Grade 5 English first additional language lesson plan presented that the theme or topic of the lesson observed was *Finding out more about short stories*. The abilities taught during the lesson were listening and speaking, which lasted one hour. According to the lesson plan, the resources available during the lesson were

pictures, information texts, learners' DBE workbooks and personal dictionaries. Some teaching methods and strategies the teacher used during the lesson would include oral question-and-answer methods, listening and discussing a text and writing answers responding to questions posed by the teacher. The teacher would discuss an information text with the learners. For example, she asked learners what genre they thought an information text was. The teacher would also read a story and dramatise it while reading. She read it three times with fluency and expression while learners listened attentively. Learner activities, according to the lesson plan, included reading and dramatising the story. Learners also used their English personal dictionaries to write words they were unfamiliar with to write their definitions at home. According to the lesson plan, while reading the story, the teacher would stop and ask questions to learners, and they would respond to those questions orally.

These findings have been presented using two sub-sections mentioned in the introduction of this section. In these findings, the data generated from the document (lesson plans) analysis **were** compared or integrated with data generated during the classroom observations to see whether the information presented in the lesson plans correlated with what has been used during classroom practices.

5.5.2 Finding the link between planning and practice

In Miss Zulu's lesson plan, most teaching methods and strategies mentioned were evident during the lesson observation, except for group discussions. I did not see learners working in groups to tackle any activity. In Mr Msomi's lesson plan, all teaching practices mentioned were evident during the observation of his lesson. These teaching practices have been mentioned in the previous sub-section. In Miss Dlomo's lesson plan, all teaching practices mentioned were evident during the lesson and have been mentioned in the previous sub-section. In Miss Dlamini's lesson plan, most teaching practices mentioned were evident during the observation of her lesson, except for group activities among learners and the administration of the formal assessment. I did not see learners working in groups and did not see the teacher giving them formal activities. In Mrs Mhlongo's lesson plan, all teaching approaches mentioned were evident during the lesson observation, and they have been mentioned in the previous sub-section titled summary of the analysis of lesson plans.

In summary, in this sub-section, the findings reveal that most teaching methods and strategies presented in the lesson plans were evident during participants' classroom observations. A few methods and strategies were not evident during classroom observations, i.e., using group work in Miss Zulu's and Miss Dlamini's lessons. Nevertheless, it is essential to highlight that only one classroom observation was conducted because of time constraints.

5.5.3 Utilising resources in an authentic environment

Most resources mentioned in Miss Zulu's lesson plan were evident during her lesson observation, except learners' English readers. I did not see learners using English readers during Miss Zulu's lesson. In Mr Msomi's lesson plan, most resources mentioned were evident during the lesson observation, except English learners' workbooks. I did not see learners using their English workbooks as indicated in the lesson plan. In Miss Dlomo's lesson plan, all resources mentioned were evident during the lesson. These resources have been mentioned in the summary of the analysed lesson plans. In Miss Dlamini's lesson plan, most resources mentioned were evident during the lesson, but some were not. For example, dictionaries and a teacher's guide were unavailable. In Mrs Mhlongo's lesson plan, all resources mentioned were evident during the observation of her lesson. These resources have been mentioned in the previous sub-section titled summary of the analysed lesson plans.

Table 6.4 summarises the lesson plans.

Table 5.4: Summary of lessons' descriptors and outcome

Participant	Focus or topic of the lesson	How the lesson met the objectives or the outcome of the lesson?
Miss Zulu	Listening and English-speaking abilities (Anansi the spider)	The teacher read and discussed the story with the learners. Oral questions were asked based on pictures and the story. Learners responded orally to questions, thereby gradually improving their English-speaking abilities.

Mr Msomi	Listening and English-speaking abilities (People we admire)	The teacher used pre-learning activities, reading and discussing the story with learners and asked English oral questions. The learners responded orally to English oral questions, gradually improving their English-speaking abilities.
Miss Dlomo	Listening and English-speaking abilities (Anansi the spider)	The teacher allowed learners to scrutinise pictures and asked them English oral questions based on the story and pictures. The learners responded orally to the questions, gradually improving their English-speaking abilities.
Miss Dlamini	Listening and English-speaking abilities (Anansi the spider)	The learners were instructed to point at pictures correlating with the part the teacher was reading in the story. She then asked them English oral questions and they responded to them orally.
Mrs Mhlongo	Listening and English-speaking abilities (Finding out more about short stories)	Learners could sing and dramatise the song based on the teacher's theme. They were also asked questions based on the story or informational text the teacher read. Learners responded orally to the questions to improve their English-speaking abilities.

In summary, in this section, the findings signify that most resources presented in the lesson plans were available during classroom observations. However, some were not, especially learners' English readers in Miss Zulu's lesson and English workbooks

during Mr Msomi's lesson. Nevertheless, it is important to indicate that this could be because only one lesson was observed due to time constraints.

5.6 Summary of themes emanated from the presented data

Many themes emanated from the data that were presented. However, some were more recurring than others. These recurring themes are presented in Figure 5.1.

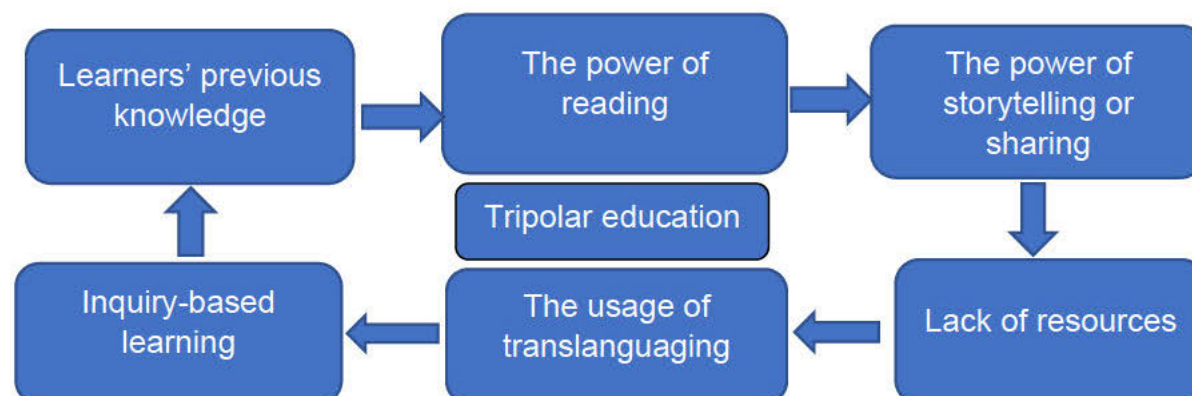


Figure 4.1: Recurring themes emanated from data

These themes are discussed briefly in the following sub-sections.

5.6.1 Learners' previous knowledge

Ferlazzo and Sypnieski (2018) argue that learners learn new information better when using their previous knowledge and experiences, particularly when learning to speak English. In other words, learning something new, especially a language, becomes easier when it is associated with a language the learner already knows (Ferlazzo & Sypnieski). Hence, this suggests that activating learners' prior knowledge during English lessons when learning new language content assists learners in quickly understanding the content and improving their English-speaking abilities. Naketsana (2019) argues that Vygotsky's (1978) social constructivism theory as a pedagogy is essential in learning a second language. Naketsana (2019) unpacks her statement by stating that Vygotsky's (1978) social constructivism theory acknowledges the importance of prior knowledge or experiences in the learner's home language acquisition process to develop the second language.

Hence, Naketsana (2019) indicates that learner's prior knowledge or past language learning experiences, particularly learner's learning and knowledge of the home

language, significantly influence learning the second language. Makoni (2016) argues that in a classroom where social constructivism is used as a pedagogy when learners learn a second language, they often use inherent language learning strategies they used to acquire their home language.

Makoni (2016) indicates that learners are not blank slates approaching the second language without prior knowledge to acquire a second language. Therefore, Makoni (2016) postulates that learners should be encouraged to use their home language in the classroom to enhance the acquisition and comprehension of the second language (English). Geoffrey (2021) concurs with the above by stating that when learners have adequate prior knowledge in the classroom, they participate actively, assist teachers in seeing what they already know, and easily recognise what they must still learn to enhance their cognitive abilities, thereby their English-speaking abilities.

5.6.2 The power of reading

Keyser (2021) argues that reading is a crucial ability that develops easily with the guidance of teachers or more knowledgeable individuals at a very young age (often from seven years onwards) among learners to find new information and communicate it with others. This argument concurs with Vygotsky's (1978) theory of social constructivism because it promotes that learners should construct their knowledge through active participation in social interaction with knowledgeable others to develop their language and cognitive abilities. Hence, when learners read stories and communicate what they learned from them with their peers or family members, this corresponds with Vygotsky's (1978) social constructivism theory.

According to Keyser (2021), the more learners read English, the more they improve their English spelling, vocabulary, pronunciation and fluency, enriching their English-speaking abilities. Hence, this suggests that when English teachers teach English-speaking proficiency to English second language learners, they should sometimes give them enough time to read English stories, novels and poems to improve their English spelling, vocabulary, pronunciation and fluency, thereby enhancing their English-speaking abilities. For example, allowing learners to start by reading the story or poem to the class and then retelling it to one another or the whole class in their words without looking or reading directly from it can gradually improve their English-

speaking abilities (Keyser, 2021). In simple terms, this is referred to as the retelling of the story and takes place after it has been read to the learners. This also concurs with Vygotsky's (1978) theory of social constructivism because when retelling the story, learners work together to read and share or retell their stories to one another to improve their English-speaking and cognitive abilities. Keyser (2021) adds that when learners read very well during English lessons, it boosts their self-esteem and listening abilities, becoming active readers with good English-speaking abilities.

In addition, Akbar (2014) argues that allowing English second language learners to read a text or story before doing any English-speaking activities in front of other learners can assist them in overcoming hesitation and anxiety in speaking English. In that case, it also shows that reading ability can teach or improve English-speaking ability among second language learners. Hence, one can deduce that it is important for English teachers to allow their learners to read regularly, particularly during reading periods, to enrich their English-speaking abilities.

5.6.3 The power of storytelling or sharing

Goncalves et al. (2019) define storytelling as telling a new story or a story that has been told before from memory rather than reading it directly from the book. Goncalves et al. (2019) argue that storytelling allows learners to share their experiences and learn from one another, enhancing their English vocabulary and gradually improving their English-speaking abilities. Correspondingly, Zuhriyah (2017) indicates that in an English lesson, storytelling serves as a learner-centred method where learners share stories with the teacher's guidance, improving their pronunciation, vocabulary, grammar, fluency and comprehension to enrich their English-speaking abilities.

Hence, one can say that storytelling aligns with Vygotsky's (1978) social constructivism theory as they promote less teacher talk and that learners should be active in constructing their knowledge through participation in social interaction. The authors explained that storytelling is where learners tell the story from memory to their peers, family members or close individuals (Goncalves et al., 2019). However, according to Vygotsky's (1978) social constructivism theory, learners are the active constructors of their knowledge through social interaction with their peers, family members, teachers or knowledgeable individuals.

Therefore, one can deduce that through storytelling, learners can use their previous knowledge and experiences to share knowledge or information with others. The zone of proximal development and scaffolding concepts of Vygotsky's (1978) theory might also align with storytelling because, through storytelling, the more knowledgeable individuals can assist their peers by telling them stories and explaining to them until other learners can be able to understand how to tell a story effectively. In that case, they can eventually tell stories without the assistance of more knowledgeable individuals. Vygotsky (1978) termed these processes zone of proximal development and scaffolding.

