APPLICATION OF TEACHING STRATEGIES IN GRADE 12 ENGLISH SECOND LANGUAGE CLASSROOMS IN MANKWENG CIRCUIT, LIMPOPO PROVINCE

by

CHOSHI MORONGWA ADOLPHINA

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SUPERVISOR: Mr N. Manganye

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DECLARATION

I, declare that the mini-dissertation hereby submitted to the University of Limpopo for the degree of Master of Arts in English Studies has not been submitted by me for a degree at this or any other university that is my work in design and in execution, and that all material contained herein has been duly acknowledged.

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Signature   Date

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DEDICATION

This dissertation is dedicated to my husband Lesetja, my daughters Moyagabo, Maropeng, Maphari and grandson Lesetja Choshi for the moral support I received from them throughout my studies, as well as my sister,Kate Malahlela, who, since I started with my studies, supported me with words of encouragement. Special thanks are hereby also extended to my supervisor, Mr N. Manganye, for his guidance.

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- Above, all I thank the Almighty God for his strength and guidance during my studies.

ABSTRACT

The purpose of this study is to investigate the application of teaching strategies in Grade 12 English Second language in Mankweng Circuit, Limpopo Province. This study aims to achieve the following objectives: to identify teaching strategies used in Grade 12 English second language classrooms in Mankweng Circuit, Limpopo Province, to assess teachers experiences in applying a variety of teaching strategies in English second language classrooms, to establish if the way in which English second language teachers are trained affect the way they teach and to determine how teaching strategies affect the performance of learners in English second language classrooms. The study applied a mixed method-quantitative and qualitative approaches to elicit data. An exploratory research was applied to explain teaching strategies. The literature review was carried out focusing on the following themes: Communicative language teaching model, Language needs for English Second language teaching and teaching strategies in English Second language.

In addition, the study found the following: there are no prescribed teaching strategies by the Department of Basic Education, teachers are innovative in coming up with teaching strategies that suit the lesson and the type of learners, learners learn English better when teachers apply various teaching strategies during lessons and teachers who apply teaching strategies in Grade 12 English Second language classrooms contribute to learners good performance in all schools at Mankweng Circuit. Lastly, the study recommend that teachers of English in Grade 12 classes in Mankweng Circuit should be made aware that teaching strategies are important and should be applied at all times during the lessons, all teachers who teach English Second language in all grades, Grade R- 12 should apply teaching strategies as they contribute to the learners understanding of the subject, etc.

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CHAPTER ONE: GENERAL INTRODUCTION OF THE STUDY

1.1 Background to the study

English second language is used as the medium of instruction in South Africa (De Klerk, 2002:3; De Wet, 2002:119; Brock-Utne, 2000:6; Kgosana, 2006:17; Redemeyer, 2006:15). Therefore, most of the schools teach English as a second language. Second Language (L2) acquisition can be defined as the way in which people learn a language other than their mother tongue, inside and outside the classroom (Widdowson, 1990; Ellis, 1994; Mitchel & Myles, 1998). English language proficiency is regarded as the most significant prerequisite for effective second language medium of instruction (Alexander: 2001). If English is acquired for academic purposes, the level of proficiency expected is more complex than English for everyday use. Learners develop proficiency in the second language by hearing it and using it to learn all of their school subjects rather than studying the language as a subject.

South African Department of Basic Education introduced the Curriculum Assessment Policy Statement (CAPS) Grade 10-12 (2011:9), which states that learning a First Additional Language (EFAL) should enable learners toacquire language skills necessary to communicate accurately and appropriately, they use their additional language for academic learning across the curriculum, etc. In other words, Grade 12 learners are expected to be proficient in English First Additional Language. However, this is not the case with Grade 12 learners who learn English as a second language; they are exposed to their mother tongue. These learners only use Englishin the classroom. Teachers encourage learners to use English language even outside the classroom but one cannot guarantee that they do so all the time.

Every year the Grade 12 resultsdisplay few distinctions in English First Additional Language. There are factors that contribute to the poor results in schools. The factors contributing to poor results in English second language include:poor language teaching by teachers whose language proficiency is also limited and a lack of access to English reading materials. In addition to this,learners are not exposed to other materials such asnewspapers,television and radio stations that are only broadcasting in English

language. Pretorius (2002:172) argues that poor matriculationpass rates in South Africa suggest ready-to-learn barrier to academic performance which results in poorly equipped students entering higher education institutions.

The performance of learners whose English is a second language is poor compared to learners who speak English as their mother tongue. Marinova-Todd (2003:61) states that the availability and accessibility of second language (L2) input and instruction produce the best outcomes in an L2 to ensure native-like proficiency. The poor performance at school, more especially in Grade 12 is exacerbated by poor application of teaching strategies in English second language classrooms.

1.2 Statement of the problem

English second language learners experience difficulties of language usage in the classroom. There are many factors which led to these difficulties, for example, mother tongue interference in English second language (Wade, 1997; Makalela, 2004), and poor teacher training. The problem that underpins this study is that teachers can not apply teaching strategies.

There are various factors which contribute to teachers' failure to employ teaching strategies. First, the classroom set-up determines the teaching strategy that should be used. Second, the fact that classrooms are overcrowded in English second language classrooms may lead to the facilitator's difficulties in applying teaching strategies (Manganye, 2013). Third, teachers focus on theory and acguire knowledge about the content of the subjects. This is inculcated by universities which base their training on theory rather than practice (Greene, 2013).

As a result, student teachers receive a very limited training, more especially in English language teaching (ELT).The Democratic Alliance (DA) spokesperson Lotrist (2012) states that to improve the quality of teaching, teacher training had to be improved in various teacher training institutions.

1.3 Purpose of the study

1.3.1 Aim

The aim of this study is to investigate the application of teaching strategies in Grade 12 English second language classrooms in MankwengCircuit, Limpopo Province.

1.3.2 Objectives of the study

This study aims to achieve the following objectives:

- to identify teaching strategies used in Grade 12 English second language classrooms in MankwengCircuit, Limpopo Province.
- to assess teachers experiences in applying a variety of teaching strategies in English second language classrooms.
- to determine how teaching strategies affect the performance of learnersin English second language classrooms.

1.5 Significance of the study

This study will have implications on teachers'application of teaching strategies in English second language classrooms. The study will shed light on teaching strategies at high school level. It will generate ideas on how to improve Grade 12 pass rate by providing solutions on teaching strategies. In addition, this study will contribute to the body of knowledge on the topic under investigation.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

The literature review in this study focuses on the following themes: communicative language teaching model, language needs, language policy in education, English second language teaching and teaching strategies in English second language learning.

2.2 Communicative language teaching model

This study can be understood within the communicative model which mushroomed in the 1970s with authentic language use, classroom exchanges where students engage in real communication with one another. Various researchers defined Communicative language teaching: Galloway (1993) points out that communicative language teaching (CLT) makes use of reallife situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. The students'motivation to learn comes from their desire to communicate in a meaningful way about meaningful topics. Widdowson (1990) states that learning takes place when students are engaged in communication that is meaningful to them because the content structure of the communication enters the long term memory (Widdowson, 1990).

 In the same vein, Duff (2014) maintains that communicative language teaching is an approach to language teaching that emphasizes learning a language first and foremost for the purpose of communicating with others. To develop communicative abilities, learners need to experience or practice communicating in the language they are learning by negotiating meaning with others (for example, Scacella, Anderson, & Krashen, 1990). The term *negotiating* refers to the effort to make oneself understood and to understand others. Communication and learning cannot occur if people do not understand what others have tried to express. In second language acquisition (SLA) learners do not simply learn what they are taught or exposed to, especially if the grammatical and lexical (vocabulary) structures are too complicated or too numerous, or if students are not cognitively (mentally) ready to acquire them (Ellis, 1994).

Richards (2006) maintains that Communicative Language Teaching is a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. Communicative Language Teaching sets as its goal the teaching of communicative competence.

Interestingly, Larsen-Freeman and Anderson (2011) provide a concise description of communicative competence: 'In short, being able to communicate required more than linguistic competence, knowing when and how to say what to whom"

Communicative Language Teaching (CLT) according to McDonough, Shaw & Masuhara (2013) has shifted the goal of language teaching from mastering linguistic properties (e.g. pronunciation, vocabulary, grammar, etc.) to that of acquiring communicative competence. CLT is best understood as an approach rather than a method (Richards & Rodgers: 2001). It is a unified but broadly based theoretical position about the nature of language and language learning and teaching. One of the characteristics of CLT is that language techniques are designed to engage learners in the pragmatic, authentic functional use of language for meaningful purposes.

Berns (1984) writes in explaining Firth's view that ''language is an interaction; it is an interpersonal activity and has a clear relationship with society''. In the light of this, language study has to focus on the use of language in context, its linguistic context, what is uttered before and after a given piece of discourse and its social or situational context, who is speaking, what their social roles are, why they have to come together to speak.This model relates to the study in the sense that learning English as a second language becomes easy to learn when learners communicate among themselves and with teachers. In the classroom situation,the teacher might give learners tasks which enable them to communicate among themselves. Learners have to be divided into groupsand be given activities that demand them to exchange ideas among themselves. Teachers talk less and listen more unlike in a situation where the teacher talks more and learners less.

Another way in which communicative language teaching should be applied in the classroom is when the teacher realises that other learners seem not to understand him or her and let learners who understand the subject matter much better explain to those who do not understand. Then as they exchange words, they are engaged in communicative approach.

Three roles of the teacher as described by Richards and Lockhart (1996) are that: First, is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and the text. The second role is to act as an independent participant within the learning and teaching groups. The third role of the teacher is that of a researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organisational capabilities (Breen & Candlin, 1980:99).

Cook (2001) highlights three techniques of communicative teaching. The first one is archetypal communicative technique. It is an information gap exercise wherebythe teacher uses visual tapes or models or anything where he/she could deliberately engineer two sets of slightly differing information so that students had an information gap to bridge. In this activity,students have to improvise the dialogue themselves to solve their communicative task. They have to use their own resources to achieve a communicative goal with other people, thus bringing communication directly into the classroom.

The second standard communicative technique is guided role-play whereby students improvise conversation around an issue without the same contrived information gap. For example, they could work in pairs, think of a problem one might have had withofficials and act it for the rest of the class. One student role plays an official, the other their normal character.

The third general technique is tasks whereby students carry out tasks in the classroom with a definite outcome. For example, in lesson 14 of Atlas Nunan (1995) states that students go through a linked series of tasks on giving reasons called a'task chain'. First they listen to a taped conversation and tick how many times they hear 'why' and

'because', then they listen again to find out specific reasons in pairs they compare their answers and, after the teacher has given a model conversation, they role play equivalent conversations about asking for things and giving reasons. Finally, they discuss in groups whether it is appropriate to ask other people to do things like 'buy you a drink in the types of culture they are from. At each stage there is a definite outcome from the task. Students work together like that until they finish all the activities.

Communicative language teaching enables learners to work together in pairs or in groups, share ideas among themselves in the language they are learning and in that way Second Language Acquisition (SLA) and Second Language Learning (SLL) becomes easy for them.

2.3 Teaching strategies in English Second Language classrooms

The word strategy is a term that comes from the Greek word ' strategia' meaning generalship. Strategy is described by Mintzberg (1994:9) as an intergrated and co-ordinated set of commitment and actions designed to explain to explain core competencies and gain a competitive advantage. He points out that people use strategy in several and different ways. For example, strategy is a plan, a "how" or a means of getting from here to there. The strategy is defined as different types of methods that teachers employ in order to deliver the message to learners or students. Learners too use strategies during their learning process.

ESL Partyland Newsletter (2013) states that teaching students who have limited understanding of English can be a daunting task. Since ESL students speak a different language at home, some of them do not know the meaning of simple English words and phrases, and it can be difficult for teachers to communicate with them.Teachers are advised on effective strategies for teaching ESL. First, *understand the individual needs of students.* In an ESLclassroom, English proficiency and academic experience among students vary greatly. In order to help every student improve, teachers have to understand every individual student's level of language proficiency and educational history. The best way to make this is to replace difficult texts with simpler terms, avoiding using oversimplified vocabulary as some students may find this insulting. The

teacher can also establish a more personal relationship with every student and their family.

Second, *make sure that students know whai is going on in class*.Some ESL students do not have sufficient knowledge of the English language to understand the instructions that are provided by their teachers. Teachers have to encourage their students to ask for clarification when they do not understand certain instruction.

Third*, help students speak English more comprehensibly*.The important thing is to teach them speak comprehensibly. Teachers should speak clearly and repeat words that are difficult to pronounce, and they can help their students learn how individual sounds are produced by showing the right positions and movements of tongue and lips. Students should be encouraged to speak slowly, so that their pronunciation will be clearer and more accurate.

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

 In addition to this, Alliance for Excellence Education (2005) highlights six key strategies for teachers of English second language learners. The first strategy is *vocabulary and language development* through which the teacher introduce new concepts by discussing vocabulary words key to the concept. Exploring academic terms like algorithm, starts a sequence of lessons on longer maths concepts and builds the student's background knowledge.

Concerning academic language the teacher could engage beginning – level students in using basic social and school vocabulary, phrases and sentence structures; as students progress, continue to contextualise instruction of more complex language forms an uses: subject – specific academic vocabulary, grammatical forms and sentence structures used in listening, speaking, reading and writing. The last one could be to distinguish differences between primary language and standard academic English. Sample activities and assessments could be word analysis, e.g. dissecting words into

their parts (prefix, root, suffix), vocabulary journals, interactive editing, cloze paragraphs dictations, subject-specific journals

The second strategy is *guided interaction*. In this strategy, teachers structure lessons so that students work together to understand what they read- by listening, speaking, reading and writing collaboratively about academic concepts in the text.The academic language suitable for this strategy is (to) structure multiple opportunities for peer-to-peer interactions to increase speaking, listening, reading comprehension and writing skills.In addition to that, support language interactions with review or preview of language forms, use of graphic organizers or other types of modelling.Sample activities or assessments could include: partner interviews,class surveys, Tea party,Think-Pair-Share, etc., poster projects, group presentations, perspective line-ups, Readers'Theatre,etc.

