

**AN INVESTIGATION OF THE CHALLENGES EXPERIENCED ON THE
DEVELOPMENT OF LISTENING AND SPEAKING SKILLS: A CASE OF TWO
SELECTED HIGH SCHOOLS IN MAHWELERENG CIRCUIT, LIMPOPO
PROVINCE**

By

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DISSERTATION

Submitted in fulfilment of the requirements for the degree of

MASTER OF EDUCATION

In

LANGUAGE EDUCATION

in the

SCHOOL OF EDUCATION

FACULTY OF HUMANITIES

(School of Education)

at the

UNIVERSITY OF LIMPOPO

SUPERVISOR: PROF TW MOLOTJA

2021

DECLARATION

I declare that the *Investigation of the Challenges Experienced on the Development of Listening and Speaking Skills: A Case Study of Two Selected Schools*, submitted to the University of Limpopo, for the degree of English Master's. This dissertation has not been submitted previously by me, for a degree purposes, at this or any other universities; and that it is my own work in design and execution, and all the materials contain herein have been properly acknowledged.

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Nchabeleng, BK

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DECEMBER 2020

DEDICATION

Special dedication goes to my two daughters, Tlhologelo Bapela and her late sister, Botshelo Bapela, who passed away in 2011, aged 1 year 8 months. Her death was a wake-up call and started me on a journey, where I completely re-evaluated my priorities. The most important lesson of all that I have learned from her death, and what I know now, is that there is so much more to focus on to make dreams become a reality, and the majority of it all begins within one's mind-set.

I dedicate this work to their father Nkgau Joseph Bapela, who is always supportive and believed in me. Having you as my cheerleader is such a blessing because I know I will always have someone rooting for me.

To my father Nthoneng Johannes and my mother, Ngwanamahlagalale Jennifer Masemola, for reassuring me that it is possible and filled gaps for me while I was away for my studies.

To my spiritual parents, my aunt, Pheladi a' Nape a' Mmaswi, and Ngwaseladi a' Phaka Mahlatji, thank you for your nourishing prayers, which sustained me throughout my studies.

ACKNOWLEDGEMENTS

It could have been impossible to complete my BED Language Master's without God's mercy, which kept me throughout, so I would not let go my studies.

Special words of appreciation go to my supervisor, Prof TW Molotja for his patience, invaluable support, and motivation during his supervision. Your input and constructive criticism helped me to eventually come out with this dissertation, and I feel so much indebted to you because, without you, I would not make it. Your availability, academic experience and accessibility of your knowledge cannot go unnoticed. I sincerely thank you for your time and consideration and may God bless you in large quantities.

I would also like to express my gratitude to the participants of Gobela High and Somavunga Secondary School who took part in this study. Your contribution is highly appreciated.

Above all this, I give honour to the Almighty God, who kept me throughout the journey. It was not easy.

ABSTRACT

We live in a world in which communication plays a very crucial role in everything we engage in. The fact that the new Constitution of South Africa (Act No.200 of 1993) has given official status to the 11 major languages (something which was formerly granted only to English and Afrikaans) is irrefutable. In spite of all that, the English language has remained a major national language, as well as a Medium of Instruction in schools and universities in South Africa. However, effective communication has since been one of the most critical concerns in South Africa because English has been labelled as a nightmare. This is because the majority of learners at schools experience difficulties in acquiring Communicative Competence Skills in English, which is their Second Language (SL).The reality is, for one to communicate effectively, an individual should acquire Communicative Competence, which will enable him to engage with other people.

To tackle this problem, there are effective and efficient strategies that need to be addressed. Literature reviews point out (a) the importance of the English First Additional Language (EFAL); (b) the challenges learners face at schools in acquiring Communicative Competence in English Second Language (ESL); and(c) solutions to overcome this situation. This study aimed at investigating the challenges experienced on the development of listening and speaking in EFAL. The study employed a qualitative Case Study design to investigate the challenges experienced on the development of listening and speaking in EFAL. Data for this qualitative case were obtained from interviews with learners and teachers. Observations were made at the two selected schools, and questionnaires were administered as well.

The findings revealed various challenges that impede learners from developing Communicative Competence Skills in ESL. Learners do not understand English because their vocabulary in the language is limited. They also have challenges in pronouncing English words, and they cannot express themselves accurately in ESL because it is not their home language. Consequently, their proficiency in the language is low and impinges on their comprehension levels.

It is recommended that teachers should ensure that they create a beneficial environment for learners to acquire Communicative Competence. Teachers should, in addition, introduce activities which will enable learners to communicate frequently. Learners should be given opportunities where they can read frequently, because reading improves vocabulary and helps one to become familiar with sentence structure, word order and correct pronunciations. Furthermore, learners should invest in a good dictionary to check unfamiliar words.

Learners should build active listening and speaking skills that improve lines of communication with others and should be aware of their own communication barriers. They should learn different phrases/strategies

that improve how they respond, and they should not fear to be offended. They should, furthermore, feel comfortable when they express their emotions and look at the speaker directly when communicating. Most importantly, learners should put aside distracting thoughts and should also listen to the speaker's body language.

Key words: Communicative Competence, Listening and Speaking, Challenges

ABBREVIATIONS/ACRONYMS

LAD	Language Acquisition Device (ALD)
CALP	Cognitive Academic Language Proficiency
CAPS	Curriculum Assessment Policy Statement
CLT	Communicative Language Teaching
BICS	Basic Interpersonal Communicative Skills
DOE	Department of Basic Education
EFAL	English First Additional Language
LOLT	Languages of Learning and Teaching
SGB	School Governing Body

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CHAPTER ONE

RESEARCH PROPOSAL

1.1. Background and Motivation

Listening and speaking skills are a major requirement for learners to succeed academically, professionally and in personal issues, which they encounter in real-life situations (Shrum & Clisan, 2015). Therefore, learners should have a good foundation of Communicative Competence because most of the instructions in the classrooms are delivered orally to learners. Communicative Competence refers to the person's ability to present and comprehend information and exchange meaning with the next speaker in a positive way (Vorweg, 2015). Therefore, learners should be confident and have passion to learn English. Beyond the school environment, if learners can communicate competently, they may positively engage in social activities and fulfil their interpersonal relationships.

Although the Constitution of South Africa, (Act No.200 of 1996) makes allowance for all South African official languages to be featured in education, English is still given preference in South Africa. As a result, learners should acquire listening and speaking skills in English to be able to cope where it is used as a language of teaching and learning. Although the Language in Education Policy has provision for indigenous languages to be used as Languages of Learning and Teaching (LoLT), most schools prefer English as a primary Medium of Instruction in teaching and learning. Phrased differently, learners should learn to speak English frequently and engage in activities that may enable them to develop Communicative Competence in the language. This means that activities such as discussions, debates, dialogues, role-play, and so forth, which are given to learners, should cultivate the culture of talking and listening among learners.

The Curriculum Assessment Policy Statement (CAPS, 2011) acknowledges that listening and speaking; reading and viewing; writing and presenting; and language structures and conventions are language skills that can help learners to become competent in their process of learning. These four skills are interdependent and should

not be taught in isolation. Hence, listening and speaking skills are important to learning and should be developed early in a child's academic life (DBE, 2011).

The importance of this study is informed by the researcher's introspective and academic experience of not being able to speak English fluently and her teaching experience. Therefore, this study attempts to investigate the challenges experienced when developing listening and speaking skills among learners. The data collected in the study may be significant in revealing challenges teachers experience when teaching Communicative Competence Skills. The results of this research could make teachers aware that listening and speaking skills should not be taught in isolation, but be intertwined to enhance learners' Communicative Competence Skills.

1.2. Research Problem

English is the Language of Learning and Teaching (LoLT) in schools and universities and it is an international language that could help one to communicate globally with others. However, the problem is that many learners in South Africa are unable to listen coherently and speak fluently in English. It becomes difficult for learners to communicate competently in English, as it is not their home language, and in school, they are required to engage in demanding tasks such as presentations, debates, and discussion.

According to Anyiendah (2017), the major problem is that most English teachers experience difficulties in teaching learners' listening and speaking skills as English is neither the teacher's language nor the learners' mother-tongue. This may affect learners negatively as they are unable to express themselves fluently, and construct coherent sentences and pronounce words well in English.

Therefore, this study aimed at investigating strategies that can enhance the learners' listening and speaking skills to enable them to cope with English First Additional Language, which is their Medium of Instruction. The challenges that are prevailing in schools wherein learners are Second Language speakers in English lie mostly in the pedagogy. For example, the fact that teachers are also Second Language speakers, who are not conversant with the language; have ineffective teaching methods of listening and teaching; non-availability of resources that enhance those important

skills; and lack of school and home-based support in developing the listening and speaking skills.

1.3. Literature Review

Listening and speaking skills can enhance learners' confidence on approaching whatever circumstances they may encounter in real-life situations. When learners are fully equipped with Communicative Competence Skills, they engage successfully with their teachers and their classmates. It is important for English teachers to equip learners with strategies such as debate, discussions, group work, presentations; role plays and so forth, so that learners can have confidence in speaking English.

Koran (2015) asserts that teachers should be responsible in assisting learners to build their Communicative Competence Skills by giving them creative activities, which will enable them to develop their language competence. When learners are given these activities, they can overcome anxiety which negatively affects their confidence of learning to speak English. Therefore, classroom lessons should be collaborative to emphasise both forms and meanings.

Yavuz, Degirmenci, Akyuz, Yılmaz and Celik (2015) attest that teachers themselves cannot create listening activities for learners. That might as well discourage learners from acquiring good competence of listening and speaking skills. Yavuz et al., (2015) additionally propose that learners need to be taught how to strengthen their listening skills by enhancing their word and sentence level at the foundation stage, whereby they can repeat what they hear from their teachers. Regarding sentences, learners should be given activities such as dictation, wherein a teacher tests if learners are able to hear different words sound.

On the other hand, Nikian et al. (2016) established that teacher-centred activities, rather than learner-centred activities, disadvantage learners from acquiring Communicative Competence. Teacher-centred activities were found to limit learners from expressing their views because they are not given opportunities to share their own thinking with their peers. Therefore the activities given to learners should enable them to use abstract thinking skills, so that they can be engaged in teaching and

learning rather than being passive listeners. Learners may be involved in their own learning because when they are passive listeners they get bored and fail to learn.

Furthermore, Mapruza et al. (2015) argue that the use of the textbook in EFAL classroom can discourage learners from expressing their own opinions. Therefore, learners should be involved in creative activities that can motivate them to learn English and increase their level of understanding. According to Akbari (2015), learners put more effort on learning basic grammar with the aim of passing the tests and examinations so that they can move to the next grade, without considering the real-life situations. Consequently, learners experience challenges on developing listening and speaking skills because they may not have enough English vocabulary to communicate competently with others. Nikian et al. (2016) argue that teachers' negative attitude towards teaching EFAL is the main factor which hinders learners from developing Communicative Competence Skills.

Based on the above literature reviewed, the researcher strongly believes that the challenges experienced by learners in developing their listening and speaking skills should be investigated.

1.4. Role of Theory in the Study

This study was guided by Social Constructivism (Vygotsky, 1978) and Creative Construction Theory (Krashen, 1982). These theories guide the investigation of challenges experienced on the development of listening and speaking skills in the English First Additional Language classroom. Vygotsky (1978:79-91) perceives learning as an energetic process involving others, whereas Krashen believes that learners learn language the same way as they learned their mother tongue when they were babies.

1.4.1. Socio-Cultural Constructivism

Vygotsky (1978) argues that learners learn best when they interact and socialise with each other. Hence, they can bring their own personal experiences in class and share them with their classmates.

Vygotsky's theory guided this study. It enhances learners' understanding that listening and speaking skills are best perfected when learners interact with their peers and

share ideas by giving each other a chance to listen and speak. This implies that learners need to socialise with their peers and exchange ideas to develop language proficiency, particularly in a foreign language (Adams, 2018).

1.4.2. Creative Construction Theory

Major tenets in Krashen's (1982) theory are the Input Hypothesis and the Affective Filter Hypothesis. For Krashen (1982) we all learn languages the same way, by receiving messages that are understandable. If the effort of learning a language contains forms and structures that are above learner's intelligence, they may be eager to learn the language in order to comprehend the messages conveyed.

The input hypothesis refers to what the learner is exposed to, such as listening to instructions given by the teacher or the words the teacher uses. Then if the learner can comprehend what the teacher is saying, it is more likely that the learner can produce the input successfully. Therefore, this theory is appropriate for this study because; when learning listening and speaking skills, learners learn language the same way as they learned their mother tongue when they were babies. If language is acquired the same way, then all learners have the capability to talk. However, it all depends on the learner's affective filter, which impedes learners from using input that is available around them. If learners do not have motive and a positive emotional state, they may be unable to acquire listening and speaking skills positively.

1.5. Purpose of the Study and the Research Questions

1.5.1. Purpose of the Study

The purpose of this study is to investigate the challenges learners' experience on developing listening and speaking skills in the English as a First Additional class.

