

The Effectiveness of Different Teaching Approaches for English as a Second Language (ESL) Learners

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Abstract - Teachers of English as a second language in India's fourth grade were the focus of this study. In this research, eight primary school teachers in the Eastern Cape Province who teach English as a second language to students in Grade 4 were selected using a random selection technique. We gathered this information with the use of a questionnaire with well-considered questions and an observation checklist, both of which serve as helpful reminders of what to look for. This is why researchers used both quantitative and qualitative methods to examine the data. Teachers of English as a Second Language (ESL) in Grade 4 were all conversant with the term "teaching strategy," as well as the Grammar Translation Method (GTM), Direct Method (DM), Silent Method (SM), and Communicative Language Teaching (CLT) approach, but not the Audio-Lingual Method (ALM) or the Total Physical Response (TPR). It's clear that fourth-grade ESL classrooms only employed one of these two methods, with the GTM serving as a counterpoint to the CLT in most cases.

Keywords - Effective, Teaching, Techniques, ESL , and tertiary level

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INTRODUCTION

While modern languages were formerly treated like Cinderella in our classrooms, they are now showing their age since they cannot keep up with the various requirements set by the classical language. Since the students desire to be treated as living beings, the curriculum must be as dynamic and adaptable as life itself. If one's native tongue is acceptable, then there's no use in learning another. To "exchange thoughts, feelings, and wishes with them, both by receiving something of their physical contents and by communicating to them something of what dwells in us," as Otto Jespersen puts it, we can get the most out of life among our fellow countrymen. Without the gift of language, there would be numerous scenarios in which individuals would be abandoned to fend for themselves, bereft of any sane compassion.

The methods used to teach the English language have changed significantly throughout the years. English language instruction does not follow the same model as that of, for example, physics or mathematics. English as a second language instruction has been going on in some form or another in schools across the world for centuries. Of the 1,500 languages spoken by more than 2 billion people, only 29 have a population of 10 million or more native speakers. English, Chinese, Russian, German, Spanish, Japanese, Bengali, and French are the top eight most widely spoken languages in the world, whereas many other old tongues are deemed "dead

languages" Teaching and studying English becomes a must when it comes to career progress, making last-minute cramming out of the question.

The grammar-translation approach and the audio-lingual approach are both structural techniques, although the latter is seldom employed as the primary way of instruction in contemporary schools because of Noam Chomsky's theoretical attack on language learning as a sequence of habits. This method is still present in many textbooks used in today's classrooms. Examples of interactive techniques for teaching English as a second language include the Dogme method, the Pimsleur method, the Michael Thomas method, learning by teaching, Blended learning, and language immersion.

LITERATURE REVIEW

Ali Akbar Khansir et.al (2021) Educators, scholars, and curriculum designers have put a lot of effort into the most effective methods for teaching English to pupils throughout the years. Learning methodologies and the English language take center stage in the English as a Foreign Language (EFL) classroom. The purpose of this research was to better understand how EFL courses in Iran are structured and how Iranian students learn English. Twenty graduate-level English students in Iran participated in this research to get insight into their study habits. Graduate students at Persian Gulf University in

Bushehr who were enrolled in a Persian language course were the subjects of this research. In this investigation, researchers used a pair of questionnaires. The first set of questions included basic personal information about respondents (such as their age, gender, and preferred language). The second test was the Learning Strategies Questionnaire, which was part of the 1994 Willingness to Learn Survey. The total number of questions in this test was 29. According to the research presented in this article, the efficiency of EFL students' classroom strategies was a major factor in influencing the rate at which their English skills improved.

Yanduri, Vijaya. (2017) The purpose of this study is to investigate teachers' expectations about how their pupils would choose to acquire English language skills. This study is limited to government-run elementary schools in Gujarat that provide English as a second language to their students. The research questionnaire consisted of parts dedicated to data collection, mistake checking, and analysis and interpretation. The study's findings corroborate teachers' reports that students perform better when split up into smaller groups or paired off. Teachers say that students learn English mostly via textbook exercises; many also believe that listening practice and project work are helpful. Teachers also feel that using visual aids like photos and posters, as well as media like television and mobile phones, may help children learn English, as can having them role-play conversations in English. Teachers also feel that evaluating students' LSRW skills, rather than only their writing skills, offers the most reliable picture of their academic development.

Abha Gupta (2019) This theoretical article offers a variety of methods and techniques for training capable educators to instruct students who are learning English as a second language (ESL) or who are native English speakers. The instructional strategies mentioned here may be used by educators at any level of experience. The cognitive growth and sense of accomplishment of ELLs are both boosted by acquiring a second language. The study focuses on English as Second Language (ESL) students, but the core ideas apply to every learning scenario and any learner. The demands of ELL students may be accommodated by teachers via a variety of pedagogical strategies. Although this article focuses on English language learners in American classrooms, the ideas presented here may be applied to TEFL (Teaching English as a Foreign Language) settings at any institution of higher education.

