

**Teachers' experiences on the teaching of Listening and Speaking Skills
in the Senior Phase English First Additional Language (EFAL)
Classrooms in Lepelle Circuit, Sekhukhune South District, South Africa:
Towards a Communicative Competence Strategy**

By

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DECLARATION

I declare that the *Teachers' experiences on teaching of listening and speaking skills in the Senior Phase English First Additional Language (EFAL) classrooms in Lepelle Circuit, Sekhukhune South District, South Africa: Towards a Communicative Competence Strategy*, submitted to the University of Limpopo, for the degree of Doctor of Philosophy. 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 contained herein have been properly acknowledged.



Nchabeleng, BK

Signature

02 / 12 / 2024

Date

DEDICATION

This PhD thesis is dedicated, first and foremost, to **God Almighty**, my refuge, whose boundless grace, strength, and guidance have carried me through this incredible journey.

To my incredible parents, *Nthoneng Johannes and Ngwanamahlagalale Jeniffer Masemola* your unwavering love, constant prayers, and countless sacrifices have been the cornerstone of my journey. From the very beginning, you nurtured my dreams, encouraged my ambitions, and stood by me through every high and low. Thank you for believing in me even when I doubted myself, and for being the steady pillars of strength that I could always lean on. Your faith in my potential has been a guiding force, giving me the courage to keep going even in the face of challenges. Everything I am and all that I have achieved is a reflection of your prayers, unconditional support, tireless efforts, and enduring love. I dedicate this work to you with all my heart, in gratitude for everything you have done and continue to do.

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ABSTRACT

In most multilingual societies, many learners face significant challenges in speaking English, as it is not their mother tongue (Sultana & Fang, 2024). English, taught as a First Additional Language (FAL) in South African schools, serves both as a medium of instruction and a critical tool for academic achievement. However, existing research highlights persistent obstacles such as limited vocabulary, language anxiety, and lack of fluency among learners, primarily due to minimal exposure to English outside the classroom and the dominance of indigenous languages in their daily communication (Alnefaie, 2024). Prior studies have often focused on these issues in urban or better-resourced settings, with limited attention paid to the unique challenges faced in rural, multilingual schools.

This study builds on and extends the findings of previous research by examining the lived experiences of EFAL teachers in under-resourced, rural schools in the Lepelle Circuit, Sekhukhune South District, South Africa. Grounded in an interpretivist paradigm, the study employed a qualitative case study design to capture in-depth insights into how teachers navigate the socio-cultural and linguistic diversity of their classrooms while teaching listening and speaking skills. The participants included two EFAL teachers and 12 learners from Grades 8 and 9 in two purposively selected schools. Data collection involved semi-structured interviews, classroom observations, and analysis of learner performance with specific attention to fluency, accuracy, articulation, and communicative competence.

The findings revealed that while prior research has documented general challenges such as language anxiety and lack of fluency, this study sheds light on how these challenges are amplified in rural multilingual settings by additional factors such as cultural norms, lack of parental support in English, and limited teaching materials. Teachers also faced difficulties in fostering learner participation, particularly in oral activities, due to learners' fear of making mistakes and being ridiculed. However, the study also uncovered adaptive strategies teachers use, such as role-playing, group

discussions, and targeted feedback to create more inclusive and supportive learning environments.

By focusing on the rural, multilingual South African context, this study contributes new insights to the existing body of literature on English FAL instruction. It emphasizes the need for context-specific approaches and provides practical strategies for supporting the development of communicative competence in EFAL classrooms. The research calls for targeted teacher training, improved resource allocation, and the creation of learner-centered environments that encourage meaningful oral interaction. Ultimately, the study offers a valuable contribution toward addressing the persistent linguistic and educational inequalities in multilingual societies.

Keywords: teaching, learning, assessment, policy, implementation, listening and speaking skills.

ABBREVIATIONS/ACRONYMS

CAPS	Curriculum and Assessment Policy Statement
CCS	Communicative Competence Strategy
CLT	Communicative Language Teaching
DBE	Department of Basic Education
DREC	Departmental Research Committee
DoE	Department of Education
EFAL	English First Additional Language
ESL	English Second language
ELT	English Language Teaching
FAL	First Additional Language
FET	Further Education and Training
FHDC	Faculty Higher Degrees Committee
HL	Home Language
ICT	Information and Communication Technology
L2	Second Language
LoLT	Language of Learning and Teaching
LTSM	Learning and Teaching Support Materials
SGB	School Governing Body
SMT	School Management Team
SES	Senior Educational Specialist
SL	Second Language Learning
SP	Senior Phase
TREC	Research Ethics Committee
ZPD	Zone of Proximal Developmen

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CHAPTER ONE

BACKGROUND AND MOTIVATION

1.1. INTRODUCTION

The end of apartheid signaled the beginning of new changes in South Africa as a language policy was reviewed in a way that accommodates everyone. Through the Constitution of the Republic of South Africa (1996), the new government granted 11 languages an official status in South Africa with the aim of improving the quality of education. Of these languages, English has been given special prominence as the Language of Learning and Teaching (LoLT). English is a language that is given a huge status globally (Rao, 2019). This means that everyone should be able to speak the language coherently in order to fit into the new developing society we live in.

The Department of Basic Education (DBE) drafted the Curriculum Assessment Policy Statements (CAPS) (2011:9), which states that all four skills—reading and viewing, writing and presenting, listening and speaking, and language structures and conventions should be taught in tandem, rather than separately. Teachers who teach English to learners for whom the language is not their mother tongue face difficulties in teaching the subject because their proficiency in the language is limited (Anyiendah, 2017). Consequently, they fail to develop listening and speaking skills in learners, which negatively affects the learners as they are also disadvantaged, because they are unable to speak English fluently.

As a result of teachers' constant use of Sepedi in English classes due to learners' limited vocabulary in English, English First Additional Language (EFAL) classrooms frequently turn into home language classrooms, which aids learners in understanding the material being taught (Shinga & Pillay, 2021). This is a major factor in preventing learners from developing their communicative competence.

Nonetheless, teaching learners to speak and listen well is a major task for English teachers. This is necessary for them to thrive in a world where proficiency in the language is necessary for success in many areas of life. According to Pavlovskaya, Nepshekueva, Kravchenko, and Minakova (2022), teachers need to become knowledgeable about activities that might help learners improve their speaking and

listening abilities by involving them in debates, role plays, speeches, and other activities.

Bailey (2020) found that teachers employ a variety of techniques to enhance learners' English speaking and listening abilities. To learn more about the specific methods teachers employ and how they vary depending on the situation, more research can be conducted. Agathokleous (2021) has examined how speaking and listening abilities can be improved when learning English through the use of real-world tasks and materials. As a result, more research can look into the kinds of authentic resources that are most beneficial and how language development might use them. A research advance was achieved on the sorts of assessment teachers use to test learners on listening and speaking abilities, but more valid and reliable assessment that relate with these communicative competence skills still need to be studied.

The study's significance stems from the researcher's experience of struggling to communicate effectively in English. The pressure to communicate in English and participate in group discussions, as well as the requirement to present in English for certain modules that required presentations, increased during the researcher's time at university due to intense competition from peers from various schools and ethnic groups. For this reason, the study's goal was to investigate the difficulties teachers faced when teaching listening and speaking skills in the Senior Phase.

1.2. RESEARCH PROBLEM

Since 1994, when apartheid ended, the government attempted to change the language dynamics by making English the medium of instruction in all schools in order to bridge educational disparities and provide equal opportunities for all learners (Anyiendah, 2017). As a result, most English teachers who have limited proficiency in the language have struggled to teach listening and speaking skills, a problem that persists to this day and negatively affects learners' academic performance because most of them are unable to express themselves effectively in English (Laghari, Kakepoto & Arshad, 2022).

After observing these difficulties during the researcher's eight years of teaching, the researcher decided to investigate the difficulties teachers encounter when teaching these skills in Lepelle Circuit, Sekhukhune South District, South Africa. The

researcher discovered that learners found it difficult to communicate effectively in English during school debates and that many English First Additional Language teachers did not participate effectively in English workshops.

1.3. PURPOSE OF THE STUDY AND THE RESEARCH QUESTIONS

1.3.1. Purpose of the Study

In order to develop a Communicative Competence Strategy, the study sought to investigate the experiences of teachers in teaching listening and speaking skills in the Senior Phase of English First Additional Language classes in Lepelle Circuit, Sekhukhune South District, South Africa.

1.3.2. Study Objectives

- ³⁵₁₇ To determine the difficulties teachers, encounter in helping learners improve their speaking and listening abilities.
- ³⁵₁₇ To comprehend the cognitive processes that go into speaking and listening abilities.
- ³⁵₁₇ To investigate teaching strategies that enhance speaking and listening abilities.
- ³⁵₁₇ To develop a framework for enhancing speaking and listening abilities in EFAL classes that is based on the experiences of teachers

1.4. Research Questions

Main Question:

- ³⁵₁₇ What are challenges experienced by English First Additional Language teachers when teaching listening and speaking skills?

Sub Questions:

- ³⁵₁₇ How do English First Additional Language teachers facilitate learners' cognitive development of listening and speaking skills?
- ³⁵₁₇ Which instructional approaches do teachers use to promote listening and speaking skills?
- ³⁵₁₇ How best can listening and speaking skills be developed in Lepelle circuit high schools?

1.5. SIGNIFICANCE OF THE STUDY

The significance of studying teachers' challenges on teaching listening and speaking skills will help me to have

- ³⁵₁₇ a curriculum framework which will assist teachers in addressing challenges in the teaching of listening and speaking skills in the EFAL classrooms, and
- ³⁵₁₇ a model which will address the cognitive process involved in the development of listening and speaking skills in the EFAL classroom, and
- ³⁵₁₇ different approaches which can be applied by EFAL teachers in improving existing instructional approaches that can enhance the quality of teaching listening and speaking skills, and
- ³⁵₁₇ strategies on how best to teach listening and speaking skills.

1.6. ETHICAL CONSIDERATIONS

The following ethical guidelines were adhered to in order to safeguard the participants' rights, safety, and emotions, in line with Akaranga and Makau (2016), who assert that participant safety must always be upheld.

1.6.1. Permission

Permission to conduct the study was sought from all relevant research committees, including the Departmental Research Committee (DREC), the School of Education Committee, the Faculty Higher Degrees Committee (FHDC), and the Turfloop Research Ethics Committee (TREC). Prior to conducting the study, permission was sought from each of these committees. The researcher then took the letter to the Department of Education, Lepelle Circuit (DoE) and asked for permission to conduct the study at the two schools. Once the DoE gave permission, letters were sent to the school heads and the School Governing Body (SGB) asking for permission to conduct the study at the schools. The heads of the schools also received consent from the School of Education. Finally, the researcher asked teachers and learners for their consent to participate in the study and to allow observing the lessons that were taught.

1.6.2. Privacy and Confidentiality

It was crucial to guarantee the participants of their safety while participating in the study so that they felt calm and free (Bos, 2020). As a result, the study's anonymity was rigorously upheld and the participants' identities were kept secret. To preserve their anonymity, all of the instruments used to capture the data were stored in a secured location.

1.6.3. Voluntary Participation and Informed consent

In accordance with Allen (2017), all participants, including learners and teachers, were fully informed about the study's nature, purpose, and procedures prior to providing their consent, and they were reassured that their choice to participate or not would not have any adverse effects on their academic performance, professional roles, or relationships within the school environment.

Participants also learned that they might leave the study at any time without having to give a reason or worrying about the consequences. This right was highlighted in the written informed consent forms and during the initial briefing.

The following steps were taken to safeguard the study's integrity and guarantee the comfort of every participant:

- ³⁵₁₇ Participants were given sufficient time to decide whether to take part in the study.
- ³⁵₁₇ Consent forms highlighted that participation was entirely voluntary and that they could opt out at any point.
- ³⁵₁₇ Learners under 18 years of age were provided assent, with additional consent obtained from their parents or guardians.

This approach upheld ethical research standards by guaranteeing that participants participated in the study voluntarily and free from coercion.

1.6.4. No Harm to Participants

The researcher conducting a study must guarantee participants that their participation will not result in any harm (Arifin, 2018). Accordingly, the researcher assured the participants during observation and other data collection activities that they would not be harmed and that they should not be afraid to participate in the

study. The participants' agency and autonomy were honoured by the researcher. The researcher also described the procedures that would be used during the investigation. Additionally, if participants consented to participate, the researcher gave them consent forms to sign that explained the study's objectives.

1.7. SUMMARY OF THE CHAPTER

In this chapter, the background and motivation for the study were discussed, outlining the significance of investigating teachers' experiences in teaching listening and speaking skills in Senior Phase EFAL classrooms within the Lepelle Circuit, Sekhukhune South District, South Africa. The chapter highlighted the problems learners have in acquiring communicative competence and the pedagogical difficulties teachers encounter in promoting these skills. The study's justification was explained, highlighting the necessity of practical methods to improve speaking and listening abilities. The research problem, goals, and objectives were also described in the chapter, along with the research questions that will direct the investigation.

In order to place the study within the current body of knowledge, the following chapter, **Chapter Two (Literature Review)**, offers a thorough review of related literature. It also explores the theoretical frameworks that support the teaching of listening and speaking skills, delve into local and global perspectives on language acquisition, and identifies gaps in the current literature, which serve as the foundation for the study's contribution to the field.

CHAPTER TWO

LITERATURE REVIEW

2.1. INTRODUCTION

The literature review begins by examining the policies surrounding the teaching of listening and speaking skills. It then goes on to discuss the conceptualization of these skills in other countries, the difficulties in teaching them in other countries, the significance of teaching these skills in a conducive environment, the effects of teachers' and learners' attitudes on the development of these skills, the effects of using traditional methods when teaching them, the integration of technology when teaching English First Additional Language, and the theoretical framework that is appropriate for this study.

The most significant language for communication that unites people worldwide is English (Ataboyev & Tursunovich, 2023). In South Africa, it serves as the language of instruction and learning. However, due to limited proficiency, teaching these abilities becomes difficult for most teachers. For many people for whom English is not their first language, this puts pressure on parents to send their kids to multiracial schools, so that they may learn the language. Nonetheless, communicative competency skills—that is, speaking and listening abilities—are necessary for success in today's culture (Morrice, Tip, Collyer, & Brown, 2021). In order to support this investigation, the researcher felt compelled to review the pertinent body of current literature.

According to Booth, Sutton, Clowes, and Martyn-St James (2021), “a literature review is a systematic way of putting the current study into perspective by determining what other researchers discovered on the topic, as well as identifying the method and theories relevant for the study.” Despite the fact that many international researchers have discovered different ideas on this phenomenon, the researcher is of the view that they can also contribute positively in the South African context.

Listening and speaking skills have become the most important skills in learning English as a First Additional language (Rao, 2019). Although many studies have

been conducted regarding this challenge, many of them focused on the learners' challenges and not on the teachers' point of view. As a result, this study aims to fill this gap by investigating teachers' experiences on teaching these communicative competence skills in the hope that the results would address those challenges that might help teachers to design more effective activities and strategies that would bring a positive impact in the English classrooms.

Communicative skills have emerged as the most crucial abilities for learning English as a second language (Rao, 2019). Despite the fact that this problem has been the subject of numerous studies, most of them have concentrated on the difficulties faced by learners, rather than the perspectives of teachers. Therefore, the purpose of this study is to close this gap by examining the experiences of teachers in teaching these communicative competence skills. The findings are intended to address the challenges that may aid teachers in creating more impactful activities and strategies that would be used in English classrooms.

English First Additional Language teachers should be able to choose appropriate teaching strategies, methods, and materials for effective teaching and learning. This is according to Latupono and Nikijuluw (2022), who also identified the internal and external factors that hinder teachers from teaching listening and speaking skills. Most teachers fail to develop these skills because they use inappropriate teaching methods or lack preparation for them (Djabborova, 2020).

The main experiences of EFAL teachers were discussed in this chapter. There are numerous contributing factors that hinder teachers from helping learners improve these skills. The literature on the subject was reviewed, examined, and discussed in this chapter. In order to bring the new knowledge in line with what was already known, the literature was reviewed.

2.2. POLICY ON TEACHING LISTENING AND SPEAKING SKILLS

Due to its history of migration, colonization and indigenous cultures, South Africa has a linguistically diversified population (Khaled, 2020). As colonization progressed, Black South Africans lost their sense of self, which marked a turning point in their history. Blacks benefited from the rise of Afrikaner Nationalism as whites gained power and enforced apartheid more strictly (Houston, 2022). Black people were denied access to high-quality education by the Bantu Education Act of 1953, one of

the apartheid laws. Whites received superior education that led to a better future, while Blacks received inferior education that lacked sufficient resources, depriving them of that opportunity (Marcum, 2022). Nevertheless, as the opposition to the apartheid government grew, South Africa became a democratic nation with a diverse populace.

Therefore, the language policy was put into place with the intention of addressing historical inequalities, language barriers, and promoting multilingualism (Cele, 2021). The 1996 Constitution of South Africa recognize 11 official languages, including Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sepedi, Sesotho, Setswana, siSwati, Tshivenda, and Xitsonga (Nugraha, 2019), and further protects linguistic diversity and rights.

Despite these initiatives, Gallo (2020) contends that apartheid's legacy severely harmed the language dissemination and educational system. English and Afrikaans, two of the country's eleven official languages, were considered to be the primary languages taught in schools and continue to have a big impact on many other fields. This demonstrates the devaluation of indigenous languages and the growing awareness over the need for more inclusive language regulations.

Since some teachers and learners still struggle to develop communicative competence skills when English is not their first language, the government is working hard to address this issue by creating curriculum frameworks that are intended to help schools overcome this difficulty. This is why more efforts are made to promote mother tongue instruction in schools through language transformation (Sibanda, 2019).

A curriculum framework used in South Africa, the Curriculum and Assessment Policy Statement (CAPS) gives teachers guidelines on how to help learners develop listening and speaking skills in addition to reading and viewing, writing and presenting, and language structures and conventions (Basson, 2019). The CAPS document also describes the learning objectives and expectations for the development of these skills at various grade levels.

Since the CAPS document gives them techniques to employ while building speaking and listening abilities, English First Additional Language teachers should use it successively for the effective development of these skills. When teaching

Communicative competence skills, English First Additional Language would benefit greatly from aligning with CAPS objectives since they would be able to clearly outline their goals and know what to expect at the end of the lesson.

Additionally, the CAPS curriculum framework encourages English First Additional Language teachers to teach listening and speaking skills in integration (Venketsamy & Sibanda, 2021). Therefore, incorporating activities like debates and role-plays would force learners to listen intently for constructive feedback. When teaching listening and speaking skills, an English First Additional Language teacher should integrate all four skills by clearly teaching learners on vocabulary, grammar, word pronunciation, and discourse strategies as they relate to communicative competence tasks. The CAPS document makes it clear that these listening and speaking activities would give learners the chance to improve their language skills.

Teaching listening and speaking skills in authentic contexts is another strategy that can be used in accordance with CAPS guidelines (Arasomwan & Mashiya, 2021). This strategy gives learners a chance to participate in speaking and listening activities that mimic real-life situations. Therefore, English teachers should involve learners in presentations and discussions based on topics that interest them. The CAPS curriculum framework also advises English First Additional Language teachers to differentiate instruction accordingly in order to enhance learners' listening and speaking skills, and it further specifies that English First Additional Language teachers must comprehend the diversity needs of learners and provide equal learning opportunities for all learners in the classroom.

Therefore, it is necessary to provide assistance to learners who have trouble developing these skills by assessing their aptitudes and employing various strategies to overcome this challenge. Additionally, the most skilled learners should be given additional tasks to keep them from becoming disinterested. Being able to think creatively is expected of an English First Additional Language teacher because it would enable him to create activities that would inspire learners to participate positively and actively. English First Additional Language teachers should establish a supportive environment that encourages learners to ask questions when they do not understand, express their opinions, and speak up without fear as they are honing their speaking and listening abilities.

English First Additional Language teachers are discouraged by the CAPS curriculum framework from teaching learners without periodically assessing them (Chetty, 2019). To help learners improve their speaking and listening abilities, English First Additional Language teachers should make sure that they give them frequent feedback and an interesting assessment. Regular evaluation techniques that offer instant feedback, like peer reviews, oral presentations, and observations should be used to gauge learners' progress because they would improve the atmosphere in the language classroom (Adelekea & Onyebuchib, 2023).

Teachers of English as a Foreign Language (FAL) should cultivate cultural awareness in addition to their learners' listening and speaking skills. To do this, they should design activities that expose learners to diverse viewpoints and experiences and encourage them to respect others' opinions, even if they differ from their own (Crisianita & Mandasari, 2022). If these strategies and principles are successfully implemented in the CAPS framework, teachers would be successful in developing these skills, as well as in meeting the curriculum teaching and learning outcomes.

2.3. CONCEPTUALIZING LISTENING AND SPEAKING SKILLS IN OTHER COUNTRIES

2.3.1. Teachers' Experiences in Teaching Listening and Speaking Skills in Iran

Although there are not many studies on listening skills in Iran, Nushi and Orouji (2020) conducted one since they discovered that it is a difficult talent for both teachers and learners to master when teaching and studying English as a foreign language. From the perspective of the teachers, this study identified the following 10 listening difficulties: "unclear sounds from a subpar CD player, unfamiliar vocabulary, loss of concentration due to background noise, unclear sounds from poor acoustic conditions, colloquial language (including slang and idioms), loss of the flow of speech when concentrating on single words, high rate of speech, distraction and fatigue when listening to a long text, unfamiliar topics, disappointment upon failing to arrive at a total comprehension, and lack of interest in the topic."

To address the first issue, it was suggested that English First Additional Language teachers employ listening materials made with top-notch broadcasting equipment to foster the development of communicative competence skills. Regarding the second

issue, teachers can ensure that learners are exposed to the English language by regularly assigning listening exercises, such as watching movies or listening to an English speaker on tape, which would expose them to the language in real life.

Learners should be encouraged to familiarize themselves with unfamiliar words by consulting a dictionary while listening to these recordings or videos. Their ability to communicate effectively would improve as a result. In order to bridge this gap, English First Additional Language teachers should also provide learners with engaging material that would draw their attention and foster a setting that would enable them to listen intently and without interruption.

The researcher agrees with Nushi and Orouji (2020) and suggests that English First Additional Language teachers take into account the learners' learning speed when assigning listening exercises. They should also be aware of the learners' word boundaries, as these could be some of the things preventing them from effectively developing their communicative competence.

2.3.2. Teachers' Experiences in Teaching Listening and Speaking Skills in Namibia

In their study, Haufiku, Mashebe, and Abah (2022) examined the difficulties faced by English Second Language (ESL) teachers in Senior Secondary Schools in the Ohangwena Region. They found that ESL teachers in the region lack the necessary resources to teach English as a foreign language (FAL), and that crowded classrooms are one of the factors that prevent teachers from teaching English. The study also found that teachers and learners should have access to sufficient resources, such as textbooks, and that facilities that meet the needs of the learners should be constructed.

The researcher supports Haufiku, Mashebe, and Abah (2022) because they believe that teacher preparation is aided by having adequate resources available to them during teaching. Given that each session must have goals and results that must be met by the end of the course, it is pointless for teachers to arrive in class unprepared. The teacher would therefore find it challenging to teach the learners if there are insufficient resources.

Additionally, it was observed that learners also contribute to poor English learning through absenteeism. When learners routinely miss school, teachers are unable to teach English lessons, and this is also influenced by a lack of parental involvement, as the majority of parents do not even question their children's absences and do not hesitate to visit the school to discuss their performance. This demotivates learners and develops a negative attitude towards learning. In spite of this, the researcher believes that English teachers ought to encourage parental involvement by bringing them to the school and following up with them. Parents should be informed that their lack of involvement has a detrimental effect on their children's performance, if they do not attend school to discuss their children's performance.

Despite these difficulties, teachers also stated that they do not receive assistance from their officials since they do not conduct capacity workshops to improve their effectiveness as teachers. This study comes to the conclusion that the government should help English First Additional Language teachers by providing workshops that would help them teach the lessons. Additionally, the teacher-to-learner ratio in classrooms should be lowered to allow teachers to move between rows and observe whether learners are actively participating in the teaching and learning process.

2.3.3. Teachers' Experiences in Teaching Listening and Speaking Skills in Indonesia

The main problems affecting the instruction of English-speaking skills to young learners are highlighted in a work by Laila, Adityarini, and Maryadi (2023) from Indonesia. Inhibition was found to be the main factor discouraging learners from learning English First Additional Language. Because they fear ridicule from their peers, learners are reluctant to utilize English. This further adds to poor engagement rates since shy learners suffer from anxiety, which prevents them from being adaptable. The setting in which learners are raised has an impact on this since they are not exposed to the language.

The study supports this since learners who lack confidence find it challenging to improve their speaking and listening abilities. However, by fostering a supportive environment in the language classroom where learners may express themselves in English without making fun of one another, English First Additional Language

teachers can improve their learners' spirits. This would allow learners to practice on a daily basis, improving their speaking and listening abilities.

This study supports the findings of Haufiku, Mashebe, and Abah (2022) in Namibia regarding the negative attitudes of learners towards learning English. Since this issue is considered to be a significant factor in the poor development of listening and speaking skills, English First Additional Language teachers should work to encourage learners to adopt a positive mindset because negative attitudes hinder the positive development of these skills, and should be discouraged at all costs.

Similar to Namibian English teachers, Indonesian teachers also reported that their superiors did not provide a conducive environment for them to grow through workshops. Due to a lack of material, teachers are unable to effectively supervise the classes, which further deteriorates the learning environment. On the other hand, the researcher believes that teachers should be trained through workshops that provide them with advanced knowledge on how to improve learners' speaking and listening abilities.

This is because if this is not done, the delivery of the content would be ineffective, which would lead to poor classroom management. Once a teacher fails to give the lesson to lesson, there is no way he can control the classroom efficiently. Learners judge teachers' competency through content delivery and once learners recognize your shortcoming, they become ill-disciplined.

However, by using individualized instruction—where learners' uniqueness is acknowledged and activities are tailored to their particular peculiarities and learning capacities—this study overcame these issues. Additionally, since learners can comprehend what is being stated, translation was also considered a solution. Repetition was also employed to overcome this difficulty because it becomes hard for learners to hear and grasp a language that is unfamiliar to them. Consequently, learners can understand when speakers repeat themselves. Another successful tactic was incorporating games into the curriculum, which stimulates learners' interest in learning through engaging activities.

2.3.4. Teachers' Experiences in Teaching Listening and Speaking Skills in England

According to a study by Abikar (2022) in England, three themes arose from the paper on the difficulties a teacher in a primary school in Southwest England faces when teaching English: the inability to motivate learners internally, the absence of problem-solving skills in the English literacy curriculum, and the scarcity of resources.

The same difficulties faced by Namibia and Indonesia were found in this investigation. This merely demonstrates how difficult it is for English teachers to motivate their learners, as this has a detrimental effect on their capacity to learn. According to the study, teachers should first look at learners' social settings because these factors affect their ability to learn. Teachers should also make sure that the learning activities they create are engaging enough for learners to enjoy learning. Instead of thinking in their native tongue and translating to English, learners should be encouraged to use their imaginations and learn to think in English when faced with problem-solving challenges.

2.4. TEACHING LISTENING AND SPEAKING SKILLS IN CONTEXT

The majority of teachers do not consider listening and speaking skills and do not make an extra effort to teach them, and this is according to Djabbarova (2020). It should be mentioned, nonetheless, that learners cannot acquire English First Additional Language if they lack speaking and listening abilities. In order to acquire a language effectively, learners must first be able to listen and comprehend what is being said. Given this evidence, teachers ought to understand that speaking and listening abilities are crucial.

Therefore, teaching these skills in context is the most efficient way to teach learners English First Additional Language. Because this method encourages the integration of speaking and listening abilities, teachers would be exposing learners to significant context and real-life events (Allamuratov, 2021). Additionally, this method promotes authentic communication in English classrooms by acknowledging the significance of using real resources (Arroba & Acosta, 2021). This approach gives learners a useful strategy for improving these skills that is appropriate for the social setting. In light of this discovery, teachers should constantly attempt to prioritize the needs of learners

by assisting them in acquiring the communicative competence skills necessary to function in this civilized society where English is the primary language.

It is simpler for learners to improve their speaking and listening abilities when teachers utilise real resources, including audio and video, in the English classroom. These resources provide an easier-to-learn reflection of language use in everyday situations (Mulyadi, Wijayatiningsih, Singh, & Prastikawat, 2021). Learners are exposed to a variety of accents and natural speech patterns through these authentic materials, which can aid in the development of their communicative ability.

Despite the fact that many researchers recognize the value of using authentic materials to help teachers improve learners' speaking and listening abilities, few studies have examined how authentic materials can be specifically used to address the learning barriers of diverse learners in English First Additional Language classrooms. In order to close this gap, the study encouraged English First Additional Language teachers to create learner-centred activities that accommodate learners' various demands, including their educational backgrounds.

Additionally, this study discouraged teachers from extrapolating the advantages of authentic materials, which was a useful lesson for teachers. Given the aforementioned evidence, English First Additional Language teachers should be aware that every learner is different and that they should use the appropriate authentic materials for each learner in order to effectively teach and learn.

According to Nurkhamidah (2021), pre-listening and speaking skills exercises are also thought to be the most effective methods for improving these abilities. Teachers must activate learners' prior knowledge before they begin the main speaking and listening exercises. They can do this by asking learners to guess the topic by looking at the title and any visual cues, brainstorming vocabulary, and holding group discussions. This would increase learners' motivation to contribute effectively to the main topic that is connected to the pre-speaking and listening exercises.

It goes without saying that it is crucial for English teachers to understand that before introducing learners to any new material, they should use pre-listening and pre-speaking exercises to get them ready. According to Linh (2021), the majority of learners focus more on their pre-listening exercises, which aids in the development of their communication ability.

Poor speaking skills are caused by most teachers' failure to educate their learners listening skills (Krivosheyeva, Zuparova, & Shodiyeva, 2020). It is necessary to teach listening activities such as content prediction, where learners are encouraged to share their thoughts. Since they must summarize every topic, you have covered, learners are compelled to listen carefully when you ask them to do so for every text you have spoken.

Asking learners to take notes during class is also usually a good idea since it helps them concentrate, which improves their listening skills and prepares them to speak clearly when given the opportunity. When learners are having trouble understanding something, a good English teacher would constantly encourage them to ask for clarification. Because you expect them to demonstrate some understanding at the end of your lecture, using these strategies would help learners improve their listening skills. In order to assist learners to properly understand spoken language, teachers must then use all of the tactics provided to help learners improve their speaking and listening abilities.

The successful use of pre-listening and speaking exercises was the subject of numerous studies, but the results of those studies did not address the needs of individual learners. Their research generalized learners' language competence levels without considering the learners' demographics. However, by investigating the distinct requirements of different learners while taking into consideration their individual variations, this study sought to close this gap.

Task-based learning activities like debates, role plays, and problem-solving exercises are other useful methods for teaching listening and speaking skills in context. These activities allow learners to think critically about the subject matter where they must listen and speak in meaningful ways, which helps them develop their communicative competence skills (Sholeh, Salija, & Sahril, 2021). The researcher concurs with this study since task-based learning exercises help learners develop their communication abilities in everyday situations. By forcing learners to think critically and broaden their knowledge, these activities help them build their capacity to speak successfully in social situations.

First of all, the advantages of employing task-based activities to teach these skills were clarified in a paper by Ha, Loc, and Tuyen (2021). Task-based learning is

praised as the most effective way to develop critical thinking skills. Learners learn to think critically and listen intently in order to provide intelligent answers to the arguments made by their opponents (Chaika, 2023). The researcher proposes that teachers should use task-based activities in language classes to help learners build critical thinking abilities, which would help them think creatively.

According to Dao, Nguyen, and Iwashita (2021), one of the most advantageous aspects of implementing task-based activities in the English First Additional Language classroom is the creation of an interactive and captivating learning environment. Because of these advantages, learners are positively motivated and enjoy their classes, which helps them improve their speaking and listening abilities. The researcher supports Dao et al., (2021) since it is critical for learners to grow in their social skills, which may be accomplished by working together with their classmates, which fosters a sense of teamwork.

Learners are more prepared and become more interested in learning when listening and speaking skills are integrated (Tuğrul Mart, 2020). Due to their involvement in the learning process, learners who are more involved in their studies also tend to have more positive attitudes. As a result, it makes sense that English First Additional Language teachers would use this tactic to ensure effective instruction.

Gavell (2021) emphasizes that because learners are actively engaged, task-based activities make the teaching and learning process enjoyable. This demonstrates that one of the things that hinders learners from improving their speaking and listening abilities is boredom. As a result, learners should aim to make language classes more enjoyable by letting learners take the lead in their learning activities, rather than sticking to the outdated, traditional teaching approach of merely employing textbooks (Nasiba, 2022). To prevent concept memorization, English First Additional Language teachers should provide the themes to their learners during the lesson, rather than beforehand.

Additionally, task-based learning enhances learners' listening abilities by encouraging them to pay close attention to their partners' responses. Learners' comprehension of the language improves and they become more conscious of the various accents and speech patterns when they pay close attention to what their classmates are saying (Pol, 2022). Furthermore, task-based activities foster a

positive atmosphere that gives learners the courage to express themselves and speak freely (Bhandari, 2020). Speaking English First Additional Language more frequently helps learners feel less anxious and boost their self-esteem, which in turn helps them improve their speaking and listening abilities.

The improvement of fluency is yet another noteworthy benefit of employing task-based activities (Zúñiga, Mayorga, & Ruiz, 2023). This is accomplished by using task-based activities frequently, which relieve learners of the pressure to be flawless right away. According to the study, learners should be given more practice opportunities so that they can gradually improve their communicative competency. Following that, task-based activities allow English First Additional Language teachers to improve their learners' pronunciation and intonation by providing them with immediate feedback.

This allows them to identify their areas of strength and weakness, which in turn allows them to improve how they express themselves in English First Additional Language (Masuram & Sripada, 2020). Nonetheless, in order to give learners, the opportunity to practise often, English First Additional Language teachers should make sure that task-based activities are used effectively in their classrooms.

When teaching Communicative competence skills, teachers must include pronunciation and intonation exercises because sometimes learners need to hear how words are pronounced and the intonation appropriate for language use (Eshankulovna, 2023). Learners' listening and speaking skills can be improved when they listen to audio recordings and live modelling because these tools can assist learners in recognizing and pronouncing specific rhythms, word stress, and correct sounds.

In addition to encouraging learners to reflect on how the lesson was delivered and determine whether they understood it by assessing their own strengths and weaknesses, the way that these skills are taught in context would enable teachers to give constructive feedback on how learners performed during the lesson (Yin, 2022). When learners evaluate themselves, they would have a positive mindset that would push them to do better.

Another useful strategy for teaching listening and speaking skills in context is scaffolding instruction. Learners' speaking and listening abilities would improve when

they are given materials that support scaffolding instruction, such as vocabulary lists, sentence structures, and model conversations (Farida & Rozi, 2022). In order to assist learners, comprehend and generate the language required for everyday communication, teachers should provide scaffolded instruction that directs their speaking and listening actions. Given the facts presented above, English teachers should successfully enhance their learners' communication skills and prepare them for real-life language usage by teaching speaking and listening in context.

The researcher comes to the conclusion that while creating task-based activities, teachers should ensure that they contain specific learning objectives that would inspire learners to interact constructively with one another. The majority of teachers still face difficulties implementing task-based activities in English First Additional Language classes due to a lack of training, despite several research showing the beneficial learning results of such activities. In order to close that gap, this study sought to explore the difficulties teachers encounter in their English First Additional Language classrooms and provide assistance by developing best practices for educating teachers to successfully include task-based activities into their lessons.

Collaborative learning is also encouraged when listening and speaking skills are taught in context (Blancaflor, Mauleon, & Purpura, 2021). These skills have improved as a result of most learners feeling comfortable and secure while interacting with their peers. In order to foster collaborative learning where learners can freely express their thinking skills, teachers must encourage learners to collaborate in pairs or small groups (Dunn, 2021). Additionally, combining weaker and stronger learners can benefit the group because they would support one another during group tasks. In this sense, teachers should make the most of encouraging cooperative learning in English classes to help learners improve their speaking and listening abilities.

Many authors acknowledge that collaborative teaching methods are a useful tool for improving listening and speaking skills, but many of them did not fully investigate how learners' cultural backgrounds, individual characteristics, and proficiency levels affect collaborative teaching methods. Thus, by investigating the role of individual learner traits and how the approaches affect them while engaging in group dynamics, this study attempts to close the gap. By closing this gap, English First Additional Language teachers would be more equipped to assist the development of

communicative competence abilities by incorporating collaborative teaching methods across learners' variety.

Overall, teachers should know that listening and speaking skills need to be taught together in order for learners to comprehend English (Tuğrul, 2020). Gaining proficiency in these skills makes it simpler for learners to thrive in a world where English is widely used as an international language. Moreover, English First Additional Language teachers should strive to inspire and encourage learners to acquire the language (Oktavia, Mukminin, Fridiyanto, Hadiyanto, Marzulina, Harto, Erlina, & Holandyah, 2022).

2.5. THE IMPORTANCE OF TEACHING ENGLISH FIRST ADDITIONAL LANGUAGE IN A CONDUCIVE CLASSROOM ENVIRONMENT

Many teachers find teaching listening and speaking difficult because they fail to consider the classroom setting in which they find themselves in. Therefore, fostering a positive environment is a great first step in helping learners enhance their speaking and listening abilities because it inspires both teachers and learners throughout instruction (Ali, Masroor & Khan, 2020). A supportive setting enables learners to collaborate and engage with their peers.

It should be mentioned, nonetheless, that for teaching and learning to be effective, English First Additional Language teachers must first communicate clear learning objectives to learners, so that they are aware of their learning objectives (Gupta, 2019). Additionally, during the teaching and learning process, learners need to help one another (Wang & Chen, 2020). Knowledge cannot be learned in a classroom that does not accommodate individual diversity. It becomes challenging for learners to share their expertise when they make fun of one another.

An English First Additional Language teacher should therefore urge learners to accept and support one another. As learners participate constructively in the group projects their teacher has assigned, this would also improve their ability to have discussions (Dörnyei & Muir, 2019). Learners would be able to comprehend English First Additional Language and effectively improve their speaking and listening abilities when this is positively practiced.

Rahayuningsih, Saleh and Fitriati (2020) contemplate that the language classroom is a face-threatening environment because learners are forced to speak English daily which is a foreign language to them, and they always fear making mistakes. For this reason, it is crucial that learners accept one another during the process of honing their speaking and listening abilities and accept their mistakes as a normal part of learning.

According to Namaziandost, Homayouni, and Rahmani (2020), an English First Additional Language teacher should, nevertheless, support cooperative learning since it fosters a social structure change of knowledge among learners and helps them realize that learning is for the complete group, rather than for an individual. Since they would be aware that they would be held accountable for their actions, learners would be extremely motivated in this regard.

English teachers should try to maintain a nice demeanour every day to ease learners' concerns, rather than acting as their adversaries in order to create a conducive environment that works (DEWAELE, Magdalena, & Saito, 2019). In order to foster an inclusive environment in their language classes, learners should also form bonds with their peers. However, learners cannot succeed on their own, and a committed teacher is necessary to help them improve their speaking and listening abilities.

A teacher who is knowledgeable about the subject matter is the main source for establishing a supportive learning environment in the classroom (Peng, 2019). Additionally, the first thing an English teacher does when they enter the classroom is to lay out the learning objectives, provide learners with clear explanations, evaluate them using equitable exercises, and demonstrate effective classroom management. When all of these are mastered, learners would be enthusiastic to improve their communication competency skills, rather than lose interest in learning (Muliyah & Aminatun, 2020).

Language teachers have an obligation to help learners overcome their fears by boosting their confidence. The majority of learners feel anxious and threatened when expected to speak in English, but this can be lessened by creating a supportive and courageous environment (Bogodad, Mappewali, & Thamrin, 2021). Developing listening and speaking skills requires that learners learn in a setting where they are

free and comfortable to take risks, where they can make mistakes without being judged or laughed at.

Learners actively participate in the class when the situation is favourable (Zhang, 2020). Therefore, in order for learners to improve their listening and speaking abilities, teachers must encourage them to actively participate in class discussions, ask questions, and share their thoughts. Therefore, it is clear that learners become driven when their ideas are valued and respected by their teachers. Teachers' ought to put this into practice in their English classes because of this reality.

Positive environments provide greater opportunity for learners to improve these skills, as demonstrated by Akhmedov and Shuhkrat (2020). Additionally, it provides learners with an opportunity to have important conversations, negotiate meaning, and hone their interpersonal skills. Learners are always eager to express themselves clearly and use language in many contexts when a pleasant environment is created. It goes without saying that English teachers should keep trying to create a good learning environment in their classrooms where learners may study effectively and without self-doubt.

Additionally, a supportive environment has a positive impact on enabling constructive feedback and support for both teachers and learners. Regular feedback from teachers can help learners improve these skills, as well as help them identify areas for improvement and motivate them to keep improving. Tang, Gu, Shao, and Zhao (2024) attest that teachers who believe in learners' potential and show faith in them by consistently praising their efforts and providing constructive feedback can increase learners' confidence and eagerness to improve communicative competence skills.

This illustrates why English teachers should make sure that they provide feedback to learners that would enable them to comprehend the reasons behind their inability to develop communicative competence. Constructive criticism would then assist learners in determining the primary issues impeding their ability to improve their listening and speaking abilities.

Since it fosters cultural awareness and creates a space for understanding other people's cultures, where one may negotiate varied linguistic elements engaged in listening and speaking skills, it is obvious that teachers must constantly work to

produce a suitable environment (Carlson, 2021). If learners are exposed to diverse cultural viewpoints, they would be able to express themselves in a variety of ways, which will improve their listening comprehension and promote successful cross-cultural communication. These make it very evident that in order for learners from diverse cultural backgrounds to communicate and comprehend the language of others, English teachers must make accommodations for them.

Learners can see the practical applications of listening and speaking skills in their personal, academic, and professional lives when the environment is conducive. On the other hand, learners can see the value of developing these with the effective use of authentic material, tasks, and scenarios (Hoi, 2022). This demonstrates that learners would understand the importance of these skills if English teachers can incorporate authentic materials in their classrooms.

Therefore, a conducive environment can inspire a desire to learn more. As learners feel at ease in their learning environment, they can enjoy the joy and satisfaction of successful communication. Because of the encouragement they receive from the supportive environment, learners would be motivated to continue honing communicative competence skills outside of the classroom (Zhou, Hiver & Al-Hoorie, 2023). It is clear that when instruction is conducted in a welcoming setting, learners would also feel accommodated, which would help them to develop their listening and speaking skills.

According to the aforementioned findings, teachers must also assist learners in realizing that listening and speaking skills are important for their personal development, career advancement, and intercultural competency. Teachers must also be conscious of the time commitment that teaching English requires of both learners and teachers. Therefore, they must efficiently manage their time to accommodate learners' needs in these areas (Utomo, Kusmaryati & Sulistyowati, 2019).

Furthermore, Rasskazova, Guzikova, and Green (2017) found that Russian teachers struggle to establish a supportive learning environment due to a lack of resources, which limits learners' opportunities to improve these skills and results in negative outcomes due to the unfavourable classroom environment they are in. Therefore, teachers should be aware that teaching English in unfavourable classrooms where

learners do not interact with one another lowers motivation and may impede progress.

With the evidence presented above, the researcher believes that if both teachers and learners work together in an environment characterized by a hopeful atmosphere, they would both have confidence in developing listening and speaking skills. In order for learners to develop these skills, teachers must create a favourable classroom where learners learn in an optimistic classroom, where there is hope that whatever they are learning is achievable (Tomlinson & Imbeau, 2023). Therefore, teachers should keep in mind that they must motivate learners to have confidence when learning English, so that they could feel free and develop their skills successfully.

There is still a gap that needs to be filled even though numerous studies have been conducted on the benefits of teaching learners in a supportive environment. Consequently, our investigation pinpointed areas in need of improvement. There is a research gap regarding the need to provide individualized attention to learners who struggle to develop these skills, even though many studies have recognized that the majority of English First Additional Language teachers create a supportive environment in their classrooms when teaching these skills.

There is still a gap that needs to be filled even though numerous studies have been conducted on the benefits of teaching learners in a supportive environment. Consequently, our investigation pinpointed areas in need of improvement. There is a research gap regarding the need to provide individualized attention to learners who struggle to develop communicative competence skills, despite the fact that many studies have recognized that the majority of English First Additional Language teachers create a supportive environment in their classrooms when teaching these skills.