1.5.2. Research Questions

What are the challenges experienced by learners in developing their listening and speaking skills in EFAL?

1.5.3. Sub-Questions

- ✓ Why do learners fail to acquire listening and speaking skills?

- ✓ Which strategies can be employed by schools to overcome the factors that impede learners from acquiring listening and speaking skills in English as a First Additional Language?
- ✓ How do educators teach listening and speaking skills?

1.6. Research Methodology

1.6.1. Research Design

This study followed an Interpretivist paradigm. According to Dean (2018), Interpretivism refers to an understanding of the world from individual's perspective. The research adopted a qualitative methodology. The researcher was guided by Moen and Middelthon (2015:23) who assert that "qualitative research methods grant the researcher an opportunity to discover people's experiences, how they live and phenomena in socio-cultural worlds".

Qualitative approach was used in this study to establish a thorough knowledge and understanding of the challenges experienced on the development of listening and speaking skills. This study employed a Case-Study design as a strategy of inquiry within a qualitative research approach. A Case-Study design is the one by which the researcher focuses on a group of participants in a specific community as the primary and only respondents of the study. Thus, a case in this study involves persons with direct relationship with the investigated schools from the Mahwelereng Circuit. Hence a case is a group of people that are deemed to have (the potential to reveal) the information and experiences that have a bearing on the phenomenon under investigation (Creswell, 2012).

A Case-Study design is valuable in this study as it enables the researcher to observe the emerging actions advisedly and closely, practices and the interactions of the participants in relation to the key concepts and objectives of this study.

1.6.2 Sampling

Okeke and van Wyk (2015) explain sampling as a selection of participants from a large population for the purpose of conducting a research.

1.6.2.1 Target Population

The study was conducted at two schools: Gobela High and Somavunga Secondary School in Ga-Magongoa and Tshamahansi villages. The schools fall under Mahwelereng Circuit, Mogalakwena District, which has 11 high schools. The schools were selected because of their proximity and accessibility to the researcher who is an educator on one school and the other one is their neighbouring school.

1.6.2.2 Sampling Size

This study used purposive sampling to select participants. Purposive Sampling is a technique that involves selecting certain units or cases grounded on a specific purpose rather than random sampling (Plano Clark & Creswell, 2015). Therefore, Gobela High and Somavunga Secondary School were selected as research sites because it was convenient for the researcher to access the two schools hence the researcher teaches at Gobela High and Somavunga Secondary School is her neighbouring school. There were 23 Grade 12 learners at Gobela High and 46 learners at Somavunga Secondary School. All learners from both schools were given a pre assessment task of unprepared speech and their performance served as key criteria for selecting them. Hence the researcher selected two best performing learners, two average learners and one learner who obtained low marks from both schools on that oral task of unprepared speech, making it a total of 10 learners. At the time this study was conducted, Gobela High School had only two qualified English teachers, a male and a female. The number of Grade 12 learners was 23 and very small compared to Somavunga Secondary, therefore one teacher was allocated to teach FET phase and the other one taught Senior Phase and hence only one FET phase teacher participated in the study because he teaches Grade 12.

There were two EFAL teachers at Somavunga Secondary School who teaches EFAL in Grade 12 because of the big number of learners they had and they shared the curriculum. One teacher taught listening and speaking skills and writing and presenting skills and the other one taught reading and viewing and language structures and conventions skills. Therefore, only one educator who teaches listening and speaking skills and writing and presenting skills was invited to participate in this study. The reason for inviting teachers from both schools was to examine how teachers interact with learners when teaching listening and speaking skills. These teachers were

selected because they were considered to be custodians of knowledge in teaching of listening and speaking skills. All in all 12 participants were selected (learners=10; teachers=2).

1.7 Data Collection

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes. Subsequently, the researcher used observations, interviews, and questionnaires as tools to collect data.

1.7.1. Observation

Observation is a research technique where researchers observe participants' on-going behaviour in a natural situation. The purpose of this type of research was to gather more reliable information on how learners acquire communicative competence skills. Therefore researchers can capture data on what participants do as opposed to what they claim to do (Creswell, 2012). The researcher conducted two classroom observations of EFAL speaking and listening lessons. The researcher observed how learners were taught listening and speaking skills in EFAL. The intention was to observe how teachers conducted their lessons and how they interacted with their learners. An Observation Checklist was used to record all observed events, such as teachers' language use and common trends when they were teaching.

1.7.2. Interviews

In this study, one-on-one interviews were conducted with learner and educator respondents using interview schedule. The purpose was that the researcher wanted to hear from the participants' point of view, and to get information about barriers of teaching and learning communicative competence skills.

Furthermore, the procedures by Denzin and Lincoln (2004) were adopted in respect of the interview process. An interview was conducted during which the researcher asked questions to each teacher and learner as well as encouraged interaction with the respondents. This allowed the interviewer to pose some questions.

1.7.3. Questionnaires

Canals (2017) describe questionnaires as a tool which a researcher can use to get information. Therefore, in this study, questionnaires were used to receive the opinions, feelings and views of learners and teachers about developing listening and speaking skills of English. The researcher saved time using a questionnaire tool, hence the participants responded to questions given by the researcher without the latter having had to talk to them in person. The questionnaire tool made the participants feel free because they were not anxious like they were when conducting interviews.

1.8. Data Analysis

Thematic Data Analysis was used to analyse the data. The method of analysis used here is Thematic Analysis because the sequence of the patterns was established in the collected data. Thematic Analysis is scrutinising data using codes and categories to identify similarities and difference between accounts (Harding, 2013). Through using Thematic Analysis, data were coded and organised into a spread sheet for comparison and analysis (Mazak & Herbas-Donos, 2014). "Data should be organised in a way that it is easy to look at, and that allows the researcher to go through each topic to pick out concepts and themes" (O'Connor & Gibson, 2003:66). The data collected were organised in a way that will allow the researcher to look at the responses to each topic and specific question individually, to make it easier to pick out concepts and themes.

1.8.1. Interviews

The interviews were audio-taped and transcribed. To obtain qualitative data, when the researcher was analysing data, the researcher contacted participants again and got clarity on some of the transcriptions which were not clearly captured. Subsequently, the researcher took advantage of the interviews to elucidate issues which were not explained on the questionnaires.

1.8.2. Observation

The Observation Checklist was used to record all the observed activities, during the EFAL lessons on developing listening and speaking skills. Subsequently, the researcher was able to review the activities later, and that enabled her to produce fruitful data, which is also guided by the CAPS document such that she could also

observe if the policy was implemented in the classroom while teaching listening and speaking skills.

1.8.3. Questionnaires

The questionnaires that were collected were organised in the sample grid that the researcher prepared. The data were entered into the sample grid and then the information of the respondents was analysed.

1.9. Quality Criteria

1.9.1 Credibility

According to Korstjens and Albine (2018), the researcher should ensure credibility of the envisaged study by applying membership checking during different phases of the study. The current researcher remained honest and truthful. Furthermore, the researcher was guided by Moon et al., (2016) when they advise that credibility should be recognised by the alignment of the Research Design and how the participants were selected and the context of the study to ensure that the findings are believable. The researcher engaged in preliminary visit to Somavunga Secondary School to create a relationship of trust before the start of data collection because, when one spends more time with the participants, they build a good relationship with them and they tend to develop trust.

1.9.2 Transferability

The researcher ensured transferability by using thick description technique which allowed the reader to determine the degree of similarities between the study site and other schools that were under investigations. The researcher also established transferability by making sure that data are collected and interpreted in a way that can be useful in other similar situations.

1.9.3 Dependability

The same method used to ensure credibility was also maintained in dependability. Furthermore, dependability was also ensured by keeping a reflective journal of all the agreements and choices made during the process of the research, and the proof of how data were collected and analysed to assist those who will follow the research's results. During the interviews, the researcher wrote down notes on the reactions and

thoughts of the English First Additional Language teachers and learners in the reflective journal and go through them when interpreting data. The interview session was also recorded.

1.9.4 Confirmability

The researcher used different techniques of gathering data to enhance confirmability of the findings such as interviews, observation, and questionnaires.

1.10 Significance of the Study

Policy makers, educators and learners will benefit from this proposed study. Educational specialists and curriculum advisors will also benefit from the envisaged study, as these findings will help them to identify speaking and listening barriers and being aware of these challenges will empower the teachers to seek means to combat them. This study also helped the researcher to discover the barriers that were never previously explored.

1.11 Ethical Considerations

Akaranga and Makau (2016) assert that the researcher should respect participants' dignity. The researcher took this into consideration and protected the feelings and the rights of the participants by adhering to the following ethical considerations:

1.11.1 Permission

In this study, all participants were informed in a written form. Letters were written to the principals of schools, as well as the School Governing Bodies (SGB) to ask for their permission to conduct the research in their schools. The Consent Letter from the School of Education was also given to the principal of the schools. The researcher also asked permission from teachers and learners and got them to sign Consent Letters for agreeing to participate in the study.

1.11.2 Privacy and Confidentiality

Participants were guaranteed that their identities will not be revealed when reporting on the study to ensure privacy and confidentiality. Participants' names were not used. The recordings, transcripts and field notes were kept in a safe place to protect the identity and views of participants.

1.11.3 Voluntarily Participation and Informed Consent

The participants were made aware that their participation is voluntary and nobody forces them to participate. Furthermore, they were notified that they have the right to pull out from participating if they feel uncomfortable during the process of the study. Participants were informed about the principle of the research process and Informed Consent was attached to the questionnaires and its purpose outlined from the onset, the interviewer explained the procedures to be followed and thanked the respondents for their willingness to voluntarily participate in the study.

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1.12 Conclusion

This chapter focused on the summary of the study as in the background to the study, the Research Design, the methodology and the theoretical framework and the literature review. The chapter also focused on the aspects of quality criteria and ethical considerations. The following chapter goes in-depth into the literature review and the theoretical framework.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

In this chapter, a review of literature related to the topic under discussion is discussed and analysed. The purpose of exploring what has already been researched is to locate the current study within the existing body of knowledge (Kennedy, 2007). This chapter is organised into seven sections, namely: Communicative Competence, the principles of Communicative Competence, listening and speaking skills and Communicative Language Teaching (CLT), learners and teachers' roles in listening and speaking skills, teaching listening and speaking skills in context, theoretical framework and chapter summary.

2.2. Communicative Competence

Communicative competence is when a person can communicate effectively in an accepted manner (Vorweg, 2015). Good Communicative Competence Skills build learner's confidence in approaching whatever circumstances they may encounter in real-life situations. It may be academically where learners engage with their teachers and their peers in a classroom atmosphere (Pérez-Llantada, 2018). Furthermore, Barreto (2017) defines Communicative Competence as the ability to express and understand messages and the meanings that the message has transferred within a particular context. In other words, when people interact with each other, they need to be able to comprehend the messages they exchange amongst each other, so that the process of communication is successfully implemented.

Conversely, it is beneficial for learners to be able to grasp whatever meaning of the teacher's lesson and be able to communicate with each other using the English language. If learners are unable to comprehend the messages shared, it becomes difficult for them to communicate with their peers in the classroom, and even outside the classroom. However, the teachers should ensure that learners are taught listening and speaking skills to avoid the challenges that may arise when they need to express their own views.

Moreover, a good Communicative Competence Skill serves as a gateway to professional qualification competency. Although different people from diverse countries speak different languages, English is an international language that everyone should know (Kunasaraphan, 2015). Regardless of this, it is unfortunate that most learners across the world still find it difficult to speak the English Language.

Additionally Khalid (2019) states that most learners lack the most significant skills of listening and speaking. As a result, learners always find themselves in awkward situations when they attain professional qualifications because they are unable to express their opinions. For this fact, they evade from participating in the professional communications because they have developed a feeling of inferiority complex. Nevertheless, it becomes unavoidable that learners should have a good foundation of listening and speaking skills.

Furthermore, Spies and Xu (2018) articulate that for listening and speaking skills to be effectively developed, there should be a collaborative communication amongst the participants. Based on this fact, the researcher concludes that successful communication will involve participants who are able to engage positively with each other and comprehend whatever messages shared.

Whenever learners interact with their peers, they become free and get a deeper understanding of whatever context they approach. This is because collaborative learning enables learners to work together and discuss their ideas (Falcione et al., 2019). When all learners cooperate, they can attain proper communicative skills because they exercise their listening and speaking abilities. Subsequently, CAPS (2011) puts the learner at the centre of teaching and learning. This means that learners should participate fully in their own learning, and teachers should facilitate and monitor the progress of learners while they engage themselves throughout their learning (Department of Basic Education, 2011). Cummins (2000) makes a distinction between Cognitive Academic Language Proficiency (CALP) and Basic Interpersonal Communicative Skills (BICS). CALP focuses on the academic work, which puts the teacher at the centre of teaching and learning. With CALP, a teacher uses a traditional method and becomes the only source of information. This means that learners are

only taught to memorise the content that is given to them. The explanation above may be illustrated in the figure below.