5.6.4 Inquiry-based learning

Richardson (2019) defines inquiry-based learning as the mechanics of learning or acquiring information through researching, observation, wondering, curiosity, questioning, motivation and active participation. According to Richardson (2019), inquiry-based learning activities allow learners to actively work at their own pace, individually and independently, peer-to-peer and collaboratively in small groups to inquire about their uncertainties and recognise their abilities in a good learning atmosphere that promotes teaching and learning. Correspondingly, Kampa and Villina (2016) highlight that curiosity and motivation are integral elements of inquiry-based learning a child should possess to succeed academically. Kampa and Villina (2016) added that inquiry-based learning promotes the notion that learners should know what they already know about the subject they intend to learn, what they want to know about it and what they have learned about it after it has been taught to them.

Hence, one can infer that inquiry-based learning is associated with Vygotsky's (1978) social constructivism theory because they promote active participation in the learners' construction of their knowledge during social interaction in small groups. In other words, they both discourage the idea that learners should be passive recipients of information when working in small groups and encourage them to be active through participation and inquiry to develop their cognitive abilities, thereby their **English-speaking** abilities.

Furthermore, Zalloum (2018) argues that inquiry-based learning among learners promotes critical thinking and active participation in constructing their knowledge,

thereby improving the acquisition of vocabulary and English-speaking abilities. Zalloum (2018) adds that inquiry-based learning is a learner-centred approach allowing learners to express a series of English oral questions based on their social experiences, improving their English-speaking abilities. Therefore, this signifies that inquiry-based learning is associated with Vygotsky's (1978) social constructivism theory, and both align with the learner-centred approach and use inquiry from more knowledgeable individuals to develop their cognitive abilities, thereby their English-speaking abilities. Hence, one can deduce that for teachers to learn how learners learn and to be helpful to them in the classroom, it is essential that they observe and listen to them carefully when they ask questions about the content conveyed during English lessons.

5.6.5 The usage of translanguageing

Ntshangase and Bosch (2020) define translanguageing as a multilingual approach where learners and teachers deliberately use their home language, the second language (English) or any other languages they know during teaching and learning to make it easy for learners to learn and understand the lesson. According to these authors, a translanguageing pedagogical approach in an English second language classroom assists learners in speaking their home language in the class, especially when they find it difficult to express themselves in the second language (English) or any language, not their mother tongue (Ntshangase & Bosch, 2020). Therefore, Ntshangase and Bosch (2020) argue that translanguageing can be ideal in an English second language classroom because it accommodates monolingual, bilingual and multilingual learners, facilitating the lesson's learning and comprehension. Ntshangase and Bosch (2020) add that translanguageing can also enhance the learner's second language (English) proficiency and maintain the learner's home language proficiency, which is isiZulu in the context of this study. According to Ntshangase and Bosch (2020), improving a learner's English proficiency while maintaining the learner's home language (isiZulu) cannot be achieved in a monolingual classroom where only English is used as the teaching and learning language.

Hence, during data generation using classroom observations in this study, I observed that some participants relied on the translanguageing pedagogical approach. The

teacher and some learners expressed themselves in English and their home language (isiZulu) interchangeably so that they easily learned and understood the lesson. In this case, one can postulate that English second language teachers should not punish learners for translanguaging between all the languages they know during the English lesson but encourage them to speak the language they feel more comfortable using, facilitating the learning and improving their **English**-speaking abilities.

Furthermore, one can also presume that the translanguaging pedagogical approach is learner-centred and can be associated with Vygotsky's (1978) social constructivism theory. Translanguaging promotes using any language learners might be comfortable expressing themselves, improving participation among learners instead of being passive and listening to the teacher lecturing or dominating the lesson. Vygotsky's (1978) social constructivism theory also promotes learners' participation in constructing their knowledge during social interaction instead of being passive recipients of knowledge. Consequently, translanguaging and Vygotsky's (1978) social constructivism theory promote active participation among learners to develop their cognitive abilities, thereby developing **English**-speaking abilities.

5.6.6 The lack of resources

According to Turner (2021), English teachers can use several teaching resources to teach English-speaking proficiency to **English second language** learners in primary schools. These include wi-fi, a **whiteboard**, overhead projectors, computers, textbooks, charts and posters (Turner, 2021). However, many English teachers, especially in rural and township schools, teach in classrooms with insufficient or unavailable resources (Turner, 2021). Some schools do not have services that support resources, such as wi-fi; thus, teachers cannot easily access the internet except by using the wi-fi on their smartphones when they have data (Turner, 2021). Hence, it is challenging to conduct English-speaking lessons when the resources are insufficient or unavailable, and teachers cannot access services that might require the internet.

Furthermore, Turner (2021) highlights that some rural and township schools sometimes have inappropriate resources for young learners' age levels. Therefore, Turner (2021) postulates that if teachers do not have sufficient resources, for example, textbooks, to teach English-speaking proficiency, they might opt for other effective

teaching methods, like grouping learners to share textbooks. He argues that allowing learners to work in groups, specifically small groups with insufficient resources like textbooks, promotes teamwork and reciprocity, enhancing learners' communication and English-speaking abilities (Turner, 2021). This concurs with Vygotsky's (1978) social constructivism theory, as it also promotes that learners learn easily when collaborating with knowledgeable individuals through small groups.

Turner (2021) adds that when English teachers do not have printing machines to make copies, they can use the chalkboard to draw pictures regarding the lesson or ask learners to bring objects or materials based on the lesson's content to convey to learners. The teacher can also incorporate teaching methods, such as games, role-play and debates, in a class that does not have enough resources to teach English-speaking proficiency (Turner, 2021).

5.6.7 Tripolar educational approach

Hoque (2022) defines the tripolar educational approach as the interaction process between the teacher, a learner and the learner's social environment (community) during learners' knowledge acquisition. Therefore, for learning to occur effectively among learners at school, there must be cooperation between learners, their parents (guardians) and the teacher. Hence, Hoque (2022) argues that this implies that the tripolar educational process is based on psychological aspects involving the teacher and the learner for teaching and learning to occur effectively and involves the learners' sociological elements, such as parents or guardians, social environment and community.

The above corresponds with Vygotsky's (1978) social constructivism theory because it promotes social interaction between the learner, teacher and family members while constructing new knowledge among the learners. This theory believes that the learner can learn easily and acquire new knowledge during social interaction when assisted by knowledgeable others, such as the teacher, family members or the community (Vygotsky, 1978). Therefore, Vygotsky (1978) refers to this knowledge acquisition process among learners as scaffolding and the zone of proximal development.

Hence, in this study, it has been discovered through the data generated from the participants that the community is lacking among the three tripolar education elements, namely, the learner, teacher and community. During the interviews, all participants indicated that one of the problems causing their learners not to be proficient in speaking English is that they only get a chance to speak English at school, and when they reach home or within their communities, they do not speak English. Hence, this makes it challenging for them to speak English fluently whenever they have to. Therefore, all three aspects of tripolar education must be completed for English second language learners to speak English fluently. When English teachers assist learners in speaking English at school, the parents, guardians, family members and community members should also assist learners consistently in speaking English to help them become fluent in speaking English.

5.7 Discussion of the main findings of the study

The third research question prompts the discussion of the study's main findings: Why do Grade 5 English second language teachers choose the teaching methods and strategies they use to teach English-speaking proficiency in South African classrooms?

The findings were discussed using Vygotsky's (1978) social constructivism theory and other scholars who underpin the social constructivism theory. According to Vygotsky's (1978) social constructivism theory, a) through social interaction, people (learners) can learn a language from each other and improve their language abilities. b) When teachers use different teaching methods to teach English-speaking proficiency to learners at school, c) learners can also learn to speak the language (English) fluently through assistance from knowledgeable individuals, such as their family members, peers or community members.

5.7.1 The importance of social interaction in teaching English-speaking proficiency

Social interactions assist learners in learning the language from one another, improving their English-speaking abilities, as indicated in Mr Msomi's lesson. Mr Msomi indicated that in his lesson, the communicative or interactive approach in

English, when doing English-speaking activities that interest them, such as debates, discussions and storytelling, assists learners in communicating freely, thereby gradually improving their English-speaking abilities. Mr Msomi elaborated that he encourages his learners to communicate in English only frequently during English lessons and even outside the classroom. Therefore, he indicated that this makes learners feel at ease when they communicate in English, especially with their peers, rather than talking to the teacher while the class is listening to learners trying to express themselves in English to the class.

This concurs with Vygotsky's (1978) social constructivism theory that learners feel at ease and learn easily through social interaction with their peers, especially the more knowledgeable ones. Dendup and Onthanee (2020) also support this view by stating that social interaction is one of the best factors for language learning to improve learners' language-speaking abilities. Dendup and Onthanee (2020) expand on this explanation by indicating that during learners' social interaction, learners learn from one another by sharing information to acquire knowledge and better understand the theme they are discussing.

Similarly, Miss Dlomo stated that daily interaction in English within and outside the classroom improves English second language learners' English-speaking abilities. She explained that she always inculcates and encourages learners to interact in English only during her English lessons and outside the classroom or school. She further explained that her learners also interact freely in English with neighbouring school learners during spelling bee competitions, gradually improving their English-speaking abilities.

Mrs Mhlongo stated that she always supports and encourages interaction among her learners in English only during her English lessons and other lessons except in the isiZulu lesson. Hence, she believes that this assists her learners in speaking English fluently. Miss Dlamini also coincided with the above by highlighting that she always emphasises to her learners that they should interact with one another in English only during her English lessons to improve their English-speaking abilities when they practice it regularly with her support and guidance. Consequently, her learners also perform better in other subjects presented in English.

Hence, the above suggests that learners are highly likely to improve their English-speaking abilities when interacting daily in English with one another regularly. Irfan (2019) agrees with this view by indicating that the second language (English) is the formal language, which is necessary for learners to acquire or learn from one another or their teachers and use it efficiently to succeed in their academic work at school. Cummins (1984) refers to this as cognitive academic language proficiency and states it is a formal language crucial for English second language learners to acquire to perform outstandingly in their academic work. In that case, one can deduce that when learners speak English frequently during English lessons and other lessons except in isiZulu lessons and outside the school, their English-speaking abilities and cognitive academic language proficiency can improve. Consequently, learners will also perform outstandingly in their academic English work at school. Hoque (2022) refers to this process as tripolar education, where English second language learners can improve in speaking English by speaking English with one another at school frequently with the assistance of teachers and conversing with their community members who are also proficient in English, improving their English-speaking abilities.

In summary, in this sub-section, the findings show that social interaction among learners, their teachers and family members (tripolar education) improves their language-speaking abilities. Therefore, when learners, with the assistance and guidance of their teachers and community members, interact in English with one another frequently within and outside their classrooms or schools, it will help them to speak English fluently. Therefore, this also improves learners' basic interpersonal communication skills and cognitive academic language proficiency, thereby improving their English academic work.

5.7.2 The impact of diversified pedagogies on teaching English-speaking proficiency

When participants were asked during interviews about different teaching methods and strategies when teaching English-speaking proficiency, they listed and explained why they rely on them. For example, Mr Msomi indicated that during his English lessons, when teaching English-speaking proficiency to his English second language learners, he uses several methods and strategies, such as discussion of pictures, dramatisation, interviews, debates, oral presentations, reading and answering questions based on

the story. He elaborated that using one method might not be effective enough to make a learner speak English fluently. Hence, he indicated that it is essential to use various teaching methods and strategies to improve learners' English-speaking proficiency for them to use it in the real world.

Miss Dlomo also highlighted that she uses different teaching methods and strategies that interest learners, such as dramatisation, storytelling by using pictures, poems, music, games and songs and the question-and-answer approach based on the story they read in class to engage with learners and encourage them to speak English. Miss Dlomo mentioned that imitating learners' behaviour while teaching them English proficiency makes them feel at ease and excited, thus becoming more motivated to try and speak English.