The majority of English First Additional Language teachers generalize the situation in which the entire class receives attention at the same time, while some learners struggle alone and teachers are unaware of this. Accordingly, the researcher suggests that learners be regularly assessed to determine their individual needs, which would also help the teacher identify the learners' strengths and weaknesses and areas that require improvement.

Additionally, teachers of English as a Foreign Language (EFL) should recognize that learners have varying levels of proficiency and ensure that they accommodate all learners by incorporating different learning styles into their lessons. Learners who perform well may be given more challenging assignments that require them to learn more to keep themselves occupied, while learners who are not gifted may be given basic vocabulary to concentrate on to help them adjust. It is crucial to provide learners with individualized feedback so that they can see how they are doing and know where they need to improve.

These studies reveal that the majority of EFL teachers do not balance their learners' performance by assigning equal work, which disadvantages learners who learn slowly. It may notice that some learners received high grades while others performed poorly. English First Additional Language teachers should use this strategy in their language classrooms to balance the performance.

Furthermore, there has not been much research on whether English First Additional Language teachers are involving their learners in their lessons. This study attempts to close that knowledge gap. Since listening and speaking skills are necessary for learners to be able to communicate fluently in English First Additional Language, teachers of the language must understand that they cannot be taught without involving their learners.

In order to provide learners a daily opportunity to talk in class, English First Additional Language teachers should choose a few engaging subjects and approach each learner directly. Teachers' ought to discourage learners from speaking in their mother tongue and inform them that they must express themselves in English First Additional Language in order to improve their listening and speaking abilities.

The paucity of research on cultural awareness is another area that needs to be addressed. Most English teachers fail to recognize that most learners have never interacted with fluent English speakers, which is one of the obstacles to effectively teach listening and speaking skills. To encourage learners to be motivated and ready to study English, the researcher thinks that teachers should include cultural material in their classes.

When learners see the real world, which requires them to communicate effectively in English, it would be easier for them to develop communicative competence skills.

Accordingly, the researcher encourages English First Additional Language teachers to teach learners about the cultures of English speakers and use relevant materials that will specify learners' interests through discussions. Additionally, learners can have in-person conversations with other English-speaking learners through virtual meet-ups, and teachers can organize a cultural exchange program based on the topic and engage learners to improve their listening and speaking abilities.

The absence of teacher support and training was found to be a research gap, even though numerous studies have been conducted on the benefits of teaching English in a positive setting. It is possible to preach that teachers should use a variety of techniques to help learners develop these skills, so that they can communicate effectively, but this is useless if the teachers themselves are unable to instruct the learners.

In light of this, the researcher suggests that the English First Additional Language Senior Educational Specialist (SES) holds more frequent professional development workshops to provide English First Additional Language teachers with opportunities to learn new teaching techniques and stay current on educational research. If SESs are determined by the qualifications of the teachers, learners would suffer since many teachers would rely on the information and skills they learned in school, which is rapidly becoming out of date.

The researcher further suggests that English First Additional Language teachers should be adaptable in their planning. In order to benefit from each other's knowledge, they must jointly prepare and communicate their lessons. Teachers with the most experience and the best results can mentor and assist less experienced teachers in order to achieve the beneficial outcomes of teaching listening and speaking skills. Nevertheless, the researcher comes to the conclusion that English First Additional Language teachers can assist learners in realizing their full potential in terms of these in a more supportive language classroom setting, provided these gaps can be filled with focused tactics.

2.6. THE EFFECTS OF TEACHERS' ATTITUDES WHEN TEACHING LISTENING AND SPEAKING SKILLS

Effective teaching and learning are always influenced by the teacher's attitude towards the subject. Learners would naturally participate actively in class, feel

inspired, and become interested in learning the language if teachers approach teaching English First Additional Language in a positive way. Massri (2020) asserts that a teacher's attitude would always have a big impact on learners' ability to communicate and listen. The researcher therefore agrees with this study because learners would feel more at ease and confident to participate in the learning process, if their teacher encourages and is brave at all times.

Furthermore, because they are certain that their teachers would correct them when needed and forbid them from making fun of one another, learners would be more attentive in class, participating in debates, asking questions, and attempting to speak English. Teachers' attitudes have a big impact on the general mood in the classroom. Because a teacher fosters an inclusive environment, a teacher who is personable and engaging can inspire learners to express themselves in English.

On the other hand, a teacher who is constantly haughty and grumpy might provide an odd, inhospitable environment that discourages learners from having meaningful conversations (Derakhshan, Reza Pishghadam & Mystkowska-Wiertelak, 2022). Additionally, the attitude of teachers can have a detrimental impact on learners' confidence and raise their anxiety levels. Therefore, the researcher recommends that teachers work to increase learners' self-esteem by motivating and assisting them in honing these skills.

The attitude of the teachers can influence how the learners view studying English. Teachers must realize that they serve as role models for learners. Typically, learners are inspired to behave by the behaviour of their teachers (Pham, 2023). This means that by portraying English as an important and fascinating skill, teachers can encourage positive attitudes towards studying the language. Instead, a teacher who treats English as a tedious subject that learners must take because it is required may have a negative impact on learners and make them think of English as a burdensome and pointless language.

However, a good rapport with learners can lead to a favourable learning outcome where learners can successfully improve their listening and speaking abilities. In order to improve the quality of the teacher-learner connection, teachers should always work to establish a solid rapport and trust with their learners. They should also always treat their learners with respect, empathy, and understanding

(Hagenauer, Muehlbacher, & Ivanova, 2023). As an English teacher, it goes without saying that I have also seen that when you become personable and empathetic with your learners, they show trust and become more open to you.

Teachers' attitudes can also affect learners' academic performance. When a teacher has a positive attitude towards teaching English, he demonstrates an effective instructional strategy to learners by providing them with clear explanations and constructive criticism that can improve their understanding of the language (Mah & Han, 2023).

However, a negative attitude can lead to ineffective teaching methods that may impede learners' progress and the development of these skills. Nevertheless, one can consider that teachers should also be mindful of their attitudes and potential impact on language development. In order for learners to develop their communicative competence skills, teachers must create a positive and encouraging environment that can support their continuous engagement and success.

In contrast, a negative attitude constantly deters learners from expressing themselves in English because it is the attitude of the teachers that prevents learners from participating positively in the language learning environment. Furthermore, Pham (2023) disputes the notion that teachers' negative attitudes towards English are the primary obstacle to teaching listening and speaking abilities.

Teachers must thus recognize that their bad attitude can significantly affect their general attitude towards teaching and studying English, which would hinder their ability to effectively teach speaking and listening abilities. Teachers must thus constantly provide support and foster a more enjoyable English learning environment throughout the teaching and learning process (Getie, 2020). In general, learners' perceptions of the development of speaking and listening abilities can be influenced by a teacher's unfavourable attitude.

Although little research has been done on the reasons behind teachers' negative attitudes when teaching listening and speaking skills, academics have made significant contributions to the field by examining the dangers of a negative attitude. By investigating the reasons behind these perceptions, this study sought to close that gap. A sufficient number of resources is necessary for an English First Additional Language teacher to manage the language classroom efficiently and effectively. To

effectively teach these skills, teachers must involve learners in interactive activities like playing videos, listening to recordings, holding virtual meetings with other learners, and so on. This is made more difficult if they do not have the necessary teaching materials. To ensure that these skills have a good impact, technology tools must be present in language courses.

In order to foster communicative competence skills in the language classroom, teachers also need to be at ease and knowledgeable with technology. According to the researcher, teachers who are short on technology should seek help from their school's SGB, which manages the finances, to purchase projectors, computers, and other equipment that would enable them to teach these skills. Along with helping them make their lessons more effective, this would lessen their annoyance and pessimistic attitudes.

Ineffective classroom management is also seen to be a contributing cause to teachers' unfavourable attitudes towards teaching listening and speaking skills. In addition to the behaviour of the learners, teachers may find it challenging to control a large class. Because there are numerous learners in the class, they may hide from one another, which can make them feel unproductive.

Along with these, English First Additional Language teachers should balance their workload by not putting things off, attending class on time, and creating weekly schedules that accommodate all four English language proficiency levels. Teachers would teach all the skills equally without undervaluing communicative competence skills and if these tactics are used well, it would relieve the burden of covering a curriculum.

Additionally, if a teacher is unable to teach these communicative competence skills due to unruly learners who disrupt class activities and undermine the class, they can report the issue to the administration and School Management Team (SMT). The SMT should assist the teacher by providing them with adequate feedback and acknowledgement.

2.7. THE EFFECTS OF LEARNERS' ATTITUDES WHEN LEARNING LISTENING AND SPEAKING SKILLS

When it comes to learning English First Additional Language, learners' attitudes have a significant impact on their capacity to improve their listening and speaking abilities (Getie, 2020). The attitude of learners can either be positive or negative, which can affect how well or poorly they learn. It goes without saying that learners who have a positive outlook would succeed in improving their speaking and listening abilities. According to research conducted by Ali, Shamsan, Guduru, and Yemmela (2019), learners who have a positive attitude participate in their learning activities in a positive way, which helps them improve these skills.

Highly-motivated learners are eager to participate in interactive learning activities that support the successful development of listening and speaking abilities, such as class discussions, listening to English-speaking conversations, podcasts, and so on. Positively disposed listening is likewise eager to practise speaking English outside of the classroom (Aziz & Kashinathan, 2021).

Conversely, unfavourable attitudes may deter learners from participating in interactive exercises meant to improve their listening and speaking abilities (Zulfikar, Dahliana, & Sari, 2019). Negatively disposed language learners are more likely to act aggressively in class, avoid speaking English outside of the classroom, and avoid giving presentations in front of their classmates. This pessimistic mindset may prevent learners from having constructive opportunity to practise the language. The study therefore suggests that English First Additional Language teachers must work to promote positive attitudes in their learners, as negative attitudes would likewise have a negative impact on their listening and speaking abilities.

According to Mega and Sugiarto (2020), learners who approach learning positively also have higher self-confidence, which enables them to speak and listen more effectively. This is because learners who are more confident are not hesitant to speak in front of their peers and constantly seek out opportunities to use English in authentic contexts. Furthermore, Pan, Xia, Kumar, Li & Shamsy (2022) concur with Mega and Sugiarto (2020), and explain that learners who have a positive outlook tend to be less anxious, which improves their performance on listening and speaking assignments.

Since learners who adopt a negative attitude would never have confidence in themselves and would constantly doubt their ability to learn how to speak English, the researcher believes that English First Additional Language teachers should help learners develop positive attitudes by serving as their support networks. Learners who are nervous end up becoming conceited and unable to articulate themselves adequately.

When learners are equipped with a positive mindset, they easily adopt learning strategies. They do not get bored when their teacher teaches them, but rather listen actively and always take notes when their teacher is teaching Syafii, Kusnawan and Syukroni (2020). Additionally, they like to speak English with their peers and make sure that they seek clarity from their teachers, especially where they do not understand and demand constructive feedback.

In contrast, learners with negative attitudes become reluctant and passive listeners (Karakus Taysi, 2019). They just listen without understanding and do not even bother themselves to practice speaking and are happy when their teacher does not give them engaging work. Nevertheless, to encourage positive attitudes to these learners, teachers should do their best in bringing these learners to focus, giving them more opportunities to speak in class. If these learners are persuaded to put more effort in their work, their proficiency levels would also improve.

Zhonggen (2019) highlights that learners with positive attitudes tend to perform well academically. As a result, if learners develop positive attitudes in acquiring listening and speaking skills, they would have better academic outcomes. For the fact that all schools in South Africa are doing all subjects in English First Additional Language except the home languages, Cohen and Henry (2019) indicate that if learners develop these successfully, they would also excel well in all their subjects. In other words, communicative competence skills are a key role for learners' achievement.

Dovchin (2020) proves that learners with negative attitudes perform poorly at school. This is caused by lack of motivation and engagement, where learners struggle to comprehend what the teacher is saying and also fail to involve themselves in speaking tasks. These learners also become stagnant and make little progress on their listening and speaking skills development.

Nevertheless, the researcher concludes that English First Additional Language teachers should always cultivate positive attitudes to learners as this would positively impact their overall academic performance. Nyborg, Mjelve, Edwards and Crozier (2022) highlight that when learners are encouraged and praised in their learning progress, they feel secured and safe in their learning environment, and this makes them to practice speaking without fear of being judged.

A successful teacher would also make sure that learners are given constructive feedback that would allow learners to be aware of their strengths and weaknesses and create a room for improvement (Ramani, Könings, Ginsburg & van der Vleuten, 2019). Furthermore, English First Additional Language teachers should also encourage learners to work together on their own and reflect on their learning progress and give each other feedback.

Additionally, learners should also be encouraged to make their personal timetables that would cater all the four skills as outlined in CAPS document. On their personal timetables, learners should indicate the day and time they would learn particular skills, so that listening and speaking skills are not ignored. Learners should also set their goals and track their progress.

With the ongoing technology which we are currently exposed to, learners should also make use of it by using language-learning apps which would help them to practice these skills (Metruk, 2021). By employing these strategies, learners would be practicing independent learning because learners cannot depend on the lessons teachers deliver on class only. They must also check their books even when they are with their peers and also at home.

Since English became a global language which connects all people worldwide and simultaneously became the medium of instructions in most schools, many researchers researched about the impact of learners' attitude during acquisition and how it impacted their overall performance. Regardless of that, there are still some gaps which need further exploration and this study aimed to address them.

Numerous research examined the ways in which learners with positive attitudes might favorably contribute to their development of listening and speaking abilities and the ways in which learners with negative attitudes can hinder their progress in these areas. Still lacking, though, is information on how various learning contexts

can aid learners in developing their communicative competence. Teachers may devise a variety of options and intervention techniques to help learners improve their listening and speaking abilities, but they may fall short due to contextual factors. The researcher therefore seeks to comprehend how the connections between learners' negative attitudes and the growth of their listening and speaking abilities might support the improvement of instructional tactics.

Additionally, the population of varied learners need further research. More studies are needed on younger and older learners, as the majority of studies focus on generalized learners. Teachers of English as a Foreign Language (EFL) must realize that their learners come from a variety of backgrounds and have a range of learning methods. Consequently, all of these need to be taken into account in order to guarantee that listening and speaking skills are successfully developed and that every learner is taken care of. In light of this, the study advises English First Additional Language teachers to comprehend the profile of each learner by evaluating them separately in order to identify their difficulties and preferences.

The locations and backgrounds from which learners originate are also more significant. The teacher needs to recognize that some learners were not exposed to the language at all, and that they should be taught vocabulary first. This would enable the teacher to be more perceptive and use instructional tactics that are pertinent to the requirements of the learners.

2.8. LISTENING AND SPEAKING SKILLS TEACHING ACTIVITIES

Teacher-centered activities, as opposed to learner-centred ones, are among the obstacles that hinder teachers' ability to improve their listening and speaking abilities, according to Du Plessis (2020). Teacher-centered activities hinder learners' ability to express themselves because they do not allow them to share their ideas with their peers. As a result, teachers need to encourage learners to improve these skills by providing them with intellectually stimulating exercises. Involving learners in the teaching and learning process is also necessary to prevent children from becoming passive learners and losing interest in the course (Filgona, Sakiyo, Gwany, & Okoronka, 2020).

Therefore, it may be concluded that English First Additional Language classrooms need to be learner-centred, with teachers acting as facilitators of learning, rather

than as the exclusive source of knowledge. By doing this, they would be able to involve learners in the teaching and learning process, and help them realize that they must contribute their own awareness and life experiences to the classroom. This would create an environment where learners can enhance their listening and speaking abilities (Damayanti & Listyani, 2020).

To help learners improve these skills, English teachers might use a variety of exercises. Dictation is still a useful method for improving language, despite being viewed as an outdated approach to listening and speaking abilities. By reading a passage aloud to learners and asking them to write down what they heard, a teacher can enhance their writing accuracy and listening comprehension skills (Saragih, 2022). Therefore, in order to enhance learners' listening and speaking abilities, English teachers are encouraged to implement dictation exercises in their classrooms.

Listening and Speaking skills can also be enhanced through conversation circles. Learners can be divided into groups by an English teacher, who can provide a topic for one group to talk while teaching the others to attentively listen. In order to promote diverse conversation by hearing learners' various points of view, the teacher can switch up the topic once the first group has finished talking and assign it to another group while the others are listening.

Therefore, listening and speaking skills would be successfully improved if the teacher could employ this method properly. Because learners feel more comfortable expressing their opinions in small groups than in large ones, Crisianita and Mandasari (2022) conclude that employing small groups in discussions is useful in strengthening these skills.

One of the greatest methods to help learners improve communicative competence skills is through role-playing, in which teachers can give learners various parts and allow them to participate in discussions according to those roles (Bhatti, 2021). Role-plays can take several forms, such as a restaurant setting, a job interview, or a dialogue. Teachers must use various role-playing exercises that require learners to speak English to accomplish this crucial goal.

Playing audio recordings and movies that highlight current events that learners are interested in and asking them comprehension questions based on those recordings

or videos is another method to help learners improve these skills. Since learners would need to describe what they heard, this would improve these skills. Enough listening comprehension tasks would help learners improve these skills because they would be expected to report on them.

Furthermore, because it allows for constructive virtual interactions, Wang and Chan (2020) emphasize the use of online videos as a useful tool for improving listening and speaking. Learners can interact and support one another during the teaching and learning process, which allows them to reflect on what they have learned. This confirms that in order to enhance learners' listening and speaking skills, English teachers should utilise online films in the classroom.

An additional effective method for improving communicative competence skills is an information gap exercise. According to Sakur, Sugirin, Margana, Junining, and Sabat (2020), a teacher can use this technique to pair up learners and provide them with various pieces of information that they would be expected to properly convey to their classmates. With the knowledge they have gained, they can either finish a task or solve an issue, improving these skills. Teachers can use this method to wrap up the study by letting learners know that their opinions matter and encouraging them to critically analyse the material they have been provided, in order to provide constructive criticism.

Debate is still thought to be a useful method for enhancing listening and speaking skills. According to Seytnazarova, Saparniyazova, and Allaniyazova (2022), discussions allow learners to listen to and communicate to one another on a certain subject. Since they do not want to lose debates, learners would pay close attention to what their peers have to say when they are debating in English. This would help them improve these skills. Therefore, for learners to take turns voicing their viewpoints, teachers need to provide them with some engaging debate themes.

Additionally, storytelling helps improve listening and speaking skills. Giving learners the chance to recount stories can help them improve their communication skills as they practise speaking smoothly (Nair & Yunus, 2021). Because some would be listening to the other speaker, their listening abilities would also be taken into account. Thus, the researcher is of the view that in order to foster language

acquisition, teachers should let learners tell whatever stories that capture their interest.

A picture description is an additional tactic that teachers can employ to enhance learners' communicative skills. A teacher can display a variety of images and ask learners to provide detailed descriptions and interpretations of what they see. Because they must examine the image and draw conclusions from it, learners can improve these skills. Thus, the researcher proposes that in order to improve learners' communicative capacity, English teachers should utilise the series of pictures.

Afriyuninda and Oktaviani (2021) assert that English music can improve listening and speaking skills. Using their favourite songs that contain formal language, teachers can choose songs that learners are interested in and encourage them to practise their accent and pronunciation. Additionally, the songs might aid learners in efficiently expanding their vocabulary. With this proof, English teachers can make their classes enjoyable by selecting songs that help learners improve communicative competence skills.

Using English-language films in the classroom is another instructional strategy that is effective in improving learners' listening abilities (Parmawati & Inayah, 2019). When used properly, an English movie can add excitement to an English class because most learners learn best when exposed to real-world materials. Thus, it is suggested that teachers should use English-language films to improve the environment in their classrooms.

TikTok is a highly regarded social media application that can improve learners' listening and speaking skills. Young people around the world are increasingly using this site. Users post quick movies and dance moves on it, primarily to amuse other people. This means that English language learners can benefit from it by using it as a useful tool to improve their language proficiency (Ningsih & Erlangga, 2023). In light of this evidence, teachers can advise learners to interact with the content of English native speakers they follow on TikTok in order to successfully develop these skills. This will help learners improve their pronunciation and expand their vocabulary (Simaremare, Munthe, Herman, Shaumiawaty, Fatmawati, & Saputra, 2023). Consequently, teachers should encourage learners to use TikTok in a way that is beneficial to them.

In the language classroom, there are games that can help learners improve these. According to Syafii, Kusnawan, and Syukroni (2020), the usage of language games effectively can draw in learners and draw their interest. Therefore, an English teacher should give learners learning games that can help them become better speakers and listeners. All things considered, learners are more likely to improve these skills if they are given a variety of engaging learning opportunities.

In addition, Rao (2019) suggests that to help learners improve their listening abilities, teachers should use real materials and creative activities that mimic real-world language use. This is because using outdated, traditional methods would cause a disconnect between classroom instruction and the practical language skills—such as listening and speaking, that are necessary in everyday situations.

2.9. THE EFFECTS OF USING TRADITIONAL METHODS WHEN TEACHING LISTENING AND SPEAKING SKILLS

Traditional methods have both positive and negative effects on teaching listening and speaking skills. The traditional method has the advantage of being structured, which allows learners to benefit from a systematic breakdown of these skills, giving them a solid foundation for language development (Hafidz Zaid, 2020). As a result, teachers must use the traditional method because it can offer a clear progression of skills.

Conventional approaches can offer targeted education and direct learners to complete whatever tasks that the teacher assigns them (Albiladi & Alshareef, 2019). Learners who struggle to articulate their own opinions but are excellent at remembering a teacher's clear instructions and explanations can benefit from the targeted teaching. However, teachers should provide accommodations for learners who need a clear framework to enhance their communicative competence skills.

Furthermore, using correctness in language production is always encouraged by a traditional method (Toro, Camacho-Minucho, Pinza-Tapia & Paredes, 2019). It places a strong emphasis on using appropriate grammar, pronunciation, and vocabulary. Because of this focus on precision, learners who need to improve their speaking abilities can gain from this conventional method as they are likely to steer clear of typical blunders. Thus, it can be claimed that more emphasis would be placed on

proper language usage in English classes if teachers employ traditional teaching techniques.

The restricted authenticity of the old method is a drawback. According to Krishnan, Ching, Ramalingam, Maruthai, Kandasamy, De Mello, Munian, and Ling (2020), learners who are critical thinkers would be at a disadvantage because the traditional method concentrates on scripted dialogues and textbook exercises which restrict their ability to reflect real-world communication. Learners who are good at communicating their ideas would not have the opportunity to experience other accents and communication styles. For effective language development, teachers must use a variety of teaching pedagogies.

Since the traditional method is teacher-centered, it restricts learner interaction. The teacher becomes the sole information source, and learners have little opportunity to voice their opinions and hinder their ability to improve these skills (Barno, 2021). For this reason, teachers should avoid relying solely on the traditional method and instead provide learners with a variety of opportunities to participate in meaningful conversations.

The traditional method tends to emphasize speaking skills while neglecting listening skills (Newton & Nation, 2020). The traditional method does not provide enough practice for listening because listening skills typically require exposure to various authentic materials that encourage real-life conversations, which the traditional method does not provide. To sum up, listening and speaking skills should be taught together rather than separately in order to facilitate the effective development of these communicative competence skills.

To support all learners in their language development, teachers must recognize the diversity of learners because the traditional method does not cater to the needs and interests of learners, and limits the effectiveness of instruction (De Lorenzis, Praticò, Repetto, Pons & Lamberti, 2023). Using the traditional method typically generalizes the situation where learners are regarded as one thing, while not considering their different learning styles.

Listening and speaking skills are naturally subordinated to language structures and conventions, reading and viewing skills, and grammar and vocabulary in traditional approaches. As a result, the Curriculum and Assessment Policy Statements

document's recommendations for the interaction of the four abilities are not supported by the traditional approach to teaching English. Heritage, Walqui, and Linquanti (2020) found that teaching English through traditional methods forces teachers to move learners to the next grade because they have a better grasp of how to put sentences together, but lack the communicative competence skills. Traditional English education techniques, however, restrict learners' possibilities to improve these skills, which are critical for using the language in everyday situations.

Additionally, Sivarajah, Curci, Johnson, Lam, Lee, and Richardson (2019) argue that traditional techniques make learners passive since they become the recipients of knowledge, merely listening to what their teachers have to say without using their critical thinking skills. It must be acknowledged that teachers are unable to help learners improve their listening and speaking abilities because they do not participate actively in the teaching and learning process. This is so because they do not practise listening and speaking skills, and because they only have limited opportunities for creativity, critical thinking, and problem solving, this kind of instruction weakens learners' talents.

The traditional method does not fully integrate technology (Yılmaz, 2021). This approach does not benefit from the many technological tools that help learners improve their listening and speaking abilities. Furthermore, this approach lacks real-world listening and speaking exercises that would enable learners to fully utilise technology for language learning. Given the evidence, it is clear that teachers should employ both conventional and contemporary teaching methods to help learners improve these skills because they are all advantageous.

2.10. INTEGRATING TECHNOLOGY WHEN TEACHING ENGLISH FIRST ADDITIONAL LANGUAGE

With technology's rapid advancement, incorporating it into English classes can be advantageous for both teachers and learners. According to Tawffeek (2021), there are many resources available in technology that give teachers the tools they need to help learners improve these skills. For the reason that they expose learners to real-world communication, these resources give them more options than traditional educational materials.

Technology has both positive and negative challenges because it can challenge learners and improve these skills (Megat Abdul Rahim, Idris, Abdul Rahman, Ya Shaq and Nasir, 2021). Despite the fact that the use of technology in the English classroom is highly recommended, some learners still find it difficult to use and still prefer to use a traditional method of learning where teachers use a textbook in a face-to-face classroom (Erlangga, 2022).

Online multimedia resources give learners access to real-world listening materials that help improve these skills (Cardenas, 2023). Depending on the comprehension level of the learners, teachers can choose from a wide variety of themes on YouTube, TED Talks, and other online multimedia resources that are specifically made for language development. Therefore, in order to improve language learning, a teacher should make use of these tools in the English classroom. Additionally, Pratama, Arifin, and Widianingsih (2020) confirm that YouTube is more than just a place for users to post videos and receive comments. It can also foster creativity in learners and be used by teachers to improve their learners' speaking and listening abilities.

Additionally, because they provide interactive exercises and listening activities, language learning applications like Rosetta Stone, Duolingo, and Babbel can be used by teachers (Mohamed & Al-Jadaan, 2024). Due to their speech recognition capabilities, these applications can aid learners in honing their speaking and pronunciation skills when used appropriately. Teachers must therefore effectively utilise these apps to improve learners' listening and speaking skills.

To help learners improve these skills, English teachers can also record audio and video clips of native speakers (Mahdi, 2022). Learners should be encouraged to listen carefully to the recordings and respond to questions based on them. By using the digital recording effectively, it is possible to draw the conclusion that learners' language skills will improve as a result of the conversations they have after listening to the recordings.

In addition, teachers should use video conferencing tools like Skype and Zoom to facilitate speaking practice sessions (Gruber, 2021). By using these virtual communication tools, learners can engage in debates or presentations in which they can communicate in English. Based on the evidence, learners can engage in real-time conversations with their teachers.

Introducing learners to diverse cultures through online language exchange platforms is also essential (Hagley, 2020). To facilitate authentic language practice, a teacher must use these platforms to link learners with English speakers from a variety of nations. To take advantage of cultural exchange, learners must be connected through email, video calls, and messaging apps.

Furthermore, platforms such as Spotify, Apple Podcasts, and others can improve listening and speaking skills because they offer a wider variety of languages to choose from. Podcasts and audio books come in a variety of genres that may be of interest to learners and correspond with their level of language proficiency (Saeedakhtar, Haqju & Rouhi, 2021). Therefore, to improve speaking and listening development, learners should be encouraged to actively listen to these platforms and consider the content.

Yeh, Chang, Chen and Heng (2021) consider podcasts to be an effective tool for improving the speaking and listening abilities of learners in Indonesia because they provide authentic materials and let learners learn independently, which boosts their confidence in the language. The researchers also suggest that Indonesian English teachers pay attention to the Technological Pedagogical Content Knowledge framework for the successful use of podcasts in the English classroom.

When teaching listening and speaking skills, speech recognition software like Google Docs Voice Typing and Microsoft Dictate must be used since they let learners practise speaking English on their own. If utilized properly, these technologies can help learners improve their speaking abilities since they provide instant feedback on tone, pronunciation, and fluency (Shahini & Shahamirian, 2021).

To conclude this study, English teachers should encourage learners to use existing platforms such as Moodle and Google Classroom to listen, respond, and interact with their peers in order to improve these skills. Similarly, online discussion forums can be used in the classroom by giving learners tasks that can help them improve these skills (Sari, 2020).

In the same vein, a smartphone is now the most widely used tool worldwide due to the advancement of technology. Instagram is one of the social media platforms that many people enjoy using because it has so many tools and applications. English teachers can also benefit from it because it contains a wealth of material that people

can share. Instagram users post English-language captions for their photos and videos, and some create instructional films in the same language (Agustin & Ayu, 2021). Teachers can therefore urge learners to utilize it to view English-language films and read captions, which would help them understand English more readily and expand their vocabulary.

While making lessons more visually appealing and enabling learners to picture themselves in a real-life conversation, teachers can use interactive presentations and activities to help learners improve these skills (Altun & Khurshid, 2021). When used properly, technology can draw learners' attention and facilitate effective communication when teaching English. Nevertheless, English teachers must choose digital tools and resources that best meet learners' competence levels and learning outcomes. Furthermore, teachers must aid learners and guide them to use technology successfully for language learning acquisition.

2.11. THEORETICAL FRAMEWORK

This study used two Communicative Competence theories to justify major arguments. The theories are the Language Acquisition Device (Chomsky, 1965) and the Ethnography of Communication (Hymes, 1966).

2.11.1. Language Acquisition Device

As per Chomsky's theory, all individuals possess an innate capacity to learn any language, which is known as a Language Acquisition Device (Chomsky, 1965). He also maintains that the development of language is instinctive. Chomsky (1965) asserts that every child possesses a Language Acquisition Device, a brain structure that enables rapid acquisition of language rules and the major skills required for language learning, with a particular emphasis on grammar transmission. Learning grammar thus becomes the most important aspect of language development.

This theory directs this study because teachers must realize that teaching learners' grammar norms is the first step in improving their speaking and listening abilities. As a result, learners would be able to create error-free, cohesive sentences, which would improve their ability to communicate. In doing so, learners would use the grammatical rules encoded from the Language Acquisition Device to construct sentences.

2.11.2. Ethnography of Communication

In contrast to Chomsky's theory of innate linguistic competence, Hymes contends that a person must understand the communicative aspects of the language, as well as how and when to use the utterances, taking into account the culture and social context in which they live (Hymes, 1966).

By proving this, Hymes developed the four components of communicative competence: linguistic, discourse, sociolinguistic, and strategic competence. Hymes (1966) asserts that language and culture are intertwined and cannot be separated, and that teachers must consider the cultures and environments of their learners when teaching listening and speaking skills, because these factors also affect how they acquire the language.

Hymes clarifies that learning English involves more than just knowing grammar rules: it also involves understanding sentences. To improve learners' speaking and listening abilities, teachers must teach both grammar and vocabulary. They must also keep in mind that competence is attained when one knows when to speak, when not to, what to talk about, with whom, where, and how. In other words, teachers need to teach learners how to use English appropriately in addition to accurately. Additionally, teachers need to establish a supportive atmosphere that encourages learners to approach language acquisition positively.

2.12. SUMMARY OF THE CHAPTER

This chapter covered policy pertaining the teaching of listening and speaking skills, reviewed the views of other researchers on the experiences of teachers in other countries in as far as the teaching of listening and speaking skills is concerned. Moreover, it emphasized the significance of teaching English in a classroom setting that fosters positive interactions between teachers and learners in order to develop these skills. Additionally, the effects of teachers' and learners' attitudes towards developing communicative competence skills were outlined because they always set the tone for effective teaching and learning.

The researcher also looked at the exercises that English teachers employ to help learners improve their speaking and listening abilities. The techniques teachers employ to help learners improve their speaking and listening abilities were also examined in the literature review. The researcher also discussed about how teachers

use technology in English First Additional language schools, as technology always improves teaching and learning methods. The two theorists, Hymes (1966) and Chomsky (1965) were consulted, and the theoretical framework was also examined.

CHAPTER THREE

METHODOLOGY

3.1. INTRODUCTION

The process that is being organized to carry out research is referred to as research methodology (Syed & McLean, 2023). Although there are numerous approaches used in various forms of research, the term "research methodology" primarily refers to the research design that the researcher would employ in the study, as well as the

methods for collecting and analyzing data. Since the main goal of the research is to inform, it is important to comprehend why it was carried out by examining the research problem, the hypothesis, the data collection, the methods used, and the data analysis techniques (Remler & Van Ryzin, 2021). Research methodology provides a precise understanding of why the researcher conducted a study.

Subsequently, the researcher can arrange their research at the appropriate time with the use of research methods (Kumari, Lavanya, Vidhya, Premila & Lawrence, 2023). The researcher can create sound plans and map out the research work to make it relevant by using research methods. Furthermore, the research methodology facilitates an investigator's active engagement with the field of inquiry.

When conducting qualitative research, the researcher would rely on his personal observations and situational descriptions (Fuster Guillen, 2019). To put it another way, the researcher would not be able to employ his personal thoughts and experiences in quantitative study (Akyıldız & Ahmed, 2021). Nonetheless, a mixed research methodology combines qualitative and quantitative methods, providing a greater chance to accurately confirm study findings (Timans, Wouters, & Heilbron, 2019). The primary goal of qualitative research is to understand the meaning of a particular thing, comprehend the feelings of an individual, and be able to describe the situation. It primarily uses words and applies reasoning, lacking quantitative data and descriptive skills (Dahlberg & Dahlberg, 2019). Instead, qualitative research focuses on the quality of qualitative phenomena.

To engage with the chosen participants, a qualitative researcher should visit their environments to conduct research and gather data in person (Adeyemi, 2008). Additionally, the goal was to learn how people interpret their experiences and whether they can make sense of their current situation within their social environment. A methodical approach is necessary for qualitative research, as well as quantitative research in order to guarantee rigour and high-quality data.

A qualitative researcher must proceed with care and follow a systematic and thoughtful process (Opie, 2019). It is essential to clearly define the research problem and to collect, analyse, interpret, and explain data in a structured manner. This study employed a qualitative approach, which is well-suited for gaining in-depth insights from a small, purposefully selected group. While this approach allows for a rich

understanding of the participants' experiences and perspectives, the limited number of teacher participants is acknowledged as a constraint. The small sample size may limit the generalizability of the findings, but it provides valuable, context-specific insights into the challenges and practices of EFAL instruction in rural schools.

This study, however, was centred on the qualitative research approach because it was an educational study, and the researcher employed qualitative design to give this study better tools to address research issues and fill in blind spots of existing studies and practices. The qualitative research methodology was chosen by the researcher in order to comprehend events that are viewed in the context of the setting.

In addition, the researcher encouraged the participants to share their thoughts, ideas, and other behaviors. This was one way that the participants might communicate with the researcher and teach them about their life. Instead of being viewed as distinct variables, the experience was viewed as a totality by the researcher. Yet, by being deeply involved in the phenomenon, the researcher was able to obtain an insider's perspective.

3.2. RESEARCH DESIGN

A research design is a strategy that outlines a process that the researcher should follow in order to properly answer questions (Asenahabi, 2019). A research design aids in determining the kind of analysis that should be used to obtain the intended results (Tomaszewski, Zarestky & Gonzalez, 2020). Study questions would not receive the expected answers if the researcher is unable to select an acceptable study design. Nevertheless, if the researcher selects the most effective research design, the research questions would receive meaningful responses (Asenahabi, 2019).

Moreover, research design aids in the efficient handling of a research topic. One must select suitable methodologies and procedures that would help in the logical combination of different research components (Bloomfield & Fisher, 2019). Pertaining this, the researcher is also provided with instructions on how to do research by the study design (Mulisa, 2022). According to Li and Zhang (2022), the researcher can also use a research design to create a plan for how research should be carried out.

Taking this description of a research design into consideration, it should be mentioned that qualitative researchers tend to use the interpretive paradigm. This was influenced by constructivist theory, which firmly holds that knowledge is based on individual differences in a given environment (William, 2024). This merely indicates that the qualitative method considers people's opinions. By considering people's perspectives, the researcher can gain a thorough understanding of a given topic. Furthermore, the qualitative method inhibits participants from inventing study findings and encourages them to use their own words, which produces a reliable result (DeJonckheere & Vaughn, 2019).

With a qualitative technique, the researcher can benefit from participant perspectives to produce rich, thick, and thorough descriptions. Having a natural setting as a direct source of data is beneficial for qualitative researchers because their primary focus is on real-world circumstances (Lofland, Snow, Anderson & Lofland, 2022). Therefore, it is best for researchers to be involved in the daily activities, so that they may observe every minute of the scenario and record every detail of the participants' answers.

When interacting with participants, the researcher can more easily interpret and deduce meanings from their responses because their body language, facial expressions, feelings, emotions, and attitudes provide a true picture of social reality (Zwicker, Nohlen, Dalege, Gruter & van Harreveld, 2020). Because it permits situational interpretations and gives knowledge relevant meanings through its communication form, the researcher ultimately decided on the interpretive paradigm. The researcher can also learn about people's cultures and comprehend their beliefs, values, and social behaviour by using a qualitative technique (Tomaszewski, Zarestky, & Gonzalez, 2020).

To better comprehend the experiences teachers, have when teaching learners in speaking and listening in English as a First Additional Language (EFAL), an interpretivism paradigm was employed. Dean (2018) asserts that interpretivism views the world through the lens of the individual. The issue of diversity is addressed by interpretivism, which takes into account the many cultures of individuals, situations, and eras in order to create various social realities (Sanchez, Bonache, Paz-Aparicio & Oberty, 2023).

This highlights the significance of this study since it enabled the researcher to pinpoint the obstacles to teaching EFAL. While gathering data, the researcher accommodated the variations of each participant and ensured that they were free to share their opinions without fear of repercussion.

Interpretivism yields high-quality information since it offers rich insights, rather than generalizing the circumstance. The interpretivism paradigm holds that reality is subjective, that everyone has a different perspective, and that all viewpoints should be taken into consideration (Durach, Kembro, & Wieland, 2021). This greatly aided the researcher in gathering data since the researcher recognized that participants were approaching the problem from a personal viewpoint, rather than offering broad opinions.

Given that our perspectives on data vary based on the context, adopting the interpretivism paradigm would make it less probable to generalize the data collected and processed (Kyngäs, 2020). With the interpretivism paradigm, one can gain a thorough understanding of how things differ from one another as argued, as well as comprehend a variety of topics like cross-cultural studies and how specific events came about through the collection and interpretation of qualitative data (Au, 2019). One can describe the situation's reality because the interpretivism paradigm is based on participants' experiences, and the data would also have a high degree of validity. Furthermore, the researcher using the interpretivist paradigm understands that each participant is unique, leading to a unique scenario. As a result, the research setting should be handled differently (Ataro, 2020).

This study's research design was a case study. As defined by Fàbregues and Fetters (2019), a case study is an empirical investigation that looks at a current phenomenon in its actual setting. An additional definition of a case design is research that requires the researcher to conduct a thorough investigation into a person, group, or event to gain a profound understanding of a real-life scenario. The researcher agrees with these researchers because they believe that to gain a deeper understanding of a given phenomenon, extra effort and focus are necessary, rather than combining two different things at once.

In qualitative research, a case study focuses on current issues of real-life experiences and examines a problem in depth by analyzing people's actions,

decisions, and living environments (Tracy, 2019). A case study needs to be small enough for the researcher to interact directly with participants and devise the best plan for gathering thorough data.

One benefit of a case study is that it is flexible and provides a wealth of evidence that allows one to use multiple sources to investigate a single phenomenon, increasing the opportunities for the researcher to gather high-quality information based on realistic opinions. However, the researcher must be a critical analyst and avoid bias when drawing conclusions and analyzing data to ensure the study's confirmability, dependability, transferability, and credibility (Mohajan, 2018).

Nevertheless, the rationale behind the use of a case study is that the experimental data was gathered over several months at the selected schools in Lepelle Circuit, with a focus on Grade 8 and 9 learners at the Senior Phase. The case study research design allowed me to watch the first actions carefully and closely and was helpful in bringing participant interactions and practices in line with the study's main ideas and goals.

3.3. POPULATION

Hong, Pluye, Fàbregues, Bartlett, Boardman Cargo, Dagenais, Gagnon, Griffiths, Nicolau, and O'Cathain (2019) allude that the target population is any group of people who satisfy the predetermined criteria for a study investigation. Researchers should be interested in the features of the target population, which should align with the selected participants from whom they hope to draw conclusions (Willie, 2022). The target group should be sufficient for the researcher to be safe, according to Casteel and Bridier (2021), so that the study cannot include participants who misrepresent the population of interest or represent the needs of the study.

The study focused on teachers and learners in Senior Phase EFAL classrooms within the Lepelle Circuit, Sekhukhune South District, South Africa. The population included all EFAL teachers and learners in Grade 8 and Grade 9 across schools in the circuit.

3.4. SAMPLING

Casteel and Bridier (2021) define sampling as the process of choosing a limited number of individuals to represent a larger population. In order to get precise and

trustworthy information about a certain group, sampling is done in accordance with the goals of the study. Since many researchers lack the time and resources to visit all those locations and conduct the study, sampling becomes an escape mechanism for them (Onyemaobi & Aniah, 2023).

Bhardwaj (2019) lists the benefits and drawbacks of sampling, stating that while sampling gives accurate results, it has the drawback of providing biased information because it does not focus on the entire population. Despite these benefits, Bhardwaj also notes that sampling is considered the best technique to follow with research because it allows the researcher to save time, obtain precise results that are less expensive, and study the participants in a small space and use less equipment because the participants are few.

Wu and Thompson (2020) raise the argument that sampling is not always a simple technique to use when gathering data because it necessitates extensive planning, which can make the researcher's job more difficult when it comes to data analysis. Therefore, before developing a sample, the researcher should carefully plan. Sampling is a crucial step in qualitative research because it helps choose the right population. In this study, a small sample size allowed the researcher to interact with the participants and ask satisfactory questions during the interview sessions, which produced accurate findings. Using the qualitative research method allowed the researcher to ask English First Additional Language teachers about their experiences teaching listening and speaking skills.

3.4.1. Sampling Size

In this study, small participants were chosen from a large population, following the guidelines provided by Okeke and van Wyk (2015). According to Tracy (2019), the researcher selects data that is appropriate for the research questions, goals, and purposes in a purposive manner after identifying the pertinent participants.

Based on their accessibility and willingness to participate, two schools were specifically chosen. The district's typical rural schools were represented by these schools, which offered insights into the difficulties and problems associated with teaching and acquiring listening and speaking skills in EFAL classrooms.

For anonymity, the schools were named School A and B. The sample included both teachers and learners, as detailed below:

³⁵₁₇ **Teachers:** Two EFAL teachers were selected, one from each school. The teachers were chosen based on their experience teaching listening and speaking skills in Senior Phase EFAL classrooms.

³⁵₁₇ **Learners:** A total of 12 learners were selected, six from each school. The learners were further divided into two groups per school: three from Grade 8 and three from Grade 9. Learners were selected based on their performance in EFAL, ensuring a mix of high, average, and low performers to capture a range of experiences and perspectives.

3.4.2. Sampling Criteria

The criteria for selecting participants were as follows:

³⁵₁₇ **Teachers:**

- Must be currently teaching EFAL in the Senior Phase (Grade 8 or 9)
- Must have a minimum of two years' teaching experience in EFAL classrooms.
- Willingness to participate in interviews about their teaching experiences.

The teachers were chosen to provide expert insights into the pedagogical approaches, challenges, and strategies employed in teaching listening and speaking skills.

³⁵₁₇ **Learners:**

- Must be currently enrolled in Grade 8 or Grade 9 EFAL classes.
- Performance in EFAL:
 - High performers: Achieving 70% or above in EFAL.
 - Average performers: Achieving between 50% and 69% in EFAL.
 - Low performers: Achieving below 50% in EFAL.
- Willingness to participate in interviews about their learning experiences.

This stratified approach ensured representation across grades and schools, providing diverse insights into the challenges and experiences of learners in acquiring listening and speaking skills.

3.4.3. Rationale for Sampling Approach

Purposive sampling was judged suitable for this study since it enabled the researcher to focus on particular participants who could offer comprehensive and pertinent data regarding the instruction and acquisition of listening and speaking skills in EFAL courses. A balanced representation of viewpoints was guaranteed by the inclusion of learners from various grade levels and educational schools, and the choice of seasoned teachers offered deep professional insights into the difficulties and methods used in teaching these abilities.