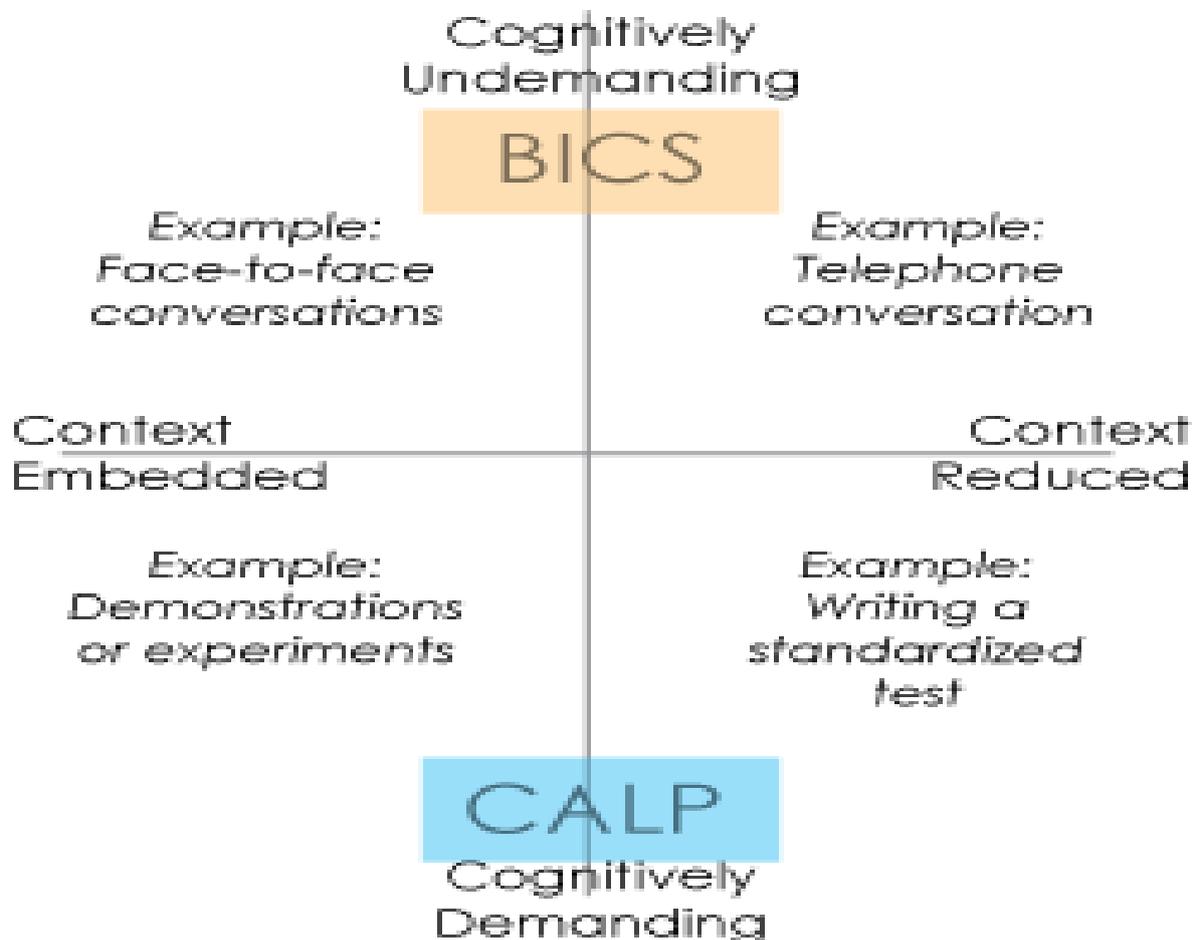


Fig 2.1: BICS and CALP

Learners are not given an opportunity to share their own thinking, thus resulting in inability to acquire Communicative Competence Skills because the rest of the talking is done by the teacher in the classroom (Teemant & Pinnegar, 2019). Therefore, the learners' duty in this approach is to take notes to produce whatever their teachers have been teaching them. The main aim of CALP is to see the learner being progressed academically without considering their Communicative Competence Skills.

However, BICS is learner-centred because it focuses on listening and speaking skills and promotes collaborative learning and involves the activities which require learners to talk and share their ideas with their peers. The activities include group discussions,

whereby learners are forced to interact with their peers so that they can express themselves, thus acquiring listening and speaking skills effectively.

Nevertheless, the researcher posits that BICS is more effective than CALP because it provides learners with proper foundation of listening and speaking skills. Hence learners will be active at their workplace and will never hesitate to collaborate with their colleagues while they reach that stage.

2.3. The Characteristics/ Principles of Communicative Competence

Many studies have been conducted to establish the challenges of acquiring Communicative Competence Skills. For instance, Zwiers and Soto (2017) argue that listening and speaking skills go together and should not be separated in any circumstances. Hence it is advisable to teach these two skills in integration to produce best results. It has been proven that, if the two skills are taught in isolation, learners will fail to attain Communicative Competence Skills. However, Öz, Demirezen and Pourfeiz (2015) argue that learners need to be motivated by their teachers to enhance their listening and speaking skills. Therefore, if teachers fail to motivate learners to exercise their listening and speaking skills, learners will feel discouraged, bearing in mind that English is not their mother tongue. Furthermore, Öz, Demirezen and Pourfeiz (2015) attest that for learners to develop listening and speaking skills, the Second Language should be ideal. In this regard, learners should also have the eagerness to communicate. Above all, the researcher agrees with Öz, Demirezen and Pourfeiz (2015) when he asserts that learners need to have courage to learn the Second Language and understand that English is a language of communication, and not only a language of academic excellence.

Wang (2018) furthermore, highlights that teachers teach learners English without emphasising the cultural awareness of other countries. Therefore, learners become stereotyped and see no use to learn a foreign language because they do not imagine themselves communicating with other people from different cultures. As a result, teachers need to acknowledge other people's culture and teach learners that, since English is an international language, there will be a point in life where they will be forced to communicate with people from other countries (Kondrateva & Valeeva,

2015). Therefore, acquisition of Communicative Competence Skills will take precedence.

Taking these findings into consideration, the researcher concludes that learners need to be aware that life does not end in class, where they face people of their same beliefs and culture daily. At some point, success will embarrass them and leave them faced with challenges of socialising with other people globally. Hence they need to acknowledge different cultural backgrounds.

Nevertheless, Su Bergil (2016) articulates that learners find it difficult to communicate in the foreign language because their English teachers do not give them activities that enable them to use their language learning skills in diverse situations. Conversely, the researcher agrees with Su Bergila (2016) when he asserts that learners need to learn the listening and speaking skills in context. They need to be allowed to bring in their own outside experiences in the classroom by being engaged in activities that requires them to talk.

Additionally, the researcher proposes that both teachers and learners need to know their expectations during the process of teaching and learning. Teachers need to be transparent when they are teaching learners a Second Language and make it clear that English is a language of communication. They should motivate learners to discover the benefits of fluency through the development of listening and speaking skills. Lack of active interaction between learners and teachers has been discovered as one of the challenges that impede learners from developing listening and speaking skills. Teachers spend a lot time in the classroom being the only source of information, thus disadvantaging learners from exercising their thinking ability. Hence they talk all throughout until the end of the classroom period without giving learners a chance to express their own views (Fan, Fei, Schriever & Si Fan, 2018). In this regard, a test-based approach is being practiced, thus resulting in encouraging learners to memorise the content, and overlooking the fact that learners should also be fluent in the language.

Consequently, learners are also creating an obstacle within themselves, as they are having adverse attitudes from learning the language. If learners have negative

attitudes in learning the language, their fluency will never cultivate. Learners should develop the eagerness to learn English, so that they can have courage to speak well. However, teachers should also motivate learners to learn English as a language rather than as a subject (Sanghare, 2018).

To add on this, both teachers and learners should have a mutual feeling of building and helping one another in developing listening and speaking skills, yet learners should have a positive attitude. Namaziandost et al., (2019) recommend that learners should be taught English as a First Additional Language using Cooperative Learning. She further attests that Cooperative Learning is productive because it promotes motivation and accomplishment and encourages social interaction (Namaziandost et al., 2019).

Nevertheless, the researcher concurs with Namaziandost et al., (2019) when they maintain that, when learners are working in a cooperative atmosphere, they inspire each other because they both have a mutual feeling of learning the language. This is better than working individually, where learners will feel discouraged during the process of learning. Cooperative Learning also secures learners who are nervous because, when learners work in groups, they rely on one another for support and have an assurance that their peers will help them to develop their listening and speaking skills.

Abda (2017) takes in cognisance of the fact that teachers should serve as gateways to assist learners in developing listening and speaking skills and give learners a direction to present the language. However, they argue that learners should also take full responsibilities of their own learning. Learners should maintain their personal potential positively so that they can learn the language effectively. The researcher agrees with this finding that learners need to be committed and have perseverance to learn the language. Rasskazova, Guzikova and Green (2017) had discovered that teachers of English in Russia do not teach learners in a positive classroom interaction mode. Therefore, learners find it difficult to engage with each other, because they are not exposed to social interactions. Thus, this results in lack of Communicative Competence Skills. Furthermore, when learners do not comprehend what their

teachers say, their teachers use their home language in class to clarify them rather re-explaining to them in English.

Nevertheless, the researcher concludes that teachers should always make sure that they speak English, while they are teaching learners, so that learners can be familiar with English. As a result, teachers will be ensuring the fluency of the language to learners because, when learners are being clarified in their native language, they become demotivated and find it useless to be fluent in English. Millrood (2015) highlights that one of the factors which contributes to the lack of communicative incompetence in Russia, is that teachers focus on reading and writing skills rather than listening and speaking skills. In this regard, learners are taught with the aim of progressing academically, neglecting the practical skills. Kondrateva and Valeev (2015) point that another factor that is a barricade for learners to develop listening and speaking skills is they do not have satisfactory exposure to English.

The majority of learners grew up in environments where they were never given opportunities to experience meaningful and constant communication. As a result, they have low motivation to learn the English Language oral skills. The researcher holds the view that when learners are outside the classroom, they hardly communicate with each other in the Second Language because they do not feel any pressure to do so. Therefore, their proficiency lack progress, and learners need to change their behaviour and attitude towards English as their foreign language. However, English classroom should be real in such a way that learners should interact with each other commonly with the aim of mastering the language. For effective communication, learners should be given activities that are resourceful and authentic, thus allowing learners to participate in meaningful ways.

2.4. Listening and Speaking Skills and Communicative Language Teaching (CLT)

Chen (2015) articulates that Communicative Language Teaching approach (CLT) should be practiced when developing listening and speaking skills because it is learner-centred and exposes learners to realistic social interactions. Based on this fact, it becomes clear that an effective classroom is the one that learners find themselves in an environment where they are encouraged to communicate with their

peers. Furthermore, Toro et al., (2018) explain that language is best learned when people interact with each other and communicate effectively by not memorising grammatical rules and other aspects of language system. It becomes a principal component of teachers to; therefore, implement the CLT approach, so that learners can develop listening and speaking skills. This is because CLT gives learners the opportunity to engage with their peers to improve their acquisition of English in context (De Beer, Du Plessis & Gravett, 2015).

Darling-Hammond et al., (2017) highlight that teachers should move away from the traditional method of teaching, where they teach learners with the aim of promoting learners to the next grades yet eluding the fact that learners will have to face a professional industry independently. Hence teachers are focusing a lot on Cognitive Academic Language Proficiency (CALP) and do not put more emphasis on the development of Basic Interpersonal Communicative Skills (BICS).

Although CLT is regarded as the most powerful tool in teaching English as a First Additional Language, studies prove that in some countries, it is still difficult to apply this method of teaching. Most teachers still practice the traditional method of exam-based approach where learners' duty is to write notes and act only as listeners while teachers spend most of their time in the classroom lecturing and denying learners' opportunities to participate in their own learning (Richards & Rodgers, 2014). Therefore, learners are trained to master the content and to memorise whatever the teacher would have taught them.

As a result, learners study English with the aim of excelling academically and progress to the next grades, without considering the fact that they should learn the basic skills of communication. Additionally, teacher-centred activities rather than learner-centred activities are ones which disadvantage learners from attaining listening and speaking skills. Teacher-centred activities give learners a barricade to express their own views, because a teacher does not give learners a chance to share their own thinking with their peers.

The activities given to learners should be the ones that will grant them opportunities to apply their thinking skills. Learners should be involved in their learning because,

when learners are passive, they get bored and become demotivated to learn. As a result, the researcher concludes that EFAL classroom should be learner-centred, whereby teachers cannot be the only sources of knowledge. In this regard, learners will be engaged in their own learning and understand that they need to bring in their own awareness and personal experience in the classroom. This will create an atmosphere where learners can improve their English language skills.

