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INTERACTION STRATEGIES USED BY ENGLISH FIRST ADDITIONAL LANGUAGE TEACHERS IN THE LIBODE EDUCATION DISTRICT IN SOUTH AFRICA

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ABSTRACT

The study investigated the classroom interaction strategies used by teachers in their English First Additional Language classrooms in two selected schools in the Libode Education District. Language teaching has come under the spotlight recently due to the role language has in the whole epistemic access debate, especially where it relates to the rural context. The study employed a qualitative approach and a case study design. Six Intermediate Phase teachers were purposefully selected for data collection purposes. Observation was used as a method to collect data. The results showed that most teachers were using interactive strategies that are in line with the traditional approaches to language learning and, as a result, their classrooms were characterised by teacher dominance and learner passiveness. The study also revealed that very few teachers were using effective interactive strategies like group and pair work in their classrooms. The findings further revealed that the interactional strategies used by most teachers in the study inhibited learners' language learning. The paper recommends that English First Additional Language teachers should use more engaging teaching and learning strategies that promote critical thinking, creativity and discovery learning.

Keywords: Classroom interaction, Teacher-centred classroom, Learner-centred classroom, Teacher training, Learning opportunity, First Additional Language.