The study was able to produce insightful data that represented the diverse experiences of teachers and learners in fostering communicative competence in EFAL classes within the Lepelle Circuit by concentrating on this sample.

3.5. DATA COLLECTION METHODS

In accordance with Mazhar (2021), who states that data collection is the process of obtaining information to investigate a research problem, the researcher established a cordial rapport with the study participants to learn more about them. Because Berg and Lune (2018) advise about having rules and procedures in place when collecting data, the researcher also developed the rules and procedures that were used in the study. Subsequently, the researcher used observation and interviews as tools to collect data.

3.5.1. Observation

Observation is a technique in which the researcher watches the subject's behaviour until the objectives are satisfied (Baker, 2016). The researcher used observation to gather data by deliberately and closely observing the individuals. The actual events that occurred during the observations were also noted by the researcher.

To see a clear picture of how English teachers present their lessons when teaching learners listening and speaking skills, the researcher conducted non-participatory observation involving case studies within the classroom of English First Additional

Language lesson and used the teacher observation checklist to record all observed events. The observation was semi-structured in nature.

The researcher recorded the events that were observed in order to listen to the teacher's audibility, listen to their fluency, listen to their word-articulation, and determine whether they were making mistakes when delivering the lesson. The researcher also investigated how the teachers prepared their lessons, observed the teaching methods they employed, and observed their interactions with the learners.

3.5.2. Interviews

In qualitative research, interviews serve as the primary means of data generation and collection. To obtain pertinent information, the researcher initiates and participates in a conversation with a participant during an interview (Langley & Meziani, 2020). The researcher and the subject engage in a direct verbal conversation in their regular social contexts.

King, Horrocks, and Brooks (2019) define an interview as a process in which the researcher interacts with participants and poses questions to them in order to obtain their perspective on a specific subject. Using semi-structured in-person interviews as outlined in the Interview Schedule Guide, the researcher conducted interviews with teachers.

Semi-structured in-person interviews were chosen by the researcher because they allow participants to express their opinions in greater detail and incorporate open-ended questions derived from the research topic. Furthermore, because this study is explanatory in character, in-person interviews were selected. Chauke (2021) argues that semi-structured interviews are important in qualitative research because they encourage interaction and provide a flexible framework. Occasionally, prompts were provided to the interviewee to encourage them to continue answering questions when they were having trouble doing so. To get their perspective on the experiences they have when teaching listening and speaking skills, the researcher used a list of questions to interview teachers.

3.5.3. Data Analysis Methods

It is critical to choose pertinent information, arrange it for optimal outcomes, filter it based on appropriateness, and eliminate irrelevant information in order to make

sense of the data gathered from the chosen participants. The primary goal of data analysis is to create a solid and significant theory that addresses the comprehension of the concepts contained in the data gathered (Grodal, Anteby & Holm, 2021).

This means that there must be order in the information collected and the structure must also be developed to give meaning to the data collected for the researcher to analyse it. If this process is followed, the data would be in a suitable form and the researcher would be able to conclude effectively by thoroughly interpreting the data collected.

Since qualitative data must be broken down into digestible chunks, the researcher must be creative in their analysis (Shava, Hleza, Tlou, Shonhiwa & Marathonsi, 2021). Under the direction of Braun, Clarke, Hayfield, and Terry (2019), the researcher employed thematic inductive data analysis to examine information gathered from in-person semi-structured interviews and a non-participatory observation schedule regarding the experiences teachers have when teaching learners in listening and speaking skills. These six steps were taken in the thematic data analysis:

³⁵₁₇ Becoming familiar with the data.

³⁵₁₇ Generating initial codes.

³⁵₁₇ Search for themes.

³⁵₁₇ Review themes.

³⁵₁₇ Define themes.

³⁵₁₇ Writing -up.

Common themes emerged from the research questions and the descriptions of the respondents' experiences. The same theme groups were used to organize the data, and during data analysis, the data was further condensed and explained. The researcher critically examined the audio recordings of the interviews after they had been transcribed and analyzed.

The participants' answers from the semi-structured interviews were verbatim transcribed and examined. In order to interpret the responses from the interview, the researcher carefully reviewed all of the interview transcripts. The relevant remarks

pertaining to the experiences of teachers teaching learners in speaking and listening in English as a First Additional Language were chosen.

In order to make a more tangible study of the experiences of the participants when teaching listening and speaking skills, the researcher first picked the pertinent data from the research questions, then compared the data, looking for similarities and contrasts.

3.6. QUALITY CRITERIA

3.6.1. Credibility

The researcher used all of the essential components of qualitative research to achieve credibility, following Korstjens and Albine's (2018) guidelines. To ensure rigour and transparency, every tool utilized in the research, including methodology, data collection procedures, and data analysis techniques are thoroughly described. To increase credibility, data was verified and corroborated from various sources. As Moen and Middelthon (2016) attest, the researcher also shared the results with the participants, so that they could contest or validate the study and offer their perspectives. All these were fruitful to the study as the participants' feedback contributed towards the study.

Wood, Sebar, and Vecchio (2020) assert that in qualitative research, credibility is centred on the veracity of the study findings. The outcomes must be accurate and represent the actual state of the phenomenon under investigation. There must be credibility in the qualitative research findings. This led the researcher to establish a cordial rapport with the participants to better understand them, as well as to ensure that the research findings' processes and context are accurate and comprehensive. The researcher also applied the inclusion principle when analyzing the study's results.

The most crucial action the researcher took to ensure credibility and improve the overall caliber and efficacy of the study was to meet face-to-face participants prior to data collection in order to establish rapport and trust. By introducing herself and outlining the goal and importance of the study, the researcher was able to build a personal connection at this phase.

3.6.2. Transferability

Transferability is the ability to apply the results and conclusions to different situations in order to evaluate their worth (Wang & Global, 2021). To improve transferability in qualitative research, the researcher used the thick description technique to provide rich, thorough descriptions of the research situation. With this method, readers are aware of the information gathered and examined, and they may evaluate the findings' suitability for their own situations.

The researcher must possess transferability to apply the interpretation to other comparable circumstances. In addition to describing the study efforts, the researcher must avoid generalization and provide a detailed account of the assumptions.

3.6.3. Dependability

A reflective journal of all the agreements and decisions made during the research process was kept safe to establish trustworthiness. The same method used for credibility was also used for dependability, which Madondo (2021) defines as how the research's findings and procedures are dependable, consistent, and stable.

Dependability in qualitative research refers to the requirement that other researchers who conduct research on a related topic must evaluate the data using the same interpretation. As a result, the researcher made sure to record the research activities and the findings that were reached throughout the data collection process. The documentations were reviewed to examine the accuracy of the data.

3.6.4. Confirmability

The term "confirmability" refers to the process by which other researchers evaluate the quality and rigour of qualitative research (Trochim, Donnelly, & Arora, 2016). Various data collection techniques, including observation and interviews, were then employed to improve confirmability, which requires that the researcher's interpretations and conclusions of the findings be validated by other researchers and motivates the researcher to work actively on the study.

3.7. SUMMARY OF THE CHAPTER

A description of the research design and methods was provided for the study on teaching listening and speaking skills in the Senior Phase English First Additional Language (EFAL) classes in Lepelle Circuit, Sekhukhune South District. The chapter

outlined the qualitative research methodology, stressing the value of non-participatory classroom observations, interviews, and thematic analysis in obtaining detailed information about the difficulties encountered by teachers and learners. In order to guarantee a thorough and representative comprehension of the problem, it also emphasized the selection criteria used to choose participants from two schools, School A and School B.

The chapter went into additional detail about the procedures for gathering data, conducting interviews, and using an observation checklist to evaluate different facets of classroom dynamics, instructional strategies, and learner participation. In order to protect participant confidentiality and the voluntary nature of their participation in the study, ethical considerations were also taken into account. The methodology was created in accordance with the goals of the study, offering a precise framework for examining the teaching and learning of listening and speaking skills, as well as spotting any possible weaknesses in the instructional process.

To sum up, the approach described in this chapter provided a strong basis for analyzing the difficulties teachers and learners have when teaching listening and speaking skills. Following a thorough discussion based on the responses' thematic analysis, the results of the data collection would be presented in the following chapter.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1. INTRODUCTION

The information gathered during the research study on teachers' experiences teaching listening and speaking skills in the Senior Phase English First Additional Language (EFAL) classes in the Lepelle Circuit, Sekhukhune South District, is presented, examined, and interpreted in this chapter. Based on the study objectives, the analysis aims to pinpoint important themes that surfaced from teacher and student interviews and EFAL classroom observations.

The study involved two schools, School A and School B, with data gathered from 12 learners (6 from each school, consisting of 3 Grade 8 and 3 Grade 9 learners) and 2 teachers (one from each school). The data was analyzed using thematic analysis, which enabled the identification of recurring themes and patterns related to the teaching and learning of listening and speaking skills.

Chapter 4 explores the gathered data, showcasing it thematically to emphasize the difficulties, experiences, and methods used by teachers and learners to teach and learn listening and speaking skills. The chapter also incorporates visual aids like tables to support the thematic analysis and guarantee data presentation clarity.

4.2. DATA MANAGEMENT AND ANALYSIS

To guarantee accuracy and reliability, the management and analysis of the data gathered for this study was done in a methodical manner. Semi-structured interviews with teachers and learners, as well as non-participatory classroom observations were used to collect data. To give a thorough grasp of how listening and speaking skills are taught and learned in Senior Phase EFAL classes, these data sources were meticulously arranged and examined.

4.2.1. Data Management

Initial steps involved verbatim transcription of the data from the audio recordings of the interviews and a systematic compilation of the observation notes. Every note and

transcript were examined for accuracy and completeness. All electronic files were password-protected and participant confidentiality was maintained by using pseudonyms. Transcripts and hard copies of the notes were stored in a locked cabinet to protect private data.

4.2.2. Data Analysis

A thematic analysis methodology was applied to analyse the qualitative data. This method involves discovering patterns and recurrent themes that answered the study questions. The following steps guided the analytic process:

³⁵₁₇ **Familiarization with Data:** To fully comprehend the data, the researcher went over the transcripts and observation notes several times.

³⁵₁₇ **Coding:** In order to capture significant aspects of the data, key phrases, thoughts, and ideas were recognized and given codes.

³⁵₁₇ **Theme Identification:** To find broad themes about the difficulties, methods, and experiences involved in teaching and mastering listening and speaking skills, codes were categorized.

³⁵₁₇ **Interpretation:** To gain understanding and establish links between the results and the study goals, the themes that were found were subjected to a critical analysis.

³⁵₁₇ **Use of Visual Aids:** To enhance clarity, visual aids such as tables, figures, bar graphs, and pie charts were created to represent the data and highlight key trends and findings.

This thorough and methodical approach made sure that the results in this chapter are reliable and offer insightful information about the experiences of teachers and learners in the teaching and learning of listening and speaking skills.

4.3. PRESENTATION OF OBSERVATION DATA

4.3.1. Teacher 1 (School A):

The first observation was conducted in an EFAL classroom at School A. Teacher 1 demonstrated the following:

³⁵₁₇ **Audibility and Fluency:** Teacher 1's voice was loud and clear across the lesson. Although there were a few little pronunciation errors, the articulation was mostly clear.

³⁵₁₇ **Articulation of Words:** Despite the odd mispronunciation of difficult English terminology, Teacher 1 was able to accurately enunciate the majority of words. For example, the word “participation” was mispronounced as “partucipation.”

³⁵₁₇ **Lesson Planning and Structure:** While Teacher 1's lesson plan was well-structured and included a warm-up listening exercise and group discussions to practise speaking, it did not completely incorporate opportunities for learners to practise their listening comprehension abilities.

³⁵₁₇ **Teaching Techniques:** Group work was done briefly, but lacked sufficient follow-up, and Teacher 1 used teacher-centered tactics, mostly focusing on explanations with little engagement from the learners.

³⁵₁₇ **Teacher-Learner Interaction:** There was little learner involvement and the teacher-learner relationship seemed formal. Perhaps because of the teacher's commanding presence, learners were reluctant to ask questions.

4.3.2. Teacher 2 (School B):

The second observation took place in School B's EFAL classroom. Teacher 2's performance differed significantly:

³⁵₁₇ **Audibility and Fluency:** Although she could be heard, Teacher 2 had trouble with fluency, frequently pausing before finishing sentences, which disrupted the lesson's flow and required learners to repeatedly ask the teacher to repeat directions.

³⁵₁₇ **Articulation of Words:** Teacher 2 made several articulation mistakes. Common words like “environment” were mispronounced as “envaranment,” which may have confused the learners.

³⁵₁₇ **Lesson Planning and Structure:** The listening and speaking exercises were not effectively incorporated into the curriculum, the session lacked defined objectives, and Teacher 2's lesson plan was disorganized and seemed to have been improvised.

³⁵₁₇ **Teaching Techniques:** The teacher made extensive use of rote learning techniques. Learners were instructed to repeat words without fully comprehending what they meant. Learners were not given the chance to participate in listening exercises or meaningful conversations.

³⁵₁₇ **Teacher-Learner Interaction:**

³⁵₁₇ Despite the informal nature of the interaction, the learners seemed disinterested. Several learners exhibited off-task behaviour as a result of the teacher's incapacity to oversee the classroom.

4.3.3. Thematic Analysis

4.3.3.1. Audibility and Fluency

The efficacy of the class was hampered by Teacher 2's hesitancy and lack of fluency, which revealed a gap in professional development and suggested the necessity for specialized fluency training programs for EFAL teachers. Teacher 1 was more audible and fluent than Teacher 2.

4.3.3.2. Articulation of Words

In line with Tambunsaribu and Simatupang (2021), who suggest that teachers who struggle with pronunciation may make it more difficult for learners to learn proper speaking patterns, both teachers showed articulation problems, but Teacher 2's mispronunciations were more frequent. To close this gap, professional development workshops that concentrate on pronunciation and articulation techniques are necessary.

4.3.3.3. Lesson Planning and Structure

Teacher 1 demonstrated better lesson planning skills than Teacher 2, but neither teacher included enough listening comprehension activities in their plans. Bheki and Mthembu (2022) state that effective EFAL instruction necessitates incorporating listening skills into every lesson, so there is a gap in lesson planning where both teachers could profit from structured templates that prioritize listening activities.

4.3.3.4. Teaching Techniques

Both teachers displayed flaws in their methods of instruction. Teacher 2's lecture was primarily rote learning with minimal opportunity for learner participation, whereas Teacher 1's lesson was more teacher-centred. This disparity shows a need for teachers to embrace communicative language teaching (CLT) methods, which Ghafar, Sawalmeh and Mohamedamin (2023) suggest are more successful for teaching listening and speaking abilities.

4.3.3.5. Teacher-Learner Interaction

While Teacher 2's informal approach failed to interest learners, Teacher 1's formal relationship with them inhibited involvement. Buehl (2023) alludes that fostering an engaging learning environment in the classroom is crucial to raising speaking proficiency. Both teachers must implement tactics that encourage candid dialogue and learner involvement.

4.4. PRESENTATION OF TEACHER INTERVIEW DATA

4.4.1. Difficulties in Teaching Listening and Speaking Skills

The first interview question asked teachers:

“What are the main difficulties you encounter when teaching listening and speaking skills?”

4.4.1.1. Teacher 1 (School A) Responses:

³⁵₁₇ **Limited time:** Due to the little time allotted for EFAL sessions, Teacher 1 pointed out that it was challenging to thoroughly teach speaking and listening abilities.

³⁵₁₇ **Learners' lack of confidence:** The fact that many learners lack confidence when speaking English also hinders their ability to participate in speaking exercises, they observed.

³⁵₁₇ **Language background:** The teacher noted that learners' listening comprehension and fluency are impacted by their primarily non-English speaking backgrounds.

4.4.1.2. Teacher 2 (School B) Responses:

³⁵₁₇ **Large class sizes:** Teacher 2 stated that because it is challenging to provide individualized attention in large class sizes, it is challenging to get learners involved in speaking and listening exercises.

³⁵₁₇ **Inadequate resources:** Another difficulty was the absence of technology resources and audio-visual materials, like videos or audio recordings.

³⁵₁₇ **Learners' motivation:** Like Teacher 1, Teacher 2 observed that learners lack the drive and excitement to practise speaking English because they are frequently afraid of making a mistake.

4.4.1.3. Thematic Analysis

Teachers from both schools emphasized issues with learners' fear of speaking and their lack of exposure to English. These difficulties are made worse by big class sizes and a lack of instructional resources. The teacher at School A concentrated more on learner-related concerns, including speech anxiety, while the teacher at School B highlighted the scarcity of resources and the challenge of teaching big classrooms. Both teacher groups find it difficult to establish a setting where learners may practise speaking and listening purposefully. According to earlier studies, learner fear and a lack of resources are obstacles to successful language instruction (Richards, 2022).

Through thematic analysis, the following themes emerged from the teachers' responses:

³⁵₁₇ **Time constraints:** In line with research by Öztürk and Çakıroğlu (2021), who contend that time management in language classrooms is essential to skill development, both teachers brought up time-related issues, but Teacher 1 was more concerned with the lack of classroom time to adequately participate in speaking and listening exercises.

³⁵₁₇ **Learner confidence and motivation:** One important element that emerged in both interviews was the lack of motivation and confidence among learners. This supports the findings of Amoah and Yeboah (2021), who found that learner affective factors—such as motivation, anxiety, and confidence—are crucial for language acquisition, particularly speaking.

³⁵₁₇ **Classroom size and resources:** A larger systemic problem that requires attention is shown by Teacher 2's worries about big class numbers and a lack of resources. Marzulina, Harto, Erlina, Holandyah, Desvitasari, Arnilawati, Fridiyanto, and Mukminin's (2021) research highlights that crowded classrooms hinder teachers' capacity to offer tailored support, which is essential for the growth of speaking and listening abilities.

4.4.2. Assessing Learner Progress in Listening and Speaking Skills

The second interview question asked:

“How do you assess the progress of learners in listening and speaking skills?”

4.4.2.1. Teacher 1 (School A) Responses:

³⁵₁₇ **Oral assessments:** Teacher 1 uses regular oral assessments, including individual and group presentations, to evaluate learners' speaking skills.

³⁵₁₇ **Listening comprehension exercises:** Listening assessments include comprehension tasks based on recorded audio materials, although these are limited by the lack of resources.

³⁵₁₇ **Peer evaluation:** Teacher 1 encourages peer evaluations during group activities to help learners reflect on each other's performance.

4.4.2.2. Teacher 2 (School B) Responses:

³⁵₁₇ **Classroom discussions:** Teacher 2 focuses on informal assessment through classroom discussions and debates, assessing learners' participation and ability to express ideas.

³⁵₁₇ **Observation:** They also use observation during activities to assess learners' listening and speaking progress, noting their confidence and language use.

³⁵₁₇ **Standardized tests:** Listening skills are tested through formal written comprehension tests due to the absence of digital resources for oral tasks.

4.4.2.3. Thematic Analysis

To determine how well learners are speaking and listening, both schools use a combination of official and informal examinations. School A employs more formal activities like presentations and comprehension tests, whereas School B uses more casual approaches like peer evaluations and class discussions. The efficacy of these approaches was questioned by teachers from both schools, especially in large courses where it is challenging to properly evaluate every student. Learner fear also remains a barrier because many shy learners avoid engagement, which makes it difficult to assess their actual development. Traditional assessments may not adequately capture learners' communication skills in diverse classrooms, according

to other studies' findings (Marzulina, Harto, Erlina, Holandyah, Desvitasari, Arnilawati, Fridiyanto & Mukminin, 2021).

Through thematic analysis, the following themes emerged regarding assessment practices:

4.4.2.3.1. Diverse assessment strategies

Both teachers evaluate speaking abilities using a range of techniques, although Teacher 2 depends more on classroom observations and talks and Teacher 1 uses more rigorous oral examinations. According to Byram (2020), this diversity illustrates the necessity of both formal and informal assessment techniques in the development of communicative competence.

4.4.2.3.2. Resource limitations

The lack of resources, particularly for listening activities, that both teachers mentioned hinders their ability to evaluate learners' listening skills effectively, indicates a systemic gap that should be filled by providing more technological resources in schools, as suggested by Shadieff and Yang (2020).

4.4.3. Challenges in Teaching Listening and Speaking Skills in Diverse Classrooms

The third interview question asked teachers, "**What aspects of teaching listening and speaking skills do you find most challenging in a diverse classroom?**"

Teachers from both schools highlighted the following key challenges:

³⁵₁₇ **Language proficiency diversity:** Both teachers underlined that teaching listening and speaking skills is made extremely difficult by learners' differing degrees of English competence.

³⁵₁₇ **Cultural and linguistic backgrounds:** Teachers pointed out that learners come from a variety of linguistic and cultural backgrounds, which makes it challenging to create engaging and relevant teaching materials for every student.

³⁵₁₇ **Limited resources:** One educator stated that their capacity to offer a variety of listening experiences is hampered by their lack of audio-visual materials to assist listening exercises.

4.4.3.1. Teacher 1 (School A) Responses:

“Because each student has a different degree of English proficiency, I find it very challenging to engage them all. While some learners have trouble understanding simple concepts, others are nearly fluent. It is quite difficult to locate resources that can meet all of their needs.”

4.4.3.2. Teacher 2 (School B) Responses:

“When learners speak different home languages in a classroom, it can be challenging to find texts or examples that speak to all of them. Some learners feel alienated when the listening exercises or examples are culturally unfamiliar, and there aren't enough resources to support learners with lower proficiency levels.”

4.4.4. Difficulties Observed Among Learners in Listening Tasks

The fourth interview question asked teachers, “What difficulties do you observe learners facing when it comes to listening tasks?”

The following challenges were commonly observed by both teachers:

³⁵₁₇ **Poor listening comprehension:** Teachers have observed that a lot of learners have trouble understanding what they are hearing, particularly when they are listening to English spoken with an accent that is distinct from their own.

³⁵₁₇ **Lack of focus and attention:** Teachers have noticed that learners frequently become distracted when performing listening exercises, which results in sub-par spoken English comprehension.

³⁵₁₇ **Limited vocabulary:** Teachers claim that many learners struggle to follow directions or comprehend spoken English specifics because they lack the vocabulary needed to properly comprehend the listening task topic.

4.4.4.1. Teacher 1 (School A) Responses:

“When we are given listening tasks, a lot of my learners appear to lose concentration. They have trouble following longer audio recordings, particularly when the speaker's accent is different. Their levels of comprehension sharply decline.”

4.4.4.2. Teacher 2 (School B) Responses:

“I've observed that learners frequently lose track of crucial information in listening assignments because they lack the vocabulary necessary to comprehend every word being said, feel upset midway through, and get lost.”

4.4.4.3. Thematic Analysis

Learners from different linguistic and cultural backgrounds present difficulties for both schools. The teacher from School A highlighted how participation in speaking and listening exercises is impacted by cultural factors and a broad variety of English skill levels. The teacher from School B, however, emphasized that the two main issues were unequal participation in group activities and language interference. These results highlight the need for instruction that is differentiated based on the different levels of proficiency of the learners. Moreover, cultural sensitivity should be integrated into the curriculum to encourage broader participation, as supported by literature on teaching in multicultural classrooms (Markey, O'Brien, Kouta, Okantey & O'Donnell, 2021).

4.4.4.3.1. Language Proficiency Diversity

Both teachers agree that the primary obstacle is the wide range of language skill levels among their learners. This is consistent with research by Harju-Autti and Sinkkonen (2020), which highlights that teaching language in diverse classes is more challenging, since learners need varying degrees of assistance. This gap might be closed with the use of a communicative strategy, which encourages contact between learners of various skill levels. According to Vygotsky's social learning theory, teachers can promote peer support and improve learning through social interaction by pairing high-proficiency learners with lower-proficiency learners.

4.4.4.3.2. Cultural and Linguistic Backgrounds

Selecting instructional resources can be challenging because learners come from a variety of linguistic and cultural backgrounds, according to one educator. According to Alam and Mohanty (2023), this problem highlights the necessity for culturally inclusive resources that can interest learners from various backgrounds. Making the courses more accessible and interesting for learners can be achieved by including a range of culturally relevant examples in listening exercises.

4.4.4.3.3. Poor Listening Comprehension and Focus

Both teachers noted that learners had trouble focusing during tasks and understanding what they are hearing. Active listening strategies and shorter, more frequent listening exercises that progressively increase in difficulty can help enhance sustained focus and understanding in listening tasks (Nushi & Orouji, 2020). Additionally, teachers would need to provide learners with more organized instructions on how to concentrate on important aspects when completing listening assignments.

4.4.4.3.4. Limited Vocabulary

One teacher pointed out that learners' poor vocabulary indicates a lack of vocabulary-building exercises in the classroom. To assist learners to comprehend the material more fully, Newton and Nation (2020) recommend including vocabulary development into speaking and listening exercises. Activities that facilitate vocabulary acquisition include employing visual aids or pre-teaching vocabulary prior to listening exercises.

4.4.5. Challenges in Finding Suitable Listening Materials

The fifth interview question asked teachers, "What challenges do you face in finding suitable listening materials that meet your learners' needs?"

4.4.5.1. Teacher 1 (School A) Responses:

One of the main obstacles, according to Teacher 1, is the scarcity of real listening resources that match the skill levels of the learners. The majority of the materials offered, she noted, are either too basic or too hard for the learners to understand, which prevents them from being properly engaged.

"We have out-of-date listening resources that are inappropriate for learners who are having trouble with basic understanding. Content that is both at their level and captivating enough to keep their interest is difficult to come by."

4.4.5.2. Teacher 2 (School B) Responses:

Teacher 2 highlighted the issue of context. She noted that many of the available materials are culturally irrelevant, which makes it difficult for learners to relate to the content.

“A lot of the listening exercises are based on Western contexts, which makes it difficult for learners to relate or understand. They need content that reflects their own lives and experiences.”

4.4.5.3. Thematic Analysis

Teachers from both schools’ report difficulties in sourcing appropriate listening materials that meet the learners’ linguistic and cultural needs. The lack of contextually relevant and level-appropriate materials poses a significant barrier to effective listening instruction. Teacher from School A expressed concerns about the mismatch between the materials and the learner’s lived experiences, while teacher from School B focus on the limited availability of engaging and curriculum-aligned resources. These challenges are consistent with research highlighting the scarcity of locally relevant EFAL materials in South African classrooms (Pretorius & Murray, 2023). This suggests a need for the development of more culturally responsive and pedagogically sound listening resources.

4.4.5.3.1. Challenges in Finding Suitable Listening Materials

Two major themes emerged from the thematic analysis of teacher responses: the dearth of culturally relevant content and the challenge of locating level-appropriate materials. The fact that Teacher 1 had trouble locating resources that matched the learners’ skill levels is consistent with Fitria’s (2022) conclusion that in order to promote language development, listening materials need to be both easily accessible and suitably difficult. Teacher 2’s concern about the cultural relevance of materials points to a broader issue of using contextually appropriate resources in EFAL classrooms, as highlighted by Mzimela (2022).

These results point to a substantial lack of contextually and level-appropriate materials for EFAL learners, which should be filled by publishers and teachers working together to provide more learner-friendly and locally relevant listening materials.

4.4.6. Strategies for Keeping Learners Engaged During Listening Activities

The sixth interview question asked, “What strategies do you use to keep learners engaged during listening activities?”

4.4.6.1. Teacher 1 (School A) Responses:

Teacher 1 uses visual aids and interactive exercises to enhance the listening content. She believes that integrating hearing with visual elements, such as photos or videos, helps learners create connections between what they hear and see.

"I normally use visual aids and occasionally role-play situations to keep learners interested. To help learners stay focused, I also make sure to stop and pose questions during the exercise.

4.4.6.2. Teacher 2 (School B) Responses:

Following listening exercises, Teacher 2 prefers to use group discussions and peer collaboration. She clarified that group conversations enable learners to clear up any ambiguities and make them feel more at ease discussing what they have heard.

"Group conversations are quite effective. Following a listening exercise, I ask them to speak in small groups or couples. It allows them to clarify whatever they didn't understand and aids in their processing of the material."

4.4.6.3. Thematic Analysis

During listening exercises, teachers from both School A and School B used a range of techniques to maintain learners' interest. Teachers from School B place more emphasis on peer interaction and contextual relevance, while those from School A emphasize the use of multimedia tools and segmenting activities into manageable chunks. These tactics are in line with the communicative approach to teaching languages, which encourages the use of interactive exercises and real-world resources to improve language proficiency (Toro, Camacho-Minuche, Pinza-Tapia, & Paredes, 2019). By introducing well-known material and promoting group projects, teachers want to lessen cognitive load and boost learners' enthusiasm and concentration.

Two primary approaches were identified from the analysis of the teachers' engagement strategies: Teacher 1's use of multimedia and interactive elements and Teacher 2's use of peer collaboration through group discussions. Teacher 1's use of visuals and interactive activities supports Hiver, Al-Hoorie, Vitta, and Wu's (2024) findings that social interaction in language learning promotes deeper understanding and greater participation, while Teacher 2's use of peer collaboration supports Li's

(2020) suggestion that multi-modal approaches can enhance listening comprehension by giving learners additional context (Campoy-Cubillo, 2019).

Although both approaches are useful, there is potential for improvement in their use; for instance, integrating both approaches—visual aids and group discussions—could improve learners' listening comprehension and engagement.

4.4.7. Challenges Teachers Face When Encouraging Learners to Speak in Class

The seventh interview question asked teachers, *“What are the main challenges you face when encouraging learners to speak in class?”*

4.4.7.1. Teacher 1 (School A) Responses:

³⁵₁₇ **Reluctance to speak:** "A lot of learners are hesitant to talk because they believe their English is inadequate. They fear that their peers will make fun of them."

³⁵₁₇ **Large class sizes:** "The size of the class makes it difficult to give each learner an opportunity to speak."

³⁵₁₇ **Limited time for oral practice:** "We are often pressured to cover the syllabus, leaving little time for speaking activities."

4.4.7.2. Teacher 2 (School B) Response:

³⁵₁₇ **Cultural factors:** "In our rural context, learners tend to be shy or reserved, especially girls, which makes it hard to engage them in speaking activities."

³⁵₁₇ **Lack of confidence:** "Most of the learners lack confidence in their speaking abilities, and they prefer to remain silent rather than risk making mistakes."

4.4.7.3. Thematic Analysis

Teachers from both School A and School B implement tactics targeted at addressing faults in a way that does not discourage pupils. The tactics include rephrasing, giving positive feedback, and providing correction after the speaking task, rather than during. This shows that the emotive aspects of language learning are understood, as harsh or direct corrections might make learners anxious and less inclined to participate. To help learners stay confident while developing their language abilities, teachers stress the value of striking a balance between encouragement and punishment. The concepts of communicative language education, which support

prioritizing communication over correctness in the early phases of learning, are in line with these tactics (Qasserras, 2023).

4.4.7.3.1. Challenges in Encouraging Learners to Speak

Learners' insecurity and fear of making mistakes are the main issues mentioned by teachers from both schools. This supports research on second language acquisition that shows that speaking in front of people, particularly in formal situations, frequently causes anxiety in learners (Grieve, Woodley, Hunt, & McKay, 2021). Teachers' tactics, like group projects and casual speaking exercises, appear to help with these problems to some extent, although learners' reluctance to talk still exists. This suggests that more work has to be done to offer practice chances in a relaxed setting and to boost learners' confidence.

4.4.7.3.2. Three Main Themes from the Teachers' Responses:

³⁵₁₇ **Learners' reluctance to speak:** In line with Adamson's (2024) assertion that fear of negative judgement in peer groups is a major obstacle to speaking in a second language, both teachers reported that many learners are reluctant to speak frequently because they are afraid of making mistakes or being ridiculed by their peers.

³⁵₁₇ **Classroom environment:** Teacher 1 emphasized the problem of big class sizes and little time for speaking exercises, which Singh (2024) has identified as a structural impediment to successful language instruction, particularly in schools with little funding. Teacher 2 highlighted cultural factors, implying those certain learners—particularly women—are socialized to keep quiet in classrooms with mixed genders. This supports the findings of Aouidat and Antouri's (2020) study on gender and language acquisition in rural areas.

³⁵₁₇ **Lack of confidence:** In keeping with Lee and Hsieh's (2019) work on language anxiety, which highlights the importance of confidence in learners' willingness to communicate, Teacher 2 noted that learners' lack of confidence keeps them from engaging in speaking activities.

4.4.8. Handling Learners' Fear or Anxiety About Speaking English First Additional Language

The eighth interview question asked teachers, *“How do you handle learners' fear or anxiety about speaking in English First Additional Language?”*

4.4.8.1. Teacher 1 (School A) Responses:

³⁵₁₇ **Positive reinforcement:** "I try to encourage them by giving positive feedback whenever they attempt to speak, even if they make mistakes."

³⁵₁₇ **Group work:** "I use group discussions and pair work to create a less intimidating environment for learners to practice speaking."

4.4.8.2. Teacher 2 (School B) Responses:

³⁵₁₇ **Creating a safe space:** "I focus on creating a classroom where mistakes are seen as part of learning. I also make sure learners understand that it's okay to make mistakes."

³⁵₁₇ **Peer support:** "I assign confident learners to mentor those who struggle with speaking. It helps to create a supportive learning environment."

4.4.8.3. Thematic Analysis

In EFAL classrooms, striking a balance between accuracy and fluency is a major issue, according to the teachers' comments from both schools. Teachers at School A point out that by making learners unduly cautious, an excessive emphasis on precision might impede fluency. However, School B teachers stress that learners should be given the opportunity to express themselves freely while also receiving constructive criticism.

This conflict between accuracy and fluency is typical in second language training, where the objective is to support learners in communicating successfully while progressively enhancing their grammatical proficiency (Ilhomovna, 2021). According to the comments, teachers are conscious of the necessity of modifying their approaches based on the competence levels of their learners and the particular objectives of each speaking exercise.

4.4.8.3.1. Addressing Learner Anxiety

Teachers from both schools emphasize the importance of creating a supportive and non-threatening classroom environment to reduce learner anxiety. Their approaches - whether through positive reinforcement, group activities, or engaging tasks - are consistent with research that shows the value of reducing the affective filter in language learning (Bao & Liu, 2021). The findings suggest that addressing learner anxiety is key to increasing their willingness to speak in English. However, the

persistence of fear among learners' points to the need for more sustained confidence-building measures, such as peer support systems or regular low-stakes speaking activities.

4.4.8.3.2. Two Main Themes on How Teachers Handle Learners' Fear or Anxiety:

³⁵₁₇ **Creating a supportive environment:** By fostering a positive learning atmosphere in the classroom, both teachers employ techniques to lessen anxiety. While Teacher 2 concentrates on establishing a safe environment for making mistakes, Teacher 1 employs positive reinforcement. This strategy is in line with research by Hsu and Goldsmith (2021), which emphasizes the value of lowering anxiety by creating an environment where mistakes are accepted as a necessary part of learning.

³⁵₁₇ **Collaborative learning:** Both teachers use cooperative strategies to help learners practise speaking, including group projects (Teacher 1) and peer mentoring (Teacher 2). Panhwar (2023) asserts that simply sharing the speaking burden among group members, collaborative learning can dramatically lower language anxiety.

4.4.9. Difficulties in Getting Learners to Participate in Speaking Activities

The ninth interview question asked teachers, "What difficulties do you encounter in getting learners to participate in speaking activities?" Both teachers shared challenges they face in encouraging learners to actively engage in speaking activities.

4.4.9.1. Teacher 1 (School A) Responses:

The majority of learners are hesitant to communicate in English. They worry that their classmates will make fun of them, especially if they make a mistake. Additionally, learners generally lack confidence when speaking a language, they do not use often outside of the classroom.

4.4.9.2. Teacher 2 (School B) Responses:

"Getting learners to communicate without reluctance is the biggest challenge I have. Many of them feel they lack the words to adequately express themselves and

struggle with terminology. Furthermore, learners are less motivated since they feel more at ease speaking in their own tongues.

4.4.9.3. Thematic Analysis

The data reveals that learners' reluctance to participate in speaking activities stems from a range of issues, including fear of judgment, lack of vocabulary, and disengagement. Teacher from School A highlights learners' fear of embarrassment and peer judgment, which inhibits participation in more formal speaking tasks. Teacher from School B, on the other hand, emphasizes the impact of limited vocabulary and lack of interest in speaking activities.

These challenges suggest that a more learner-centred approach to speaking tasks, where activities are tailored to the learners' linguistic levels and interests, could increase participation. Research supports the idea that learners are more likely to engage in speaking when they feel competent and interested in the task (Azlan, Zakaria & Yunus, 2019).

4.4.9.3.1. Difficulties in Learner Participation

The data shows that a variety of issues, such as disengagement, a restricted vocabulary, and fear of being judged, affect learners' unwillingness to engage in speaking activities. To a certain degree, teachers' methods of encouraging participation—such as employing entertaining, interactive exercises and emphasizing vocabulary growth—work, but the problem still exists. This implies that a more comprehensive strategy that incorporates techniques to increase learner motivation and language proficiency may be required. Beginning with easier, less daunting tasks, teachers could think about adding more varied speaking assignments that accommodate various learner preferences and promote gradual engagement.

4.4.9.3.2. Fear of Making Mistakes and Lack of Confidence

Both teachers determined that the main obstacles to learners' involvement in speaking exercises were their lack of confidence and their fear of making mistakes. Rahmat, Mohandas, Razlan, Arepin, Hassan, and Taib's (2022) results that anxiety and fear of receiving a poor grade frequently prevent language learners from participating orally are consistent with this. Furthermore, the findings of Rahmat,

Mohandas, Razlan, Arepin, Hassan, and Taib (2022) support Teacher 2's observation about vocabulary limitations and the preference for home languages. These authors contend that learners' reliance on their native tongue can impede their ability to develop communicative competence in a second language.

It is necessary to overcome the cultural and psychological barrier of fear of mockery in the classroom, as both teachers have stated it. This indicates a lack of a safe environment for learning where learners can experiment with language use. Additionally, the unwillingness of learners to talk may be attributed to their incapacity to express themselves clearly in English, as Teacher 2's comment on vocabulary restrictions highlights the need for more rigorous vocabulary development exercises within the curriculum.

4.4.10. Correcting Learners' Speaking Errors

The tenth interview question asked, "How do you correct learners' speaking errors without discouraging them?"

4.4.10.1. Teacher 1 (School A) Responses:

"I make an effort to gently correct their mistakes, particularly in group settings. To keep the student from feeling embarrassed, I frequently repeat the statement correctly without pointing out the exact error. I've discovered that encouraging them to try again boosts their self-esteem."

4.4.10.2. Teacher 2 (School B) Responses:

"Typically, I emphasize positive reinforcement. When a student makes a mistake, I first point out what they did correctly before gently pointing them in the direction of the proper form. I steer clear of severe corrections because they might feel embarrassed."

4.4.10.3. Thematic Analysis

Teachers from both School A and School B implement tactics targeted at addressing faults in a way that does not discourage pupils. The tactics include rephrasing, giving positive feedback, and providing correction after the speaking task, rather than during. This demonstrates an awareness of the emotive aspects of language learning, where corrections that are too harsh or direct might make learners anxious and less inclined to participate. Teachers stress the value of striking a balance

between encouragement and punishment to help learners stay confident as they advance their language abilities. According to Bargo and Go (2021), these tactics are in line with the ideas of communicative language education, which support prioritising communication over correctness in the early phases of learning.

4.4.10.3.1. Correcting Speaking Errors

The data reveals that teachers at both schools use strategies that correct learners' errors without discouraging them, such as rephrasing, delayed correction, and positive reinforcement. These strategies align with communicative language teaching approaches, which emphasize student confidence and involvement, and the teachers' strategies show that they understand that while soft correction can enhance learning without decreasing motivation, an excessive focus on errors may hinder fluency.

4.4.10.3.2. Positive Reinforcement and Avoiding Embarrassment

Both teachers emphasized the need of positive reinforcement and avoiding shame while correcting learners' speaking errors. Zhang, Chen, Hu, and Ketwan (2021) assert that to maintain learners' motivation and interest in participating, indirect error correction is required. Teacher 1's preference for little changes is in line with the communicative competency approach, which prioritizes meaning and communication flow over precise grammar.

As noted by Zakirovich (2023), it is important to strike a balance between correctness and fluency in language training, and learners may benefit from more focused error correction in one-on-one settings where they are not under peer pressure. These approaches demonstrate that the psychological aspects of language learning, particularly learners' fear and self-esteem, are taken into consideration. Indirect correction methods are helpful, but there may not be enough organized, clear feedback provided to help learners understand the nature of their errors and how to improve.

4.4.11. Balancing Fluency and Accuracy in Speaking Activities

The eleventh interview question asked teachers, "What challenges do you face in balancing fluency and accuracy in speaking activities?"

Both teachers offered perspectives that emphasized the challenge of controlling these two crucial facets of speaking abilities:

4.4.11.1. Teacher 1 (School A) Responses:

"Finding a balance between precision and fluidity is difficult for me. While accuracy is a regular issue for learners, especially in grammar and pronunciation, focusing too much on correcting these mistakes hinders fluency. Many learners are afraid of making mistakes, which makes them hesitant to express themselves openly."

4.4.11.2. Teacher 2 (School B) Responses:

"The main problem is that learners' focus is being diverted from learning grammar to learning how to speak fluently. However, if I don't correct them, they continue to make the same errors. I try to encourage fluency, but it can be difficult because language learning also calls for accuracy."

4.4.11.3. Thematic Analysis

Teachers at both schools responded that a major challenge in EFAL classrooms is striking a balance between accuracy and fluency. School A teacher emphasizes how learners who place too much emphasis on accuracy may become too cautious, which can impede fluency. On the other hand, a teacher from School B stresses the importance of giving learners the freedom to express themselves while simultaneously making sure they get constructive criticism.

The aim of teaching second languages is to help learners communicate effectively while progressively enhancing their grammatical competence, which frequently results in this conflict between accuracy and fluency (Yang & Kim, 2020). The answers imply that teachers are conscious of the necessity of modifying their approaches by the proficiency levels of their learners and the particular objectives of every speaking exercise.

Teachers in both School A and School B still have difficulty finding a balance between correctness and flow. The results show that teachers recognize the importance of accuracy in avoiding the fossilization of mistakes and the importance of fluency in communication, but it is difficult to achieve this balance, particularly when learners have varying skill levels. Teachers usually give learners more freedom

in speaking exercises to promote fluency while providing targeted criticism to improve correctness.

4.4.11.3.1. Two Major Themes from Teachers' Responses:

³⁵₁₇ **Learner hesitation due to fear of making mistakes:** Both teachers noted that learners' fear of criticism or mockery for mistakes prevents them from speaking freely, which hinders fluency.

³⁵₁₇ **The dilemma between encouraging fluency and maintaining accuracy:** Choosing whether to correct errors and when to let learners talk freely in order to increase fluency is a challenge for teachers.

4.4.12. Creating a Supportive Environment for Speaking and Listening Practice

The twelve-interview question asked teachers, "What challenges do you face in creating a supportive environment for speaking and listening practice?"

Both teachers emphasized issues with student participation and the classroom setting.

4.4.12.1. Teacher 1 (School A) Responses:

"Some learners' shyness and reluctance to engage in speaking exercises are major obstacles. Additionally, there aren't enough resources, such as audio recordings for listening practice, which restricts learners' ability to advance their abilities methodically."

4.4.12.2. Teacher 2 (School B) Responses:

"I find it difficult to foster an inclusive atmosphere where all learners are at ease speaking up. While some learners take the lead in debates, others stay quiet. Additionally, the curriculum's emphasis on written examinations leaves little opportunity for practicing listening skills."

4.4.12.3. Thematic Analysis:

The responses indicate the following key themes:

³⁵₁₇ **Learner participation and confidence:** It might be difficult to create a welcoming atmosphere where all learners feel free to express themselves, according to both teachers. Learners that are timid or insecure do not participate fully in speaking exercises, which hinders their development.

³⁵₁₇ **Resource limitations:** Teacher 1 noted that two major obstacles were the absence of audio resources and organized chances for listening practice. In a similar vein, Teacher 2 pointed out that the curriculum's emphasis on writing and reading assessments left little time for the development of listening skills.

The significance of establishing a nurturing atmosphere for speaking and listening exercises is emphasized by both schools. While teachers from School B place more emphasis on class discussions and making sure that learners feel appreciated, those from School A place more emphasis on peer collaboration and creating a non-judgmental environment. However, it can be difficult to provide individualized feedback and encouragement due to the problem of large class sizes, which is especially mentioned by teachers from School B.