Haddad (2019) attests that most teachers have negative attitudes towards teaching English FAL, because teachers play a huge role in imparting knowledge to learners. Thus, teachers should have applicable strategies of instilling confidence to learners and to develop their listening and speaking skills. If teachers have a negative attitude towards teaching English, such as to say English is not their mother tongue, they will also discourage learners from learning EFAL. Consequently, classroom lessons will not be collaborative to emphasise both forms and meanings.

Based on these findings, the researcher aligns with the above researchers' opinions. However, some learners do not take English seriously because they believe that since it is not their mother tongue, there is no way they can be perfect or fluent in speaking the language. Furthermore, they just memorise the grammatical rules with the purpose of passing, rather than of learning how to communicate effectively. Nevertheless, teachers are the ones responsible for this, because they teach learners to master grammar and bring it out on their tasks, rather than allowing them to self-discover the complexities involved in the English language. Learners need to be committed to the mastery of the English language, so that they become competent. As such, both teachers and learners should create a good balance between English teaching and learning to improve learners' listening and speaking skills.

2.5. Teachers' Role in Listening and Speaking Skills

Teachers are faced with a difficult duty on their daily basis because they teach diverse learners, who come from different backgrounds and belong to different societies and communities. The level of Second Language Acquisition of learners is not the same and teachers teach learners of different mother tongues. Regardless of these challenges, it is the responsibility of a teacher to ensure that learners are well catered to create a productive learning environment. Department of Education (2011) stresses

that the role of an educator is to monitor and facilitate the progress of the learner and should ensure that learners develop the listening and speaking skills. A teacher should serve as a guardian to learners. Teachers' guidance should encourage learners to use variety of resources and walk around the classroom, while learners are interacting with their group mates during group discussions to maintain good Communicative Competence Skills.

Koran (2015) argues that teachers should give learners a platform to participate in their learning process. They should see to it that they give learners more activities which require them to talk, thus developing their listening and speaking skills. He further articulates that, if learners are given activities such as group work, role plays and debates, they are more likely to be engaged in those activities, rather than individual activities such as speech (ibid). Most learners spend a lot of time being silent in class because of anxiety. However, when they are given group activities, their oral fluency improves.

Rao (2019) proposed that teachers should create a friendly environment in the classroom, so that they can see and understand the problems of learners which distract them to develop listening and speaking skills. Subsequently, when teachers are aware of the problems, they will be able to create different techniques and put them into practice to allow learners to be productive (Gilakjani & Sabouri, 2016). Furthermore, teachers should make sure that they give their learners frequent feedback, so that learners know where they need to improve their performance. Again, effective feedbacks will not only guidance learners on improving their performance, but it will also assist teachers to see where more effort is needed. If learners are not familiar with the teachers' approach, the teacher will change the teaching approach (Hardavella et al., 2017). Thus, the researcher supports the above statement to say that teachers should encourage learners to work collaboratively, so that their listening and speaking skills will be successfully developed.

2.6. Learners' Role in Listening and Speaking Skills

For effective teaching and learning to transpire, learners should be actively involved in the classroom. Learners should acknowledge that it is their duty to take a leading role in their learning process. Learners should participate with their classmates when

given opportunities to engage with their peers, with activities that require them to talk (Dabiri & Gilakjani, 2019). Subsequently, learners learn best when they interact with their peers because they can share their own thinking and express their point of views freely. The Department of Education (2011) further articulates that when learners take full responsibility of their learning, their competencies of acquiring communication skills will be thoroughly developed. Therefore, learners should be able to apply their communicative abilities when they enter the workplace environment.

The best way to develop listening and speaking skills is to speak frequently using English. Hence Leong and Ahmadi (2017) attest that when learners practice speaking English daily with their peers, it will become easier for them to develop Communicative Competence Skills. They further articulate that, learners themselves should create a friendly environment in which they can become free and not be shy to communicate with each other in English for the successful development of listening and speaking skills (Leong & Ahmadi, 2017). Abu-Snoubar (2017) advises learners to take a full responsibility on learning listening and speaking skills by familiarising themselves with technology, where they can access different materials that can help them to exercise their listening and speaking skills. If learners can spend most of their times listening to the materials downloaded from their smart phone's and laptops, their listening and speaking skills will be successfully developed. Furthermore, it is the responsibility of learners to take listening and speaking skills in consideration and be aware of the importance of these skills. If learners fail to understand how significant Communicative Competence Skills are, they will become ignorant and fail to develop listening and speaking skills (Saidu, 2017).

2.7. Teaching Listening and Speaking Skills in Context

For learners to improve their listening and speaking skills, they need to listen to authentic materials and apply them in communication. Hence Mapruza et al., (2015) indicate that the use of textbook in EFAL classroom disables learners to voice out their own opinions. Therefore, learners should be involved in developing creative activities, so that they can be motivated to learn native languages and increase their level of understanding. Hinkel (2018) reveals that listening and speaking skills should be taught in integration to improve Communicative Competence of learners. Therefore,

the researcher agrees with Hinkle's (2018) view that when the two skills are integrated, it becomes easier for learners to comprehend the language and respond suitably.

Rakhmetova, Urazalieva and Baitukayeva (2015) established that learners do not understand how listening and speaking skills are important to them. Hence they are unable to express their points of view regularly and influentially. However, listening and speaking skills should be a persistent development that involves educational effort. The development of listening and speaking skills does not end in classroom, but also goes beyond the classroom where learners still need to have the knowledge of English outside the classroom. Accordingly, EFAL teachers should create environments where learners will feel secure to necessitate communication in English.

Akbari (2015) indicates that the main impediment of developing listening and speaking skills is that most learners grew up in the rural areas, where they were not exposed to English. As a result, the environment itself contributes to the factors which led to learners' challenges of developing listening and speaking skills. Based on this finding, the researcher agrees with Akbari's views. The environment plays an important role in teaching learners English because learners should feel the original language in the places they live. In other words, there should be an active role for English even outside the classroom.

Sayer (2018) states that learners need to learn the language in the social classroom, which enables them to interact with their peers and socialize positively with them, thus exercising their listening and speaking skills. Teachers themselves hold a strong burden, which disadvantage learners from developing listening and speaking skills because learners alone cannot make it. Teachers are the ones who should encourage social class by being friendly to learners. Founded on these outcomes, the researcher concludes that a teacher should serve as a vehicle to help learners in developing listening and speaking skill.

Poolsawad, Kanjanawasee and Wudthayagorns (2015) highlight that learners need to be provided with a frequent feedback to enhance their listening and speaking skills. They acknowledge that learners need to know the pace they are learning at, so that they could be aware of their strengths and weaknesses. As a result, the researcher

settles with this argument because learners need to diagnose their learning barriers and rectify them to improve their Communicative Competence Skills.

The methods of teaching and learning deny learners an opportunity to expand their listening and speaking skills, because more emphasis is put on grammatical rules, where learners find themselves in a situation where they are expected to master them and pass academically, but abandoning the practical studies (Popescu-Mitroi, Todorescu&Greculescu, 2015). Accordingly, learners become passive and afraid to voice out their own views. This fear remains their nightmare, when they are expected to participate verbally in class at tertiary level, because they had neglected the language of social communication for decades. In this regard, it comes to the researcher's attention that learners who suffer from accumulating Communicative Competence Skills are the ones who lack a good foundation of English, right from the start of their school entry. Therefore, it becomes difficult for learners to develop listening and speaking skills when they get older.

2.8. Theoretical Framework

The theories which guided this study are Social Constructivism (Vygotsky, 1978) and Creative Construction theory (Krashen, 1982). These are theoretical frameworks which were used to discover the challenges of the development of listening and speaking skills in EFAL classroom at Gobela High and Somavunga Secondary School. Vygotsky sees learning as an active process involving others, while Krashen believes we all acquire language the same way.

2.8.1. Social Constructivism

Vygotsky is a theorist who is most associated with Social Constructivism. Vygotsky (1978) maintains that social interaction is an integral part of learning. His theory is based on social interactions. This theoretical framework holds that learning always builds upon knowledge that a student already have. This is prior knowledge, which is called a 'schema' (Yang & Quadir, 2018).According to Yang and Quadir (2018), all learning is filtered through pre-existing schemata. Thus, constructivists suggest that learning is more effective when a student is actively engaged in the learning process rather than attempting to receive knowledge passively.

Regarding social interaction, Vygotsky (1978) declares that language forms the foundation of an individual's growth and intelligence. Furthermore, Vygotsky (1978) confirms that language serves to intrude the higher order thinking of the learner. This suggests that learners need to socialise with their peers, by exchanging ideas to exercise their language proficiency in the additional language (Hemn et al., 2018).

Vygotsky demonstrates that the role of social context in learning has led teachers to re-examine the extent to which learning is an individual process. Learning, according to Vygotsky (1978), is best understood in the light of others within an individual's world. Conversely, for learners to develop listening and speaking skills, they should interact socially with their peers, so that they can exercise their speaking abilities. When learners are given opportunities to speak in class using English Second Language, their listening and speaking skills will be enhanced because that is what they will do on their daily basis. Therefore, a teacher should ensure that learners are given enough activities, which will allow them to talk with their peers. This can work for learners, than sitting in a classroom, quietly facing their teachers until the period runs out. The latter approach limits learners' time to talk in the classroom, as the lot of talk is done by the teacher. This traditional method becomes inappropriate because it does not help learners to achieve the learning goal. When the process of teaching and learning is successfully acquired, learners' would have confidence in expressing their views.

2.8.2. Creative Construction Theory

The Creative Construction Theory, which has had the most influence on Second Language teaching practice, was proposed by Krashen (1982). Five central hypotheses constitute his 'Monitor Model'—which is, namely: the Acquisition-Learning Hypothesis, the Monitor Hypothesis, the Natural Order Hypothesis, the Input Hypothesis, and the Affective Filter Hypothesis. For this study, all stages of language acquisition will be effective. This is because learners' oral production is useful and allows the learner to participate in communicative situations. However, this study puts emphasis on the Input Hypothesis and the Affective Filter Hypothesis.

2.8.2.1. *The Input Hypothesis*

Krashen (1982) asserts that we acquire language in one way, i.e., by receiving Comprehensible Input that is by understanding messages. If the input contains forms

and structures just beyond the learners' current level of competence in the language, then both comprehension and acquisition will occur. In other words, for learners to acquire Communicative Competence, they first have to understand the messages that are given to them (Mason & Krashen, 2017). Hence the teacher should ensure that the instruction given to learners is transparent in ways that learners do not get confused. However, learners should also be given opportunities to talk in class so that they can attain listening and speaking skills positively.

2.8.2.2. The Affective Filter Hypothesis

The 'affective filter' is an imaginary barrier which prevents learners from using input that is available in the environment. 'Affect' refer to such things as motives, needs, attitudes and emotional states. A learner who is tense, angry, anxious, or bored will screen out input, making it unavailable for acquisition. Thus, depending on the learner's state of mind or disposition, the filter limits what is attended to what is acquired. The filter will be 'up' or operating when the learner is stressed, self-conscious, or unmotivated. It will be 'down' when the learner is relaxed and motivated (Frutiger, 2018).

The relevance of this hypothesis to this study is that it appears to have immediate implications for classroom practice. Teachers can understand why some learners (given the same opportunity to learn) may be successful while other will not be. It appeals naturally to those who have tried unsuccessfully to learn a language in conditions where they felt stressed or uncomfortable. Therefore, this theory was suitable for this study because it is premised on ideas that enhance learners' listening and speaking skills. As Krashen (1982) stated "we all acquire language the same way".

The above claim means that teachers need to understand that for learners to learn the language they need to understand language meaningfully. For learners to comprehend the language they should listen with focus. Thus, this process is called the silent period. Hence acquisition and learning are affective when our affective filter is low. Because of this, lack of motivation, self-esteem and being anxious, it becomes difficult for learners to acquire any language. Therefore, it is advisable for teachers to allow learners to talk when they are ready to talk. In this regard, talking becomes practice after the learner would have comprehended the language.

2.9. Chapter Summary

In this chapter, the researcher discussed the origins of Communicative Competence and reviewed the theorists of Communicative Competence such as ones of Hymes (1978), Savignon (1989) and Cummins (1989). These theorists have defined Communicative Competence Skills in different ways, but those definitions carry the same meaning. Communicative Competence Skills in action have also been considered, and various researchers have been reviewed to discover the challenges faced on the development of listening and speaking skills. Furthermore, the approach of Communicative Language Teaching is seen as the core approach in teaching learners listening and speaking skills because it put forth the learners. The teachers and learners' role in developing listening and speaking skills is also highlighted and shows that learners should take a full responsibility in their learning. The researcher also highlights the importance of teaching listening and speaking skills in an integrative way so that learners will be able to attain their speaking and listening skills effectively. In conclusion, the theoretical frameworks that guided this study were vividly discussed to demonstrate how they support this study.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

In Chapter Two, the literature related to the research problem was reviewed. The main purpose for this was to outline the current global situation regarding practical work, as well as to give reasons for the suggestion in a South African context. This chapter discusses the research methodology undertaken in the study.