The third strategy is *authentic assessment*, teachers use a variety of activities to checkstudents' understanding acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills.The teacher should make sure that assessment tasks are appropriate to students' assessed language development level. Again the teacher can provideenough time to complete tasks, appropriate feedback, rubrics and model to guide students'self-assessment.Relevant activities or assessment tasks include guided reading, completing chapter pre-reading guides, reciprocal teaching, Directed Reading Thinking Activity(DRTA), Anticipation guides, double-entry journals, think aloud, learning logs and quick-writes.

The fourth strategy is *explicit instruction*, or direct teaching of concepts, academic language, and reading comprehension strategies needed to complete classroom tasks. The teacher explicitly teach academic language and cognitive reading skills needed to complete subject-specific tasks, e.g. analyze, interpret,classify,compare, synthesize, persuade and solve. The academic language relevant for this strategy is include teaching essential language forms and uses per students' assessed language development level; listening or speaking, reading and writing.

Relevant activities or assessment tasks include: teach specific reading comprehension skills for completing: task procedures, answer questions,word problems, understanding text and graphics. In addition, the teacher can teach or explain prerequisite language applications: reading idioms, sentence starters, essay formats, pattern drills or completing a story map.

The fifth strategy is the use of *meaning-based context and universal themes*, referring to taking something meaningful from the students' everyday lives and using it as a springboard to interest them in academic concepts. Usually, when students are interested in something and can connect it to their lives or cultural backgrounds they are more highly motivated and learn at a better rate. The teacher can link ideas to resources or contexts that reflect student interest and socio-cultural or linguistic backgrounds. Furthermore the teacher can link ongoing language practices to tasks to both school-based and community-based uses. Again,he teacher can let the students compare and analyse language use, and meaning to other cultures or context to promote meta-cognition.

Examples of activities and assessment could be the'quick-write' responses or record students' responses to visuals, current event stories, real-life models, video clips, teacher read -aloud, thematic prompts, role-play, comparing language uses for similar contexts. Another one could be to identify and analyse different perspectives and language references re: essential concepts.

The sixth strategy is the use of *modelling, graphic organizers and visuals.* The use of a variety of visual aids, including pictures, diagrams and charts, helps all students especially ELL studentseasily recognize essential information and its relationship to supporting ideas. Visuals make both the language and the content more accessible to students.Sample activities or resources relevant to this strategy are: Venn diagrams, story maps, main idea plus supporting detail schematic, double - entry journals, semantic attribute matrices, jazz chants and read aloud.

In addition, Hayness (2010) states that making lessons visuals by using visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts.

In line with ESL Partyland Newsletter and Alliance for Excellence Education, Greene (2013) highlights five key strategies for English Language Learners (ELLs).The first one is *scaffolding understanding* whereby the teacher give the learners support with strategic types of scaffolding such as graphic organizers,visual aids ,peer help, or home language help, and removing these supports as learners'skills develop. This way ELLs can be given the opportunity and the necessary support to meet rigorous academic standards.

The second one is *purposeful grouping.*t is believed that learners learn best whenthey are in heterogeneous classrooms.They need to be given ample opportunities to have extended interaction such as doing 'jigsaw' type activities with peers of varying English proficiency levels, who can provide ELLs with a range of models for how to use English words or structures appropriately, as well as abundant, personalized feedback on ELL's own developing English use.

The third strategy is *background knowledge*. The teacherprovides the learners with relevant background knowledge about the topic to be discussed in their class, or activate their existing knowledge of a topic. Besides increasing student interest, this allows learners to focus more fully on the instructional goals, rather than being overwhelmed with too much information at once. Furthermore, it allows learners to bridge new knowledge to old knowledge,increasing understanding, and it also helpsome learners fill in contextual information.

The fourth teaching strategy is *extended discussion* whereby the teacher teaches the learners' difficult vocabulary before having them read texts. Learners learnnew vocabulary through extended discussion with their classmates after reading or between multiple readings.

The fifth teaching strategy is *valuing linguistic difference*. The teachers can help ELLs' greatly by learning about learners 'cultures and languages, treating cultural and

linguistic differences as resources rather than obstacles and reaching out to learners' homes and communities to build learning opportunities together.

Teachers are not the only ones to apply the teaching strategies, learners too do have strategies they use when learning or using a second language. Teachers depend on students' ability to plan, ask questions, make associations, remember, prioritize, distinguish main ideas from details, monitor progress, reflect on successes, and flexibility shift their approaches to language learning or use (Purpura, 2014:533). Learnersdiffer greatly in the strategic processes they invoke to learn or use an L2. Learners also vary in their" preferred and habitual modes of perceiving, remembering organizing, processing, and representing information" (Dornyei, 2005:125).

Rubin (1975 as cited in Naiman et al., 1978) identifies the following seven characteristics of and strategies used by "good" language learners to achieve success: They are willing and accurate guessers; they have strong drivers to communicate or to learn from communication; they are not inhibited; they are willing to appear foolish if reasonable communication results; They can tolerate some vagueness; In addition to focusing on communication, they are prepared to attend to form and are constantly looking for patterns in the language; they practice; they monitor their own speech and that of others; they attend to meaning. They know that in order to understand a message, it is not sufficient to pay attention to grammar or to the surface form of incoming speech.

Both the teacher and the learner use the strategies that would benefit the learner. The teacher apply various teaching strategies when teaching and the learner too have to come up with strategies that would make the learning process effective and successful. It should be a two- way process. It shouldn't be the teacher who strategically imparts knowledge to passive learners. Learners as recipients should be active participants too.

According to Purpura (2014) teachers need to remember the following key findings that can be extrapolated from the strategy research, among others: All learners use strategies while learning or using a second or foreign language. High and low ability learners use some strategies in the same way and in different ways; Strategiesare

neither good nor bad. Therefore, teachers should introduce learners to a wide range of strategies, so they can choose which ones work best for them; Strategies are engaged when learners are consciously aware of learning challenges; strategies are not only used when learners have problems; they are also deployed in successful learning or performance; Learners often use short-lived transition strategies that become more enduring and automatic with regard to experience; Good learners use strategies appropriate to the task at hand and that learners need to use strategies flexibly and efficiently to reflect the changing conditions of language learning use. Therefore, teachers should provide learners with tasks that help them develop cognitive flexibility by varying domains, contexts, topic/themes and tasks with respect to the same learning point.

Renandya (2002) maintains that successful mastery of second language will be, to a large extent, the result of a learner's own personal "investment" of time, effort, and attention to the second language in the form of an individualized battery of strategies for comprehending and producing language.

2.4 Language needs for English second language learners

The second language or an L2 is any language learned after the first language or mother tongue is established. Second language in this study is English. English is a medium of instruction in all the schools of Mankweng.

According to Anderson (2005) second language (L2) learners are those who are aware of and use appropriate strategies for learning and communicating in a second languageEnglish second language learners rely on the teacher to use English skilfully. Teachers have to understand every individual learner's level of language proficiency and educational history (Centre for Applied Linguistics Newsletter, 2014). They should understand that the language proficiency and academic experience among the learners can vary greatly. The best way to make lessons comprehensible to all students is to replace difficult texts with simpler terms. In other words, the teacher should purposefully select words and sentence structures that will help learners learn rather than hindering their learning.Educators have the responsibility of promoting the equitable participation

of ESL learners. A clear understanding of the learners' needs is a prerequisite if the school system is to enable them to develop their individual language potentials.

In the same vein, Miller and Endo (2004) state that teachers should know the needs of their learners in schools. They should make language easy for their learners by simplifying difficult words that are unfamiliar to English second language learners, which can put a great deal of pressure on learners as they try to process what the teacher says or what they have read. To lighten the difficult language for learners, teachers can employ a number of strategies; they can rewrite difficult texts using simpler terms or at least explain the original language simpler.

Harbison (2012) highlights things that ESL students need but do not tell the teacher. These include the following: First, when the teachers ask ESL student a question, they first make out the literal meaning of the words and then formulate an answer in a language outside of their native tongue. Waiting for 20-30 seconds before expecting an answer allows ESL learner time to process questions and produce quality answers. Second, ESL learners need time. Using strategies such as this takes the pressure off everyone and gives ESL students time to process. It will also produce quality responses on the part of all students in the classroom.

Another thing that ESL learners need is that they often work best in group discussions because it takes the pressure off the assignment. In addition, by working with English speaking peers, they can pick up new information in a more straightforward manner. Lastly, ESL learners need the teacher to draw attentionofa situation where they lack understanding (Scarcella, 2011).

In addition, Smagorinsky (2008) shows the importance of providing scaffolds for studentlearning". The notion of an instructional scaffold, developed by Jerome Bruner (1975) from Vygotsky (1978, 1987) views on human development, refers to the way in which experienced and capable people assist others in learning new knowledge and skills.An example would be the way in which an experienced carpenter teaches a novice how to build a cabinet. The carpenter might use a variety of methods to teach the skills of cabinet making: providing information verbally, modelling and showing how

to find resources and so on. As the learner grasps the concepts and learns to use the tools properly, the carpenter begins handing over responsibilities to the novice. This transfer might involve providing feedback and support while the novice begins to apply the concepts.

The same thing applies in English second language learning. Teachers could provide instructional scaffolding any time they teach students how to do a new task; read ironic literature, write a narrative, produce compound and complex sentences, and any other process that new kinds of complex thinking.

Long (2005) maintains that learners have special rights when it comes to deciding the content of subject they have to learn. Nunan (1988) states that learners constitute acomponent in learners'contribution to the content of the subject.In addition to this, (Ellis & Sinclair, 1989) add that courses that form part of the syllabus need to involve learners by diagnosing their language abilities which would inform the syllabus. Therefore, learners play a significant role in their language needs (Auerbach, 1995).

2.5 Language policy in Education

Cuvelier, Du Plessisand Tech (2003) state that language has always been a contentious issue in education in South Africa. From the drive for mother tongue to the ever pressing need to be able to use international languages such as English.They further maintain that The National Education Policy Act (Act 27 of 1996) empower the minister of Education to determine a national policy for language in education. The policy operates within the following paradigm(paragraph 1) among others. In terms of the new constitution of the Republic of South Africa, the government, and thus the Department of Education, recognises that our cultural diversity is a valuable national asset and hence is tasked, amongst other things, to promote multilingualism, the department of the official languages, and respect for all languages used in the country, including South African Sign Language and the language referred to in the South African Constitution.

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

To add to that, Cook (2013) retains that language is at the centre of human life. We use it to express our love or our hatred, to achieve our goals and further our careers, to gain artistic satisfaction or simple pleasure, to pray or to blaspheme. Language is inseparable from mankind. For this reason, The Department of Education has drafted a number of language policies that all language teachers must adhere to.

Springer Link (2014) states that language policy contributes to the growth on the field by publishing high quality studies that help build a sound theoretical understanding of the subject area.Italso examines policy development by government, government agencies, non-governmental organisations and business enterprises as well as attempts made by ethnic, religious and minority groups to establish, resist or modify language policies.

The aim of the Ministry of Education's policy for language in education among others is to support teaching and learning of all other languages required by the learners or used by communities in South Africa. This includes languages used for religious purposes, languages which are important for trade and communication, and South African sign language, as well as alternative and augmentative communication.

According to Mnguni (2013), the introduction of the new Curriculum and Assessment Policy Statement (CAPS) will improve the quality of education in South Africa.The introduction of this new curriculum document is one of several significant curriculum reforms in South Africa since 1994, which is aimed at " redressing the inequalities and injustices caused by the apartheid regime policies, using education as its tool' (Bantwini,

2010:84). The objective of these curriculum reforms ranges from cleansing of syllabi from racist language and controversial and outdated content to the introduction of the outcomes-based education curriculum which promotes social justice as defined in the Constitution of the Republic of South Africa (De Villiers, 2011).

In addition, Curriculum and Assessment Policy Statement (CAPS) states that teachers should develop learners' reading and writing strategies so that they can become independent and lifelong readers and writers, for example, they can teach the learners to skim and scan, they can ask questions that develop the learners' high order reading skills, they can teach the learners critical language awareness, they can provide feedback that enables learners to get sense of their own strength and weaknesses and understanding of how to move forward.

Furthermore, The Department of Basic Education (2010:44) states that "it is very important (for teachers) to help students link related topics so that they acquire a thorough understanding of the nature and inter-connectedness of life''. This statement suggests that, as part of the instructional process, teachers need to "facilitate" and "supervise" learning. The idea of acquiring knowledge suggests that students retain the freedom to use their creativity to develop an understanding of knowledge.

2.6 English second language teaching

As already stated,Second Language (L2) is any language learned after the first language or mother tongue. Second language in this study refers to English Slavin (2003) provides the definition of teaching as" showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand".During the process of teaching, learners are able to acquire and at the same time learn whatever the teacher gives to them.

According to Ellis (1997:3) Second Language Acquisition (SLA) can be defined as the way in which people learn a language other than their mother tongue, inside or outside of a classroom.

In the same vein, Gass (2013) also maintains that SLA is the process of learning another language after the native language has been learned. Sometimes, the term refers to the learning of a third or fourth language.The second language is commonly referred to as an L2.It is the language learned after the first language (L1) has been learnedregardless of whether it is the second, third,fourth or fifth language. According to Gas (2013) acquisition of a second language can happen in classroom situation as well as in more"natural"exposure situation.

In addition, referring to the discipline, noted above,the term second language acquisition (not capitalised) can also refer to the process of learning another language, In this context, learning English second language.If English is being acquired for academic purposes, the level of proficiency expected is much more complex than English for day-to-day survival. Cummins (1979: 1980) has further proposed a model for second language acquisition that distinguishes between these 2 types of language proficiency.

Teachers are responsible to give learners relevant and sufficient input. Bailey (2006:65) refers to input as " the language to which the learner is exposed, either orally or visually". Stander (2001:108-110) comments that teachers are responsible for an inadequate language input due to their limited English proficiency. Where teachers own L2 knowledge is not an acceptable standard for the use of English as a language of learning and teaching (LoLT), their poor usage and knowledge of language is transferred to learners.