NoorAileen Ibrahim, et.al (2015) Collaborative learning encourages students to rely on one another as they pursue information, which in turn enriches the learning experience. Students will feel less lonely and alone when they study in a group setting. Students will form a community in which they help and are helped by one another as they work in groups. Students will get the necessary academic and social learning assistance from this. When students of varying

abilities work together to accomplish a common objective, each participant assumes the responsibility not just for his or her education but also for that of his or her fellow group members. That is to say, success begets more success. Taking into consideration the interests and motivation of the students may improve the effectiveness of any teaching approach. The intrinsic drive of students will increase as a consequence of group study. This is because when students have agency over their education, they are more invested in and enthusiastic about learning. This article will cover the current state of English as a Second Language (ESL) education in Malaysia, the proposed model of the collaborative learning technique, its applicability in the Malaysian ESL classroom, its relevance, and its limits.

Juyeon Lee, et. al's (2016) current research aims to better understand how proficient English language learners (LLSs) approach the language. Twenty interpreter students from a Korean graduate program in the field participated in the research. Unstructured essay writing was used to gather data on LLSs because it allows participants the freedom to openly reflect on their language learning experiences and identifies the techniques and study methods that were most effective in helping them achieve a high level of English proficiency. Several conclusions about the deployment of learning techniques emerged from the qualitative data analysis. Metacognitive methods like taking a methodical approach to language acquisition and keeping track of one's progress were cited often, as were cognitive strategies like reading aloud and text analysis. Multiple respondents also highlighted the significance of paying close attention to linguistic input as part of language-learning tasks. Learner autonomy, as shown by self-regulated learning activities, may be essential for effective foreign language acquisition, according to the accounts of advanced English language learners in the English as a Foreign Language (EFL) setting. The significance of these and other results for strategy-based teaching in English education are examined.

RESEARCH METHODOLOGY

This study employs a mixed methodology approach. The quantity of additional knowledge that may be gathered from a mixed-methods study is enormous in comparison to those that just employ one research technique. Creswell and Plano Clark also give several crucial elements that underline key components between mixed-methods research designs, outlining the steps used by professionals to efficiently obtain and interpret dual data. They also note that the combination of data is affected by the kind of question asked and the reflected attitude of the person conducting the poll.

The locals of the Eastern Cape are known as Xhosa. This study focuses on fourth graders and their educators at four different institutions. The constitutional requirement that English be used as

the language of teaching in schools starting in Grade 4 is a major factor in this decision. This means that beginning in fourth grade, all pupils, regardless of their home language, will be taught in English.

To put it simply, a population is "the sum of all things, people, and participants that share a set of characteristics" (Polit & Hungler, 1999, p. 37). The participants in this study were fourth-grade Indian instructors of English as a second language. The size of a study's sample is based on the presumption that it accurately represents the population as a whole. Therefore, four elementary schools in India were selected for this study, and eight teachers from these four schools were selected at random to teach English as a second language to students in Grade 4; each of the four selected elementary schools had two ESL teachers for students in Grade 4. These English as Second Language (ESL) teachers were selected at random and represent a broad variety of nationalities and cultures. Numerous methods of data collection are shown using this research equipment. Data for this research came from questionnaires given to and classroom observations of multiple 4th-grade teachers. Quantitative and qualitative analyses were conducted using SPSS.

DATA ANALYSIS

Quantitative information emphasizes numerical comprehension. The core of this field is the development of methods for collecting and objectively assessing numerical data for the goals of explaining, predicting, or monitoring crucial factors. To this end, all of the ESL teachers who participated in the research by filling out the questionnaire and contributing numerical data did so. Eight fourth-grade ESL teachers were given this survey, which consisted of the seven questions below.

Question 1: As an ESL educator, would you rather communicate in Xhosa or English with your students?

Table 1: Communicate in Xhosa or English with your students

Which language do you prefer for teaching your learners	Frequency	Percentage
Xhosa	2	25.0
English	6	75.0

Table 1 shows that 25% of ESL instructors working with fourth graders would prefer to teach their pupils in IsiXhosa before moving on to English. According to educators, this is because fourth graders have a hard time grasping concepts presented in a second language, even if they have been covered extensively in the student's first language. Although most Grade 4 ESL instructors also spoke Xhosa at home, 6 of them said they were OK with just using English with their pupils who were studying English as a second language. That's in line with what Brown says about

the continuous conversation among English-speaking SLA professionals: it's vital to prevent learners and instructors from utilizing the local language as they become fluent in English. However, 'error transference,' which happens when a native speaker of one language attempts to teach a second language, impedes the teaching activities that follow in the course of activities in the second language.

