



Arousing Learner Interest and Engagement in a Multilingual Classroom Context: English Second Language Teachers' Experiences and Strategies

Sboniso Praisegod Zondi¹  & Siphелеle Mbatha² 

¹ Department of Languages in Education, University of the Free State, Bloemfontein campus, South Africa.

² Department of Languages in Education, University of the Free State, QwaQwa Campus, South Africa.

ABSTRACT

Teaching English as a Second Language (ESL) to learners of different basic schooling phases is arguably an interesting yet enigmatic phenomenon, which features a variety of factors such as language diversity, curriculum, policy, and cultural factors. This paper sought to explore the experiences and the strategies employed by ESL teachers to aid learners navigate through linguistic diversity in English Second Language classroom contexts. From the interpretivist epistemological stance, the researchers inferred qualitative data through semi-structured interviews from ten (10) purposively sampled high school ESL teachers from one district in Durban. Data was thematically analysed through the Social Constructivist Theory. The study's findings indicated that the primary approach used by ESL teachers in linguistically diverse classrooms was various languages in English literature classrooms. Furthermore, the study discovered that using various languages arouses learners' interests and enhances learner involvement in classroom-based activities. In this regard, the researchers concluded that learners are more engaged and motivated to learn to read, analyse and respond to texts in a multilingual classroom than in monolingual classrooms. The researchers further recommend that teachers use strategies beyond the textbook and policy documents to capture the learner's attention. Using various teaching approaches, codeswitching, and translanguaging are effective strategies teachers and the Department of Education should not shy away from.

Correspondence

Sboniso Praisegod Zondi
Email: zondi.s@ufs.ac.za

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INTRODUCTION

South Africa is a linguistically and culturally diverse country with twelve official languages. This language diversity has been the epicentre and the principal cause of language contestations since the advent of democracy in South Africa. While the apartheid system is arguably attributed to the language contestations, the role of the South African Schools Acts and other recent political initiations, such as the Use of Official Languages Act of 2012, in subverting the apartheid influence in multi-cultural education and school settings cannot be overlooked. However, the use of one language in the education setting to assist learners and teachers in navigating through the linguistically diverse classroom and school settings has been bedevilling for the past two decades. While Kretzer and Kaschula advocate for the implementation of the Language in Education Policy stipulations in defining and devising a language

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Second Language Learning Motivation in a European Context: The Case of Hungary Kata Csizér, 2021-01-04 This book provides an overview of second language L2 motivation research in a specific European context Hungary which has proved to offer an important laboratory for such research as a number of major political changes over the past 30 years have created a changing background for L2 learning in an increasingly globalized world The book provides an overview of theoretical research on L2 motivation together with detailed information on large scale L2 motivation studies in Hungary Further it presents a meta analysis of the most important investigations and qualitative data on teachers views regarding success in L2 learning In turn the interdisciplinary nature of L2 motivation is taken into account and relevant antecedent constructs to L2 motivation are investigated Lastly the book outlines possible future directions for L2 motivation research

Second Language Acquisition in a Study Abroad Context Barbara F. Freed, 1995-10-12 Second Language Acquisition in a Study Abroad Context brings together for the first time a series of studies which explore the relationship between language learning and the study abroad experience Utilizing different research methodologies quantitative qualitative descriptive the focus in this collection is on various aspects of second language learning including the acquisition of sociolinguistic competence the acquisition of fluency the use of communicative strategies and the development of oral and written skills The studies are cross linguistic and deal with student populations at the secondary and college levels who spent between three months and one year in study abroad or exchange programs in Japan Russia Spain Mexico France or Canada

The Longitudinal Study of Advanced L2 Capacities Lourdes Ortega, Heidi Byrnes, 2009-05-07 This volume explores for the first time contemporary thinking about the theoretical and empirical link between longitudinal study and advanced language capacities

Introducing Second Language Acquisition Muriel Saville-Troike, 2005-11-17 Written for students encountering the topic for the first time this is a clear and practical introduction to second language acquisition SLA It explains in non technical language how a second language is acquired what the second language learner needs to know and why some learners are more successful than others The textbook introduces in a step by step fashion a range of fundamental concepts such as SLA in adults and children in formal and informal learning contexts and in diverse socio cultural settings and takes an interdisciplinary approach encouraging students to consider SLA from linguistic psychological and social perspectives Each chapter contains a list of key terms a summary and a range of graded exercises suitable for self testing or class discussion Providing a solid foundation in SLA this book is set to become the leading introduction to the field for students of linguistics psychology and education and trainee language teachers