Furthermore, it articulates how the Research Design and the methods of data collection were applied in the study. The population, sampling techniques, and techniques of how data were analysed are also discussed in this chapter. Ade Bilau, Witta and Lill (2018) describe research methodology as the theory and analysis of undertaking a research. It justifies for the procedural framework applied in producing research data and analyses towards knowledge creation and thereafter the conclusion will be made.

3.2. Research Design

The research has followed an Interpretivist paradigm. According to Dean (2018), Interpretivism attains an understanding of the world from individual perspective. The research has adopted qualitative methodology. The researcher was guided by Moen and Middelthon (2015), who assert that “Qualitative research methods grants the researcher an opportunity to discover people’s experiences and how they live and phenomena in socio-cultural worlds. Qualitative approach was, therefore, adopted in this study to find a thorough knowledge and understanding of the challenges experienced on the development listening and speaking skills.

The Research Design that this study has adopted is the Case Study. Fàbregues and Feters (2019:7) describe a Case Study as “an empirical inquiry that investigates a contemporary phenomenon within its real-life context.” Hence the researcher attests that if one needs to get a deeper understanding of a particular phenomenon, they need to put more effort and focus on it, rather than mixing two different items at the same time. Nevertheless, the reason for using a Case Study is because the experimental

information of these data was collected in months and focused on the Grade 12 learners at FET Phase.

3.3. Sampling

Sampling involves decisions, not only about which people to observe and/or interview, but also about setting, events, and social processes (Miles, Huberman & Saldaña, 2014:30). It is the process of selecting a subdivision of components from the population. Purposive Sampling method was applied in the study. Purposive sampling is a technique that involves selecting certain units or cases grounded on a specific purpose rather than random what sampling (Plano, Clark & Creswell, 2008). Furthermore, it focuses on a limited number of informants selected strategically, based on a preselected criterion looking at the study itself so that their in-depth information will give prime perception regarding an issue of which little is known about. According to Kumar (2011), Purposive sampling gives the researcher an opportunity to gauge as to who can provide the best information to achieve the objectives of a study. The group selected consisted of 10 English FAL learners and 2 teachers from the two selected school.

3.3.1. Target Population

The study was conducted at Gobela High and Somavunga Secondary school, at Ga-Magongoa and Tshamahansi villages. The schools fall under the Mahwelereng Circuit, Mogalakwena District, and Mahwelereng Circuit has 11 High Schools. However, two schools were selected as the site in which the study occurred. The learners' population is African group.

3.3.2. Sampling size

This study used purposive sampling to select participants. Purposive Sampling is a technique that involves selecting certain units or cases grounded on a specific purpose rather than random sampling (Plano Clark & Creswell, 2015). Therefore, Gobela High and Somavunga Secondary School were selected as research sites because it was convenient for the researcher to access the two schools hence the researcher teaches at Gobela High and Somavunga Secondary School is her neighbouring school. There were 23 Grade 12 learners at Gobela High and 46 learners at Somavunga Secondary School. All learners from both schools were given a pre assessment task of

unprepared speech and their performance served as key criteria for selecting them. Hence the researcher selected two best performing learners, two average learners and one learner who obtained low marks from both schools on that oral task of unprepared speech, making it a total of 10 learners. At the time this study was conducted, Gobela High School had only two qualified English teachers, a male and a female. The number of Grade 12 learners was 23 and very small compared to Somavunga Secondary, therefore one teacher was allocated to teach FET phase and the other one taught Senior Phase and hence only one FET phase teacher participated in the study because he teaches Grade 12.

There were two EFAL teachers at Somavunga Secondary School who teaches EFAL in Grade 12 because of the big number of learners they had and they shared the curriculum. One teacher taught listening and speaking skills and writing and presenting skills and the other one taught reading and viewing and language structures and conventions skills. Therefore, only one educator who teaches listening and speaking skills and writing and presenting skills was invited to participate in this study. The reason for inviting teachers from both schools was to examine how teachers interact with learners when teaching listening and speaking skills. These teachers were selected because they were considered to be custodians of knowledge in teaching of listening and speaking skills. All in all 12 participants were selected (learners=10; teachers=2).

3.4. Data Collection

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes. Berg and Lune (2018) assert that in qualitative research, one needs to familiarise oneself with the participants who are going to be involved in the study and have rules and procedures to use in the study. Subsequently, the researcher used observations, interviews and questionnaires as tools to collect data.

3.4.1. Observations

Observation is a research technique whereby a researcher observes participants' on-going behaviour in a natural situation (Patton, 2015). The purpose of this tool is to

gather more reliable insight on particular phenomenon. In this regard, researchers can observe what participants do as opposed to what they say they do.

When using observation method to collect data, the researcher should notify the participants that he is going to observe them (Kabir, 2016). However, the researcher conducted classroom observation of EFAL speaking and listening lessons in progress and notified participants in advance. The researcher observed two classes on how learners learn listening and speaking skills in EFAL class. The intention was to explore how teachers conduct their lessons and evaluate their abilities to engage learners through the process of teaching properly listening and speaking. An Observation Checklist was used to record all observed events, such as teachers' common errors and trends as they teach, as well as the mistakes learners make when speaking English.

3.4.2. Interviews

In this study, one-on-one interviews were conducted, guided by a questionnaire. The purpose of the questionnaire was to ensure that the researcher remained consistent during the interview with all teachers and learners by asking them the same questions. Furthermore, procedures by Denzin and Lincoln (2004) were adopted in respect of the interview process. An interview was conducted during which the researcher posed questions to teachers and learners. This allowed the interviewer to probe some questions.

3.4.3. Questionnaires

Canals (2017) describe a questionnaire as a tool which the researcher can use to get honest information. Therefore, in this study, questionnaires were used to receive the opinions, feelings and views of learners and teachers about developing listening and speaking skills of English. The researcher saved time using a questionnaire tools, hence the participants responded to questions without directly talking to the researcher. The questionnaire enabled the participants to be free to express themselves unlike when responding to interview questions.

3.5. Data Analysis

The method of analysis used here is Thematic Analysis because the sequence of the patterns was established in the collected data. Thematic Analysis is scrutinising data using codes and categories to identify similarities and difference between accounts (Harding, 2013). Through using Thematic Analysis, data were coded and organised into a spread sheet for comparison and analysis. "Data should be organised in a way that it is easy to look at, and that allows the researcher to go through each topic to pick out concepts and themes" (O'Connor & Gibson, 2003:66). The data collected were organised in a way that will allow the researcher to look at the responses to each topic and specific question individually, to make it easier to pick out concepts and themes. Document Analysis was used to analyse data collected on how lessons are presented when developing listening and speaking skills. Furthermore, data were transcribed and summarised into themes and patterns.

3.5.1. Interviews

The interviews were audio-taped and transcribed. When analysing data, the researcher obtained a qualitative data by contacting participants again, to get clarity on some of the transcriptions which were not clearly captured. Subsequently, the researcher used the advantage of the interviews to elucidate issues which were not explained on the questionnaires.

3.5.2. Observation

An Observation Checklist was used to record all the observed events, during the EFAL lessons on listening and speaking skills, hence the researcher reviewed them later and was able to produce appalusive data. The researcher was guided by the CAPS document to ensure that policy was observed and implemented in the classroom while teaching listening and speaking skills.

3.5.3. Questionnaires

The questionnaires that were collected were organised in the sample grid that the researcher had prepared. The data were entered into the sample grid and analysed the information of the respondents.

3.6. Quality Criteria

3.6.1. Credibility

In line with Korstjens and Albine (2018), the researcher ensured credibility of the study by applying membership checking during different phases of the study. The researcher also remained honest and truthful regarding the purpose of the study throughout. Furthermore, the researcher was guided by Moon et al., (2016) when they advise that credibility should be recognised by the alignment of the Research Design and how the participants are selected, and the context of the study to ensure that the findings are believable.

As a result, the researcher paid a preliminary visit to Somavunga Secondary School to create a relationship of trust before the commencement of data collection. This was done on the presumption that when researchers spend more time with the participants, they build a good relationship with them and develop a trust relationship.

3.6.2. Transferability

The researcher ensured transferability by using the thick description technique that allowed the reader to determine the degree of similarities between the study site and other rural schools that would have been under investigations as recommended by Mertens (2010). The researcher also established transferability by ensuring that data were collected and interpreted in ways that can be useful in other similar situations.

3.6.3. Dependability

The same method used to ensure credibility was used to maintain dependability. Furthermore, dependability was also ensured by keeping a reflective journal of all the agreements and choices made during the process of the research, and the proof of how the data were collected and analysed to assist those who will follow this research's results. During the interviews, the researcher took down the notes about the reactions and thoughts of the English First Additional Language teachers and learners in the reflective journal and went through them when interpreting data. The interview sessions were recorded to keep a solid evidence of the study.

3.6.4. Confirmability

The researcher used different techniques of gathering data to enhance confirmability of the findings, i.e., interviews, observations, and questionnaires.

3.7. Chapter Summary

This chapter has explained the research methodology undertaken in the study. It also outlined the Research Design and how the methods of data collection were applied in the study. The population, sampling techniques and techniques of data analysis were also discussed in this chapter.

CHAPTER FOUR DATA ANALYSIS AND FINDINGS

4.1. Introduction

The previous chapter described the Research Design and methods used to collect and analyse data in the study. In this chapter, the researcher analyses the collected data. As indicated in Chapter Three (3), the researcher used face-to-face interviews, observations, and questionnaires to collect data. Thematic Data Analysis technique was used to analyse the qualitative data collected through interviews, observations, and questionnaires.

This chapter focuses on the presentation and analysis of data obtained from research interviews, observations, and questionnaires. The aim of this study was to investigate challenges experienced regarding the development of listening and speaking skills. The questions used in interviews, observations and questionnaires were deemed relevant to achieve the aim of the research. The results are presented in two sections: from learners and teachers' perspectives.

4.2. Data Management and Analysis

For interviews, Thematic Data Analysis was used to analyse the data. The interviews were audio-taped and transcribed. The Observation Checklist was used to record all the observed events, and the researcher reviewed them later. Ten learners were observed during presentations. Five interview questions were asked to 10 learners

and six interview questions were asked to two educators. All the interview questions were returned to the researcher. The questionnaires collected were organised in a sample grid. Therefore, the data were entered into the sample grid and analysed.

4.3. Research Results

4.3.1. Learners' Interview Results

The data presented below is of interviews conducted with learners of Gobela High and Somavunga Secondary School, including the questionnaire administered on them. The most common languages spoken by learners at Gobela High and Somavunga Secondary School are isiNdebele and Xitsonga, and a few learners speak Sepedi. However, the only African language taught at both schools is Sepedi. English is taught as a subject and used as a primary Language of Learning and Teaching (LoLT). The learners in were found to be multilingual because they speak more than two languages beside their mother tongues.

Table 4.1: The Ability to Speak English Fluently

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	1	17.0	17.0	17.0
No	9	83.0	83.0	83.0
Total	10	100	100	100

The results from the interviews show that the majority of learners could not speak English fluently. Learners cited the following reasons as preventing them from speaking English fluently:

- Having bad vocabulary;
- Isolating words when speaking or sentence fragments;
- Inability to construct coherent sentences;
- The pronunciation not being good and having their mother tongue accent;
- Translation of mother tongue words when speaking English; and
- Lack of proper English foundation.

From the participants' responses, it shows that learners had weak vocabulary. According to Moody et al. (2018), vocabulary usually develops with age, and most

learners develop it when having conversations with their families. Therefore, if learners fail to develop vocabulary at a young age, it may be difficult for them to learn English or acquire an extensive vocabulary. Therefore, this may be problematic to learners because vocabulary serves as a useful and fundamental tool for communication and acquiring knowledge. Nevertheless, Parupalli (2019) argues that learners need to exercise their speaking abilities by engaging in a collaborative communication. As a result, learners' vocabulary will be improved because, when learners talk frequently with each other, they get used to the words that are unfamiliar to them, thus enhancing their vocabulary successfully.

Learners isolate words when speaking because they are not exposed to the language enough to articulate it. They are comfortable when they speak their mother-tongue, and it becomes difficult for them to speak in English. Samira (2014) observes that learners who are unable to communicate effectively perform very poorly in activities that require them to speak when they reach higher institutions. They seem not to enjoy their studies because at tertiary level they are expected to have advanced Communicative Competence Skills. When learners cannot construct coherent sentences in English, it becomes disturbing because one cannot talk fluently in English using poorly constructed sentences. This explains why such learners tend to transliterate English words to their home languages. Kondrateva and Valeev (2014) acknowledge that learners find difficulties in speaking English because they grew up in an environment in which they never experienced a meaningful and regular communication in the language. Therefore, these learners have a low motivation of speaking English because their environment did not grant them opportunities to interact with proper English speakers.