ESL Newsletter (2013) states that English proficiency and academic experience among students can vary. In order to help every student improve, teachers have to understand every individual student's level of language proficiency and educational history. It points out that teachers should establish a more personal relationship with every student and their family and that will give students a pleasant learning experience.

Furthermore, teachers have to encourage their students to ask for clarification when they do not understand the instructions. During the course of the lesson, they have to let their students know which points are important and give them more time to ask

questions. Also teach them to speak comprehensibly. Teachers should speak clearly and repeat words that are difficult to pronounce, and students should be encouraged to speak slowly, so that their pronunciation will be clearer and more accurate. Lastly, teachers should encourage students to converse more fluently with native speakers.

Cook (2001) maintains that some second language (L2) learners do better than othersbecause they are motivated. Motivation in anL2 learning has chiefly been used to refer to long-term stable attitudes in the students 'minds, in particular integrative and instrumental motivation introduced by (Gardener, 1985).The integrative motivation reflects whether the student identifies with the target culture and people in some sense, or rejects them. The statement "Studying a foreign language is important to my students because they will be able to participate more freely in the activities of other cultural groups" was used by Gardener for testing integrative motivation.

On the other hand, instrumental motivation means learning the language for an ulterior motive unrelated to its use by native speakers-to pass an examination, to get a certain kind of job, and so on (Gardener, 1985).

Interestingly, motivation and teaching go hand in hand. Students will find it difficult to learn a second language in the classroom if they have neither instrumental nor integrative motivation, as is probably often the case in school language teaching, and if they feel negatively about bilingualism or are too attached to monolingualism. Teachers have to cultivate both types of motivation to their learners because when you teach the rightthings, the right way, motivation takes care of itself.

 According to Brown (2007) learning a second language is a long and complex undertaking. Your whole person is affected as you struggle to reach beyond the confines of your fist language and into a new language, a new culture, a new way of thinking, feeling and acting.He further maintains that total commitment, total involvement, a total physical intellectual and emotional response are necessary to successfully send and receive messages in a second language. Many variables are involved in the acquisition process. Second language learning is not a set of easy steps that can be programmed in a "quick to-it yourself kit.'' So much is at stake that courses

in foreign languages areoften inadequate training grounds, in and of themselves, for the successful learning of a second language. Few if any people achieve fluency in a foreign language solely within the confines of the classroom.

According to Brixton (2001) there are basic tools and techniques of effective second or foreign language teaching. One of the techniques is pairing and grouping of students. Pairing or grouping of learners is the surest way to foster SLA in the classroom setting. Both techniques reduce teacher dominance while enhancing student participation and time on task. They also allow for natural opportunity for information exchange as a result of the student grouping. Pair work and group work includes structuring tasks in such a way that learners are required to interact with their peers, negotiate for meaning, and formulate and share their opinions on topics. Cooperation rather competition is emphasised.

Another technique is known as teacher classroom discourse. The term *teacher classroom discourse*, encompasses different types of teacher talk, including pre-lesson chitchat, lesson warm-up, teacher questions, explanations and teacher-fronted instruction, modelling language use, error correction and feedback to students, and praise and acknowledgement of student contributions.

The third tool and technique as prescribed by Brixton is the use of visuals.Visuals, include, but are not limited to, photos or line drawings in the course textbook; stick figure, written text or other graphics other graphics on the black or white board, students' generated posters; magazine pictures; digital photos; images or clip art downloaded from the internet, etc. Brixton (2001) notes that the use of visual (along with other instructional media) not only lends authenticity to the language lesson but also serve as an important contextualizing device; that is, a photo, a graphic organizer, or a video can serve as springboard for the entire lesson.

Graphic organizers such as charts and diagrams allow learners to develop a holistic understanding that words cannot convey. They assist learners in processing andrestructuring ideas and information. They also clarify complex concepts into simple meaningful ones.

McDonough, Shaw and Masuhara (2013) maintain that teachers and students should use the second language rather than the first language in the classrooms, in this context, the second language is English.

The South African National Curriculum Statement (South Africa Department of Education (SADoE, 2002) declares that ,since the first additional language (FAL) may be used as a language of teaching and learning, its teaching and learning achieve should achieve levels of proficiency that meet the threshold level necessary for effective learning across the curriculum.

Arkoudis (2003) points out that teachers of English play a leading role in providing learners with knowledge, skills and understanding they need to read, write, speak and listen effectively. However, Goodwyn and Findlay (2003:27) point out that all teachers have a stake in effective literacy. Learners may fail to understand academic concepts through the language they are still learning because their subject content teachers are incapable of assisting them to do so (Grandall,1998:18).

In order to make academic lessons comprehensible to learners and to support second language learning, teachers who are highly proficient in English use a vast repertoire of instructional strategies to cover the curriculum (Cloud: 2005). In addition, Brumfit (1997) states that when teachers representing an educational system, seek to intervene in learning, as they do by definition when they teach, they need to be able to show what is being taught that the procedures being used relate explicitly to pupils as they actually are, to the teaching situation as it actually is, and to the desired objectives .He further points it out that language teaching needs to concentrate far more on the concept of language "fluency" in order to restore a genuine educational perspective on its aim.

Widdowson (1990) maintains that the general English instruction which is provided in secondary schools has in most cases proved to be inadequate as a preparation for the use which students are required to make of the language when they enter higher education .In addition to this (Motshekga, 2010) states that teachers' language awareness and consequently the power of language in education remains limited.

As human beings learn to use a second language, they develop a new mode of thinking, feeling and acting- a second identity. The new 'language ego' intertwined with the second language, can easily create within the learner a sense of fragility, defensiveness, and raising of inhibitions (Renadya, 2002).

To support this, Sclebusch (2000, 28) states that the high failure rate at schools is caused by, among other factors, a lack in English proficiency of learners before entering the senior phase (Grade 7-9). This implies that because learners normally fail to understand the target language in the lower grades, they are unlikely to master that language at secondary and university levels. Teachers may therefore need specific skills to help learners with poor English proficiency to perform better in English as the subject, the skills referred to here are the teaching strategies.

2.7 Conclusion.

The literature reviewed in this chapter indicates that learning English second language is not as simple as learning mother tongue. The teacher needs to be strategic when planning and teaching the subject. Teachers need to come up with teaching strategies that would make English lessons interesting, understandable and meaningful to learners. Learners too need to develop a large repertoire of strategies in order to meet their second language learning and goals.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodology used in the study. Patton (2001) regards methodology as the more practical branch of the philosophy of science that deals with methods, systems and rules for the conduct of an inquiry.The research methodology in this study will consist of the following topics: research design, population and sample, and data collection instruments.

3.2 Research design

A research design is defined as a plan of how the research would be conducted, indicating who or what is involved, where and when the study will take place (Du Plooy, 2002) This means that the function of a research design is ensuring that evidence enables the researcher to answer initial questions as unambiguous as possible.

Krueger and Neuman (2006) state that a research design is a step in research process dedicated to'designing' the study that enables the collection and analysis of data.This study applied explanatory research to explain teaching strategies used in English second language classrooms.

 According to Babie and Mouton (2001) the aim of explanatory research is to indicate causality between variables or events. This type of research is relevant in this study since the researcher explained how teaching strategies affect the performance of students in English second languages classrooms. Although this study mainly applied qualitative approach to explain teaching strategies in detail, quantitative approach was used to support the qualitative approach.

Schumacher and McMillan (1993:13) describe qualitative methodology as a field focused on attempts to unveil the real world situation that exists within the classroom and which stands in contrast to theoretical deductions. It is a way of knowing and learning about different experiences from the perspective of the individual. In this study, the researcher to uncover the real situation regarding the application of teaching

strategies in Grade 12 ESL classroom. Qualitative and quantitative methodologies were used to cover the depth and the width of the scope.

3.3 Population and sample

3.3.1 Population

The respondents in this study were teachers who teach English First Additional Language only in Grade 12. "The population of the study is the group of people about whom we want to draw conclusions" (Babie & Mouton, 2001). It is not possible to study all members of the population. Therefore, a sample should be selected to represent the whole population. The population in this study consisted of English teachers in 11 schools which fall under Mankweng Circuit in the Limpopo Province.

3.3.2 Sample

A sample is a subset of the population, Moustakes (1994) suggests all respondents in the sample should be interested in the meaning of the study and be willing to participate.

Purposive sampling was used, as Leedy and Ormrod (2010) state that in purposive sampling "people who have been decided are typically of a group or those who represent diverse perspective on an issue." Marlow (2005) refers to this kind of sampling as typical case sampling in qualitative research where typical case sampling in qualitative research where typical cases are sought and selected for the study. Purposive sampling is also seen by some as judgemental sampling (Rubin &Babbie: 2005:247). Therefore, in this study 21 teachers who teach English First Additional Language in Grade 12 were selected.These teachers are homogenous since all of them teach the same subject in the same grade. As a result, they were be selected based on these common teachers attributes

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3.4 Data collection and instruments

Collection of data is a systematic process in which the researcher collects relevant information to achieve the research's purpose and objectives (Burns & Grove, 2005). The researcher received permission from the Department of Education in order to collect data from the 11 schools.This study used two data collection instruments; these include the following: interview and questionnaire.

3.4.1 Interview

The first data collection instrument to be used in this study was the interview. It was used to elicit data from the respondents about teaching strategies used in schools in Mankweng Circuit. The researcher used the structured interview in which the identical questions were asked. Babie and Mouton (2001) state that structured interview resembles a verbal questionnaire which enables the researcher to compare answers from different respondents. The interview is typically used in qualitative research to elicit data in detail.

34.2 Questionnaire

The second instrument in this study was a questionnaire. It consisted of close and open ended questions. It enabled the respondents to provide sufficient information on teaching strategies. In addition, the questionnaire was used as one of the instruments so that the respondents could provide data independently from each other without sharing information.

3.5. Ethical considerations

The section on ethical issues is divided into three, namely: permission, anonymity and confidentiality.

3.5.1 Permission
Permission was provided by the Department of Education to collect data from 11 schools in Mankweng Circuit. The researcher interviewed grade 12 English second

language teachers, one from each school. Other grade 12 English second language teachers were involved in the filling in of questionnaires.

3.5.2 Anonymity

The researcher ensured that anonymity was granted to the participants.The researcher also ensured that the responses were anonymised,i.e. without identifying individual teachers.

3.5.3 Confidentiality

 The researcher ensured that the interests of the participants were at all times protected during data collection. Notter and Spalding(1976) indicate, in recent years considerable concern has been expressed about the protection of the rights of the individuals used as subjects of research, confidentiality of data and protection of individuals from harm. The participants were told that the information they provided would only be used for study.

CHAPTER FOUR: PRESENTAION, ANALYSIS AND INTERPRETATION OF DATA

4.1Introduction

This chapter presents the analysis presentation and interpretation of data.The chapter deals with data collected using the questionnaire and interview which are presented in graphs followed by the discussion. Rubin and Babbie (2005) state that quantitative data analysis is the techniques by which researchers convert data to a numerical form and subject it to statistical analysis.Qualitative analysis is the"...non-numerical examination and interpretation of observations, for the purpose of discovering underlying meanings and patterns of relationships" (Babbie, 2007, 378). The chapter consists of the following: quantitative data of the study, qualitative data of the study, interpretation of results of the study and conclusion.

4.2 Quantitative data of the study

Teachers at high schools apply different teaching strategies when they teach English Second Language. Teaching strategies are certain activities a teacher does for the purpose of making learning process easier, quicker, funnier, more self- directed, more efficient, and more pushing towards new situations (Oxford, 1990).A teaching strategy is a general plan which includes all the parts of the teaching situation, namely: the objectives, teaching methods, teaching aids and evaluation strategies (Mohammed & Hamzeh, 2014). Teachers apply teaching strategies to meet the needs of all the learners. What is important for the learners isto understand the message conveyed by the teacher. All 21 Grade 12 English Second Language teachers in Mankweng Circuit have indicated through a questionnaire and responses to interviews that they apply the teaching strategies intheir classrooms.The figures below show the findings in percentages, followed by theinterpretation of the data. These figures are designed in accordance with the objectives stated in chapter 2.

4.2.1 Experience, qualifications and gender

It is worth noting that teacher experience, qualifications and gender of the teacher have a great impact on learners' performance. A teacher with long service in teaching has experience of teaching and knows the teaching strategies which are good unlike a novice teacher who is still adjusting in the field. The qualifications of the teacher too play a role in the application of teaching strategies. Gender of teachers has a great impact on the application of teaching strategies. The figure below illustrates experience, qualifications and gender of teachers in terms of theapplication of teaching strategies.
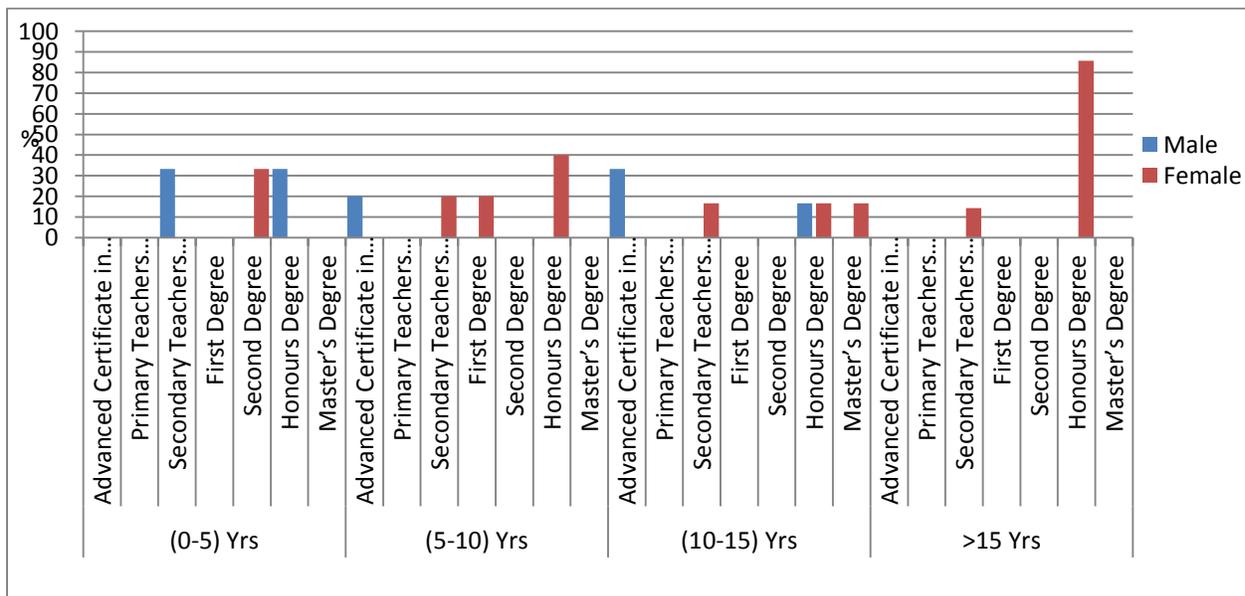
Figure 1: Experience, qualifications and gender.