Mrs Mhlongo also stated that she often uses different teaching methods and strategies, such as listening and speaking, songs, show and tell activities, retelling of the story, small group discussions, pair work, brainstorming of pictures, oral presentation and dramatisation. She indicated that she uses these teaching methods and strategies to involve all learners in English-speaking activities and to improve their English vocabulary, thereby improving their English-speaking abilities. She further stated that she avoids dominating during these English-speaking activities but allows and encourages learners to speak English to enhance their English-speaking abilities gradually. She added that she encourages learners to speak English by telling them there is no right or wrong answer to motivate them and gradually improve their English-speaking abilities.

Miss Zulu indicated that she uses small group work English-speaking activities as a teaching strategy when teaching English-speaking proficiency to her English second language learners. She explained that during these small group English-speaking activities, she combines learners according to their English-speaking abilities and supports and motivates them by giving guidance on how they should do the English-speaking activity. She elaborated that she often instructs learners who are fluent and outspoken in English to work with reserved learners or learners who cannot speak English fluently so that they can learn from fluent and outspoken learners to improve their English-speaking abilities. Similarly, Miss Dlamini stated that grouping her learners according to their different cognitive abilities and supporting and motivating

them by giving guidance based on their English interaction assists those with low cognitive or thinking abilities to learn from those with high thinking abilities and articulate their opinions when they see everyone talking.

Correspondingly, Vygotsky (1978) argues that learners can construct their knowledge when working in small groups with knowledgeable peers by learning from one another. According to May (2018), during small group English-speaking activities, basic interpersonal communication skills and cognitive academic language proficiency occur. May (2018) elaborated that this is because learners work as a team and assist one another in doing English-speaking activities using their local language (home language) and teaching and learning language (English). Kretzer and Kaschula (2019) termed this process translanguaging. They explained that when it occurs, bilingual or multilingual learners deliberately express themselves in their mother tongue and second language (English) interchangeably or between any African languages they can speak to easily articulate their views in the preferred language during discussions or a conversation. Hence, one can deduce that a group work teaching strategy is one of the important approaches teachers can use to improve learners' English-speaking abilities.

Miss Dlamini also enunciated that she uses various teaching methods and strategies to teach English-speaking proficiency to her English second language learners. She indicated that these include textbooks with pictures to discuss pictures, the question-and-answer method based on the story read in the class, small group discussions, oral presentations, dramatisation and debates. Miss Dlamini highlighted that she uses these methods to assist and support learners to gradually express themselves in English and eventually become independent and fluent in speaking English. Ahmed (2017) referred to this process as the zone of proximal development and stated that learners eventually master working independently after repeated assistance from more knowledgeable individuals.

During the interview, Mr Msomi also indicated that he teaches English-speaking proficiency to English second language learners using examples based on their social context or daily life incidents to make them easily understand and motivate them to speak English. Similarly, Mrs Mhlongo stated that she encourages learners to begin by sharing their previous contextual experiences based on the theme taught in the

class to motivate them to speak English. Correspondingly, Miss Dlamini stated that she teaches her learners about things they often see within their social context to make them understand the content and become motivated to speak in English about familiar things. Mlotsa (2017) concurs with these views by highlighting that English concepts cannot be easily taught outside their contexts. Mlotsa (2017) indicated that learners learn the language easily from their social environment, experiences and participation, gradually improving their English-speaking abilities. Hence, one can deduce that teaching English using examples based on learners' environment or society assist them in understanding the content easily and gradually improving their English-speaking abilities.

In summary, in this sub-section, findings show that using various teaching methods and strategies when teaching English-speaking proficiency to English second language learners is essential to improve their English-speaking abilities. The findings also reveal that teachers do not rely on the same methods but differ according to the type of lessons they convey to learners, their age, and the environmental contexts in which lessons are delivered.

5.7.3 Teaching and learning is a social responsibility

Learners often learn to speak a language through the assistance of their teachers, family members, peers and community members. Hoque (2022) refers to this process as the tripolar educational system. During this process, learners often spend more time with teachers, family members, peers and community members, feeling more comfortable expressing themselves using their home language or English and making mistakes while speaking without fearing being corrected or laughed at since they get along and have a strong rapport with one another. Vygotsky (1978) refers to the above as social constructivism and explains that it is the context where language learning gradually occurs when learners communicate with one another or knowledgeable individuals.

Cummins (1984) highlights that learners learn a second language, English in this study, from more knowledgeable individuals in their social context to communicate through it with one another. Cummins (1984) referred to this ability as basic interpersonal communication skills and indicated that social language occurs when

learners communicate with each other in their environment using colloquial language (home language) or a second language.

During the interview with Mr Msomi, he indicated that one of the strategies he uses to teach English-speaking proficiency to his English second language learners is that he does not set rules for speaking English but allows learners to speak freely with one another and make mistakes without correcting them while they are still speaking. He explained that this encourages learners to continue speaking English confidently, knowing that they would not be criticised or ridiculed when they make mistakes while trying to speak English.

Correspondingly, Mrs Mhlongo explained that her learners make many mistakes when speaking English; thus, she corrects them after they have finished speaking to assist them in not repeating the same mistakes, thereby gradually speaking confidently and fluently. Wright (2018) termed this process scaffolding and explained that it occurs when more knowledgeable individuals support learners to learn the language or any other activities and allow them to work independently as time passes. Hence, Mlotso (2017) argues that social constructivism provides a context which serves as a scaffold for learners where they acquire language usage when interacting with one another or with more knowledgeable individuals to improve their English-speaking abilities.

Apart from the above, Mr Msomi also indicated that he uses a cell phone to record or take videos of his learners expressing themselves in English. He elaborated that this also encourages learners to speak English, knowing they are being recorded while speaking English. Hence, according to Mr Msomi, being recorded while speaking English is one of the things that learners enjoy the most and can improve their English-speaking abilities. Mr Msomi also explained that he inculcates to learners that English is everywhere they go—many people use it as a language of communication. Therefore, he pointed out that this is another reason his learners work very hard to speak English with his assistance since he always emphasises its importance in their daily lives.

During the interview, Mrs Mhlongo also enunciated that English second language learners learn English words when they interact in English with their teachers, peers, family members and community members (tripolar education). Thus, this improves

their English vocabulary, enhancing their English-speaking abilities. Miss Zulu also indicated that one of the reasons her learners understand English when she teaches them is because she encourages them to tell her when they do not understand the content or English concepts taught, thereby repeating the lesson or explaining again what learners did not understand.

Mlotsa (2017) concurs with the above views and refers to them as social constructivism theory components. Mlotsa (2017) states that when learners involve themselves actively in a conversation with their more knowledgeable peers or friends, more knowledge is acquired among themselves during that gathering, developing their English-speaking abilities. Aljohan (2017) highlights that this knowledge occurs through acquisition and participation processes. Therefore, learners learn or acquire a language easily when using it or interacting with other learners or more knowledgeable individuals rather than being passive during an interaction. One can deduce that learners should participate actively in English-related social interaction to acquire knowledge and develop their English-speaking abilities.

In summary, in this sub-section, the findings show that learners learn language from more knowledgeable individuals and gradually improve their English-speaking abilities. One reason this is effective is that learners feel more comfortable expressing themselves and making mistakes when interacting with people with whom they get along and have strong relationships. Hence, learners learn the language from them and improve their English-speaking abilities.

5.8 Gaps in the teaching of English-speaking proficiency

Some gaps regarding teaching English-speaking proficiency were identified during the data-generation process, particularly the classroom observation method. For example, I noticed that most educators dominated the lesson by speaking English a lot and gave fewer chances to learners to speak English. I believe this was because teachers had few prepared questions, particularly open-ended ones, to ask learners; hence, they spent more time talking than giving learners a chance to talk or answer open-ended questions. Another reason for the lack of participation among learners could be that teachers did not prepare enough questions at the learners' level of understanding.

Furthermore, the lack of participation among learners could also emanate from the fact that I noticed that most teachers did not emphasise to learners that they should listen very carefully while they were teaching. Consequently, some learners lost attention while the teacher was teaching or talking to them. This could be because learners got bored listening to the teacher or some of the concepts used were difficult to understand and not on the learners' level of understanding.

Moreover, it could also be that the teachers did not explain the content or the lesson thoroughly and repeatedly to the learners. Most learners were not motivated to speak English freely and frequently during the lesson because most seemed to be anxious to speak English in my presence. The teachers also lacked teaching methods and strategies to encourage learners to speak English in my presence. Furthermore, correcting learners' errors frequently while trying to speak English could also be another reason most learners did not want to put their hands up and speak English. I observed that some teachers often corrected their learners' mistakes while trying to speak English.

5.9 Conclusion

This chapter has organised, analysed, interpreted and presented the data based on English second language teachers' teaching methods and strategies to develop Grade 5 English learners' speaking abilities. The data was generated using face-to-face semi-structured interviews, classroom observations and document analysis. The data were used to provide answers to this study's three main research questions. Therefore, the findings presented in this chapter revealed many teaching methods and strategies that English second language teachers use when teaching English-speaking proficiency during English lessons. According to the findings, most teaching methods and strategies were used commonly among all five participants. These include small group discussions, debates, dramatisation, retelling of the story, show and tell, interviews and oral presentations. The findings also signify that English teachers use these teaching methods and strategies to assess learners by using informal and formal assessments to evaluate learners' English-speaking abilities.

Furthermore, the findings presented in this chapter showed that English teachers use various techniques and methods when teaching English-speaking proficiency to their

Grade 5 English second language learners. Some resources commonly used among teachers included pictures, charts, learners' textbooks, teachers' guides and dictionaries. The pictures were the one resource all five participants mostly believe is most effective in improving learners' English-speaking proficiency when used regularly.

Apart from the above, the findings also displayed challenges that English second language teachers face when teaching English-speaking proficiency to their Grade 5 English second language learners. Most challenges were related to English not being the learners' mother tongue; hence, they find it difficult to understand and express themselves in English.

Using English dictionaries and avoiding to code-switch a lot were also suggested by participants and indicated that they improve English-speaking abilities among English second language learners. Hence, the findings revealed that learners were encouraged to speak English frequently during English lessons and other lessons presented in English to improve their English-speaking abilities.

The findings also reveal many factors suggested by participants that can improve English-speaking abilities among Grade 5 English second language learners. For example, the results showed that there should be an integration between the foundation, intermediate and senior phases regarding how English should be taught to improve learners' English-speaking abilities.

Moreover, this study's findings show that social interaction among learners, their teachers and community members (tripolar education) improve learners' English-speaking abilities. Therefore, when learners, with the assistance and guidance of their teachers, family members or community members, interact in English with one another frequently within and outside their classrooms or schools, they learn to speak English fluently.

Therefore, improving their basic interpersonal communication skills and cognitive academic language proficiency improves their English academic work. The findings also show that learners learn a language from more knowledgeable individuals and gradually enhance their English-speaking abilities. According to the findings, learners

feel more comfortable expressing themselves and making mistakes when interacting with people with whom they have a very strong relationship. Hence, this assists learners in learning the language from them and improving their English-speaking abilities.

Furthermore, the classroom observation data-generation method was used as one of the data-generation methods in this study. Hence, the teacher's presence in the class while participants conducted their lessons resulted in Hawthorne's effects, meaning that the teachers and learners did not act naturally during the lesson. For example, most teachers used English only for almost the entire lesson without code-switching because they tried to impress me, thinking that I came to observe them teaching learners in English only. Hence, the researcher's presence in the class while participants conducted their lessons became one of the limitations of this study. However, I tried to minimise this challenge by meeting with participants before data generation to ask that they try and teach naturally because I was not accessing them, and no one would have access to the generated data but myself.

The subsequent chapter summarises the findings, providing conclusions and the study recommendations.

CHAPTER 6

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The previous chapter of this study presented, analysed, interpreted and discussed data generated through face-to-face semi-structured interviews, classroom observations and document analysis. This chapter summarises the findings, elaborative conclusions and recommendations from this study. Various studies have been conducted worldwide, particularly internationally, on the English second language teachers' methods and strategies to teach English-speaking proficiency to English second language learners (Cromarty & Bulfour, 2019). However, there is a shortage of such studies conducted in South Africa. (Cromarty & Bulfour, 2019).