Language teachers have a tendency of explaining to learners using their mother-tongues when learners do not understand some concepts. This negatively affects the language development of learners, because they do not have the eagerness to learn English, hence they know that their teachers should explain to them through the language they understand better. Thus, language teachers should make sure that they clarify learners using English so that learners can learn to think in English. However, this should not weaken learners' confidence, but should strive to acquire Communicative Competence Skills by gaining access to communication tools, which

will boost their speaking ability. Öz, Demirezen and Pourfeiz (2015) argue that teachers should motivate learners because they are learners' role models. If teachers cannot motivate learners to acquire listening and speaking skills, it is unlikely that learners can be self-motivated.

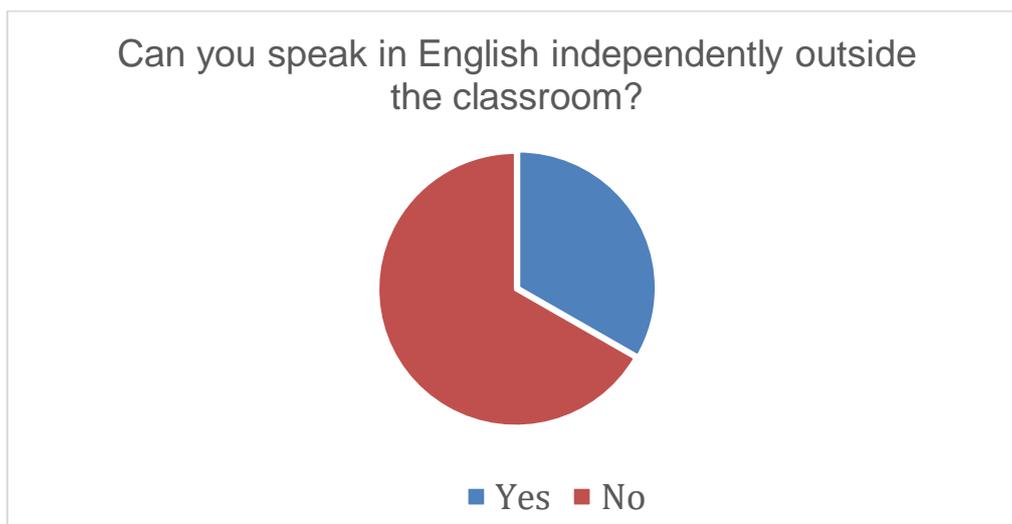


Figure 4.1: Speaking English

This presents the results of participants who can speak in English independently outside the classroom. The findings show that 20% of learners can communicate using English outside the class and about 80% of learners cannot speak independently outside the classroom. Therefore, most learners need a lot of assistance from their English teachers. In line with Su Bergil (2016), most learners experience challenges in acquiring Communicative Competence Skills because their English teachers do not give them activities which enable them to use their languages in diverse situations. That is why the majority of learners rely on their teachers' English competence—which is not good because it kills their language development. If learners are denied opportunities to speak in class, it becomes difficult for them to speak in situations where they are compelled to communicate. Therefore, teachers should allow learners to speak frequently in class. English teachers should also make sure that they involve learners in activities which will help them to become independent when acquiring their Communicative Competence Skills. Furthermore, Fan et al., (2018) agree that

teachers should interact with the learners by allowing learners to express themselves in English. Teachers should refrain from using their traditional methods, whereby they become the only one talking until the end of the session.

Rahmatillah (2019) proposes that learners need to be taught in Communicative Language Teaching approach, because it puts learners on the forth. With this approach, learners are exposed to social interactions. Additionally, Yavuz and Arslan (2018) applaud Cooperative Learning in acquisition of learning listening and speaking skills because, when learners engage and interact with their peers, they encourage and motivate each other. This method gives advantage to learners who are shy because they can express themselves in group discussions rather than individually. Nevertheless, Rasskazova, Guzikova and Green (2017) blame teachers who teach learners in a classroom that is not conducive because they become more serious and do not create friendly environments of learning and teaching. This results in poor Communicative Competence. A negative classroom weakens learners' potential because they become discouraged and even fear to showcase their thinking abilities. As a result, teachers hold a strong burden which disadvantage learners from developing listening and speaking skills. Teachers are the ones who should encourage social classroom by being friendly to learners (Serkan, 2013). Founded on these outcomes, the researcher concludes that teachers should serve as vehicles to help learners in developing EFAL skill.



Figure 4.2: Teacher's Involvement to Learners' Challenges of Acquiring Communicative Competence Skills in English First Additional Language

The figure shows that the language teachers attend to the individual problems of learners. This is a positive attitude that teachers portray to learners because a conducive classroom should be the one where a teacher is friendly in a way that all learners become comfortable in their learning process. Therefore, all participants seemed happy to have First Additional Language teachers who accommodate all their needs. Hence the biggest problems lied within them (i.e., learners) because, if their teachers attended to their individual problems, it means that learners themselves do not put enough effort to learn the language. Although a teacher serves as a gateway to help learners to acquire Communicative Competence Skills, it becomes learners' full responsibility to ensure that they engage with their peers positively by communicating in the foreign language even if they are outside the classroom. The more they talk with their classmates, the better their communicative skills will become.

This confirms the reviewed literature because the Department of Education (2011) indicates that one of the teachers' roles is to monitor and facilitate the progress of the learners. Therefore, the findings show that English teachers are at least doing something the right way. As a result, this shows that learners should also be the masters of their own learning. As Atamanova and Bogomaz (2014) argue, learners should also take full responsibility of their own learning by maintaining their personal potential positively so that they can acquire Communicative Competence Skills effectively. Certainly, Khan (2016) adds that learners should have the willingness to learn English and develop a positive attitude of language acquisition. Even though English teachers of Gobela High School can attend to individual problems of learners' First Additional Language acquisition, it becomes challenging when learners themselves are not showing any effort of developing their listening and speaking skills.

4.3.1.1. The Challenges Learners Encounter in Acquiring Communicative Competence Skills

There are various challenges which learners encounter in acquiring Communicative Competence Skills. This is very disturbing because we live in a world where English takes precedence. Therefore, it becomes difficult for learners to admire the world they live in because, when they lack listening and speaking skills, they cannot explore globally.

The following were the responds the participants brought forth:

- *“I do not understand English at all because it has many unfamiliar words I cannot speak.”*
- *“I have difficulties in pronouncing English words.”*
- *“I am unable to express myself accurately in English.”*
- *“I know few words of English because it is not my mother-tongue.”*
- *“I do not understand the general level of language.”*
- *“I have little variety in language usage.”*

From the participants' responses, learners are experiencing barriers in language usage. If English words are unfamiliar to learners, there is no way they can understand and communicate effectively in English. Therefore, language teachers should ensure that they use many different words when teaching learners and encourage learners to use dictionaries to find explanations of unfamiliar words. Akbari (2015) concurs in stating that learners do not understand English because most learners grew in rural areas, where English exposure is limited to them. Therefore, their lack of proficiency holds them back from understanding more English words. Learners should associate with people who speak English frequently, so that they learn the language authentically.

Pronunciation is also the best tool for effective communication. If a teacher cannot pronounce words correctly, learners will also be disadvantaged because they will not know how to properly pronounce English words well. Therefore, when they communicate with people, there will be a communication barrier. Furthermore, if learners cannot express themselves in English, it becomes a problem because English as a language is also their Medium of Instruction in all schools. English is also the tool for communication at the workplaces. Therefore, learners' should acquire a proper foundation of communication skills in the language to enable them to express themselves effectively.

The ability to develop listening and speaking skills is a major requirement for learners to succeed academically, professionally and in personal issues that they encounter in

real-life situations (Shrum & Clisan, 2015). As a result, it is the teachers' responsibility to make sure that learners acquire communication skills at early stages. Early acquisition of Communicative Competence Skills will prepare learners to be confident speakers even when they enter the higher institution. If learners are competent speakers, they will feel secured even at their workplaces. Hence it is rare to win the interviews with poor communication skills. However, one enjoys the work environment when they do not experience any frictions at work.

Nevertheless, English teachers should make sure that they teach learners in a collaborative way, for them to communicate with their peers' everyday using the English language. This is because even if the language is foreign to them, it can be learned. Therefore, when learners speak in English daily, they will master the language and become the competent speakers of the native language. Bissenbayeva et al., (2013) claim that most learners lack the most significant skills of Communicative Competence, which are, namely, listening and speaking skills. As a result, learners feel underprivileged when they reach professional state because they lack Communicative Competence Skills.

One of the participants expressed that "*I know few words of English because it is not my mother-tongue*". This gives an impression that learners have negative attitudes towards English. It suggests that they have a negative mentality that they cannot understand English because it is not their mother-tongue. Therefore, learners also create a barricade for themselves because of such mentality. If learners do not enhance their speaking abilities by having positive attitudes, their listening and speaking skills will not improve. However, it is not only learners who have a negative attitude towards the acquisition of Communicative Competence Skills, but teachers have as well. Nikian, Nor and Aziz (2013) show that most teachers have negative attitudes in teaching English as a First Additional Language. Subsequently, learners also feel discouraged because they lack motivation from their teachers.

4.3.2. Learners Observation Results

From the observation results, it is very disturbing to learn that most learners cannot speak English fluently. Hence it kills their confidence and learners end up having a fear of talking in English because they become shy (Nyborg, Mjelve, Edwards &

Crozier, 2020). If the words cannot flow in an impressive pace, learners cannot obtain good marks because, with presentations, marks are given for a good hearing, voice/audibility, fluency, and articulation. According to Millrood (2015), most English teachers focus more on reading and writing skills rather than listening and speaking skills. This incapacitates learners from communicating competently during acquisition. As a result, learners progress more on their reading and writing skills, but fail on their speaking and listening skills. Ultimately, it becomes useless for learners to master one skill and fail the other. Lorena (2015) agrees that listening and speaking skills should not be taught in isolation but should be integrated, so that learners can achieve all the four skills at once.

Furthermore, it has been observed that the quality of learners' voice goes hand-in-hand with the ability to communicate effectively. If learners are not flowing with the language, their voices become low, because they cannot raise it if they know that they do not speak well. Therefore, for the fact that learners' voices are detected at all frequencies if they appear to be adequate for learning, it becomes a challenge for learners who lack Communicative Competence Skills. This is because they make the learning process impossible. The quality of the voice is judged whether is within normal limits.

4.4. Teachers Interview Results

4.4.1. Barriers to Listening and Speaking Skills

Participant 1's response:

"Learners find difficulty in retrieving the appropriate words from memory. They show frustration associated with the inability to communicate."

From Participant 1's response, it becomes clear that if learners lack communicative skills, they become discouraged to speak the language because they struggle to construct coherent sentences in their memories before they speak. Therefore, the inability to acquire communicative skills becomes a stumbling block for learners to engage in activities which requires them to talk. It is normal to feel negative when speaking the language that is foreign because there are many unfamiliar words. Learning a native language is a long process. However, it is the responsibility of both

learners and teachers to make sure that they create conducive environments which will enable them to be a competent speaker of English.

In line with this, Mapruza et al., (2015) highlight that the use of textbook in EFAL classroom disables learners to voice out their own opinions. Therefore, learners should be involved in developing creative activities, so that they can be motivated to learn native languages and increase their level of understanding.

Participant 2's response:

"Learners have a language that is not sophisticated as that of their peers."

Another factor that discouraged learners from acquiring Communicative Competence Skills is that they compared their language competence with those whom English is their mother-tongue. As a result, this instilled a sense of inferiority and held learners back from exercising their listening and speaking skills. When learners who English is foreign to them hear other learners who have English competence, they get discouraged. This disabled them to practice English skills. Nevertheless, the reality is that when any language is foreign to learners, it is very difficult for them to be fluent because of the workload of grasping all the foreign words. Learners who are fortunate to be good articulators of English are those who are from advantaged families, because they take them to Model C schools. Therefore, they become widely exposed to and acquire native-like competence. As a result, teachers should see to it that they create a classroom where English will be ideal to learners. Hence Sayer (2018) makes it clear that learners need to learn the language in the social classroom, which will enable learners to interact with their peers and socialise positively with them, thus exercising their Communicative Competence Skills.

4.4.2. English First Additional Language Teachers' Role

Participant 1's responds:

"My responsibility as a language teacher is to provide learners with enough opportunity to communicate frequently in the classroom so that their listening and speaking skills can be enhanced."

Based on the participants' results, teachers are aware of their responsibilities, but they do not implement what they teach. They are aware that learners need to be taught in

a collaborative learning paradigm, but they do not give learners that opportunity because they spend most of their time in class teaching learners English in their mother-tongue. According to van der Veen et al. (2017), learners are more likely to develop oral language skills when they are engaged in classroom discussions. With the teachers' guidance, learners will be familiar with the appropriate activities that will enhance their communication skills. However, activities allocated to learners should cultivate the culture of talking and listening through discussions, debates, dialogues, role-plays and so forth.

Participant 2's response:

"My role is to expand the learners' language by providing them with more advanced vocabulary."

The response of the participant is authentic because one of the learners stated that they lack enough vocabulary of English words. Therefore, if teachers can introduce new vocabulary at the beginning of every topic and encourage learners to use dictionaries to find clarity on the words, they find unfamiliar. This will help learners to have enough vocabulary thus enhancing their Communicative Competence Skills. If teachers want to expand learners' language, they should move away from traditional method of teaching learners, and practice Learner-Centred Approach given that this method focuses more on the learner (Ive, 2017).