These answers are consistent with studies that demonstrate the importance of a positive and encouraging classroom atmosphere in developing communicative competence since it lowers anxiety and encourages taking risks when using language (Teng, 2023). The results imply that although teachers work hard to establish such an atmosphere, outside variables such as class size may restrict how successful their efforts might be.

Large class sizes and a lack of resources might make it difficult for teachers to create a supportive environment for speaking and listening practice. The goal of both schools is to provide a secure, accepting environment where learners can hone their language abilities. However, the amount of individualized support that teachers can offer is limited by outside variables like class size and time limits. Teachers use techniques like peer cooperation and positive reinforcement to boost learners' self-esteem and encourage active engagement in spite of these obstacles.

4.4.12.3.1. Creating a Supportive Environment

Both schools face the challenge of establishing a supportive environment for speaking and listening, with teachers reporting limited access to listening resources and challenges in promoting learner confidence and participation. Research by Ali, Masroor, and Khan (2020) highlights the significance of a communicative classroom environment, where learners feel encouraged to practice speaking without fear of judgment.

One major issue that has to be addressed is the dearth of tools for listening practice, as stated by Teacher 1. Learners would be exposed to a variety of dialects and real-world language usage if they had access to authentic listening resources including podcasts, videos, and audio books (Boulanouar, Chenafa, & Belarbi, 2024). Incorporating more listening practice into the curriculum would also address the issue of limited opportunities for learners to interact with listening skills.

4.4.12.3.2. Balancing Fluency and Accuracy

The difficulty of striking a balance between correctness and fluency during speaking exercises was expressed by both teachers. This is a typical problem when learning a second language. Al-Tamimi, Abudllah, and Bin-Hady (2020) assert that while correctness and fluency are complementing abilities, placing too much focus on one can hinder the other. According to the study's statistics, teachers struggle to help learners speak more smoothly without compromising accuracy.

A gap that has been identified is the absence of clear strategies for effectively managing this balance. To address this issue, teachers could benefit from implementing task-based language teaching (TBLT), which emphasizes meaningful communication and allows learners to use the language in authentic situations (Nurhadi, Nugraha & Ridwan, 2024). By promoting fluency without prompt correction, TBLT may help learners feel less anxious about making mistakes.

4.4.13. Impact of External Factors on Teaching Listening and Speaking Skills

The thirteenth question asked teachers, "How do external factors (e.g., large class sizes, limited resources) impact your ability to teach these skills effectively?"

Both teachers identified several external factors that limit their ability to teach listening and speaking skills effectively:

4.4.13.1. Teacher 1 (School A) Responses:

"A major issue is large class sizes. It is nearly impossible to provide every student the time and attention they require to practise speaking in a class of more than fifty learners. Engaging learners in listening exercises is sometimes made more difficult by a shortage of resources, such as computers and audio equipment."

4.4.13.2. Teacher 2 (School B) Responses:

"I am unable to efficiently monitor each student's development due to the sheer number of learners in my class. Additionally, we lack enough textbooks, and my ability to teach listening skills is impacted by the scarcity of audio-visual materials. For the entire grade, there is only one working computer, which is insufficient."

4.4.13.3. Thematic Analysis:

Two major themes emerged from the data:

³⁵₁₇ **Large class sizes:** Both teachers stated that their capacity to provide learners with meaningful speaking and listening practice is severely hampered by packed classes.

³⁵₁₇ **Resource limitations:** A significant obstacle for both teachers was their inability to access technology and teaching resources, such as laptops and audio-visual aids.

Large class sizes and a lack of resources are cited by teachers at both School A and School B as two significant external problems that make it difficult for them to properly teach listening and speaking skills. Opportunities for individual engagement are limited in large classes, especially when it comes to speaking exercises. Insufficient resources, such as a dearth of audio equipment and texts with listening components, are another issue facing both schools.

These results are in line with previous studies on how class size and resource limitations affect language learning results (Chirikov, Semenova, Maloshonok, Bettinger, & Kizilcec, 2020). According to the statistics, teaching and learning of these abilities might be greatly improved by increasing the availability of resources and lowering class sizes.

Both schools' comments show that teaching listening and speaking skills is severely hampered by big class sizes and a lack of resources. Effective language teaching is hampered by the challenge of leading big groups and the dearth of resources, especially for listening exercises. This bolsters the results of earlier research that indicate that two of the most important issues preventing EFAL learners from developing their oral communication abilities are crowded classrooms and a lack of resources (Malatji, 2021).

Teaching listening and speaking skills is severely hampered by large class numbers and a lack of resources, especially technology. The results are in line with a study by Ojobor, Babarinde, and Fagbemi (2020), which contends that access to audio-visual materials and smaller class numbers is essential for successful language instruction. Less individualized attention is given to learners in packed classrooms, which makes it challenging for teachers to track their development in speaking or offer comments.

4.4.14. Challenges in Integrating Listening and Speaking into the Curriculum

The fourteenth question asked teachers, “What challenges do you face in integrating listening and speaking practice into your overall curriculum?”

Teachers highlighted several curriculum-related challenges:

4.4.14.1. Teacher 1 (School A) Responses:

"There is little time for speaking and listening exercises because the curriculum places a strong emphasis on reading and writing. I frequently feel under pressure to get learners ready for written tests, thus speaking and listening abilities suffer."

4.4.14.2. Teacher 2 (School B) Responses:

The curriculum's exam-driven nature presents a hurdle. Speaking and listening are not prioritized as the goal is to get learners ready for written tests. With the existing syllabus, there is just not enough time for speaking and listening exercises.

4.4.14.3. Thematic Analysis

The challenge of fitting speaking and listening exercises into a curriculum that is already overburdened is acknowledged by teachers from both schools. Reading and writing abilities are frequently promoted as a result of the need to prioritize these duties. Curriculum limitations restrict opportunities for oral communication practice, which is a significant problem in many EFAL classes (Wahyuningsih & Afandi, 2020). In order to promote communicative competence in learners, the research suggests that more flexible curriculum planning is required, in addition to a greater focus on speaking and listening.

Due to the demands of the curriculum, teachers at both School A and School B say that listening and speaking skills are frequently neglected. The information indicates

that in order to properly develop learners' communicative skills, a more balanced approach is required, where oral communication is prioritized equally with reading and writing. Many EFAL teachers in South African schools struggle with the conflict between the required curriculum and the realities of classroom instruction, as this analysis illustrates (Lamprecht, 2022).

Two key themes emerged from the responses:

³⁵₁₇ **Curriculum constraints:** The EFAL curriculum, according to both teachers, places a high value on reading and writing while allocating little time for speaking and listening exercises.

³⁵₁₇ **Exam-driven approach:** Teachers were under pressure to concentrate on getting learners ready for written tests, which caused them to overlook speaking and listening exercises.

4.4.14.3.1. Curriculum Constraints

Both teachers emphasized that the EFAL curriculum is exam-oriented, which reduces the amount of time that can be spent on speaking and listening instruction. The integration of the four language skills—speaking, listening, reading, and writing—is emphasized in communicative language instruction, according to Wangmanee and Kaowiwattanakul (2024). However, in practice, speaking and listening are frequently overshadowed by the strong emphasis on reading and writing. The curriculum design, which does not allot enough time for communicative practice, is where the gap is. The development of all language skills, including speaking and listening, should be given equal weight in a balanced curriculum in order to address this. Task-based learning activities and project-based evaluations that examine both written and oral abilities can help achieve this.

4.4.15. Challenges in Using Technology to Teach Listening and Speaking Skills

The fifteenth interview question asked, "What challenges do you face when using technology to teach listening and speaking skills?"

4.4.15.1. Teacher 1 (School A) Responses:

"Our lack of adequate technology resources in the school is the main problem. Our internet connection is terrible, and we only have a few PCs. Because of this, using internet resources is challenging, particularly while practicing listening skills.:

4.4.15.2. Teacher 2 (School B) Responses:

"Although many learners lack access to devices or the internet at home, technology has the potential to be tremendously helpful. Even when technology is used in the classroom, learners frequently have trouble with basic digital literacy. As a result, technology can't fully improve their speaking and listening abilities."

4.4.15.3. Thematic Analysis

When it comes to teaching listening and speaking skills with technology, both schools face formidable obstacles. Common problems include a lack of training on how to successfully incorporate technology into the classroom, obsolete infrastructure, and restricted access to computers. The utilization of online resources for listening exercises is limited by erratic internet connectivity, which exacerbates these difficulties.

The answers show that although teachers acknowledge the potential advantages of technology in language acquisition, its actual use is constrained by a lack of infrastructure and assistance. According to Wangmanee and Kaowiwattanakul's (2024) research, which highlights the digital divide in many South African schools, investments in technology and teacher training are necessary to improve language instruction.

Two major issues facing both schools are a shortage of technological resources and inadequate training on integrating technology into the classroom. The current infrastructure does not support these instructional methods, even though teachers understand the benefits of employing technology to improve speaking and listening abilities. The answers indicate that the quality of language instruction in EFAL classes might be greatly raised by making investments in cutting-edge technology and offering thorough teacher training. These results are in line with research that highlights how important it is to include technology into language learning settings (Wang, Chen, Tai & Zhang, 2021).

4.4.15.3.1. Two Major Themes from the Teachers' Responses:

³⁵₁₇ **Technological resource limitations:** One of the biggest challenges to using technology to teach listening and speaking skills, according to both teachers, is the absence of adequate technology and internet connection, either at home or at school.

³⁵₁₇ **Learner digital literacy:** Teacher 2 pointed out that many learners are not proficient in using digital tools, which further limits the potential of technology to improve language learning.

Teacher 1's emphasis on the dearth of computers and inadequate internet draws attention to a structural problem that many underfunded schools face. In line with previous research that highlights the lack of technological resources as a major obstacle in language learning settings, particularly in rural schools, both teachers mentioned serious difficulties using technology to teach listening and speaking skills (Ferri, Grifoni & Guzzo, 2020).

Another significant gap is shown by Teacher 2's comment about learners' inadequate digital literacy and lack of access to devices at home. Digital literacy is becoming more and more crucial in language instruction, and for learners to take advantage of electronic resources, they must possess fundamental digital abilities, claims Mudra (2020). This disparity points to the necessity of focused digital literacy initiatives in schools, as well as infrastructure expenditures to guarantee that teachers and learners have access to the required equipment.

4.4.16. Handling Frustrations When Learners Struggle with Listening and Speaking Skills

The sixteenth interview question asked, "How do you handle your own frustrations or challenges when learners struggle with listening and speaking skills?"

4.4.16.1. Teacher 1 (School A) Responses:

"It can be discouraging when learners don't get better, particularly if you think you've tried everything to assist them. I try to remind myself that patience is necessary and that time is needed. Along with reflecting on my teaching strategies, I occasionally ask colleagues for advice."

4.4.16.2. Teacher 2 (School B) Responses:

"I remind myself that each learner advances at their own pace whenever I'm feeling frustrated. I also look for fresh ways to support learners, such as introducing games to make sessions more interesting or utilizing other teaching resources. It's crucial to maintain your optimism even when things go slowly."

4.4.16.3. Thematic Analysis

According to the data from both School A and School B, teachers are extremely frustrated when learners struggle with listening and speaking skills, but they use a variety of coping mechanisms. While Teacher 1 at School A tends to emphasize keeping a positive attitude, acknowledging each student's progress, and modifying their teaching strategies to reduce frustration, Teacher 1 at School B emphasizes the value of patience and task breakdown, particularly in larger classes.

Both groups stress the emotional toll of witnessing learners struggle and the significance of asking for help from coworkers or taking mental breaks to manage stress. These answers are consistent with research on teacher resilience, which indicates that teachers who use peer collaboration and reflective practices are better able to control their frustration and prevent burnout (Park & Ramirez, 2022).

Despite using a variety of coping mechanisms to deal with these difficulties, the research shows that teachers become extremely frustrated when learners have trouble communicating and listening. While teachers in School B rely more on patience and organized task breakdowns to manage big class sizes, teachers in School A have a growth mindset, concentrating on student success and commenting on their teaching strategies. Even if it takes a toll on their emotions, these tactics show that teachers are always changing their methods to suit the demands of their learners. This demonstrates the tenacity of teachers while simultaneously emphasizing the need for improved systemic assistance to lessen the strains they endure.

4.4.16.3.1. Two Themes from Teachers' Responses:

³⁵₁₇ **Patience and self-reflection:** Both teachers emphasized the value of having patience and considering their methods when learners are having difficulty. They are able to find ways to better support learners and pinpoint areas for improvement as a result.

³⁵₁₇ **Adapting teaching strategies:** Teacher 2 underlined how important it is to modify their strategy by utilizing fresh resources or techniques, such as games to increase student engagement and lower frustration.

Maintaining a positive learning environment requires teachers to be able to control their frustrations when learners struggle. In line with the idea of teacher resilience, both teachers emphasized the value of patience and modifying their methods (Musa & Nurhayati, 2024). Teacher 1's emphasis on introspection and consulting colleagues shows that they recognize the value of professional support systems.

To overcome the frustration that frequently accompanies slow learner progress, Teacher 2's emphasis on using games and new materials to engage learners suggests a solution-oriented approach. According to research by Panagiotidis, Krystalli, and Arvanitis (2023), employing dynamic and captivating resources in language instruction can enhance student motivation and results.

4.4.17. Support Needed for Teaching Listening and Speaking Skills

The seventeenth question asked teachers, "What support do you wish you had to help you overcome the challenges of teaching listening and speaking skills?"

Both teachers outlined the particular difficulties they have when teaching listening and speaking skills and underlined the kind of assistance they would like to have. Below are their answers:

4.4.17.1. Teacher 1 (School A) Responses:

³⁵₁₇ **Increased Professional Development:** "I wish I had greater access to training sessions or workshops that were specially designed to teach speaking and listening techniques. The majority of the training we receive is general and doesn't emphasize how to use these skills in the classroom."

³⁵₁₇ **Classroom Resources:** "To help learners get better at listening comprehension, I need more audio-visual materials, such as interactive tools or listening laboratories. The resources offered by the school are insufficient."

³⁵₁₇ **Collaboration with Other Teachers:** "Regular meetings with other EFAL teachers to discuss tactics and difficulties would be beneficial. We seldom ever have time to work together."

4.4.17.2. Teacher 2 (School B) Responses:

³⁵₁₇ **Smaller Class Sizes:** "One of the biggest challenges is managing large class sizes, which makes it difficult to give individual attention to learners who struggle with speaking."

³⁵₁₇ **Additional Support Staff:** "I wish I had access to aides or language specialists who could support me in the classroom, particularly during listening exercises. When I handle these tasks by myself, I feel overburdened."

³⁵₁₇ **Access to Native Speakers:** "Having access to native English speakers, even though online platforms, could greatly enhance the learners' exposure to correct pronunciation and fluency."

4.4.17.3. Thematic Analysis

More assistance was requested by teachers from both schools, especially about technology, resources, and professional development. To enhance their teaching methods and have access to a variety of listening materials, the teacher from School A concentrated on the necessity of workshops and pertinent teaching resources. The teacher from School B underlined the necessity of systemic improvements, including increased teacher collaboration, teaching assistants, and reduced class sizes.

This suggests that teachers believe that the existing support systems are inadequate to handle the variety of difficulties they encounter in the classroom. The answers are consistent with more general research findings that highlight the value of ongoing professional development, sufficient resources, and cooperative settings in enhancing instructional outcomes (Sancar, Atal & Deryakulu, 2021). Furthermore, the growing demand for digital resources in contemporary EFAL classrooms is indicated by teachers' desire for additional technology.

Both schools' comments indicate that they feel under-supported in their efforts to teach listening and speaking skills. Common themes were the need for greater possibilities for professional growth, better listening resources, and enhanced technology. Furthermore, the teacher from School B indicated that more individualised instruction would be possible with systemic support, such as reduced class numbers or the help of teaching assistants.

These results show that teachers are trying their hardest to overcome obstacles, but that with the correct institutional support, their efforts may be greatly increased. According to Sancar, Atal, and Deryakulu (2021), this is in line with the communicative competence framework, which emphasizes the value of giving teachers the resources and information they need to successfully teach speaking and listening in different settings.

4.4.17.3.1. Theme 1: Need for Targeted Professional Development

Though in different ways, both teachers acknowledged the need for more professional development. A gap in the existing teacher preparation programs is indicated by Teacher 1's emphasis on the dearth of workshops that concentrate exclusively on listening and speaking skills. Vadivel, Namaziandost, and Saeedian (2021) assert that ongoing professional development is crucial to enhancing teachers' capacity to teach language skills.

Teachers could find it difficult to use communication techniques in the classroom without this assistance. Teacher 2 indicated the need for more support personnel and reduced class sizes, even though she did not specifically ask for professional development. This suggests that teachers are not well equipped to oversee large classrooms.

4.4.17.3.2. Theme 2: Lack of Classroom Resources and Materials

More resources, particularly audio-visual aids that improve listening comprehension, are needed, according to Teacher 1. This is consistent with the study by Mugendawala and Muijs (2020), which demonstrates that having access to relevant instructional resources greatly enhances language acquisition, particularly in schools with little funding. While not specifically requesting resources, Teacher 2 proposed that more specialized instruction and smaller class numbers could help to mitigate resource constraints.

4.4.17.3.3. Theme 3: Collaboration and Peer Support

Teacher 1 emphasized the value of teacher collaboration, indicating a need for more organized opportunities for teachers to exchange strategies and experiences. Cosgun and Atay (2021) assert that teacher collaboration is essential to overcoming

classroom obstacles, especially in language learning where peer support encourages creativity and problem-solving.

4.4.17.3.4. Theme 4: Large Class Sizes and Individual Attention

A significant obstacle, according to Teacher 2, is the size of the class, especially when attempting to provide individualized attention to learners who have trouble speaking. This is consistent with research that indicates that teaching languages effectively is hampered by large class sizes (Getie, 2020). Managing large classrooms also inhibits the teacher's capacity to conduct interactive speaking exercises, which are vital for developing communicative skills.

4.4.17.3.5. Theme 5: Exposure to Native Speakers

Teacher 2 brought up the importance of exposing learners to native speakers in order to help them become more fluent and pronounce words correctly. The communicative competence theory, which holds that regular exposure to natural language use is essential for learners to gain proficiency in speaking and listening, is consistent with this recommendation.

4.5. PRESENTATION OF LEARNERS INTERVIEW DATA

4.5.1. Question 1: What do you find most difficult about learning listening and speaking skills?

Learner	Response
A1 (Grade 8, School A)	"I struggle to understand different accents. It confuses me."
A2 (Grade 8, School A)	"Listening to fast speech is hard. I can't keep up."
A3 (Grade 8, School A)	"I often forget words when I speak; it's frustrating."
A4 (Grade 9, School A)	"I find it difficult to pronounce words correctly."
A5 (Grade 9, School A)	"I have trouble with listening to

	instructions during class."
A6 (Grade 9, School A)	"I feel embarrassed when I make mistakes while speaking."
B1 (Grade 8, School B)	"Understanding conversations in English is very challenging for me."
B2 (Grade 8, School B)	"I can't express my ideas clearly in English."
B3 (Grade 8, School B)	"I don't know many English words, so I can't talk well."
B4 (Grade 9, School B)	"Listening to audio recordings is tough; I lose focus."
B5 (Grade 9, School B)	"I find it hard to think of what to say when I'm speaking."
B6 (Grade 9, School B)	"I feel nervous when I have to speak in front of others."

4.5.1.1. Analysis of Responses to Question 1

The data reveal a number of recurrent themes, including trouble understanding accents, difficulties speaking quickly, and problems with vocabulary and pronunciation, all of which are consistent with Park's (2022) findings that learners frequently struggle with various English dialects and accents, which can hinder listening comprehension, and Mutluer, Doenyas, and Aslan Genc's (2020) observation that speaking anxiety can make these difficulties even worse.

The data shows that learners in both schools have comparable challenges when it comes to developing their speaking and listening abilities. Both School A and School B learners in grades 8 and 9 reported having trouble speaking quickly, using new words, and feeling less confident. These obstacles align with the results of research on second language acquisition, which emphasizes the issues learners encounter in comprehending rapid-fire spoken language and the anxiety associated with public speaking (Zondag, 2023). One of the main things preventing learners from speaking up was their fear of making errors and getting laughed at.

4.5.2. Question 2: What challenges do you face when trying to improve your listening and speaking skills?

Learner	Response
A1 (Grade 8, School A)	"I don't practice speaking at home because no one speaks English."
A2 (Grade 8, School A)	"I feel shy to speak English with my friends."
A3 (Grade 8, School A)	"I often get interrupted when I try to speak."
A4 (Grade 9, School A)	"There are not enough activities to practice speaking in class."
A5 (Grade 9, School A)	"I don't receive feedback on how to improve my speaking skills."
A6 (Grade 9, School A)	"I feel like my teachers don't focus on speaking skills enough."
B1 (Grade 8, School B)	"I can't find resources to help me practice listening and speaking."
B2 (Grade 8, School B)	"My classmates don't want to practice speaking English."
B3 (Grade 8, School B)	"I feel discouraged because I make too many mistakes."
B4 (Grade 9, School B)	"Sometimes I don't understand the teacher's instructions."
B5 (Grade 9, School B)	"There's a lack of speaking exercises in our lessons."
B6 (Grade 9, School B)	"I want to improve, but I don't know how."

4.5.2.1. Analysis of Responses to Question 2

The second set of replies showed that learners encounter major obstacles, including insufficient teacher feedback, fear of peer criticism, and a lack of practice

opportunities. A supportive learning atmosphere where learners feel free to express themselves without worrying about making mistakes is crucial, according to Sayfulloevna (2023). Qobilovna (2023), who supports more interactive educational ways to improve communicative skills, is also in line with the curriculum's lack of formal speaking exercises.

Learners from both schools indicated that improving these skills is hampered by limited exposure to English outside the classroom. Many learners do not have the opportunity to practice speaking English at home or in social settings, which limits their improvement. This lack of exposure reinforces their reliance on classroom activities as their main source of language practice. Learners also mentioned difficulties in accessing listening materials they could understand, which further hinders their ability to improve their listening skills. These findings suggest a need for more extensive and consistent exposure to English, both inside and outside the classroom.

4.5.2.2. Thematic Analysis for question 1 and 2

Using thematic analysis, the responses from the interviews were categorized into the following themes:

- ³⁵₁₇ **Listening Comprehension Challenges:** Difficulties in understanding different accents and rapid speech.
- ³⁵₁₇ **Speaking Anxiety:** Fear of making mistakes and embarrassment when speaking.
- ³⁵₁₇ **Lack of Practice Opportunities:** Limited chances to practice listening and speaking skills.
- ³⁵₁₇ **Inadequate Feedback:** Insufficient teacher guidance and feedback on speaking performance.

Table 4.5: Summary of Thematic Analysis

Theme	Number of Learners	Percentage (%)
Listening Comprehension Challenges	10	83.3%
Speaking Anxiety	8	66.7%
Lack of Practice Opportunities	11	91.7%

Inadequate Feedback	7	58.3%
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Table 4.5 highlights that the majority of learners struggle with listening comprehension (83.3%) and lack practice opportunities (91.7%).

4.5.2.3. Critical Analysis of Findings

The study reveals a significant deficiency in the instruction and acquisition of listening and speaking skills in EFAL classes in the Lepelle Circuit. Curriculum reform is necessary, as evidenced by the high percentage of learners who struggle with listening comprehension and the dearth of practice opportunities.

In order to solve these problems, teachers should use a variety of audio resources on a regular basis to expose learners to a range of dialects and speech patterns. In order to promote participation and confidence in speaking, teachers should also provide a welcoming climate in the classroom. Speaking proficiency can be improved by implementing structured speaking exercises, such as role-plays, discussions, and peer teaching. Consequently, teachers ought to give learners regular feedback since it can assist them in identifying their areas of strength and growth.

4.5.3. Question 3: “What challenges do you face when trying to improve your listening and speaking skills?”

4.5.3.1. School A – Grade 8 Learners Responses:

³⁵₁₇ **Learner 1:** "I struggle more with speaking in class because I get nervous and forget what to say."

³⁵₁₇ **Learner 2:** "Listening to the teacher is hard when they speak fast or use big words."

³⁵₁₇ **Learner 3:** "I can understand my friends better than the teacher. I speak more during group work, but not in class."

4.5.3.2. School A – Grade 9 Learners Responses:

³⁵₁₇ **Learner 4:** "Speaking English in front of the class is harder for me. Listening is easier, but I get lost when it's a long explanation."

³⁵₁₇ **Learner 5:** "Sometimes I understand the teacher, but I can't speak back properly."

³⁵₁₇ **Learner 6:** "I don't struggle with listening, but I struggle with saying the right words."

4.5.3.3. School B – Grade 8 Learners Responses:

³⁵₁₇ **Learner 7:** "I find it hard to listen when my classmates are talking because I can't follow their accents."

³⁵₁₇ **Learner 8:** "Speaking is tough for me, especially during presentations. Listening is okay."

³⁵₁₇ **Learner 9:** "I don't have a problem with listening because I can even listen in noisy environments, but I struggle more with speaking confidently."

4.5.3.4. School B – Grade 9 Learners Responses:

³⁵₁₇ **Learner 10:** "I struggle with speaking when I don't know enough vocabulary. Listening is fine if it's slow."

³⁵₁₇ **Learner 11:** "Listening to unfamiliar accents is difficult, but I speak better with my friends."

³⁵₁₇ **Learner 12:** "I find speaking in English harder than listening because I don't always know the right grammar."

4.5.3.5. Data Analysis

4.5.3.5.1. Difficulties in Learning Listening and Speaking Skills

The data shows that learners in both schools have comparable challenges when it comes to developing their speaking and listening abilities. Both School A and School B learners in grades 8 and 9 reported having trouble speaking quickly, using new words, and feeling less confident. These issues align with the results of research on second language acquisition, which emphasizes the pressure of speaking in front of peers and the challenges learners have comprehending fast-paced spoken language (Madina & Sadullayevna, 2024). One of the main things preventing learners from speaking up was their fear of making errors and getting laughed at.

4.5.3.5.2. Challenges in Improving Listening and Speaking Skills

Limited exposure to English outside of the classroom hinders the development of speaking and listening abilities, according to learners from both schools. The inability of many learners to practise speaking English in social situations or at home hinders their progress. This lack of exposure makes them more dependent on classroom programs to practice their language skills. Additionally, learners reported having trouble finding understandable listening materials, which makes it even harder for them to get better at listening. Both within and outside of the classroom, these results point to the need for more thorough and regular exposure to English.

4.5.3.5.3. Specific Situations of Struggle in Listening and Speaking

In terms of speaking, learners indicated that situations requiring them to speak in front of the class or during group discussions were the most difficult, primarily because they were afraid of making mistakes. This suggests that anxiety and low confidence play a significant role in limiting learners' active participation in speaking activities. Learners also reported difficulty understanding recordings or audio materials without the ability to ask questions, especially during exams.

4.5.4. Question 4: "How do you feel when you have to listen to someone speaking in a language you're learning?"

4.5.4.1. School A – Grade 8 Learners Responses:

³⁵₁₇ **Learner 1:** "I feel anxious because I'm scared, I'll miss something important."

³⁵₁₇ **Learner 2:** "I feel lost sometimes, but I try to pay attention to keywords."

³⁵₁₇ **Learner 3:** "It makes me nervous, especially if they speak fast."

4.5.4.2. School A – Grade 9 Learners Responses:

³⁵₁₇ **Learner 4:** "I feel confused when they use words I don't know."

³⁵₁₇ **Learner 5:** "Sometimes I feel okay, but mostly I feel nervous."

³⁵₁₇ **Learner 6:** "I feel stressed when I can't follow everything."

4.5.4.3. School B – Grade 8 Learners Responses:

³⁵₁₇ **Learner 7:** "I feel frustrated when I can't understand what they're saying."

³⁵₁₇ **Learner 8:** "I feel fine if they speak slowly. If not, I get nervous."

³⁵₁₇ **Learner 9:** "I feel embarrassed when I don't understand."

4.5.4.4. School B – Grade 9 Learners Responses:

³⁵₁₇ **Learner 10:** "I feel nervous, especially when I can't ask for clarification."

³⁵₁₇ **Learner 11:** "I feel uncomfortable when I don't understand their accent."

³⁵₁₇ **Learner 12:** "I get anxious because I don't want to make mistakes when responding."

4.5.4.5. Analysis

Learners in Grades 8 and 9 at both schools reported feeling anxious and uneasy when they heard someone speaking English, particularly if the speaker spoke quickly or used vocabulary they were unfamiliar with. Learners in grade 8 at both schools appear to have elevated worry, with the majority expressing worries about overlooking crucial facts.

Although they still showed difficulties with accents and challenging vocabulary, learners in grade 9 showed a little more confidence. This implies that learners in both grades have trouble understanding language since they are not exposed to a variety of accents and terminology in their EFAL classes. The results are consistent with studies on second language anxiety, which show that listening difficulties are exacerbated by learners' fear of misinterpretation (Malik, Qin & Oteir, 2021).

4.5.4.5.1. Struggles with Listening vs Speaking

The investigation showed that for the majority of learners (9 out of 12), speaking presented more difficulties than listening. The results of Hakim (2019), who highlighted that learners' anxiety when speaking might be a major barrier to language acquisition, were confirmed by the common themes of nervousness, vocabulary deficit, and fear of making mistakes. Although they were less common, listening problems did arise when learners heard fast-paced speech or foreign accents, which is consistent with Büyükhıskı and Uyar's (2019) research on accent comprehension and the development of listening abilities.

4.5.4.5.2. Emotional Responses to Listening

Most learners reported feeling anxious when listening to English, particularly when they found it difficult to follow the speaker's vocabulary or pace. This supports the findings of a study by Li, Xie, and Zeng (2023), which showed that learners

frequently experience feelings of overwhelm when confronted with unfamiliar linguistic input, particularly in high-pressure contexts like classroom settings.

4.5.5. Question 5: “What kind of activities or tasks do you find most challenging when it comes to listening and speaking?”

Table 4.5.5: Learner Responses to Question 5

Learner	Grade	School	Response
Learner 1	8	A	“I find group discussions challenging because I can’t follow what everyone is saying.”
Learner 2	8	A	“Listening to audio recordings is difficult for me, especially if the speaker talks too fast.”
Learner 3	8	A	“Role plays are hard. I forget what to say when it’s my turn.”
Learner 4	9	A	“I struggle with summarizing what I hear from videos.”
Learner 5	9	A	“Debates are difficult because I’m not confident speaking in front of others.”
Learner 6	9	A	“Sometimes I find it hard to understand the teacher when they speak quickly.”
Learner 7	8	B	“Listening to songs and trying to understand the lyrics is really tough for me.”
Learner 8	8	B	“I have a hard time speaking up in class discussions. I feel nervous.”
Learner 9	9	B	“I find presentations challenging because I get anxious and forget my points.”
Learner 10	9	B	“Watching videos without subtitles is difficult for me because I miss a lot of information.”
Learner 11	8	B	“Participating in conversations with fluent speakers is intimidating.”
Learner 12	8	B	“Listening to instructions during group work is confusing if they are given too quickly.”

4.5.5.1. Analysis

Oral presentations, debates, and listening comprehension exercises are the most difficult activities for learners. Speaking in front of the class is frightening for both Grade 8 and Grade 9 learners at Schools A and B, demonstrating a significant degree of speaking anxiety. According to reports, listening tasks requiring extended attention or fast-paced speech were especially challenging, indicating that learners may have trouble focusing and processing information quickly. Research indicates that learners frequently struggle to balance speaking and listening in interactive contexts, and the difficulties they have in group discussions and debates underscore these difficulties (Lin, 2024).

4.5.5.2. Thematic Analysis

The responses were analyzed thematically, identifying key challenges faced by learners:

³⁵₁₇ **Difficulty with Fast Speech:** A significant number of learners (5 out of 12) reported difficulties understanding fast speech, whether in recordings or live conversations.

³⁵₁₇ **Lack of Confidence:** Several learners expressed feelings of anxiety or intimidation when required to speak in front of peers, particularly during discussions and presentations.

³⁵₁₇ **Comprehension of Content:** Challenges in summarizing or extracting key points from listening tasks, especially from videos or audio recordings, were noted.

4.5.6. Question 6: “What do you do when you don’t understand something you hear?”

Table 4.5.6: Learner Responses to Question 6

Learner	Grade	School	Response
Learner 1	8	A	“I ask my friends to explain it to me.”
Learner 2	8	A	“I try to listen again and focus on the keywords.”
Learner 3	8	A	“I often feel embarrassed and just stay quiet.”

Learner 4	9	A	"I write down what I don't understand and ask the teacher later."
Learner 5	9	A	"I often look up words in a dictionary to help me understand better."
Learner 6	9	A	"I prefer to discuss it with the Teacher after class."
Learner 7	8	B	"I repeat what I heard to see if it makes sense."
Learner 8	8	B	"I often ask the teacher to explain it again."
Learner 9	9	B	"I try to catch up with my classmates afterwards."
Learner 10	9	B	"I watch the video again if I can."
Learner 11	8	B	"I listen to it a few times until I get it."
Learner 12	8	B	"I take notes to remember and check later."

4.5.6.1. Thematic Analysis of Comprehension Strategies

The learners employed various strategies when they faced comprehension difficulties:

³⁵/₁₇ **Peer Assistance:** Many learners (5 out of 12) indicated they turn to classmates for clarification, demonstrating a reliance on collaborative learning.

³⁵/₁₇ **Seeking Teacher Support:** A notable number of learners (4 out of 12) preferred to ask the teacher for explanations either during or after class.

³⁵/₁₇ **Self-Directed Learning:** Some learners utilized self-help strategies.

4.5.6.2. Analysis and Discussion

The qualitative data provides important new information about the experiences of learners in EFAL classes. The difficulties noted are consistent with earlier studies showing that anxiety and rapid-fire speech are common problems for language

learners (Nosirova,2023). The dependence on teacher and peer support emphasizes the value of establishing a collaborative learning environment, which is consistent with Vygotsky's Social Development Theory, which emphasizes social interaction as training.

Learners in Grades 8 and 9 at both schools exhibit a preference for seeking outside assistance when they are unsure of something, such as consulting dictionaries, asking friends, or waiting for teacher explanations. Because they are shy or afraid of being laughed at, many learners say they are reluctant or afraid to ask questions in class. This is congruent with research that demonstrate a widespread hesitation among learners to seek explanation in front of their classmates, especially in language acquisition (Ahmad, 2021). Learners also prefer to depend on contextual clues or assuming the meaning when they do not fully comprehend, which implies that they are utilizing basic compensatory methods (Farrokh & Sharifi, 2019). Yet, this dependence on classmates and waiting for teacher clarifications could hinder language development right away and postpone understanding.

Question 7: ‘What types of listening exercises do you find most difficult (e.g., podcasts, conversations, lessons)?’

The responses were as follows:

Learner	School	Grade	Response
Learner 1	A	8	“I find podcasts difficult because I can't always understand the accent.”
Learner 2	A	8	“Conversations are difficult for me because people speak too fast.”
Learner 3	A	9	“Lessons are hard when there are too many new words I don't know.”
Learner 4	A	9	“Podcasts are difficult because I can't pause and ask questions.”
Learner 5	B	8	“I struggle with conversations because I feel lost when I miss a word.”

Learner 6	B	8	"Listening to lessons is hard because sometimes I don't get the meaning."
Learner 7	B	9	"Podcasts are the hardest for me because they are long and complicated."
Learner 8	B	9	"Conversations are the hardest because everyone speaks at once."
Learner 9	A	8	"Podcasts are difficult to follow."
Learner 10	A	9	"Lessons are difficult when the teacher uses difficult vocabulary."
Learner 11	B	8	"I find conversations hard because I don't understand when people speak quickly."
Learner 12	B	9	"Podcasts are hard because of the unfamiliar words and fast pace."

Type of Listening Exercise	Number of Learners	Percentage (%)
Podcasts	6	50%
Conversations	4	33,3%
Lessons	2	16,7%

From *Table 4.5.7*, it is evident that 50% of learners find podcasts to be the most difficult listening exercise, followed by 33.3% who struggle with conversations.

4.5.6.3. Analysis

The data show that learners from both School A and School B believe that podcasts and chats are the hardest listening activities. Learners find it difficult to talk quickly in conversations, especially when fluent English speakers or native speakers are participating. Understanding becomes difficult because of the rapid tempo, strange terminology, and colloquial language utilized in chats. Conversely, podcasts pose difficulties since they lack visual signals and demand a prolonged period of attention

to comprehend. These results are in line with studies that demonstrate that fast-paced, unplanned speech is frequently more difficult for second-language learners to understand than written or illustrated material (Gullberg, 2020). Additionally, it was shown that lengthy recordings in class were challenging because of problems with focus and the inability to communicate with the speaker. This underscores the necessity of various listening exercises that strike a balance between duration and engagement.

4.5.6.3.1. Learner Strategies for Comprehension

The data demonstrates that when learners are struggling with listening assignments, they frequently turn to outside help, such as asking peers for clarification, waiting for teacher explanations, or searching up words later. The hesitancy to raise inquiries in front of classmates is a recurring topic, suggesting that learners' reactions to challenges are significantly influenced by their fear of embarrassment. In addition, learners try to make up for this by employing contextual guessing, which is useful, but not always enough for complete understanding. These results point to the need for educational settings that promote candid dialogue and lessen the stigma associated with asking questions.

4.5.6.3.2. Types of Listening Exercises Found Difficult

The listening exercises that the learners interviewed found most difficult were conversations and podcasts. For learners still honing their listening abilities, the pace, vocabulary, and absence of visual aids make these exercises very challenging. Because of their length and structure, podcasts also demand prolonged focus, which many learners find challenging to sustain. Because conversations are unpredictable and move quickly, they add levels of complexity, particularly when there are several speakers or informal language is used. This emphasizes how crucial it is to progressively expose learners to increasingly difficult listening exercises and give them coping mechanisms for foreign language and rapid speech.

4.5.7. Question 8: “Do you feel nervous when you have to speak in the language you’re learning? Why or why not?”

The responses are summarized as follows:

Learner	School	Grade	Response
Learner 1	A	8	"Yes, I feel nervous because I might make mistakes."
Learner 2	A	8	"No, I feel confident speaking in class."
Learner 3	A	9	"Yes, I get nervous because I don't know enough words."
Learner 4	A	9	"No, I don't get nervous; I practice a lot at home."
Learner 5	B	8	"Yes, I am afraid of being laughed at if I make mistakes."
Learner 6	B	8	"Yes, I feel nervous because I'm not good at English."
Learner 7	B	9	"No, I am confident in speaking English."
Learner 8	B	9	"Yes, I get nervous because others speak better than me."
Learner 9	A	8	"Yes, I'm nervous because I might use the wrong words."
Learner 10	A	9	"No, I don't feel nervous because I know how to express myself."
Learner 11	B	8	"Yes, I get nervous because I'm not fluent."
Learner 12	B	9	"Yes, I feel nervous because I'm afraid of making mistakes."

Table 4.5.8: Learners' Responses on Nervousness When Speaking English

Response	Number of Learners	Percentage (%)
Yes (nervous)	8	66.7%
No (not nervous)	4	33.3%

As shown in *Table 4.5.8*, 66.7% of the learners indicated that they feel nervous when speaking in English, with the majority citing fear of making mistakes as the main reason.

4.5.7.1. Data Analysis

4.5.7.1.1. Nervousness When speaking in English

Most learners in both School A and School B report feeling anxious when speaking English, especially in front of the class, according to the statistics. A common explanation for this anxiety among learners is the dread of making mistakes or receiving negative feedback from their classmates. Particularly in Grade 8, learners exhibit higher anxiety levels than learners in Grade 9, who appear to be more used to speaking English. This pattern implies that learners eventually gain confidence as they practise and are exposed to more speaking activities, although many learners in both schools still have a considerable fear of making mistakes. This coincides with research that highlight the significance of anxiety in second language acquisition, where speaking is often the most anxiety-inducing ability (Le, 2024).

4.5.7.1.2. Coping with Situations When Learners Do Not Know the Right Words

The data demonstrate that when faced with language gaps, learners use a variety of techniques. Both schools' learners often halt, seek assistance, or try to express meaning with hand gestures and other words. While Grade 8 learners are more prone to stop talking altogether when they are unable to find the right term, Grade 9 learners, in particular, show a little more proactive attitude by explaining the concept or providing examples. This suggests that additional specific training on coping mechanisms, such as paraphrasing and utilizing context clues, is necessary to support learners in communicating even when their vocabulary is limited (Ankawi, 2022).

4.5.7.1.3. Difficult Listening Exercises

The responses to the question about difficult listening exercises revealed three key themes: **accent and pace**, **vocabulary limitations**, and **lack of comprehension strategies**.

³⁵₁₇ **Accent and Pace:** Podcasts were rated by the majority of learners (50%) as the most challenging listening exercise because of the fast-paced discourse and strange accents. This result supports Park, Hodge, and Klieve's (2022)

theory that learners may become overwhelmed by exposure to real English dialects, particularly in rural places like Lepelle Circuit where exposure to such accents is scarce.

³⁵₁₇ **Vocabulary Limitations:** A vocabulary gap was shown by the fact that 16.7% of learners who found lessons challenging frequently attributed their difficulties to their inability to understand newly presented words.

³⁵₁₇ **Lack of Comprehension Strategies:** Conversational difficulties among learners (33.3%) point to the need for improved instructional techniques that encourage active listening. To improve their comprehension, learners should be taught techniques like summarizing or seeking clarification during discussions, claim Zwiens and Crawford (2023).

4.5.7.1.4. Nervousness in Speaking English

The analysis of learners' nervousness revealed two major themes: **fear of mistakes** and **lack of confidence**.

³⁵₁₇ **Fear of Mistakes:** Most learners (66.7%) reported feeling anxious when speaking English, mostly because they were afraid of making a mistake or receiving negative feedback from their peers. According to Bolden, Hepburn, Potter, Zhan, Wei, Park, Shirokov, Chun, Kurlenkova, Licciardello, and Caldwell (2022), this concern can impede the development of spoken language. They contend that error correction should be handled carefully to promote fearless speaking.

³⁵₁₇ **Lack of Confidence:** Low self-esteem in their English-speaking skills was also evident in the learners' comments; 33.3% of them said they did not feel anxious because they had enough practice or help at home. This emphasizes how crucial it is to have a safe learning environment in the classroom that encourages practice and boosts student confidence.

4.5.8. Question 9: “What challenges do you face when trying to express your thoughts in speaking?”

This question prompted diverse responses from learners. The responses have been grouped into themes that emerged across all interviews:

³⁵₁₇ **Limited vocabulary:** Many learners noted that they struggle with expressing complex ideas due to a lack of sufficient vocabulary.

³⁵₁₇ **Fear of making mistakes:** Some learners mentioned that they fear mispronouncing words or using incorrect grammar, which hinders their ability to speak freely.

³⁵₁₇ **Lack of confidence:** A few learners pointed out that they lack confidence, particularly when speaking in front of their classmates.

4.5.8.1. School A – Grade 8 Responses:

³⁵₁₇ Learner A1: "I don't always know the right words to use, and I feel nervous when I try to explain something. It makes me hesitate and stop talking."

³⁵₁₇ Learner A2: "I am afraid I will say something wrong and my classmates will laugh at me. So, I avoid speaking much."

³⁵₁₇ Learner A3: "It is hard to speak because I don't know many big words in English, and sometimes I don't know how to say what I am thinking."

4.5.8.2. School A – Grade 9 Responses:

³⁵₁₇ Learner A4: "When I try to speak, I get stuck because I don't know how to say certain things in English. This makes me lose confidence."

³⁵₁₇ Learner A5: "I can't always find the right words, and then I become too shy to keep speaking."

³⁵₁₇ Learner A6: "Sometimes, I know what I want to say, but it comes out wrong because I'm not confident with my pronunciation."

4.5.8.3. School B – Grade 8 Responses:

³⁵₁₇ Learner B1: "My biggest challenge is knowing how to say my ideas in English without making mistakes."

³⁵₁₇ Learner B2: "I often feel like I don't know the correct words, and it's hard to put my thoughts into sentences."

³⁵₁₇ Learner B3: "I'm scared of being wrong, and that makes me hold back when I want to speak."

4.5.8.4. School B – Grade 9 Responses:

³⁵₁₇ Learner B4: "I can't always express myself because I don't have a strong vocabulary."

³⁵₁₇ Learner B5: "When I can't find the right words, I panic and end up not saying anything."

³⁵₁₇ Learner B6: "I think too much about making mistakes, so I lose confidence and stay quiet."

Challenges Faced by Learners in Expressing Thoughts

Challenge	Number of Learners	Percentage (%)
Limited vocabulary	6	50%
Fear of making mistakes	4	33.3%
Lack of confidence	2	16.7%

Table 4.5.9 summarizes the challenges faced by learners. Half of the learners (50%) identified limited vocabulary as their main challenge, followed by fear of making mistakes (33.3%).