Hence, this study deemed it necessary to contribute insight into the insufficient body of knowledge based on English second language teachers' methods and strategies to teach English-speaking proficiency to English second language learners in township primary schools in South Africa. Therefore, this study aimed to understand English second language teachers' teaching methods and strategies to develop Grade 5 English learners' speaking abilities in the uMgungundlovu District, Pietermaritzburg, Imbali township primary schools, KwaZulu-Natal, South Africa. This objective was pursued by analysing and interpreting the generated data in the previous chapter, thereby eliciting the findings to answer the following three main research questions for this study:

1. What are Grade 5 English second language teachers' teaching methods and strategies to teach English-speaking proficiency in South African classrooms?
2. How does the choice of Grade 5 English second language teachers' teaching methods and strategies shift or improve English learners' speaking abilities?
3. Why do Grade 5 English second language teachers choose the teaching methods and strategies to teach English-speaking proficiency in South African classrooms?

Thus, this chapter offers the researcher's illumination into the body of knowledge based on the phenomenon reported in this study by presenting comprehensive

summaries, conclusions, implications derived from the study and recommendations for future researchers and practices related to the phenomenon to answer the three main research questions. Therefore, the chapter begins by summarising the main findings addressing the phenomenon reported in this study. It then provides conclusions, implications derived from the study, recommendations, and reflections on my research journey for this study.

6.2 Summary of the main findings of the study

In summary, this study's findings suggest that using various teaching methods and strategies when teaching English-speaking proficiency to English second language learners is essential to improve English learners' speaking abilities. According to the findings, the interactive teaching methods that the English teachers who participated in this study use to teach English-speaking proficiency to their English second language learners to improve their English-speaking abilities include small group discussions, debating, interviews, storytelling, dramatisation, oral presentations (individual and group), questioning and oral answer methods. The findings also revealed that English second language teachers and all other teachers using English as the teaching and learning language should not rely on the same teaching method when teaching English-speaking proficiency or any English-related subjects to their English second language learners. Instead, teachers should use different teaching methods suitable for the lesson type and consider the learners' age and the context in which the lesson is delivered.

Apart from the interactive teaching methods mentioned above, the findings also established that teachers rely on paradigm shift teaching pedagogical approaches during English lessons when teaching English-speaking proficiency to learners. According to the findings, these paradigm shift teaching pedagogical approaches include code-switching, translation and translanguaging to assist learners in easily comprehending the lesson, improving participation and English-speaking abilities. The findings also established that teachers rely on teaching learners English-speaking proficiency through examples based on their social contexts or daily life incidents to motivate them to speak about familiar things. The findings also indicate that English teachers sometimes do not set rules on how learners should speak English. They use the communicative approach, allowing learners to speak English uninterrupted and

correct it later when they are done speaking. According to the findings, this communicative approach makes learners feel at ease and motivated to speak English without fearing making mistakes and being corrected while trying to speak English.

Furthermore, the teaching methods and approaches mentioned above improve English second language learners' English-speaking abilities when used frequently and carefully. For example, teaching methods and approaches, such as social interaction or communication activities among learners and their teachers in the form of debates, storytelling, small group discussions (especially the talk based on pictures) and show and tell, improve English second language learners' English-speaking abilities when used frequently and judiciously. Therefore, when learners, with the assistance and guidance of their teachers, family members, or community members, interact or communicate in English with one another frequently through these interactive and other methods of communication within and outside their classrooms or schools, it can improve their English-speaking abilities to speak English fluently and independently eventually. Vygotsky (1978) refers to this process as the zone of proximal development where learners develop their English-speaking ability with the teacher's support and guidance and eventually can speak English fluently without the teacher's guidance. Hoque (2022) refers to this process as tripolar education and argues that it is essential because it ensures interaction between the learner, the teacher and the parents (guardians and community members). According to Hoque (2022), this facilitates learners' teaching and learning processes, improving their English-speaking abilities. In simple terms, this study's findings found that when the tripolar educational process occurs during teaching and learning learners' English-speaking abilities, where learners practice speaking English with one another at school, with their teachers and with community members within their societies, it improves their English speaking and academic performance at school.

Vygotsky's (1978) social constructivism theory states that learners learn easily from one another through social interaction or communication and feel relaxed and comfortable expressing themselves when they are with their peers. Cummins (1984) also supports the above by highlighting that when interaction or communication activities and other methods of communication frequently occur among learners and their teachers or more knowledgeable others, it can improve their basic interpersonal

communication skills and cognitive academic language proficiency, thereby improving their English academic work.

Furthermore, the participants indicated using various teaching methods and strategies instead of relying on only one to teach English-speaking proficiency. When used collectively and interchangeably, they are more effective in improving learners' English-speaking abilities.

Teachers use small group discussions of stories or pictures frequently during their English lessons because they assist learners, particularly reserved learners, to learn the language easily, thereby articulating their opinions and gradually improving their English-speaking abilities. According to the findings, learners learn easily through small group discussions because they feel more comfortable expressing themselves and making mistakes when interacting with their peers or people they get along or have a very strong relationship with. Hence, learners who are reserved and not fluent in English can learn the language from more knowledgeable and fluent individuals, gradually improving their English-speaking abilities. This is supported by Vygotsky's (1978) social constructivism theory, stating that through working collaboratively in small groups, learners assist one another in constructing their knowledge and developing their cognitive abilities, thereby improving their language-speaking abilities.

Furthermore, the findings established that paradigm shift pedagogical approaches, such as code-switching, translation and translanguaging, are essential to use when teaching English-speaking proficiency to English second language learners during English lessons and other lessons presented in English. According to this study's findings, these paradigm shift pedagogical approaches assist learners in becoming bilingual or multilingual speakers. That is, this assists **learners** in expressing themselves in their mother tongue, the second language (English), or any language they are proficient in during speaking activities when they cannot express themselves in English only.

6.3 Conclusions

This section serves as the conclusion of this research report. It concludes this study by presenting the following sub-sections: conflicting results and unexpected findings, the relevance of the findings, linking the findings with the research questions and envisaging how the scientific community will receive the findings. These sub-sections have been presented below in the same chronological order I presented in this introductory paragraph.

6.3.1 Conflicting results and unexpected findings

This study found a clash of opinions among participants regarding some paradigm shift teaching pedagogical approaches that English teachers can use to teach English-speaking proficiency to English second language learners. For example, during interviews, some participants stated they use code-switching or translanguaging in their English lessons because it assists learners in easily understanding the lesson, promoting participation and improving their English-speaking ability. However, during interviews, other participants highlighted that they scarcely use code-switching or translanguaging when teaching English-speaking proficiency to their English second language learners. They elaborated that code-switching or translanguaging does not assist their learners in improving English-speaking abilities but makes them feel more comfortable expressing themselves in their home languages instead of English. The participants also indicated that they sometimes did not use code-switching or translanguaging during their English lessons. They explained that they believe that code-switching or translanguaging does not assist English second language learners to speak English fluently when they use their mother tongue with English and other languages they know interchangeably instead of practising speaking English only frequently.

Therefore, the above findings reveal confusion among English teachers and linguist researchers about whether bilingual and multilingual education should be used when teaching English to English second language learners to improve their participation, thereby enhancing their English-speaking abilities. Anyiendah (2017) argues that English second language learners do not get enough time to learn to speak English when their teachers frequently switch from one language to the other when using

bilingual or multilingual paradigm shift teaching pedagogical approaches, such as code-switching and translanguaging. In other words, Anyiendah (2017) believes that learners do not get the maximum exposure to English and, thus, do not improve in speaking English when code-switching or translanguaging is used during English-related lessons. Anyiendah (2017) adds that when it comes to examinations, the learners are evaluated in English only without using code-switching or translanguaging. Hence, Anyiendah (2017) supports the notion that learners should be taught in English only instead of teaching them interchangeably through their mother tongue and English or any other languages they know. In simple terms, Anyiendah (2017) does not advocate code-switching, translation and translanguaging when teaching English or other English-related lessons.

However, Albertyn and Guzula (2020) highlight that the South African education system is unfair to English second language learners because it uses only English as the language of teaching and learning. Hence, Albertyn and Guzula (2020) postulate that a multilingualism approach promotes learners' participation during the lesson and lesson comprehension and cohesion among learners and their teachers. Albertyn and Guzula (2020) also state that using English only as the language of teaching and learning hampers English second language learners' learning and comprehension, eventually resulting in school failure, thereby, school dropouts. According to Albertyn and Guzula (2020), many South African English second language learners who start school using their mother tongue in the foundation phase (Grade R to Grade 3) and switch to English as the language of teaching and learning from Grade 4 onwards, do not finish school. They drop out before they reach Grade 12 because of using English only as the language of teaching and learning and the impact of the teachers' pedagogy (Albertyn & Guzula, 2020).

Therefore, through the data generated in this study and themes elicited from the data, this study unearthed that most English teachers believe that the reason English second language learners are not speaking English fluently at the intermediate phase onwards (Grade 4 to Grade 12) is because of the foundation phase language policy. They believe that if the foundation phase stops learners' home language as the language of teaching and learning and shifts to English until Grade 12, it would improve learners' English-speaking abilities. Gordon and Harvey (2019) concur with

these findings by indicating that in the different studies they conducted in the South African society based on the preference of the language of teaching and learning from 2003 to 2016, the findings show that many South Africans prefer their children to be taught in English (monolingual education) in all stages of education (Grade R to Grade 12). Hence, this also signifies confusion among teachers, parents, and linguist researchers as they suffer from this clash of perceptions. Therefore, this study suggests that more research should be conducted about how learners perform in the foundation phase using their mother tongue compared to learners who learn in English **only** from the intermediate phase onwards.

Furthermore, this study unearthed that bilingual and multilingual education, if practised judiciously and meticulously, is an effective scaffold to create a relaxed environment that enhances learners' speaking abilities in the home and second languages (English). This study posits that English teachers should incorporate the learners' mother tongue into their English lessons or when teaching any other subjects based in English to make learners feel at ease to participate, thereby improving both their home language and English-speaking abilities. However, the study also suggests that English teachers should emphasise the usage and importance of English because it is still used as the language of teaching and learning in most South African government schools.

6.3.2 The relevance of the findings

This study's findings and participant comparisons were relevant to the posed questions or objectives. For example, in answering the question "what are Grade 5 English second language teachers' teaching methods and strategies to teach **English-speaking** proficiency in South African classrooms?", this study found that English second language teachers use various teaching methods and strategies when teaching English-speaking proficiency to their Grade 5 English second language learners in five township primary schools that were part of this study. For example, the teaching methods and strategies teachers use when teaching English-speaking proficiency to their English second language learners were common. At times during their English lessons, most participants use group discussions of stories or pictures, dramatisation or role-playing, debates, **the question-and-answer** approach based on the story, oral presentations, reading and comprehension of the story, retelling of the

story, pre-learning activities based on the learners' social context and allowing learners to prepare before oral assessments.

The above teaching methods and strategies are essential and differ from traditional teaching methods in that they are mostly based on learner-centred rather than teacher-centred approaches (Ntshangase, 2022). The traditional teaching methods are based on teaching the lesson content where the teacher lectures most of the lesson without giving learners enough chances to participate (Ntshangase, 2022). However, interactive teaching methods are based on how learners acquire knowledge to become critical thinkers and problem solvers instead of passive listeners (Ntshangase, 2022). According to Ntshangase (2022), learner-centred teaching approaches, such as the interactive teaching methods and strategies mentioned above, are imperative in the 21st century because they promote working independently but simultaneously allow for communication, negotiation and collaboration and teamwork abilities, thereby enriching learners' thinking and evaluation abilities. Ntshangase (2022) highlights that these interactive teaching methods and strategies are critical and could benefit learners, particularly in the Fourth Industrial Revolution, as technology might not be able to replace the teamwork that the workforce can provide. In this study, the Fourth Industrial Revolution refers to the 21st-century context that relies a lot on technology and industries to do the work to develop the country's economy (Xu, David & Kim, 2018).