Second Language Acquisition in Context Rod Ellis, 1987

Approaches to Research in Second Language Learning Donna M. Johnson, 1991 Examines six major approaches to second language learning in the classroom The text studies correlational case study survey ethnography experimental and multi method research techniques It also includes illustrative studies methodological

principles and an extended sample study **Implicit and Explicit Language Learning** Cristina Sanz, Ronald P. Leow, 2011-03-11 Over the last several decades neuroscientists cognitive psychologists and psycholinguists have investigated the implicit and explicit continuum in language development and use from theoretical empirical and methodological perspectives This book addresses these perspectives in an effort to build connections among them and to draw pedagogical implications when possible The volume includes an examination of the psychological and neurological processes of implicit and explicit learning what aspects of language learning can be affected by explicit learning and the effects of bilingualism on the mental processing of language Rigorous empirical research investigations probe specific aspects of acquiring morphosyntax and phonology including early input production feedback age and study abroad A final section explores the rich insights provided into language processing by bilingualism including such major areas as aging third language acquisition and language separation **The Handbook of Informal Language Learning** Mark Dressman, Randall William Sadler, 2020-02-03 Provides a comprehensive and unique examination of global language learning outside of the formal school setting Authored by a prominent team of international experts in their respective fields The Handbook of Informal Language Learning is a one of a kind reference work and it is a timely and valuable resource for anyone looking to explore informal language learning outside of a formal education environment It features a comprehensive collection of cutting edge research areas exploring the cultural and historical cases of informal language learning along with the growing area of digital language learning and the future of this relevant field in national development and language education The Handbook of Informal Language Learning examines informal language learning from both theoretical and practical perspectives Structured across six sections chapters cover areas of motivation linguistics cognition and multimodality digital learning including virtual contexts gaming fanfiction vlogging mobile devices and nonformal programs and media and live contact including learning through environmental print tourism study abroad The book also provides studies of informal learning in four national contexts examines the integration of informal and formal classroom learning and discusses the future of language learning from different perspectives Edited by respected researchers of computer mediated communication and second language learning and teacher education Features contributions by leading international scholars reaching out to a global audience Presents an exciting and progressive selection of chapters in a rapidly expanding field of research and teaching Provides a state of the art collection of the theories as well as the historical cultural and international cases relating to informal language learning and its future in a digital age Covers 30 key topics that represent pioneering findings and new research The Handbook of Informal Language Learning is an essential resource for researchers students and professionals in the fields of language acquisition English as a second language and foreign language education **The Study of Second Language Acquisition in the Asian Context** ,2006 This book will be of special interest to English teachers and those in professional development in the region and or who have classrooms with Asian learners Paradigms appear to be shifting in

Asian L2 learning in a region providing huge growth in English education This will have an important bearing on the profession including researchers worldwide

Strategic Language Learning Xuesong (Andy) Gao,2010-02-19 This monograph reports on a longitudinal inquiry into mainland Chinese undergraduates language learning experiences in an English medium university in a multilingual setting with a focus on their strategic language learning efforts This book examines the issue as to what extent language learners strategic learning efforts depend on their choice if the element of choice is the defining characteristic of language learners strategic learning behaviour The inquiry using a qualitative and ethnographic research approach reveals dynamic interaction between learners agency and contextual conditions underlying the participants strategic learning process Such understanding informs pedagogical efforts to foster individual learners capacity for strategic learning and their capacities in opening up and sustaining a social learning space for exercising their strategic learning capacity or utilizing their strategic learning knowledge

The Acquisition of Sociolinguistic Competence in a Study Abroad Context Vera Regan,Martin Howard,Isabelle Lemée,2009 Drawing on cross sectional and longitudinal analyses of a range of sociolinguistic variables in L2 French this volume explores the relationship between study abroad and the acquisition of sociolinguistic variation patterns by the advanced second language learner

Research on Dictionary Use in the Context of Foreign Language Learning Yukio Tono,2001 The purpose of this book is to conceptualise the research on dictionary use within a more general overview of language learning It brings together some of the findings of studies on dictionary users and uses and shows how research into dictionary use can contribute to the improvement of dictionary design and the clarification of issues in language learning The book also provides reports on a series of empirical studies on dictionary use in decoding activities reading comprehension and L2 L1 translation which will shed some light on the nature of the issues discussed throughout the book The book falls into two parts Part I Research on Dictionary Use State of the Art is as its title suggests a summary of previous studies to tease out relevant issues in each area of inquiry Part 2 Empirical Studies reports on a series of studies the author has conducted in the past 15 years The first three studies Chapter 5 6 and 7 investigate dictionary use in the broader context of language learning The next four studies Chapter 8 9 10 and 11 report on a series of controlled experiments on the relationship between the macro and microstructure of the dictionary and reference skills Finally the last two chapters Chapter 12 and 13 report the use of learner language data for a better lexicographical output

The Study of Second Language Acquisition Rod Ellis,1994 This thorough introduction to second language research provides a comprehensive review of the research into learner language internal and external factors in language acquisition individual differences and classroom second language learning

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