4.5. Questionnaire's Results

Most learners stated listening skills as their lacking language skills. However, through observations, the researcher discovered that learners chose listening skills because they seemed lazy to talk and learn. They seemed to just enjoy being passive listeners, listening to their teachers and when their teacher asks them questions regarding the text he just presented, they just keep quiet and some say they did not comprehend what the teacher said. As a result, it becomes a challenge because learners will not acquire Communicative Competence Skills because they seem to have a negative attitude. When learners are given opportunities to talk in class, they keep quiet and some say they do not know what to say because they do not know English. If one learner tries to speak English in class, other learners laugh at him/ her. This, therefore,

affects their confidence of speaking English and discourages that particular learner from trying again.

It is surprising that most learners deem presentations as an activity that can enhance their Communicative Competence Skills, but they do not take presentations seriously. During presentations, they create a funny atmosphere wherein they just laugh at each other, thus making it difficult for the teacher to manage the classroom. Nevertheless, listening and speaking skills are crucial for an effective and meaningful participation in the oral conversation. There is no way that learners can speak English without the acquisition of Communicative Competence Skills. That is why learners feel lost if they do not understand the messages spoken.

Therefore, teachers should make sure that, they give learners enough authentic materials and activities which can develop learners listening skills such as group discussions, presentations and so forth. According to Asemota (2015), teachers should give learners the opportunity to listen to a variety of conversations to expand their listening skills. Furthermore, they can listen to native speakers' speeches, so that they can hear the rigidity of English.

Learners should also strive to learn listening and speaking skills because it takes a village to succeed in life. Changetal. (2014) argue that fluency rather than accuracy should also be considered when learning listening and speaking skills.

4.6. Overview of Research Findings

From the researcher's view, most learners and teachers who participated in this study were aware of their challenges of Communicative Competence Skills in English First Additional Language but were not aware of the massive effect they had on their teaching and learning. Hence, it seemed that teachers did not care about learners' acquisition of Communicative Competence Skills because it was observed that the teachers taught English in their mother-tongue.

They seem to only care about learners passing and progressing to the next grade. These disadvantage both learners and teachers because teachers will not grow professionally, and learners will not be productive academically. It is not beneficial for

teachers and learners to master only the content of a lesson, if reading and listening skills are not developed. Nevertheless, both teachers and learners are responsible for learners' acquisition of listening and speaking skills.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS, CONCLUSION

5.1. Introduction

The previous chapter analysed data, reported the findings, and presented the interpretation of data. This chapter provides the summary of all the chapters included in this research. The recommendations and conclusions drawn from the research results are also covered in this chapter.

5.2. Recommendations

The following are recommendations of the study:

- Teachers should ensure that they create a beneficial environment for learners, so that they can learn the Communicative Competence Skills positively;
- Teachers should also create activities which will enable learners to communicate frequently;
- Learners should read as much as possible because reading improves vocabulary and helps one to become familiar with sentence structure, word order and schools should make reading resources available;
- Learners should also invest in good dictionaries. When they are unsure of the meaning of a word, or when they come across an unfamiliar word, they should make sure to look it up in their dictionaries, and schools should ensure that dictionaries are available;
- Learners should build active listening skills that improve lines of communication with others and be aware of their own communication barriers;
- They should learn different phrases and strategies that improve how they respond to each other and they should not fear to be offended;
- They should feel comfortable when they express their emotions and look to the speaker directly when communicating; and

- Learners should put aside distracting thoughts and should also listen to the speaker's body language.

5.3. Summary of Chapters

The first chapter introduced the study by giving background information. Additionally, research problems were outlined. Finally, the researcher's aims and objectives, as well as the research methods and designs used to collect and analyse data, were conversed.

Chapter Two dealt with literature review that covered the origins of Communicative Competence. This involved the characteristics of Communicative Competence Skills and Communicative Language Teaching (CLT), teachers and learners' role in Communicative Competence, teaching listening and speaking skills in context, and theoretical framework.

The third chapter discussed the methodology used in the research. The research method, the Research Design, the sampling procedure, tools of data collection and data analysis used in the study were explored.

The fourth chapter presented the interpretation of results. The data from learners and teachers were examined separately. Observation schedule was used to analyse data, and Thematic Analysis as well was used to analyse data collected through observation, interviews, and questionnaires. Lastly, the summary of the results was presented.

Chapter five presented the summary of all the chapters included in the research. It also presented the recommendations of the study. The present study assessed the challenges experienced on the development of listening and speaking skills in English as a First Additional Language.

5.4. Conclusion

The aim of this study was to investigate the challenges experienced on the development of listening and speaking skills in the English classroom. The study established that English Second Language learners experience many challenges in

language acquisition because of lack of proper foundation of listening and speaking skills. The data also revealed that, due to lack of communicative skills, learners were unable to construct coherent sentences, and thus disadvantaging their academic achievement.

The English language teachers relax so much in such a way that they teach learners English using their mother tongue. These affect learners negatively because they do not get motivation to learn English, because even their teachers lack enough proficiency of English as a First Additional Language. However, English teachers are aware of their responsibilities, namely, that they should expand learners' language by providing more advanced vocabulary to learners and give learners enough opportunity to communicate in activities that requires them to talk. Hence they need to apply them throughout the process of teaching and learning.

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APPENDIXES

Annexure A: Educator's Interview Questions

1. What factors would you identify as barriers to listening and speaking skills in English First Additional Language? Can you explain why you regard them as barriers?
2. Do you find teaching listening and speaking skills to be a challenging job?

3. Are your learners able to speak fluently?
4. Do learners frequently come into contact with native speakers of English outside the classrooms?
5. Are you able to attend to individual learner problems during EFAL speaking?
6. Describe your role as an English First Additional Language teacher?

Annexure B: Learner's Interview Questions

1. Are you able to speak fluently?
2. If no, where do you think lays the problem?
3. Can you speak in EFAL independently outside the class?
4. Does your teacher attend to your individual problems of acquiring Communicative Competence Skills in EFAL?

5. What are the challenges you encounter in acquiring Communicative Competence Skills?

Annexure C: Observation Schedule

STUDENTS FULL NAMES :

DATE OF BIRTH :

AGE :

GRADE :

DATE (S) :

Description	Evaluation Preferences		
	Weak	Normal	Good
Hearing			
Voice/Audibility			
Fluency			
Articulation			
Interpretation:			

Directions:

Hearing – Learners’ voices are detected at all frequencies and if whether they appear to be adequate for learning.

Voice – The quality of the voice is judged whether is within normal limits.

Fluency – The learners’ rate of words and flow of words.

Articulation - Designed to provide a systematic means of assessing an individual's articulation in single words: Sound-in-words, Sound-in-syllables, and Stimulability.

Interpretation - Errors are listed below with error sound followed by target sound.

Annexure D: Questionnaire

PRIVACY IS GUARANTEED

SCHOOL NAME : STUDENT'S FULL NAME.....
CIRCUIT : DATE OF BIRTH
DISTRICT : AGE
DATE GRADE

GENDER

MALE

FEMALE

1. Amongst the four skills, which one is the most skill you want to improve?
2. Do you have confidence when speaking English?
3. If No, what is your challenge?
4. Which of the technique do you like best of the listening and speaking skills?
5. How does your English teacher teach you listening and speaking skills?

Annexure E: Letter of Informed Consent to the principal

Title of study: An Investigation of the Challenges Experienced on the Development of Listening and Speaking Skills: The Case Study of Grade 12 Learners, Gobela High and Somavunga Secondary School, Mahwelereng Circuit, Mogalakwena District, Limpopo Province.

Investigator: Name : Bonolo Koruakae Nchabeleng
Position : Master of Education student
Address : Stand no 30349
Masodi section
Mokopane
0600
Phone : 082 544 5171
Email : bonolobotshelo2@gmail.com

To the head of the school: My name is Bonolo Koruakae Nchabeleng. I am an English educator at School A; however, I'm also a registered student at the University of Limpopo, enrolled for a Bachelor of Master education with specialization in English Language Education. My dissertation supervisor is Prof Tsebe Wilfred Molotja and I have selected your school to collect data for this research. I am requesting a permission to conduct the research at your school and ask for the participation of the Grade 12 English teachers and learners.

Purpose of study: Language is an important factor which contributes to an individual's growth and intelligence and if learners master the language, their higher order skills are enhanced positively, because language boosts their reasoning capacity. However, it becomes difficult for learners to communicate effectively. As a result, this study aims to investigate the challenges in the development of listening and speaking skills. The researcher wants to find ways which could help learners to improve their listening and speaking skills.

Research involvement: This study aims to investigate the challenges in the development of listening and speaking skills. Hence I wish to conduct interviews with Grade 12 teachers and learners and ask them to fill a questionnaire survey about their challenges they experience in acquiring Communicative Competence Skills in English First Additional Language. I also wish to observe learners while doing presentations so that I can observe their hearing skills, listen to their voice, and check if they are fluent in speaking English.

- Participation selection:** The researcher chose you to participate in this research because we believe that learners can assist us on getting the solution for this challenge, as they are the victims. We want to see how teachers teach listening and skills and again how learners respond how they are taught, with the aim of overcoming this challenge.
- Voluntarily participation:** Participants can withdraw in the study if they are no longer feeling comfortable. They may not answer other questions if they are not free to respond to them. They are protected for participating in this study and there is no danger for participation. Before the start of the participation, a short meeting will be held with you, clarifying you with the issues that you might seek clarity for.
- Procedures:** The researcher will ask learners about the challenges they experience in the development of listening and speaking skills and conduct interviews with Grade 12 teachers and learners and ask them to fill a questionnaire survey about their challenges they experience in acquiring Communicative Competence Skills in English First Additional Language. I also wish to observe learners while doing presentations so that I can observe their hearing skills, listen to their voice, and check if they are fluent in speaking English.
- Duration:** This study will take place over a period of three months. During that time, learners will be visited four times and conduct and interview with them. The interview process will last for 30 minutes each. The observation will be done twice, and the questionnaire questions will be given to them once.
- Compensations:** You will not get paid to participate in the research. However, your participation will be very helpful because the challenge of the incompetence of communication skills will be weakened.
- Benefits:** The results of this study may benefit policy makers and educators. Educational specialists and curriculum advisors will also benefit from the envisaged study as its findings will help them to identify speaking and listening barriers and come up with strategies that will enhance the listening and speaking competency of learners. The envisaged research will also help the researcher to discover the barriers that were never previously explored. This will enable the researcher to come up with strategies that will help learners to acquire Communicative Competence Skills in EFAL in Mahwelereng Circuit of Mogalakwena District, Limpopo Province.

Confidentiality:

The name of your school and yours will not be mention and the false names will be used when presenting the result of this study. This study will not disturb your daily contact lessons with your learners; hence the activities will be conducted in the afternoons from 14h00 to 15h00. The schedule for all activities will be given to you so that you know when we will meet with learners.

The information will be kept as a secret and I swear that the penalty actions should be taken against me if I use your identity. Your names will be kept private and the information will not be shared to anyone who is not involved in this study. However, it is also your responsibility as participants to keep the information safe.

The information obtained from this study will firstly be shared to you before the public can have access to it. The summary of results will be given to you individually and thereafter be published, so that people who are interested in them can get them.

Who to contact?

You are free to contact me on 082 544 5171, or email bonolobotshelo2@gmail.com or my supervisor Prof TW Molotja on 015 268 3722 if you have any questions. Furthermore, this proposal has been reviewed and approved by University of Limpopo, Faculty of Humanities, School of Education, and Department of Languages, who will make sure that the participants will be fully protected from harm.

- Participation selection:** The researcher chose your child to participate in this research because we believe that learners can assist us on getting the solution for this challenge, as they are the victims. We want to see how teachers teach listening and skills and again how learners respond how they are taught, with the aim of overcoming this challenge.
- Voluntarily participation:** Participants can withdraw in the study if they are no longer feeling comfortable. They may not answer other questions if they are not free to respond to them. They are protected for participating in this study and there is no danger for participation. Before the start of the participation, a short meeting will be held with you, clarifying you with the issues that you might seek clarity for.
- Procedures:** The researcher will ask learners about the challenges they experience in the development of listening and speaking skills and conduct interviews with Grade 12 teachers and learners and ask them to fill a questionnaire survey about their challenges they experience in acquiring Communicative Competence Skills in English First Additional Language. I also wish to observe learners while doing presentations so that I can observe their hearing skills, listen to their voice, and check if they are fluent in speaking English.
- Duration:** This study will take place over a period of three months. During that time, learners will be visited four times and conduct and interview with them. The interview process will last for 30 minutes each. The observation will be done twice, and the questionnaire questions will be given to them once.
- Compensations:** Your child will not get paid to participate in the research. However, his/her participation will be very helpful because the challenge of the incompetence of communication skills will be weakened.
- Benefits:** The results of this study may benefit policy makers and educators. Educational specialists and curriculum advisors will also benefit from the envisaged study as its findings will help them to identify speaking and listening barriers and come up with strategies that will enhance the listening and speaking competency of learners. The envisaged research will also help the researcher to discover the barriers that were never previously explored. This will enable the researcher to come up with strategies that will help learners to acquire Communicative Competence Skills in EFAL in Mahwelereng Circuit of Mogalakwena District, Limpopo Province.