Furthermore, as part of the English teachers' teaching approaches and strategies to teach English-speaking proficiency to their learners, the findings revealed that teachers use resources, such as pictures, charts, learners' textbooks, teacher guides and dictionaries to enhance English-speaking abilities among English second language learners. The previous chapter provided verbatims where participants explain in detail the usage of these resources, teaching methods and strategies to improve learners' English-speaking abilities.

The findings also showed relevance to the posed questions and participant comparisons. For example, the question, 'How has the choice of Grade 5 English second language teachers' teaching methods and strategies shifted or improved English learners' speaking abilities?' has been answered. The participants indicated using different teaching methods and strategies frequently and interchangeably to

improve learners' English-speaking abilities. The participants added that these teaching methods and strategies work effectively with the support and guidance of teachers among the learners. Hence, this concurs with the zone of proximal development in the theory of social constructivism by Vygotsky (1978), where this scholar explains that learners can be scaffolded by their peers, teachers or more knowledgeable individuals to complete a specific activity up until they can do it independently. For example, according to the findings of this study, in most cases, English teachers guide, support and facilitate communication approaches, such as debates, interviews and show and tell, to improve learners' speaking abilities during English lessons until the learners can use all these communication approaches without being scaffolded or guided by their teachers.

Moreover, the findings of this study signified the relevance to the question, 'Why do Grade 5 English second language teachers choose the teaching methods and strategies they use to teach English-speaking proficiency in South African classrooms?' The findings indicate that English teachers use different teaching methods and strategies when teaching English-speaking proficiency because they work better collectively than only relying on the same teaching method or strategy. For example, using interactive teaching methods collectively and interchangeably improves components of the speaking ability, such as pronunciation, fluency, spelling, grammar, vocabulary, comprehension and critical thinking, which are needed among English second language learners to attain good English-speaking ability (Namaziandost et al., 2019). Using interactive teaching methods collectively and interchangeably is also crucial because it makes the lesson more meaningful and easier to understand for learners (Namaziandost et al., 2019). This motivates learners to enjoy the lesson and feel at ease to participate, improving their English-speaking abilities (Namaziandost et al., 2019). Hence, when English teachers use interactive teaching methods collectively and interchangeably, they must consider the lesson objectives, learners' cognitive levels, available resources and the context in which the lesson is conveyed. This will facilitate comprehension and participation, enriching learners' English-speaking abilities (Namaziandost et al., 2019).

6.3.3 Linking the findings with the research questions

The conclusion of this study reflects the three main posed questions of this study. For example, answering “what are Grade 5 English second language teachers’ teaching methods and strategies to teach **English**-speaking proficiency in South African classrooms?” The research findings show that English teachers use various teaching methods and strategies to teach English-speaking proficiency to their English second language learners. The findings have also answered the first main research question by providing implications on the teaching methods and strategies that English teachers should use when teaching English-speaking proficiency to English second language learners to improve their English-speaking abilities. These teaching methods and strategies have been explained in detail in the previous sections and Chapter 5.

The conclusion also reflects the second question, “how does the choice of Grade 5 English second language teachers’ teaching methods and strategies shift or improve learners’ English-speaking abilities?” For example, the findings of this study have enlightened me on how I should incorporate the learners’ home language when teaching English-speaking proficiency to my learners so that they will easily comprehend the lesson and feel at ease to participate, thereby improving both their mother tongue and the second language (English). More findings responding to this question have been detailed in the previous sections and Chapter 5.

Furthermore, the conclusion also reflects the third question, “why do Grade 5 English second language teachers choose the teaching methods and strategies they use to teach **English**-speaking proficiency in South African classrooms?” The findings that respond to this question have been detailed in previous sections and Chapter 5. Therefore, one can deduce that this study’s conclusion contributes insight into the existing body of knowledge based on English teachers’ teaching methods and strategies to teach English-speaking proficiency to English second language learners.

6.3.4 Envisaging how the scientific community will receive the findings

According to Caparlar and Donmez (2016), the scientific research community refers to the body of knowledge composed by scientists who interact with researchers’ research findings to evaluate whether the findings are objective rather than subjective.

The scientific research community is an independent and non-profitable organisation with diverse sub-communities working in different scientific fields (Caparlar & Donmez, 2016). Caparlar and Donmez (2016) highlight that the scientific research community is the platform where scientific researchers can share their values about the research. Therefore, one of the main aims of the scientific research community is to publish the original research that will contribute towards the existing body of scientific knowledge and improve it (Caparlar & Donmez, 2016). Furthermore, other duties of the scientific research communities include working as peer reviewers to discuss the journals of their peers during conferences to improve them (Caparlar & Donmez, 2016). The journals can be improved by giving researchers written feedback before publishing them globally (Caparlar & Donmez, 2016).

Hence, the scientific research community should accept this study's main findings because they are valid and trustworthy. That is, issues of rigour and trustworthiness have been addressed to improve this study. In other words, the credibility, transferability, dependability and confirmability of the qualitative research study have been considered meticulously to ensure that the findings are correct and represent the generated data. For example, the triangulation method has been adopted where three data-generation methods, namely face-to-face semi-structured interviews, classroom observations and document analysis, were used to generate in-depth data to enrich the trustworthiness of this study. During the interview data generation, a voice recorder was used to record verbatims instead of jotting down participants' responses while also trying to listen to participants. This allowed me to compile accurate transcripts, improving the trustworthiness of this study. The member-checking method was also adopted, where transcripts were returned to participants to verify the truthfulness of the data generated from them to improve the trustworthiness of this study.

Furthermore, the scientific research community can also accept this study's findings because they provide a true and justified theoretical explanation of the real world related to the phenomenon reported on in this study. Moreover, the findings can be accepted because they provide clear and thorough explanations and evidence about the whole research process based on the phenomenon reported in this study. For example, direct quotations and correct summaries of participants' responses have been included in the research report to serve as evidence of what the participants said

during the interviews. The classroom observations were also recorded through a voice recorder and the classroom observation schedule to serve as evidence of data generated from participants to enrich the study's trustworthiness. Moreover, copies of participants' lesson plans were requested from the participants and analysed carefully. Hence, the correct analysis was ensured by reading participants' lesson plans meticulously and judiciously to enhance the trustworthiness of this study.

Therefore, should the scientific research community accept the findings of this study, they would provide a path or methodology for future researchers to repeat this study or conduct a study similar to this one to verify the results. The findings of this study and the whole study (research report) can also assist future researchers to become good should they read them thoroughly. The findings of this study can also assist the scientific research community in solving problems related to the phenomenon reported on in this study. In addition, the scientific research community may also use the findings of this study to suggest new theories that can provide a clear explanation of the phenomenon reported on in this study.

6.4 Recommendations

This section provides recommendations based on the phenomenon reported in this study. The recommendations have been provided in the form of the three sub-sections: interventions to address the teaching of English-speaking proficiency, the importance of addressing the issue of English-speaking proficiency and the impact of the study on South Africa's competitiveness on the global stage. These sub-sections have been presented below in the same chronological order I presented in this introductory paragraph.

6.4.1 Interventions to address the teaching of English-speaking proficiency

When inviting teachers for workshops, the DBE should ensure that they follow up with them or their principals to evaluate whether they have received the communicate. During interviews, some participants indicated that they hardly attend English workshops because they do not receive communicate inviting them to workshops. The DBE should then provide more training workshops to English teachers based on how English teachers should teach English-speaking proficiency to English second

language learners instead of only focusing on workshops based on the teaching of reading and writing abilities.

Part of these training workshops should include educating English teachers about the importance of preparing thoroughly before entering the classroom. For example, they should prepare open-ended questions at the learners' cognitive level to assist and encourage learners to speak English instead of teachers dominating the lesson by talking for the entire lesson without allowing learners to speak English. The departmental heads should also be taught about the importance of evaluating teachers' lesson preparations and formal assessments and giving feedback before the teachers present to learners to ensure effective teaching, learning and assessment.

English teachers should also be trained that it is essential during the communication teaching approach not to stop or correct learners' mistakes while they are still trying to speak English. They should be educated that this discourages learners from wanting to continue speaking English, knowing that every time they make mistakes, the teacher will stop them and correct them in the presence of their classmates. English teachers should speak English frequently with their learners and encourage them to speak English during English-related lessons and outside the classroom or school. This will assist in improving learners' English comprehension, thereby improving their English-speaking abilities.

English teachers should also be taught and encouraged to use various teaching methods and strategies to teach English-speaking proficiency to their learners instead of relying only on one method. For example, they can use the following methods and strategies interchangeably in different lessons where different content and activities are given to learners. They can use communication approaches that enrich English-speaking abilities, such as debates, interviews, show and tell, recitation and dramatisation of stories or poems, small group discussions of stories or pictures, oral presentations and conducting lessons based on learners' social context. Furthermore, English teachers can also begin the lesson using interactive approaches, allowing learners to sing a song or present a poem and dramatise it to make them feel at ease and excited, motivating them to try and speak English.

Furthermore, English teachers must also emphasise to the learners that they should not worry about making mistakes when speaking English but continue practising it frequently to improve. Hence, they should allow learners to go home and prepare English-speaking activities before presenting them to other learners in the class. They should also reprimand and discourage learners from laughing at one another when they make mistakes while trying to express themselves in English. In other words, teachers should create a friendly teaching and learning environment that will reduce anxiety and improve learners' self-esteem, making them feel at ease to speak English and improve their English-speaking abilities.

However, the DBE (policymakers) should review the language policy and advocate for the official learning and practice of bilingual and multilingual education when teaching English in English second language classrooms. The DBE should then educate teachers on how they should implement the new language policy in their different government schools. Through English training workshops, teachers should be educated on how to incorporate the learners' home language when teaching English-speaking proficiency to English second language learners to enhance comprehension, improving both home language and English-speaking abilities. In other words, teachers should be trained to use teaching strategies and paradigm shift pedagogical approaches, such as code-switching, translanguaging and translation, when teaching English-speaking proficiency to their English second language learners. This is because the current monolingual education system, where English only is used as a language of teaching and learning, hinders learners' comprehension of English and performance in English school work. Some participants' responses supported this, indicating that some of their learners do not understand English since it is not their mother tongue, even though they are taught in English first additional language instead of English home language.

Furthermore, the DBE should ensure that the above suggestions are implemented from Grade R onwards, as most participants in this study complained about the foundation phase language policy. They expressed that they are unhappy that the language policymakers, parents and other teachers supported using the learner's home language, which is isiZulu in the context of this study, as the language of teaching and learning in the foundation phase (Grade R to 3). They all expressed that

there should be one language of teaching and learning from Grade R onwards, and according to their suggestions, that should be English.

Hence, this study suggests that to ensure school policies are implemented effectively, policymakers should track their implementations by visiting schools regularly to prevent teachers **from** not implementing them as expected. The policymakers should also develop rapport and work collaboratively with school principals, departmental heads and teachers to ensure the implementation of the above suggested new language policies correctly. Furthermore, the departmental heads for the foundation, intermediate and senior phases should collaborate and conduct regular meetings with their English teachers. During these meetings, they should discuss issues related to the language policy, teaching methods and strategies that the teachers can use to teach English-speaking proficiency among their learners and challenges they encounter when teaching **English**-speaking proficiency and find solutions on how to combat those challenges.