4.5.8.5. Data Analysis

4.5.8.5.1. Challenges in Expressing Thoughts

The learners' inability to find the appropriate words to convey their ideas is a recurrent topic in their comments. This is especially difficult for learners who wish to construct longer or more intricate phrases. Learners from both School A and School B report that they find it difficult to translate their ideas into English since they are frequently more coherent in their native tongues. This implies that learners' reluctance and incomplete answers during speaking exercises are caused by their ongoing development of lexical and grammatical competence in EFAL. The data backs up the idea that for learners to express themselves more fluently, they need to engage in systematic speaking exercises and ongoing vocabulary growth (Andrade Moran, 2019).

4.5.9. Question 10: "How do you handle situations where you don't know the right words to use?"

This question prompted the following responses:

³⁵₁₇ **Guessing or using simpler words:** Some learners stated that they try to guess the word or use simpler, less accurate vocabulary.

³⁵₁₇ **Switching to their home language:** A few learners noted that they resort to using their home language when they are stuck.

³⁵₁₇ **Asking for help:** Some learners said they seek help from teachers or peers when they do not know the right words.

4.5.9.1. School A – Grade 8 Responses:

³⁵₁₇ Learner A1: "I try to use simple words if I don't know the right ones, but it doesn't always work."

³⁵₁₇ Learner A2: "Sometimes I just switch to my home language because I can't think of the right English word."

³⁵₁₇ Learner A3: "I ask my friends or the teacher to help me when I don't know how to say something."

4.5.9.2. School A – Grade 9 Responses:

³⁵₁₇ Learner A4: "I try to guess the word or use an easy word instead, but it doesn't always explain what I mean."

³⁵₁₇ Learner A5: "When I get stuck, I mix English and my home language, especially when speaking with friends."

³⁵₁₇ Learner A6: "I try to find a different way to say it, or I ask for help from my teacher."

4.5.9.3. School B – Grade 8 Responses:

³⁵₁₇ Learner B1: "I use the words I know and sometimes guess the word, hoping I'm right."

³⁵₁₇ Learner B2: "If I don't know the word, I ask my teacher or friend to help me."

³⁵₁₇ Learner B3: "I just stop talking when I don't know the words. It's too hard to guess."

4.5.9.4. School B – Grade 9 Responses:

³⁵₁₇ Learner B4: "I try to use easier words or ask someone for help."

³⁵₁₇ Learner B5: "When I can't think of the word, I switch to my home language."

³⁵₁₇ Learner B6: "I guess the word, but if it's too hard, I stop trying to explain."

Table 4.5.10: Learners' Strategies for Handling Situations Where They Do not Know the Right Words

Strategy	Number of Learners	Percentage (%)
Guessing or using simpler words	5	41.7%
Switching to home language	4	33.3%
Asking for help	3	25%

Table 4.5.10 shows that 41.7% of learners try to guess or use simpler words, while 33.3% switch to their home language when they don't know the right words.

According to the comments, learners use a variety of tactics to fill in language gaps. To express meaning, learners from both schools regularly pause, seek assistance, or try to utilise hand gestures and other words. When they are unable to find the right term, learners in Grade 8 are more likely to stop talking altogether, whereas learners in Grade 9 show a somewhat more proactive attitude by explaining the concept or providing examples. This suggests that in order to assist learners continue talking even when they encounter vocabulary restrictions, more explicit teaching of coping mechanisms like paraphrasing and employing context clues is required (Schmitt & Schmitt, 2020).

4.5.9.5. Thematic Analysis and Discussion

4.5.9.5.1. Vocabulary Limitations and Expression of Thoughts

The findings show that a limited vocabulary poses a serious obstacle to learners' ability to communicate in English. This research supports Gleason and Ratner's (2022) assertion that communicative skill is largely dependent on vocabulary acquisition. Learners regularly reported that their inability to find the right words hinders their capacity to communicate effectively. More vocabulary-building activities

and chances for learners to participate in worthwhile speaking activities can help close this gap.

4.5.9.5.2. Fear of Making Mistakes and Confidence Issues

One recurring topic was the fear of making mistakes. Learners stated that their fear of mispronouncing words or using improper grammar keeps them from contributing completely to class discussions. This is consistent with research by Dryden, Tankosić, and Dovchin (2021), which indicates that fostering a secure, encouraging atmosphere for language learners can reduce anxiety and increase self-assurance. Teachers' ought to create an environment that minimizes anxiety about being judged by others and promotes taking risks.

4.5.9.5.3. Strategies for Handling Vocabulary Gaps

Different coping mechanisms have been evolved by learners to deal with their limited vocabulary. Using simpler words was the most popular tactic, which could lower the accuracy of communication. Code-switching as a coping strategy is evident in the fact that a sizable portion of learners also turned to their native tongue. Choudhary (2024) asserts that while code-switching may be a normal aspect of bilingual learners' communication, it must be balanced with initiatives to improve their English language skills.

4.5.10. Question 11: "Do you feel more comfortable speaking in a classroom or outside of it? Why?"

4.5.10.1. Learner Responses:

³⁵₁₇ **School A, Grade 8 Learner 1:** "I feel more comfortable speaking outside the classroom because I am more relaxed with friends and not afraid of making mistakes."

³⁵₁₇ **School A, Grade 8 Learner 2:** "In the classroom, I feel nervous because the teacher is watching, and I might get corrected in front of everyone."

³⁵₁₇ **School A, Grade 8 Learner 3:** "Outside the class, I can speak freely, but in class, I'm shy and afraid of being wrong."

³⁵₁₇ **School A, Grade 9 Learner 1:** "I prefer speaking in the classroom because it helps me improve, and the teacher can correct my mistakes."

- ³⁵₁₇ **School A, Grade 9 Learner 2:** "I feel more confident speaking outside the class, as I am not under pressure."
- ³⁵₁₇ **School A, Grade 9 Learner 3:** "The classroom feels formal, and I don't want to speak much, but outside I feel more comfortable."
- ³⁵₁₇ **School B, Grade 8 Learner 1:** "Outside the classroom is easier for me because I can speak without worrying about being corrected."
- ³⁵₁₇ **School B, Grade 8 Learner 2:** "In the classroom, I'm more comfortable because I can get help if I don't know how to say something."
- ³⁵₁₇ **School B, Grade 8 Learner 3:** "Speaking outside the classroom is better because I can use my home language if I'm stuck."
- ³⁵₁₇ **School B, Grade 9 Learner 1:** "I prefer the classroom because it's structured, and I learn more."
- ³⁵₁₇ **School B, Grade 9 Learner 2:** "Speaking outside is easier because I am not being judged."
- ³⁵₁₇ **School B, Grade 9 Learner 3:** "In class, I feel scared to make mistakes, but outside I am free to speak however I want."

Table 4.5.11: Learners' Comfort in Speaking (Classroom vs. Outside)

School	Grade	Comfortable Speaking in Class	Comfortable Speaking Outside
A	8	1	2
A	9	1	2
B	8	1	2
B	9	1	2

Table 4.5.11 illustrates that most learners feel more comfortable speaking outside the classroom, with only 4 out of 12 learners preferring the classroom environment.

4.5.10.2. Analysis

Both School A and School B's learners' responses show varying degrees of comfort speaking both within and outside of the classroom. The majority of eighth-graders from both schools say they feel less pressured and afraid of making errors, which makes them feel more at ease speaking outside of the classroom. They feel more secure since they frequently use their native tongue when they are hesitant.

However, some eighth-grade learners feel more comfortable in the classroom, where the teacher can provide them with supervision.

Similar trends are seen among Grade 9 learners, who report feeling more at ease while speaking outside of the classroom. Among the reasons they give are the freedom to speak in their native tongue and the absence of peer or teacher's criticism. Some Grade 9 learners, however, are more comfortable speaking in front of the class because they appreciate the teacher's assistance in fixing their mistakes and enhancing their fluency. This illustrates that although outside influences such as peer pressure may impact learners' comfort, the teacher's ability to foster a positive learning environment is essential for increasing learners' self-assurance during speaking exercises.

4.5.11. Question 12: "How does the speed at which someone speaks affect your ability to listen and respond?"

4.5.11.1. Learner Responses:

³⁵₁₇ **School A, Grade 8 Learner 1:** "When someone speaks too fast, I don't understand much and can't respond well."

³⁵₁₇ **School A, Grade 8 Learner 2:** "Fast speaking makes me confused, and I miss important information."

³⁵₁₇ **School A, Grade 8 Learner 3:** "I struggle to respond when the person speaks quickly because I don't hear everything."

³⁵₁₇ **School A, Grade 9 Learner 1:** "Fast speech is difficult for me because I need time to think and translate in my head."

³⁵₁₇ **School A, Grade 9 Learner 2:** "If someone speaks too fast, I can't follow along or respond easily."

³⁵₁₇ **School A, Grade 9 Learner 3:** "I often miss key words when people talk too quickly, which makes it hard to respond."

³⁵₁₇ **School B, Grade 8 Learner 1:** "Fast talking is hard to understand, so I can't respond properly."

³⁵₁₇ **School B, Grade 8 Learner 2:** "I need more time to listen carefully if the person speaks fast."

³⁵₁₇ **School B, Grade 8 Learner 3:** "I feel stressed when people speak too fast, and I can't answer quickly."

³⁵₁₇ **School B, Grade 9 Learner 1:** "I prefer people who talk slowly because I can follow and reply better."

³⁵₁₇ **School B, Grade 9 Learner 3:** "When someone talks too fast, I can't keep up and don't know what to say."

Table 4.5.12: The Effect of Speech Speed on Learners' Listening and Responding

School	Grade	Learners Struggling with Fast Speech	Learners Comfortable with Fast Speech
A	8	3	0
A	9	3	0
B	8	3	0
B	9	3	0

Table 4.5.12 shows that all learners struggle to listen and respond when people speak too quickly.

4.5.11.2. Analysis

The responses across both schools reveal that learners struggle significantly when faced with fast-paced speech. Learners from both Grade 8 and Grade 9 consistently express that fast speech leads to confusion, misunderstanding, and difficulty in formulating responses. They report needing slower speech to process the language effectively and to respond confidently.

Responses from both schools show that learners have a lot of trouble following fast-paced discourse. Learners in both Grades 8 and 9 frequently state that speaking quickly causes misunderstandings, uncertainty, and trouble coming up with answers. They claim that to comprehend the language efficiently and react with confidence, they require slower speaking.

4.5.11.2.1. Learners' Comfort in Speaking: Classroom vs Outside of Class

The data shows that the atmosphere has an impact on how comfortable learners are speaking. Many learners experience anxiety in the classroom because they are afraid of being judged or of making mistakes in front of their peers. Because they can use their native tongue or feel less pressure to use proper grammar outside of the classroom, learners feel more at ease. Nonetheless, some learners value the disciplined and encouraging classroom setting, where they can enhance their speaking skills with the teacher's comments. According to this, learners' comfort and engagement in speaking exercises may be improved by establishing a classroom atmosphere that is non-threatening and views mistakes as a necessary part of learning.

Thematic analysis of the data suggests that most learners (66.7%) feel more comfortable speaking outside the classroom. This could be because discussions outside of the classroom are more casual and learners do not feel as pressured to achieve well academically or follow rigid language standards. Their preference for speaking outside of the official classroom setting may be explained by Krashen's Affective Filter Hypothesis, which states that learners are more likely to pick up language when they feel at ease and unafraid of making mistakes (Krashen, 1982).

4.5.11.2.2. The Impact of Speech Speed on Listening and Responding

All learners (100%) reported having trouble understanding when someone spoke too quickly, according to the statistics. This result is consistent with the conclusion by Huang and Gráf (2020), that speech rate has a considerable impact on comprehension, particularly for second-language learners. Rapid speech interferes with the brain's ability to assimilate spoken language, which makes it difficult for learners to follow and react.

4.5.12. Question 13: “Do you find it challenging to keep up with group conversations? If so, why?”

The responses revealed common themes related to group conversations:

³⁵₁₇ Struggling with understanding peers' accents and speed of speech.

³⁵₁₇ Feeling left out due to limited vocabulary.

³⁵₁₇ Lack of confidence to contribute to the conversation.

Table 4.5.13: Learners' Responses to Challenges in Group Conversations

Learner	Grade	School	Response
Learner 1	Grade 8	School A	"Yes, sometimes my friends talk fast, and I don't understand them."
Learner 2	Grade 8	School A	"It is difficult because I don't know all the words they use."
Learner 3	Grade 9	School A	"I feel shy because I am not sure of my pronunciation."
Learner 4	Grade 8	School B	"Yes, I can't follow when they speak quickly."
Learner 5	Grade 8	School B	"I don't feel confident in a group because I can't always respond."
Learner 6	Grade 9	School B	"I find it hard to contribute when I don't understand everything."
Learner 7	Grade 8	School A	"I struggle with keeping up because my English is slower."
Learner 8	Grade 9	School A	"Yes, I don't always know the right words to say."
Learner 9	Grade 8	School B	"My vocabulary is not good enough to understand all conversations."
Learner 10	Grade 9	School B	"I get confused when they talk fast and use big words."
Learner 11	Grade 8	School A	"It's difficult to keep up when everyone talks at once."
Learner 12	Grade 9	School A	"I don't participate much because I am afraid of making mistakes."

The table and graph data demonstrate that language restrictions and speech rate comprehension are major obstacles for the majority of learners. This problem is consistent with research by Csillik (2022), which indicates that learners in multilingual classrooms frequently find it difficult to follow conversational dynamics since they have not had much opportunity to interact with fluent English speakers.

4.5.12.1. Data Analysis

4.5.12.1.1. Challenges in Keeping Up with Group Conversations

Many learners at both schools find it difficult to follow group discussions because of a variety of issues, including as the speed of speech, interruptions, and new vocabulary, according to their comments. Both School A and School B's eighth and ninth graders emphasized how hard it is to process information fast enough to contribute, particularly in situations where numerous individuals are speaking at once or when conversations move quickly.

The issue of unfamiliar vocabulary was highlighted by learners from School A. This is consistent with difficulties in second language learning, where learners who have a limited vocabulary frequently struggle to understand and react in real-time interactions (McMurray, Apfelbaum & Tomblin, 2022). Similar to this, learners from School B indicated that they had trouble with turn-taking and the conversational flow because they were uneasy about the rapid-fire speaking and interruptions.

This shows that learners can gradually increase their confidence in group situations by practicing structured conversations with explicit turn-taking rules and coaching. The results align with research demonstrating that exposure, practice, and time are necessary for proficient communication in a second language in controlled settings (Loewen, 2020).

4.5.12.1.2. Thematic Analysis

4.5.12.1.2.1. Theme 1: Speed of Speech and Accents

As noted by Dicaldo and Roch (2021), who highlighted that exposure to a variety of linguistic inputs improves listening comprehension, the majority of learners (8 out of 12) reported having trouble following conversations because their peers spoke too quickly or with unfamiliar accents. This suggests that learners need more exposure to a variety of speaking accents and speeds.

4.5.12.1.2.2. Theme 2: Vocabulary Limitations

Afzal (2019) contends that learners with low vocabulary have more difficulty in interactive communication, and the fact that six learners noted vocabulary gaps

supports the need for improved vocabulary education to help learners participate meaningfully in group discussions.

4.5.13. Question 14: “How do you feel about making mistakes when speaking English First Additional Language?”

The responses reveal the emotional and psychological impact of making mistakes on learners:

³⁵₁₇ **Fear of ridicule:** Many learners expressed anxiety about being laughed at by their peers.

³⁵₁₇ **Shyness and embarrassment:** Several learners noted that making mistakes in speaking leads to feelings of embarrassment, affecting their willingness to participate in conversations.

Table 4.5.14: Learners’ Responses to Feelings About Making Mistakes

Learner	Grade	School	Response
Learner 1	Grade 8	School A	"I feel embarrassed when I make a mistake."
Learner 2	Grade 8	School A	"I don't like to speak because I'm scared of being wrong."
Learner 3	Grade 9	School A	"I get nervous and stop speaking if I make a mistake."
Learner 4	Grade 8	School B	"Making mistakes makes me shy, and I avoid speaking."
Learner 5	Grade 8	School B	"I worry that people will laugh at me."
Learner 6	Grade 9	School B	"It's scary to make mistakes because others laugh."
Learner 7	Grade 8	School A	"I don't care about mistakes as long as I try."
Learner 8	Grade 9	School A	"I feel uncomfortable when I make a mistake."
Learner 9	Grade 8	School B	"I try to learn from my mistakes but still feel bad."

Learner 10	Grade 9	School B	"Mistakes are okay, but I still feel nervous."
Learner 11	Grade 8	School A	"It's difficult because I get laughed at."
Learner 12	Grade 9	School A	"I don't speak much because I don't want to make mistakes."

4.5.13.1. Feelings About Making Mistakes When Speaking

Learners from both schools and grade levels reported feeling embarrassed and anxious about making mistakes when speaking English. Learners in grade 8, especially those from School A, reported feeling embarrassed and worried that their peers would make fun of them. This is consistent with research that shows fear of negative evaluation is a major barrier to language production (Adamson, 2024), as learners are more reluctant to speak and miss opportunities to practise their language skills.

Although they took a slightly more introspective approach to mistakes, grade 9 learners from both schools agreed with this sentiment. While some learners admitted that making mistakes is a necessary part of learning, they still preferred more encouraging forms of correction, like teachers' private comments.

These results emphasize the value of establishing a safe and encouraging learning environment in the classroom where errors are seen as a normal part of language acquisition, rather than as something to be feared. Teachers can use error-correction techniques that emphasize constructive criticism to make sure that learners feel free to participate without worrying about looking foolish.

4.5.13.2. Thematic Analysis

4.5.13.2.1. Theme 1: Fear of Ridicule

Seven learners' comments indicate that a major problem is their fear of peer ridicule. The findings of Zhang (2019) indicate social anxiety as a major factor in reducing

language output among learners, which are consistent with this. Teachers must provide a gentle, forgiving atmosphere to allay this dread.

4.5.13.2.2. Theme 2: Shyness and Embarrassment

Five learners consistently expressed feelings of shyness and embarrassment. Richards (2022) explains that learners frequently have negative emotional reactions when they make mistakes, which lowers their participation in speaking activities. This emphasizes the significance of building confidence through constructive criticism and positive reinforcement.

4.6. SUMMARY OF THE CHAPTER

This chapter summarized and evaluated information gathered via semi-structured face-to-face interviews with two teachers (one from each school) and twelve learners (6 from School A and 6 from School B, including three Grade 8 and three Grade 9 learners from each school), as well as classroom observations. In Senior Phase EFAL classes, the results offered important insights into the difficulties and experiences of both teachers and learners about teaching and acquiring speaking and listening abilities. Each theme has been critically reviewed to identify how it contributes to new knowledge in the teaching of listening and speaking in EFAL classrooms, particularly within the context of under-resourced rural South African schools. The themes outlined here highlight both existing practices and emergent gaps, thus informing a framework for a communicative competence strategy. Here is a synopsis of the main conclusions:

4.6.1. Observation Results

The classroom observations revealed the following key points:

³⁵₁₇ **Techniques Used in Teaching Listening and Speaking:** Findings revealed that teachers often employed teacher-centered methods, such as choral repetition and question-answer sessions, with minimal learner interaction. While some attempts were made to incorporate pair work or role-play, these were inconsistently applied. This highlights a limited shift from traditional instruction to interactive teaching. **This contributes new knowledge by exposing the gap between curriculum intentions and classroom realities,**

emphasizing the need for sustained professional development focused on communicative language teaching (CLT) strategies in EFAL classrooms.

³⁵₁₇ **Lesson planning and structure:** Teachers generally designed lessons with clear objectives; however, listening and speaking tasks were often relegated to the margins of lesson time. Observations indicated that these skills were not fully integrated into the daily planning framework. **This finding adds new insight by revealing a structural undervaluing of oracy skills within EFAL lesson planning**, suggesting the need for curriculum guidelines that elevate oral skills to equal status with reading and writing.

³⁵₁₇ **Learner participation:** Learner participation was low during oral activities, with many learners remaining silent or hesitant. Only a few confident learners regularly responded or initiated speech in class. Teachers rarely encouraged spontaneous language use. **This contributes new understanding by demonstrating how learner silence may stem not only from language deficits but from pedagogical and affective barriers**, thus calling for strategies that cultivate learner voice and agency in EFAL classrooms.

³⁵₁₇ **Teacher-learner interactions:** Interactions were largely teacher-dominated, with limited scaffolding or individualized support. Teachers often corrected errors directly, sometimes discouraging further attempts by learners. **The study contributes novel insight into how teacher feedback styles impact learner confidence and willingness to speak**, underlining the need for responsive, error-tolerant interaction patterns that support spoken language development.

4.6.2. Teachers' Interview Results

The interviews with teachers highlighted several challenges and strategies:

³⁵₁₇ **Balancing fluency and accuracy:** Teachers expressed uncertainty about how to balance promoting fluency with correcting errors. Most admitted to focusing on grammatical accuracy, which they felt was more assessable and aligned with examination pressures. **This finding reveals a critical tension between policy aims and practice, contributing to new knowledge by articulating how teacher assessment practices shape their pedagogical choices**, often at the expense of communicative competence.

³⁵₁₇ **Creating a safe and supportive learning environment:** Many teachers acknowledged the importance of building a supportive environment but cited time constraints and large classes as barriers. **This study contributes to new knowledge by identifying systemic and contextual factors that inhibit the creation of psychologically safe classroom spaces**, especially in rural EFAL settings. This underscores the need for psychosocial training alongside pedagogical upskilling.

³⁵₁₇ **Resource limitations:** All teachers reported significant shortages of listening equipment, reading texts, and visual aids. Few had access to audio materials that could support listening development. **This theme generates new knowledge by confirming the under-researched impact of material scarcity on oracy**, suggesting that communicative competence cannot develop in resource-deprived contexts without targeted investment.

³⁵₁₇ **Challenges with Assessing Listening and Speaking:** Teachers found it difficult to assess oral skills due to large class sizes, lack of time, and subjective criteria. Many relied on informal assessments or skipped these skills entirely during formal assessments. **This finding contributes to new knowledge by exposing an assessment-policy implementation gap**, emphasizing the need for simplified, scalable, and context-sensitive oral assessment tools in EFAL classrooms.

4.6.3. Learners' Interview Results

Learners noted a number of difficulties they encountered when learning listening and speaking skills:

³⁵₁₇ **Difficulties in understanding spoken English:** Learners reported struggling to follow spoken English, especially when teachers spoke too quickly or used unfamiliar vocabulary. Listening tasks were rare, and learners felt unprepared to comprehend English used outside the classroom. **This finding adds new knowledge by highlighting a lack of structured listening exposure**, which impedes learners' real-world comprehension and communicative preparedness.

³⁵₁₇ **Pronunciation and vocabulary limitations:** Most learners were aware of their pronunciation challenges and limited vocabulary. They expressed

embarrassment when speaking and feared ridicule from peers. **This theme contributes to our understanding of the psychological dimensions of oracy development**, pointing to the need for culturally sensitive strategies that normalize oral practice and error-making as part of learning.

³⁵₁₇ **Limited Practice Opportunities for Listening and Speaking:** Learners described EFAL classes as dominated by reading and writing, with few chances to speak or listen. They wished for more dialogues, debates, and drama-based activities. **This finding brings new insight by emphasizing learner demand for oral engagement**, reinforcing the argument for curriculum reforms that privilege multimodal and interactive tasks.

³⁵₁₇ **Psychological barriers-Fear, Anxiety, and Self-Doubt:** Many learners reported fear of being wrong, laughed at, or punished for mistakes. This anxiety inhibited their willingness to speak in class. **This theme contributes new knowledge about the emotional landscape of language learning**, especially in under-resourced schools, and supports calls for trauma-informed and affectively aware teaching approaches.

4.6.4. CONCLUSION

In EFAL classes, teaching and learning listening and speaking skills provide substantial problems for both teachers and learners, according to the results of observations and interviews. While learners face psychological and language obstacles, teachers have methodological and resource limitations. Adopting learner-centred strategies, creating a nurturing atmosphere, and making use of cutting-edge teaching tools to improve speaking and listening abilities are all necessary to meet these obstacles.

The study generated critical new knowledge about the disconnect between curriculum expectations and classroom practices in rural South African EFAL classrooms. The findings reveal how systemic constraints—such as limited resources, large class sizes, and insufficient teacher training—interact with pedagogical choices and learner experiences to hinder the development of listening and speaking skills. These insights lay the groundwork for a **Communicative Competence Strategy** that prioritizes oracy, promotes inclusive classroom interactions, and contextualizes language instruction within the realities of rural education. The findings also call for a reconceptualization of teaching, planning, and

assessment practices to align more closely with the communicative needs of learners in multilingual and under-resourced environments.

This chapter forms the foundation for the recommendations presented in the subsequent chapter, aiming to propose strategies for improving the teaching and learning of listening and speaking skills in EFAL classrooms.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS, CONCLUSIONS

5.1. INTRODUCTION

The main conclusions of the study on teachers' experiences teaching speaking and listening in Senior Phase English First Additional Language (EFAL) classes in the Lepelle Circuit, Sekhukhune South District, are thoroughly summarised in this chapter. The goal of the study was to comprehend the difficulties teachers encounter, the methods they employ, and the assistance they require in order to promote communicative competence in their learners.

Building on the data provided in Chapter 4, this chapter explores the implications of the findings in light of the Communicative Competence Strategy framework and existing literature. Chapter 5 offers a thorough analysis of the findings from teacher and student interviews and classroom observations, with the goal of integrating these findings with existing literature to provide insights into the difficulties, methods, and attitudes related to teaching and learning listening and speaking skills.

The main goals are to examine how teachers have balanced accuracy and fluency, establish a safe space for speaking and listening practice, and meet the needs of a variety of learners. Lesson planning, instructional strategies, and interactions between teachers and learners were all evaluated through observations. Through

interviews, learner perspectives were recorded, examining the difficulties and coping strategies they encountered while developing their speaking and listening abilities.

Key findings show that teachers and learners have a lot of trouble developing communicative competence. Teachers emphasized the challenge of balancing accuracy and fluency while dealing with time constraints, resource limitations, and a range of learner proficiency levels. Learners also expressed feelings of anxiety and insecurity, especially when speaking, which highlights the need for more supportive teaching methods.

This chapter provides a critical evaluation of the results, highlighting themes and patterns that surfaced from the data, and offers practical strategies for fostering communicative competence through recommendations for improving the teaching of listening and speaking skills in EFAL classrooms. By bringing these findings into line with the goals of the study, this chapter advances our understanding of how EFAL teachers can improve listening and speaking skills among Senior Phase learners.

5.2. SUMMARY OF FINDINGS ON OBSERVATION RESULTS

Two EFAL teachers from School A and School B were observed in the classroom, offering insights on how they teach listening and speaking skills. The observations focused on:

- ³⁵₁₇ Audibility and Fluency
- ³⁵₁₇ Articulation of Words
- ³⁵₁₇ Lesson Planning and Structure
- ³⁵₁₇ Teaching Techniques
- ³⁵₁₇ Teacher-Learner Interaction

5.2.1. Audibility and Fluency

The observations showed that teachers from the two schools differed in their fluency and audibility. While Teacher A from School A was consistently audible, making sure that every student could hear clearly during speaking and listening exercises, Teacher B from School B occasionally struggled with audibility, especially during group discussions, which affected learners' comprehension.

These results corroborate those of Goh and Vandergrif (2021), who highlight the value of audibility in improving language learners' listening comprehension.

Enhancing audibility may aid learners in concentrating and comprehending spoken language, especially in situations where they are not exposed to native English speakers.

5.2.2. Articulation of Words

Teacher A helped learners grasp new vocabulary by demonstrating clear word articulation and placing emphasis on pronunciation. On the other hand, Teacher B occasionally used inconsistent articulation, which might have confused some learners.

Implications: As Zsiga (2024) contends, proper articulation is essential for assisting learners in differentiating between English sounds, and inconsistent pronunciation might hinder the development of listening skills and the comprehension of subtleties in spoken English.

5.2.3. Lesson Planning and Structure

Teacher A's sessions were noticeably more extensive, with separate phases for introduction, practice, and feedback, even though both teachers had planned lesson plans. Despite having a well-structured class plan, Teacher B frequently did not allow enough time for feedback, which prevented learners from asking questions or clearing up any confusion.

This finding supports Holbrey's (2020) assertion that well-structured lectures have a beneficial effect on student engagement and retention. Teachers can address individual student difficulties in real time and improve the learning process by giving feedback more time.

5.2.4. Teaching Techniques

Teacher B mostly used direct instruction, which led to lower learner involvement. In contrast, Teacher A used a variety of strategies, including role-playing and interactive conversations, which encouraged active participation.

Implications: Interactive teaching strategies like role-playing have been shown to improve student engagement and language retention (Pardede, 2020). Teachers can more successfully draw learners' attention and develop their practical language abilities by incorporating interactive teaching methods.

5.2.5. Teacher-Learner Interaction

Teacher A demonstrated a great rapport with the learners by promoting candid conversation and actively answering their inquiries. Learners' confidence in their ability to participate may have been impacted by Teacher B's formal style and lack of engagement.

According to research by O'Hara (2020), a positive teacher-student relationship can boost student confidence and engagement, especially in language learning settings where learners may feel self-conscious. Learner results can be greatly enhanced by fostering an inclusive classroom environment and developing rapport.

Both teachers' observations show that teaching listening and speaking skills effectively involves a number of considerations, such as articulation, audibility, planned lesson preparation, a variety of teaching methods, and strong teacher-student relationships. These elements are crucial in supporting learners' growth in communicative proficiency and self-assurance when speaking English.

In a nutshell, Teacher A's strategies emphasize the value of planning, clarity, and interaction in creating a positive learning atmosphere. The difficulties faced by Teacher B highlight areas that require development, especially with relation to feedback and participatory teaching methods.

5.2.6. Recommendations of the Observation's Results

The following recommendations are put forth in light of these findings to help EFAL teachers improve the way they teach listening and speaking skills:

³⁵₁₇ **Enhance Audibility and Articulation:** Throughout every activity in the classroom, teachers should work on speaking clearly and making sure that everyone can hear them. Teachers may accomplish this with the use of articulation and voice modulation exercises.

³⁵₁₇ **Develop Comprehensive Lesson Plans:** It is essential to have well-organized lesson plans that include time for practice and feedback. Teachers' ought to think about allocating the last portion of each class to answering queries from learners or clearing up any confusion. Furthermore, lesson planning templates that incorporate listening and speaking activities should be implemented.

³⁵₁₇ **Adopt Interactive Teaching Techniques:** To promote active student participation, teachers should incorporate role-play, conversations, and group projects. Training classes or workshops on interactive teaching methods may offer helpful assistance.

³⁵₁₇ **Foster Strong Teacher-Learner Relationships:** In order to foster a supportive and inclusive learning environment, teachers should support learners' participation and interaction through the use of communicative language teaching (CLT) methods, as well as by encouraging open communication and positive reinforcement to boost learners' confidence.

5.2.7. Implications for Future Practice

The results show that teacher preparation programs should stress the value of teaching methods that enhance speaking and listening abilities, especially in multilingual classrooms where learners have specific difficulties with language learning. Future research could examine the effects of particular methods, including technology-assisted language learning, on enhancing communicative ability in EFAL classes.

Several gaps in the instruction of listening and speaking skills in EFAL classrooms at both School A and School B are revealed by the data in the observation results. Teachers require additional assistance in creating lessons that successfully combine speaking and listening exercises. Furthermore, improving the way these skills are taught requires professional development programs that emphasize articulation, fluency, and learner engagement. Gaining proficiency in these areas could greatly improve learners' speaking and listening abilities, which would increase their overall English communication competency.

5.3. SUMMARY OF FINDINGS ON TEACHERS' INTERVIEW RESULTS

The responses to important interview questions are examined in light of research on speaking and listening instruction. According to the two teachers from School A and School B, the study identified a number of difficulties and methods associated with teaching listening and speaking skills.

5.3.1. First Interview Question: “What are the main difficulties you encounter when teaching listening and speaking skills?”

Specific difficulties teachers encounter when teaching learners in listening and speaking skills were identified by the information gathered from the interviews with Teachers 1 and 2 from School A and School B, respectively.

³⁵₁₇ **Teacher 1 (School A)** determined that the biggest obstacles to teaching listening and speaking skills were learners' lack of confidence, time constraints, and language proficiency.

³⁵₁₇ **Teacher 2 (School B)** stated that the main challenges were low learner motivation, big class sizes, and a lack of resources.

These results draw attention to common and particular difficulties that affect teachers' capacity to teach speaking and listening in EFAL classes.

5.3.1.1. Teacher 1 (School A) Responses:

³⁵₁₇ **Limited Time**

Time constraints are a major obstacle to teaching listening and speaking skills effectively, according to Teacher 1. This finding is consistent with the argument made by Karataş and Tuncer (2020), that teachers are frequently forced to prioritize written and reading abilities above oral language development due to time restrictions in the curriculum. Insufficient time restricts the amount of time that can be spent on interactive speaking exercises, which affects the communicative competence of learners.

³⁵₁₇ **Learners' Lack of Confidence**

Teacher 1 also identified **learners' lack of confidence** as a major difficulty. This factor is often linked to anxiety and fear of making mistakes, which discourages active participation in speaking activities. Literature suggests that confidence plays a crucial role in language acquisition (Rubio, 2021) as learners are more likely to participate and experiment with language when they feel assured. Creating a supportive classroom environment may help address this challenge, as confidence can be gradually built through positive reinforcement and non-threatening speaking exercises.

³⁵₁₇ **Language Background**

It was observed that learners' limited exposure to English outside of the classroom posed a challenge to their language background. This challenge is a reflection of South Africa's larger linguistic environment, where learners' exposure to English may be impacted by their use of other indigenous languages at home. Effective language instruction in multilingual environments necessitates specialised approaches that take learners' native tongues and cultural contexts into account, claims Ojong (2023).

5.3.1.2. Teacher 2 (School B) Responses:

³⁵₁₇ **Large Class Sizes**

A significant limitation that impacts classroom management and limits the amount of time available for each student to engage in speaking activities is the size of the class, according to Teacher 2. In public schools, large class numbers are typical and provide logistical difficulties that make it challenging to provide individualized feedback. Language practice is facilitated by smaller class sizes because teachers may devote more time to each student, according to research (Wright, Bergom, & Bartholomew, 2019).

³⁵₁₇ **Inadequate Resources**

Teacher 2 also pointed out that there were not enough resources, including audio-visual materials, workbooks, and language laboratories, which are necessary to create a dynamic and engaging environment for speaking and listening practice. Singh (2024) asserts that resources improve language learning by giving learners a variety of listening models and practice opportunities, particularly in environments with limited resources.

³⁵₁₇ **Low Learner Motivation**

Low student motivation makes it difficult for them to participate in speaking and listening exercises, as Teacher 2 noted. A general lack of interest in English as a topic or social and economic circumstances could be the cause of this lack of enthusiasm. Since motivated learners are more likely to put effort into practice, research indicates that motivation has a major impact on language acquisition (Pranawengtiyas, 2022). Motivation could be increased by offering relevant knowledge and connecting exercises to actual situations.

The study's conclusions highlight the ways in which teachers' capacity to effectively teach listening and speaking skills is influenced by both external (like class sizes and resource availability) and internal (like learner motivation and confidence). In order to overcome these obstacles, a multi-pronged strategy involving systemic adjustments, improved teacher assistance, and modified teaching techniques would be needed.

5.3.1.3. Recommendations

Based on the study's findings, the following recommendations are proposed:

³⁵₁₇ **Expand the Allotted Time for Speaking and Listening Exercises:**

There may be more chances for spoken language exercises for teachers if curriculum time is extended or reorganized.

³⁵₁₇ **Introduce Smaller Class Sizes or Group Work Strategies:**

Schools might introduce more group activities to encourage participation even in larger classrooms, making classes easier to administer.

³⁵₁₇ **Invest in Learning Resources:**

To facilitate efficient language instruction, schools should give top priority to purchasing interactive resources and audio-visual aids.

³⁵₁₇ **Build Learners' Confidence through Positive Reinforcement:**

In order to encourage learners to practise speaking without worrying about being judged, teachers should foster a positive environment.

³⁵₁₇ **Enhance Teacher Training on Motivational Strategies:**

Workshops and seminars can give teachers the tools they need to inspire learners by using language skills in pertinent, practical contexts.

5.3.1.4. Future Research Directions

Future research could look at how well particular interventions—like peer feedback sessions or interactive digital tools—improve speaking and listening abilities in EFAL classes. Our knowledge of these difficulties would be further enhanced by more studies on how language background affects language acquisition in multilingual environments.

5.3.2. Second Interview Question: “How do you assess the progress of learners in listening and speaking skills?”

Based on this interview question the responses from teachers revealed two primary approaches:

³⁵₁₇ **Teacher 1 (School A)** uses oral assessments, listening comprehension exercises, and peer evaluation.

³⁵₁₇ **Teacher 2 (School B)** employs classroom discussions, observation, and standardized tests.

Each approach focuses on unique techniques and tactics teachers use to track and assist learners' growth in speaking and listening abilities.

5.3.2.1. Assessment Techniques Employed by Teacher 1 (School A):

Teacher 1's assessment approach involves:

³⁵₁₇ **Oral Assessments:** Teacher 1 assesses learners' speaking skills orally, emphasizing vocabulary usage, fluency, and pronunciation. Real-time feedback and correction are made possible by this type of assessment, which is crucial for helping learners gain accuracy and confidence.

³⁵₁₇ **Listening Comprehension Exercises:** By exposing learners to a variety of listening scenarios and offering practice with a variety of accents, vocabulary, and sentence structures, listening comprehension exercises evaluate learners' ability to comprehend spoken English.

³⁵₁₇ **Peer Evaluation:** Peer evaluation is another strategy used by Teacher 1, in which learners rate each other's performance. This approach promotes group learning and makes it possible for learners to take an active role in their education.

The idea that communicative techniques improve language acquisition learning outcomes by offering plenty of speaking practice is supported by the use of oral assessments and peer review. Peer evaluation, however, can also provide difficulties because learners may be reluctant to assess their peers fairly.

5.3.2.2. Assessment Techniques Employed by Teacher 2 (School B):

Teacher 2 employs:

³⁵₁₇ **Classroom Discussions:** Discussions in class give learners the chance to converse about a range of subjects, which fosters spontaneity and the ability to articulate ideas clearly. This approach supports genuine communication, which is consistent with the communicative competence strategy.

³⁵₁₇ **Observation:** Teacher 2 evaluates learners using informal observation, noting things like engagement, pronunciation, and comprehension. Without the stress of formal evaluation, observation offers a glimpse into how learners naturally use language.

³⁵₁₇ **Standardized Tests:** Standardized tests are also used by Teacher 2 to gauge learners' speaking and listening abilities. Despite providing a structured approach, standardized tests might not adequately capture the interactive components of speaking and listening abilities because learners may behave differently in a controlled testing setting.

These techniques enable Teacher 2 to pinpoint areas for focused improvement while also objectively evaluating progress. However, because standardized tests may prioritize accuracy over communication skills, they may restrict the real-world application of speaking and listening abilities.

5.3.2.3. Comparative Analysis of Teacher Assessment Approaches

Comparing the approaches of **Teacher 1 and Teacher 2** reveals both similarities and differences:

³⁵₁₇ **Similarities:** In order to facilitate interactive and practical assessment, both teachers employ strategies such as oral exams (Teacher 1) and class discussions (Teacher 2), which both promote active speaking and listening practice.

³⁵₁₇ **Differences:** While Teacher 1's methods may create a supportive learning environment, Teacher 2's use of standardized testing may help objectively track progress over time. Teacher 1's use of peer evaluation encourages collaborative learning, while Teacher 2's standardized tests offer a quantifiable benchmark for assessing progress.

The variety of approaches implies that a mix of summative (like standardized tests) and formative (like oral assessments and peer evaluations) assessments may

provide a more thorough picture of learners' development in speaking and listening abilities.

The results show that teachers use a range of communicative competence-aligned methods to evaluate learners' listening and speaking skills, but the methods vary depending on the individual teaching style and assessment philosophy. This diversity highlights the need for a well-rounded assessment framework that combines standardized methods and interactive assessments to effectively support learners' communicative competence.

5.3.2.4. Recommendations

Based on the findings, the following recommendations are suggested:

³⁵₁₇ **Integrate Various Assessment Forms:** To ensure a comprehensive approach to assessing speaking and listening abilities, schools should urge teachers to combine formative and summative evaluations.

³⁵₁₇ **Peer assessment professional development:** Teachers and learners could benefit from training sessions on peer assessment methods to make better use of this instrument, which would promote collaborative learning without sacrificing objectivity.

³⁵₁₇ **Expand Opportunities for Real-World Practice:** In order to give learners more opportunities to practise speaking and listening outside of the classroom, schools should establish language clubs or conversational groups.

5.3.3. Third Interview Question: “What aspects of teaching listening and speaking skills do you find most challenging in a diverse classroom?”

The findings from interviews with two EFAL teachers, one from School A and another from School B, highlight common challenges in teaching listening and speaking skills to diverse learners. Key challenges include:

³⁵₁₇ **Language Proficiency Diversity:** Both teachers noted that varied language proficiency levels among learners impacted the effectiveness of teaching listening and speaking skills.

³⁵₁₇ **Cultural and Linguistic Backgrounds:** Teachers reported difficulties in accommodating the range of cultural and linguistic backgrounds in their classrooms, which influenced learners' engagement and understanding.

³⁵₁₇ **Limited Resources:** Teachers expressed concern over insufficient resources, such as audio-visual aids, which are crucial for effective teaching of listening and speaking skills.

5.3.3.1. Language Proficiency Diversity

The teachers cited language proficiency diversity as a primary challenge in their classrooms. In EFAL classes, learners often have varying levels of exposure to English outside the classroom, resulting in different levels of comprehension and fluency. This disparity in proficiency makes it challenging for teachers to maintain a balance between catering to advanced learners and providing adequate support to those with lower proficiency levels.

This finding aligns with Ha, Nguyen, Nguyen and Tran (2022), which suggests that diverse proficiency levels can impede collaborative learning and discourage less proficient learners from participating in speaking activities. To address this, highlights the importance of scaffolding activities and using peer-assisted learning strategies to bridge these gaps.

5.3.3.2. Cultural and Linguistic Backgrounds

The diversity in learners' cultural and linguistic backgrounds was another challenge highlighted by the teachers. Teacher B shared that certain cultural norms influence learners' willingness to speak up in class, while Teacher A noted that some learners' native languages lack direct equivalents for certain English phrases, complicating vocabulary teaching.

This challenge is supported by studies such as those by Guzman, Sussman, Kano, Getrich and Williams (2021) which emphasize the role of cultural competence in language teaching. A culturally responsive approach, as recommended by Kieran and Anderson (2019), could help teachers create a more inclusive environment by incorporating culturally relevant examples and recognizing learners' unique linguistic backgrounds.

5.3.3.3. Limited Resources

Both teachers identified limited access to resources, such as audio-visual materials, as a significant barrier. Teacher A mentioned that interactive tools like videos or listening exercises are rarely available, while Teacher B noted the lack of quiet spaces necessary for effective listening activities. This limitation reduces exposure to authentic English-speaking environments, which are crucial for developing listening and speaking skills.

According to Polat and Erişti (2019), access to authentic language materials is essential for developing listening comprehension and spoken accuracy. The absence of these resources restricts teachers' ability to provide learners with immersive experiences, which impact language acquisition.

The findings reveal that teaching listening and speaking skills in EFAL classrooms is particularly challenging due to learner diversity, both in language proficiency and cultural background, as well as limited resources. These challenges hinder teachers' ability to implement communicative teaching strategies effectively.

5.3.3.4. Recommendations

³⁵₁₇ **Implement Scaffolding and Peer-Assisted Learning**

Teachers should consider incorporating scaffolding techniques, such as pre-teaching vocabulary and using structured group activities to accommodate varied proficiency levels.

³⁵₁₇ **Promote Culturally Responsive Teaching**

Teachers could integrate culturally relevant examples and materials that resonate with learners' backgrounds, making learning more engaging and relatable.

³⁵₁₇ **Increase Resource Allocation**

Schools in the Lepelle Circuit should prioritize investing in essential resources, including audio-visual aids and soundproofed spaces, to enhance listening and speaking activities. Collaboration with educational NGOs or seeking sponsorships may provide additional support.

