

Exploring the second language teaching strategies of ndebele english teachers in selected secondary schools in Zimbabwe

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Abstract

The paper explores the teaching methods, approaches and techniques that are employed by the Ndebele English Second Language (ESL) teachers. The study has been necessitated by the important roles that are played by the English language and its position on the linguistic landscape of Zimbabwe, Africa and beyond. The study was qualitative in nature. Two teachers from each of the selected four schools were selected purposefully and interviewed on the teaching methods, approaches and techniques that they used in the teaching of ESL. The results of the paper revealed that the teachers were using a wide range of teaching strategies that were in line with the communicative approach. However, the results further indicated that teachers in the rural areas were using traditional strategies that were not appropriate to facilitate learning. The paper recommended that ESL teachers be trained on how to use teaching strategies that can facilitate learning and are in line with the communicative approach. It was also recommended that resources be provided for the teachers based in rural schools.