Apart from the amendment of the language policy, the DBE or the school management team with its fundraising committee should buy more school resources that will assist in teaching English-speaking proficiency. For example, during interview data generation, some participants complained about insufficient resources in their schools to teach English proficiency to their English second language learners. Most educators stated that they do not have resources, such as English dictionaries, for their learners to check the meanings of unfamiliar English words.

Therefore, it is challenging to understand or use English words when learners do not know their meanings when speaking English. In that case, it is essential, as I have already indicated above, that the DBE or the school management team address this problem by purchasing school English dictionaries for learners to use when they are at school. The DBE should also build libraries in schools that still do not have them to accommodate and enhance the culture of reading, as it promotes **English**-speaking abilities, improving grammar, pronunciation, vocabulary, spelling and fluency. During the interviews, some participants complained that there are no libraries in their schools; thus, there are insufficient English textbooks with pictures. The participants also indicated that they could not expose their learners to the library and practice reading activities frequently since they do not possess one. In that case, they deduced

that their learners are not doing well when it comes to reading abilities, affecting English-speaking abilities because of the challenges of not having libraries.

In addition to school resources, the school management team should buy charts with pictures with the correct name label. They should then instruct teachers to paste them on classroom walls for learners to see and read the names of pictures. This can assist learners in knowing different pictures and English names of pictures or objects, thereby improving their English vocabulary. I am suggesting this because during interviews, all participants indicated that using pictures during their English lessons improves learners' comprehension of the lesson and participation, thereby improving learners' English-speaking abilities.

6.4.2 The importance of addressing the issue of English-speaking proficiency

The phenomenon reported in this study must be addressed to develop the economy of South Africa. For instance, according to the findings, when English second language learners are given more opportunities to practice speaking English during English lessons and other lessons based in English, it can improve their English-speaking abilities. Hence, this signifies that English teachers should stop dominating English lessons by speaking English for most of the lesson without giving learners a chance and encouraging them to speak English. Consequently, when this teaching strategy is practised frequently and meticulously, learners could do well in English and be confident to apply for employment after completing their matric or higher institution education. In that case, this can also assist English second language learners to express themselves in English in the workplace since most South African and international corporate companies use English as the lingua franca.

Hence, the above can assist South Africa in trading with other countries that also use English as the language of communication, thereby boosting the South African economy. Furthermore, when the workforce is fluent in speaking English and can work as a team, it can also increase the productivity of corporate companies, thereby improving the development of the South African economy. Makoni (2016) supports these ideas by indicating that a good command of English-speaking ability can create better job opportunities, improving the quality of one's life. Therefore, this supports the fact that people with good English oral communication abilities are highly likely to get

employment opportunities and contribute to the development of the South African economy.

However, out of the 12 official languages, including sign language, accepted by the South African Constitution of 1996 as languages of communication, most South African government township and rural schools still face the challenge that they use English only as the language of teaching and learning to teach learners who speak English as their second language (Albertyn & Guzula, 2020). Hence, in these schools, this challenge causes severe problems regarding English usage among learners, especially when they have to speak English (Albertyn & Guzula, 2020). Therefore, South African teachers in primary schools, high schools and higher institutions, such as colleges and universities, should receive frequent and thorough training workshops on using learners' home language, which is isiZulu in the context of this study, and English when teaching English and other subjects based in English to assist learners in becoming bilingual or multilingual speakers.

Learners might benefit during bilingual and multilingual lessons because they might gradually improve in their mother tongue and English, thereby **performing** outstandingly in their school work compared to when they were assessed in English only. In that case, this can increase the number of learners who can finish school and be part of the workforce after completing their primary and secondary schools, as most are currently disadvantaged because they cannot speak English and cannot serve as workforce members. In other words, learners who are currently not participating in South African corporate companies because of not being able to express themselves in the second language (English) would also get an opportunity to partake in corporate companies where isiZulu is equally treated like English as a language of government, business and commerce.

Therefore, this can enhance the economic development of South Africa, where everyone is allowed to work in corporate companies regardless of their proficiency in speaking English second language. This can also assist South African corporate companies in that they will have a good trading relationship with other countries or companies who also have a bilingual or multilingual workforce and can speak the same languages as the South African workforce.

6.4.3 The study's impact on South Africa's competitiveness on the global stage

According to the international study, namely, Progress in International Reading Literacy Study conducted in 2006, 2011, 2016 and 2021 in South African primary schools and other countries, South Africa is regarded as one of the countries with the most illiterate learners globally, especially Grade 4 and 5 primary schools' learners from poor communities (Staden, 2020). Out of 60 countries worldwide that participated in this study, the findings revealed that the South African primary school learners (Grades 4 and 5), especially those who attend quintile 1 schools (no fee-paying schools) and come from families with poor socio-economic statuses, are poorer in reading and writing abilities (Staden, 2020). When assessed in English, reading stories and writing about them in the above years (2006, 2011, 2016 and 2021), they performed below the expected standard or achieved the lowest results in reading and writing abilities (Staden, 2020). Hence, this signifies that there is still a reading and writing crisis in South African primary schools, especially in township and rural primary schools that fall under quintile 1 (no fee-paying school).

Apart from reading and writing abilities, South African learners are also rated as deficient English monolinguals instead of proficient bilingual and multilingual learners (Albertyn & Guzula, 2020). In other words, the education system compels learners to learn in English only, the language they do not speak at home, instead of learning through their mother tongue and other African languages they speak fluently. Hence, it is challenging for learners to speak English fluently and perform well in their school subjects because English is the language of teaching and learning (Albertyn & Guzula, 2020).

However, the recommendations in the previous section can uplift or improve South Africa's image, causing South Africa to be competitive globally. For example, English has been regarded as one of the critical communication languages for global trade (Makoni, 2016). This suggests that if South Africa has many members in the workforce who can speak English fluently, it will be easier for this country to improve its trading relationships with many African and international countries. In other words, South Africa will have many trading partners because of its ability to speak English with its traders since English is the global communication language. Furthermore, in the 21st century in South Africa, a person possessing a good command of English has better

opportunities to find good employment (Makoni, 2016). Therefore, giving learners more opportunities to speak English at school to improve their English-speaking abilities will lead to high competition among them to enter the job market in South Africa. In simple terms, when many learners can speak English very well, there will be competition among them when seeking employment and hiring.

Should South African English teachers be trained to teach English using the learner's home language and second language (English) through translanguaging, code-switching and translation, it can assist learners in becoming bilingual and multilingual speakers, improving their academic language-speaking abilities. In other words, this can assist learners in maintaining their home language while developing their English-speaking abilities. Hence, this will increase several bilingual and multilingual learners, thus performing very well when using their mother tongue and second language (English). This can also cause South Africa to be competitive on the global stage because there will be many learners who will complete school as they will be given a chance to learn in their home language (the language they know very well). Hence, this will mean that there will be an influx of job seekers competing to join the South African job market.

6.5 Recommendations for further research studies

This section provides recommendations for further research studies based on the phenomenon reported in this study. Hence, it comprises the following sub-sections: gaps beyond the scope of this study, how other studies in the future can address the gaps identified in this study and reflecting on my research journey. These sub-sections have been presented below in the same chronological order I presented in this introductory paragraph.

6.5.1 Gaps that were beyond the scope of this study

This study has established some gaps that could not be discussed in-depth because they were not within the scope of this study. For example, the participants mentioned using resources, such as libraries and English dictionaries, during interviews but did not get enough attention. Some participants mentioned that their schools did not have

libraries and English dictionaries as essential resources for teaching English proficiency.

For example, during interviews, some participants highlighted that their schools do not have enough English dictionaries, and some stated that they do not have them at all, and the parents cannot afford to buy them for their children. Hence, one can deduce that these factors hinder teaching and learning to speak English fluently. These resources are essential when learning to speak English because learners can use English dictionaries to check the meaning of English words they do not know whenever they are speaking English.

Apart from using English dictionaries, libraries are critical when teaching English-speaking proficiency because they are environments that learners can use to do reading clubs, brainstorm ideas, discussion of pictures and storytelling, which are imperative in assisting learners to improve their English-speaking abilities. In other words, libraries can be resources where learners can frequently visit to access various English textbooks, charts and pictures to read and discuss stories and pictures, eventually improving their English-speaking abilities. Hence, when these resources are insufficient at school or unavailable, it can negatively affect the acquisition of English-speaking ability among English second language learners. A few learners will be motivated to read independently; therefore, there will be less development towards English-speaking abilities among English second language learners.

The language of teaching and learning was also a gap identified in this study but could not dwell much on because it was not the focus. Most participants highlighted that they are concerned by the fact that most government schools use the learners' home language (isiZulu in the context of this study) as the language of teaching and learning from Grade R to Grade 3 and then use English as the language of teaching and learning from Grade 4 onwards. All participants indicated that they prefer their learners to be taught in English from Grade R to assist learners in becoming fluent in speaking English. They stated that when learners use their home language, which is isiZulu in the context of this study, in the foundation phase as the language of teaching and learning and switch to English in the intermediate phase, learners cannot speak English fluently. Hence, this issue must be addressed because it affects how learners speak English. Some parents, teachers and linguist researchers say it assists learners

in speaking English fluently, whereas some say it hinders learners in speaking English fluently.

The issue of English departmental workshops was also a gap identified in this study but could not be elaborated on because it was not within the scope of this study. Participants indicated they are worried that the government hardly invites them to workshops to capacitate them in the English curriculum, teaching methods and strategies they should use to teach English-speaking proficiency. Hence, the participants highlighted that this also negatively impacts how teachers teach learners and how learners perform in school subjects, particularly in English-speaking abilities.

6.5.2 How studies in the future can address the gaps identified in the study

This study has identified some gaps in English teachers' teaching methods and strategies when teaching English-speaking proficiency to English second language learners. Therefore, the study recommends the following for future researchers who will conduct research based on a phenomenon similar to this study.

For future researchers, I recommend that they conduct more studies based on the usage or importance of resources, such as English dictionaries, English textbooks and libraries, when teaching English-speaking proficiency to English second language learners in township primary schools. This can be done to identify whether these teaching resources improve English-speaking abilities among English second language learners when used frequently, properly, meticulously and judiciously in township primary schools. Therefore, after conducting studies based on these resources, future researchers can share findings with the DBE so that the DBE can go to the schools to train teachers on using them. The DBE can also purchase English dictionaries and textbooks, especially for schools with obsolete textbooks. The DBE can also build libraries, as most participants highlighted that their schools do not have libraries.

Future researchers can also conduct studies based on ground-breaking interactive digital platforms where study materials are developed on the website or online using the internet for learners to access. I recommend this because many studies seem redundant as they focus more on traditional teaching methods and strategies, such as

drills, repetition, rote learning and the teacher-centred approach. Instead, they should research more about teaching methods and strategies, such as the communicative and learner-centred approaches and teaching the language through digital platforms or online learning, which are more suitable for the 21st century, the current era (Namaziandost & Nasri, 2019).

Another reason for the above recommendation is that most learners of the 21st century, including those living in poor socio-economic areas, have smartphones (with internet) and know how to use them for communication, searching for school information and playing games. The challenge these learners face is the lack of teachers' knowledge of digital platforms that they can use to interact with learners. Hence, the researchers can conduct studies based on teacher knowledge of using interactive digital platforms, such as Google Classroom, Explain Everything, Quizlet, Blooket, MyCyberWall, Kahoot, Coursera, Skillshare, Udemy, FutureLearn, Moodle, Thinkific, and Teachable, to teach English-speaking proficiency to English second language learners.

Furthermore, the reason for the above recommendations is that the 21st century demands that learners have the ability to operate technology, a new platform for independent, collaborative and interactive online learning among learners (Namaziandost & Nasri, 2019). As part of the 21st century, the Fourth Industrial Revolution also demands abilities on using technology among learners to survive in a world that is too dependent on technology (Namaziandost & Nasri, 2019). Therefore, after the research has been conducted and findings found, future researchers can share their findings with the DBE to equip teachers towards using interactive digital platforms to teach English-speaking proficiency to the 21st-century generation.