5.3.4. Fourth Interview Question: “What difficulties do you observe learners facing when it comes to listening tasks?”

The interviews conducted with two teachers, one from School A and one from School B, identified three primary challenges that learners encounter in listening tasks:

³⁵₁₇ Language Proficiency Diversity

³⁵₁₇ Cultural and Linguistic Backgrounds

³⁵₁₇ Limited Resources

5.3.4.1. Language Proficiency Diversity

Teachers from both schools noted that the diversity in learners' English proficiency levels poses a significant challenge. They observed that learners with lower proficiency struggle to understand spoken teaching, discussions, and listening tasks. This diversity means that some learners quickly comprehend and engage, while others require additional support and simplified language, which affects the pace of teaching.

This finding aligns with Kottacheruvu and Jampa (2024), that in mixed-proficiency classrooms, learners benefit from differentiated teaching tailored to varying levels of language understanding. Teachers face the challenge of balancing these needs while maintaining an inclusive and supportive classroom environment.

5.3.4.2. Cultural and Linguistic Backgrounds

The teachers also pointed out that learners varied cultural and linguistic backgrounds affect their ability to understand certain English expressions, idioms, and cultural references used in listening tasks. For instance, idiomatic expressions familiar to one linguistic group may be unfamiliar and confusing to another.

This insight supports the notion that language acquisition is influenced by learners' first-language (L1) backgrounds, as discussed by (de la Fuente & Goldenberg, 2022). The teachers suggested using more contextually relevant examples to bridge this cultural and linguistic gap.

5.3.4.3. Limited Resources

Both teachers highlighted that the limited availability of resources—such as listening aids, audio recordings, and visual aids—restricts the variety and effectiveness of listening tasks. With limited access to multimedia resources, learners are confined to

textbook-based tasks, which are less engaging and do not fully simulate authentic language use.

According to Tlhabanelo (2022), effective language learning in EFAL classrooms requires exposure to diverse listening materials that simulate real-world language environments. Without these resources, learners have limited opportunities to develop listening skills that require interpreting tone, context, and complex speech patterns.

5.3.4.4. Recommendations

Based on these findings, the following recommendations are proposed to improve listening skills among EFAL learners in the Lepelle Circuit:

³⁵₁₇ **Implement Differentiated Teaching:** Tailoring listening tasks to varied proficiency levels can support learners who need additional assistance while allowing advanced learners to engage in more complex tasks.

³⁵₁₇ **Incorporate Culturally Relevant Materials:** Using culturally inclusive language examples can help learners relate better to the content, reducing comprehension barriers related to cultural references.

³⁵₁₇ **Increase Resource Allocation for Listening Activities:** Providing more multimedia resources can help simulate real-life listening contexts, making listening tasks more engaging and effective.

This study contributes to a deeper understanding of the challenges in teaching listening and speaking skills in EFAL classrooms. The insights gathered here support the development of a Communicative Competence Strategy that addresses learners' diverse backgrounds, proficiency levels, and resource needs.

5.3.5. Fifth Interview Question: “What challenges do you face in finding suitable listening materials that meet your learners' needs?”

The interview data from teachers revealed the following key challenges:

³⁵₁₇ **Limited Availability of Authentic Listening Materials:** Teacher 1 (School A) emphasized the scarcity of authentic listening materials that align with learners' proficiency levels.

³⁵₁₇ **Contextual Relevance of Materials:** Teacher 2 (School B) highlighted the difficulty in finding listening materials that reflect the learners' real-life context, which is essential for fostering engagement and comprehension.

These findings indicate a significant gap in resource availability and contextually appropriate material for teaching listening skills.

5.3.5.1. Limited Availability of Authentic Listening Materials

Teacher 1 from School A noted that suitable listening materials are often difficult to source, particularly those that match the English proficiency levels of Senior Phase learners. This finding aligns with Siregar and Manurung (2020), who highlight the importance of using authentic listening materials in language learning to help learners improve their comprehension and speaking skills. Authentic materials, which reflect native speakers' use of language, are essential in promoting communicative competence. However, such resources are often designed for higher-proficiency learners and may not align well with the EFAL curriculum's level and objectives.

The limited access to these materials can impede learners' listening comprehension, as they miss out on exposure to various accents, intonations, and informal conversational English. According to Boss and Krauss (2022), authentic resources aid in bridging the gap between classroom learning and real-world communication; hence, this limitation suggests a need for supplementary materials adapted to EFAL learners' levels.

5.3.5.2. Contextual Relevance of Listening Materials

Teacher 2 from School B stressed the issue of contextual relevance, expressing that many of the available resources fail to reflect the learners' own cultural and environmental context. This challenge highlights the importance of contextually relevant materials in promoting learner engagement and comprehension. Research of Alshuraiaan and Alme fleh (2023) underscores that when learners recognize themes and settings in listening materials, they are more likely to engage meaningfully and develop better listening skills.

The lack of contextually appropriate materials often results in learners feeling disconnected from the content, which can hinder their motivation and comprehension. This observation resonates with Hasan (2023) 's findings that learners benefit from

materials that reflect their everyday language experiences, as it aids in comprehension and builds confidence in speaking. Teacher 2's perspective suggests a need to localize or adapt available resources to make them more relatable for EFAL learners in South Africa.

5.3.5.3. Recommendations

Based on these findings, the following recommendations are proposed to enhance the teaching of listening and speaking skills in EFAL classrooms:

³⁵₁₇ **Development of Proficiency-Aligned Resources:** Schools and educational publishers should consider developing listening resources specifically tailored to Senior Phase EFAL proficiency levels. These materials could include simplified versions of authentic content that maintain natural language features while being accessible to learners.

³⁵₁₇ **Localization of Listening Materials:** There is a need for materials that reflect local cultural contexts. This can be achieved by collaborating with local content creators or adapting existing materials to include familiar themes, settings, and language varieties that resonate with South African learners.

³⁵₁₇ **Teacher Training on Resource Adaptation:** Providing teachers with training on how to adapt existing listening materials to fit learners' contexts and proficiency levels would enhance their ability to create meaningful listening experiences. Workshops on designing or modifying listening exercises can help bridge the gap in suitable resources.

5.3.5.4. Suggestions for Further Research

Future research could explore the development and impact of localized listening resources in EFAL classrooms, examining how contextually relevant materials affect learner engagement and comprehension in various linguistic and cultural settings within South Africa.

5.3.6. Sixth Interview Question: “What strategies do you use to keep learners engaged during listening activities?”

From the interview data, it was evident that Teacher 1 (School A) and Teacher 2 (School B) employed distinct strategies to engage learners during listening activities:

³⁵₁₇ **Teacher 1** from School A incorporated visual aids and interactive activities to enhance the listening experience.

³⁵₁₇ **Teacher 2** from School B focused on peer collaboration and group discussions, encouraging learners to process the material collectively after listening.

5.3.6.1. Visual Aids and Interactive Activities (Teacher 1–School A):

Teacher 1 emphasized the importance of using visual aids such as images, videos, and illustrations to support listening comprehension. This approach aligns with findings from Doyle (2023), which show that visual aids can enhance understanding by providing context and helping learners visualize scenarios they hear. Interactive activities, such as role-playing and short discussions, also allow learners to engage actively, rather than passively during listening exercises.

Advantages:

³⁵₁₇ **Increased comprehension:** The combination of audio and visual inputs can clarify concepts, particularly for learners who may struggle with auditory comprehension alone.

³⁵₁₇ **Enhanced engagement:** Visual aids capture learners’ attention and can make the listening material more relatable and less abstract.

Challenges:

³⁵₁₇ **Resource limitations:** Teacher 1 noted that a lack of adequate resources, like multimedia equipment, can limit the effectiveness of these strategies, which suggests a need for better support in schools with fewer resources.

5.3.6.2. Peer Collaboration and Group Discussions (Teacher 2–School B):

Teacher 2 highlighted the effectiveness of **peer collaboration and group discussions** in keeping learners engaged. After listening activities, learners are encouraged to discuss their understanding and opinions in groups. This approach

allows learners to **actively process the listening material** through social interaction, providing opportunities to develop both listening and speaking skills.

Advantages:

³⁵₁₇ **Promotes critical thinking:** Learners share insights and analyse information together, which builds critical listening skills.

³⁵₁₇ **Boosts confidence:** Working in groups reduces the pressure of individual performance, making learners more comfortable expressing themselves.

Challenges:

³⁵₁₇ **Classroom management:** Managing group discussions can be challenging, especially with large classes, as it requires careful facilitation to ensure all learners participate and stay on task.

The findings show that both teachers use strategies aligned with communicative language teaching principles, though each with unique approaches. Teacher 1's visual and interactive methods are effective in environments where resources support multimedia use, whereas Teacher 2's group-oriented strategy fosters peer learning and confidence building. These approaches collectively contribute to a more engaging and learner-centered environment for developing listening and speaking skills in EFAL classrooms.

5.3.6.3. Recommendations

Based on these findings, the following recommendations are made to support teachers and learners in Senior Phase EFAL classrooms:

³⁵₁₇ **Resource Allocation:** Schools should be equipped with adequate multimedia resources, such as projectors and access to digital content, to allow teachers like Teacher A to use visual aids effectively.

³⁵₁₇ **Professional Development:** Teachers should receive training on managing group discussions effectively to maximize the benefits of peer collaboration, as demonstrated by Teacher B.

³⁵₁₇ **Development of Interactive Materials:** The Department of Education could consider creating a repository of age-appropriate visual and audio materials that teachers can access to enhance their lessons.

³⁵₁₇ **Encouragement of Peer-Led Learning:** Schools could implement peer-led learning initiatives to build learners' confidence and foster collaborative problem-solving skills.

5.3.6.4. Limitations and Suggestions for Future Research

These findings were limited by the sample size and scope, with only two teachers interviewed from two different schools. Future studies could expand the sample size and explore additional strategies across a broader range of EFAL classrooms to build a more comprehensive view of effective engagement strategies in teaching listening and speaking skills.

5.3.7. Seventh Interview Question: “What are the main challenges you face when encouraging learners to speak in class?”

Based on the responses from the two teachers, key themes emerged regarding the challenges in assessing and developing learners' listening and speaking skills:

³⁵₁₇ **Teacher 1 (School A):** Reported challenges included learners' reluctance to speak, an unsuitable classroom environment, and limited time allocated for oral practice.

³⁵₁₇ **Teacher 2 (School B):** Identified cultural factors and lack of learner confidence as primary obstacles to assessing and developing these skills.

These responses provide a comprehensive view of the difficulties teachers face in promoting and evaluating learners' listening and speaking skills effectively.

5.3.7.1. Reluctance to Speak and Classroom Environment (Teacher 1, School A):

Teacher 1 indicated that many learners are reluctant to speak in class, often due to a lack of self-assurance and fear of making mistakes. The reluctance to speak may stem from a traditional teaching environment where oral participation is minimal and emphasis on grammar accuracy discourages active participation. According to Dörnyei and Muir (2019), this reluctance could be alleviated by creating a supportive, communicative environment where mistakes are seen as part of the learning process.

Moreover, Teacher 1 highlighted the classroom environment as a limiting factor, noting that overcrowded classrooms and lack of audio-visual aids limit learners' engagement in speaking activities. Research by Alshuraiaan (2023) supports the

notion that a conducive classroom environment one that includes adequate space, resources, and opportunities for interaction can significantly impact language acquisition.

5.3.7.2. Limited Time for Oral Practice (Teacher 1, School A)

Teacher 1 also mentioned that limited time allocated for speaking activities restricts their ability to adequately assess learners' speaking progress. This observation aligns with findings from Heritage, Walqui and Linquanti (2020), which show that consistent and dedicated practice is crucial for language proficiency, especially in speaking and listening.

To address this, increased time allocation for oral practice should be considered in EFAL classrooms. Group activities, peer assessments, and short, frequent speaking exercises could be incorporated to maximize practice within the available time.

5.3.7.3. Cultural Factors and Learner Confidence (Teacher 2, School B)

Teacher 2 from School B pointed out that cultural factors play a significant role in learners' reluctance to participate in oral activities. In some cultural contexts, speaking in English or expressing opinions openly in class may conflict with social norms or expectations, especially where English is not a dominant language. Literature by Markey, O'Brien, Kouta, Okantey, and O'Donnell (2021) notes that understanding and respecting these cultural factors is essential to creating an inclusive learning environment where learners feel comfortable participating.

Additionally, Teacher 2 observed a lack of confidence in learners when speaking English, which they attributed to limited exposure and practice in speaking. This lack of confidence could hinder learners' ability to articulate their thoughts in English, impacting their communicative competence. Studies by Santoso and Prasetyo (2024) emphasize the need for confidence-building activities, such as role-playing, group discussions, and constructive feedback, to encourage learners' active engagement.

The findings suggest that teachers face multiple challenges in assessing and developing learners' listening and speaking skills in EFAL classrooms, stemming from classroom environment issues, cultural influences, and learners' confidence levels. Both teachers acknowledged the importance of creating a supportive environment that fosters active speaking and listening practice. However, constraints

such as time limitations, class size, and resource availability pose significant challenges to achieving this goal.

5.3.7.4. Recommendations

Based on the findings, the following recommendations are proposed:

³⁵₁₇ **Enhance Classroom Environment:** Ensure that EFAL classrooms are equipped with necessary resources such as audio-visual aids to support listening and speaking exercises. Classroom sizes should also be optimized to allow sufficient interaction.

³⁵₁₇ **Allocate More Time for Speaking Activities:** Schools should consider adjusting timetables to include more time for structured speaking practice. Teachers could employ brief, frequent speaking activities, which can help learners build confidence gradually.

³⁵₁₇ **Incorporate Culturally Sensitive Practices:** Teachers should take into account learners' cultural backgrounds and integrate culturally appropriate practices that encourage participation without compromising learners' comfort.

³⁵₁₇ **Confidence-Building Interventions:** Implement activities that foster learners' confidence, such as peer discussions, role-playing, and positive reinforcement. Regular, constructive feedback can also boost learners' self-assurance in using English.

5.3.7.5. Limitations of the Study

This study focused only on two teachers from two schools, limiting the generalization of the findings. Future research could involve a larger sample size and consider additional factors such as socioeconomic status and language background.

5.3.8. Eighth Interview Question: “How do you handle learners’ fear or anxiety about speaking in English First Additional Language?”

The study aimed to understand the experiences of teachers in supporting learners with listening and speaking skills in EFAL classrooms, particularly focusing on reducing fear or anxiety about speaking in English. Interviews with Teacher 1 from School A and Teacher 2 from School B revealed strategies for addressing learner anxiety in speaking activities.

5.3.8.1. Teacher Strategies for Handling Learners' Fear or Anxiety in Speaking English

5.3.8.1.1. Teacher 1 (School A): Positive Reinforcement and Group Work

Teacher 1 emphasized the importance of positive reinforcement in alleviating learners' fear and anxiety about speaking English. Positive reinforcement included giving praise and encouragement when learners attempt to speak, regardless of fluency or grammatical correctness. Teacher 1 noted, "Encouragement and praise help build learners' confidence, making them feel more comfortable with speaking."

Additionally, group work was identified as a valuable approach. Teacher 1 found that small group activities provide a less intimidating environment for learners, as they can practice speaking in a smaller setting before addressing the whole class. This strategy aligns with communicative language teaching practices, which suggest that collaborative activities promote both comfort and confidence in language learning (Egitim, 2021).

5.3.8.1.2. Teacher 2 (School B): Creating a Safe Space and Encouraging Peer Support

Teacher 2 focused on creating **a safe and supportive classroom environment** where learners feel comfortable expressing themselves without fear of ridicule or embarrassment. Teacher 2 emphasized, "When learners know they won't be judged for making mistakes, they become more open to practicing speaking."

In addition to fostering a safe environment, Teacher 2 encouraged peer support by organizing peer feedback sessions. This approach allows learners to provide constructive feedback to one another, helping them recognize that everyone faces challenges in speaking. This method resonates with theories of socio-constructivist learning, which stress the importance of learner interaction and peer support in reducing anxiety (Toro, Camacho-Minuche, Pinza-Tapia & Paredes, 2019).

5.3.8.2. Comparison and Analysis

Both teachers aimed to reduce learners' fear of speaking, but their approaches varied slightly in emphasis. Teacher 1's reliance on positive reinforcement and group work reflects an encouragement-based approach that builds confidence in a gradual, structured manner. Teacher 2's focus on creating a safe space and fostering peer

support aligns with the idea of building community within the classroom, where learners feel supported by both the teacher and their peers.

The strategies employed by both teachers reflect core principles of Communicative Language Teaching (CLT), where the focus is on building communicative competence through meaningful, interactive practice. Research supports the idea that learners are more likely to speak when they feel psychologically safe and supported (Soares & Lopes, 2020).

The findings indicate that teachers play a critical role in reducing learners' anxiety in EFAL classrooms. By using positive reinforcement, group work, and peer support, teachers can create an environment that encourages learners to engage in speaking activities without fear. These findings support the development of a Communicative Competence Strategy, which emphasizes learner interaction, confidence-building, and supportive classroom dynamics.

5.3.8.3. Recommendations

Based on the findings, the following recommendations are proposed:

³⁵₁₇ **Implement Positive Reinforcement Techniques:** Schools should encourage teachers to use praise and encouragement consistently to build learner confidence in speaking activities.

³⁵₁₇ **Foster Safe Learning Environments:** Schools should promote classroom management practices that help teachers establish a supportive atmosphere, where learners feel comfortable making mistakes.

³⁵₁₇ **Incorporate Group and Peer Support Activities:** Teachers should regularly use group work and peer feedback to provide learners with a platform for practicing speaking in smaller, supportive settings.

³⁵₁₇ **Professional Development in CLT Approaches:** Training on Communicative Language Teaching (CLT) should be provided for teachers to improve their skills in implementing interactive and supportive classroom strategies.

5.3.9. Ninth Interview Question: “What difficulties do you encounter in getting learners to participate in speaking activities?”

The study investigated the experiences of teachers in facilitating listening and speaking skills in Senior Phase EFAL classrooms. Specifically, it examined the obstacles teachers encounter in encouraging learners to engage in speaking activities. Key findings from the interviews with two teachers are summarized below:

³⁵₁₇ **Teacher 1 (School A)** reported that fear of making mistakes among learners is a significant challenge. This fear often leads to reluctance to participate in speaking activities, as learners are concerned about negative peer reactions.

³⁵₁₇ **Teacher 2 (School B)** highlighted vocabulary limitations as a major issue. According to Teacher 2, learners’ limited vocabulary restricts their ability to express themselves effectively, resulting in decreased participation.

5.3.9.1. Fear of Making Mistakes (Teacher 1, School A):

Teacher 1’s response indicates that learners’ fear of making mistakes is a considerable barrier to active participation in speaking activities. This fear can stem from low self-confidence, the perceived judgment from peers, or previous negative experiences when speaking English in a classroom setting. According to Soares and Lopes (2020), a supportive environment is crucial in overcoming such psychological barriers. Learners need encouragement to see mistakes as a natural part of language learning, rather than as failures.

Implications

The fear of making mistakes affects learners’ willingness to engage in communicative practices, potentially limiting their language proficiency growth. Teachers may need to adopt strategies such as:

³⁵₁₇ Creating a non-judgmental environment where mistakes are normalized.

³⁵₁₇ Implementing group discussions where learners can feel more comfortable speaking within smaller peer groups.

5.3.9.2. Vocabulary Limitations (Teacher 2, School B):

Teacher 2 highlighted vocabulary limitations as the primary barrier to learners’ active engagement in speaking activities. Without an adequate vocabulary, learners may struggle to communicate their ideas clearly, leading to hesitation or disengagement.

Research by Omar, Nawi, Shahdan, Mee, Pek and Yob (2020) shows that vocabulary knowledge is foundational to communicative competence, as it enables learners to convey thoughts, feelings, and responses confidently.

Implications

Vocabulary limitations imply a need for more focused vocabulary-building activities within the curriculum. Teachers could:

- ³⁵₁₇ Integrate new vocabulary into daily lessons through contextual learning.
- ³⁵₁₇ Use visual aids, real-life scenarios, and interactive games to enhance vocabulary acquisition, helping learners to feel more equipped to participate in speaking activities.

The interviews with the two teachers reveal that both psychological (fear of making mistakes) and linguistic (vocabulary limitations) factors inhibit learners' engagement in speaking activities. These findings underscore the necessity for strategies that address both aspects to support learners in developing their communicative skills effectively. Encouragingly, each challenge also presents an opportunity for pedagogical interventions aimed at fostering a more conducive environment for speaking and listening skill development.

5.3.9.3. Recommendations

Based on the findings, the following recommendations are proposed to address the identified challenges:

³⁵₁₇ **Creating a Positive Classroom Atmosphere**

Teachers should aim to build an environment where learners feel comfortable making mistakes. This could involve establishing classroom norms that emphasize respect and mutual support.

³⁵₁₇ **Vocabulary-Building Exercises**

To tackle vocabulary limitations, teachers should incorporate vocabulary-building exercises tailored to real-life situations. Techniques such as word walls, vocabulary notebooks, and context-based learning can enhance learners' vocabulary retention.

³⁵₁₇ **Use of Peer Support Groups**

Forming small groups where learners can practice speaking in a low-pressure setting may help to reduce anxiety. Teacher-facilitated discussions within these groups can also encourage more hesitant learners to participate actively.

³⁵₁₇ **Professional Development for Teachers**

Teachers could benefit from training on creating supportive, communicative classrooms. Workshops focusing on learner engagement strategies and anxiety reduction techniques can equip teachers with practical tools to encourage speaking participation.

5.3.9.4. Recommendations for Future Research

Future research could explore more deeply how classroom dynamics, such as peer influence and teacher feedback styles, impact learners' willingness to engage in speaking activities. Longitudinal studies could also provide insights into how specific interventions affect learner confidence over time.

5.3.10. Tenth Interview Question: "How do you correct learners' speaking errors without discouraging them?"

Interviews with two teachers revealed their approaches to addressing learner errors in speaking activities. Teacher 1 from School A emphasized a subtle correction method to avoid embarrassment, while Teacher 2 from School B focused on positive reinforcement to build learners' confidence. Both approaches highlight the teachers' commitment to supportive, learner-centered correction methods.

5.3.10.1. Subtle Correction (Teacher 1 - School A):

Teacher 1's approach centres on gently modelling the correct form by repeating the sentence accurately without directly pointing out the learner's mistake. This method serves as an indirect correction technique, aligning with communicative competence theory, which suggests that subtle feedback helps learners internalize language structures without fear of making errors. By allowing learners to hear the correct form in context, Teacher 1 creates a learning environment where learners are more likely to engage in speaking activities with less fear of judgment.

5.3.10.1.1. Analysis and Theoretical Context

The subtle correction method used by Teacher 1 corresponds with Krashen's Affective Filter Hypothesis, which argues that learners are more open to acquiring language when they feel relaxed and un-threatened. By correcting learners indirectly, Teacher 1 reduces the risk of raising learners' affective filters, helping them to feel more confident and open to participating in speaking activities.

5.3.10.2. Positive Reinforcement (Teacher 2 - School B):

Teacher 2 employs a strategy of positive reinforcement, focusing on what learners do correctly before gently guiding them toward the correct form. This approach helps reinforce learners' strengths while addressing their errors constructively. By first acknowledging successful aspects of learners' speech, Teacher 2 provides a foundation of encouragement, which is particularly beneficial for learners struggling with self-esteem or fear of mistakes.

5.3.10.2.1. Analysis and Theoretical Context

Teacher 2's focus on positive reinforcement aligns with Vygotsky's Zone of Proximal Development (ZPD), which emphasizes the importance of support or "scaffolding" in language learning. By focusing on learners' existing knowledge before correcting them, Teacher 2 effectively builds on their current skills, which can facilitate a smoother transition to more accurate language use.

5.3.10.3. Comparative Analysis of Teacher Approaches

Both teachers share a learner-centered approach, aiming to correct errors without negatively impacting learner confidence. While Teacher 1 uses indirect correction, Teacher 2 combines reinforcement with constructive feedback. These approaches reveal that error correction in EFAL classrooms should prioritize learner confidence to promote active participation in speaking activities.

The findings highlight that both teachers value supportive correction strategies to maintain learner confidence in EFAL speaking activities. Their approaches align with principles of communicative competence by addressing errors constructively without risking discouragement. By fostering a positive environment, these correction strategies contribute to learners' willingness to participate in speaking activities, which is crucial for language acquisition in EFAL classrooms.

5.3.10.4. Recommendations

Based on the findings, the following recommendations are proposed to enhance teachers' methods in correcting learners' speaking errors effectively:

³⁵₁₇ **Professional Development Workshops:** Training workshops focusing on constructive feedback techniques could equip teachers with additional strategies for supportive error correction.

³⁵₁₇ **Implementing Reflective Teaching Practices:** Encouraging teachers to reflect on their correction techniques can help refine their approaches and adapt methods to individual learner needs.

³⁵₁₇ **Enhanced Classroom Activities for Error Correction:** Activities like role-play, where errors are corrected through natural dialogue, could further reinforce language skills while maintaining learners' confidence.

5.3.10.5. Limitations and Areas for Future Research

This study focused on two teachers in a specific educational context. Future studies could explore a broader range of teacher experiences across different schools and districts to provide a more comprehensive understanding of effective error correction strategies in EFAL classrooms.

The study reaffirms that subtle correction and positive reinforcement are crucial for promoting communicative competence in speaking activities, offering pathways for further research and practical applications in EFAL education.

5.3.11. Eleventh Interview Question: “What challenges do you face in balancing fluency and accuracy in speaking activities?”

The analysis of teacher interviews highlights a critical challenge in balancing fluency and accuracy during speaking activities. Both teachers emphasized the difficulty in promoting fluency without compromising grammatical accuracy, which is essential for learners' language development.

5.3.11.1. Balancing Fluency and Accuracy in Speaking Activities

Teachers' responses reveal the complexity of maintaining a balance between fluency and accuracy in EFAL classrooms. This section explores the distinct perspectives from Teacher 1 (School A) and Teacher 2 (School B) to illustrate this challenge.

³⁵₁₇ **Teacher 1 (School A)** expressed that the emphasis on correcting grammatical and pronunciation errors often disrupts the flow of speaking activities. This focus on accuracy can deter learners from speaking freely, as they fear making mistakes.

This response highlights the psychological impact of over-correction, where learners become hesitant and self-conscious, affecting their ability to communicate fluently. This aligns with Zakirovich (2023), that overemphasis on error correction can discourage learners from engaging in spontaneous communication.

³⁵₁₇ **Teacher 2 (School B)** echoed similar concerns, but also emphasized the ongoing dilemma of addressing errors.

Teacher 2's response underscores the tension between encouraging free expression and the need to prevent repetitive errors. While promoting fluency, Teacher 2 feels a responsibility to address recurring mistakes to build a strong foundation in language accuracy. This perspective aligns with communicative competence theories, which stress the importance of both fluency and accuracy as complementary components of language proficiency (Gallo & Raymundo, 2024).

5.3.11.2. Analysis of Balancing Strategies

Both teachers emphasize the importance of addressing errors without discouraging learners' fluency. However, their approaches suggest the need for a balanced teaching strategy that minimizes error correction during initial speaking attempts, but provides constructive feedback afterward. This method could reduce learners' fear of mistakes, as suggested by (Spada & Lightbown, 2019).

The findings reveal that balancing fluency and accuracy is an essential, yet challenging aspect of teaching listening and speaking skills in EFAL classrooms. Teacher 1's emphasis on learners' fear of making mistakes and Teacher 2's focus on grammatical accuracy underscore the need for a balanced teaching approach that encourages fluency while supporting accuracy.

5.3.11.3. Recommendations

³⁵₁₇ **Integrating Post-Activity Feedback Sessions**

Teachers could conduct post-activity feedback sessions, rather than correcting learners' mid-speech. This approach encourages fluency during

activities and provides a dedicated space for constructive feedback, helping learners recognize and address errors without disrupting the speaking flow.

³⁵₁₇ **Using Formative Assessment Techniques**

Implementing formative assessment techniques like self-assessment and peer review can enable learners to recognize their own mistakes and those of their peers. This practice may reduce the need for immediate teacher correction, fostering an environment of mutual learning.

³⁵₁₇ **Implementing Error-Tolerant Speaking Tasks**

Introducing speaking tasks where errors are tolerated and fluency is prioritized can help learners feel comfortable in expressing themselves. Error tolerance during these tasks may reduce the psychological barrier of fear associated with making mistakes.

³⁵₁₇ **Professional Development for EFAL Teachers**

Training programs focused on strategies for balancing fluency and accuracy can equip EFAL teachers with effective techniques to manage correction and fluency. Such programs should include workshops on positive error correction and fluency-promoting techniques.

5.3.12. Twelve Interview Question: “What challenges do you face in creating a supportive environment for speaking and listening practice?”

The interviews revealed specific challenges that teachers encounter when promoting a supportive classroom environment for speaking and listening practice. These challenges can be grouped into the following categories:

³⁵₁₇ **Learner Participation Issues:** Including shyness, reluctance, and passive engagement.

³⁵₁₇ **Resource Limitations:** Insufficient access to audio materials for structured listening practice.

³⁵₁₇ **Curriculum Constraints:** Emphasis on written assessments over practical oral skills practice.

5.3.12.1. Learner Participation Issues

The responses from Teacher 1 (School A) and Teacher 2 (School B) indicate that learner participation is a primary concern. Teacher 1 noted that “some learners are

shy and reluctant to participate in speaking activities,” while Teacher 2 mentioned difficulty in “creating an inclusive environment where all learners feel comfortable speaking.” This reflects a need for strategies that can help all learners feel confident in contributing to classroom discussions.

Interpretation: According to the **Communicative Language Teaching (CLT)** approach, a supportive environment encourages learners to actively participate without fear of judgment. The presence of shy or passive learners indicates that current classroom practices may not fully align with CLT principles, particularly in addressing learners’ psychological readiness to speak.

5.3.12.2. Resource Limitations

Teacher 1 highlighted the lack of audio materials, which restricts opportunities for structured listening practice. This challenge aligns with findings in existing literature that stress the importance of multimedia resources in language acquisition. Without access to audio materials, learners miss opportunities to hear varied accents, intonations, and conversational structures essential for developing listening comprehension.

Interpretation: The limited access to resources for listening practice may impede learners’ progress in comprehending spoken English, which is foundational for developing communicative competence. Nushi and Orouji (2020) emphasize that exposure to authentic listening materials is crucial for building listening skills; thus, the absence of these resources could hinder learners’ overall language development.

5.3.12.3. Curriculum Constraints

Teacher 2 also mentioned the curriculum’s focus on written assessments, which limits time for listening practice. This issue reflects a larger systemic challenge in balancing oral and written language skills within the curriculum framework.

Interpretation: The curriculum’s emphasis on written assessments may de-prioritize listening and speaking skills, despite their importance in communicative competence. Hymes’ Communicative Competence Theory suggests that oral skills are fundamental to language proficiency, and the current curriculum may need adjustments to integrate these skills more effectively.

The interviews with teachers from School A and School B reveal several barriers to creating a supportive environment for listening and speaking. Challenges include learner participation issues, limited resources, and curriculum constraints, which collectively hinder the effective teaching of listening and speaking skills.

5.3.12.4. Recommendations

³⁵₁₇ **Strategies for Enhancing Learner Participation**

To address learner reluctance, teachers could incorporate small-group discussions or pair work to encourage shy learners to engage in lower-stakes speaking activities. Regular use of positive reinforcement could help reduce learners' fear of making mistakes, fostering a supportive learning atmosphere.

³⁵₁₇ **Addressing Resource Limitations**

Schools and the Department of Education should consider allocating funds for acquiring audio materials and other multimedia resources. Supplementing class activities with online resources or encouraging learners to use free audio apps could also improve listening opportunities.

³⁵₁₇ **Curriculum Adjustments to Support Speaking and Listening**

A review of the curriculum to incorporate more listening and speaking exercises is recommended. This could involve adjusting assessment criteria to balance oral and written skills, ensuring that learners gain proficiency in both.

Creating a supportive environment for speaking and listening practice requires a multi-faceted approach, including enhanced resources, curriculum adjustments, and strategies that promote active learner participation. With these improvements, teachers can better support learners in developing communicative competence in EFAL classrooms.

5.3.13. Thirteen Interview Question: “How do external factors (e.g., large class sizes, limited resources) impact your ability to teach these skills effectively?”

The findings reveal that both teachers face significant challenges due to large class sizes and limited resources, which hinder effective teaching in listening and speaking skills.

³⁵₁₇ **Large Class Sizes:** Both teachers mentioned that teaching large classes—over 50 learners per class—prevents them from providing individualized attention, limiting learners’ opportunities to practice speaking skills.

³⁵₁₇ **Lack of Resources:** The limited availability of teaching aids, such as textbooks, computers, and audio-visual equipment, restricts the teachers’ ability to conduct engaging listening and speaking activities.

5.3.13.1. Impact of Large Class Sizes on Teaching Effectiveness

Teacher 1 from School A noted, “*With over 50 learners in a class, it’s almost impossible to give each learner the attention they need to practice speaking.*”

Teacher 2 from School B similarly commented, “*The large number of learners in my class means I can’t monitor individual progress effectively.*” These responses indicate that large class sizes hinder teachers’ capacity to engage learners in meaningful speaking activities, as it becomes challenging to manage classroom interactions and provide individualized feedback.

Large class sizes can contribute to a classroom environment that is less conducive to practicing listening and speaking skills, as documented in the literature. According to Hyland and Hyland (2019), effective language teaching often requires small group activities where learners can practice and receive timely feedback. In overcrowded classrooms, teachers may struggle to implement such strategies, resulting in reduced opportunities for learners to build communicative competence.

5.3.13.2. Resource Limitations Affecting Listening and Speaking Skills

Both teachers emphasized that limited resources negatively affect their teaching. Teacher 1 pointed out, “*The lack of resources like computers and audio equipment also makes it difficult to engage learners in listening activities.*” Teacher 2 expressed similar concerns, stating, “*We don’t have enough textbooks, and the limited*

availability of audio-visual aids impacts how I teach listening skills.” The lack of resources not only limits the range of teaching methods, but also restricts learners' exposure to diverse listening and speaking experiences essential for language acquisition.

Research indicates that audio-visual aids play a critical role in developing listening comprehension skills, as they expose learners to native or near-native pronunciation and intonation patterns (Szocs, 2022). In the absence of such aids, learners' listening skills development may be hindered. Moreover, the limited availability of textbooks suggests that learners have fewer opportunities to practice independently, impacting their overall language proficiency.

The interview results underscore that both large class sizes and inadequate resources significantly impede teachers' ability to teach listening and speaking skills effectively in the Senior Phase EFAL classrooms. The challenges identified by teachers indicate a need for structural support, particularly in reducing class sizes and improving access to resources such as textbooks, computers, and audio-visual aids.

5.3.13.3. Recommendations

³⁵₁₇ **Reduce Class Sizes:** Education stakeholders should prioritize lowering learner-to-teacher ratios in Senior Phase EFAL classrooms. Smaller class sizes would enable teachers to provide more individualized support, facilitating better engagement in listening and speaking activities.

³⁵₁₇ **Increase Resource Availability:** Schools should be provided with sufficient teaching resources, such as textbooks and audio-visual aids, to enhance the learning experience. Access to computers or tablets for each grade could also help address the technology gap noted by both teachers.

³⁵₁₇ **Implement Training on Resourceful Teaching Strategies:** Teachers could benefit from training on resourceful teaching strategies that maximize the use of limited resources. Workshops could equip teachers with techniques to foster a communicative learning environment despite constraints.

³⁵₁₇ **Policy Reforms:** The Department of Education should consider reforms to support Senior Phase EFAL classrooms, focusing on adequate staffing and resource provision in under-served areas like the Lepelle Circuit.

5.3.14. Fourteenth Interview Question: “What challenges do you face in integrating listening and speaking practice into your overall curriculum?”

The interviews conducted with Teacher 1 from School A and Teacher 2 from School B reveal consistent challenges faced in integrating listening and speaking practice into the EFAL curriculum. Both teachers emphasized that the curriculum is heavily focused on written assessments, which limits opportunities for listening and speaking activities. **Curriculum Constraints and Focus on Written Assessment**

Both Teacher 1 and Teacher 2 highlighted that the curriculum’s emphasis on reading and writing, coupled with the exam-driven nature of the syllabus, presents a significant barrier to integrating listening and speaking skills. Teacher 1 explained that there is “limited time for speaking and listening activities” due to the need to prepare learners for written exams. Similarly, Teacher 2 mentioned that “listening and speaking are not given priority because the focus is on preparing learners for written assessments.”

This finding aligns with existing literature that shows curricula often prioritize reading and writing due to the assessment requirements, as noted in studies by (Schneiderhan, Guetterman & Dobson, 2019). These constraints limit opportunities for learners to develop essential communicative skills, suggesting a need for curriculum reform that equally values all language skills.

5.3.14.1. Time Constraints and Pressure to Cover Syllabus Content

The responses indicate that both teachers feel pressured to cover syllabus content, with Teacher 1 mentioning that “listening and speaking skills take a backseat” and Teacher 2 noting that there is “simply not enough time to dedicate to listening and speaking activities.” This time constraint creates a challenge for teachers, as listening and speaking activities require dedicated time for practice and engagement.

Time limitations also affect the quality of speaking and listening activities, as teachers may not have the freedom to create interactive lessons that foster communicative competence. Nigar, Kostogriz, Mhilli and Yu (2024) support this finding, suggesting that rigid curriculum timelines limit teachers’ flexibility in adapting teaching methods to address listening and speaking skills effectively.

5.3.14.2. Exam-Driven Approach and Implications for Listening and Speaking Skills

Both teachers commented on the exam-oriented nature of the EFAL curriculum, with an emphasis on written assessments, rather than oral proficiency. Teacher 2's observation that "the focus is on preparing learners for written assessments" suggests that the current assessment methods may not fully support a balanced development of all language skills. This finding is consistent with Yang (2023)'s research, which critiques exam-driven approaches for potentially neglecting essential communicative skills needed in real-world situations.

5.3.14.3. Recommendations

Based on the analysis, the following recommendations are made to improve listening and speaking practice in Senior Phase EFAL classrooms:

³⁵₁₇ **Curriculum Adjustment:** Modify the EFAL curriculum to balance reading, writing, listening, and speaking skills, ensuring each is adequately represented.

³⁵₁₇ **Teacher Training and Resources:** Provide teachers with resources and professional development opportunities focused on integrating listening and speaking activities within time constraints.

³⁵₁₇ **Assessment Reforms:** Consider assessment reforms that include oral examinations or listening and speaking evaluations, thus encouraging teachers to prioritize these skills.

5.3.14.4. Limitations and Suggestions for Future Research

This study focused on a limited number of teachers within one district, which may not capture all the challenges faced in diverse educational settings. Future research could explore broader geographic samples and examine the impact of curriculum modifications on learners' listening and speaking competencies.

5.3.15. Fifteenth Interview Question: "What challenges do you face when using technology to teach listening and speaking skills?"

The interview data from Teacher 1 (School A) and Teacher 2 (School B) revealed several challenges faced in utilizing technology for teaching listening and speaking skills:

³⁵₁₇ **Insufficient Technological Resources** (Teacher 1): Limited availability of computers and poor internet connectivity hinder the effective use of technology.

³⁵₁₇ **Limited Access and Digital Literacy** (Teacher 2): A lack of access to devices at home and basic digital literacy skills among learners further constrain the benefits of technology.

5.3.15.1. Insufficient Technological Resources in the Classroom

Teacher 1 highlighted that limited resources and poor internet connectivity are major barriers in integrating technology for teaching listening skills. The limited number of computers and unreliable internet make it difficult for learners to engage with online listening resources, which are essential for exposure to authentic language use and diverse accents. This aligns with findings in the literature, such as Taghizadeh and Hasani Yourdshahi (2020), which emphasize the necessity of adequate infrastructure for successful technology integration in language learning.

Without sufficient technological resources, teachers are unable to employ interactive listening materials that could enhance learners' listening comprehension and pronunciation. This challenge points to the need for substantial investment in digital infrastructure, especially in rural schools like those in Lepelle Circuit.

5.3.15.2. Limited Access and Digital Literacy Among Learners

Teacher 2 reported that learners face digital access and literacy issues, which restrict their engagement with technology-driven learning. For many learners, the lack of personal devices and internet access at home means that their exposure to technology is limited to the classroom environment, where they may have minimal time to practice. This aligns with studies like Hargittai, Piper and Morris (2019), that identify socioeconomic factors as key influences on technology use in education.

Moreover, Teacher 2 pointed out that many learners struggle with basic digital skills, such as operating a computer or navigating educational software, which adds an additional layer of complexity to integrating technology in teaching. This highlights the need for digital literacy programs within the curriculum, allowing learners to gain comfort and competence with technological tools that support these skills.

5.3.15.3. Recommendations

Based on these findings, the following recommendations are proposed to improve the integration of technology in teaching listening and speaking skills:

- ³⁵₁₇ **Enhance Technological Infrastructure:** Schools should be equipped with additional computers and reliable internet access. Government and private sector partnerships could play a role in bridging the resource gap, particularly in rural areas.
- ³⁵₁₇ **Implement Digital Literacy Training for Learners:** Schools should introduce digital literacy programs to help learners develop essential technology skills. This can be facilitated through workshops and basic computer classes.
- ³⁵₁₇ **Provide Alternative Resources for Low-Tech Environments:** For schools with limited technology, alternative teaching materials, such as audio CDs, radio programs, or recorded media, can be useful in providing listening practice.
- ³⁵₁₇ **Support Teachers with Technology Training:** Professional development programs focused on digital teaching tools can empower teachers to make the most of available resources, even when limited, and improve their confidence in using technology.

5.3.16. Sixteenth Interview Question: “How do you handle your own frustrations or challenges when learners struggle with listening and speaking skills?”

The study explored teachers' experiences in teaching listening and speaking skills within Senior Phase EFAL classrooms in the Lepelle Circuit. Teachers face significant challenges, such as learners' slow progress and limited classroom resources, which affect the effectiveness of teaching listening and speaking skills.

5.3.16.1. Emotional Strategies for Handling Frustrations

Teacher 1 from School A expressed the emotional toll of teaching learners who struggle with listening and speaking skills:

- ³⁵₁₇ *"It can be frustrating when learners don't improve, especially when you feel like you've done everything to help them. I try to remind myself to be patient and that it takes time."*

This highlights the importance of patience and resilience in addressing educational challenges. Teacher 1's reflection on personal feelings of frustration shows a common emotional response when progress is slow, underscoring the need for professional support systems within schools.

Teacher 2 from School B also touched on managing expectations:

³⁵₁₇ *"When I feel frustrated, I remind myself that every learner progresses at their own pace."*

This comment reflects an understanding of individual learner differences and highlights a strategy of empathy and acceptance, which aligns with findings by Pozas, Letzel and Schneider (2020), that teachers who accept diverse learner progress are better able to sustain their teaching efforts.

5.3.16.2. Reflective Practices and Professional Growth

Both teachers emphasized the importance of reflective practices to address frustrations. Teacher 1 noted:

³⁵₁₇ *"I also reflect on my teaching methods and sometimes seek advice from colleagues."*

This reflects a commitment to professional development and continuous improvement. Seeking feedback from colleagues fosters collaborative problem-solving, an essential practice for teacher development. Teacher 2 also exhibited a similar growth mindset:

³⁵₁₇ *"I try to find new strategies to help them, like using different teaching materials or incorporating games to make lessons more engaging."*

These approaches align with Gligorea, Cioca, Oancea, Gorski, Gorski and Tudorache (2023) 's findings, which suggest that adaptable teaching methods can improve learner engagement and facilitate incremental progress.

5.3.16.3. Adaptive Teaching Methods

Teacher 2's response also highlights the practical adjustments made in response to frustrations, such as introducing games and varied materials:

³⁵₁₇ *"Using different teaching materials or incorporating games to make lessons more engaging"*

This approach emphasizes the value of adaptability in lesson planning, particularly in EFAL classrooms. Games and interactive materials support a communicative competence approach, engaging learners through play, which reduces anxiety and encourages participation.

5.3.16.4. Recommendations

Based on the findings, the following recommendations are proposed to support EFAL teachers in overcoming challenges:

³⁵₁₇ **Professional Development Workshops:** Regular workshops focused on reflective teaching practices and adaptive strategies could equip teachers with additional tools for managing classroom frustrations.

³⁵₁₇ **Peer Support Networks:** Schools should facilitate peer support programs where teachers can share experiences and strategies, fostering a community of collaborative learning.

³⁵₁₇ **Resource Diversification:** To improve engagement, schools should consider providing teachers with diverse resources, including games and multimedia materials, which can help maintain learner interest and support communicative competence.