Figure 1 above illustrates the frequency and percentages of teachers who appliedthe teaching strategies in English Second Language classrooms. They are classified according to their teaching experience, qualification and gender.Out of 21 teachers, only 1(33%) male teacher holds Secondary Teachers Diploma(STD) andhad less than 5 years teaching experience. Another 1(33%) male teacher holds Honours Degreeand hadless than 5years teaching experience. The study found that 1(33%)female teacher holdsa Second Degree and had less than 5 years teaching experience. Under the category of those with less than 5 years teaching experience,none(0%)holdsAdvanced

Certificate in Education, none(0%)holds Primary Teachers Diploma, there was also no one (0%) with First Degree and no one (0%) with Master Degree.

The figure also indicates that,1(20%) male teacher had 5-10 years teaching experience and holds Advanced Certificate in Education. Under the same category,1(20%) female teacherwho applied the teaching strategiesholds Secondary Teachers Diploma and1

(20%) holds aFirst Degree. It was also noted that 2(40%) female teachers who applied teaching strategies in their classrooms holdHonours Degree.The study found that there were no male and female teachers(0%) with Primary Teachers Diploma, Second Degree (0%) and MastersDegree (0%).

Out of 21 teachers in Mankweng Circuit, 2(33%) male teachers hold an Advanced Certificate in Education and they have 10-15 years teaching experience.None (0%) holds Primary Teachers Diploma, First Degree, nor Second Degree. Only 1(17%) male teacher holds Honours Degreeand none (0%) holds Master Degree.On the other hand, 1(17%) female teacher with 10-15 years teaching experience holds Secondary Teachers Diploma, another 1(17%) female teacher holds Honours Degree. Lastly, 1(17%) teacher holds Masters Degree.

The figure 1 also suggests that there was no single male teacher (0%) under the category of 15 years teaching experience who applied the teaching strategies in the classroom. It was observed that 1(14%) female teacher with15 years teaching experience and above, had Secondary Teachers Diploma. It was alarming to note that out of 21 teachers, 6(86%) female teachers had15 years teaching experience andhold an Honours Degree. The finding above shows that there is a high percentage of female teachers who apply the teaching strategies in English Second language classrooms as compared to male teachers. The figure further indicatesthat of 21 teachers, there was none (0%) with Primary Teachers Diploma and more than 15 years of teaching experience. None (0%) obtained First Degree and more than 15 years of teaching experience, again, none (0%) with Second Degree and more than 15 years ofteaching experience.Lastly, there was none (0%) with Masters Degree and under the category of 15 years and over.

In general, the findings revealed that Mankweng Circuit is dominated by female teachers in Grade 12 EnglishSecond Language classroom as compared to male teachers. Again there is a high percentage of female teachers who improved their studies up to Honours level as compared to male teachers. The study shows that it is a fact that, statistically, female gender always exceeds male gender.

4.2.2 Age and teaching experience

Again it is worth noting that age and teaching experience of teachers have a great impact on the application of teaching strategies. Young teachers are believed to be energetic as compared to the aged teachers. Teaching experience of the teacher also has a great impact on the application of teaching strategies. A novice teacher or a teacher with fewer years of teaching experience will not apply the teaching strategies the same way as a veteran teacher who has a long service in the field. The figure below illustrates age and teaching experience of teachers.
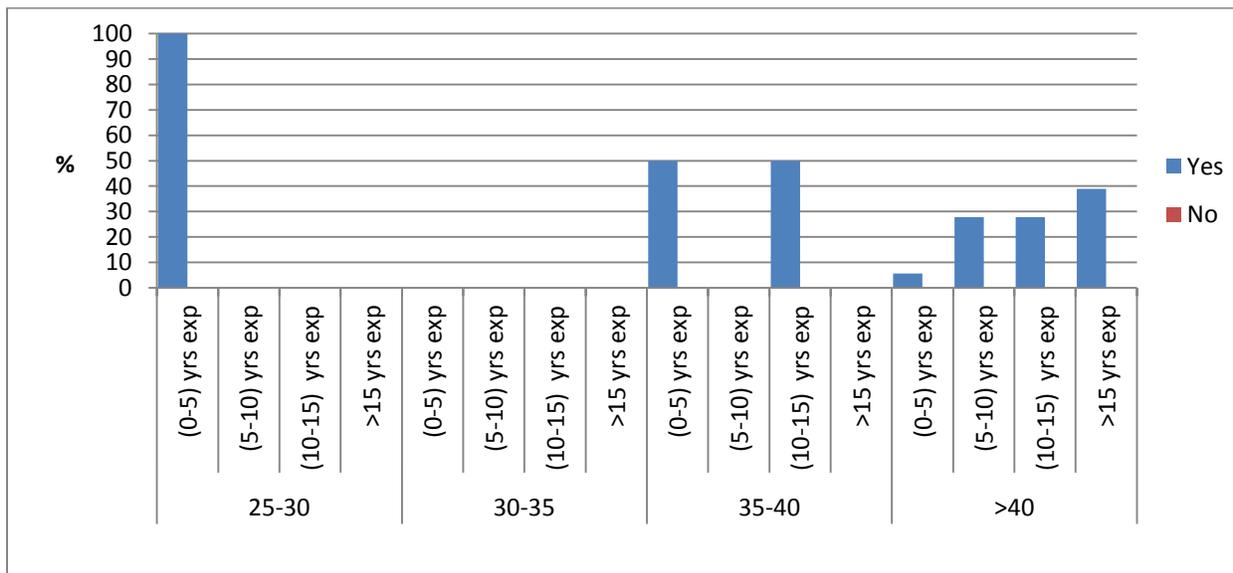

Figure 2: Age and teaching experience

Figure 2 above indicates that teachers between the age of 25 -30 years,and had less than 5 years teaching experience all(100%)affirmed that they apply teaching strategies in theirEnglish Second Language classrooms. Of this percentage, none (0%) is under the category of 10-15 yearsand15 years and above.

Teachers ranging between 30-35 years were not teaching Grade 12 English Second Language.The figure indicated 0% from 0-15 years teaching experience.

From the figure above, it is evident that 1(50%) teacher of age group between 35 to 40and less than 5 years teaching experience,affirmed to apply teaching strategies inGrade 12 English Second language classroom. The figure indicated that there was none(0%) with 5-10 years teaching experience. In addition, 1(50%) teacher of the same age group and 10-15 years teaching experience applied the teaching strategies in his classroom.

The study further shows that the more teachers aged, the more they apply their teaching experience in a particular field. This is supported by the fact that teachers of 40 years and above all applied teaching strategies in their classrooms.Out of 21, 1(6%) with 0-5 years teaching experience said 'yes', 5(28%) of them with 5-10 years teaching experience, said 'yes'. Another 5(28%) also affirmed to have applied teaching strategies, and 7(39%) also affirmed to have applied the teaching strategies.

In overall, it is clear that teachers find teaching strategies a vital tool when teaching Grade 12 English Second Language. There was no teacher (0%) who did not apply them. All of them apply the teaching strategies in Grade 12 English second language classrooms.

4.2 3 Age, experience and institution of training

The age, teaching experience and institution of training have an impact on the application of teaching strategies. Teaching experience of teachers also play a role in the application of teaching strategies. The teacher with a short service in a particular field will not be the same as the teacher with a long service. The institution at which teachers received their training has an impact on the application of teaching strategiesThe figure below illustrates, age, teaching experience and institution of training of the teachers.
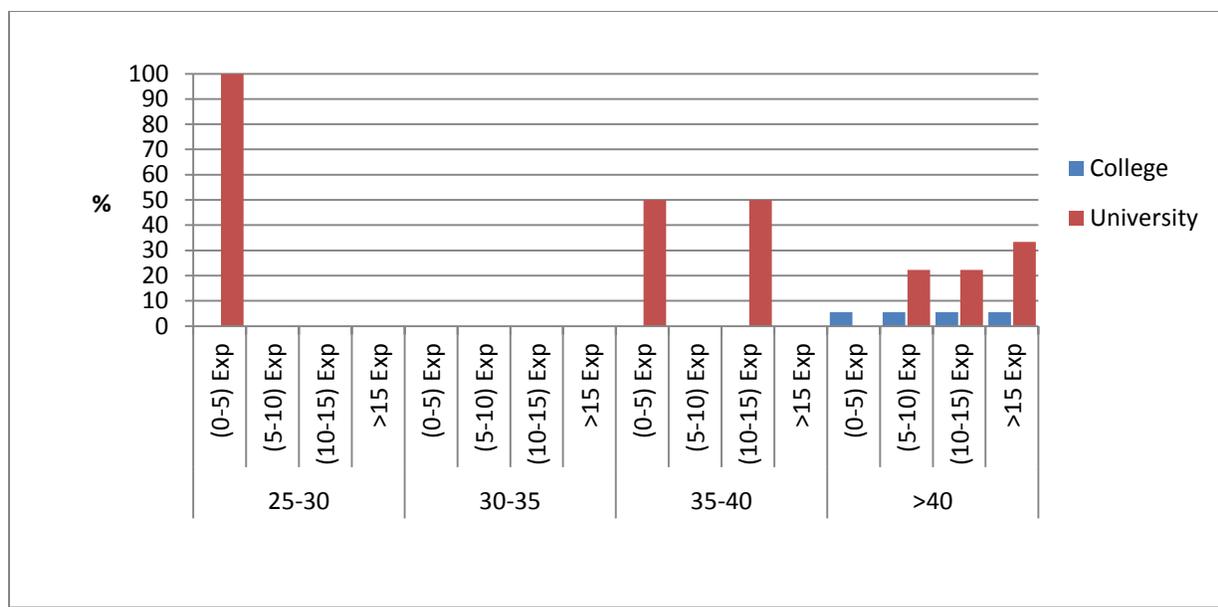
Figure 3: Age group, experience and institution of training.

The findings revealed that 1(100%) teacher of the age 25-30 years, with 5 years teaching experience obtained qualifications at theUniversity. The teacher indicated that the way in which he was trained at tertiary institution affect the way he teaches Grade 12 learners. There were no teachers (0%) with 5-10 years teaching experience and 15 years and above. The studyfurther shows that there were none (0%) teachers ranging from 30-35years at these schools.

The figure shows indicates that 1(50%) teacher aged 35-40 with less than 5 years obtained his qualifications at the University.Of the same age, there were none(0%) with 5-10 years teaching experience who applied the teaching strategies in Grade 12.The figure further shows that 1(50%) teacher aged 35-40 and 10-15 years teaching experience also holds University qualifications. There was none (0%) of the same age with 15 years teaching experience.

The study reveals that most of the teachers aged 40 and above obtained their qualifications at various colleges of education. The figure indicates that 1(6%)teacher, with less than 5 years teaching experience holds a college qualification. Furthermore, another teacher (6%) with 5-10 years teaching experience holds a college qualification and there were 4(22%) teachers who obtained their qualifications at various

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universities. There was another teacher (6%) with 10-15 years teaching experience who obtained a qualification at college of education and 4(22%) with the same number of teaching experience who obtained their qualifications at the university. The figurefurther indicates that there was 1(6%) teacher, aged 40 years and above and with a college qualification who has been teaching English in Grade 12 for more than 15 years. It is essential to note that 6(33%) teachers aged above 40 hold university qualifications. It is assumed that an experienced teacher is able to understand and apply the teaching strategies better than a novice teacher.

4.2.4 Age, qualifications and experience and how they affect the performance of learners.

Age, qualifications and teaching experience have an impact on the application ofteaching strategies.The age of the teacher has an impact on the application of teaching strategies. Qualifications of teachers also play a role in the application of teaching strategies. A teacher with long service in teaching has mastered the teaching strategies and how to apply them, is not the same as a beginner teacher. Age, qualifications and experience of the teacher have a great impact on the performance of the learner.The figure below illustrates age, qualification and teaching experience and how they contribute to the performance of learners.
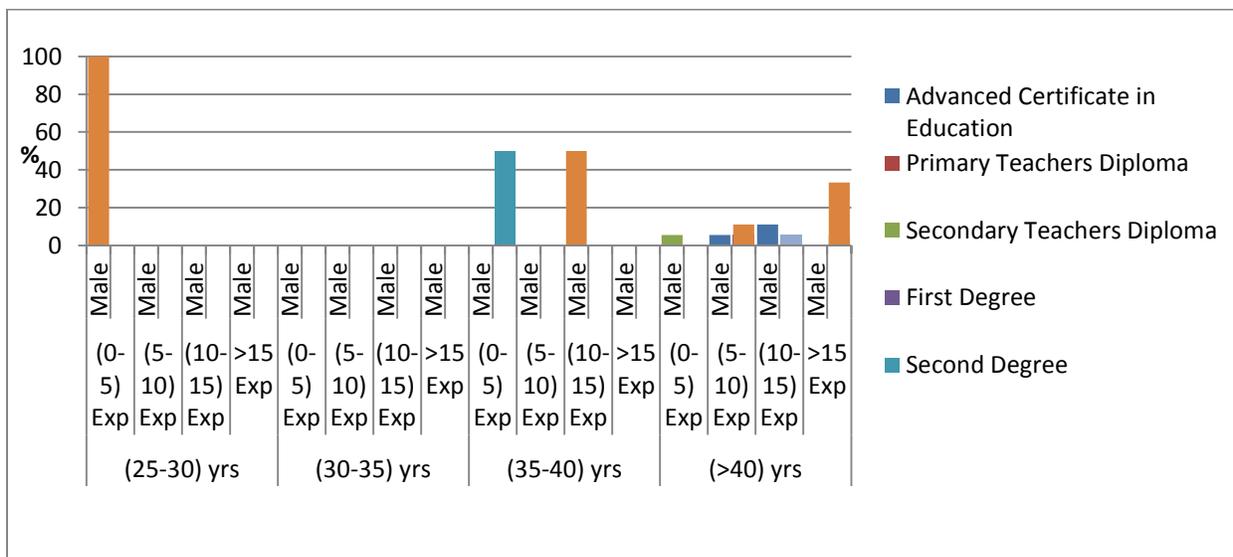
Figure 4. Age, gender, qualification and experience and how they affect the performance of learners.