Furthermore, this study recommends that future researchers conduct comparative studies based on the language of teaching and learning. Based on the findings, I recommend that future researchers conduct a study comparing the effect of teaching learners in their mother tongue only throughout primary school with teaching learners in English only throughout primary school. This shall be done to see which approach works more effectively to assist English second language learners improve their English-speaking abilities. Future researchers can also conduct more research on using bilingual and multilingual education when teaching English-speaking proficiency to English second language learners. This will assist in comparing using monolingual

education (mother tongue or English only) bilingual or multilingual education when teaching English-speaking proficiency. Hence, this can also help the DBE form a new language policy that will be fair and accommodating to all South African learners.

Moreover, I recommend that future researchers conduct studies based on the impact of professional development workshops on teaching English-speaking proficiency among English second language learners. This study will determine whether departmental English workshops can improve English proficiency among English second language learners. I also recommend that future researchers conduct studies based on how digital platforms can be used to conduct professional development workshops based on teaching English-speaking proficiency to English second language learners. I recommend this because, during the interviews, the participants indicated that they hardly attended English professional development workshops for various reasons, including the fear of being infected by Covid-19, negligence of subject advisors towards development in teaching English and not receiving circulars (invitations on time). Hence, if future researchers can research using digital platforms to conduct professional development workshops and provide findings to the DBE, it could intervene towards the challenges.

6.6 Reflecting on my research journey

My research journey was a complex, daunting and frustrating endeavour. So many challenges along the way made it seem impossible for me to complete my study. First, studying while doing a full-time teaching job was one of the factors that made it slightly challenging for me to conduct my research smoothly. For example, at times, especially during the data-generation process, I had to ask a student teacher to teach some of my English lessons to conduct classroom observations with my participants during my teaching sessions. This bothered me a lot because, as part of the rules in my school, the student teachers should always be observed and assisted by their mentors (teachers) whenever they conduct lessons. Therefore, I have adopted that rule and prefer that the student teacher conducts the lesson while I am in the classroom so that I can assist them if needed. Hence, during my classroom observation sessions, I could not be at school and assist my student teacher since I was observing the entire lesson of my participants.

Furthermore, I could not attend most of the social events over weekends because the time was primarily used to do my research readings and writings. Somehow, it bothered me not to be able to attend events, such as weddings and funerals, especially of relatives and colleagues. As part of my culture, it is essential to attend such events because it shows humanity, empathy, respect and acknowledgement of people who had invited you to celebrate or mourn with them in those events. However, despite these challenges, the motivation that made me resilient and kept me going was my passion for studying teaching methods and strategies that English teachers use to teach English-speaking proficiency to English second language learners.

Studying the phenomenon reported in this study has assisted and developed me enormously. For instance, as a Grade 5 English second language teacher in a township primary school, researching and compiling this study has assisted me and enriched my pedagogic teaching practices and abilities in Grade 5 English. For example, when teaching English lessons based on **English**-speaking abilities, I now use various teaching approaches that I learned from the literature based on this study and from my participants during the interviews, classroom observations and analysis of their lesson plans. These interactive methods include debates, interviews, show and tell, recitation and dramatisation of the story, singing poems and songs and discussing pictures or stories in small groups. These speaking activities have improved my Grade 5 learners' English speaking, assisting them to perform well when writing English examinations and improving Grade 5 English school results. Furthermore, the knowledge I have acquired through reading different literature based on this study and generating data from participants has also assisted me in gaining the confidence to work with other English teachers in my school to share teaching methods and strategies based on teaching English-speaking proficiency. This has also assisted the Grades 4, 6 and 7 English teachers and me in using different teaching strategies and methods to train our learners effectively to participate in English debates and spelling bee competitions and win.

This study also enhanced my research and academic writing abilities as a scholar. While compiling this study, I have searched various search engines, such as Google, Google scholar, online University of KwaZulu-Natal library, textbooks, journal articles and theses. Reading the literature stored in these search engines taught me many

academic writing styles, which I adopted and practised in my thesis. Using various search engines to read literature based on my study also assisted me in maintaining the correct academic writing style expected by the examiners, such as ensuring the acknowledgement of the information from other scholars included in my study through in-text referencing, direct quotation marks and bibliography. Furthermore, using various search engines has also assisted me in acquiring and understanding the phenomenon reported in this study, thereby contributing to the academic body of existing knowledge based on the teaching methods and strategies that English teachers can use to teach English-speaking proficiency to English second language learners.

Therefore, I can advise future researchers to read literature extensively based on the phenomenon they intend to research to provide meaningful answers to the study's main objectives and research questions. This will also assist them in enriching their comprehension of the phenomenon they intend to research, thereby improving the research findings' trustworthiness. This is important because if they do not read through much literature based on their studies, they will not discuss many components or factors related to the study they are researching; hence, their studies might lack validity. Future researchers must also choose a sound research methodology, particularly the data-generation methods that will help them generate in-depth data to answer the study's main research questions. Furthermore, they must avoid using abbreviations, as this makes it challenging for the reader to read the research report with comprehension

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Appendixes

Appendix A: Requesting permission from the DBE



Language and Media Studies

luckynkosikhona@yahoo.com

03 December 2020

Department of Education

Attention: Circuit Manager

INFORMED CONSENT LETTER: PhD STUDY (2020-2022)

Re: Request for permission to conduct research in five township primary schools under the uMgungundlovu district

Dear Sir/Madam

I am Lucky Nkosikhona Mahlaba, a Doctor of Philosophy student at the University of KwaZulu-Natal (UKZN), Edgewood campus. I am registered for a Doctoral Degree in the Faculty of Education. As part of this programme, I am required to conduct field-based research on a topic as approved by the Senate of the University. My study is entitled: "Teaching methods and strategies used by English second language teachers to develop Grade 5 learners' English-speaking abilities in township schools".

I am requesting your consent to approach five township primary schools in the uMgungundlovu District to seek participants for my study. I wish to seek permission to analyse English educators' documents (lesson plans), observe two of their English lessons and conduct interviews with them. I will provide you with a copy of my research proposal, including copies of the permission letters to school principals, document analysis, interview and observation schedules. Upon the completion of my study, I

undertake to provide the Department of Education with an electronic copy of my research report.

For any further information, please contact me at [REDACTED] or luckynkosikhona@yahoo.com.

Thanking you in anticipation for considering this request.

Yours sincerely

[REDACTED]

Lucky Nkosikhona Mahlaba (Mr)
Doctor of Philosophy Student
Language and Media studies
University of KwaZulu-Natal

Appendix B: Requesting permission from the school principal



Language and Media Studies

luckynkosikhona@yahoo.com

03 December 2020

The principal
Mr X xxxxx
Xxxxxxx Primary School
P.O. Box 141
Xxxxx
3233

Dear Mr Xxxxxx

APPLICATION TO CONDUCT RESEARCH IN YOUR SCHOOL

I hereby request permission to undertake research in your school.

I am a Doctoral student with the University of KwaZulu-Natal (Edgewood) researching the topic “Teaching methods and strategies used by English second language teachers to develop Grade 5 learners’ English-speaking abilities in township schools”. The research is conducted to meet the requirements of my studies at the University of KwaZulu-Natal.

I wish to seek permission to analyse English educators’ documents (lesson plans), observe two of their English lessons and conduct interviews with them. The data will be completed voluntarily only by educators participating in the study. These participants should be English educators who have been teaching English or are currently involved in teaching English in Grade 5 at your school.

Thanking you in anticipation for considering this request.

Yours sincerely

A black rectangular box redacting the signature of the sender.

Lucky Nkomo Khona Mahlaba (Mr)

Doctor of Philosophy Student

Language and Media studies

University of KwaZulu-Natal

Appendix C1: Requesting permission from parents (English version)



Language and Media Studies

luckynkosikhona@yahoo.com

03 December 2020

Dear Parents

I am researching "Teaching methods and strategies used by English second language teachers to develop Grade 5 learners' English-speaking abilities in township schools". This research reports on teaching English-speaking abilities to Grade 5 learners doing English first additional language in five township primary schools in the uMgungundlovu District. This research intends to alleviate the high failure rate in Grade 5, particularly in the English language subject.

The learners in this research will be secondary participants, and I will not engage with them physically. However, since they are minors, I request that parents allow me to observe them and their teacher during the English lesson. Learners' presence in class during the observation is voluntary and may be excused at any time for any reason. A decision by the learner to be excused during the classroom observation will not result in any form of disadvantage. Several steps will be taken to protect the learner's anonymity and identity. Please fill in the reply slip provided on the next page to indicate whether you allow or disallow your child to be present in the classroom during the observation. The reply slip must be returned to the school via your child.

Thanking you in anticipation for considering this request.

Yours sincerely

[Redacted signature]

Lucky Nkosikhona Mahlaba (Mr)
Doctor of Philosophy Student
Language and Media studies
University of KwaZulu-Natal

REPLY SLIP

I/We

_ parent(s) of _____ a Grade _____
student at

_____ hereby allow _____ or
disallow _____ (***tick what is applicable***) my child's presence during the classroom
observations.

Signature _____

Date _____

Signature _____

Date _____

Appendix C2: Requesting permission from parents (isiZulu version)



Language and Media Studies

luckynkosikhona@yahoo.com

03 December 2020

Bazali

Ngenza ucwaningo ekufundisweni kokukhuluma ulimi lwesiNgisi njengoLimi Lokuqala Lokwengeza ebangeni le-5. Lolucwaningo luzocubungula ukufundiswa kokukhuluma kubafundi bebanga le-5 abenza isiNgisi uLimi Lokuqala Lokwengeza ezikoleni ezinhlanu zaseMgungundlovu. Lolucwaningo luzosiza ukwehlisa izinga lokufeyilwa kwesiNgisi uLimi Lokuqala Lokwengeza kubafundi, ikakhulukazi uma sebesebangeni le-5.

Abafundi ngeke ngixhumane nabo ngqo kodwa ngizocubungula kuphela ikilasi lapho bezobe bekhona nabo beyingxenye yokufunda nokufundisa. Kuzoqinisekiswa ukuthi abafundi bavikelekile futhi abadalulwa. Abafundi abaphoqiwe ukuba khona ekilasini uma umcwaningi eseqoqa ulwazi ngokubukela. Abafundi abakhetha ukungabi yingxenye yekilasi okuzobe kuqoqwa kulo ulwazi ngeke bakhishwe inyumbazane noma bathole isijeziso ngalokho.

Ngenxa yeminyaka yabo, ngiyacela ukuba abazali bagcwalise isiliphu sokuphendula ekhasini elilandelayo ukukhombisa ukuthi bayavuma noma abavumi ukuthi abantwana babo babe khona ekilasini uma sekuqoqwa ulwazi ngokubukela. Kuyacelwa ukuba abafundi basibuyisele esikoleni isiliphu uma sesisayiniwe.

Ngiyabonga

Yimina ozithobayo



uLucky Nkosikhona Mahlaba (Mr)
Umfundi weziqu zobudokotela
UMnyango Wokufundiswa KoLimu
Inyuvesi yaKwaZulu-Natali

IMPENDULO

Mina//Thina _____ umzali/

abazali ka/baka _____ ofunda ibanga

_____ esikoleni

_____ siyavuma _____

asivumi _____ (***Thikha ovumelana nakho***) ukuba ingane yethu ibe khona ekilasini
ngenkathi umcwaningi ezoqoqa ulwazi ngokubuka.

Sayina _____ usuku _____

Sayina _____ usuku _____

Appendix D: Letter to the learners



Language and Media Studies

luckynkosikhona@yahoo.com

03 December 2020

Dear Grade 5 Learner

My name is Lucky Nkosikhona Mahlaba. I am doing a Doctor of Philosophy degree in languages and media studies at the University of KwaZulu-Natal (UKZN), Edgewood.