Confidentiality:

The information will be kept as a secret and I swear that the penalty actions should be taken against me if I use your child's identity. Their names will be kept private and the information will not be shared to anyone who is not involved in this study. However, it is also their responsibility as participants to keep the information safe.

The information obtained from this study will firstly be shared to the school before the public can have access to it. The summary of results will be given to them individually and thereafter be published, so that people who are interested in them can get them.

Who to contact?

You are free to contact me on 082 544 5171, or email bonolobotshelo2@gmail.com or my supervisor Prof TW Molotja on 015 268 3722 if you have any questions. Furthermore, this proposal has been reviewed and approved by University of Limpopo, Faculty of Humanities, School of Education, and Department of Languages, who will make sure that the participants will be fully protected from harm.

Annexure G: Informed Consent Form for the Parent/ Guardian

Title of study:

An Investigation of the Challenges Experienced on the Development of Listening and Speaking Skills: The Case Study of Grade 12 Learners, Gobela High and Somavunga Secondary School, Mahwelereng Circuit, Mogalakwena District, Limpopo Province.

Investigator: Bonolo Koruakae Nchabeleng

I,....., the parent/ guardian of, confirms that the requested letter was received and I have went through it and understood the purpose underlying your research purpose. I therefore give permission / not give my child permission for my child to participate in your study.

Parent signature:

Date:

Researcher signature.....

Date.....

Annexure H: Letters of Informed Assent and Requesting Grade 12 Learners' Participation in the Study

Title of study: An Investigation of the Challenges Experienced on the Development of Listening and Speaking Skills: The Case Study of Grade 12 Learners, Gobela High and Somavunga Secondary School, Mahwelereng Circuit, Mogalakwena District, Limpopo Province.

Investigator: Name : Bonolo Koruakae Nchabeleng
Position : Master of Education student
Address : Stand no 30349
Masodi section
Mokopane
0600
Phone : 082 544 5171
Email : bonolobotshelo2@gmail.com

Dear learner: My name is Bonolo Koruakae Nchabeleng. I am an English educator at School A; however, I'm also a registered student at the University of Limpopo, enrolled for a Bachelor of Master education with specialization in English Language Education. My dissertation supervisor is Prof Tsebe Wilfred Molotja and I have selected you to participate in this research. Therefore, I am requesting your permission as a Grade 12 learner to participate in this study.

Purpose of study: Language is an important factor which contributes to an individual's growth and intelligence and if learners master the language, their higher order skills are enhanced positively, because language boosts their reasoning capacity. However, it becomes difficult for learners to communicate effectively. As a result, this study aims to investigate the challenges in the development of listening and speaking skills. The researcher wants to find ways which could help learners to improve their listening and speaking skills.

Research involvement: This study aims to investigate the challenges in the development of listening and speaking skills. Hence I wish to conduct interviews with Grade 12 teachers and learners and ask them to fill a questionnaire survey about their challenges they experience in acquiring Communicative Competence Skills in English First Additional Language. I also wish to observe learners while doing presentations so that I can observe their hearing skills, listen to their voice, and check if they are fluent in speaking English.

Participation selection: The researcher chose you to participate in this research because we believe that learners can assist us on getting the solution for this challenge, as you are the victims. We

want to see how teachers teach listening and skills and again how learners respond how they are taught, with the aim of overcoming this challenge.

Voluntarily participation: Participants can withdraw in the study if they are no longer feeling comfortable. They may not answer other questions if they are not free to respond to them. They are protected for participating in this study and there is no danger for participation. Before the start of the participation, a short meeting will be held with you, clarifying you with the issues that you might seek clarity for.

Procedures: The researcher will ask learners about the challenges they experience in the development of listening and speaking skills and conduct interviews with Grade 12 teachers and learners and ask them to fill a questionnaire survey about their challenges they experience in acquiring Communicative Competence Skills in English First Additional Language. I also wish to observe learners while doing presentations so that I can observe their hearing skills, listen to their voice, and check if they are fluent in speaking English.

Duration: This study will take place over a period of three months. During that time, learners will be visited four times and conduct and interview with them. The interview process will last for 30 minutes each. The observation will be done twice, and the questionnaire questions will be given to them once.

Compensations: You will not get paid to participate in the research. However, your participation will be very helpful because the challenge of the incompetence of communication skills will be weakened.

Benefits: The results of this study may benefit policy makers and educators. Educational specialists and curriculum advisors will also benefit from the envisaged study as its findings will help them to identify speaking and listening barriers and come up with strategies that will enhance the listening and speaking competency of learners. The envisaged research will also help the researcher to discover the barriers that were never previously explored. This will enable the researcher to come up with strategies that will help learners to acquire Communicative Competence Skills in EFAL in Mahwelereng Circuit of Mogalakwena District, Limpopo Province.

Confidentiality: The information will be kept as a secret and I swear that the penalty actions should be taken against me if I use

your identity. Your names will be kept private and the information will not be shared to anyone who is not involved in this study. However, it is also your responsibility as participants to keep the information safe. The information obtained from this study will firstly be shared to the school before the public can have access to it. The summary of results will be given to them individually and thereafter be published, so that people who are interested in them can get them.

Who to contact?

You are free to contact me on 082 544 5171, or email bonolobotshelo2@gmail.com or my supervisor Prof TW Molotja on 015 268 3722 if you have any questions. Furthermore, this proposal has been reviewed and approved by University of Limpopo, Faculty of Humanities, School of Education, and Department of Languages, who will make sure that the participants will be fully protected from harm.

Annexure I: Informed Assent Form from Learners

Title of study:

An Investigation of the Challenges experienced on the Development of Listening and Speaking Skills: The Case Study of Grade 12 Learners, Gobela High and Somavunga Secondary School, Mahwelereng Circuit, Mogalakwena District, Limpopo Province.

Investigator:

Bonolo Koruakae Nchabeleng

I,....., the learner of Grade 12, have read and understood the content of your request letter, and therefore, agree/ disagree to participate in the study in which the researcher will investigate the challenges on the development listening and speaking skills.

I choose to participate in the following activities:

- ✓ Presentations
- ✓ Questionnaires
- ✓ Interviews

Student signature: Date:

Researcher signature.....Date.....

Annexure J: A Consent Letter of Request to the English Teacher

Title of study: An Investigation of the Challenges Experienced on the Development of Listening and Speaking Skills: The Case Study of Grade 12 Learners, Gobela High and Somavunga Secondary School, Mahwelereng Circuit, Mogalakwena District, Limpopo Province.

Investigator: Name : Bonolo Koruakae Nchabeleng
Position : Master of Education student
Address : Stand no 30349
Masodi section
Mokopane
0600
Phone : 082 544 5171
Email : bonolobotshelo2@gmail.com

Dear teacher: My name is Bonolo Koruakae Nchabeleng. I am an English educator at Gobela High School; however, I'm also a registered student at the University of Limpopo, enrolled for a Bachelor of Master education with specialization in English Language Education. My dissertation supervisor is Prof Tsebe Wilfred Molotja and I have selected you to participate in this research. Therefore, I am requesting your permission as an English teacher to participate in this study.

Purpose of study: Language is an important factor which contributes to an individual's growth and intelligence and if learners master the language, their higher order skills are enhanced positively, because language boosts their reasoning capacity. However, it becomes difficult for learners to communicate effectively. As a result, this study aims to investigate the challenges in the development of listening and speaking skills. The researcher wants to find ways which could help learners to improve their listening and speaking skills.

Research involvement: This study aims to investigate the challenges in the development of listening and speaking skills. Hence I wish to conduct interviews with Grade 12 teachers and learners and ask them to fill a questionnaire survey about their challenges they experience in acquiring Communicative Competence Skills in English First Additional Language. I also wish to observe learners while doing presentations so that I can observe their hearing skills, listen to their voice, and check if they are fluent in speaking English.

- Participation selection:** The researcher chose you to participate in this research because we believe that learners can assist us on getting the solution for this challenge, as you are the victims. We want to see how teachers teach listening and skills and again how learners respond how they are taught, with the aim of overcoming this challenge.
- Voluntarily participation:** Participants can withdraw in the study if they are no longer feeling comfortable. They may not answer other questions if they are not free to respond to them. They are protected for participating in this study and there is no danger for participation. Before the start of the participation, a short meeting will be held with you, clarifying you with the issues that you might seek clarity for.
- Procedures:** The researcher will ask learners about the challenges they experience in the development of listening and speaking skills and conduct interviews with Grade 12 teachers and learners and ask them to fill a questionnaire survey about their challenges they experience in acquiring Communicative Competence Skills in English First Additional Language. I also wish to observe learners while doing presentations so that I can observe their hearing skills, listen to their voice, and check if they are fluent in speaking English.
- Duration:** This study will take place over a period of three months. During that time, learners will be visited four times and conduct and interview with them. The interview process will last for 30 minutes each. The observation will be done twice, and the questionnaire questions will be given to them once.
- Compensations:** You will not get paid to participate in the research. However, your participation will be very helpful because the challenge of the incompetence of communication skills will be weakened.
- Benefits:** The results of this study may benefit policy makers and educators. Educational specialists and curriculum advisors will also benefit from the envisaged study as its findings will help them to identify speaking and listening barriers and come up with strategies that will enhance the listening and speaking competency of learners. The envisaged research will also help the researcher to discover the barriers that were never previously explored. This will enable the researcher to come up with strategies that will help learners to acquire Communicative Competence Skills in EFAL in Mahwelereng Circuit of Mogalakwena District, Limpopo Province.

- Confidentiality: The information will be kept as a secret and I swear that the penalty actions should be taken against me if I use your identity. Your names will be kept private and the information will not be shared to anyone who is not involved in this study. However, it is also your responsibility as participants to keep the information safe. The information obtained from this study will firstly be shared to the school before the public can have access to it. The summary of results will be given to them individually and thereafter be published, so that people who are interested in them can get them.
- Who to contact? You are free to contact me on 082 544 5171, or email bonolobotshelo2@gmail.com or my supervisor Prof TW Molotja on 015 268 3722 if you have any questions. Furthermore, this proposal has been reviewed and approved by University of Limpopo, Faculty of Humanities, School of Education, and Department of Languages, who will make sure that the participants will be fully protected from harm.

Annexure K: The Informed Consent Letter from the Grade 12 English Teachers

Title of study:

An Investigation of the Challenges Experienced on the Development of Listening and Speaking Skills: The Case Study of Grade 12 Learners, Gobela High and Somavunga Secondary School, Mahwelereng Circuit, Mogalakwena District, Limpopo Province.

Investigator: Bonolo Koruakae Nchabeleng

I,.....an English teacher, confirms that the requested letter was received and I have went through it and understood the purpose underlying your research purpose. I therefore give consent/do not give consent to participate in your study.

Teacher signature:

Date.....

Researcher signature.....

Date.....

Annexure L: Informed Response from the Principals

Title of study:

An Investigation of the Challenges Experienced on the Development of Listening and Speaking Skills: The Case Study of Grade 12 Learners, Gobela High and Somavunga Secondary School, Mahwelereng Circuit, Mogalakwena District, Limpopo Province.

Investigator: Bonolo Koruakae Nchabeleng

I.....the principal of School A/School B confirms that the requested letter was received, and I have gone through it and understood the purpose underlying your research purpose. I therefore give consent/do not give consent for our school to participate in your study.

Principal signature.....

Date.....

Researcher signature.....

Date.....

Annexure M: Language Editor's Letter

MM Mohlake
Centre for Academic Excellence
University of Limpopo
Turfloop Campus
Private Bag x 1106
Sovenga
0727

24 March 2022

To Whom It May Concern:

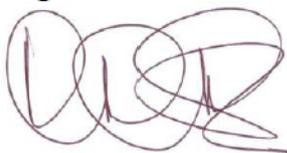
Language Editing Confirmation: BK Nchabeleng's Dissertation

This letter is meant to acknowledge that I, MM Mohlake, as a professional editor, have meticulously edited the dissertation of Nchabeleng Bonolo Koruakae (Student No. 201324024) entitled "An Investigation of the Challenges Experienced on the Development of Listening and Speaking Skills: A Case of Two Selected High Schools in Mahwelereng Circuit, Limpopo Province".

Thus I confirm that the readability of the work in question is of a high standard.

For any queries please contact me.

Regards



Mosimaneotsile M. Mohlake
Professional Freelance Editor
0839518828/072 1944 452
mosimaneotsilemohlake@gmail.com

Disclaimer: Subsequent alterations are the sole responsibility of the author.