Figure 4 above illustrates teachers frequency results of how the teaching strategies affect the performance of the learners. The figure indicates that 1(100%) male teacher of 25-30 years with less than 5 years teaching experience holds Honours Degree. The figure further indicates that none (0%) under the same age hold other types of qualifications such as Advanced Certificate in Education;Primary Teachers Diploma; Secondary Teachers Diploma; First Degree and Second Degree. Out of 21 teachers, there were no(0%) teachers aged 30-35 in Grade 12 English classrooms.

The figure further indicates that 1(50%) female teacher aged 35-40 and with less than 5 years teaching experience holds a Second Degree. The figure also indicates that 1 (50%)male teacher with 10-15 years teaching experience holds Honours Degree. The study shows that there were no teachers(0%) with other qualifications under the same category.

As indicated by figure 4.2.4 above, out of 21 teachers in Mankweng Circuit,1(6%) male teacher of 40 years and above, affirmed that application of teaching strategies affect learners performance. The same teacher had less than 5 years teaching experience and holds a Secondary Teachers Diploma. Another male teacher (6%)of the same age acknowledged that the application of teaching strategies affect learners performance. This teachershad 5-10 years teaching experience and holdsan Advanced Certificate. The figure further indicated that 1(6%)female teacher of 40 years and above, with 5-10 years teaching experience holds a Secondary Teacher Diploma. Another 1(6%) female teacher of the same age and has 5-10 years teaching experience holds a First Degree.

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The study further shows that 2(11%) female teachers with 5-10 years teaching experience hold an Honours Degree. 2(11%) male teachers with 10-15 years teaching experience and had obtained an Advance Certificate in Education also acknowledged that application of teaching strategies affect the learners' performance. The figure further indicatesthat1(6%) female teacher with 10-15 years teaching experience obtained a Secondary Teachers Diploma and another 1(6%) holds an Honours Degree. Only 1(6%) female teacher studied

up to Masters Degree at university. The study shows that 1(6%) female teacher with more than 15 years teaching experience holds a Secondary Diploma. Lastly, 6(33%) female teachers hold Honours Degree.

In general, there was a high percentage of female teachers who acknowledged that application of teaching strategies in Grade 12 English Second Language classrooms affect the performance of the learners as compared to male teachers.

4.2.5 Overall quantitative data

Figure 5 below presentsthe quantitative data of participants in terms of gender; age; home language; qualification;the degree of difficulty and easiness on application of teaching strategies; how application of teaching strategies influence the performance of learners; application of one kind or different types of strategies; if teachers are compelled to apply teaching strategies or not; the role of strategies on the performance of earners; and as to whether how they were trained determine how they teach.

Gender	Male	Female					
Freq	6	15					
%	29	71					
Age	25-30	35-40	>40				
Freq	1	2	18				
%	5	9	86				
Home Language	Sepedi	Other					
Freq	20	1					
%	95	5					
Qualification	Advanced Certificate In Education	Primary Teachers Diploma	Secondary Teachers Diploma	1st Degree	2nd Degree	Hon Degree	MSc Degree
Freq	3	0	4	1	1	11	1
%	14	0	19	5	5	52	5
Institution of Qualification	College of Education	University					
Freq	4	17					
%	19	81					
Teaching Experience	0-5	5-10	10-15	>15			
Freq	3	5	6	7			

%	14	24	29	33			
Applying Strategies in EFAL	Yes	No					
Freq	21	0					
%	100	0					
Strategies Easy/Difficult	Easy	Difficult					
Freq	18	3					
%	86	14					
Application influence learning understanding	Yes	No					
Freq	21	0					
%	100	0					
One kind or different strategies	One Kind	Different					
Freq	0	21					
%	0	100					
Teacher have to apply teaching strategies	Yes	No					
Freq	21	0					
%	100	0					
Do teaching strategies determine learners' performance	Yes	No					
Freq	20	1					
%	95	5					
Does the way you were trained determine how you teach	Yes	No					
Freq	14	7					
%	67	33					

Figure 5: Overall quantitative data

Figure 5 above illustrates the overall findings in frequencies and percentages of teachers who applied the teaching strategies in Grade 12 English Second Language classrooms.

According to the biographical information, there were 6(29%) male teachers and 15(71%) female teachers who applied teaching strategies in Grade 12 English Second Language classrooms. Only 1(5%) was between 25-30 years, 2(9%) were between 35-40 and 18(86%) were above 40.The figure further indicates that out of 21 teachers, 20(95%) wereSepedispeaking people and only 1(5%) was a Setswana speaking teacher.The two languages do not have any impact on application ofteaching strategies because all learners are taught in English at these schools.

In terms of the findings, only 3(14%) teachers obtained Advance Certificate in Education. There was noneteacher (0%) with a Primary Teachers Diploma.The figure further indicates that 4(19%) teachers hold Secondary Teachers Diploma, 1(5%) obtained a First Degree, 1(5%) attained a Second Degree and it is important to note that 11(52%) improved their studies up to Honours level. There was 1(5%) a female teacher in the whole circuit who holds a Masters Degree.

The figure further indicates that out of 21 teachers, only 4(19%) obtained their qualifications at various Colleges of Education within the country and 17(81%) managed to attend various Universities. It was found that 3(14%) had less than 5 years teaching experience; 5(24%) had less than 10 years teaching experience; 6(29%) and 7 (33%) had more than 15 years of teaching experience.

It is important to note that all 21 (100%) teachers applied the teaching strategies in Grade 12 English Second Language classrooms. Out of the same number, 18(86%) indicated that it was easy to apply the teaching strategies whereas 3(14%) stated that they found it difficult to apply teaching strategies in Grade 12 English classrooms.

All 21 teachers (100%) indicated that application of teaching strategies influence learners level of understanding of the subject. Again, all were of the same idea that all the teachers must apply different teaching strategies during the lessons as these contribute to the understanding of the subject on the part of learners.

Out of 21, 20(95%) teachers indicated that teaching strategies determine learners' performance and only 1(5%) indicated that the performance of learners was not determined by the application of teaching strategies.

Lastly, in terms of the findings, 14(67%) indicated that the way they were trained at various tertiary institutions determined how they taught and only 7(33%) indicated that the way they were trained did not determine the way they teach.

4.3 Qualitative data of the study

The study shows that of 21 teachers who participated in this study, a total of11 teachers gave their comments verbally on the application of teaching strategies in Grade 12 English Second language classrooms. The actual words of teachers during interviews are quoted below. Most of the teachers' responses are the same,they have the same practices. The excerpts below show what teachers say about the application of teaching strategies in their classrooms.

4.3.1 Application of teaching strategies

One way to make English Second Language lesson understandable is to apply different teaching strategies. For the effectiveness of the lesson, a teacher may switch from one strategy to another for as long as at the end learners could understand the lesson and the teacher could achieve the goal. The actual words of the teachers on application of teaching strategies are quoted below:

Excerpt 1: "Yes, I apply the teaching strategies in my classroom".

The teacher in Excerpt 1indicates that he applies teaching strategies in the classroom.

Excerpt 2:"Yes, I apply teaching strategies in my classroom".

The teacher in Excerpt 2 indicates that he applies teaching strategies in the classroom. The response of the teacher in Excerpt 2 is the same as the response given by the teacher in Excerpt 1. The wording was 100% the same. The two teachers first took a stand'yes' before they could explain.

Excerpt 3:"Yes, I do apply teaching strategies in class".

The teacher in Excerpt 3 admitted that he applies teaching strategies in the classroom. The verb 'do' suggests that the teacher finds itcompelling to apply teaching strategies.

From the 3 Excerpts above, the study shows that all Grade 12 English Second Language teachers in Mankweng Circuit regard teaching strategies a significant aspect for learning. All teachers knew what teaching strategies were and the importance of applying them. None of them was confused by the question. They did not ask for clarity on questions posed to them and this shows they know teaching strategies very well.When teachers apply teaching strategies, it helps them to address the needs of all the learners at different levels of their ability.

4.3.2.Types of teaching strategies

Teachers apply different types of teaching strategies in Grade 12 English Second Language classrooms.There are no specific types of teaching strategies prescribed by the Department of Education. Teachers use various guides to select and implement the ones that best suit their learners. It depends on the type of learners one teaches and even the lesson or topic at hand. There are many types of teaching strategies that teachers might have learnt from tertiary institutions and the ones they find in various departmental books and the ones they have researched.

It is stated in the CAPS document that the curriculum "does not prescribe particular instructional strategies, instead teachers have the freedom to expand concepts and to organise learning experiences according to their local circumstances"(Department of Basic Education, 2010:44). This means that the teacher can be creative and come up with the teaching strategies that suit the needs of the learners.

According to Mohammed and Hamzeh(2014), choosing the appropriate teaching andlearning strategy is a complicated process. It demands a deep thinking on the part of the teacher and the ability to balance between the available strategies in the light of many interrelated variables.

Below are the examples of responses given by the teachers on the application of teaching strategies.

Excerpt 4:"In most cases I make use of pictures,

for example, when teaching cartoons, I bring

pictures to class for learners to identify what they see.''

The teacher in Excerpt 4 found it proper to make the lesson visual by bringing to the class pictures which are relevant to the lesson at hand to make the lesson understandable. The teacher applied one of the commonsay:"I understand when I see and touch". The teacher used pictures to introduce new vocabulary and concepts. If learners could identify features of cartoons, it shows that they understand how to analyse cartoons. If they could do that in the presence of the teacher, it is clear that they can be able to identify features of cartoons in any situation, for example, when they are at home reading magazines for fun,etc.The teacher implies that learners have difficulties of understanding English Second Language when it is taught without using pictures. To make it simpler, he made use of pictures for learners to understand it..

Excerpt 5: "It depends on the topic I would be offering, but there

are common strategies that I like using for example,

I sometimes apply inductive strategy in which I move

from the known to the unknown. The strategy requires

learners to discover certain things through a number of examples".

The teacher in Excerpt 5 thus links new information with prior knowledge. The teacher further indicates that at the beginning of each lesson, learners were tested on what they already knowbefore introducing new subject matter.The teacher moves from the known to the unknown. Then theteacher would introduce a new topic which links directly with the previous knowledge of the learners.The teacher further indicates that it is proper to

start the lesson with what the learners already know. It becomes easier for them to link what they know with the new information.

Excerpt 6: "I use contemporary community learning whereby I

teach learners in the context of their situations of their

community, so they communicate easily when they

are taught in what they see on daily basis".

The teacher resorts to taking something meaningful from the learners' everyday lives and useit as a springboard to interest them in educational concepts. The teacher believes that learners are interested in something they can relate to their lives or cultural background. If what they learn connect to their cultural background, they get motivated and learn at a better rate. The teacher further indicated that the lesson becomes meaningful when it touches on the learners' real lives.

4.3.3 Teachers' experience of applying teaching strategies

Teachers had their observations of the application of teaching strategies. All 11 teachers interviewed gave their comments on what they observed when they apply teaching strategies. Only three excerpts are used as examples below:

Excerpt 7: "Some learners benefit while others do not

because not all strategies suit all learners".

Theteacher implies that the level of understanding of the learners is different. Other learners understand the teacher at the beginning of the lesson while others take time to comprehend even if the teacher applies different teaching strategies. The teacher acknowledges that not allteaching strategies suit alllearners.The teacher implies that the application of teaching strategies is good as it benefit some of the learners. It is upon the teacher to make sure that all learners are catered for. It is obvious that the teacher would make it a point that the 'others' who do not benefit from the lesson benefit.

Excerpt 8: "When I use different teaching strategies, I get

the opportunity to get all the learners because as

individuals, learners react differently to each

specific strategy, for example, many learners grasp

what is taught very easily when they discuss in groups".

The teacher in Excerpt 8 thus indicatesthat he uses various teaching strategies depending on the subject at hand. He further indicates that when he uses different teaching strategies, he tends to cater for all the learners. Furthermore, the teacher observed that many learners understand the lesson better when they discuss in groups than when they work individually.

Excerpt 9: "There are some strategies which do not drive the message

to some learners, whereas to some they are quite

good so I use different strategies to accommodate them all".

The teacher in Excerpt 9 implies that not allteaching strategies are relevant for a particular lesson. The teacher also acknowledges that there are teaching strategies that are very good so he uses different teaching strategies to accommodate all learners.

4.3.4 The effect of training on teaching strategies

The manner in which teachers were trained affectsthe way they teach. Teachers were trained in different training institutions such as Colleges of Education and Universities. They have indicated that there is a great difference on how they were trained and the actual teaching or what they are suppose to doclassrooms. The ever changing education systemis the cause. The findings show thatmost of the teachers obtained their tertiary qualifications before the inception of the new curriculum known as National Curriculum Statement (NCS) and Curriculum Assessment Policy Statement (CAPS). Of 21 teachers, only 3 were interviewed and below are their responses.

Excerpt 10: "Yes, The curriculum is ever changing. I adapt my

teaching in line with new the curriculum".

The teacher in Excerpt 10 implies that he does not have a problem with the curriculum that changes time and again. The teacher is able to adapt to the changes. The teacher acknowledges the fact that the education system of our country is ever changing. It is a matter of compliance.

Excerpt 11:"There are different teaching strategies that I have

learnt from college which I still use and there are

new ones that I have learnt".