I am researching “Teaching methods and strategies used by English second language teachers to develop Grade 5 learners’ English-speaking abilities in township schools”. This research reports on teaching English-speaking abilities to Grade 5 learners doing English first additional language in five schools in Imbali township area. This research will assist in reducing the level of high failure rate in English in Imbali township area, especially in Grade 5.

As a learner, you are a secondary participant in this research, which means that I will not engage with you physically. However, since you are a minor, I request that parents allow me to observe your teacher’s lessons which also involve your presence in the class. Your parents were asked to fill in the reply slip provided to them to indicate whether they allow or disallow us to involve you in this study. The reply slip must be returned to the school via you.

Thanking you in anticipation for considering this request.

Yours sincerely



LN Mahlaba (Mr)

Doctor of Philosophy Student

Appendix E: Letter to request teachers for participation



Language and Media Studies

luckynkosikhona@yahoo.com

03 December 2020

To whom it may concern

INFORMED CONSENT LETTER: PhD STUDY (2020-2022)

I am **Lucky Nkosikhona Mahlaba**, a Doctor of Philosophy student at the University of KwaZulu-Natal (UKZN), Edgewood campus. I am contactable via mobile cell phone at [REDACTED] and email address at luckynkosikhona@yahoo.com. My supervisor is **Dr Sicelo Ziphozonke Ntshangase**, who can be contacted at his office landline number, **0312603995** or via email at ntshangases2@ukzn.ac.za.

You are being invited to consider participating in a study that involves research on “Teaching methods and strategies used by English second language teachers to develop Grade 5 learners’ **English**-speaking abilities **in township schools**”. This research aims to make a considerable contribution to the research pool based on the phenomenon “the teaching of **English**-speaking abilities to Grade 5 English second language learners in township schools”. The proposed study also aims at developing better and more explicit strategies for teaching **English**-speaking abilities to English second language learners to improve their proficiency and fluency in English.

Furthermore, the study will enrol five participants from five different primary schools around Imbali township. One teacher from each school will be chosen to participate in my research. The research will involve the following procedures: document analysis, classroom observations and individual face-to-face semi-structured interviews. The duration of your participation is expected to be about one month (June 2021). Within the month, we will meet for only a maximum of five hours of your time. During this time,

I will fetch your lesson plans to analyse them at your school or home if you are comfortable. You will also be observed for about an hour while conducting two lessons on different days within the same month. You will also be interviewed for about an hour within the same month.

There are no anticipated risks or discomforts related to this research. You may also find the interview enjoyable and rewarding to share your experiences teaching **English**-speaking abilities to second language learners. Moreover, many teachers might enjoy and employ your teaching strategies in teaching **English**-speaking abilities to English second language learners.

In addition, your participation in this research is voluntary, and you may withdraw from the study at any time for any reason. Several steps will be taken to protect your anonymity and identity. The interviews will be recorded, and the recorded audio will be kept safe by the researcher while your identity is protected. The transcribed interviews will not contain the names of participants but pseudonyms as another way of protecting the participant's identities. Only the researcher and the research advisor (sworn to confidentiality) will have access to the information. All the recorded information from document analysis, classroom observations and interviews will be destroyed after five years. This study will be ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee.

In the event of any problems or concerns/questions, you may contact the UKZN Humanities & Social Sciences Research Ethics Committee and the contact details are as follows:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus
Govan Mbeki Building
Private Bag X 54001
Durban
4000
KwaZulu-Natal, SOUTH AFRICA
Tel: 27 31 2604557- Fax: 27 31 2604609
Email: HSSREC@ukzn.ac.za

Thank you for your time and dedication as you think of being the participant in my study. If you agree to participate, please sign the consent form furnished below. Should

you need any clarity, please do not hesitate to contact the researcher on the details provided in the introduction of this letter.

CONSENT (Edit as required)

I _____ (Name and surname)
have been informed about the study entitled “Teaching methods and strategies used by English second language teachers to develop Grade 5 learners’ English-speaking abilities in township schools” by (Lucky Nkosikhona Mahlaba, a Doctor of Philosophy student and principal researcher of this study).

I understand the purpose and procedures of the study.

I have been allowed to answer questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits to which I usually am entitled.

I have been informed that no emotional, psychological or medical harm or injury will occur to me because of study-related procedures.

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers, then I may contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus
Govan Mbeki Building
Private Bag X 54001
Durban
4000
KwaZulu-Natal, South Africa
Tel: 27 31 2604557- Fax: 27 31 2604609
Email: HSSREC@ukzn.ac.za

Additional consent, where applicable

I hereby provide consent to:

Record my live lessons during classroom visit **YES / NO**

Record my lessons and hand in data to the researcher if he/she cannot do the classroom visits due to Covid-19 **YES / NO**

Hand in my lesson plans for document analysis **YES / NO**

Audio-recording of my interview **YES / NO**

Signature of participant Date

Signature of witness Date
(Where applicable)

Signature of translator Date
(Where applicable)

Appendix F: Permission to conduct research from the Department of Education



KWAZULU-NATAL PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE HEAD OF DEPARTMENT

Private Bag X9137, PIETERMARITZBURG, 3200
Anton Lembede Building, 247 Burger Street, Pietermaritzburg, 3201
Tel: 033 392 1063

Email: Phindile.duma@kzndoe.gov.za

Enquiries: Phindile Duma

Ref.:2/4/8/1748

Mr LN Mahlaba
PO Box 419824
IMBALI
3219

Dear Mr Mahlaba

PERMISSION TO CONDUCT RESEARCH IN THE KZN DōE INSTITUTIONS

Your application to conduct research entitled: **"TEACHING METHODS AND STRATEGIES USED BY ENGLISH SECOND LANGUAGE TEACHERS TO DEVELOP GRADE 5 LEARNERS' SPEAKING ABILITIES"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 24 May 2021 to 31 August 2023.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers above.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

UMGUNGUNDLOVU DISTRICT


Dr. EY Nzama
Head of Department: Education
Date: 31 May 2021

GROWING KWAZULU-NATAL TOGETHER

Appendix G: Interview Questions (Interview guide)

Teaching methods and strategies used by English second language teachers to develop Grade 5 learners' **English**-speaking abilities **in township schools**

Interview questions:

Biographical questions (background)

1.	How long have you been teaching?
2.	How long have you been teaching English in Grade 5?
3.	In what grade have you been teaching?
4.	What are your major teaching subjects?
5.	Which resources are available in your school that you use to teach English?
6.	Explain how using these resources benefit your learners.
7.	Which other resources available outside of school do your learners use to access English information?
8.	What is your learners' understanding of the language of the materials/textbooks they use in English lessons?
9.	Explain if there are any barriers or challenges that learners encounter when they use these resources.

Interview questions:

Questions addressing research questions number one and three.

1.	How does using English as the language of teaching and learning in Grade 5 promote teaching and learning of English to improve English -speaking abilities in your class?	
2.	What is the impact of teaching English to improve the English -speaking abilities of English second language learners?	

3.	How does using English influence academic performance in the English-speaking abilities of English second language learners in your classroom?	
4.	What approach do you use to assist English second language learners in mastering English concepts and terminologies to improve their English-speaking abilities?	
5.	How often do you attend English workshops based on improving English-speaking abilities among English second language learners?	
6.	What knowledge and abilities did you gain in these workshops?	
7.	What supervision (guidance) from the subject school committee or the Head of Department (HOD, senior educators) regarding teaching and learning English-speaking fluency have you got?	
8.	How did you benefit from this guidance?	

Interview questions:

Questions addressing research questions number one, two and three.

1.	How do you encourage learners to engage actively with English content during the lesson when teaching English-speaking abilities?	
2.	What are the classroom practices (methods, approaches or strategies of teaching) you use when teaching English-speaking abilities during the English lesson?	
3.	Explain why/how they improve the English-speaking proficiency of the learners.	
4.	Apart from the resources provided by the school, list any teaching aids/ materials that you found	

	helpful in English lessons when teaching English-speaking abilities in your class.	
5.	Which assessment forms do you use to assess the learners' English-speaking abilities during English lessons?	
6.	In your opinion, what other factors may contribute/may not contribute to enhancing English-speaking fluency among your learners?	
7.	Which abilities and knowledge do your learners grasp faster regarding English content or lessons?	
8.	What are the challenges English teachers often face when teaching English-speaking abilities to English second language learners?	

Appendix H: The classroom observation instrument

Teaching methods and strategies used by English second language teachers to develop Grade 5 learners' **English**-speaking abilities **in township schools**

Name of the teacher: _____ Lesson no: _____

Name of the observer: _____

Subject: _____ Length of the lesson: _____

Topic: _____

Period/Time: _____ Date: _____

_____/_____/_____

Legends 3: strong 2: apparent 1: not displayed

Classroom Observation instrument addressing research questions 1, 2 and 3

The teacher plans effectively and sets clear objectives for the lesson that the learners understand.	3	2	1	1
Objectives are communicated clearly at the introduction of the lesson.				
The materials that will enhance English -speaking abilities are available.				
There is a structure to the lesson.				
The lesson is reviewed at the end.				
The teacher shows knowledge and understanding.				
The teacher reflects good knowledge of the subject content covered in the lesson.				
The instructional materials are appropriate for the lesson to improve speaking abilities.				
Knowledge is made relevant and interesting for the learners to improve their English -speaking abilities.				
Teaching methods used enable all learners to learn effectively.				
The lesson is linked to the previous teaching or learning.				
The class organisation accommodates all the learners during the lesson.				
Various activities and questioning techniques are used to improve the learners' English -speaking abilities.				
Instructions and explanations are clear and specific.				

The teacher involves all learners, listens to them and responds appropriately to enhance their English-speaking abilities.				
The teacher uses the resources during the lesson to facilitate the teaching and learning of English to improve English-speaking abilities.				
Learners are well-managed, and high standards of behaviour are insisted upon.				
Learners are praised regularly for their effort and achievement in an attempt to enhance their English-speaking abilities.				
Prompt action is taken to address poor behaviour.				
The learners speak English or verbally respond to English questions effectively.				
Learners' work is assessed thoroughly.				
Learners' understanding is assessed throughout the lesson using the teacher's questions.				
Mistakes and misconceptions are recognised and used constructively to facilitate learning to improve English-speaking abilities.				
Learners' written work is assessed regularly and accurately.				
Homework is used effectively to reinforce and extend learning.				
a. Homework is appropriate to help enhance English-speaking abilities.				
b. Homework is followed up if it is set previously.				
Medium of instructions				
a. The teacher uses the language of teaching and learning throughout the lesson to improve learners' English-speaking abilities.				
b. The instructional materials capture the learners' interest and encourage them to speak English.				
c. Bilingual/Multilingual instructions facilitate teaching and learning of English-speaking abilities.				

Appendix I: The schedule for document analysis (lesson plans), classroom observations and interviews for all five participants

		Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
Document analysis	Date	1/08/21	3/08/21	11/08/21	25/08/21	28/08/21
	Duration	Within a day	Within a day	Within a day	Within a day	Within a day
Classroom observations	Date	1/09/21 3/09/21	8/09/21 & 12/09/21	16/09/21 & 19/09/21	22/09/21 & 26/09/21	29/09/21 & 01/10/21
	No of times	1 time	1 time	1 time	1 time	1 time
	Duration	50 to 60 minutes per lesson	50 to 60 minutes per lesson	50 to 60 minutes per lesson	50 to 60 minutes per lesson	5 to 60 minutes per lesson
Interviews	Date	4/10/21	7/10/21	11/10/21	14/10/21	18/10/21
	No of times	1 time	1 time	1 time	1 time	1 time
	Duration	1 hour	1 hour	1 hour	1 hour	1 hour