Question 2: Do you understand the phrase 'teaching strategy'?

Table 2: 'Teaching Strategy

Understand teaching strategy	Frequency	Percentage
Yes	8	100.0
No	0	0.0

Educators of English as a Second Language in Grade 4 have a common meaning of the term "teaching strategy," as seen in Table 2. All fourth-grade ESL teachers were found to lack a firm grasp of the concept of "teaching strategy."

Question 3: As an English teacher, how well-versed are you in the various methods for teaching the language?

Table 3: The various methods for teaching the Language

English teaching strategies you know	Frequency	Percentage
Grammar translation method (GTM)	2	25.0
Direct method	1	12.5
Audio-lingual method	0	0.0
Total Physical Response	0	0.0
Silent method	1	12.5
Communicative language teaching (CLT)	4	50.0

Table 3 shows that just 25% of fourth-grade ESL teachers are familiar with the Guided Term Memorization (GTM) technique, 12% with the Direct method, 0% with the Audio-Linguistic (AL) method, and 50% with the Communicative Language Teaching (CLT) method. Based on the above, it may be concluded that educators have some knowledge of methods for teaching English to non-native speakers. They are solely familiar with the verbal and aural modes of education.

Question 4: How soon do you plan on teaching English?

Table 4: Teaching English

	Time spent	Frequency	Percent	Valid Percent	Cumulative Percent
	30	2	25.0	28.6	28.6
	40	1	12.5	14.3	42.9
	60	1	12.5	14.3	57.1
	120	3	37.5	42.9	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		
Total		8	100.0		

Two ESL instructors (25%) in Table 4 say they spend 30 minutes preparing for each English session, while one (12.5%) says 40 minutes is acceptable and another (12.5%) says 60 minutes is sufficient. Three English as a Second Language instructors (37.5 percent) spend 120 minutes each week preparing lessons. Last but not least, 1 (12.5%) of English teachers do not keep track of how much time they devote to class preparation. The data suggests that there is some variance in how much time teachers spend on lesson preparation, with estimates ranging from 30 minutes for the English lesson plan to 120 minutes. Therefore, if you take the time to carefully arrange your English class, you and your students will benefit much.

Question 5: What is the first step you take when planning lessons to be taught in English?

Table 5: First English Teaching Task

First English teaching task	Frequency	Percent	Valid Percent	Cumulative Percent
Consult different textbooks.	5	62.5	62.5	62.5
Surf the internet.	2	25.0	25.0	87.5
Consult other English instructors.	1	12.5	12.5	100.0
Total	8	100.0	100.0	

When asked what they do first when getting ready to teach English, ESL teachers gave the following responses (table). Five ESL teachers (62.5%) said that they consult different textbooks as the first thing while preparing English lessons. This is because doing so helps them to have a brilliant understanding of the specific topic to be taught, and because different authors give guidance in assisting them to handle a diverse group of learners. Two ESL teachers (25.0%) and one native teacher (12.5%) said they used the Internet to prepare for their English lessons. argues that having students use textbooks helps teachers stay on track, prevents boredom in the classroom, and gives students something to work for throughout class. Furthermore, textbooks offer foreign

language teachers a reliable and stress-free resource for instruction and classroom discourse throughout the academic year.

The best way to learn about how people think and discuss their own lives is via qualitative research. Qualitative studies often give prominence to the idealistic and humanistic. Eight fourth-grade English as a Second Language (ESL) classes were observed as part of this qualitative research conducted at four schools in Eastern Cape Province. Two aspects of the ESL classes were singled out for scrutiny during the inspections. Each issue is labeled with a "YES," "NO," or a "NEED FOR IMPROVEMENT" and the researchers' impressions are described in an accompanying remark.

Table 6: Qualitative results

ITEMS OBSERVED	Yes		No		Not Observed	
	N	%	N	%	N	%
Variety of interactive approaches	3	37.5	3	37.5	2	25.0
Learners participate actively during the lesson	6	75.0	2	25.0	0	0.0

CONCLUSION

The results and discussions based on the mixed-method approach revealed the following: all the Grade 4 ESL teachers had a firm grasp on the meaning of the term "Teaching Strategies." Fourth-year English as second language teachers doesn't show up unprepared. Teachers take the time to thoroughly research the topics they want to teach before entering the classroom. This ensures that their students get accurate and up-to-date material and that they are well-equipped to deliver the teachings. The approach used by Grade 4 ESL teachers in the first activity they carry out in class has a significant impact on the students' dispositions throughout the rest of the day's learning activities, especially if they are transitioning to an English lesson. Contrarily, it was noticed and established that the teaching activities of the Grade 4 ESL teachers who used the CLT technique in the other three observed classes were vibrant and participatory.

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