The teacher in the above excerpt finds it compelling to adjust the teaching strategies learnt at tertiary institution with the new ones in government books.The teacher is flexible and is ready to learn new things.

Excerpt 12: "The way in which I was trained affects me in the

sense that most of the theory acquired during my

college studies do not necessarily work in the classroom.

Eventually I have to go all out to invent my own strategies

which will conform to the nature of my learners".

The teacher in Excerpt 12 implies that what he learnt at the tertiary level does not conform to what he is supposed to do in class. However, that does not hamper the teacher from being creative as there are many teaching strategies one can use. The teacher's response shows that he is creative. The teacher is innovative. He comes up with new strategies to make the lesson effective and in order to reach the goals set.

4.3.5 How teaching strategies affect learners' performance

Application of teaching strategies by teachers has a great impact on the performance of learners.The performance of the learners is determined by the types of teaching strategies teachers apply in their classrooms. For learners to perform outstandingly, teachers should go extra mile by coming up with teaching strategies that make lessons easy and understandable for learners. It is stated in the CAPS document that the curriculum "does not prescribe particular instructional strategies, instead teachers have the freedom to expand concepts and to design and organise learning experiences according to their local circumstances". It is the responsibility of the teacher to ensure that learners perform excellently. Below aresome of the responses given by the teachers concerning the performance oflearners:

Excerpt 13: "Some learners 'performance improve''.

The teacher in Excerpt 13 indicated that when the teaching strategies are applied, the performance of some learners improve.This suggests that the teacher applies the teaching strategies to help learners to understand the subject matter. Through some forms of assessment, the teacher is able to see if the strategies used were effective.

Excerpt 14: " I see a lot of improvement".

The same thing applies to the teacher in Excerpt 14. The teacher admits that there is a lot of improvement when the teaching strategies are applied. In essence the teacher mean all learners are catered for and there is an improvement especially for those who perform poorly.

Excerpt 15: "Some learners performance improve.

They are able to attach more meaning to

information they have discovered themselves".

The teacher in Excerpt 15 implies that not all learners benefit when teaching strategies are applied in a particular lesson. Those whose performance improve is an indication that they were able to attach meaning to the information imparted by the teacher. Hence their performance improved. The teacher also indicated that learners are also able to discover things on their own and that contribute to their good performance.

4.3.6 Participation of learners in the classroom

The manner in which the teacher delivers a lesson determines the participation of learners in that particular lesson. A dull lesson makes learners to be passive participants and become less interested in what the teacher teaches them. A lively lesson makes them active participants and more interested in the lesson. Participation of learners in the classroom is also determined by the state of the teacher. It is the responsibility of the teacher to ensure that the lesson becomes effective from the beginning to the end.The teacher is the driver and learners are passengers. If the teacher fails to make the lesson interesting, learners would fail. Teachers who apply various teaching strategies when teaching English second language know the ones which make the lesson effective. They know how to vary them in order to cater for all learners. Below are examples of teachers' observations on learners when various teaching strategies are applied.

Excerpt 16: "Every day when I enter my class I

find them alert, ready to learn".

The teacher in Excerpt 16 implies that learners show preparedness to learn. They are always alert and ready to receive inputs from teachers.This shows preparedness of teachers and readiness on the side of the learners.

Excerpt 17: "It is a problem, like I said we have large numbers,

so sometimes we fail to involve all of them".

The teacher in Excerpt 17 indicates that Grade 12 English second language classes comprise of large numbers of learners, therefore, these hinders the teacher from involving all the learners.

Excerpt 18:"During the teaching process, I randomly ask each

Learnersquestions based on the topic at hand to

give all of them chance to communicate.''

The teacher in Excerpt 18involves all the learners during the teaching process. The teacher does not wait for learners to raise up their hands as a sign that they know the answer. The teacher randomly asks them questions to give all of them chance to talk.

In overall, teachers responses indicate that there is no prescribed pattern of teaching English second language. Teachers are not stereotyped when coming to the application of teaching strategies.

4.4 Interpretation of results of the study

4.4.1 Introduction

All teachers in the sampled population applied teaching strategies in Grade 12 English second language classes. When teachers apply teaching strategies, it contributes much to learners understanding of English Second Language and that also improves their performance in English. Statistics on the application of teaching strategies covered in the questionnaire clearly indicates that almost all the teachers find ita simple and most a significant thing to do. The have indicated through different responses thatin order to meet the needs of learners, teachers need to be innovative and come up with strategies that make lessons meaningful to learners. Meaningful learning leads toward better long-term retention than rote learning. One among many examples of meaningful learning is found in content-centred approaches to language learning (Richards, 2002).

The only challenge experienced by some teachersis the fact that the training they received at various tertiary institutions does not blend wellwith the present ever changing curriculums. This was especially highlighted in the quantitative component of

the research where the results indicate that most of them were trained teachers many years ago, before the birth of curriculums such as Outcomes-Based Education (OBE), National Curriculum Statement (NCS) and Curriculum Assessment Policy Statement (CAPS). Statistics also shows that most teachers were females and they hold the highest qualifications as compared to males. Hereunder is an interpretation of data according to gender; age; home language; qualifications; institution; teaching experience application ofteaching strategies; influence of teaching strategies on learners; using one kind or different strategies; the need to apply teaching strategies; how teaching strategies determine the performance of learners; the impact of teacher training on learners' performance and teachers' experience on application of teaching strategies.Below is a discussion of each variable.

4.4.2 Gender

In terms of the findings, gender affects the application of teaching strategies. The biographical data shows that there were 6(29%) male teachers and 15(71%)female teachers who taught English Second Language in Grade 12.All female teachers indicated that they applied teaching strategies in their classrooms, and that this contributes a lot to the performance of the learners. The teachers' responses to the question whether they apply the teaching strategies or not, were almost the same.

The 6 male teachers also stated that they apply theteaching strategies in Grade 12 English Second Language classrooms.Both male and female teachers applied different teaching strategies depending on the type of learners they teach and the topic. To cite an example, one female teacher in Excerpt 4 indicates the effectiveness of using pictures in English lesson.

Excerpt 19: "In most cases I make use of pictures, for example

When I teach cartoons, I bring pictures to class for

the learners to identify what they see".

The teacher implies that learners understand English Second Language when visual aids are used in the classroom. The teacher believes that pictures arouse the interest

and attract the attentionof learnersand that encourages them to participate actively in the lesson.

Not all female teachers bring to class the pictures to make the lessons effective. Other teachers use other types of teaching strategies. All of them, male and female teachers emphasized the importance of application teaching strategies during the English Second Language(ESL) lessons and how learners' performance improved.

The statistics shows that male teachers were in a lesser number. One male teacher in Excerpt 6 responded differently from female teachers cited above. The types of learners he taught forced him to use a strategy that relates to the learners everyday lives to make the lesson easier for them.

Excerpt 20:"I use contemporary community learning whereby

       I teach learners inthe context of the situation

        of their community".

In essence, the teacher suggested that taking something meaningful from the learners' everyday lives and use it as a springboard to interest them in educational concepts is a good thing. The teacher believes that learners are more interested in something they can relate to their everyday lives. He further indicated that the lesson becomes meaningful when it relates the learners' real lives and this makes them to perform very well.

Studies have established a great deal of evidence of gender difference in the use of language learning strategies. The results have usually favoured females as more frequent users of strategies (Ehrman and Oxford, 1989; Green and Oxford, 1995 and Oxford, 1993). When looking at the types of strategy used, females show more use of social learning strategies (Politzer, 1983; Ehrman & Oxford, 1989), more frequent use of formal rule-based practice strategies and conversational or input strategies (Oxford and Nyikos, 1989). They further indicated that gender difference appear most evident in the use of socially based strategies such as group learning. Contrary, Tran (1988) found that males were more likely to use a variety of learning strategies than females.

The advantage in this study is that there were more female teacher than male teachers at these schools. These teachers concur with Ehrman, et al., (1989) that women use more of social learning strategies and that they like to use formal rule based practice strategies and conversational ones. In reality, women talk too much than men.There are researchers who have proven these. For example, Two Canadian researchers, Deborah James and Janice Drakich have proven that. Statistics concerning male population versus female population in South Africa always show a huge gap of the two gender groups. Females are always counted in majority as compared to males.

Research has shown that female persons can utter more words than male persons. And they also attach more value to making connections, seek involvement and concentrate on interdependencies. Concerning the application of teaching strategies, they could do more as they are more elaborative when they teach. The findings of this study show that male teachers were in lesser number compared to female teachers.

4.4.3 Age

Age of the teachers affects the application of teaching strategies applied in ESLclassrooms. In terms of the findings, there was 1(5%) male teacher ranging between 25-30 years, who applied the teaching strategies in grade 12. Only 2(9%)female teachers were between the age of 35-40, and they stated that they apply teaching strategies in their classrooms. The majority of teachers were females. Of the total number of 21,18(86%) were above 40 years.

According to the statistics given, the majority of the teachers, both male and female were above 40 years. More years means more knowledge and wisdom. The study shows that at this age, teachers know better how to strategise lessons. They have experience of applying the teaching strategies and they even know how to deal with individual learners.Teachers atthis age are experts. They know almost everything about teaching and learning. They know what is required for an L2 to perform excellently in ESL. On the other hand,there were young teachersbelow the age of 40 years who are energetic and still willing to go an extra mile in their lessons for the sake of learners.Energetic to can still develop themselves academically and as they develop

themselves, they sharpen andbroaden their minds even on different types of strategies they can apply in English second language classrooms.

4.4.4 Home language

The findings from the biographical section of data, collection instrument revealsthat 95% of teachers speak Sepedi, while 5% was another language, Setswana. Almost all teachers in Mankweng circuit are Sepedi speaking people. This has a bit of influence on the application of teaching strategies in English second language because some teachers code switch during English lessons.

With regard to L1, Sanderson (2008) notes that a person's L1 is usually spoken with L1 competence, while (L2) learners may never attain the same degree of proficiency as mother tongue (MT) speaker. Secondly, an L2 learner already has an L1 vocabulary and grammar, and does not have to construct these from scratch in the same way as an L1 learner has to. The learner's knowledge of L1 is likely to influence the way he or she approaches and learn. The same thing applies to the teacher.

Transference from one speaker's use of language to another speaker's use of language can be viewed as a contamination factor in the use of L2. Where teacher's own L2 knowledge is not on an acceptable standard for the use of English as the Language of Learning and Teaching (LoLT), their poor usage and knowledge of the language are transferred to the learner (Stander, 2001:108-110).

According to Marinova-Todd (2003), the availability and the access to good L2 input and instruction produce the best outcomes on an L2 and ensures native-like proficiency. Mitchell & Myle (1998) explain that the logical problem in language learning is caused by messy and fragmentary input, making abstract concepts based on limited examples of languages. Bailey (2006) refers to input "the language to which the learner is exposed, either orally or visually".In other words, the language which "surrounds" the learners living in an L2 environment.

It is believed that teachers are responsible for an inadequate language input due to their own limited English proficiency. A teacher whose English is poor would obviously contaminate the learners. Their English proficiency would remain poor for as long as the input is always poor. In most instances, teachers with limited English proficiency tend to code-switch during the lesson as they would be running shot ofthe relevant vocabulary.

4.4.5 Qualifications

Teachers' qualifications in this study refer to the educational attainment or the education level of the teacher. In terms of the findings, It was categorised according to the highest qualification teachers obtained, namely Certificate, Diploma, Bachelors, Masters or Doctoral degree. Qualifications of teachers affect the application of teaching strategies.The findings indicate that male teachers constitute a small percentage, 3(14%) as compared to female teachers who were in majority and have studied up to the highest level, Honours degree.The more teachers improve their studies or develop themselves academically,the more they become equipped with the knowledge of various teaching strategies and even how to apply them in various contexts.It was found that,11(52%) female teachers have studied up to Honours Degree and only 1(5%) female teacher holds Masters Degree. They indicated that when they apply the teaching strategies, learners show interest in the lesson and become active participants. Ultimately, their performance improve.

The teacher's qualifications determine the performance of learners in the sense that the teacher who is educated knows strategies that best suit the learners.One male teacher in Excerpt 8whom according to the findings hold an Honours Degree,indicated that when he applies the teaching strategies, he gets the opportunity to get all the learners because individual learners react differently to each specific strategy. He stated that many learners grasp what is taught very easily when they discuss in groups. In general, theteachers' qualification contribute a lot on the performance of learners. A highly qualified teacher knows exactly the teaching strategies which are good to apply. Thistype of a teacher also knows better how to switch from one strategy to another.

Darling-Hammond (1998) defines well qualified teacher as one who was fully certified and held the equivalent of a major in the field being taught. It is someone with more detailed knowledge of the courses they have taken during their training needs to be compared to the actual content and skills required to teach the high schools.

Interestingly, Ogbonnaya (2007) ina number of studies has examined the ways in which teachers' highest qualifications are related to students' achievement. Many of the studies found that teachers' qualifications correspond positively to students' achievements, For instance, Beltts, Zau & Rice (2003) found that teachers highest degree correlates positively with the students' achievement. Rice (2003) found that when teachers have an advanced degree in their teaching subject, it will have a positive impact on the students' achievement.

In addition, Greenwald, Hedges, and Lane (1996) conducted a meta-analysis of studies that examined the relationship between school resources and student achievement. They found that there was a significant and positive relationship between teachers' qualifications measured as having Masters Degree or having a Masters degree and students' achievement. Goldhaber and Brewer (1996) also indicated that an advanced degree that was specific in the subject taught was associated students achievement.Wenglinsky (2000) and Greenberg, et al., (2004) said that postgraduate qualifications at Masters or higher level were not significantly related to students' achievement.Despite the contrary findings, it is likely that teachers' qualifications play a significant role in determining students' achievement.

According to Ruthland and Bremer (2002), a teacher's qualifications are in two ways-traditional and alternate qualification route. Traditional certification is when an individual completes an undergraduate degree or post graduate program in education. Alternative routes of certification are based on coursework in pedagogy and subject area without a degree in education.

Through research, Kasgei, et al., (2013) state that it has been evident in many countries, teacher qualifications that are considered to be related to student learning have become desirable targets of teacher education reform.