³⁵₁₇ **Emotional Resilience Training:** Introducing resilience training as part of teacher development can provide teachers with practical skills to manage stress and maintain motivation.

5.3.17. Seventeenth Interview Question: "What support do you wish you had to help you overcome the challenges of teaching listening and speaking skills?"

This section provides a summary of the key findings from teacher interviews on the support they wish to receive to enhance their teaching of listening and speaking skills in Senior Phase EFAL classrooms.

The interviews with Teacher 1 from School A and Teacher 2 from School B revealed specific areas where support is needed:

³⁵₁₇ **Professional Development:** Teachers expressed a need for targeted training workshops focused on listening and speaking skills.

³⁵₁₇ **Classroom Resources and Technological Tools:** There is a lack of audio-visual resources necessary for effective teaching of these skills.

³⁵₁₇ **Class Size and Support Staff:** Teachers identified large class sizes and the absence of language specialists as obstacles to providing personalized support.

³⁵₁₇ **Exposure to Native Speakers:** Teachers believe that exposing learners to native speakers could improve learners' pronunciation and fluency.

5.3.17.1. Need for Increased Professional Development

Teacher 1 from School A emphasized the need for workshops or training sessions specifically focused on listening and speaking skills. This finding aligns with studies indicating that targeted professional development can significantly improve teachers' teaching skills in specific areas (Sancar, Atal & Deryakulu, 2021). In the current context, generic training does not address the unique challenges associated with teaching listening and speaking, suggesting a gap in professional support tailored to EFAL teachers.

5.3.17.2. Classroom Resources and Technological Tools

Both teachers identified a lack of resources as a barrier to effectively teaching listening and speaking skills. Teacher 1 mentioned the need for audio-visual resources, while Teacher 2 highlighted the potential benefits of having access to native speakers through online platforms. Research supports the view that interactive tools, such as listening labs or multimedia resources, can enhance learners' listening comprehension by providing them with authentic language exposure (Sancar, Atal & Deryakulu, 2021). The lack of such resources points to a need for investment in classroom technology.

5.3.17.3. Class Size and the Need for Additional Support Staff

Teacher 2 from School B raised concerns about managing large class sizes, which makes it difficult to provide individual support to learners. Furthermore, the teacher suggested that access to language specialists or assistants could alleviate the burden of managing listening activities alone. Literature indicates that smaller class sizes and additional support staff can positively impact language learning by allowing

teachers to address diverse learner needs more effectively (Wang, Christensen, Cui, Tong, Yarnall, Shear & Feng, 2023).

5.3.17.4. Exposure to Native Speakers

Teacher 2 also recommended access to native speakers, even through virtual means, to help learners improve pronunciation and fluency. This view aligns with communicative competence theory, which emphasizes authentic language exposure as crucial for developing fluency and accurate pronunciation (Saito, Suzukida, & Sun, 2019). The lack of such opportunities may limit learners' ability to practice and perfect these skills in realistic language settings.

5.3.17.5. Recommendations

Based on these findings, the following recommendations are proposed:

³⁵₁₇ **Targeted Professional Development Programs:** The Department of Education should consider implementing workshops specifically designed for teaching listening and speaking skills.

³⁵₁₇ **Provision of Audio-Visual Resources:** Schools should be equipped with interactive tools, such as listening labs and multimedia resources, to enhance listening comprehension activities.

³⁵₁₇ **Reduction of Class Sizes:** Where possible, the Department should consider policies aimed at reducing class sizes to allow for more individualized support.

³⁵₁₇ **Engagement with Native Speakers:** Schools should explore opportunities for learners to engage with native English speakers through partnerships or virtual platforms.

5.4. SUMMARY OF FINDINGS ON LEARNERS' INTERVIEW RESULTS

This section summarizes and discusses the findings from interviews conducted with Grade 8 and Grade 9 learners from two schools in the Lepelle Circuit, focusing on the difficulties faced in learning listening and speaking skills in the Senior Phase English First Additional Language (EFAL) classrooms. Based on these findings, conclusions and recommendations are provided to support the development of a Communicative Competence Strategy to improve listening and speaking skills.

5.4.1. First Interview Question: What do you find most difficult about learning listening and speaking skills?”

The data from interviews conducted with 12 learners (six from School A and six from School B) revealed that learners across both schools face similar challenges in listening and speaking activities. Key difficulties include:

³⁵₁₇ **Fast speech:** Many learners reported struggling to understand when English is spoken quickly, impacting their ability to comprehend conversations.

³⁵₁₇ **Unfamiliar vocabulary:** Learners expressed difficulty in grasping unfamiliar vocabulary, which limits their comprehension and engagement.

³⁵₁₇ **Lack of confidence:** The majority of learners indicated that they feel insecure when speaking English, often due to a fear of making mistakes or being ridiculed.

5.4.1.1. Difficulties with Fast Speech

One of the primary challenges reported by learners was difficulty in understanding fast-paced English. This aligns with research by Scharenborg and van Os (2019), which notes that the rate of speech can significantly affect non-native speakers' listening comprehension. Fast speech limits learners' ability to process and retain information, suggesting a need for teachers to moderate their speech speed in class, especially during new lessons or complex explanations.

5.4.1.2. Unfamiliar Vocabulary as a Barrier

The learners' struggles with unfamiliar vocabulary highlight a gap in vocabulary teaching, a finding supported by studies indicating that vocabulary knowledge is crucial for listening and speaking proficiency (Qian, & Lin, 2019). This challenge points to the need for EFAL teachers to incorporate more vocabulary-building activities and contextual learning practices, where learners encounter new words in real-life contexts to enhance retention and understanding.

5.4.1.3. Lack of Confidence in Speaking

A lack of confidence emerged as a common issue for learners in both schools, often rooted in a fear of making mistakes. This finding supports the notion that affective factors, such as anxiety and self-esteem, play an essential role in language learning

(Prodanovska-Poposka & Todorova, 2023). Creating a supportive classroom environment is critical for encouraging learner participation and reducing anxiety.

The findings indicate that EFAL learners in the Lepelle Circuit face shared challenges in developing listening and speaking skills, particularly regarding speech speed, unfamiliar vocabulary, and confidence. These challenges hinder their communicative competence and highlight a need for teaching adjustments to foster better listening and speaking skills.

Key conclusions drawn from the study include:

³⁵₁₇ **Speech Rate Modification:** Adjusting speech pace can improve learners' comprehension in classroom interactions.

³⁵₁₇ **Enhanced Vocabulary Support:** Targeted vocabulary teaching and contextualized learning can aid in understanding new terms.

³⁵₁₇ **Supportive Learning Environment:** Building learner confidence requires a supportive classroom that encourages risk-taking and reduces anxiety.

5.4.1.4. Recommendations for Teachers

³⁵₁₇ **Implement Pauses and Rephrasing:** Teachers should consciously use slower speech and incorporate pauses, rephrasing when needed to improve learners' comprehension.

³⁵₁₇ **Vocabulary-Building Strategies:** Incorporate regular vocabulary-building exercises, focusing on high-frequency vocabulary and context-based activities to aid retention.

³⁵₁₇ **Supportive Feedback and Encouragement:** To build learners' confidence, teachers should provide positive reinforcement and constructive feedback, focusing on content rather than mistakes to reduce learners' fear of speaking.

5.4.1.5. Recommendations for School Administrators

³⁵₁₇ **Workshops and Training:** Provide teachers with professional development workshops focused on effective listening and speaking techniques, particularly for EFAL classrooms.

³⁵₁₇ **Resource Allocation:** Allocate resources, such as audio-visual aids, to enhance listening and speaking teaching and create more engaging learning experiences for learners.

5.4.1.6. Recommendations for Policy Makers

³⁵₁₇ **Policy Support for Language Development Programs:** Policy makers should consider frameworks that support language proficiency programs, promoting active listening and speaking practices across schools in the district.

5.4.1.7. Implications for Future Research

The study highlights areas for future research, such as exploring the impact of language labs and peer-assisted learning in enhancing EFAL learners' listening and speaking skills.

5.4.2. Second Interview Question: “What challenges do you face when trying to improve your listening and speaking skills?”

The interview results indicate that learners face three primary challenges:

³⁵₁₇ **Lack of practice opportunities:** Many learners have limited exposure to English speaking activities, both within and outside the classroom.

³⁵₁₇ **Fear of judgment from peers:** Learners are often reluctant to practice speaking English in front of peers due to the fear of ridicule or judgment.

³⁵₁₇ **Inadequate teacher feedback:** Learners feel that they do not receive enough constructive feedback from teachers, which limits their ability to improve.

These findings reveal a gap between the current learning environment and the conditions required for fostering effective communicative competence in English.

5.4.2.1. Lack of Practice Opportunities

A significant barrier to learners' development of speaking skills is the limited opportunity for practice, which aligns with the findings of Rao (2019), who argues that frequent practice is essential for language fluency. Learners noted that class time dedicated to speaking is minimal, and they rarely speak English at home. This lack of exposure hinders their ability to build fluency and confidence.

Recommendation: Teachers could incorporate more interactive language activities, such as role-plays or group discussions, to create additional practice opportunities within class.

5.4.2.2. Fear of Judgment from Peers

Many learners expressed reluctance to speak English openly due to fear of judgment or ridicule from peers, particularly in mixed-ability classes. This fear negatively impacts their willingness to participate and experiment with the language. The findings align with (Wang, Soleimanzadeh & Shirvan, 2024), who found that a non-judgmental environment is crucial for fostering language skills.

Recommendation: Schools should foster a supportive culture by encouraging peer-to-peer collaboration and building a respectful, positive environment through class norms that discourage ridicule.

5.4.2.3. Inadequate Teacher Feedback

Learners also highlighted the need for more constructive feedback to guide their language development. This aligns with Chen, Zou and Cheng (2021), who argue that timely feedback is vital for language acquisition, as it helps learners identify and correct errors. Without specific guidance, learners struggle to recognize areas for improvement in these skills.

Recommendation: Teachers could implement formative feedback strategies, such as peer feedback sessions and individual feedback conferences, to offer more targeted support for learners' needs.

5.4.2.4. Recommendations

³⁵₁₇ **Increase Speaking Practice Opportunities:** Schools and teachers should implement structured activities that promote regular speaking practice, such as weekly conversational groups or interactive speaking exercises.

³⁵₁₇ **Cultivate a Supportive Learning Environment:** Schools should work on cultivating a classroom culture that emphasizes respect and peer support, allowing learners to practice without fear of judgment.

³⁵₁₇ **Enhance Teacher Feedback Strategies:** Teachers should adopt more frequent and specific feedback mechanisms, which could include

rubrics for self-assessment, peer assessment, and guided individual feedback sessions.

³⁵₁₇ **Incorporate Listening Skills Training:** Teachers could use varied listening resources, such as audio clips with different accents or comprehension-based exercises, to improve learners' listening proficiency.

5.4.2.5. Implications for Further Research

Future research could explore the impact of specific feedback techniques on learners' speaking and listening development. Studies focusing on how cultural factors and peer dynamics influence language acquisition may also provide deeper insights into enhancing communicative competence in EFAL classrooms.

5.4.3. Third Interview Question: "Are there specific situations where you struggle more with listening or speaking?"

The interviews revealed several key challenges learners face in developing listening and speaking skills:

³⁵₁₇ **Limited Exposure to English Outside the Classroom:** Most learners indicated that their primary exposure to English is limited to the classroom, as they lack opportunities to use English in social or home environments. This lack of exposure restricts their language practice, which is essential for improvement.

³⁵₁₇ **Challenges with Listening Materials:** Learners expressed difficulty in finding accessible listening materials they could understand. This challenge contributes to their struggle with listening comprehension and limits their ability to develop strong listening skills.

³⁵₁₇ **Reliance on Classroom Activities for Language Practice:** Due to the limited exposure outside school, learners depend on classroom activities as their main source of listening and speaking practice.

5.4.3.1. Limited Exposure to English Outside the Classroom

The finding that learners have limited exposure to English outside the classroom aligns with Shadieff and Yang (2020) on language acquisition, which suggests that constant interaction in the target language facilitates language competence.

Learners' dependency on school activities as their sole English practice environment restricts their opportunities to gain fluency and confidence. This finding supports Hummel (2021), that language acquisition extends beyond structured learning environments and is strengthened by naturalistic exposure.

This limited exposure may be attributed to various factors, including the socio-economic and cultural context of the region, where English may not be commonly used outside of formal education. Studies by Ghazali and Chabil (2020) have shown that second-language learners who are immersed in English-speaking environments tend to develop stronger linguistic skills than those who lack these opportunities. Therefore, fostering an environment where learners have greater access to English-speaking opportunities may benefit their language acquisition.

5.4.3.2. Challenges in Accessing Comprehensible Listening Materials

Learners from both schools mentioned difficulties in finding listening resources that are both engaging and comprehensible. This finding underscores the importance of providing level-appropriate audio-visual materials in the EFAL curriculum. According to Rukthong and Brunfaut (2020), comprehensible input is a fundamental component for developing listening skills. When learners are exposed to materials they can follow, they are more likely to remain engaged and improve their comprehension.

This lack of accessible resources limits learners' ability to enhance their listening comprehension, highlighting a gap in available educational support. Teachers may need to explore more diverse resources or curate content that accommodates learners' current language levels.

5.4.3.3. Dependence on Classroom Activities

Due to the lack of opportunities outside of school, learners' reliance on classroom activities for English practice is significant. This finding suggests that EFAL teachers play a critical role in designing engaging and communicative activities to maximize learners' practice within the classroom setting. In line with Waluyo (2019), communicative competence is often developed through interactive tasks that simulate real-life language use.

Teachers could incorporate more collaborative activities such as role-playing, group discussions, and interactive listening exercises, which offer meaningful practice and encourage learners to engage more actively with the language.

The study found that learners face several obstacles in improving these skills, primarily due to limited exposure to English outside school, difficulty in accessing level-appropriate listening materials, and a reliance on classroom activities for practice. These findings highlight the need for EFAL programs that incorporate diverse resources and community-based opportunities for language practice to help bridge the gap between the classroom and real-life language use.

5.4.3.4. Recommendations

³⁵₁₇ Increase Access to English in Social and Home Settings

Schools and communities could work together to establish programs such as English-speaking clubs or weekend language workshops to create environments where learners can practice speaking outside of class. Schools could also encourage partnerships with local media to provide accessible English content.

³⁵₁₇ Curate Accessible Listening Resources

EFAL teachers should consider creating a bank of age-appropriate and culturally relevant listening materials that learners can access independently. Digital resources, such as language-learning apps and websites can provide supplemental listening opportunities that learners can engage with at their own pace.

³⁵₁₇ Enhance Classroom-Based Speaking and Listening Activities

Teachers could implement a variety of interactive methods that allow for peer collaboration and practice, such as pair work, group presentations, and dialogue-based assignments. Additionally, adopting a communicative approach where learners engage in simulated real-life interactions could boost their confidence and improve language retention.

5.4.3.5. Implications for Further Research

This study highlights the importance of developing communicative competence strategies for EFAL classrooms. Further research could examine the impact of

community-based English language programs on learners' listening and speaking skills.

Additionally, future studies could explore the role of digital resources in enhancing EFAL learners' listening comprehension in rural contexts.

5.4.4. Fourth question: “How do you feel when you have to listen to someone speaking in a language you're learning?”

The interviews with learners revealed significant challenges related to listening comprehension and speaking anxiety. Common themes included:

³⁵₁₇ **Nervousness and Anxiety in Listening:** Learners reported feeling anxious when listening to English, especially when speakers used unfamiliar vocabulary or spoke quickly.

³⁵₁₇ **Grade-Specific Reactions:** Grade 8 learners expressed heightened anxiety and worry about missing critical information, whereas Grade 9 learners showed more confidence, but continued to struggle with accents and challenging vocabulary.

These findings suggest that learners across both grades face comprehension difficulties due to limited exposure to diverse English-speaking accents and complex vocabulary, impacting their confidence and engagement in EFAL classrooms.

5.4.4.1. Nervousness and Anxiety in Listening Comprehension

Most learners described feeling anxious when required to listen to English speakers, particularly if they spoke quickly or used complex language. This aligns with findings by Smith (2018), who noted that limited exposure to natural, fluent English contexts increases anxiety in learners. Nervousness may stem from a lack of listening exercises in EFAL classrooms, which can lead to feelings of inadequacy or fear of misunderstanding.

These insights suggest a need for language exposure through varied listening materials, including audio and video with diverse accents and pacing. Supporting learners in these situations could reduce anxiety and help them become more accustomed to different speaking styles.

5.4.4.2. Grade-Based Differences in Listening and Speaking Confidence

The data showed distinct differences between Grade 8 and Grade 9 learners. Grade 8 learners expressed greater concern about missing important information, revealing a developmental gap in language comprehension skills. This fear may be rooted in their earlier stages of English language acquisition, where exposure to varied vocabulary and accents is limited. Brown and Lee (2019) propose that increased exposure and practice opportunities can significantly improve listening and speaking confidence in younger learners.

Conversely, Grade 9 learners appeared more confident, but still struggled with complex vocabulary and accents. This finding indicates a gradual improvement, but highlights a gap in teaching methods that could better support vocabulary expansion and accent comprehension. Emphasizing vocabulary-building activities and listening practice with varied accents can better prepare learners at this stage.

5.4.4.3. Limited Exposure to Diverse Accents and Vocabulary

Across both grades, learners expressed challenges related to accents and advanced vocabulary. This aligns with Garcia's (2020) theory that effective language learning environments require exposure to a variety of linguistic styles to promote adaptability and comprehension. Inadequate exposure to different accents limits learners' ability to understand spoken English in real-world contexts, reducing communicative competence.

To address this, EFAL classrooms might incorporate listening materials with speakers from diverse linguistic backgrounds. Incorporating media and other resources that reflect varied accents can increase learners' familiarity and improve listening adaptability, supporting the development of comprehensive communicative competence.

In summary, learners across both grades experience challenges in listening comprehension due to anxiety, limited vocabulary, and unfamiliar accents. Grade 8 learners show heightened anxiety, while Grade 9 learners display slightly improved confidence, but still face vocabulary and accent-related issues. These findings underscore the importance of structured listening and speaking activities in EFAL classrooms to build learners' linguistic confidence and competence.

5.4.4.4. Recommendations

³⁵₁₇ Increase Exposure to Varied Listening Materials

To improve listening comprehension, EFAL classrooms should include audio and video resources with diverse accents and speaking speeds. This can expose learners to authentic English usage, reducing anxiety and enhancing their adaptability.

³⁵₁₇ Implement Vocabulary-Building Strategies

Introducing vocabulary-rich activities in the curriculum can help learners expand their lexicons, particularly with practical terms they encounter in listening activities. Frequent vocabulary quizzes, flashcards, and themed discussions can gradually improve learners' vocabulary comprehension.

³⁵₁₇ Create a Supportive Environment for Speaking Practice

Learners need a supportive space where they can practice speaking without fear of making mistakes. Group discussions, pair activities, and teacher feedback should be structured to reduce learners' fear of judgment, thereby building their confidence and fostering a more open learning atmosphere.

³⁵₁₇ Utilize Technological Tools for Accent Familiarity

Incorporating technological tools such as language learning apps and video-based resources can provide learners with regular exposure to diverse English accents. This strategy can build a habit of active listening, making learners more prepared for real-world communication.

5.4.4.5. Implication for Future Research

Further studies could investigate the role of peer interactions in alleviating speaking anxiety and improving listening skills in EFAL classrooms. Additionally, research on teachers' approaches to accent and vocabulary challenges could provide further insights for curriculum enhancement.

The findings underscore the need for EFAL classrooms to adopt strategies that address learners' challenges in listening comprehension and speaking. By fostering a communicative competence strategy that includes exposure to diverse accents,

vocabulary support, and a judgment-free speaking environment, teachers can support learners' development in listening and speaking skills.

5.4.5. Fifth Interview question: “What kind of activities or tasks do you find most challenging when it comes to listening and speaking?”

The interviews with 12 learners (3 Grade 8 and 3 Grade 9 learners from School A and School B) reveal the following key challenges:

³⁵₁₇ **Speaking anxiety:** Oral presentations and debates are among the most challenging tasks, with learners expressing a significant fear of speaking in front of peers.

³⁵₁₇ **Listening comprehension difficulties:** Learners struggle with tasks that require prolonged focus or involve fast-paced speech, indicating issues with processing speed and attention span.

These findings suggest that both affective (e.g., anxiety) and cognitive (e.g., processing speed) factors impact learners' ability to effectively engage in listening and speaking activities.

5.4.5.1. Speaking Anxiety in Oral Presentations and Debates

Many learners in both Grades 8 and 9 described oral presentations and debates as intimidating due to their fear of judgment by peers and lack of confidence. This fear aligns with findings by Malik, Qin, Oteir and Soomro (2021), who explain that speaking anxiety is a common barrier to language acquisition, especially in front of an audience.

The data indicates that speaking anxiety is heightened in settings where learners must present individually or engage in competitive debates. This suggests that learners may benefit from supportive, low-stakes speaking activities that allow them to build confidence gradually. For example, activities that allow peer collaboration or group presentations may reduce anxiety, as learners feel less isolated in front of an audience.

5.4.5.2. Challenges with Listening Comprehension Tasks

Listening tasks requiring prolonged focus or fast-paced audio were particularly difficult for learners, as indicated by both Grade 8 and Grade 9 responses. These tasks demand rapid cognitive processing, which can overwhelm learners with limited

exposure to English outside of the classroom. According to Al Omari (2019), listening comprehension is influenced by factors like vocabulary knowledge, processing speed, and auditory working memory, which could explain the difficulties learners reported with fast-paced speech.

The findings suggest that:

³⁵₁₇ **Affective factors, such as speaking anxiety**, are a significant barrier for learners in oral presentations and debates.

³⁵₁₇ **Cognitive challenges**—especially in fast-paced and prolonged listening tasks—affect learners’ ability to comprehend spoken English, potentially due to limited exposure and practice.

These findings underscore the need for a balanced approach to teaching listening and speaking skills, one that addresses both emotional and cognitive challenges. By fostering a more supportive environment and breaking down tasks into manageable segments, teachers can enhance learners’ confidence and listening abilities.

5.4.5.3. Recommendations

✓ **Addressing Speaking Anxiety**

³⁵₁₇ **Gradual Exposure:** Introduce speaking activities in stages, beginning with pair or group work before moving to individual presentations.

³⁵₁₇ **Positive Reinforcement:** Encourage learners by offering constructive feedback and celebrating small achievements in speaking tasks to build confidence over time.

³⁵₁₇ **Practice with Low-Stakes Tasks:** Use informal, low-stakes speaking activities (e.g., role-plays, storytelling) that focus on communication over perfection to help reduce anxiety in formal speaking tasks.

✓ **Enhancing Listening Comprehension Skills**

³⁵₁₇ **Chunking Listening Tasks:** Break down listening tasks into shorter segments, allowing learners to process smaller parts before moving on to more complex content.

³⁵₁₇ **Gradual Increase in Difficulty:** Begin with slower, simpler audio material and gradually increase the complexity and speed

as learners become more comfortable with listening comprehension.

³⁵₁₇ **Focused Listening Strategies:** Teach strategies for note-taking, identifying key points, and predicting content to help learners cope with fast-paced speech.

5.4.5.4. Suggestions for Future Research

Further research could explore:

³⁵₁₇ **The impact of peer-assisted learning** on reducing speaking anxiety in EFAL classrooms.

³⁵₁₇ **The role of technology-assisted listening tools** in improving listening comprehension, particularly for fast-paced audio tasks.

5.4.6. Sixth question: What do you do when you don't understand something you hear?"

The data from learner interviews highlighted several key responses when learners encountered difficulty in understanding spoken English:

³⁵₁₇ **Reliance on external help:** Across both schools, Grade 8 and Grade 9 learners showed a preference for seeking help from friends, teachers, or using dictionaries when they did not understand something.

³⁵₁₇ **Hesitation in asking questions:** Many learners expressed reluctance to ask questions directly in class due to shyness or fear of ridicule from peers.

5.4.6.1. Reliance on External Help

The majority of learners indicated a strong reliance on external sources of help. For example, learners frequently reported asking friends or waiting for teachers to explain confusing concepts. This preference highlights the importance of peer support in EFAL classrooms, as well as the role of the teacher in clarifying difficult concepts. The learners' responses are consistent with Ahmed Abdel-Al Ibrahim, Cuba Carbajal, Zuta and Bayat (2023), that emphasize the social aspect of language learning, where learners rely on scaffolding through peers and teachers to build comprehension and confidence.

This reliance underscores the need for creating structured peer-learning opportunities and teacher support mechanisms. However, it also suggests that

learners might benefit from self-help strategies, which could promote independence in language learning.

5.4.6.2. Hesitation and Fear of Ridicule

A significant portion of learners expressed discomfort with asking questions in class. For instance, several learners mentioned that they feared ridicule or judgment from classmates, leading to a passive approach to learning, where they waited for teacher explanations rather than seeking clarification independently.

This finding aligns with studies on learner anxiety and shyness in second-language acquisition, as noted by Oflaz (2019). Such anxiety can hinder active engagement and suggests the importance of creating a psychologically safe learning environment where learners feel comfortable asking questions without fear of judgment.

The findings suggest that learners in EFAL classrooms face challenges in comprehension, which they attempt to manage through reliance on external help from peers and teachers. However, the fear of ridicule when asking questions is a barrier to effective learning, highlighting the need for supportive classroom environments.

5.4.6.3. Recommendations

Based on these findings, several recommendations can be made to improve listening and speaking skills in EFAL classrooms:

³⁵₁₇ **Peer-Support Systems:** Encourage structured peer-support activities, such as pair discussions and group work, to allow learners to clarify comprehension issues collaboratively.

³⁵₁₇ **Build a Supportive Environment:** Teachers should actively foster a classroom culture that encourages questions and minimizes judgment, reducing learner anxiety related to language mistakes.

³⁵₁₇ **Encourage Self-Help Strategies:** Introduce tools like glossaries, bilingual dictionaries, and comprehension exercises, which can enable learners to address language challenges more independently.

³⁵₁₇ **Provide Regular Feedback:** Teachers should provide constructive feedback to help learners understand their progress in listening and

speaking skills, addressing any misconceptions or errors in a supportive way.

5.4.7. Seventh Interview Question

The interviews highlighted that the majority of learners find conversations and podcasts to be the most challenging listening exercises.

³⁵₁₇ **Conversations:** Learners from both schools indicated difficulty in comprehending conversations, particularly when native speakers or fluent English speakers are involved. The rapid pace, use of idiomatic language, and informal vocabulary were all reported as obstacles.

³⁵₁₇ **Podcasts:** Learners expressed that podcasts are difficult due to the extended focus required and the lack of visual cues, which are often necessary for aiding comprehension.

These findings indicate that learners are struggling with comprehension due to factors beyond simple vocabulary recognition; rather, they are impacted by the nuances of spoken language, such as speed, idiomatic expressions, and lack of non-verbal support.

5.4.7.1. Challenges with Conversations

The difficulty learners face with understanding conversations highlights two main issues: speed of speech and vocabulary barriers. Learners expressed that the fast pace of native speakers, combined with colloquial and idiomatic language, makes it difficult for them to follow conversations. This finding is consistent with Qiu and Xu, (2022) on listening comprehension, which suggests that learners benefit from gradually adjusted speed in listening activities to build confidence. The learners' responses indicate a need for structured listening activities with controlled speed and familiar vocabulary that can help bridge the gap toward more natural listening comprehension.

5.4.7.2. Challenges with Podcasts

Podcasts present unique challenges to learners, particularly because they lack visual cues and require prolonged concentration. The learners' difficulties with podcasts are compounded by the need to listen to extended speech without breaks. This aligns with studies indicating that visual cues in listening activities aid in comprehension, as

learners can interpret gestures, facial expressions, and other non-verbal signals to understand meaning.

5.4.7.3. Recommendations

✓ Enhancing Comprehension in Conversations

To address the challenges learners face with conversation-based listening exercises, EFAL classrooms can integrate the following strategies:

³⁵₁₇ **Slow-paced conversation practice:** Teachers can use recordings with varying speeds to gradually build learners' listening comprehension.

³⁵₁₇ **Pre-teaching vocabulary and idioms:** Introducing common idiomatic expressions before listening exercises may help learners recognize them in real-time conversation contexts.

³⁵₁₇ **Scaffolded practice:** Engaging learners in scaffolded conversations, where they first listen to simplified conversations before moving to more complex ones, may reduce anxiety and build their confidence.

✓ Supporting Listening Comprehension in Podcasts

To improve learners' engagement with podcast-based listening exercises, teachers can:

³⁵₁₇ **Use transcripts:** Providing transcripts of podcast episodes can allow learners to follow along, enhancing their ability to match written text with spoken words.

³⁵₁₇ **Incorporate visual aids:** Showing images or slides related to podcast topics can help learners contextualize information.

³⁵₁₇ **Segment podcast listening:** Dividing longer podcasts into shorter segments allows learners to process information in manageable parts.

The findings suggest that listening exercises involving natural conversation and podcasts pose significant challenges to Senior Phase EFAL learners. The rapid pace and lack of visual aids contribute to learners' difficulties with these formats. Implementing scaffolded listening activities, using visual support, and pre-teaching

vocabulary can enhance learners' confidence and comprehension. By adopting these strategies, teachers can create a more supportive learning environment conducive to developing communicative competence.

5.4.7.4. Implications for Further Research

Further research is recommended to explore the specific listening strategies that could assist learners in overcoming the challenges identified, such as targeted interventions focusing on idiomatic language and pronunciation practice. A longitudinal study examining the effects of scaffolded listening practice may also provide insights into best practices for supporting listening comprehension in EFAL contexts.

5.4.8. Eighth Interview Question: “Do you feel nervous when you have to speak in the language you’re learning? Why or why not?”

The interviews conducted with 12 learners from Grade 8 and Grade 9 at Schools A and B revealed that a majority experience nervousness when required to speak in English. This nervousness is particularly pronounced in formal settings, such as speaking in front of the class. The key findings are as follows:

³⁵₁₇ **Nervousness due to fear of making mistakes:** Many learners expressed that they fear making errors, particularly with pronunciation and grammar, which contribute to their anxiety.

³⁵₁₇ **Peer judgment:** Learners feel self-conscious when speaking English, as they worry about negative judgments from classmates.

³⁵₁₇ **Grade differences:** Grade 8 learners exhibited higher levels of nervousness compared to Grade 9 learners, who have had more practice and exposure to English speaking activities, contributing to a gradual increase in their confidence.

5.4.8.1. Learners' Nervousness in Speaking English

The majority of learners reported feeling nervous about speaking English in class, a finding consistent with Russell (2020) theory that language anxiety is common in language acquisition, especially in settings where learners are exposed to evaluation and peer feedback. Learners from both schools cited a strong fear of making mistakes as a reason for their anxiety. This fear appears to hinder their willingness to

engage in speaking activities, reflecting a need for supportive and non-evaluative speaking practice in EFAL classrooms.

5.4.8.2. Fear of Peer Judgment

Many learners feel apprehensive about speaking in front of their classmates due to concerns about being judged. This aligns with findings by Paul, Yu, Susanto, Lau and Meadows (2024), who posit that adolescent learners are particularly sensitive to peer evaluation, which can negatively impact language learning. The nervousness stemming from peer judgment may be more significant in EFAL classrooms, where learners are still developing linguistic competence.

5.4.8.3. Grade-Level Variations in Nervousness

Interestingly, the study found that Grade 8 learners exhibited more pronounced nervousness compared to Grade 9 learners. This may be due to greater exposure to English-speaking tasks and teacher feedback, which has helped Grade 9 learners gain confidence. This trend supports the idea that continuous exposure to speaking opportunities can lead to gradual improvement in learners' confidence.

5.4.8.4. Recommendations

Based on the findings, the following recommendations are suggested to improve learners' confidence and reduce anxiety in EFAL classrooms:

³⁵₁₇ **Implement Peer Supportive Speaking Activities:** Teachers should encourage pair or small group discussions to create a less intimidating speaking environment, allowing learners to practice without fear of judgment.

³⁵₁₇ **Provide Positive Feedback:** Regular and constructive feedback can help learners view mistakes as part of the learning process, reducing their anxiety over errors.

³⁵₁₇ **Gradual Exposure to Speaking Tasks:** Introduce more speaking opportunities incrementally, allowing learners to build confidence progressively, especially in Grade 8.

³⁵₁₇ **Integrate Role-Play and Interactive Activities:** Role-play activities and real-life scenarios can make speaking tasks more engaging and

practical, helping learners to focus on communication rather than perfection.

5.4.9. Ninth Interview Question: “What challenges do you face when trying to express your thoughts in speaking?”

The interview responses from 12 learners highlighted several recurring themes, the most notable being the difficulty in finding appropriate vocabulary to express their thoughts in English, especially when attempting to form more complex sentences. Additionally:

³⁵₁₇ **Learners expressed a greater ease in conceptualizing thoughts in their home languages** than in English, indicating limited vocabulary and grammar skills in English.

³⁵₁₇ **Many learners reported hesitancy and self-consciousness**, resulting in incomplete responses during speaking activities.

³⁵₁₇ **Some learners mentioned frequent pauses** as they struggled to find words in English, which they felt impacted the clarity and fluency of their communication.

The discussion draws upon both learners' responses and relevant literature to understand the specific challenges in learners' oral language development.

5.4.9.1. Vocabulary and Lexical Gaps

One of the primary challenges for learners is the limited English vocabulary, which hinders their ability to express thoughts comprehensively. This issue is reflected in their responses, with learners often reporting that they could articulate their thoughts more clearly in their home languages. The gap in lexical knowledge not only impedes fluency, but also affects confidence, as learners struggle to retrieve the appropriate words when needed. This aligns with Motorchi and Ziafar (2020), that lexical competence is a foundational component of communicative competence, and its absence can hinder language learning progress.

5.4.9.2. Grammatical Competence

In addition to vocabulary, learners expressed difficulties with grammar, especially when attempting to form longer sentences. This aligns with previous research (2020) which highlights how learners of additional languages often rely on simpler, shorter

sentences due to limited grammatical competence. The findings in this study support this view, showing that learners are likely still developing core grammatical skills, which affects their ability to participate fully in EFAL speaking activities.

5.4.9.3. Cognitive Load and Translation Barriers

Learners' tendency to think in their home languages and translate their ideas into English suggests a cognitive processing barrier. This translation process places an additional cognitive load on learners, often leading to hesitancy and incomplete sentences. Literature suggests that when learners rely heavily on translation, they may struggle to build automaticity in language production (Feruzi, 2021). This is particularly true for younger learners still developing their English proficiency.

5.4.9.4. Psychological Barriers: Hesitancy and Self-Consciousness

The data also revealed that many learners experience anxiety about making mistakes, which results in incomplete responses or an avoidance of speaking. This hesitancy can be attributed to a lack of self-confidence and fear of negative evaluation, which are commonly observed in language learning contexts (Li & Heydarnejad, 2024). Establishing a supportive and encouraging classroom environment is essential for mitigating these psychological barriers and encouraging risk-taking in language use.

Based on the findings, it is evident that learners face substantial challenges in expressing their thoughts in English, largely due to limited vocabulary, grammatical competence, and psychological factors. These challenges hinder learners' ability to participate confidently in speaking activities and suggest that they have not yet achieved the desired level of communicative competence in EFAL.

This study underscores the need for teaching strategies that focus on:

- ³⁵₁₇ Expanding vocabulary through targeted vocabulary-building activities.
- ³⁵₁₇ Strengthening grammatical competence through sentence-formation exercises.
- ³⁵₁₇ Reducing reliance on translation by encouraging English-based thinking in the classroom.
- ³⁵₁₇ Creating a supportive atmosphere to reduce anxiety and promote confidence in speaking.

5.4.9.5. Recommendations

In light of these findings, several recommendations are proposed to address the challenges faced by learners in developing communicative competence in EFAL:

³⁵₁₇ **Implement Vocabulary-Building Activities**

Teachers should introduce vocabulary-building activities that go beyond rote memorization, focusing on thematic and contextual vocabulary that learners can immediately apply in speaking exercises.

³⁵₁₇ **Enhance Grammar Teaching**

Grammar teaching should incorporate interactive exercises that encourage learners to form complete sentences. Sentence-building activities can promote comfort with more complex sentence structures, enhancing grammatical competence.

³⁵₁₇ **Minimize Translation Dependency**

To reduce learners' dependency on translation, teachers can incorporate more immersive language activities that encourage learners to process and respond directly in English. Group discussions, role-plays, and scenario-based tasks can facilitate this shift.

³⁵₁₇ **Foster a Supportive Learning Environment**

To address learners' self-consciousness, teachers should promote a positive, supportive classroom culture. By implementing peer support initiatives, where learners provide positive feedback to each other, teachers can foster an atmosphere of encouragement that builds confidence in speaking.

5.4.10. Tenth question: “How do you handle situations where you don’t know the right words to use?”

The study revealed that learners in both grades employ various strategies to overcome vocabulary challenges. While some strategies are common across both grades, slight variations were noted in how Grade 8 and Grade 9 learners handle these situations:

³⁵₁₇ **Frequent use of pauses and hesitation:** Most learners pause when they cannot recall a word, often leading to hesitation or delays in communication.

³⁵₁₇ **Seeking assistance:** Learners often ask peers or teachers for help with vocabulary gaps, especially if the pause continues or they feel unable to proceed.

³⁵₁₇ **Use of non-verbal cues:** Many learners use hand gestures or body language to convey meaning when they lack the precise vocabulary.

³⁵₁₇ **Attempts at alternative expressions:** Grade 9 learners frequently attempt to describe the intended word or provide examples, while Grade 8 learners are more likely to stop speaking altogether when they cannot find the right word.

5.4.10.1. Vocabulary Coping Strategies

The learners' responses indicate that both Grade 8 and Grade 9 learners tend to pause and seek assistance from their peers or teachers. This behaviour demonstrates a dependency on others to fill vocabulary gaps, which may suggest a lack of confidence or a need for a stronger vocabulary base. However, Grade 9 learners showed a more developed set of strategies, such as describing words or using examples, which may indicate a higher level of communicative competence as they progress through the senior phase.

5.4.10.2. Impact of Grade Level on Vocabulary Strategy Use

The data indicates that Grade 9 learners are more willing to attempt alternative ways to communicate when facing vocabulary gaps. This willingness aligns with Zarrinabadi, Lou and Shirzad (2021) on communicative competence development, which suggests that learners in higher grades are more inclined to take risks in language use. Conversely, Grade 8 learners tend to stop speaking if they encounter vocabulary difficulties, which could suggest that they feel less equipped or confident to navigate gaps in understanding.

5.4.10.3. Use of Non-Verbal Cues

Both grades relied on hand gestures and body language, which is a valuable communicative strategy. However, reliance on gestures alone may limit learners' ability to build actual vocabulary. Encouraging learners to pair gestures with verbal attempts could help them better internalize vocabulary over time.

The findings reveal that while learners from both grades utilize various strategies to cope with vocabulary limitations, Grade 9 learners exhibit a more proactive approach,

showing a degree of communicative competence. In contrast, Grade 8 learners exhibit hesitation and often discontinue speaking when encountering vocabulary challenges. The data suggests a need for targeted support that enhances vocabulary and confidence in both grades, with an emphasis on encouraging Grade 8 learners to adopt alternative strategies to support ongoing communication.

5.4.10.4. Recommendations

³⁵₁₇ **Increasing Vocabulary Exposure**

Introducing structured vocabulary-building activities, such as word walls, flashcards, and thematic vocabulary lists, could provide learners with a broader range of words to draw upon during conversations.

³⁵₁₇ **Encouraging Risk-Taking in Communication**

Teachers should encourage a supportive classroom environment that allows learners to experiment with language. Activities like role-playing or peer dialogue sessions can help Grade 8 learners become more comfortable with trying out new words or alternative descriptions.

³⁵₁₇ **Developing Non-Verbal and Verbal Strategy Integration**

Teachers should guide learners in using gestures in tandem with verbal attempts, rather than as a replacement for words. This practice would allow learners to reinforce vocabulary while still effectively communicating meaning.

5.4.11. Eleventh Interview Question: Do you feel more comfortable speaking in a classroom or outside of it? Why?"

Interviews conducted with 12 learners revealed mixed levels of comfort in speaking English both inside and outside the classroom:

³⁵₁₇ **Grade 8 learners:** The majority felt more comfortable speaking outside the classroom due to reduced pressure and freedom to use their home language when unsure. Some, however, preferred the classroom environment, where they could seek guidance from the teacher.

³⁵₁₇ **Grade 9 learners:** Many also reported a preference for speaking outside the classroom for similar reasons, such as decreased fear of judgment and the freedom to use their home language. Nevertheless, a few learners valued the

classroom's supportive environment, where teacher guidance helped them gain confidence and improve their fluency.

This analysis highlights the importance of supportive classroom environments and the teacher's role in fostering learners' speaking confidence.

5.4.11.1. Comfort Levels in Classroom vs. Outside Environment

The interviews revealed a consistent theme across both Grade 8 and Grade 9 learners, indicating that learners often feel less pressure speaking English outside the classroom. In both schools, many learners cited the comfort of using their home language as a key factor in feeling more at ease. This finding aligns with Pabro-Maquidato (2021), that learners often revert to their primary language to gain security and confidence, especially in settings where they feel less judged.

In contrast, a minority of learners, particularly in Grade 9, expressed a preference for speaking in the classroom. They appreciated the opportunity to receive feedback and corrections from teachers, which helped them overcome insecurities about making mistakes. This suggests that a teacher's supportive feedback plays a critical role in learners' speaking development. As noted by Ghafar (2023), creating a non-judgmental and encouraging classroom environment is vital in boosting learners' confidence in language acquisition.

5.4.11.2. Impact of Peer Pressure and Teacher Support

Learners across both grades noted peer pressure as a significant factor affecting their comfort levels in the classroom. The fear of making mistakes or being judged by peers was prevalent among those who preferred speaking outside the classroom. This fear hindered their willingness to practice speaking English openly and risk errors.

Conversely, learners who felt more confident speaking in class attributed this to the supportive role of the teacher. The presence of a teacher offering constructive feedback and encouraging risk-taking appeared to alleviate learners' anxiety. This aligns with Saydakhmetova (2020), who emphasizes the need for positive reinforcement and structured support in language learning environments.

The findings suggest that while most learners feel more comfortable speaking English outside the classroom due to reduced peer pressure and the freedom to use

their home language, a structured and supportive classroom environment significantly boosts some learners' confidence. The teacher's role in providing feedback, correcting errors, and creating an encouraging atmosphere is crucial in helping learners overcome language anxieties.

5.4.11.3. Recommendations

Based on the findings, the following recommendations are made to enhance learners' speaking confidence and comfort in EFAL classrooms:

³⁵₁₇ **Increase Opportunities for Low-Pressure Speaking Activities:**

Teachers should incorporate more informal speaking activities in classrooms, where learners feel less judged. Group work and peer discussions could be encouraged to reduce anxiety.

³⁵₁₇ **Provide Consistent Positive Feedback:**

Teachers should focus on creating an environment where learners feel supported. Providing gentle corrections and reinforcing positive language use can help learners feel less self-conscious.

³⁵₁₇ **Encourage the Use of Both English and Home Language in Early Stages:**

Especially for less confident learners, allowing occasional use of their home language can bridge understanding and gradually build comfort with English.

In summary, the comfort level of learners in speaking English varies significantly depending on the setting. While many learners feel less pressured outside the classroom, the classroom environment offers essential support and feedback, particularly when the teacher encourages a supportive atmosphere. Implementing strategies that blend structured guidance with a relaxed approach could effectively enhance learners' communicative competence in EFAL classrooms.

5.4.12. Twelfth Interview Question: “How does the speed at which someone speaks affect your ability to listen and respond?”

The data from interviews with 12 learners (6 each from Grade 8 and Grade 9 in Schools A and B) reveal common challenges in listening comprehension when faced with fast-paced speech. Both Grade 8 and Grade 9 learners indicated that rapid speech:

³⁵₁₇ Leads to confusion and misunderstanding of spoken English.

³⁵₁₇ Impairs their ability to form accurate responses.

³⁵₁₇ Increases anxiety, reducing overall comprehension and response accuracy.

Learners across both grades expressed that slower-paced speech allows for better processing of spoken language, aiding comprehension and confidence when responding.

5.4.12.1. Impact of Speech Speed on Listening Comprehension

The finding that fast speech complicates learners' understanding reflects their limited exposure to fluent spoken English. Learners noted difficulty in "catching all the words" when the speaker talks rapidly, which resonates with studies by Feldman (2019), that highlight the necessity for moderated speech speed in language acquisition.