In the same breath, Wilson, et al., (2001) suggest that fully prepared and certifies teachers are more successful with students without this preparation. In the same breadth, Huang and Moon (2009) documents that teacher qualification accounted for approximately 40 to 60 percent of the variance in average of student's achievement in assessment.In line with Wilson, et al.,(2001). Yala and Wanjori (2011)state that teachers' experience and professional qualification are the prime predictors of students' academic achievement. They believe that teachers have an important influence on students' academic achievement.

Contrary, Nel and Swanepoel (2010), the National Teacher Education Audit (1995) found that the majority of teachers in South Africa are under-qualified or not qualified to teach. To cite one example, Taylor and Moyane (2004:38-41)found that 12 out of 23 teachers scored less than 50 percent in a test that was designed for Grade 6 learners.In a situation analysis of teachers who used ESL as a medium of instruction, Uys, Van der Walt, Van den Berg and Botha (2007:77) found that the teachers lacked the knowledge and skills to teach the four language skills and ignored the importance of methodological skills. These teachers were not trained to teach through the medium of instruction.

University of South Africa (UNISA), a large distant educational university in SA, also found that most of the practising teachers who enrolled as students for a practical component of the Advanced Certificate in Education (ACE) Inclusive Education lacked proficiency in English.

The assumption was made from this that their limited proficiency in English resulted in their poor language skills being transferred to their ESL learners whose understanding of English were affected.

The study concurs with the above mentioned researchers, that the qualification and certification of teachers have got nothing to do with their performance in class. There are teachers who have completed teacher education programmes butthey are academically weak and this underprepared for their jobs.There are teachers who are good but they do not hold certificates of higher level. What matters most is the

proficiency level of the teacher. If theteacher is ineffective, learners who are taught by the teacher will achieve inadequately. The teacher as an input is the principal factor in the learning process of a learner, being the role model of ESL learners,the teacher should strive for excellence in English and be equipped with thorough knowledge of English.

However, there are researchers who have conducted the similar studies and found the opposite.Darling-Hammondand Young (2002) maintain that teacher matter for student achievement, but teacher's qualifications and certification are not related to learner'seffectiveness. They further indicate that verbal ability and subject matter knowledge are the most important components of teacher effectiveness.

4.4.6 Institution where qualifications were obtained

The institutionfrom which teachers were trained affects the application of teaching strategies. In terms of the findings, there were 4(19%) male teachers who were trained in tertiary education at various Colleges of Education. Colleges of Education are more properly fitted to produce teachers of good quality as compared to Universities. Of the total number of 21, 17(81%) received their tertiary education at Universities. Armed with higher degrees in English, these better personsapplyteaching strategies in their lessons to help the learners to produce good results. One teacher indicated that the curriculum is ever changing. The method of teaching learnt at tertiary institution is far more different from the actual implementation in class, but that does not hamper them from applying teaching strategies learnt at that time. Teachers adapt quickly, to cite an example, one teacher is quoted below:

Excerpt 21: "the education system of South Africa changes from time to time

and I find it difficult to master the new curriculum in a short period

of time. Honestly speaking, I still use the old methods of teaching

and mix them with the new ones".

The education system of South Africa changes from time to time and one major challenge is that the tertiarycurriculum is far different from high school curriculums. The two should meet or relate somewhere.The exciting note is that The Department of Education is trying to sort this out. This would improve the education system of our country.

According to The National Teacher Education Audit (1995), 281 institutions offer in-service and pre-service teacher education to some 418 000 students in South Africa. The audit also concluded that the quality of teacher education was generally poor, inefficient, and cost-effective. The colleges of education were then incorporated into higher education institutions in 2001.Currently 26 institutions offer teacher education programmes. Colleges of education were incorporated into existing universities and Technical Colleges. The incorporation was aimed at achieving more efficient utilisation of resources; improving the quality of teaching programmes and research outputs; infusing quality assurance mechanisms into the system; and addressing the gross difference in participation rates between black and whites. These measures were intended to transform an inefficient and an unresponsive system and make it relevant to the needs of a developing society.

In addition, the Norms and Standards for Education in 1997/8, a process that was finalised in 2000 with regulation in a Government Gazette, state thatteacher education programmes are required to shift from acontent to a competence approach. In terms of the policy, teacher education curricula must ensure that theory and practice are integrated.In essence, it means that the training that teachers receive at various tertiary institutions should go hand in hand with the practical teaching in class.

The Department of Education has regulated new teacher qualification and is encouraging their delivery through providing incentives for teachers in the form of bursaries. The aim is to encourage teachers to develop themselves academically. The major challenge that the education system is facing is that, more teachers quit the system. There will be less number of teachers in the country and this would affect the education system of the country. It is the responsibility of the Department of Education to come up with more incentives to attract the teachers in the system.

4.4.7 Teachers' teaching experience

Teacher experience in this study refers to the number of years the teacher has in the teaching field. It is another factor that determines the performance of the learners. In terms of the finding, teachers differed according to the number of years they had spent in the teaching field. Experienced teachers have a rich of experience to draw from and can contribute insight and ideas to teaching. Many years in teaching field is equivalent to sufficient knowledge and wisdom.Teachers with many years of teaching in Grade12 English Second Language classroom know much about the subject and how to deal with learners as compared to novice teachers. They know the teaching strategies which are best for learners.

In terms of the findings, there were only 3(14%) male teachers with less than 5 years teaching experience who stated that application of teaching strategies is good as it contributes to the good performance of the learners. The majority of the teachers were female, about 5(24%) and had 5-10 teaching experience. 6(29%) female teachers had 10-15 years of teaching experience and 7(33%) had more than 15 years of teaching experience. All these teachers have indicated that they apply teaching strategies in their classrooms and with the teaching experience they have, they know the strategies that are effective and that are not.

A number of studies found teachers' years of experience to positively correlate with students' achievement. For example, Betts, Zau & Rice (2003), found that teachers 'teaching experience significantly correlates with the students' achievement.

In the same vein, Sadedgi and Zanjari (2014) in their discussion on *Teacher Professional Knowledge* hinted the characteristics that describe the knowledge teacher. This kind of a teacher has an experience and knowledge of things. They state that a teacher should have the subject knowledge. Subject matter knowledgeis only one of the several components of knowledge that Shulman (1986, 1987) identify as being necessary for effective teaching. "Having experience in a particular field means knowing the subject matter, having general pedagogical knowledge, pedagogical content knowledge, curriculum knowledge, knowledge of educational aims, goal and purposes

and knowledge of learners". Richards (2011) retains that understanding the subject material understanding is the exact same material, 'Material knowledge which provided a fresh perception or see for question and conversation in the next language teaching.

Another factor that characterises an experienced teacher who has knowledge is the pedagogical knowledge.Based on Richards (2011) pedagogical content knowledge refers to the data that gives a cause for language teaching and learning. Also, it is the knowledge that arises from the study of language teaching and language learning itself which can be assisted in different various methods to the objective of practical problems in language teaching and teaching (Richards, 2011).

Ateacher should know the curriculum. The curriculum is a tool which determines the didactic wide choice of a teacher(Liakopoulo, 2011). Hence, teachers should know the curriculum, textbooks, the rules and laws of the education system and as a whole the state's role in education (Shulman, 1986:10; Shulman, 1986:9).

A teacher should know the all the learners in the class. Knowledge of learners include knowledge on the biological, social, psychological and cognitive developments of students, knowledge on main problems related to group dynamics and interaction between students along with teachers, and students behavioural problems, learning motivation, adjustment issues, learning difficulties (Liakopoulo, 2011).

Furthermore, the teacher should know the teaching methods, the curriculum, textbooks, the rules and the laws of the education system and as a whole the state's role in education (Shulman 1986:10, Shulman 1987: 9)Teaching methodology knowledge is way to define the necessary qualifications of a teacher, is to give a complicated description of the teaching methodology (Liakopoulo, 2011).

In contrary, Mankga (2004:2) reports in his study that the majority of the experienced teachers are not willing to unlearn old teaching methods to accommodate new ones.

It is found that a teacher who has experience in the teaching field is the one possessing all that was highlighted by Sadeghi & Zanjari (2010). That teacher according to the

study would be labelled an experienced teacher. The teacher who knows everything that concerns teaching and learning.

4.4.8 Application of teaching strategies

According to the findings all 21(100%) teachers apply teaching strategies during English lessons. To meet the needs of ESL learner, teachers are forced to apply the teaching strategies so as to make the lesson easy and understandable for learners.Oxford(1990) maintains that teaching strategies are certain activities a teacher does for the purpose of making the learning process easier, quicker, funnier, more self-directed, more efficient, and more pushing towards new situations.

In addition, Mohammed and Hamzeh (2014) maintain that choosing the appropriate teaching and learning strategies is a complicated process, it demands a deep thinking on the part of the teacher and the ability to make balance between the available strategies in the light of the many interrelated variables. A teaching strategy is in essence a general plan which includes all the parts of the teaching situation namely: the objectives, teaching methods, teaching aids and evaluation strategies.They further state that using teaching strategies successfully requires deep knowledge of when and how a teacher or a learner should apply them.

There is a need to apply teaching strategies in order to meet the needs of ESL learners. Teaching learners who have a limited understanding of the English language is a very difficult task. They speak a different language at home, Sepedi in particular and are forced to change to another language in the classroom, English. It is the responsibility of the teacher to ensure that the learner is proficient in English. Teachers can exercise patience and try to find the right ways to help their learners to master the subject.

When the teachers plan the lessons, they have in mind activities which make learning process easier, quicker, funnier and more effective. They know when and when to apply the teaching strategies. The types of learners determine the types of teaching strategies the teacher should apply. On the other hand, English second language learners rely entirely on the teacher. It is upon teachers through their choice of teaching strategies to fail them or assist them to learn.

ESL Partyland Newsletter (2013) highlighted a number of effective strategies for teaching ESL. First, the teacher should understand the individual needs of students. In order to help every student improve, teachers have to understand every individual student's level of language proficiency and educational history. Teachers should make lessons comprehensible to all students by replacing difficult text with simpler terms,however, they should not use oversimplified vocabulary because some students may find this insulting. Again it is advisable for ESL teachers to establish a more personal relationship with every student and their family. In that way, they would be giving students a more pleasant learning experience.

Second, the teacher should make sure that students know what is going on in the classroom.ESL students don't have sufficient knowledge of English language to understand the instructions that are provided by their teachers. Teachers have to encourage their students to ask for clarification when they do not understand certain instructions. The teacher should ask students to write down all the things they have learned and aspects of the lesson that they are not sure of. Then, they can clarify them at the beginning of the next lesson.

Third, teachers should help students to speak English more comprehensibly. Teachers should speak clearly and repeat words that are more difficult to pronounce, and they can help their students learn how individual sounds are produced by showing the right position and movement of the tongue, so that their pronunciation will be clearer and more accurate.

Lastly, teachers should encourage students to speak English outside class.To help students progress, teachers should encourage them to converse more frequently with native English speakers.

In line with this, Hayness (2010) highlighted the 7 key strategies classroom teachers could apply in their classes.First, teachers must provide comprehensive input for ELLs. The learner must understand the message that is conveyed. (Krashen:1981) purports that ELLs acquire language by hearing and understanding messages that are slightly above their current English language level. For learners to be able to receive

comprehensible input, the teacher needs to speak more slowly, use gestures and body language. Second, the teacher must make lessons visual by using visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts. The teacher could also create semantic and story maps, graphic organizers to teach students how to organise information.Third, link new information to prior knowledge. Teachers need to know what their students do not know. They must also understand how culture impacts learning in their classroom.

Fourth, the teacher needs to determine key concepts for the unit and define language and content objects for each lesson.Teachers could write the key concepts for a unit of study in student-friendly language and post it in the room. In addition, teachers should begin each lesson by writing a content objective on the board. Classroom teachers also need to set language objectives for the ELLs in their class.

Fifth, the teacher should modify vocabulary instruction for ELLs. English language learners require direct instruction of the new vocabulary. Teachers should also provide practice in pronouncing new words. Teachers should also provide practice in pronouncing new words. Teachers need to tie new vocabulary to prior learning and use visual to reinforce meaning.

Sixth, teachers should use cooperative learning strategies. ELLs benefit from cooperative learning structures. Working in small groups is especially beneficial to ELLs. We do not want to relegate ELLs to the fringes of the classroom doing a separate lesson with a classroom aide or ESL teacher. Working in small groups is especially beneficial to ELLs who have an authentic reason to use academic vocabulary and real reasons to discuss key concepts.

Last, the teacher should modify testing and homework for ELLs. The teacher should differentiate content area homework and assessments for ELLs. They should allow alternative types of assessment, for example, give learners oral, drawings, physical responses and manipulatives as well as modification to the test. Furthermore, students should be provided with study guides so that they know what to study.

4.4.9 The degree of difficulty or easiness on application of teaching strategies

In terms of the finding, not all teachers regard application of teaching strategies as an easy task. Of the total 21,18(86%)indicated that it was easy for them to apply the teaching strategies in English Second Language lesson and only 3(14%) indicated that it was difficult for them to apply them.

According to ESL Partyland (2013) teaching students who have limited understanding of the English language is a daunting task. It needs teachers to exercise patience and to try to find the right ways to help them more proficient in the language. Teachers need to understand every individual student's level of language proficiency and educational history and to establish a more personal relationship with all the learners.

Teachers who find the application of teaching strategies difficult could apply ESL Partyland guidelines on teaching strategies.By so doing, they would find the application of teaching strategies easy like other teachers. If they could exercise patience when they are in class and make sure they know the background of each learner and their language proficiency that would make the lessons easy for them and the learners too.The most important thing is to accommodate all learners, to ensure the teaching strategies used accommodate all learners.

Another reason could be that these teachers are beginners in the teaching field. They do not know yet types of teaching strategies to apply, and how to switch from one strategy to another. These teachers may improve with time to be like others.

4.4.10 The influence of teaching strategies on learners

The findings indicate that all 21(100%) teachers apply teaching strategies and they have indicated that this has a great influence on the learners understanding of English second language.They also contribute to the performance of the learners. Research shows that more learning takes place when teachers use these effective methods of applying the teaching strategies in the classrooms.English Second Language learners rely on the teacher to use English skilfully. The teacher should purposefully select words

and sentence structures that will help the students learn rather than hinder their success in the classroom (Endo, 2004).

According to the curriculum (Department of Basic Education, 2010) teachers are viewed as a source of information for students, which is characteristic of scholar academic ideology. The curriculum (Department of Basic Education, 2010:7) lists teachers among various sources from which students must access information.Furthermore, teachers ought to "have a sound understanding of how to recognize and address barriers to learning, and plan for diversity" (Department of Basic Education, 2010:3-4).

In addition to this, teachers being the source of information are responsible for the learners' academic progress. They should ensure that whatever teaching strategy they apply influences the learners learning. The teaching strategies they apply should effect some changes on the learners' level of understanding the subject matter. As indicated by Miller and Endo (2004), whatever the teacher puts in place should not hinder the learners' success in the classroom, instead itshould help the learners to progress.

4.4.11 Using one kind or different teaching strategies

The findings indicate that almost all the teachers preferred different teaching strategies. All 21(100%) indicated that they apply different teaching strategies. In practice, there is no way in which the teacher can stick to one kind of strategy. Two or more teaching strategies can be incorporated in one lesson. For instance, a teacher could use guided interaction as one of the strategies where learners work together and at the same time give an explicit instruction as another strategy as cited in *Accelerating Appliance forExcellence Education* article.

Endo (2004) maintains that regardless of what teachers may choose as their approach to teaching, they should be sure to provide structure in the form of clear directions and communicate with students individually. Regardless of what they may choose as their approach to teaching, teachers should be sure to provide structure in the form of clear directions and to communicate with students individually.

Teachers are at liberty to invent or use the common teaching strategies. They should vary the teaching strategies to help all learners.In the process of applying one kind or different teaching strategies, the teacher has to create a better learning environment and be inclusive of all. Teachers could choose activities that cater for learners different cognitive levels.

4.4.12 The need to apply teaching strategies in English second language classroom

There is a need for teachers to apply teaching strategies in their English classrooms. All 21 (100%) teachers indicated that they do it though there are no prescribed teaching strategies. Teachers apply teaching strategies which are relevant for the types of learners and the nature of the subject matter. The type of learners and the topic determine the type of teaching strategies that the teacher should apply.

 English as a second language has become the dominant medium of instruction in Southern Africa. The South African National Curriculum Statement(South Africa Department of Education(SADoE), 2002) declares that, since the first additional language(FAL) may also be used as language of teaching and learning, its teaching and learning should achieve levels of proficiency that meet the threshold level necessary for effective learning across the curriculum. This proficiency includes 'the abstract cognitive academic language skills required for thinking and learning (SADoE, 2002:4).

A lesson without apply a particular teaching strategy would be fruitless exercise on both the teacher and the learner. The teacher would not reach or cater for all the learners as teaching strategies allow the teacher to be diverse.

4.4.13. How teaching strategies determine the performance of the learners.

The performance of learners is determined by the input of the teacher. How the teacher imparts knowledge to learners contributes much to their performance. The findings indicate that all 21 (100%) teachers apply the teaching strategies in English second language classrooms and this has contributed much to their academic performance.

When teachers apply teaching strategies, learners become active participants in the lesson and ultimately that contributes much to their performance.

According to Lave & Wenger (1991) learning is located in the process of co-participation the increased access of learners to participation and in an interactive process in which learners simultaneously perform several roles.

The teacher as an input is the principal factor in education. The performance of learners is determined by how the teacher applies teaching strategies and how the lesson is structured to meet the needs of the learner. Teachers have a great influence on the learners' academic achievement. If the teacher ifineffective, learners whom that particular teacher teaches will not achieve as expected.When learners receive some indication of success, they feel more successful and competent. The teacher being the input,determines the learner's performance.

4.4.14 How teacher training determine the actual teaching

In terms of the findings, out of 21 teachers, only 4(19%) were trained at Colleges of Education and 17(81%) received their training at Universities. Colleges of Education are known of producing quality teachers as compared to Universities. The major difference of the two institutions of learning is that at colleges, students spend three yearspractising the method of teaching as compared to university where they spend one year. Almost all teachers indicated that the training they received does not correspond with their actual teaching.

According to *Teacher Education in South Arica* document (2005) teacher training received ten years after the birth of democracy do not blend well with the actual teaching. Most of the teachers learnt the old methods of teaching which are not in line with the recent curriculums such as National Curriculum Statement (NCS) and Curriculum Assessment Policy Statement (CAPS).These cause teachers to try to adjust to the new ways of teaching as prescribed by the education system. This also warrants teachers to be innovative when coming to the application of teaching strategies in English second language classrooms.

The exciting note is that the Department of Education is busy reviewing the education programmes for teacher training and the programmes proposed has its overall goal to contribute to the knowledge of informationbase for policy formation and implementation regarding organisations and practice of teacher education.

CHAPTER 5: SUMMARY OF THE FINDDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of this chapter is to reinstate the aims, summarise the findings as well as discuss the implications of the findings in the study of application of theteaching strategies in Grade 12 English Second Language classrooms. Finally, conclusions are drawn and recommendations for further research are offered.

5.2 Objectives of the study

The study objectives were necessary in order to guide an investigation into the application of teaching strategies that teachers used in Grade 12 English Second Language classrooms. The following objectives directed the study:

- to identify teaching strategies used in Grade 12 English Second Language classrooms in Mankweng Circuit , Limpopo Province.
- Toassess teachers experiences in applying a variety of teaching strategies in English Second Language classrooms.
- Toestablish if the way in which English Second Language teachers are trained affect the way they teach.
- Todetermine how teaching strategies affect the performance of learners in English Second language classrooms.

With regard to objective 1, 21 teachers were interviewed. The study has established that all the teachers (100%) identified the teaching strategies they used. The strategies differed according to the topics and the nature of the learners they taught.

The second objective of the study was realised .through the teachers responses on what they experience when they apply the teaching strategies. They all noticed changes on the side of the learners.

Regarding objective 3, most of the teachers indicated that the way in which theywere trained at colleges of education and universities differed with what they encountered

in classes, but that did not hinder the process of teaching. They were able to adjust to the current curriculums.

In order to realise objective 4, the researcher relied on the responses of the teachers who indicated that the performance of the learners have improved.

5.3 Overview of the study

Chapter 1 pesented the objectives of the study. Further, the chapter provides teaching strategies teachers use in Grade 12 and contribute to the body of knowledge on teaching applied in English second language classrooms.

Chapter 2 presented literature on the theoretical aspects of teaching strategies. This chapter is divided into the following: communicative language teachingmodel, language needs, language policy in education, Englishsecond language teaching and teaching strategies in English second language learning.

Chapter 3 outlineed the research methodology used in this study. The chaper is divided into research, population and sample, data collection instruments, ethical considareations. The relevance of quantitative and qualitative research designs have been outlined thoroughly.

Chapter 4 povided the presentation, analysis and interpretation of data of the study.

5. 4 Summary of the study

The findings of the study are presented below:

First, there were no prescribed teaching strategies by the Department of Education. Teachers used their own discretions and were directed by the nature of topics they were supposed to teach and the types of learners they taught.

Second, teachers were innovative in coming up with teaching strategies that suit the lessons and the types of learners they taught.

Third, the study found that learners learn English better when teachers apply various teaching strategies during the lessons. The findings are consistent with research and theories of Communicative language teaching model which claims that communicative language teaching makes use of real life situations that necessitate communication (Galloway:1993).

Fourth, the study found that teachers who apply the teaching strategies in Grade 12 English second language classrooms contribute to the good performance of the learners in all schools of Mankweng Circuit. It is on the basis of these findings that the study draws the recommendations.

5.5 Conclusions

The study investigated the application of teaching strategies in Grade 12 English Second language in Mankweng Circuit, Limpopo Province. The objectives of the study were: to identify teaching strategies used in Grade 12 English second language classrooms in Mankweng Circuit, Limpopo Province, to assess teachers experiences in applying a variety of teaching strategies in English second language classrooms, to establish if the way in which English second language teachers are trained affect the way they teach and to determine how teaching strategies affect the performance of learners in English second language classrooms.

The study applied a mixed method-quantitative and qualitativeapproaches to elicit data. An exploratory research was applied to explain teaching strategies. The literature

review focused on the following themes: Communicative language teaching model, Language needs for English Second language teaching and teaching strategies in English Second language. In addition, the study found the following: there are no prescribed teaching strategies by the Department of Basic Education, teachers are innovative in coming up with teaching strategies that suit the lesson and the type of learners, learners learn English better when teachers apply various teaching strategies during lessons and teachers who apply teaching strategies in Grade 12 English Second language classrooms contribute to learners good performance in all schools at Mankweng Circuit.

Lastly, the study recommended that teachers of English in Grade 12 classes in Mankweng Circuit should be made aware that teaching strategies are important and should be applied at all times during the lessons, all teachers who teach English Second language in all grades, Grade R- 12 should apply teaching strategies as they contribute to the learners understanding of the subject, etc.

5.5 Recommendations

The recommendations below are directed to the stakeholders in the Department of Education especially the curriculum directorate. They are based on the findings of the study,and might be of assistance in Mankweng circuit and other circuits as well.

- Teachers of English in Grade 12 classes in Mankweng circuit should be made aware that teaching strategies are important and should be applied at all times during lessons.

- It should be a policy that all teachers who teach English second language in all the grades, i.e. Grade R -12 to apply teaching strategies as they contribute to the learners understanding of the subject .

- The Curriculum should include guidelines on teaching strategies to help teachers who do not know them.

- Curriculum Advisors should conduct workshops to assist teachers to understand the teaching strategies relevant for English Second Language .Also provide teachers with documents on teaching strategies that are good for Grade 12 learners.

- Teaching programmes for Colleges of Education and Universities be structured or be aligned to suit the ongoing new curriculums.

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APPENDIX 1: QUESTIONNAIRE

This research is titled *Application of teaching strategies in Grade 12 English second language classrooms in Mankweng Circuit, Limpopo Province*. Please complete this questionnaire using a cross [X] and write on the spaces provided. The information you are going to provide will be treated confidentially. Do not write your name on the questionnaire. Your participation is voluntary.

SECTION A

The biographical information is from 1-6 in this question. The information in this section will be used to compare the information provided by the respondents.

1. Gender

a) Male   [1]

b) Female   [2]

2. Age

a) 25-30 years   [1]

b) 30-35 years   [2]

c) 35-40 years   [3]

d) 40 years and beyond   [4]

3. Home language

a) Sepedi   [1]

b) Xitsonga   [2]

c) Tshivenda   [3]

d) Other, specify…………………………………….   [4]

4. Qualification

a) Advanced Certificate in Education [1]

b) Primary Teachers Diploma [2]

c) Secondary Teachers Diploma [3]

d) First Degree [4]

e) Second Degree [5]

f) Honours Degree [6]

g) Masters Degree [7]

5. Institution where qualifications were obtained

a) College of Education [1]

b) University [2]

6. How many years have you been teaching in EFAL classroom?

a) 0-5 years [1]

b) 5-10 years [2]

c) 10-15 years [3]

d) 15 years and beyond [4]

SECTION B

7. Do you apply different teaching strategies in your EFAL classroom?

a) Yes   [1]

b) No   [2]

8. Are the teaching strategies easy or difficult to apply in EFAL classroom?

a) Easy   [1]

b) Difficult   [2]

9. Does the application of teaching strategies influence learners understanding in EFAL classroom?

a) Yes   [1]

b) No   [2]

10. Do you stick to one kind of strategy or you do use different strategies?

a) One kind   [1]

b) Different depending on the theme   [2]

SECTION C

11. Teachers in EFAL classroom have to apply teaching strategies.

11.1 Yes   [1]

11.2 No   [2]

Provide reasons for your answer

_____

_____

_____

_____

_____

12. Do teaching strategies determine learners' performance?

12.1 Yes   [1]

12.2 No   [2]

Provide reasons for your answer

_____

_____

_____

_____

13.Does the way you were trained determine how you teach?

a) Yes   [1]

b) No   [2]

Provide reasons for your answer

_____

_____

_____

_____

_____

14. What have you experienced in your class when you apply different teaching strategies?

_____

_____

_____

_____

_____

Thank you for your time and effort.

APPENDIX 2: INTERVIEW QUIDE

The title of this research is *Application of Teaching Strategies in Grade 12 English Second Language Classrooms in Mankweng Circuit, Limpopo Province.*'

This interview schedule has the following questions:

1. Do you apply teaching strategies inyour grade 12 English First Additional Language (EFAL) classroom?
2. What are the teaching strategies that you apply in the classroom?
3. What do you encounter when you apply different teaching strategies?
4. Does the way you were trained affect the way you teach?
5. How do the teaching strategies you use affect learners' performance?
6. What do you do to ensure that all leaners are involved in the learning process in your EFAL classroom?

Thank you for your participation

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

Enquiries: Dr. Makola MC, Tel No: 015 290 9448. E-mail: MakolaMC@edu.limpopo.gov.za

UNIVERSITY OF LIMPOPO

SCHOOL OF LANGUAGE AND COMMUNICATION STUDIES

PRIVATE BAG X1106

SOVENGA

0727

MANGANYE N

RE: Request for permission to Conduct Research

1. The above bears reference.

2. The Department wishes to inform you that your request to conduct a research has been approved- **TOPIC: APPLICATION OF TEACHING STRATEGIES IN GRADE 12 ENGLISH SECOND LANGUAGE CLASSROOM.**

3. The following conditions should be considered

   3.1 The research should not have any financial implications for Limpopo Department of Education.

   3.2 Arrangements should be made with both the Circuit Offices and the schools concerned.

   3.3 The conduct of research should not anyhow disrupt the academic programs at the schools.

   3.4 The research should not be conducted during the time of Examinations especially the forth term.

   3.5 During the study, the research ethics should be practiced, in particular the principle of voluntary participation (the people involved should be respected).

   3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

The heartland of southern Africa - development is about people!

4. Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.

5. The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.

Dederen K.O

Acting Head of Department

07/04/2014

Date