5.4.12.2. Emotional and Cognitive Barriers

The learners' consistent reports of confusion and anxiety when exposed to fast speech indicate that pacing plays a critical role not only in comprehension, but also in reducing learner anxiety. The increased pace can lead to cognitive overload, making it challenging for learners to decode and retain spoken information.

The findings confirm that speech speed is a critical factor in learner comprehension in EFAL classrooms. Slow-paced, repetitive language allows learners to process content more effectively, increasing their ability to understand and respond. This conclusion aligns with communicative language teaching principles, which emphasize the importance of comprehensible input for language acquisition.

The implications for EFAL teachers are clear: moderated speech, use of repetition, and regular pauses can significantly improve learners' listening comprehension and confidence in responding.

5.4.12.3. Recommendations

To foster a supportive EFAL learning environment and enhance listening and speaking competencies, the following recommendations are proposed:

³⁵₁₇ **Implement Speech Pacing and Repetition Strategies**

Teachers should consciously moderate their speaking speed and use repetition to reinforce key points, especially when introducing new vocabulary or complex topics.

³⁵₁₇ **Use of Visual Aids and Scaffolding Techniques**

Visual aids (e.g., flashcards, SmartBoard) can support comprehension by associating spoken language with visual cues, reducing the cognitive load of fast-paced speech.

³⁵₁₇ **Incorporate Practice in Controlled Settings**

Small group activities where learners practice listening to moderate-paced speech would help them gain confidence and improve fluency.

³⁵₁₇ **Training on Processing Strategies**

Teachers can teach strategies such as note-taking, focusing on keywords, and seeking clarification to help learners handle instances of fast-paced speech.

³⁵₁₇ **Create a Supportive Environment for Oral Practice**

Learners benefit from a non-judgmental space where they feel comfortable asking for repetitions or clarifications. Encouraging learners to articulate their difficulties would reduce the anxiety associated with misunderstanding.

5.4.13. Thirteenth Interview Question: Do you find it challenging to keep up with group conversations? If so, why?"

The study aimed to understand teachers' experiences in teaching listening and speaking skills in EFAL classrooms, with a specific focus on learners' experiences. Based on interviews with 12 learners from Grades 8 and 9 across two schools (School A and School B), it was evident that many learners struggle to keep up with group conversations.

Key findings include:

³⁵₁₇ **Pace of speech:** Learners indicated that rapid conversational pace made it difficult to process and respond in time.

³⁵₁₇ **Interruptions:** The occurrence of interruptions and simultaneous speakers in group settings posed challenges in maintaining focus and understanding.

³⁵₁₇ **Unfamiliar vocabulary:** Limited vocabulary contributed to learners' difficulties in comprehending and responding effectively in group discussions.

These factors hindered learners' ability to engage fully in group interactions, often resulting in frustration and a reluctance to participate.

5.4.13.1. Difficulty with Pace of Speech

The learners' challenges with the pace of group conversations highlight the need for teachers to implement strategies that support language processing time. Both Grade 8 and Grade 9 learners from Schools A and B expressed that they struggled to keep up when the conversation moved quickly. This finding is consistent with communicative competence theories that emphasize the importance of pacing in language learning environments. By slowing down the pace of conversation practice, teachers can help learners become more comfortable with spoken English.

Practical Implications

Teachers might consider implementing structured turn-taking in group activities to help learners follow conversations without feeling overwhelmed. Additionally, incorporating pauses or recaps can provide learners with the time necessary to process what has been said before they respond.

5.4.13.2. Impact of Interruptions and Simultaneous Speakers

Learners' difficulties with interruptions during group conversations indicate a challenge in managing multiple speakers, which can be overwhelming for EFAL learners. This issue aligns with the findings of Fisher and Frey (2021), which suggest that learners benefit from structured group interactions to avoid interruptions that disrupt comprehension and focus.

Practical Implications

Teachers should aim to create a more structured environment for group discussions, where one speaker is allowed to finish before another begins. This structure can help learners build confidence in listening and speaking within a controlled setting, enabling them to focus on each speaker without the confusion caused by interruptions.

5.4.13.3. Vocabulary Limitations

Both Grade 8 and Grade 9 learners from both schools noted that unfamiliar vocabulary restricted their understanding and response abilities. The limited vocabulary affected learners' confidence and prevented them from fully participating in conversations. This is particularly significant as vocabulary acquisition is central to language comprehension and expression.

Practical Implications

To address vocabulary limitations, teachers could introduce pre-discussion vocabulary exercises to familiarize learners with key terms relevant to upcoming discussions. This approach allows learners to gain confidence in using these words, which may enhance their ability to participate in group conversations actively.

The findings underscore the challenges learners face in developing communicative competence due to difficulties in keeping up with group conversations. The rapid pace, frequent interruptions, and unfamiliar vocabulary all serve as barriers to effective participation, impacting learners' confidence and engagement in EFAL classrooms. These challenges suggest that a more supportive, structured approach to group conversations could improve learners' listening and speaking skills.

5.4.13.4. Recommendations

Based on the findings, the following recommendations are proposed to help EFAL teachers support learners in overcoming challenges in group conversations:

³⁵₁₇ **Implement structured turn-taking in group discussions:** Ensuring that learners have defined speaking turns can reduce confusion and improve comprehension.

³⁵₁₇ **Use slower-paced conversation practice:** By moderating the speed of group discussions, teachers can help learners process information more effectively.

³⁵₁₇ **Introduce pre-discussion vocabulary exercises:** Providing learners with a list of key vocabulary words before group activities can improve their understanding and confidence in using these words during conversations.

³⁵₁₇ **Encourage reflective listening exercises:** Activities such as summarizing or repeating what another speaker has said can reinforce comprehension and build conversational skills.

³⁵₁₇ **Create a supportive classroom environment:** Teachers should encourage learners to ask for clarification without fear of judgment, fostering a culture where questions are welcomed and mistakes are viewed as learning opportunities.

This study has summarized the main findings and discussed their implications within the context of teaching listening and speaking skills in EFAL classrooms. By implementing the recommended strategies, teachers can help learners build their listening and speaking competence, creating a more effective and supportive environment for language learning in the Senior Phase.

5.4.14. Fourteenth Interview Question: “How do you feel about making mistakes when speaking English First Additional Language?”

The study focused on understanding learners’ feelings about making mistakes while speaking English as a First Additional Language (EFAL) and explored how these emotions vary across grades and schools. Across both grades and schools, learners expressed feelings of anxiety, embarrassment, and fear of ridicule from peers when they make mistakes. Key findings include:

³⁵₁₇ **Anxiety and Embarrassment:** Learners in Grade 8, especially those from School A, frequently expressed that mistakes caused them embarrassment and made them feel anxious about speaking in front of their peers. This finding indicates that younger learners may be more sensitive to peer feedback, affecting their willingness to engage in spoken English activities.

³⁵₁₇ **Reflective Attitudes in Grade 9:** While Grade 9 learners also expressed discomfort with making mistakes, they demonstrated a slightly more reflective approach, recognizing errors as part of the language learning process. However, they still preferred discreet feedback, such as private teacher guidance over public correction.

Preference for Supportive Correction Methods: Learners in both grades mentioned a preference for more supportive correction strategies. Many learners expressed that private feedback from teachers would help them feel less anxious and more open to participating in speaking activities.

5.4.14.1. Anxiety and Embarrassment as Barriers to Language Practice

The consistent presence of anxiety and embarrassment among learners reflects a common barrier to language acquisition in EFAL classrooms. Research by Khouni, Gasim, Al Fahdi and Al Naabi (2022) emphasizes that anxiety can significantly hinder language learning, especially in speaking activities, as learners may avoid participation to protect their self-image. This study supports this view, showing that fear of judgment from peers discourages some learners, particularly in Grade 8, from engaging actively in speaking exercises.

5.4.14.2. Differences in Reflective Attitudes Across Grades

The slightly more reflective attitudes observed in Grade 9 learners suggest that maturity may contribute to learners' perspectives on making mistakes. Grade 9 learners from both schools were more likely to view errors as a natural part of language learning, a viewpoint that aligns with Vygotsky's social constructivist theory, which posits that learners develop language skills through interaction and feedback (Albiladi & Alshareef, 2019). However, despite this recognition, Grade 9 learners still preferred correction methods that respect their need for privacy and emotional safety.

5.4.14.3. Implications for Feedback and Correction Methods

The preference for supportive correction methods—specifically, private teacher feedback—reveals an area for pedagogical improvement. Research indicates that effective error correction, when provided in a non-threatening manner, can positively impact language acquisition and learner confidence (Martakush, 2020). In light of these findings, adopting private feedback strategies could reduce learners' anxiety, encourage their participation, and ultimately improve their communicative competence.

The findings indicate that emotional barriers like anxiety and embarrassment play a significant role in learners' reluctance to participate in speaking activities. Although

older learners showed a more constructive approach to mistakes, the overall preference for discreet feedback suggests that current correction methods may need to be adapted to better support learner confidence in EFAL classrooms.

5.4.14.4. Recommendations

³⁵₁₇ **Promote a Supportive Classroom Environment**

Teachers should create an inclusive classroom atmosphere where mistakes are normalized as part of the learning process. Establishing guidelines for positive peer interactions can reduce the fear of ridicule and encourage learners to take risks in speaking.

³⁵₁₇ **Implement Private Feedback Strategies**

Teachers should consider providing feedback in private or using subtle correction techniques during group activities. For example, teachers could use one-on-one sessions to address recurring mistakes without exposing learners to public critique, which may help reduce anxiety and improve speaking engagement.

³⁵₁₇ **Encourage Reflective Practices Among Learners**

Teachers could introduce reflective practices, such as self-assessment exercises to help learners view mistakes constructively. This could include activities where learners identify areas of improvement in their speaking skills and set personal goals for growth.

5.4.14.5. Suggestions for Future Research

Future studies could explore the impact of specific feedback strategies on learner confidence and communicative competence. Additionally, longitudinal studies tracking learners' progression in spoken English could provide valuable insights into the long-term effects of different corrective feedback methods on language learning.

5.5. SUMMARY OF CHAPTERS

Chapter 1: Introduction and Background

³⁵₁₇ Provides an overview of the research focus: **teaching listening and speaking skills** in the Senior Phase EFAL classrooms.

³⁵₁₇ Contextualizes the study in Lepelle Circuit, Sekhukhune South District, South Africa.

³⁵₁₇ Discusses the significance of the study, research problem, objectives, and questions.

³⁵₁₇ Includes the theoretical framework, scope, and limitations of the study.

Chapter 2: Literature Review

³⁵₁₇ Examines existing literature on teaching listening and speaking skills in EFAL classrooms.

³⁵₁₇ Discusses key concepts, theories, and approaches related to communicative competence.

³⁵₁₇ Explores challenges and strategies in teaching listening and speaking in diverse classroom contexts.

³⁵₁₇ Highlights gaps in literature that the study aims to address.

Chapter 3: Research Methodology

³⁵₁₇ Details the qualitative research design and approach.

³⁵₁₇ Describes the study setting (Lepelle Circuit) and participants (Grade 8 and 9 learners and teachers from two schools).

³⁵₁₇ Explains data collection methods, including interviews, non-participatory observations, and checklists.

³⁵₁₇ Discusses ethical considerations and the process for analyzing data (thematic analysis).

Chapter 4: Data Presentation and Analysis

³⁵₁₇ Presents the findings from:

o Learner Interviews:

- Challenges in listening and speaking activities.
- Coping strategies when learners do not understand something they hear.
- Feelings about listening to English as a First Additional Language.

o Teacher Interviews:

- Balancing fluency and accuracy in speaking activities.

- Creating a supportive environment for listening and speaking practice.
 - Assessing learners' progress and addressing challenges in listening tasks.
 - **Non-participatory Observations:**
 - Evaluation of teacher techniques using a checklist.
 - Teacher-learner interactions and lesson planning effectiveness.
- ³⁵₁₇ Includes thematic analysis with critical evaluation and visual aids like tables, bar graphs, and pie charts to present findings.

Chapter 5: Summary, Discussion of Findings, Conclusions, and Recommendations

- ³⁵₁₇ Summarizes key findings:
- **Learner Challenges:** Anxiety, confidence issues, reluctance to speak, vocabulary limitations, and difficulty understanding accents.
 - **Teacher Challenges:** Managing diverse language proficiency, cultural factors, and limited resources.
 - **Teaching Techniques:** Observations on audibility, fluency, and use of resources in lessons.
- ³⁵₁₇ Discusses findings in relation to existing literature and theoretical framework.
- ³⁵₁₇ Provides recommendations:
- Strategies for enhancing listening and speaking skills.
 - Approaches to fostering a supportive classroom environment.
 - Suggestions for addressing resource and time constraints.
- ³⁵₁₇ Concludes with the study's contributions to understanding communicative competence in EFAL classrooms and areas for future research.

5.6. CONCLUSION

This study explored the experiences of teachers and learners in teaching and learning listening and speaking skills in Senior Phase EFAL classrooms within the Lepelle Circuit, Sekhukhune South District, South Africa. Through qualitative methods, including interviews, observations, and thematic analysis, the research revealed critical insights into the challenges, strategies, and opportunities for improving listening and speaking skills in diverse classroom contexts.

Learners face difficulties such as anxiety, low confidence, vocabulary limitations, and struggles with accents and fluency. Reluctance to ask questions due to shyness or fear of ridicule was also prevalent. Teachers encounter challenges in balancing fluency and accuracy, creating a supportive classroom environment, and addressing diverse learner needs within the constraints of limited resources and time.

Observations also revealed areas needing improvement, including lesson planning, resource utilization, and teacher-learner interaction quality. The study concludes that while teachers and learners demonstrate resilience and adaptability, significant gaps remain in fostering a supportive and resource-rich environment for teaching listening and speaking skills. To address these gaps, a study guide has been developed based on the findings and is included in Chapter 6. This guide serves as a practical resource for enhancing teaching strategies and learner engagement, providing tools and techniques aimed at improving listening and speaking skills in EFAL classrooms.

The study's contributions include not only the identification of challenges, but also the provision of actionable solutions through the study guide. These findings emphasize the importance of equipping teachers with appropriate resources and training, creating a safe space for learners to practice communication skills, and addressing systemic challenges such as resource allocation and curriculum design.

Future research should focus on longitudinal studies to assess the implementation and effectiveness of the study guide and other interventions in improving communicative competence among EFAL learners. This will ensure sustained progress and development in teaching and learning listening and speaking skills, contributing to overall learner success in multilingual educational contexts.

CHAPTER SIX

STUDY GUIDE: COMMUNICATIVE COMPETENCE STRATEGY MODEL

6.1. INTRODUCTION

A useful framework for resolving issues with speaking and listening skills in Senior Phase English First Additional Language (EFAL) classrooms in Lepelle Circuit, Sekhukhune South District, South Africa is provided in this study guide. Based on the research findings, it seeks to give teachers the tools they need to promote a positive

learning environment, increase student engagement, and boost communication competence.

6.2. KEY CHALLENGES IDENTIFIED

The study identified the following significant obstacles:

³⁵₁₇ Limited exposure to the language and a variety of accents makes it difficult to **understand spoken English**.

³⁵₁₇ **Pronunciation and vocabulary restrictions**, which impair learners' confidence in speaking.

³⁵₁₇ The apprehension to participate in speaking activities due to the **fear of making blunders**.

³⁵₁₇ **There are insufficient chances for practice**, both within and beyond the classroom.

³⁵₁₇ **Teachers don't provide enough feedback** on speaking and listening exercises.

6.3. THE COMMUNICATIVE COMPETENCE STRATEGY MODEL

The model has four fundamental pillars to address these challenges:

✓ **Development of Listening Skills**

Objective: To enhance learners' comprehension of spoken English and their capacity for effective response.

Strategies:

³⁵₁₇ **Use a variety of audio resources:** Make use of videos, podcasts, and conversations with speakers of various accents and tempos.

³⁵₁₇ **Engage in active listening:** By incorporating comprehension questions, gap-fill exercises, and note-taking throughout audio sessions.

³⁵₁₇ **Group and pair discussions:** Encourage learners to share their thoughts and sum up what they hear with their peers.

✓ Improving Speaking Ability

Objective: To increase learners' self-confidence and proficiency in speaking English.

Strategies:

³⁵₁₇ **Pronunciation drills:** Practice your pronunciation by using phonetic exercises, shadow reading, and tongue twisters.

³⁵₁₇ **Role-playing:** To make speaking interesting and relevant, mimic real-life situations (such as placing an order at a restaurant or doing an interview).

³⁵₁₇ **Peer feedback sessions:** Give learners the opportunity to practise speaking in small groups or couples while giving each other helpful criticism.

6.3.1. Creating A Supportive Classroom Environment

Objective: To encourage learners to participate actively and reduce their fear of making mistakes.

Strategies:

³⁵₁₇ **Positive reinforcement:** Give credit for progress and hard work rather than flawlessness.

³⁵₁₇ **Culture of error tolerance:** Stress that making mistakes is a normal part of learning.

³⁵₁₇ **Engaging classroom dynamics:** Make learning fun by using games, discussions, and storytelling.

6.3.2. Teacher-Learner Interaction

Objective: To give useful feedback and improve the teacher-learner relationship.

Strategies:

³⁵₁₇ **Clearly define expectations:** At the start of each lesson, identify the goals for the speaking and listening exercises.

³⁵₁₇ **Tailored feedback:** Offer precise, useful guidance based on the needs of each student.

³⁵₁₇ **Practices for reflection:** Utilise post-activity conversations to consider difficulties and achievements.

6.4. IMPLEMENTATION GUIDELINES

Step 1: Baseline Assessment

Determine each learner's hearing and speaking competence levels by conducting an initial assessment using diagnostic tools like:

³⁵₁₇ Listening comprehension tests.

³⁵₁₇ Speaking activities (e.g., describing a picture or summarizing a story).

Step 2: Lesson Planning

Create classes that incorporate all four language skills—speaking, listening, reading, and writing—with a focus on speaking and listening. Make use of the following format:

³⁵₁₇ **Introduction:** Warm-up activity.

³⁵₁₇ **Presentation:** Introduce new vocabulary or listening material.

³⁵₁₇ **Practice:** Use guided listening or speaking tasks.

³⁵₁₇ **Production:** Encourage independent speaking or listening activities.

³⁵₁₇ **Feedback and Reflection:** Offer feedback and discuss key takeaways.

Step 3: Resource Utilization

Develop or source materials to support communicative competence, such as:

³⁵₁₇ Audio-visual resources.

³⁵₁₇ Flashcards and vocabulary lists.

Worksheets with communicative tasks.

6.5. MONITORING AND EVALUATION

³⁵₁₇ **Regular formative assessments:** Use quizzes, oral presentations, and comprehension tests to track progress.

³⁵₁₇ **Learner self-assessments:** Encourage learners to evaluate their performance and set personal goals.

³⁵₁₇ **Feedback loops:** Hold feedback sessions where learners and teachers reflect on what is working and what needs improvement.

6.6. CONCLUSION

Teachers can improve learners' communicative competence and confidence by using interactive, learner-centred strategies and creating a supportive environment. The Communicative Competence Strategy Model gives teachers useful tools to address the difficulties of teaching listening and speaking skills in EFAL classrooms.

The flexible nature of this study guide promotes teacher collaboration and the exchange of best practices in EFAL teaching.

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APPENDIX

1.1. ANNEXURE A

1.1.1. Request Letter to the Department of Education

UNIVERSITY OF LIMPOPO

PRIVATE BAG X1106

SOVENGA

0727

MARCH 2023

DEPARTMENT OF EDUCATION

To whom it may concern

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a PhD learner from the University of Limpopo, under the Faculty of Humanities, School of Education. I wish to request to conduct research in two of the schools associated with the Department of Education in Sekhukhune South District, Lepelle Circuit; namely, Sepheu Moleke Secondary School and Molwetji Secondary School. My focus area is on the Challenges experienced by teachers when teaching listening

and speaking skills in the Senior Phase English First Additional Language (EFAL) classrooms: Towards a Communicative Competence Model/Strategy. I will abide by the rules of the schools and will provide annual reports to the committee and provide the Department with the final thesis.

The researcher will observe teachers when teaching listening and speaking skills in their respective classrooms and will be requested to complete interview questions during the timeframe given by the school. There will be no compensation for participating in the study, but findings will be made known to the department.

You are free to contact me on 082 544 5171, or email bonolobotshe2@gmail.com or my supervisor Prof TW Molotja on 015 268 3722 if you have any questions.

Hope for a positive response.

Thank you in advance.

Yours Faithfully

Nchabeleng Bonolo Koruakae

1.2. ANNEXURE B

1.2.1. Informed Consent Form

Title of study: Teachers' experiences on teaching of listening and speaking skills in the Senior Phase English First Additional Language (EFAL) classrooms in Lepelle Circuit, Sekhukhune South District, South Africa: Towards a Communicative Competence Strategy

Investigator: BonoloKoruakaeNchabeleng

I....., "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 to participate in your study."

Signature:

Date.....

Researcher signature.....

Date.....

1.3. ANNEXURE C

1.3.1. Letter of Informed Consent and Requesting Parent/Guardian for the Participation of their Children in the Research

Title of study:

Teachers' experiences on teaching of listening and speaking skills in the Senior Phase English First Additional Language (EFAL) classrooms in Lepelle Circuit, Sekhukhune South District, South Africa: Towards a Communicative Competence Strategy.

Dear parent/Guardian: My name is Bonolo Koruakae Nchabeleng. I am an English educator and also a registered learner at the University of Limpopo, enrolled for PhD in education with specialization in English Language Education. My dissertation supervisor is Prof Tsebe Wilfred Molotja.

I am conducting research investigating about the above title. I have selected the school your child attends to collect data.

I chose your child to participate in this research because I 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 speaking skills and how learners respond when they are taught, with the aim of overcoming this challenge. Therefore, I am requesting you to allow your child as a Grade 8/9 learner for participation in this study.

Participation of this study is voluntarily and 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 your children, clarifying them with the issues they might seek clarity for.

This study will take place over a period of four 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 and the observation will be done twice.

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.

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 the study will have access to them.

1.4. ANNEXURE D

1.4.1. Informed Consent Form to the Parent/Guardian

Title of study:

Teachers' experiences on teaching of listening and speaking skills in the Senior Phase English First Additional Language (EFAL) classrooms in Lepelle Circuit, Sekhukhune South District, South Africa: Towards a Communicative Competence Strategy.

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.....

1.5. ANNEXURE E

1.5.1. Letter of Informed Assent and Requesting Grade 8/9 Learners for Participation in the Research

Title of study:

Teachers' experiences on teaching of listening and speaking skills in the Senior Phase English First Additional Language (EFAL) classrooms in Lepelle Circuit, Sekhukhune South District, South Africa: Towards a Communicative Competence Strategy.

Dear learner:

My name is Bonolo Koruakae Nchabeleng. I am an English educator and also a registered learner at the University of Limpopo, enrolled for PhD in education with specialization in English Language Education. My dissertation supervisor is Prof Tsebe Wilfred Molotja.

I am conducting research investigating about the above title. I have selected the school you attend to collect data and ask you to participate in the study.

I chose you to participate in this research because I believe that you can assist us on getting the solution for this challenge, as you are the victims. We want to see how teachers teach listening and speaking skills and how you respond when you are being taught, with the aim of overcoming this challenge.

Participation of this study is voluntarily and you can withdraw in the study if you are no longer feeling comfortable. You may not answer other questions if you are not free to respond to them. You are going to be 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 on the issues you might seek clarity for.

This study will take place over a period of four months. During that time, you will be visited four times and conduct and interview with you. The interview process will last for 30 minutes each and the observation will be done twice.

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.

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 you individually and thereafter be published, so that people who are interested in the study will have access to them.

You are free to contact me on 082 544 5171, or email bonolobotsheo2@gmail.com or my supervisor 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.

1.6. ANNEXURE F

1.6.1. Informed Assent Form from Learners

Title of study:

Teachers' experiences on teaching of listening and speaking skills in the Senior Phase English First Additional Language (EFAL) classrooms in Lepelle Circuit, Sekhukhune South District, South Africa: Towards a Communicative Competence Strategy.

Investigator:

Bonolo

Koruakae Nchabeleng

I,....., the learner of Grade 8/9, 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
- ✓ Interviews

Learner signature: Date:

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

1.7. ANNEXURE G

1.7.1. Teachers Interview Questions

1. “What are the main difficulties you encounter when teaching listening and speaking skills?”
2. “How do you assess the progress of learners in listening and speaking skills?”
3. “What aspects of teaching listening and speaking skills do you find most challenging in a diverse classroom?”
4. “What difficulties do you observe learners facing when it comes to listening tasks?”
5. “What challenges do you face in finding suitable listening materials that meet your learners' needs?”
6. “What strategies do you use to keep learners engaged during listening activities?”
7. “What are the main challenges you face when encouraging learners to speak in class?”
8. “How do you handle learners' fear or anxiety about speaking in English First Additional Language?”
9. “What difficulties do you encounter in getting learners to participate in speaking activities?”
10. “How do you correct learners' speaking errors without discouraging them?”
11. “What challenges do you face in balancing fluency and accuracy in speaking activities?”
12. “What challenges do you face in creating a supportive environment for speaking and listening practice?”
13. “How do external factors (e.g., large class sizes, limited resources) impact your ability to teach these skills effectively?”
14. “What challenges do you face in integrating listening and speaking practice into your overall curriculum?”
15. “What challenges do you face when using technology to teach listening and speaking skills?”
16. “How do you handle your own frustrations or challenges when learners struggle with listening and speaking skills?”

17. “What support do you wish you had to help you overcome the challenges of teaching listening and speaking skills?”

1.7.2. Learners’ Interview Questions

1. “What do you find most difficult about learning listening and speaking skills?”
2. “What challenges do you face when trying to improve your listening and speaking skills?”
3. “Are there specific situations where you struggle more with listening or speaking?”
4. “How do you feel when you have to listen to someone speaking in a language you're learning?”
5. “What kind of activities or tasks do you find most challenging when it comes to listening and speaking?”
6. “What do you do when you don't understand something you hear?”
7. “What types of listening exercises do you find most difficult (e.g., podcasts, conversations, lessons)?”
8. “Do you feel nervous when you have to speak in the language you're learning? Why or why not?”
9. “What challenges do you face when trying to express your thoughts in speaking?”
10. “How do you handle situations where you don't know the right words to use?”
11. “Do you feel more comfortable speaking in a classroom or outside of it? Why?”
12. “How does the speed at which someone speaks affect your ability to listen and respond?”
13. “Do you find it challenging to keep up with group conversations? If so, why?”
14. “How do you feel about making mistakes when speaking English First Additional Language?”

1.8. ANNEXURE H

1.8.1. Observation Schedule

Learner's name		Date of Birth	Age
Date of observation		Observed by	Year
Activity observed		Teacher	Task
Location			
Purpose of observation			

LEARNERS 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 and Sound-in-syllables.

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

1.9. ANNEXURE I

1.9.1. Translations Of Consent Forms and Data Collection Methods

MAMETLELELO

MAMETLETO A: LENGWALO LA KGOPELO YA NYAKIŠIŠO GO LEFASE LA THUTO

YUNIBESITHI YA LIMPOPO

PRIVATE BAG X1106

SOVENGA 0727

HLAKOLA 2023

LEFAPHA LA THUTO

Go mang yeo e mo amago

KGOPOLO YA TUMELELO YA GO DIRA NYAKIŠIŠO

Ke moithuti wa PhD go tšwa Yunibesithing ya Limpopo, ka fase ga Faculty of Humanities, School of Education. Ke rata go kgopela go dira dinyakišišo dikolong tše pedi tšeo di amanago le Kgoro ya Thuto Seleteng sa Borwa sa Sekhukhune, Lepelle Circuit; e lego, Sepheu Moleke Secondary School le Molwetji Secondary School. Lefelo la ka la nepo ke go Ditlhohlo tšeo barutiši ba itemogelago tšona ge ba ruta mabokgoni a go theeletša le go bolela ka diphapošing tša borutelo tša Kgato ya Godimo ya Seisemane Lelemetlaleletšo la Pele (EFAL): Go ya go Mohlala/Leano la Bokgoni bja Poledišano.

Ke tla obamela melawana ya dikolo gomme ke tla fana ka ngwaga le ngwaga dipego go komiti le go fa Kgoro thesesa ya mafelelo. Monyakišiši o tla lebelela barutiši ge ba ruta mabokgoni a go theeletša le go bolela ka diphapošing tša bona tša borutelo gomme o tla kgopelwa go tlatša dipotšišo tša poledišano nakong ya nako yeo e filwego ke sekolo.

Go ka se be le tefo ya go tšea karolo nyakišišong ye, eupša dikhwetšo di tla tsebišwa kgoro. O lokologile go ikgokaganya le nna go 082 544 5171, goba go romela imeile go bonolobotshelo2@gmail.com goba mookamedi waka Prof TW Molotja go 015 268 3722 ge o na le dipotšišo.

Tshepo ya karabelo e botse.

Re leboga e sa le pele.

Wa Gago Ka Botshepegi

Nchabeleng Bonolo Koruakae

MAMETLELELO B: FOROMO YA TUMELELO YA TSEBISO

Thaetlele ya thuto:

Maitemogelo a barutiši mabapi le go ruta mabokgoni a go theeletša le go bolela ka diphapošing tša Borutelo tša Kgato ya Godimo ya Sepedi Lelemetlaleletšo la Pele (EFAL) ka Lepelle Circuit, Sekhukhune South District, Afrika Borwa: Go ya go Leano la Bokgoni bja Kgotagano

Monyakišiši: BonoloKoruakaeNchabeleng Ke....., “e tiišetša gore lengwalo leo le kgopetšwego le amogetšwe gomme ke fetile go lona gomme ke kwešišitše morero wo o lego motheo wa morero wa gago wa nyakišišo. Ka fao ke fa tumelelo / ga ke nee tumelelo ya go tšea karolo thutong ya gago.”

Mosaeno:

Letšatšikgweedi..... Mosaeno wa

monyakišiši..... Letšatšikgweedi.....

MAMELETLO C: LENGWALO LA TUMELELO YA TSEBISO LE GO KGOPELA MOTSWADI/MOHLOKOMEDI GO KGARETŠA BANA BA BONA NYAKIŠIŠO

Maitemogelo a barutiši ka ga go ruta mabokgoni a go theeletša le go bolela ka diphapošing tša Borutelo tša Kgato ya Godimo ya Seisemane Lelemetlaleletšo la Pele (EFAL) ka Lepelle Circuit, Sekhukhune South District, Afrika Borwa: Go ya go Leano la Bokgoni bja Kgokagano

Motswadi/Mohlakomedi yo a rategago:

Leina laka ke Bonolo Koruakae Nchabeleng. Ke morutiši wa Seisemane ebile gape ke moithuti yo a ngwadišitšwego Yunibesithing ya Limpopo, ke ingwadišitše go PhD thutong ka go ikgetha Thutong ya Polelo ya Seisemane. Molaodi wa ka wa dissertation ke Mop Tsebe Wilfred Molotja. Ke dira nyakišišo yeo e nyakišišago ka ga thaetlele ye e lego ka mo godimo.

Ke kgethile sekolo seo ngwana wa gago a tsenago go sona go kgoboketša tshedimošo. Ke kgethile ngwana wa gago go tšea karolo nyakišišong ye ka gobane ke dumela gore baithuti ba ka re thuša go hwetša tharollo ya tlhohlo ye, ka ge e le bona batšwasehlabelo. Re nyaka go bona ka fao barutiši ba rutago mabokgoni a go theeletša le go bolela le ka fao baithuti ba arabelago ka gona ge ba rutwa, ka nepo ya go fenyha tlhohlo ye. Ka fao, ke kgopela gore le dumelele ngwana wa lena bjalo ka moithuti wa Mphato wa 8/9 go tšea karolo thutong ye.

Go tšea karolo nyakišišong ye ke ka boithaopo gomme batšwasehlabelo ba ka ikgogela morago thutong ge e ba ba se sa ikwa ba lokologile. Ba ka no se arabe dipotšišo tše dingwe ge e ba ba sa lokologe go di araba. Ba šireleditšwe ka baka la go tšea karolo nyakišišong ye gomme ga go na kotsi ya go tšea karolo. Pele ga ge go tšea karolo go thoma, go tla swarwa kopano ye kopana le bana ba gago, ba ba hlakiša ka ditaba tšeo ba ka nyakago go hlakišwa ka tšona.

Thuto ye e tla direga lebakeng la dikgwedi tše nne. Nakong yeo, baithuti ba tla etelwa gane gomme ba sware le go boledišana le bona. Tshepetšo ya poledišano e tla tšea metsotso ye 30 ye nngwe le ye nngwe gomme go lebelela go tla dirwa gabedi. Ngwana wa gago a ka se hwetše mogolo gore a tšee karolo nyakišišong. Le ge go le bjalo, go tšea karolo ga gagwe go tla thuša kudu ka gobane tlhohlo ya go hloka bokgoni ga mabokgoni a poledišano e tla fokola.

Tshedimošo e tla bolokwa bjalo ka sephiri gomme ke ikana gore magato a kotlo a swanetše go tšewa kgahlanong le nna ge nka šomiša boitšhupo bja ngwana wa gago. Maina a bona a tla bolokwa e le sephiri gomme tshedimošo e ka se abelanwa motho le ge e le ofe yo a sa amegego nyakišišong ye. Le ge go le bjalo, gape ke maikarabelo a bona bjalo ka batšwasehlabelo go boloka tshedimošo e bolokegile.

Tshedimošo yeo e hweditšwego go tšwa nyakišišong ye e tla thoma ka go abelanwa sekolo pele setšhaba se ka hwetša phihlelelo go yona. Kakaretšo ya dipoelo e tla fiwa bona ka botee gomme ka morago ga moo ya phatlalatšwa, gore batho bao ba nago le kgahlego nyakišišong ba tle ba fihlelele tšona.

O lokologile go ikgokaganya le nna go 082 544 5171, goba go romela imeile go bonolobotshelo2@gmail.com goba mookamedi wa ka TW Molotja go 015 268 3722 ge o na le dipotšišo. Go feta fao, tšhišinyo ye e lekotšwe le go amogelwa ke Yunibesithi ya Limpopo, Legoro la Thuto ya Botho, Sekolo sa Thuto, le Kgoro ya Maleme, bao ba tlogo netefatša gore batšwasehlabelo ba tla šireletšwa ka botlalo kotsing.

MAMETLETO D: FOROMO YA TUMELELO YA TSEBISO GO MOTSWADI/MOHLOKOMEDI

Thaetlele ya thuto:

Maitemogelo a barutiši ka ga go ruta mabokgoni a go theeletša le go bolela ka diphapošing tša Borutelo tša Kgato ya Godimo ya Seisemane Lelemetlaleletšo la Pele (EFAL) ka Lepelle Circuit, Sekhukhune South District, Afrika Borwa: Go ya go Leano la Bokgoni bja Kgokagano

Monyakišiši: Bonolo Koruakae Nchabeleng

Nna,....., motswadi/ mohlokomedi wa,, e tiišetša gore lengwalo leo le kgopetšwego le amogetšwe gomme ke fetile go lona gomme ke kwešišitše morero wo o lego motheo wa morero wa gago wa nyakišišo. Ka fao ke fa tumelelo / ga ke fe ngwana wa ka tumelelo ya gore ngwana wa ka a tšee karolo thutong ya gago.

Mosaeno wa motswadi:

Letšatšikgwedi:

Mosaeno wa monyakišiši.....

Letšatšikgwedi.....

MAMETLETO E: LENGWALO LA TUMELELO YA TSEBISO LE GO KGOPELA BAITHUTI BA MOPHATO 8/9 GO TŠEA KAROLO GO NYAKIŠIŠO

Thaetlele ya thuto:

Maitemogelo a barutiši ka ga go ruta mabokgoni a go theeletša le go bolela ka diphapošing tša Borutelo tša Kgato ya Godimo ya Seisemane Lelemetlaleletšo la Pele (EFAL) ka Lepelle Circuit, Sekhukhune South District, Afrika Borwa: Go ya go Leano la Bokgoni bja Kgokagano

Morutwana yo a rategago:

Leina la ka ke Bonolo Koruakae Nchabeleng. Ke morutiši wa Seisemane ebile gape ke moithuti yo a ngwadišitšwego Yunibesithing ya Limpopo, ke ingwadišitše go PhD thutong ka go ikgetha Thutong ya Polelo ya Seisemane. Molaodi wa ka wa dissertation ke Mop Tsebe Wilfred Molotja.

Ke dira nyakišišo yeo e nyakišišago ka ga thaetlele ye e lego ka mo godimo. Ke kgethile sekolo seo o tsenago go sona go kgoboketša data gomme ke go kgopela gore o tšee karolo thutong.

Ke le kgethile go tšea karolo nyakišišong ye ka gobane ke dumela gore le ka re thuša go hwetša tharollo ya tlhohlo ye, ka ge le le batšwasehlabele. Re nyaka go bona ka fao barutiši ba rutago mabokgoni a go theeletša le go bolela le ka fao o arabelago ka gona ge o rutwa, ka nepo ya go fenya tlhohlo ye.

Go tšea karolo thutong ye ke ka boithaopo gomme o ka ikgogela morago thutong ge e ba o se sa ikwa o lokologile. O ka no se arabe dipotšišo tše dingwe ge e ba o sa lokologe go di araba. O ya go šireletšwa ka lebaka la go tšea karolo thutong ye gomme ga go na kotsi ya go tšea karolo. Pele ga go thoma ga go tšea karolo, go tla swarwa kopano ye kopana le wena, go go hlakiša ka ga ditaba tšeo o ka nyakago go hlakišwa ka tšona.

Thuto ye e tla direga lebakeng la dikgwedi tše nne. Nakong yeo, o tla etelwa ka makga a mane gomme wa swara le go boledišana le wena. Tshepetšo ya poledišano e tla tšea metsotso ye 30 ye nngwe le ye nngwe gomme go lebelela go tla dirwa gabedi.

O ka se hwetše mogolo wa go tšea karolo nyakišišong. Le ge go le bjalo, go tšea karolo ga gago go tla thuša kudu ka gobane tlhohlo ya go hloka bokgoni ga mabokgoni a poledišano e tla fokola.

Tshedimošo e tla bolokwa bjalo ka sephiri gomme ke a ikana gore magato a kotlo a swanetše go tšewa kgahlanong le nna ge nka šomiša boitšhupo bja gago. Maina a gago a tla bolokwa e le sephiri gomme tshedimošo e ka se abelanwa motho le ge e le ofe yo a sa amegego nyakišišong ye. Le ge go le bjalo, gape ke maikarabelo a gago bjalo ka batšwasehlabele go boloka tshedimošo e bolokegile.

Tshedimošo yeo e hweditšwego go tšwa nyakišišong ye e tla thoma ka go abelanwa sekolo pele setšhaba se ka hwetša phihlelelo go yona. Kakaretšo ya dipoelo e tla fiwa wena ka botee gomme ka morago ga moo ya phatlalatšwa, gore batho bao ba nago le kgahlego thutong ye ba tle ba fihlelele tšona.

O lokologile go ikgokaganya le nna go 082 544 5171, goba go romela imeile go bonolobotshelo2@gmail.com goba mookamedi wa ka TW Molotja go 015 268 3722 ge o na le dipotšišo. Go feta fao, tšhišinyo ye e lekotšwe le go amogelwa ke Yunibesithi ya Limpopo, Legoro la Thuto ya Botho, Sekolo sa Thuto, le Kgoro ya Maleme, bao ba tlogo netefatša gore batšwasehlabele ba tla šireletšwa ka botlalo kotsing.

MAMETLETO YA F: FOROMO YA TUMELELO YA TSEBISO GO TŠWA GO BAITHUTI

Thaetlele ya thuto:

Maitemogelo a barutiši ka ga go ruta mabokgoni a go theeletša le go bolela ka diphapošing tša Borutelo tša Kgato ya Godimo ya Seisemane Lelemetlaleletšo la Pele (EFAL) ka Lepelle Circuit, Sekhukhune South District, Afrika Borwa: Go ya go Leano la Bokgoni bja Kgokagano

Monyakišiši: Bonolo Koruakae Nchabeleng

Nna,....., moithuti wa Mphato wa 8/9, ke badile le go kwešiša diteng tša lengwalo la gago la kgopelo, gomme ka fao, ke dumelelana/ ga ke dumelelane le kgatha tema thutong yeo go yona monyakišiši a tlogo nyakišiša ditlhohlo tša tihabollo ya mabokgoni a go theeletša le go bolela.

Ke kgetha go tšea karolo medirong ye e latelago:

- ✓ Ditlhagišo
- ✓ Dipoledišano

Mosaeno wa moithuti:

Mosaeno wa monyakišiši.....

Letšatšikgwedi.....

MAMETLETO YA G: TLHAHLO YA LENANEO LA POTŠIŠO

1. Ke ditlhohlo dife tšeo barutiši ba Polelotlaleletšo ya Seisemane ba itemogelago tšona ge ba ruta mabokgoni a go theeletša le go bolela?

1.1. Ke maano afe ao a šomišwago ke barutiši go hlabolla mabokgoni a go Theeletša le go Bolela go baithuti ba EFAL?

1.2. Ke mešongwana efe yeo barutiši ba ka e šomišago ge ba ruta mabokgoni a go theeletša le go bolela?

2. Barutiši ba Polelotlaleletšo ya Seisemane ba nolofatša bjang tlhabollo ya temogo le polelo ya baithuti go godiša mabokgoni a go theeletša le go bolela?

2.1.1. Efa mehlala ya mediro ya thelelo le ya go nepagala yeo o e šomišago go ruteng ga gago?

2.2.2. Naa o tutuetša bjang barutwana go hlabolla mabokgoni a go theeletša le go bolela?

3. Ke mekgwa efe ya taetšo, mekgwa le dithekniki tšeo barutiši ba di šomišago go tšwetša pele mabokgoni a go theeletša le go bolela?

3.1.1. O kopanya bjang mabokgoni a mangwe a mararo ge o ruta mabokgoni a go theeletša le go bolela?

3.2.2. Naa o tsenya barutwana bjang ka phapošing ya polelo?

4. Bokgoni bja go theeletša le go bolela bo ka hlabollwa bjang gabotse sekolong se se phagamego sa tikologo ya Lepelle?

4.1.1. Ke mehola efe yeo o naganago gore barutwana ba gago ba e lemoga ge ba hlabolla mabokgoni a go theeletša le go bolela?

4.2.2. Ke ditsela dife tše di šomago tšeo barutiši ba di šomišago go thuša barutwana go itlwaetša mabokgoni a go theeletša le go bolela?

MAMETLELELO H: LENANEO LA GO HLOKOMELA

Leina la moithuti	Letšatšikgwedi la Matswalo	Mengwaga
Letšatšikgwedi la go lebelela	Le hlokometšwe ka	Ngwaga
Mošomo wo o hlokometšwego	Morutiši	Mošomo

Lefelo	
Morero wa go lebelela	

MAINA A BAITHUTI KA FEELA
:
.....

LETŠATŠI LA MATSWALO
:
.....

MENGWAGA
:
.....

KEREITI
:
.....

LETŠATŠI
:
.....

Tlhaloso Dikgetho tša Tekolo

Fokola Tlwaelo Toko

Go kwa

Lentšu/Go kwagala

Go bolela ka
thelelo

Go hlaloša mantšu

Tlhathollo: .

Ditaelo:

Go kwa – Mantšu a baithuti a lemogwa ka maqhubu ka moka le ge e ba a bonala a lekana go ithuta.

Lentšu – Boleng bja lentšu bo ahlolwa ge eba bo ka gare ga mellwane ye e tlwaelegilego.

Thelelo – Sekgahla sa barutwana sa mantšu le go elela ga mantšu.

Tihaloso - E hlamilwe go fa mokgwa wo o rulagantšwego wa go sekaseka polelo ya motho ka mantšu a tee: Modumo-ka-mantswe le Modumo-ka-dinokong.

Tlhathollo - Diphošo di lokeleditšwe ka fase ka modumo wa phošo wo o latelwago ke modumo wa nepišo.

1.10. ANNEXURE J

1.10.1. Editorial Letter



507 Caledon Village, Cell +27794848449, Email: kubayijoe@gmail.com

11 April 2023

Dear Sir/Madam

SUBJECT: EDITING OF RESEARCH PROPOSAL

This is to certify that the research proposal entitled 'Challenges experienced by teachers when teaching listening and speaking skills in the Senior Phase English First Additional Language (EFAL) classrooms: Towards a communicative competence model/strategy' by Ms BK Nchabeleng has been edited, and that unless tampered with, I am content with the quality of the proposal in terms of its adherence to editorial principles of consistency, cohesion, clarity of thought and precision.

Kind regards



Prof SJ Kubayi (DLitt et Phil)

